



STRATEGIC PLAN

2019 | 2023

EDP UNIVERSITY

Table of Content

Introduction..... 2

History and Services of EDP 3

Strategic Planning Process At Edp University Of Puerto Rico 5

A. Analysis Of The External And Internal Environment 5

Vision, Mission, Philosophy and Educational Model of EDP..... 10

Philosophy and Educational Model of EDP 11

Vision - Edp Entrepreneurial University (Gibbs, 2012)..... 12

Strategic Priorities..... 14

Relation Of Strategic Goals And Objectives 16

MODEL FOR THE ASSESSMENT OF THE STRATEGIC PLAN AND MATRIX FOR THE ELABORATION OF ACTION PLANS BY FUNCTIONAL AREA..... 20

PLANS TO OPERATIONALIZE THE KEY ACTIONS OF THE STRATEGIC PLAN 2019-2023 (OPERATIONAL PLAN) 21

APPENDICES 51

APPENDIX 1: GLOBAL CHALLENGES OF HIGHER EDUCATION 52

APPENDIX 2: DEFINITION OF TERMS 54



“...if planning is synonymous with conscious driving, then there is no alternative to planning. Either we plan or we are slaves to the circumstance. To deny planning is to deny the possibility of choosing the future, is to accept it whatever way. If a man, a government or an institution give up driving and allow themselves to be driven, they give up dragging and are dragged by the facts, then they renounce the main human freedom, which is trying to decide for ourselves and for where we want to go and how to fight to achieve the objectives. Planning is thus a tool of the permanent struggles that man has from the dawn of humanity to conquer conscious degrees of freedom. ...”

(Matus, 1987, p.22-23)

INTRODUCTION

EDP University of Puerto Rico recognizes the importance of strategic planning to achieve its mission and to achieve its long-term goals. For this process to be successful, the active participation of professors, student representatives, deans and vice-presidents of EDP, among others, is of the utmost importance, for which reason the document presented is the product of a participatory and deliberative process that included members detailed in Appendix 1.

Strategic planning is an administrative tool that helps the organization improve its performance by ensuring that its members work towards common goals. (UNESCO, 2010). Strategic Planning is a systematic approach to the decision-making process and resolving critical and important issues for the organization to maintain its health and vitality in the long term.

This process will occur to the extent that the operational plans remain aligned with the institutional Strategic Plan. Therefore, the development strategies and operational plans that emerge from the Strategic Plan (SP) will provide direction and information that will guide the operational and evaluation activities of the SP 2019-2023. The SP must therefore be seen, as a road map or map of the future that will set the course for achieving the goals and objectives; and to the solution of critical issues that will allow us to achieve our new VISION.

The Board of Trustees and the President will be responsible for requiring all EDP members to endorse the content of the Plan and cooperatively participate in its implementation and calibration of results.

HISTORY AND SERVICES OF EDP

EDP University of Puerto Rico is a technological and socio-humanistic institution, which for more than 45 years has provided a non-traditional, open and flexible space where students of all ages can develop their skills. They have campuses / centers in five (5) towns of Puerto Rico and a variety of programs in different areas of knowledge. EDP seeks creative, determined and motivated people to start a new stage in their lives.

Since its foundation, EDP has remained at the forefront in the provision of services and academic offerings in the campuses of Hato Rey, San Sebastián and University Centers of Humacao, Manati and Villalba.

Among the academic offers that EDP offers at the Hato Rey Campus are the following: Associate Degrees in: Information Technology, Business Administration, Office Administration, Medical Emergencies Technology, Nursing, Physical Therapy Technology, Health Billing and Codifications in Health Services, Pharmacy Technician, Digital Fashion Design, Interior Design and Decoration, Digital Design, Criminal Justice, Executive Protection and Security and Biotechnology; Bachelor's in Information Technology Science Majors in Networks and Programming, Business Administration with concentrations in Accounting and Management, Technological Office Administration, Nursing, Natural Sciences, Digital Fashion Design, Interior Design and Decoration, Digital Design with a concentration in Multimedia, Criminal Justice Sciences with concentration in Forensic Science; Masters in Systems Information, Information Technology For Education, Information Systems Major in Information Security And Digital Fraud Investigation, Naturopathic Sciences, Business Administration Major in Strategic Management; and Professional Certificates in Information Security And Digital Fraud Investigation, Information Technology of Education, Project Management, Information Systems Auditing, Relational Database Administration. In addition, we offer services to the student through the following offices of: Registrar, Bursars, Counseling, Career Services, Information Resource Centers, Childcare, Tutoring, among others.

The San Sebastián Campus offers Associate Degrees in: Information Technology, Medical Emergencies Technology, Nursing, Pharmacy Technician, Physical Therapy Technology, Health Billing and Codifications in Health Services, Criminal Justice, Executive Protection and Security, Digital Fashion Design, Interior Design and Decoration; Bachelor's in: Information Technology

Science Majors in Networks and Programming, Criminal Justice Sciences with concentration in Forensic Science, Nursing Sciences and Natural Sciences.

The Humacao University Center offers Associate Degrees in Information Technology, Nursing, Physical Therapy Technology and Digital Fashion Design and a Bachelor's Degree in Nursing Sciences.

The Manati University Center offers Associate Degrees in: Information technology, Nursing, Physical Therapy technology and Digital Fashion design and a Bachelor's Degree in Nursing Sciences.

The Villalba University Center offers Associate Degrees in Information Technology, Business Administration, Nursing and Criminal Justice and a Bachelor's Degree in Nursing Sciences and Business Administration with a Major in Accounting.

The institution has become a space for study, meetings and development for its constituents. EDP is consistent with its mission: technological and socio-humanistic character, active learning and integral student development.

STRATEGIC PLANNING PROCESS AT EDP UNIVERSITY OF PUERTO RICO

The Strategic Planning process began with the assessment of the internal environment (context) and the external atmosphere (environment) in an intense and broad session of discussion and analysis. The discussion on the general context of the United States was used as a frame of reference, the general environment of Puerto Rico, the global challenges of Higher Education, the macro tendencies generated in the light of the changes that have been brought by the emerging society of knowledge, as well as the transformations that the massive incorporation of information technologies into teaching has undergone, the investigation and service in diverse community contexts.

A. ANALYSIS OF THE EXTERNAL AND INTERNAL ENVIRONMENT

The external appraisal takes into account events of an economic, sociological, technological nature, legal and external educational policies. In the general context of the United States, the economic growth was 2.7% in 2018, in comparison with 2016 (1.5%), and there was a special rebound in emerging and developing markets - EMDEs (it went from 3.7% in 2016 to 4.5% in 2018), despite the uncertainty caused by the current government's policy orientation. Public debt reached a record figure in September 2017, exceeding 20 trillion dollars. As of June 2018, it is at 2.1 trillion ¹. The dollar remains strong and the weak growth of the European and Japanese economies have had a negative impact on exports, generating a growing trade deficit. The unemployment rate fell from 4.9% in 2015 to 3.9% in 2018, reaching its lowest level in the last 17 years ². By April 2018, they registered 164,000 new jobs. Consumer spending, which represents about two thirds of gross domestic product, was 0.2% in May 2018, a fairly low figure compared to March (0.6) and April (0.5)³. Furthermore, levels of economic and social inequality have increased since the 1980s, currently reaching its highest point in a century. During the first quarter of 2018, economic growth was 2.3%. The government has taken drastic actions in the application

¹ Congress of the United States, Congressional Budget Office. The 2018 long-term Budget Outlook. Recovered from <https://www.cbo.gov/system/files/115th-congress-2017-2018/reports/53919-2018ltbo.pdf>

² The unemployment rate in the United States fell to 3.9%, the lowest in 17 years. Recovered from <https://www.infobae.com/america/eeuu/2018/05/04/la-tasa-de-desempleo-en-estados-unidos-cayo-al-39-el-minimo-en-17-anos/>

³ Bureau of Economic Analysis. Recovered from <https://www.bea.gov/newsreleases/national/pi/pinewsrelease.htm>

of tariffs and taxes, with which it has managed to maintain a performance similar to that of 2017 (2.9%), however it falls short of President Trump's goal of achieving a 3%⁴.

Regarding the general environment in Puerto Rico, the country has been under a strong economic recession for 13 years. A Fiscal Control Board was established pursuant to the PROMESA Law (Puerto Rico Oversight, Management and Economic Stabilization Act), seeking control over the Island's budget in order to modify the country's debt obligations¹. The current scenario continues to present challenges for the economy and education, because of the lack of liquidity, the University of Puerto Rico has been mentioned as a "card" in this process.⁵ According to a World Bank study that surveyed 189 economies and their environments to "do business", Puerto Rico reached a *ranking* of 64 (World Group Bank, 2017)⁶. This together with the challenges that higher education institutions already faced in the world and that have been pointed out by the UNESCO (Appendix 2).

The island's population continues to shrink due to migration, mostly of people of productive age. As of July 1, 2017, the population of Puerto Rico was estimated at 3,337,177 people. The 2010 census reported a population of 3,725,789 people. In these 7 years, the population of Puerto Rico has shown a reduction of 10% in total or approximately -1.5% each year on average.⁷ Furthermore, according to the State Data Center of Puerto Rico (SDC-PR) Between July 1, 2016 and July 1, 2017, 28,000 births and 29,000 deaths occurred in Puerto Rico. This reflects, for the first time, in the estimate of population increase due to natural causes more deaths than births. The fall is mainly due to fewer births as deaths have remained fluctuating around 29,000 annually.

The passage of Hurricanes Irma, on a smaller scale, and the devastation caused by María, in September 2017, contributed to the reactivation of the migration phenomenon. This is evidenced by figures from the Puerto Rico Institute of Statistics (IEPR), that reveal that between September and November 2017, around 184,000 people, that is, 6% of the population, left the island. As of July 1, 2018, the population clock shows a figure of 3,258,171 people.

The damage caused by the hurricanes is estimated at 90 billion dollars, and almost a year after the disaster, a part of the population continues without access to essential services. This

⁴ U.S. Economy Grew by 2.3% in First Quarter, Easing Slightly. The New York Times. Recovered from <https://www.nytimes.com/2018/04/27/business/economy/gdp-economy.html>

⁵ Vélez, G. (2016). Cinco objetivos de la nueva promesa (Five goals of the new promise). El Nuevo Día (Puerto Rico Newspaper)

⁶ <http://espanol.doingbusiness.org/data/exploreconomies/puerto-rico>

⁷ Information available at <https://censo.estadisticas.pr>

situation slows down the economic recovery process. Thus, with respect to 2016 figures, currently an increase in the poverty rate is calculated going from 43.4% to a 52.3%.⁸ For November 2017, the unemployment rate was estimated at 10.8%, as part of the island's recovery efforts after the hurricanes. As of May 2018, the unemployment rate stands at 9.6%, being the lowest figure in the last 10 years.^{9, 10} This could be a reflection of the new economic reality that the island is experiencing. That has bet on entrepreneurship or the reinvention of existing businesses and the growth of small businesses stands out.

Puerto Rico's public debt is 73 billion. If we divide it among the 3.4 million inhabitants in Puerto Rico that year, each would pay an approximate total of \$21,470.59. This is more than the per capita income on the Island, which is \$16,776¹¹. The inequality indices in Puerto Rico –which double those of the US –, have reached levels that adversely affect economic growth and jeopardize social stability. The income obtained from the lower economic stratum of society is 33 times less than that of the upper quintile. A rise in weak public corporations is being experienced, bureaucratized, politically mined and dependent on the central government to cover operational deficits and agencies poorly supervised by their boards, lacking transparency and auditability. This macro panorama and its variables have an effect on trends in higher education on the Island in areas such as: enrollment, retention, and offers according to employment projections.

In a post disaster scenario, its effects on the educational and labor sector are taken into account, as well as the implications for EDP as a higher education institution.

According to the Puerto Rico Board of Education, during the academic year 2016-2017 there was an enrollment of 227,255 students, of which, 58% was composed of the female population and 42% from the male population. Of the total enrollment, 70% of the students were

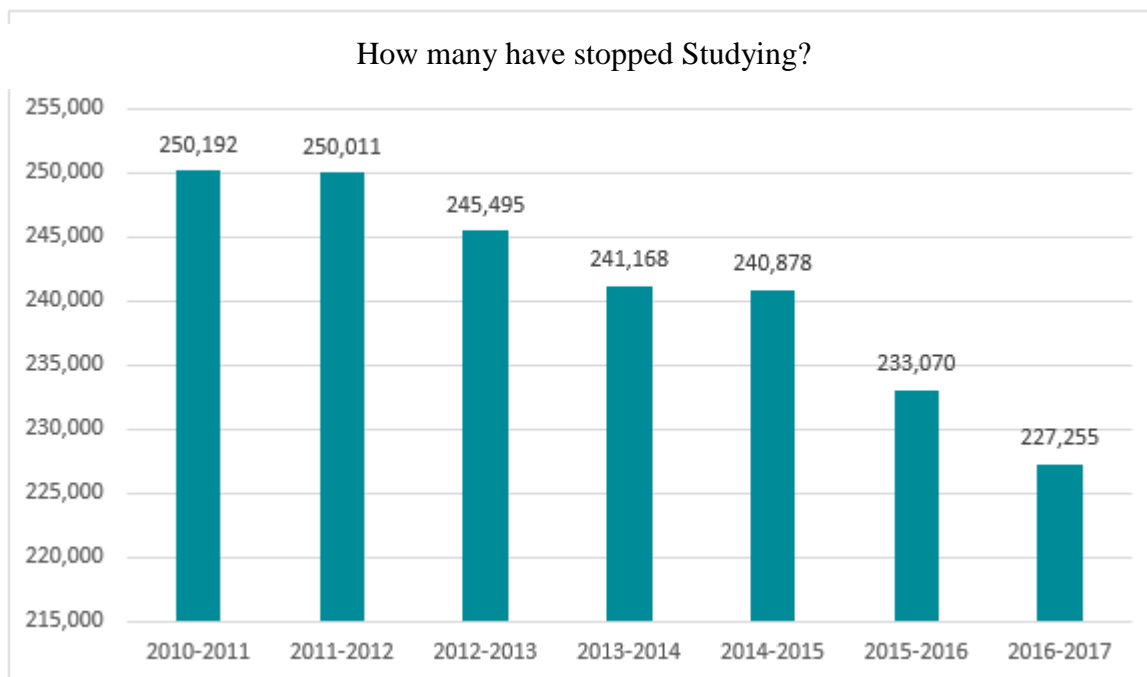
⁸ Census Information Center (CIC), University of Puerto Rico in Cayey. Recovered from <http://online.pubhtml5.com/cbpt/jzur/>

⁹ Most municipalities gained jobs in November. El Nuevo Día (Puerto Rico Newspaper). Recovered from <https://www.elnuevodia.com/negocios/economia/nota/lamayoriadelosmunicipiosganaronempleosennoviembre-2391463/>

¹⁰ Bureau of Labor Statistics. Information available at <https://data.bls.gov/timeseries/LASST720000000000003>

¹¹ Marxuach, S. M. (2014, August 10). The Federal Reserve Report. Center for the New Economy. Recovered from <http://grupocne.org/2014/08/10/el-informe-de-la-reserva-federal/#more-7393>

served by private sector institutions. A loss of 26.000 students was informed in the past 6 years as a consequence of a decreasing economy, that is to say 6% (López Alicea, 2018)¹².



* GRAPHIC TAKEN FROM “EL NUEVO DÍA” (NEWS PAPER) ADAPTED FOR THE PURPOSES OF THIS DOCUMENT

However, this data is prior to the passage of hurricanes, so the figure is expected to increase. Reforms are currently underway in the academic structures and offerings of various higher education institutions in the country, especially in the private sector. These changes are a way of adapting to the current economic reality and of counteracting the decrease in the number of students accessing university education, and include: consolidation of campuses or headquarters, freezing of jobs and evaluation of tuition costs. In the case of the public university, the panorama is different and has opted for an increase in the cost of credits for the fiscal year 2019 as a way to supply the fiscal deficit as a consequence of the multiple cuts to its budget.

¹² López Alicea, A. (2018). Las universidades hacen frente a los retos de la crisis (Universities face the challenges of the crisis). El Nuevo Día (Puerto Rico Newspaper). Recovered from <https://www.elnuevodia.com/noticias/locales/nota/lasuniversidadeshacenfrentealosretosdelacrisis-2432037/>

Against this panorama, it is necessary to remember what was stated in the preamble of the World Conference on Higher Education ¹³ about the commitment of these institutions to the development of society:

“Higher education has given ample evidence of its viability throughout the centuries and of its ability to transform itself and promote change and progress in society. Given the scope and pace of the transformations, Society tends more and more to be based on knowledge, reason why higher education and research are now a fundamental part of the cultural, socioeconomic and ecologically sustainable development of individuals, communities and nations.”

Therefore, the series of adaptations experienced by higher education institutions in Puerto Rico focus on meeting the demand for qualified professionals in various areas of knowledge according to the needs of the environment. For EDP as an institution with a technological and socio-humanistic focus, the combination of its strengths in the technological area with strategies aimed at sustainability, is a key aspect for the training of flexible professionals in the face of diversifications and evolutions in the labor world, capable of contributing to innovation and being creative, and can develop problem solving skills.

¹³UNESCO (1998). World Declaration on Higher Education in the XXI century: Vision and Action. World Conference on Higher Education. Recovered from http://www.unesco.org/education/educprog/wche/declaration_spa.htm

VISION, MISSION, PHILOSOPHY AND EDUCATIONAL MODEL OF EDP

The Mission and Vision, which will guide EDP's organizational decisions of a professional, social, financial, administrative and ethical nature, are expressed as follows:

MISSION

EDP University is a technological and socio-humanistic higher education Institution, leader in the education of professionals in the Arts, Sciences and Technology. We constitute a learning community that offers graduate and undergraduate academic programs that promote active learning and the integral development of students, as they are the center of the educational process.

New Vision of EDP University of Puerto Rico

Through an in-depth discussion about the direction that EDP has to take over the next five years, the directors were guided, by an external consultant, to consider taking on the **Entrepreneurial University** model proposed by Gibbs. (2012) and make it part of our VISION statement for the 2019-2023 planning cycle. The proposal was discussed, valued and assumed by the planning team and was stated as established below:

VISION

EDP University of Puerto Rico adopts the Entrepreneurial University model and assumes the knowledge and its search, as the axis for innovation and the sustainable and competitive economic development of its constituents in and outside of Puerto Rico

PHILOSOPHY AND EDUCATIONAL MODEL OF EDP

EDP University of Puerto Rico adopts the Entrepreneurial University model and assumes the knowledge and its search, as the axis for innovation and the sustainable and competitive economic development of its constituents in and outside of Puerto Rico

The educational philosophy of EDP University of Puerto Rico, Inc. is based on the concept of a technological education strongly supported by deeply social and humanistic foundations. Under this philosophy, the Institutions mission is to expose the student to educational experiences that stimulate their integral development. Each student will gradually become a productive and prepared citizen to effectively face the educational, technological, social, economic and cultural challenges that characterize modern times. All institutional efforts are directed towards the integral development of the student, both intellectual and personal.

Figure 1. Curriculum Development and Learning Model at EDP University

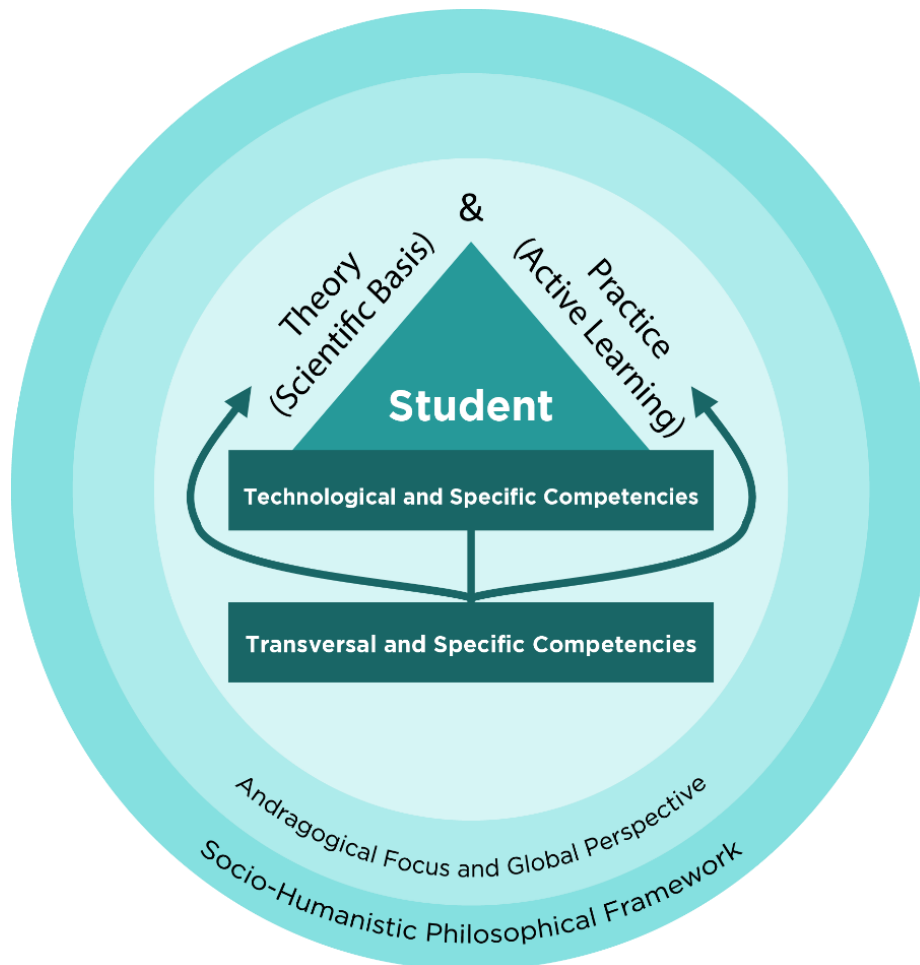


Figure 2: Summarizes the areas of emphasis and the most relevant strategic actions.

Figure 2: Vision-EDP Entrepreneurial University (GIBBS 2012)

VISION - EDP ENTREPRENEURIAL UNIVERSITY (GIBBS, 2012)



This figure has been drawn from the model developed by Gibbs (2012) around what constitutes an entrepreneurial university. It takes into account both the EDP Educational Model and the values that support it since its foundation.

The 2019-2023 Strategic Plan assumed the constitutive principles of the Model and their operationalization through the five axes described below and their respective strategic goals.

Values that commit the EDP community and that govern its actions are described and summarized in figure 3

Figure 3: EDP values



STRATEGIC PRIORITIES

Table 1. Relationship of strategic priorities to strategic goals

Strategic Priorities	Strategic Goals
<p>Axis 1: Innovation and Entrepreneurship EDP will integrate the social assessment of entrepreneurship and innovation as a consequence, into the academic context of its student training programs. It will provide academic experiences to students and teachers so that they contribute to co-create an active ecosystem of learning-entrepreneurship and innovation.</p>	<ol style="list-style-type: none"> 1. Reconfigure the academic experiences of students from different population profiles so that programs are relevant and focused on a culture of innovation, virtual learning and entrepreneurship. 2. Create an ethically responsible culture of innovation that recognizes and generates creative thinking, empowers its constituents, advisors, administrators, faculty, students, and members of the school community, to create solutions, implement them, and measure their results. 3. Promote and reward creative thinking; empower constituents, advisors, administrators, teachers, students, and community members to create solutions, implement them, and measure their results; establish ethically responsible practices that develop a culture of innovation and interdisciplinary and multisector collaboration. 4. Operationalize the Entrepreneurial University model adopted by EDP and evaluate its results.
<p>Axis 2: Institutional strengthening EDP's educational model will be recognized externally for its innovative character, focused on skills, versatile and tempered to the diverse profile of students and the needs of the "global" labor market.</p>	<ol style="list-style-type: none"> 1. Create an interactive and porous network of practitioners that is agile and changing. Offer academic degrees in various formats that are responsive to the profile of students, connected to the real world and the needs of the global labor market, including self-employment.
<p>Axis 3: Renewal and Growth in the academic offer and institutional fiscal sustainability The institution will maintain a dynamic and competitive academic offer to which it will integrate activities of creation, generation and application of knowledge with quality and relevance in attention to the economic and social needs of its environment and will provide governance aimed at strengthening the Entrepreneurial University Model.</p>	<ol style="list-style-type: none"> 1. Establish innovative practices in teaching, research and service models, and calibrate institutional initiatives with an evaluation design based on data and evidence, which allows demonstrating the profitability of investments in the various initiatives and the possibility of replicating them on a larger scale.

Strategic Priorities	Strategic Goals
	<ol style="list-style-type: none"> 2. Increase the number of students to maintain financial sustainability and optimize operations.
<p>Axis 4: Social Responsibility and Third Mission EDP will be recognized by the external community for its contributions to the cultural and educational dissemination and a sustainable solidary entrepreneurship of the communities it serves.</p>	<ol style="list-style-type: none"> 1. Assume social responsibility through applied research, turning the university into a global urban center that is attractive to neighbors and communities to develop alliances for a sustainable entrepreneurship. 2. Turn the university into a global urban hub that draws people from neighborhoods and communities to campus, creating vital and real alliances that generate measurable results.
<p>Axis 5: Strategy and Governance EDP has an institutional government and a university administration whose management is transparent, flexible, effective, and with clear policies for the evaluation of the institution and the student learning effectiveness. Planning will be used in a systematic and comprehensive, permanent manner to provide perspective and direction to educational activities.</p>	<ol style="list-style-type: none"> 1. The University Administration will adopt and clearly express its willingness to change and its active commitment to a culture of innovation and institutional renewal by accepting and monitoring risks, allocating appropriate resources and establishing a structure that attracts private investment, promotes research and innovation and measures its results.

RELATION OF STRATEGIC GOALS AND OBJECTIVES

Table 2. Relationship of strategic goals and objectives

Strategic Goals	Objectives
<p>Axis 1: Innovation and Entrepreneurship</p> <p>Goal 1. Reconfigure students’ academic experiences from different population profiles so that programs are relevant and focused on a culture of innovation, virtual learning and entrepreneurship.</p>	<ol style="list-style-type: none"> 1. Review 100% of the syllabi of Academic Programs at all academic levels to incorporate generic and transversal competences, to the graduate profile of the new Model of the Entrepreneurial University. 2. Create five (5) new programs during the first five years.
<p>Goal 2. Create an ethically responsible culture of innovation that recognizes and generates creative thinking, empowers its constituents, advisors, administrators, faculty, students, and members of the school community, to create solutions, implement them, and measure their results.</p>	<ol style="list-style-type: none"> 1. Create an incentive system that promotes the creation of innovative projects whose results are measurable and sustainable. 2. Create start-up incubator for entrepreneurial students. 3. Coordinate community meetings where citizens are invited to express concerns that can be resolved by student association work teams. Coordinate one (1) activity for each academic unit. 4. Encourage students to participate in international competitions and awards. The faculty can be integrated into this process including some of said competences as part of the requirements of their courses.
<p>Goal 3. Promote and reward creative thinking; empower constituents, advisors, administrators, teachers, students, and community members to create solutions, implement them, and measure their results; establish ethically responsible practices that develop a culture of innovation and interdisciplinary and multisector collaboration.</p>	<ol style="list-style-type: none"> 1. Grant incentives to develop innovative projects that generate economic capacity and add value. “Start-ups”.

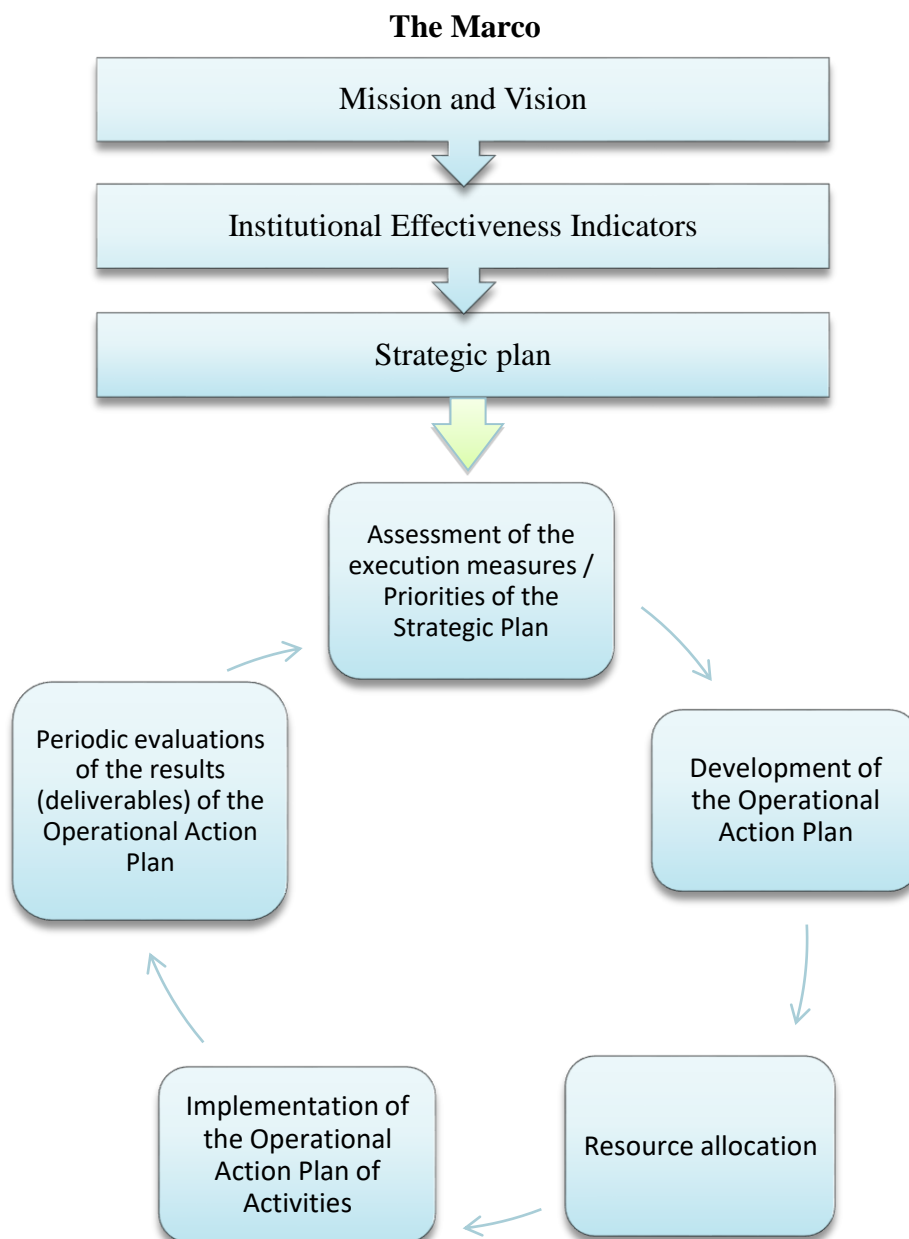
Strategic Goals	Objectives
<p>Goal 4. Operationalize the Entrepreneurial University model adopted by EDP and evaluate its results.</p>	<ol style="list-style-type: none"> 1. Accelerate growth and improve the study experience through strategic alliances. 100% of the Academic Schools must carry out at least one annual activity. 2. Develop extracurricular activities aimed at improving the experience and training of the entrepreneurial student in all academic programs. Eg Curriviajes (Course inspired trips), interuniversity alliances, among others. 100% of the Academic Schools must carry out at least one (1) annual activity. 3. Carry out joint projects for students of different concentrations that are aimed at solving problems in innovative ways (Ex. A. Creation of an application (App) between programming and pharmacy students; Ex. B. Design of uniforms between fashion design and nursing students). Carry out at least two (2) annual activities.
<p>Axis 2: Institutional strengthening</p> <p>Goal 1. Create an interactive and porous network of practitioners that is agile and changing. Offer academic degrees in various formats that are responsive to student profiles, connected to the real world and the needs of the global labor market, including self-employment.</p>	<ol style="list-style-type: none"> 1. Create and publish the faculty profile for the entrepreneurial university, tied to the professor's ability to undertake, innovate and transform. 2. Review faculty assessment policies and regulations and align them to the new EDP faculty profile. 3. Facilitate the digital transformation of the EDP faculty through action research projects around virtual learning environments in its undergraduate and graduate programs. 4. Develop the School of Continuing Education with an offer that responds to the profile of 21st century university graduates, the profile of the corporate sector and the population served by the Institution.

Strategic Goals	Objectives
<p>Axis 3: Renewal and Growth of the academic offer and institutional fiscal sustainability.</p> <p>Goal 1. Establish innovative practices in the teaching, research and services model and calibrate institutional initiatives with an evaluation design based on data and evidence, which allow demonstrating the profitability of investments in the various initiatives and the possibility of replicating them on a larger scale.</p>	<ol style="list-style-type: none"> 1. Develop in each School / Program a project of creation and research and a project of sustainable community development of national impact for the years 2019-2022. 2. Develop indicators for the assessment of learning with their respective metrics based on the profiles of graduates of the various programs of EDP University, its mission and its strategic priorities as an Entrepreneurial University. 3. Increase institutional student retention from 72% to 80% and raise the overall graduation rate by 20%. 4. Create a strategic team between the Administration and the Board of Trustees to achieve 1) the approval of policies that position EDP as an Entrepreneurial University, with national and international recognition in higher education and 2) the development of an Endowment Fund for the year 2019 -2020.
<p>Goal 2. Increase the number of students to maintain financial sustainability and optimize operations.</p>	<ol style="list-style-type: none"> 1. Carry out a feasibility study to offer new academic degrees based on job demand in the 21st century workplace. 2. Attract non-traditional populations that have been excluded or expelled from higher education, through hybrid modalities, online continuing education and digital marketing.
<p>Axis 4: Social Responsibility and Third Mission</p> <p>Goal 1. Assume social responsibility through applied research, turning the university into a global urban center that is attractive to neighbors and communities to develop alliances for sustainable entrepreneurship.</p>	<ol style="list-style-type: none"> 1. Formalize EDP's relations with the communities so that each campus adopts at least one (1) community adjacent to the physical facilities in each locality. 2. Operationalize a community impact pilot project and develop at least one community impact project for each locality served.
<p>Goal 2. Turn the university into a global urban hub that draws people from neighborhoods and communities to the campus, creating vital and real alliances that generate measurable results.</p>	<ol style="list-style-type: none"> 1. Hold workshops in coordination with Academic Programs to train community members, promoting access to training and attracting different populations to the campus. 100% of the Academic Schools must carry out at least one (1) annual activity. 2. Create extracurricular activities where the community is invited to participate, such as

Strategic Goals	Objectives
	<p>programming and design competitions; family festivals with activities organized in the different academic programs. 100% of the Academic Schools must carry out at least one (1) annual activity.</p> <p>3. Train 100% of the full-time faculty and 80% of the part-time faculty in innovative strategies, from the social, economic, environmental and international point of view by integrating TICs into all the proper activities of a professor.</p>
<p>Axis 5: Strategy and Governance</p> <p>Goal 1. The University Administration will adopt and clearly express its willingness to change and its active commitment to a culture of innovation and institutional renewal by accepting and monitoring risks, allocating appropriate resources and establishing a structure that attracts private investment, promotes research and innovation and measures results..</p>	<p>1. Drafting internal policies that regulate and monitor entrepreneurship and innovation, delimiting risks and creating opportunities for institutional renewal.</p> <p>2. Promote and recognize creative thinking, creating ecosystems from the production of the product to the sale of possible sustainable services such as:</p> <ul style="list-style-type: none"> • Graphic Arts • Interior Design • Fashion Design • Health Consultations

MODEL FOR THE ASSESSMENT OF THE STRATEGIC PLAN AND MATRIX FOR THE ELABORATION OF ACTION PLANS BY FUNCTIONAL AREA

The conceptual methodological scheme that is presented below is the one that will be used to calibrate the achievement of the goals and objectives to later prepare the Annual Plans that support the budget request of EDP.



PLANS TO OPERATIONALIZE THE KEY ACTIONS OF THE STRATEGIC PLAN 2019-2023 (OPERATIONAL PLAN)

Axis 1: Innovation and Entrepreneurship

EDP will integrate the social assessment of entrepreneurship and innovation as a consequence, into the academic context of its student training programs. It will provide academic experiences to students and teachers so that they contribute to co-create an active ecosystem of learning-entrepreneurship and innovation.

Strategic Goal 1: Reconfigure the academic experiences of students from different population profiles so that programs are relevant and focused on a culture of innovation, virtual learning and entrepreneurship.

Strategic Goals	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
1. Review 100% of the Academic Programs syllabi of all academic levels to incorporate the generic and transversal competences, to the profile of the graduate of the new Model of Enterprising University.	KA 1.1. Review 50% of the current academic offer in 2019 and complete the review of 100% of the academic offer in August 2021, to make it versatile, competitive, with varied routes and different modes of delivery.	DKA 1.1.1. Establish the graduate profile of the new model of Entrepreneurial University according to the Gibbs model and the 2019 VISION.	2019-2020	Academic Deans School Directors Faculty School Specialists
		DKA 1.2.1. Determine the generic and transversal competences that will be integrated into the courses selected in each Program aligned to the Entrepreneurial University Model, for various population profiles.	2019	Academic Deans School Directors School Specialists Faculty
		DKA 1.3.1. Establish the Work Calendar for the review of the syllabi selected in each Program whose review must be completed during the years	2019-2020	Academic Deans School Directors School Specialists Faculty

Strategic Goals	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
		2019-2020 and 2021-2022. It must include those responsible for the review, the dates to deliver each compliance report and the revised syllabi to be submitted to the Academic Board.		
2. Create five (5) new programs during the four (4) years of the SP.	KA 2.1. Develop the two (2) virtual programs identified for the second year 2020	<p>DKA 2.1.1. Develop the two (2) virtual programs identified for the second year 2020.</p> <p>DKA 2.1.2. Identify specialists for curriculum development</p> <p>DKA 2.1.3. Develop the curriculum and program proposal.</p> <p>DKA 2.1.4. Submit for licensing the first two (2) proposals.</p>	<p>2019</p> <p>2019</p> <p>2019-2020</p> <p>2020</p>	<p>Academic Dean of Distance Education School Directors Specialists</p> <p>Research and Development AVP</p> <p>Institutional AVP Compliance Institutional Director of Accreditations, Licensing and Institutional Assessment</p>

Strategic Goals	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
	KA 2.2. Develop the two (2) virtual programs identified for the third year 2021	<p>DKA 2.2.1. Establish a work schedule for the delivery of the proposals to be completed during 2021.</p> <p>DKA 2.2.2. Identify specialists for curriculum development</p> <p>DKA 2.2.3. Develop the curriculum and program proposal.</p> <p>DKA 2.2.4. Submit for licensing the first two (2) proposals.</p>	<p>2019-2020</p> <p>2019</p> <p>2019-2020</p> <p>2020</p>	<p>Academic Dean of Distance Education School Directors Specialists</p> <p>Research and Development AVP</p> <p>Institutional Compliance AVP Institutional</p> <p>Accreditations, Licensing and Institutional Assessment Director</p>
	KA 2.3. Develop one (1) virtual program identified for the fourth year 2022	<p>DKA 2.3.1. Establish work schedule for the delivery of the proposals to be completed during 2022.</p> <p>DKA 2.3.2. Identify specialists for curriculum development</p>	2022	<p>Distance Education Academic Dean</p> <p>School Directors Specialists</p> <p>Research and Development AVP</p>

Strategic Goals	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
		DKA 2.3.3. Develop the curriculum and program proposal. DKA 2.3.4. Submit for licensing the latest proposal.		Investigation and Development AVP Institutional Compliance AVP Institutional Director of Accreditations, Licensing and Institutional Assessment
	KA 2.4. Integrate the new approved programs to the offer for the fourth year 2023	DKA 2.4.1 Internal disclosure of the academic offer to all units. DKA 2.4.2. Marketing of the new academic offer. DKA 2.4.3. Include the new programs in the academic offer DKA 2.3.1 Selection of new programs, marketing of academic offer and external dissemination	2019 2020-2023 2020-2023 2019	Institutional VP Institutional Marketing Director Institutional Compliance AVP Institutional Director of Accreditations, Licensing and Institutional Assessment Institutional VP

Axis 1: Innovation and Entrepreneurship

Strategic goal 2: Create an ethically responsible culture of innovation that recognizes and generates creative thinking, empowers its constituents, advisors, administrators, faculty, students, and members of the school community, to create solutions, implement them, and measure their results.

Strategic Objectives	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
1. Create an incentive system that promotes the creation of innovative projects whose results are measurable and sustainable.	KA 1.1. Create the policy and the financial incentives fund for the EDP faculty.	DKA 1.1.1. Prepare and implement a policy that recognizes and compensates the development and implementation of creation, innovation and entrepreneurship projects at EDP.	Spring 2020	President Institutional VP Board of Trustees
	KA 1.2. Evaluate the profitability of the projects created.	DKA 1.2.1 External evaluation around the profitability of projects	Summer 2020	External Consultant
2. Create start-up incubator for entrepreneurial students.	KA 2.1. Evaluate the investment return of entrepreneurship initiatives at EDP.	DKA 2.1.1. Prepare a Business Plan and identify allies or sponsors for projects that represent promising initiatives.	Winter 2020	Entrepreneurship Director/Coordinator
3. Coordinate community meetings where citizens are invited to express concerns that can be resolved by work teams of student associations. Coordinate one (1) activity for each academic unit.	KA 3.1. Publish the results and achievements of community initiatives.	DKA 3.1.1. Identify community merchants DKA 3.1.2. Develop Alliances with community merchants	2019 –2020 2019-2023	Chancellors Directors of University Centers, Academic Affairs Deans, Student Affairs Deans, Representatives of Associations

Strategic Objectives	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
	KA 3.2. Yearly evaluation of results	DKA 3.2.1. Provide participation forums for the exchange of ideas. DKA 3.2.2. Identify Student Associations. DKA 3.2.3. Celebrate a yearly forum to share the results of the initiative	2019-2023 2019 – 2023 Spring (each year)	Chancellors, University Centers Directors, Deans of Academic Affairs Chancellors, University Center Directors
4. Encourage students to participate in international competitions and awards. The faculty can be integrated into this process including some of said competences as part of the requirements of their courses.	KA 4.1. Disseminate success stories.	DKA 4.1.1. Identify types of incentives and stipends. DKA 4.1.2. Identify competencies at an international level. DKA 4.1.3. Identify the resources in charge of promoting and participating in events. DKA 4.1.4. Publish success stories and design the business plan. DKA 4.1.5. Begin to implement the business plan and measure the results.	2019 – 2021 2019 – 2021 2019 – 2021 2019 – 2021 2019 – 2021	Strategic Growth AVP Finance VP Financial Affairs AVP School of Administration Directors

Strategic Objectives	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
	KA 4.2. Evaluate the impact results regarding the internationalization of the institution (curriculum and number of newly recruited international students).	DKA 4.2.1 Publicly disclose the results	Annually from 2019	Chancellors University Centers Directors
	KA 4.3. Implement the projects that have been awarded internationally through a Business Plan.	DKA 4.3.1 Establish a Business Plan for the awarded projects DKA 4.3.2. Identify sponsors who can be key partners to finance the awarded projects	2020-2023 2020-2023	Entrepreneurship Director / Coordinator School Directors Faculty

Axis 1: Innovation and Entrepreneurship

Strategic Goal 3: Promote and reward creative thinking; empower constituents, advisors, administrators, professors, students, and community members to create solutions, implement them, and measure their results; establish ethically responsible practices that develop a culture of innovation and interdisciplinary and multisector collaboration.

Strategic Objectives	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
1. Grant incentives to develop innovative projects that generate economic capacity and add value. Start-ups.	KA 1.1. Propose and achieve the approval of a policy of change, innovation and technology for EDP 2019-2020.	DKA 1.1.1. Achieve entrepreneurial projects in ascending school (magnitude and scope)	2019	President Entrepreneurship Director / Coordinator Institutional Marketing Director
	KA.1.2. Propose and achieve the approval of an incentive policy that supports the effort of entrepreneurs who integrate themselves into the country's business ecosystem.	DKA 1.2.1. Achieve a minimum of 10 startups in 2019 and five (5) each year until 2023.	2019-2023	Entrepreneurship Director / Coordinator Institutional Marketing Director
	KA 1.3. Disseminate startups and manage their financing through various sources.	DKA 1.3.1 Prepare a Financing Plan for startups with key allies	2019-2023	Entrepreneurship Director / Coordinator Institutional Marketing Director

Axis 1: Innovation and Entrepreneurship

Strategic Goal 4: Operationalize the Entrepreneurial University model adopted by EDP and evaluate its results.

Strategic Objectives	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
1. Accelerate growth and improve the study experience through strategic alliances. 100% of the Academic Schools must carry out at least one annual activity.	KA 1.1. Identify and select the organizations with which alliances will be established to supplement the training of students in entrepreneurship and innovation and the possibility of obtaining double degrees.	DKA 1.1.1. At least one MOU subscribed by EDP and each partner entity. Work plans tied to MOU. Annual Achievement Report by MOU.	2019-2023	Chancellors University Centers Directors Academic Affairs Deans School Directors
2. Develop extracurricular activities aimed at improving the experience and training of the entrepreneurial student in all academic programs. Eg Currivajes (course-inspired trips), interuniversity alliances, among others. 100% of the Academic Schools must carry out at least one (1) annual activity.	KA 2.1. Prepare an interdepartmental program to strengthen the academic experiences in entrepreneurship of students and faculty.	DKA 2.1.1. Achieve a minimum of five entrepreneurship projects for each Professional School.	2019-2023	Chancellors University Centers Directors Academic Affairs Deans School Directors
	KA 2.2. External evaluation of the profile of entrepreneurs of EDP	DKA 2.2.1 External Evaluation Report	2019-2023	External Consultant
3. Carry out joint projects for students of different concentrations aimed at solving problems in innovative ways (Ex. A. Creation of application between programming and pharmacy students Ex. B. Design of uniforms between design and nursing students). Carry out at least two (2) annual activities.	KA 3.1. Design institutional projects of an interdisciplinary nature aimed at solving problems from innovation and entrepreneurship.	DKA 3.1.1. Publish the innovative projects generated in each Academic School DKA 3.1.2. Organize competitions in innovative projects	Annually from 2019 2019-2023	Academic Affairs Deans Student Affairs Deans School Directors

Axis 2: Institutional strengthening

EDP's educational model will be recognized externally for its innovative character, focused on skills, versatile and tempered to the diverse profile of students and the needs of the “global” labor market.

Strategic Goal 1: Create an interactive and porous network of practitioners that is agile and changing. Offer academic degrees in various formats that are responsive to the profile of students, connected to the real world and the needs of the global labor market, including self-employment.

Strategic Objectives	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
1. Create and publish the faculty profile for the entrepreneurial university, tied to the professor’s ability to undertake, innovate and transform.	KA 1.1. Define the characteristics and competences that will make up EDPs University Professor’s Profile.	DKA 1.1.1. Develop EDP University Professor’s Profile aligned to the MISSION and the institutional VISION	Summer 2019-	Academic Affairs Deans Academic Council Board of Trustees
	KA 1.2. A faculty representative from each school will be chosen to form, together with the academic deans, the Professor’s Profile Committee. This committee, through the use of science-based benchmarks and aligned to EDP University's curriculum development and learning model, will identify and define the competencies expected to be held by members of the EDP Faculty. These will be approved by the university bodies and will carry out their disclosure.	DKA 1.1.2. With what level of specificity? The profile will respond to the competencies identified by the scientific-based literature and in accordance with the new model of curriculum development and learning at EDP University, as well as tied to the institutional mission and vision.	2020 Approval and Disclosure	Academic Affairs Deans Academic Council Board of Trustees

Strategic Objectives	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
2. Review faculty assessment policies and regulations and align them to the new EDP faculty profile.	KA 2.1. Prepare a new faculty evaluation model with its respective criteria and metrics tied to the instruments and the expected results.	<p>DKA 2.1.1. Define the criteria and indicators of compliance that make up the evaluation model of EDPs professors and outline this process.</p> <p>DKA 2.1.2. Establish and implement the New Procedure to Evaluate EDP's Faculty in accordance with the criteria indicators established in the Model and develop the formative and summative evaluation instruments.</p> <p>DKA 2.1.3. The academic deans will give an orientation about the new process and will begin to apply it on the stipulated date.</p>	<p>2019-2020</p> <p>2019-2020</p> <p>2019-2020</p>	<p>Academic Affairs Deans School Directors Faculty</p> <p>Academic Council Institutional VP President</p> <p>Academic Affairs Deans</p>
	KA 2.2. Start using the new faculty assessment instruments in Fall 2020.	DKA 2.2.1 Changes in policies of the teaching staff manual. Disclosure of assessment instruments: Pilot tests	Summer 2020	President Institutional VP Chancellors Academic Affairs Deans External Consultant
	3. Facilitate the digital transformation of the EDP faculty through action research projects around virtual learning environments in its undergraduate and graduate programs.	KA 3.1. Establish a Program aimed at building capabilities among faculty members to develop and implement action research projects in virtual learning environments.	<p>DKA 3.1.1. Each year a Research / Action Project must have been completed for each Academic Program.</p> <p>DKA 3.1.2. Publish the research and present it at the</p>	<p>2020-2023</p> <p>2020-2023</p>

Strategic Objectives	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
		First EDP Research / Action Congress in 2020 and 2023.		
4. Develop the Continuing Education School with an offer that responds to the profile of 21st century university graduates, the profile of the corporate sector and the population served by the Institution.	4.1. Create a Business Plan to generate income from the sale of services and evaluate its profitability annually.	<p>4.1.1 Develop a Catalog of services associated with the specialties thought at EDP and from there develop a business plan that makes the Continuing Education School an income tool for the institution.</p> <p>4.1.2. Propose a self-financing structure to create the Continuing Education School as an academic unit. A director for the School will be chosen, who will be in charge of designing the catalog and coordinating offers and events, including a Business Plan. Establish the EDR (Entrepreneurship and Development Resources), a conglomerate of auxiliary co-creation and entrepreneurship companies between students and the university. Projects like SAP and Epic (included)</p>	2020-2021	Institutional VP Continuing Education Director / Coordinator

Axis 3: Renewal and Growth in the academic offer and institutional fiscal sustainability.

The institution will maintain a dynamic and competitive academic offer to which it will integrate activities of creation, generation and application of knowledge with quality and relevance in attention to the economic and social needs of its environment and will provide governance aimed at strengthening the Entrepreneurial University Model.

Strategic Goal 1: Establish innovative practices in the teaching, research and services model and calibrate institutional initiatives with an evaluation design based on data and evidence, which allow demonstrating the profitability of investments in the various initiatives and the possibility of replicating them on a larger scale.

Strategic Objectives	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
1. Develop in each School / Program a project of creation and research and a project of sustainable community development of national impact for the years 2019-2022.	KA 1.1. Offer support to research faculty by providing access to programs, training in research methods, to strengthen the development of their creative and research potential.	DKA. 1.1.1. Review the Policy for promotion in academic ranks, tempering it to new trends in research and innovation. DKA 1.1.2. Identify and allocate recurring economic resources (seed funds) for research projects that can later be subsidized with External Funds.	February 2019 2019-2020	Academic Affairs Deans Institutional VP President Institutional Compliance AVP Academic Committee Board of Trustees Research and Development AVP Institutional Director of External Funds Institutional Compliance AVP Finance VP

Strategic Objectives	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
		<p>DKA 1.1.3. Allocate resources from the Research and Development AVP to search for external research funds.</p> <p>DKA 1.1.4. Develop a Plan aimed at developing the capacity to carry out competitive research in EDP.</p> <p>DKA 1.1.5. Identify lines of research that meet the needs of the community and can be subsidized by external funds of a diverse nature.</p>	<p>2019-2020</p> <p>2019-2020</p> <p>2019-2022</p>	<p>Institutional VP Research and Development AVP Institutional Director of External Funds Institutional Compliance AVP</p> <p>Academic Deans Research and Development AVP</p> <p>Research and Development AVP Institutional Director of External Funds Institutional Compliance AVP Academic Affairs Deans Faculty</p>

Strategic Objectives	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
	KA 2.1. Establish Collaboration Alliances with researchers from Puerto Rico and at an international level with interdisciplinary lines of research that can carry out joint projects with EDP practitioners for the year 2020.	DKA 2.1.1. Utilize external training networks to get participants to identify trainings that promote joint research	2019-2023	Research and Development AVP Chancellors Academic Affairs Deans Faculty
2. Develop indicators for the assessment of learning with their respective metrics based on the profiles of graduates of the various programs of EDP University, its mission and its strategic priorities as an Entrepreneurial University.	KA 2.1. Prepare and maintain a dashboard of indicators for each of the Academic Programs and for the strategic objectives of the SP 2018-23.	DKA 2.1.1. Identify, analyze and address the learning gaps regarding the competencies that graduates of each program must achieve. DKA 2.1.2. Provide collaborative spaces where students manage to develop specific competences through entrepreneurship and innovation areas.	2019-2023 (continuous) 2019-2023	Chancellors Academic Affairs Deans School Directors Specialist Investigation and Development AVP
	KA 3.1. Identify exhibition and entrepreneurship activities for students aimed at the nature of each academic program.	DKA 3.1.1. Training of a team of educational leaders made up of the various EDP campuses and centers that will organize a symposium of good practices in teaching, research and service in an entrepreneurial university.	2019-2023	Academic Affairs Deans Student Affairs Deans Entrepreneurship Director / Coordinator Research and Development AVP

Strategic Objectives	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
3. Increase institutional student retention from 72% to 80% and raise overall graduation rate by 20%	KA 4.1. Set retention and graduation goals by program 2019-2023.	<p>DKA 4.1.1. Analysis of the existing academic offers to carry out a review or elimination of those programs that are not relevant and are not central to the MISSION.</p> <p>DKA 4.1.2. Investigate and identify the factors that influence the achievement of the graduation rate.</p> <p>DKA 4.1.3. Establish a work plan that includes a student accompaniment model from their start at the institution.</p>	<p>2019-2020</p> <p>2019-2021</p> <p>2020</p>	<p>Academic Affairs Deans Student Affairs Deans School Directors Faculty Academic Council Institutional Compliance AVP</p> <p>Student Affairs Deans</p>
4. Create a strategic team between the Administration and the Board of Trustees to achieve 1) the approval of policies that position EDP as an Entrepreneurial University, with national and international recognition in higher education and 2) the development of an Endowment Fund for the year 2019-2020.	KA 4.1. Develop and approve policies to advance and position administrators, teachers, and students as members of an ecosystem of entrepreneurship and institutional innovation	<p>DKA 4.1.1. Create a committee and establish the parameters for the creation and approval of policies.</p> <p>DKA 4.1.2. Develop policies that promote the positioning of administrators, professors and students as an ecosystem of entrepreneurship and innovation.</p>	<p>2019</p> <p>2019-2020</p>	<p>Board of Trustees President External Consultant Entrepreneurship Director / Coordinator</p> <p>Board of Trustees President Finance VP</p>

Strategic Objectives	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
	KA 4.2. Establish an Endowment Development Fund for EDP with their respective investment policies.	DKA 4.2.1. Assign a budget of \$ 1 million to establish the endowment fund. DKA 4.2.2. Establish the legal structure and objectives of the fund in the short and long term. SKA 4.2.3. Set the usage parameters of its performance.	2020-2021	Board of Trustees President Finance VP
	KA 4.3. Establish a Permanent Committee on the Board of Trustees for Development and Philanthropy	DKA 4.3.1. Establish the Development and Philanthropy Committee, prepare its work plan with collection metrics.	2019-2020	Board of Trustees President Finance VP

Axis 3: Renewal and Growth in the academic offer and fiscal sustainability

Strategic Goal 2: Increase the number of students to maintain financial sustainability and optimize operations.

Strategic Objectives	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
1. Conduct a feasibility study to offer new academic degrees based on job demand in 21st century work environments.	KA 1.1. Carry out a study of graduates and employers to gauge the quality and relevance of EDP's academic offer in all its models and formats (2019).	DKA 1.1.1. Curricular revision according to the results obtained in the study of graduates and employers by program.	2019-2020	Institutional VP External Consultant Institutional Compliance AVP Career Directors
2. Attract non-traditional populations that have been excluded or expelled from higher education, through hybrid modalities, online continuing education and digital marketing.	KA 3.1. Identify areas of intervention and prepare action plans, assessment, monitoring and supervision of the services offered under the Continuing Education Program to achieve 20% annual growth in collections.	DKA 3.1.1. Generate growth data on admissions collections for each offer category.	2020-2023	Continuing Education Director / Coordinator Deans of Student Affairs Institutional Marketing Director Institutional Compliance AVP
	KA 3.2. Review the Continuing Education curriculum offerings to temper them to opportunities in local and international labor markets.	DKA 3.2.1. Publish a Continuing Education Digital Catalog with new offers which will be reviewed annually.	2019-2023	Continuing Education Director / Coordinator Academic Affairs Deans

Axis 4: Social Responsibility and Third Mission

EDP will be recognized by the external community for its contributions to the cultural and educational dissemination and sustainable solidarity entrepreneurship of the communities it serves.

Strategic goal 1: Assume social responsibility through applied research, turning the university into a global urban center that is attractive to neighbors and communities to develop alliances for sustainable entrepreneurship.

Strategic Objectives	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
1. Formalize EDP's relations with the communities so that each campus adopts at least one (1) community adjacent to the physical facilities in each locality	KA 1.1. Establish and manage logistics and resources to promote interdisciplinary actions through specialized teams in extension, entrepreneurship and social projection for the year 2019-2020.	DKA 1.1.1. Identify the communities and organizations for each one of the localities, for the development of alliances and collaborative agreements and develop work plans for each one. DKA 1.1.2. Publish a summary of the achievements of each alliance annually.	Summer 2019	Chancellors University Centers Directors
2. Operationalize a community impact pilot project and develop at least one community impact project for each locality served.	KA 2.1. Prepare a Joint Action Plan with the Communities to implement innovative sustainable projects 2019-2023.	DKA 2.1.1. Formalize the alliances that each campus and academic unit has with its communities and develop: <ul style="list-style-type: none"> • Community diagnosis • Service Plan - health clinics, Wellness plan • Delivery of Services DKA 2.1.2. Evaluate jointly with the partners, the results and the innovative projects generated.	Fall 2019	Chancellors University Centers Directors Chancellors University Centers Directors

Axis 4: Social Responsibility and Third Mission

Strategic goal 2: Turn the university into a global urban hub that draws people from neighborhoods and communities to the campus, creating vital and real alliances that generate measurable results.

Strategic Objectives	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
1. Hold workshops in coordination with the Academic Programs to train community members, promoting access to training and attracting different populations to the campus. 100% of the Academic Schools must carry out at least one (1) annual activity.	K.A. 1.1. Create a profile of the needs and opportunities of the communities served by EDP's academic units to create a training program.	DKA 1.1.1. University Route Program: <ul style="list-style-type: none"> • Tutoring • University credits DKA 1.1.2. Offer at least two (2) free annual workshops, of general interest, per academic school, using the university's optional resources to expose them to the needs of the community.	2019-2023 annual 2019-2023 annual	Chancellors, Academic Affairs Deans Chancellors University Centers Directors Academic Affairs Deans Student Affairs Deans
2. Create extracurricular activities where the community is invited to participate, such as programming and design competitions; family festivals with activities organized by the different academic programs. 100% of the Academic Schools must carry out at least one (1) annual activity.	KA 2.1. Create a Program of Activities with the communities and establish metrics for attendance and expected results.	DKA 2.1.1. Design extracurricular activities of particular interest to meet the needs of the community, focused on institutional offerings. <ul style="list-style-type: none"> • Family Festival • Neuropathic Festival • Family Movie Night DKA 2.1.2. Public Speaking Contest (students of all academic levels participate, including university) <ul style="list-style-type: none"> • Alliance with the "Casa Pepiniana de la 	Every Two (2) Years Every Two (2) Years	Chancellors University Centers Directors Academic Affairs Dean Student Affairs Deans

Strategic Objectives	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
		Cultura” (San Sebastian House of Culture) <ul style="list-style-type: none"> • Alliance with the Cultural Center 		
3. Train 100% of the full-time faculty and 80% of the part-time faculty in innovative strategies, from the social, economic, environmental and international points of view by integrating TICs into all the typical activities of faculty members.	KA 3.1. Optimize the profile of EDP's human resources through an induction and participation program required of 100% of the faculty in the intensive use of TICs and innovative strategies in teaching, research and service.	DKA 3.1.1. Temperate the Collaborative agreement with Dr. Vargas Vidot for faculty training. Agreement includes Diagnosis, prognosis and action and redemption. DKA 3.1.2. Calibrate the annual results of teacher training and determine their technological and computer skills, using authentic assessment techniques.	Summer 2019	Chancellors University Centers Directors Academic Affairs Deans

Axis 5: Strategy and Governance

EDP has an institutional government and a university administration whose management is transparent, flexible, effective, and with clear policies for the evaluation of the institution and student learning effectiveness. Will use planning in a systematic and comprehensive permanent way to provide direction and perspective to educational activities.

Strategic Goal 1: The University Administration will adopt and clearly express its willingness to change and its active commitment to a culture of innovation and institutional renewal by accepting and monitoring risks, allocating appropriate resources and establishing a structure that attracts private investment, promotes research and innovation and measures results.

Strategic Objectives	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
1. Drafting internal policies that regulate and monitor entrepreneurship and innovation, delimiting risks and creating opportunities for institutional renewal.	KA 1.1. Enact policies to promote research by training external resources for institutional development	DKA 1.1.1. Promote research through policies that stimulate specific recognition to incentivize (economically, rank among other incentives) professors and administrators DKA 1.1.2. Develop policies to stimulate the proposal writer up to a maximum of \$ 10,000 per proposal.	2019 2019- 2023	President Institutional VP Institutional Compliance AVP Institutional VP Institutional Compliance AVP Institutional Director of External Funds Strategic Growth AVP

Strategic Objectives	Key Actions	Expected Results (Deliverables) What is there to do? How will it be done? With what level of specificity?	Date When are they completed?	Responsible Who will do it?
	KA 1.2 Establish and regulate agreements with external institutions and organizations as a means of institutional renewal.	DKA 1.2.1. Develop policies that promote the establishment of at least 20 agreements with external institutions and organizations of the same or higher level than EDP during the Strategic Plan cycle	Summer 2019	Institutional VP Institutional Compliance AVP Institutional Director of External Funds Strategic Growth AVP
	KA 1.3. Establish indicators for the annual assessment of the implementation of Business Plans, start-ups, external Alliances and creation of new products.	DKA 1.3.1. Establish policies or regulations aimed at entrepreneurship at EDP University of PR 1.3.2. Create annual appraisal calendars	Summer 2019	External Consultant under Institutional VP Entrepreneurship Director / Coordinator
2. Promote and recognize creative thinking, creating ecosystems from the production of the product to the sale of possible sustainable services such as: Graphic arts Interior design, Fashion design Health consultancies	KA 2.1. Strengthen the auxiliary enterprises division to increase income and formalize to define the accounting structure, administrative process and investment of revenues.	DKA 2.1.1. Establish and develop policies or regulations that stimulate the motivation of teachers and students and the achievement of productive results.	2019	President Institutional VP Administration and Technology AVP Strategic Growth AVP

APPENDICES

APPENDIX 1: GLOBAL CHALLENGES OF HIGHER EDUCATION

GLOBAL CHALLENGES FACING HIGHER EDUCATION (2016)

1. Greater demands for quality and belonging.
2. Integration of new TICs; virtual university and virtual didactics.
3. Little versatility to compete with new offers and / or different flexible and personalized curriculums with varied routes and different outputs.
4. New demographic structure and aging population compared to few academic programs aimed at older adults.
5. Inability to respond to the expectations of new generations and difficulty to break free from traditional pedagogical models.
6. Demand for a more prominent role of the university in society.
7. Little scientific-technological awareness of medium-sized companies and low investment in research, development and innovation.
8. Poor competitiveness as an institution in the international context; students and teachers without a sufficient international level.
9. Global validity of university degrees; little development in standardization of double degrees.
10. Relative reduction of the state budget for the University in a context of demands for greater coverage and quality.
11. Orientation to financing under the private logic, losing part of its central functions with the research missions, extension and critical nature of society.
12. Lack of consistency and continuity of policies and programs established in response to political decisions and government programs.
13. Little recognition of the university administration as a foundation for scientific knowledge; management positions can be filled by people without training or knowledge in the field, leading to management inefficiency.
14. Rigid organizational structure, with little capacity for change and agility to face and adapt to the changing dynamics of the environment and social demands (bureaucratic organizational structure model).
15. Lack of creativity and agility in decision making due to the high paperwork due to internal and external regulations and management problems.

APPENDIX 2: DEFINITION OF TERMS

To understand the language used in the document and familiarize process participants with the specific terminology, a list of terms has been developed exclusively for these purposes.

1. **Analysis of the environment** – It involves the identification of those factors and conditions that, from the outside, influence the institution and establish important consequences for it; From the SWOT analysis perspective, it refers to the analysis of the threats and opportunities that arise in the context in which the institution operates. Activities or events that occur outside the organization and that positively or negatively affect the viability and growth of the Institution. These factors involve technological, sociological, economic and political changes and changes in the respective industry.
2. **Internal Analysis** – It allows the organization to discover its own characteristics that constitute essential and priority attributes, which allow it to face the environment in the most beneficial way for itself and for society. These attributes include the company's own values, its social function, its experiences, resources and potential, its competitiveness, its operating capacity, its most important deficiencies and problems, and its operation. Activities or events that occur within the organization that have a direct effect on its viability and growth. These factors involve the Institutional Mission, the goals, the quality of the service offered, the effectiveness of the support functions, the budgetary reality and the use of resources.
3. **Assessment of Results** – Process by which evidence of the congruence between the established institutional mission, goals and objectives and the results of its programs and activities is collected and analyzed, with the purpose of improving teaching and learning.
4. **Entrepreneurship** – Entrepreneurship in its general meaning is the attitude and aptitude that allows a person to face new challenges, take risks, open new paths, seek alternatives, be creative, go further. In the business field, it allows you to identify opportunities and start new projects with possibilities to innovate, that is, with the ability to generate goods and services in a creative, methodical, ethical, responsible, value-added and effective way.
5. **Strategies** – They are a means to achieve the objectives (the how), guidelines that help choose the appropriate actions to achieve the goals of the organization. It is the disposition and application of the resources and abilities of the organization based on objectives and goals in the most efficient way.
6. **Evaluation** – Etymologically the word evaluate is related to the Latin word "valere", which means to value, give value, assign value. It is preceded by the prefix "e", short for the Latin preposition "es" which means valuation from the inside out; According to the dictionary of the *Real Academia Española*, to evaluate is to point out the value of a thing.

7. **Integral Formation** – To develop man in all its potentials and values and in all its dimensions: formative (educate for life), socio-interactive (leaders who transform the community), cognitive (development of analytical skills, reflection with a scientific spirit through research), academic-professional (acquisition and generation of scientific knowledge to preserve and restore health conditions).
8. **Curricular Flexibility** – Personalized approach to education respecting student differences; conservation of the central component, but with possibilities of training in a specific field of interest; involve new programs, approaches or methodological strategies that respond to the changing challenges of training and the practice of the medical profession.
9. **Strategic management** – Methodology that integrates forecasts, purposes and medium and long-term objectives with daily management. It is widely used in the business field.
10. **Technological management** – It is a system of knowledge and practices related to the processes of creation, development, transfer and use of technology.
11. **Globalization** – Large-scale economic, technological, social and cultural process, which consists of the increasing communication and interdependence between the different countries of the world unifying their markets, societies and cultures, through a series of social, economic and political transformations that give them a global character.
12. **Indicators** – Quantitative variables whose purpose is to provide information about the degree of compliance with a management goal.
13. **Innovation** – It is the transformation of an idea into a new or improved marketable product or into an operating process in industry and commerce or into a new method of social service. It involves the successful introduction in the market, in the production processes or in the organizations themselves, of new products, technologies or knowledge-intensive services, as well as the subsequent diffusion in society.
14. **Goals** – Concrete expression of the achievements to be reached in each of the areas or fields of action that emerge from the strategic objectives.
15. **Mission** – The mission is a brief description of the organization's reason for being; it reminds us of the reason for being of the institution; identifies current and future target market; defines the scope of the institution; explicit institutional response to the needs that gave rise to the organization; identifies long-term sustainable comparative advantages.

16. **Strategic Goals** – These are the specific results that an organization aims to achieve by fulfilling its basic mission.
17. **Relevancy** – Respond to the needs of the nation by evaluating health policies with a critical stance and with the proposal of new alternatives. Relevancy also implies taking into account the current and potential risks of becoming ill, as well as the conditions necessary to maintain health. This requires establishing relationships and interrelationships in order to renew a curriculum that responds to these needs. At this point, it is important to study globalization against local, regional and national identity as another point of tension.
18. **Policies** – Directives that provide general guidelines for channeling administrative management in specific directions and that ideologically guide autonomous decision-making to achieve institutional objectives. They are a basic guide for the action of its internal clients in compliance with institutional objectives proposed by senior management. They establish what management wants or prefers to be done and reflect a managerial decision for all similar situations.
19. **Social Responsibility** – Commitment that the companies and the individuals that comprise them have with society. It incorporates the concept of positive or negative assessment of the social impact that business decisions represent. This assessment is part of both the ethical and legal context. In our university environment, it is understood that this does not refer only to the articulation of the “Recinto de Ciencias Medicas” or the University with its social environment, but that the same teaching and research functions are part of its social responsibility.
20. **Technology** – It is the set of scientific and empirical knowledge, skills, experiences and organization required to produce, distribute, market and use goods and services.
21. **Action Plan** – Action plans are made up of specific issues that must be resolved through changes and improvements.
22. **Institutional Assessment Plan** – The Institutional Assessment Plan must include the activities or processes that are to be evaluated according to the objectives proposed in the Operational Plan. It is recommended that those aspects or areas where the least information is available be selected within the operational units.
23. **Strategic Planning** – It constitutes the core part of the model since it identifies the needs of the organization, its reason for being and its objectives to subsequently direct resources and activities towards achieving the vision through long, medium and short-term strategies and tactics. Strategic planning is the systematic process, intentional and integrated, through which the organizational needs, its reason for being are identified, objectives and goals are defined to be achieved, in the long term, resources and actions are ordered and aligned, all

framed within the Mission, Vision and Institutional values collectively defined. Based on the situational analysis, the organization will find those weaknesses, strengths, threats and opportunities of its own and its environment, in order to propose strategies according to the problems it must solve to guarantee the achievement of its objectives; It is an organized way of managing the future, whose purpose is to make the future of the organization happen according to its vision.

24. **Operational Plan** – The operational plan constitutes a work plan based on the objectives that the operational units will try to achieve. Operational plans are the link between the Strategic Plan, the Institutional Appraisal Plan and the Operational Budget.
25. **Values** – A value is the permanent belief that a specific form of conduct or end condition of existence is personally or socially preferred to an opposite or reversed mode of conduct or end condition of existence.
26. **Vision** – Vision is a vivid mental image, it represents a desirable future state that we seek to create, it serves as a guide for decision-making and commits for action; declares the aspirations of the institution. It constitutes the strategic direction and communicates the most important values of the institution.