



ZAMORANO

UNIVERSIDAD WILSON FOPRIN

ESCUELA AGRICOLA PANAMERICANA

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Zamorano University

STRATEGIC PLAN

2006 – 2010



Approved by the Zamorano Board of Trustees

November 11, 2005

Foreword

In 1999 Zamorano* adopted a strategic plan which called for far reaching changes in the institution's mission, organization and programmatic offering in order to maintain relevance to the changing needs of Latin America. The transformation to a university offering four separate four-year undergraduate degree programs also included a reorganization of Zamorano's practical education, or Learning-by-Doing component in order to strengthen the program's business-orientation.

In 2004, Zamorano's Board of Trustees, faculty and professional staff began a year-long strategic planning process which included an assessment of the results of the 1999 plan, an analysis of the external environment and its implications for Zamorano over the next five years, and a detailed discussion of Zamorano's mission, vision and proposed strategic initiatives. This document summarizes these discussions, and establishes the broad areas of action, or strategic objectives, required during the next five years. This document also includes "logical frameworks" which present more detailed discussions of the objectives and planned outputs, along with indicators and timetables, for each of six strategic objectives.

This Five-Year Strategic Plan is intended to serve several purposes. One essential purpose is to communicate Zamorano's future direction to our many publics throughout the hemisphere and beyond at a time when our university and its external environment are undergoing many changes.

A second purpose is to serve as a blueprint for the organization to pursue its vision and achieve the strategic objectives that are contained in this document. In this

* Zamorano's legal name is *Escuela Agrícola Panamericana*.

regard, the plan describes not only the direction in which we are headed, but also describes how we intend to get there. The strategic plan serves to focus our effort and attention on the critical outcomes that must be produced by the organization in order for the objectives to be met.

Third, this document will become an instrument for constructive self assessment. It is intended to facilitate evaluation of our progress toward the strategic objectives by detailing the outputs that must be produced by the organization and by exposing the critical assumptions at each level of analysis.

A fourth purpose is to act as a vehicle for the creative adaptation of Zamorano to a changing environment. Strategic planning is a continuing process rather than a finished product. Therefore, this plan should be viewed as a living document to be reviewed, debated, and—when appropriate—modified in the light of constantly changing circumstances. This is not to say that the mission, vision, and the underlying values contained herein are subject to the prevailing winds. There is a solid core of tradition and heritage that is a fundamental strength of Zamorano and that will not change. But neither is the strategy cast in stone. It should be debated vigorously in periodic strategic reviews, and its assumptions should be questioned to see if they still hold.

Fifth, this strategic plan and the process by which it was created may serve as a model for the future. It was a process led by a dedicated group of trustees, faculty and staff that will continue to participate in the future of Zamorano.

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Zamorano Overview

Zamorano is a private, not-for-profit international residential university incorporated in the United States of America and established in Honduras in 1941. Zamorano's 850 students are drawn from over twenty countries throughout the Americas, and its international faculty from throughout the world. Zamorano boasts a 14:1 student-to-faculty ratio.

Zamorano offers undergraduate degree programs in agricultural science and production, agribusiness, agro-industry, natural resources management and rural development. Its guiding principles are academic excellence, learning-by-doing, entrepreneurship, Pan-Americanism, and leadership and character formation. Since its inception, more than 5,200 Latin American graduates have continued on to successful careers as leaders in the public and private sectors.

One of Zamorano's strengths is the diversity of its student body, made up of men and women from the region's different socioeconomic, ethnic and cultural strata. One-third of Zamorano's students are female, and 81% of the students currently receive financial aid to carry out their studies. Since its inception, the vast majority of its more than 5,200 graduates have returned to their countries of origin, often after pursuing post-graduate studies, to occupy positions of leadership in the public, private and non-profit sectors.

Zamorano has a record of stability and continuous improvement. In 1961, the institution began to require a formal entrance examination and a high school diploma. In 1981, the institution admitted female students for the first time. In 1988 a one-year Agricultural Engineering

degree option (B.Sc. equivalent) was added to the traditional three-year Agronomist program. In March 1999, Zamorano's Board of Trustees initiated a major change process which included a shift from the three-year agronomist program with the fourth-year degree option, to a complete four-year undergraduate program with four separate degree offerings. Also introduced at this time was a restructuring of Zamorano's signature "Learning-by-doing" system in which all the university's agricultural, forestry and livestock production, processing and marketing activities were organized into thirteen "Enterprise Units" under the "University Enterprises" corporate umbrella. Proficiency in English, math and the basic sciences has always been part of Zamorano's curriculum.

Not all education can, or should be done on campus. Our academic programs require constant interaction with a wide array of actors engaged in agricultural, agro-industrial, environmental, social and educational activities in various levels and settings. Faculty and students are involved in off-campus activities through thesis work, internships, information and technology exchange, consultancies, visits and scholarship support, as well as through off-campus learning-by-doing activities carried out in surrounding Yegüare Valley communities.

In a region plagued with economic, environmental and social challenges, society's expectations of the institution go beyond the education of outstanding young professionals. Today, Zamorano is one of the leading applied agricultural research and outreach organizations in the region. Each year Zamorano trains thousands of farmers, extension agents, technicians, educators,

policy makers and researchers, and actively participates in applied agricultural technology research and development, small and medium enterprise development, integrated water resource management, and community development projects throughout the region, drawing on its faculty resources in its various areas of expertise.

Zamorano maintains its various academic, applied research and outreach programs, as well as its 7,000 hectare campus and forest reserves, and its thirteen productive enterprises through tuition receipts (over half of which are funded with outside scholarships), the sale of farm production and services, development and outreach project grants and contracts, and the generous support of individuals, governments and organizations throughout the world.

The Planning Process

The strategic planning process began with the presentation of a proposal by the President to the Board of Trustees on June 10, 2004, to evaluate the current strategic plan of Zamorano (2001-2004) and to develop a new strategic plan for the next five years. Upon the acceptance of this proposal, the President appointed a special strategic planning commission of Zamorano faculty and staff, known by the Spanish acronym CEPE (***Comisión Especial de Planeamiento Estratégico***), as a steering group to guide the process on campus, with the assistance of an external consultant.

CEPE met in August 2004 to discuss the process through which the plan would be created. At that first workshop, it was agreed to follow a multi-step process beginning with an analysis of the current situation within Zamorano and an assessment of the external environment. Work groups were formed to develop these analyses, which were presented in successive workshops. Next came a “visioning” exercise in which CEPE members created visions of the desired future for the Institution. This was followed by a “gap analysis” in which the work groups identified and evaluated the greatest gaps between the desired vision and the current situation. This process revealed the challenges facing the Institution and laid the groundwork for setting strategic objectives.

The Board of Trustees and Zamorano alumni participated in shaping the mission and vision statements, in assessing the environmental trends as presented by the CEPE work groups, and in evaluating the implications for the Institution. The wisdom of the Board was especially valuable in critiquing the initial lengthy list of strategic objectives and encouraging the plan’s authors

to prioritize. Board members also requested that there be clearly defined relationships between the strategic objectives, action plans, and activities so as to hold the organization accountable for results.

Responding to these concerns about focus and accountability, the President and CEPE concentrated upon six strategic objectives and introduced a methodology for project implementation known as The Logical Framework. This framework, used by several of the Zamorano faculty in their work, has a “vertical logic” which ties the strategic objectives to specific objectives, to outputs or “deliverables,” and finally to activities. The Logframe also has a “horizontal logic” by which each objective or output must have at least one objectively verifiable indicator to measure progress, and must explicitly state the relevant assumptions in the external environment upon which the successful outcomes depend. These logics are combined in a “Logframe Matrix” that is characteristic of this methodology.

The process concluded with presentations and discussion of the strategic objectives and the Logframe matrices by CEPE work groups, a synthesis process, and a final review and approval by the Board of Trustees.

The External Environment

An analysis of the external environment constitutes one of the key building blocks for the development of a strategic plan. Zamorano as an institution has for over 63 years responded to the changing needs and opportunities of its external environment, including primarily the region's agricultural and food production and processing industries, its natural resources, and the rural populations of the region. As both the needs of the region and the availability of new technologies have changed, so have Zamorano's educational, research and outreach programs.

The five areas of the external environment which will most directly affect Zamorano's strategy and operations during the period 2006 – 2010 are: Environment, Energy, and Sustainable Agriculture; Rural Transformation; Globalization; International Economic Cooperation; and Changing Educational Needs. The first three have a widespread impact on all developing countries; whereas the last two are more specifically related to the mission and activities of Zamorano. In the following paragraphs, the forces and counterforces that will have the greatest impact on Zamorano are discussed. (Fuller reports on each of these areas are available in the planning documents which supported the development of this Strategic Plan.)

Environment, Energy, and Sustainable Agriculture

Water shortages (local & global).

The growing shortages of clean water for a variety of domestic, agricultural, and industrial uses will generate growing social conflicts, and governments will find themselves under increasing pressure to resolve these conflicts in situations where social consensus is lacking. However, this might also present opportunities for working with governments on creative solutions to these conflicts.

Demand for the certification of clean agriculture.

In developing countries, where small and medium enterprises are unable to pay for ISO 14001 or EMAS certifications, there will be greater use of other, less expensive methods such as *Producción Más Limpia* (P+L), which will increasingly be included in undergraduate curricula. There will be an increasing demand for consulting services in environmental management systems, which could open an area of opportunity for Zamorano graduates.

Stricter consumer protection.

There will be ever increasing legislation, both at the national and international level, to protect the consumer. There will also be greater consumer-driven demand for regulation of food processing, environmental conservation, and international trade practices.

This greater environmental regulation will eventually affect smaller agribusiness enterprises in developing countries.

Greater use and acceptance of genetically modified crops (GM's) in developing countries.

The expanded use of (GM's) to new crops and new geographic areas will bring benefits in terms of increased yields, reduced costs, and improved environmental management. As information becomes more generally available, public opinion will begin to shift in favor of (GM's). There will be continuing interest on the part of international assistance agencies in the formation of human capital for research on themes related to the regulation of (GM's) technology in developing countries.

Pressure for more efficient energy usage.

Energy shortages and increasing costs of fossil fuels will drive changes in global agriculture toward alternate energy sources and greater efforts for the efficient use of energy. Increasingly, developing countries will adopt strict energy conservation measures and clean energy policies.

Increasing biodiversity awareness.

There will develop an increasing awareness of the presence and value of biodiversity in the region, as well as increasing interest in protecting against a loss of biodiversity through reckless natural resource management, in cataloging the biodiversity wealth of the region, and in facilitating the discovery of new ways in which tropical America's biodiversity may be used for the benefit of the region.

Rural Transformation

Continued emigration of rural youth.

Young people will continue to migrate from rural areas to the cities. This is associated, in many rural areas, with the deterioration of secondary education.

Population pressure on natural resources.

The proportion of rural population will decrease, but the absolute numbers of people living in rural areas will remain about the same, creating growing pressure on natural resources.

Increase of rural employment in non-farm activities.

Many rural businesses, providing upwards of 50% of rural income, are increasingly non-agricultural, although they may depend upon agricultural raw materials.

Changing public policy orientation.

Governments are less likely to intervene in support of certain population groups, and more likely to develop carefully-designed territorial interventions. The management of natural resources is also a key priority.

Globalization

Changing consumer demand.

There are new trends with respect to demand which may mean a preference for ecologically-friendly production methods, for small farmers, or for companies that pursue socially responsible employment practices.

Trade liberalization.

As trade liberalization spreads, competition for markets abroad and at home will increase for a wide variety of agribusiness products. Global competition will also favor concentration in food processing and retail distribution in order to take advantage of economies in technology, logistics and advertising.

Acceleration of technology and innovation.

Globalization has driven, and been driven by, revolutionary advances in communications and transportation. The prospect of access to larger markets will continue to lead to massive investments in R & D in such areas as biotechnology.

Changing migration patterns.

Globalization has hastened world migration flows from poorer to richer countries. In Latin America, it has meant the loss of skilled workers to the U.S. and the higher mobility of professionals (including Zamorano graduates).

International Economic Cooperation

A growing Corporate Social Responsibility (CSR) movement.

Corporate Social Responsibility has become the new by-word not just in developed countries but also in Latin America, where a number of national associations of businesspeople have been formed to promote the concept among their members

Fewer donor funds for scholarships.

A generalized trend away from donor funding of scholarships may be due to a preference for building capacity in large public institutions of higher education which will, in theory, have a much wider impact than private universities. A second explanation may be the need to demonstrate quick results from donor investments as donors are demanding greater degrees of accountability in the investment of philanthropic donations or foreign assistance. This trend is particularly pronounced in governments and foundations.

More directed philanthropy.

Donors, whether they be corporations or foundations, are seeking a partnership role in the projects that they support. They are not content to sign a check, but are seeking returns or synergies. Growth areas for foundations include international affairs (as well as science & technology and religion), whereas areas in decline include education and the environment.

Instability of governments and government donations.

Zamorano is highly dependent upon governments of the region, which contributed 74% of all government donations for scholarships in 2004. However, the political and / or economic instability of these governments threatens the continuing availability of these funds. Four Latin American governments (three in Central America) eliminated or cut back on scholarships for Zamorano students in 2005.

Changing Educational Needs.

Increase in competitive educational offerings.

There has been a large increase in the number of universities in Latin America, with a resulting “massification” of higher education, extending to 18% of young people in Latin America. An increasing percentage of universities are private, and the most popular programs are in administration and economics, to the detriment of scientific or technical careers. Consequently, there is something of a vacuum in the basic sciences.

Increased government regulation and peer accreditation of higher education.

In response to the explosive growth of private ventures in higher education, which has not been accompanied by quality or relevance, the governments and established universities of many Latin American countries are promoting national or regional accreditation schemes to ensure quality.

More distance & virtual education.

In Latin America, countries like Mexico, Venezuela, Brazil, Colombia, and Costa Rica have made great strides in distance education, which is now almost universally virtual. This has been driven by technology and economics, allowing for broad coverage. These new distance education programs are available without regard to national borders and present an alternative to established traditional universities.

Internationalization of higher education through networks, franchising, exchange programs, and “twinning” programs.

These various modalities allow a student in a Latin American country to obtain a degree from a U.S. or European institution by enrolling in a local university with which it has a relationship. For example, the Masters Program in Agricultural Economics of the Universidad del Valle in Guatemala carries out a twinning program with Texas A&M University. In Honduras, Costa Rica and Panama, Laureate International Universities has acquired partial ownership of several local universities, incorporating them into its international network.

Strategic Plan: 2006 – 2010

Mission statement

Zamorano develops leaders through rigorous education programs based on academic excellence, learning-by-doing, values and character development, entrepreneurship, and Pan Americanism; and contributes to the region's economic development through applied research and outreach activities which support its education programs.

Vision statement

Zamorano will be recognized as a leading Latin American university for the quality and impact of its education, applied research and outreach programs on the development of sustainable and globally competitive agricultural and food industries, conservation and responsible management of natural resources, and rural transformation and poverty reduction.

In pursuit of this Vision, Strategic Objectives have been established addressing the following themes:

1. Maintaining academic excellence
2. Communicating our message
3. Engaging our alumni
4. Putting people first
5. Managing our physical assets and resources
6. Achieving and maintaining financial sustainability

Strategic objective # 1: Maintaining academic excellence

Zamorano will maintain a level of academic excellence comparable to leading world universities in teaching and the student learning experience, applied research and outreach in the areas of tropical agriculture and food sciences, agribusiness, natural resource management, and rural transformation.

Academic excellence can best be achieved and maintained through a consistent and systematic process of monitoring, evaluation and continuous improvement with external review and certification; a student life system which is responsive to changing student needs while maintaining fundamental institutional values; and an openness to academic innovation in program design, content and learning methodology.

Zamorano will design and implement an institution-wide planning, evaluation and continuous improvement program consistent with SACS accreditation requirements; review and improve the student life system consistent with Zamorano's traditional emphasis on values and character development; and explore new and innovative program designs emphasizing emerging themes of importance across the curriculum, increased opportunities for learning-by-doing experiences, increased international exchange and transfer opportunities, and continuous learning.

Strategic objective #2: Communicating our message

Zamorano's public image will be a true reflection of its mission, vision, and strategy; and will be based on an effective communications and marketing program reaching all relevant external and internal stakeholder groups with messages which are appropriate to their needs in form and content.

An effective communications and marketing program constitutes the vital link between an institution and the communities it wishes to serve, as well as within the institution to insure consistency and coordination of efforts. Given the depth of change at Zamorano over the past six years and the relative lack of widespread public understanding of those changes, in order to better serve its external stakeholders Zamorano must undertake aggressive measures to align its public image with the current reality of the institution's mission, vision and service offerings,. And given the increase in cross-cutting teaching, research and outreach programs, as well as an integrated approach to meeting stakeholder needs, equally aggressive measures must be taken to insure effective internal communications regarding institutional vision and program coordination.

Zamorano will design and implement an integrated institutional communications program to insure that its mission, vision and strategy is communicated

appropriately to each of its relevant external and internal stakeholder groups.

Strategic objective # 3: Engaging our alumni

Zamorano will build and maintain a partnership with its alumni in which the University provides its alumni with services of value on a life-long basis, and encourages and enables the alumni to become a major source of the University's long-term support, contributing to its continuing excellence and insuring its ability to accomplish its mission.

The alumni of any university constitute the largest, most stable and most important of all the university's stakeholder groups. Zamorano is no exception, and its more than five thousand graduates, working and living throughout the Americas and beyond, have demonstrated a strong loyalty to their alma mater, as well as an interest in assuring its continued success. This loyalty and interest must be fortified through a more focused effort to serve alumni needs following their departure from Zamorano and over the course of their careers, and to encourage and facilitate alumni support for Zamorano.

Zamorano will design and execute an alumni relations program which will include the establishment of a permanent and full-time alumni relations office on campus, the development of a comprehensive alumni data base, continuous education or "life long learning" activities, opportunities for alumni to serve

as guest lecturers on campus, increased participation in fundraising and outreach activities, continued support in student recruiting and admissions, and networking and social events.

Strategic objective # 4: Putting people first

Zamorano will attract, retain, and develop individuals with the skills, competencies and commitment to accomplish its mission, and will foster a work environment characterized by teamwork, productivity, loyalty, and accountability.

Effective human resources management is perhaps the single most important function in the success of any service-based institution including prominently, a university. In order to accomplish its mission, Zamorano must complete the design and implementation of an integrated human resources management system, including comprehensive short and long-term staffing planning; recruiting, selection and orientation of new faculty and employees; goal setting, mentoring, and assessment; career training, development and promotion; and compensation, rewards and recognition. Zamorano must also undertake measures to monitor and improve the campus working environment, and to promote an environment characterized by loyalty, accountability, productivity and teamwork.

Zamorano will design and implement a comprehensive and integrated human resources management program, and will promote a more productive and harmonious working environment through activities which include

(but are not limited to) support for the newly established “Junta de Apoyo Mutuo” (Mutual Support Organization).

Strategic objective # 5: Managing our physical assets and resources

Zamorano will plan and manage, using efficient and environmentally responsible practices, its physical assets and resources in support of the University’s mission and vision and in a manner consistent with the needs and opportunities of its geographic location.

The evolution of Zamorano’s programs place new and different demands on the University’s physical resources, while the passage of time creates a continuing need for effective maintenance, conservation and/or replacement of existing buildings and equipment. Furthermore, growth and changes in the surrounding communities place increasing constraints on Zamorano’s access to land and water resources, and may suggest alternative uses for land resources which are not necessary for educational or research purposes. Finally, ever increasing traffic on the roads and highways which run through the center of the campus, and the accompanying bus stops and informal markets which accompany them, continue to be a source of danger for the student and employee population and a constant disruption of campus life.

In order to effectively manage its physical assets and resources, Zamorano will undertake the development of a long-term facilities, traffic and land use plan, including

investments in new construction, equipment and landscaping to meet program, safety and quality-of-life requirements, and alternate uses of assets not required for education purposes; accelerate building repairs to maintain or recover usage of current physical assets; and develop alternative sources of water for campus use. It will also develop and implement a program to rationalize energy, raw material and water usage consistent with international best practices.

Strategic objective # 6: Achieving and maintaining financial sustainability

Zamorano will achieve and maintain financial sustainability consistent with the University's mission, vision and strategy.

Zamorano currently relies on a combination of tuition payments from students and their families, scholarship support from individual and institutional donors as well as the University's endowment funds, sales of products and services produced as part of the learning-by-doing program, and income generated by various sponsored research and outreach activities to meet its operating budget excluding depreciation. Scholarship support currently funds 50% of total tuition requirements, and enables Zamorano to meet its social mission of providing an outstanding educational experience to talented youth with limited financial resources. However, changes in donor priorities and the end of several important scholarship programs suggests the need to develop

alternative sources of scholarship financing through a new student loan program, more aggressive fundraising, innovative programs with institutional donors, increased sales from learning-by-doing enterprises, commercial exploitation of physical assets not required for education purposes, and activities designed to increase the size of the University's endowment so as to provide increased levels of operating support.

Zamorano will develop and execute plans to maintain or increase total revenues from paid tuition, student loans, income from productive activities, outreach, scholarships and endowment to levels required to fully fund the annual operating budgets, including depreciation. Zamorano will also create and/or secure funding for four "Country Endowment Funds" and develop a strategy to increase the size of the U.S. unrestricted endowment fund.

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