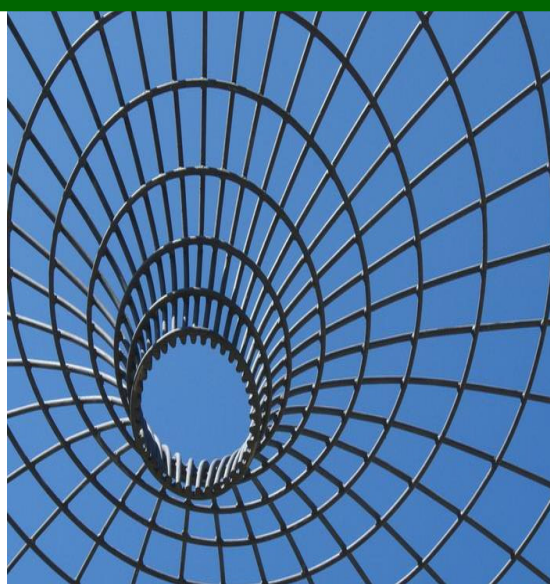
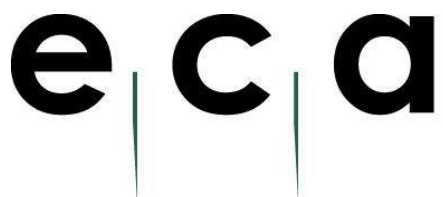


Assessment report

La Salle University -Colombia



Certificate for Quality in Internationalisation



european consortium for accreditation

Assessment report

La Salle University- Colombia

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European Consortium for Accreditation in Higher Education

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Glossary

ABET	Accreditation Board for Engineering and Technology
ACBSP	Accreditation Council for Business Schools and Programs
CEQUINT	Certificate for Quality in Internationalization
CIN	Business Intelligence Committee
CLACSO	Latin American Council of Social Sciences
CNA	National Accreditation Council
CONACES	National Intersectoral Commission for Quality Assurance in Higher Education
EO	Strategic Planning Division
DRII	Directorate for International and Interinstitutional Relations
ECA	European Consortium for Accreditation in Higher Education
IALU	International Association of La Salle Universities
ICETEX	Colombian Institute for Educational Credit and Technical Studies Abroad
HEEs	Higher Educational Establishments
MIDE	Education Performance Indicator Model
Mii	Internationalization Intensity Matrix
OBI	Oracle Business Intelligence
PEUL	Lasallian University Education Project
IDP	Institutional Development Plan
PMI	Project Management Institute
QS	Quacquarelli Symonds
RIBA	Royal Institute of British Architects
RENATA	National Academic Network of Advanced Technology
SNIES	National Higher Education Information System
VRAC	Academic Vice-Rector's Office
VRIT	Vice-Rector's Office for Research and Transfer

1. Executive summary

The Universidad de La Salle in Bogota (Colombia) has been assessed within the framework of the CeQuint International Quality Certification Program of the European Consortium for Accreditation in Higher Education (ECA), of which ACSUCYL is a member. This University received the quality certification for internationalization within the framework of the Certificate for Quality in Internationalization (CEQUINT) project in 2014. The purpose of this evaluation is to renew CEQUINT certification.

ACSUCYL appointed a panel of experts in accordance with the criteria established in the framework document for the evaluation of quality in internationalization, and this panel then analysed the self-evaluation report and all the documentation provided by the university. Following the preliminary analysis, a virtual visit was made to interview the different agents involved in issues related to the internationalization of the University.

The Universidad de La Salle believes internationalization to be a transversal component which facilitates the performance of institutional functions and which is documented in an Institutional Development Plan (IDP), covering the period 2015-2020. In order for internationalization objectives to materialize, the University has included a strategic axis in its Institutional Development Plan linked to the strengthening of internationalization. Axis 4 "National Positioning and International Visibility" is aimed at "strengthening communication and positioning of the University at the national level and ensuring the relationship and institutional contribution is more visible within the international sphere". Axis 2 "Quality, inclusive and relevant training", has goals related to internationalization such as institutional accreditation of academic programs, redefining of second language policy, creation of international networks and cooperation within the framework of Lasallianism and the positioning of the institutional repository at the international level.

The objectives can be reasonably achieved, although a longer period of time is needed than 2015-2020 to cover some of them, and so any objectives not fully met within the period 2015-2020 should be included in the next Institutional Development Plan, to ensure their continuity.

The action plans envisaged by the University are defined in the IDP 2015-2020. The measures concern: the international mobility of students and professors; participation in international research networks; carrying out of actions of an international nature within the University; and the delegation of responsibilities to Faculties and Departments so that they may develop strategic internationalization plans. It is recommended that the review of internationalization projects be intensified, so as to guarantee they are properly evaluated and decision-making takes place.

The University has different systems in place for gathering information, the most important being the NEXUS system with regard to internationalization. In order to make better use of the information obtained in NEXUS, it is recommended that the necessary systematic approach be reinforced to analyse the data collected and to carry out proper monitoring of the objectives, as well as defining improvement actions where necessary.

The University has a Quality System, as reflected in its Quality Manual, and this is periodically subject to the evaluation processes of the CNA (National Accreditation Council - which is the legal body for quality or accreditation in education in Colombia and linked to the Ministry of National Education) both at an institutional level (2008, 2012 and 2018) and at program level (19 accredited programs: 18 undergraduate and 1 postgraduate, and in addition all undergraduate and postgraduate programs undertake self-assessment processes with a view to accreditation), and also in other international accreditations at a program level, in as well as prior to obtaining the CEQuint seal.

Responsibilities for the internationalization of the institution are clearly defined, and there is also an Internationalization Committee comprising the heads or directors of the different academic units or departments linked to internationalization. In its capacity as a consultative decision-making body, the Committee accompanies and recommends actions for the formulation of internationalization plans, programs and projects. A high level of governance involvement in the objectives of internationalization has been demonstrated.

Conclusion

The Universidad de La Salle demonstrates a major commitment to the construction, development and consolidation of clear and consistent internationalization processes that have had a positive impact on international and intercultural learning outcomes, teaching, learning and research, staff and students. These are included in the different plans and are complemented by specific instruments emanating from the institution as a whole together with resources, which are supported both by the Lasallian academic community and by external actors. It is important to highlight the major commitment at management level, which can be seen in the availability of resources and institutional commitments to internationalization. The vision of humanized internationalization has been key in developing plans, strategies and activities in favour of internationalization, and the Utopia Project is undoubtedly the clearest example of this.

For this reason, the evaluation panel recommends that the Universidad de La Salle should obtain the Certificate of Quality in Internationalization.

The Universidad de La Salle should follow the recommendations identified in this report in order to improve monitoring of internationalization objectives and be able to make decisions at the right time, so as to guarantee the suitable and sustainable pursuit of all such objectives.

2. The assessment procedure

The assessment procedure was organized in accordance with the “Frameworks for the Assessment of Quality in Internationalization” and the “Guide to Assessing the Quality of Internationalization” published by the European Consortium for Accreditation (ECA).

To this end, a panel of experts was convened, consisting of the following members:

Chairman: Fidel Corcuera (Professor of French Philology, University of Zaragoza)

Secretary: Gloria Zaballa (Director of Quality Unit, University of Deusto)

Members: Eva Fernández de Labastida (Head of Internationalization and Projects at Unibasq - Basque University System Quality Agency)

Víctor Hugo Medina (Associate Professor at the Francisco José de Caldas District University in Bogotá - Colombia)

Francisco Joaquín Jiménez (MA student of Architecture at the University of Cartagena)

The procedure was coordinated by Sandra Marcos, Head of International and Institutional Relations (ACSUCYL).

Annex 1 shows the knowledge and experience gained by each of the panel members, reflecting their suitability to carry out this assessment.

The evaluation panel reviewed the self-evaluation report and attached documentation provided by the institution, and requested additional information in order to complete evaluation prior to the visit, which was submitted by the University in due time and form. The panel arranged two preparatory virtual meetings on 21 and 29 September and exchanged several emails prior to starting the procedure. The evaluation was carried out on 30 September, 1 and 2 October virtually due to the COVID-19 pandemic.

Each panel member made his or her individual assessment according to standards defined by ECA, and a visit report was subsequently produced, which was the base document used in the preparatory meetings that were held on 21 and 29 September and in the course of the assessment.

This report has been prepared taking into account the evaluation of the information provided by the University and the relevant findings during the interviews held during the virtual visit. The panel completed the report on 23 October 2020 and approved the final version on 28 October 2020.

3. Basic information

Institution:	Universidad de La Salle
Type of institution:	Private University
Status:	Accredited
QA / accreditation agency:	CNA
Status period:	17 Abril 2015 to 6 July 2020

Additional information:

The Universidad de La Salle (ULS) is a higher educational establishment based in Bogota D.C., Colombia. Currently, ULS has over 15,343 students, 14,453 on undergraduate programs and 890 on postgraduate programs, distributed over three main campuses in the city and another one located in the Department of Casanare - working on a project known as Utopia. The University has twice received High Quality University Accreditation by the National Accreditation Council (CNA). It also received an award from IESALC - UNESCO in Territorial Social Responsibility, and obtained special recognition of the National Peace Prize from the Colombian Government and ISO 9001/2008 certification.

Its mission is the integral education and development of knowledge in order to contribute to the social and productive transformation of Colombia. Its institutional premises are based on the following ideas:

- The construction of a more just and peaceful society.
- The training of professionals who, based on their knowledge, values, capacity for teamwork, social sensitivity and sense of belonging may then go on to contribute to the search for fairness .
- The defence of life, construction of national identity and commitment to integral and sustainable human development.

4. Assessment scale

The assessment-scale relates to the assessments at a standards level and is based on the definitions given below. Using the underlying criteria, each standard describes the level of quality or attainment required for satisfactory assessment. The starting point of the assessment scale is, however, not threshold quality, but generic quality. Generic quality is defined as *the quality that can reasonably be expected from an international perspective*.

Unsatisfactory	<p>The institution does not meet the current generic quality for this standard.</p> <p>The institution does not attain an acceptable level across the standard's entire spectrum. One or more of the underlying criteria shows a meaningful shortcoming.</p>
Satisfactory	<p>The institution meets the current generic quality for this standard.</p> <p>The institution shows an acceptable level of attainment across the standard's entire spectrum. If any of the underlying criteria show a shortcoming, that shortcoming is not meaningful.</p>
Good	<p>The institution surpasses the current generic quality for this standard.</p> <p>The institution clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.</p>
Excellent	<p>The institution systematically and substantially surpasses the current generic quality for this standard.</p> <p>The institution excels across the standard's entire spectrum. This extraordinary level of attainment is explicitly demonstrated through exemplary or good practices in all the underlying criteria. The program can be regarded as an international example for this standard.</p>

5. Assessment criteria

Standard 1: Intended internationalization

Criterion 1a: Goals supported

The internationalization goals for the institution are documented and these are shared and supported by stakeholders within and outside the institution.

The objectives of internationalization are well identified and documented, as stated in the document "Strategic Guidelines for Internationalization", approved by the University's Academic Council in March 2015.

This document contains four academic internationalization objectives:

1. Train professionals who are aware of their role as agents immersed in a globalized world, which requires their intervention for the social, educational, economic and cultural good (global citizenship);
2. Ensure the passing on of scientific knowledge beyond national borders in order to disseminate and implement it in local and international contexts.
3. Encourage the extension of international cooperation in favour of integration, competitiveness, democracy and a culture of peace.
4. Promote educational quality to ensure visibility and institutional positioning worldwide.

These four main objectives are deployed in 8 strategic lines of action, within which attention should be drawn to the creation of a central internationalization committee, as well as a commitment to the culture of peace and democracy. There are also a number of clearly formulated initiatives for which details are provided about specific actions at an international level.

The objectives can be reasonably achieved, although a longer period of time is necessary than 2015-2020 to cover some of them, for which reason any objectives not fully met and still considered relevant following reflection in the period 2015-2020 should be included in the next Institutional Development Plan (IDP). The same applies to updating of the Lasallian University Research System (SIUL) 2015-2020, which reflects the internationalization of research in line with the IDP.

In addition, the University declares its commitment to internationalization through the Lasallian Educational Project (PEUL) by highlighting the flexibility of the curricula to enable there to be mobility among students and faculty in order to encourage reflection and permanently stimulate the updating of such curricula in view of world trends.

The University should clearly declare its commitment to internationalization in the new draft of the Lasallian Education Project (PEUL) that seems to currently be in preparation, since internationalization does not appear as a defined objective in the current draft.

The internal stakeholders and the actors in favour of internationalization are suitably identified.

Conclusion and recommendations

The institution's internationalization objectives are well documented, shared and supported by its stakeholders. There is a need to ascertain whether the following Institutional Development Plan includes those internationalization objectives that have not yet been completed in the period 2015-2020 and

which are still considered relevant. The internationalization objectives should be introduced in a new draft of the PEUL.

Criterion 1b: Verifiable objectives

Verifiable objectives have been formulated that allow attainment of the institution's internationalization goals to be monitored.

The University believes internationalization to be a transversal component that facilitates the performance of institutional functions, which is why it is reflected in other IDP axes. In order for internationalization objectives to materialize, the University has included a strategic axis in its Institutional Development Plan (IDP) linked to the strengthening of internationalization. Axis 4 "National Positioning and International Visibility" is aimed at "strengthening communication and positioning of the University at the national level and ensuring the relationship and institutional contribution is more visible within the international sphere". Axis 2 "Quality, inclusive and relevant training" has goals related to internationalization such as institutional accreditation of academic programs, redefining of second language policy, creation of international networks and cooperation within the framework of Lasallianism and the positioning of the institutional repository at the international level.

In addition, the IDP 2015-2020 establishes that each of the strategic axes be made up of programs, these being understood as referring to the set of projects that are related in a coordinated manner with a view to obtaining benefits. The programs are in turn made up of projects, considered to refer to the temporary effort being made to create a unique product, service or outcome. The projects are developed in accordance with measurable and quantifiable goals that are subsequently followed up.

Therefore, it can be concluded that the internationalization objectives are verifiable through the indicators made visible in different reports.

Conclusion and recommendations

The internationalization objectives are included in the projects within the strategic programs, and both quantitative and qualitative indicators are proposed through monitoring plans.

Criterion 1c: Impact on education

The internationalization goals explicitly include measures that contribute to the overall quality of teaching and learning.

For the Universidad de La Salle, internationalization objectives are not considered as ends in themselves but as instruments or means that should give scope to the Lasallian mission, which is geared towards integral education and knowledge creation that contributes to the social and productive transformation of the country.

The measures related to teaching-learning that are included are: the teaching of courses or subjects in other languages, bilingual training, the presence of foreign or visiting teachers, international online courses, education through virtual platforms or learning tools, the internationalization of teaching (introduction of knowledge with international reference that supports the relevant discipline), academic or cultural tours, work experience and internships.

Each year the University organizes different activities, such as the International La Salle Summer Academy, an internationalization initiative at home that targets national and international students who may

participate in interdisciplinary training courses given by guest teachers from various countries during the inter-semester period.

There is also a wide range of international agreements and participation in international cooperation projects, all aimed at rural development and peace building, as shown in annexes 4 and 5 of the documentation. The institutional self-evaluation survey conducted in 2017 found that more than 70% of managers and teachers consider that the possibilities and agreements existing with other institutions may be seen to enrich institutional quality.

However, it is recommended that this participation in international cooperation projects be further developed, as their number may not correspond to the real capacity of the University.

Conclusion and recommendations

Internationalization objectives are related to teaching and learning in terms of their projects and goals.

It is recommended to establish actions to strengthen international cooperation agreements.

Overall conclusion regarding Standard 1. Intended internationalization

The institution's internationalization objectives are well documented, shared and supported by its stakeholders, and reflected in the projects within the strategic programs.

Therefore, the panel considers Standard 1. Intended internationalization to be **good**.

Standard 2: Action plans

Criterion 2a: Fitness for purpose

The institution's internationalization plans ensure attainment of its internationalization goals.

The relevant action plans identified are:

- Strategic Internationalization Projects IDP 2015-2020, which contains the following 4 projects:

- Project No 421. Management, expansion and dissemination of different action plans to ensure academic and teaching mobility.
- Project No 422. Networks for the empowerment of the academic, research and graduate communities with international presence.
- Project. Promotion of an international university environment.
- Project. Formulation of internationalization plans in academic and other units, and departments.

- Internationalization Plans according to Faculty or Department: These contain specific projects being pursued by the Faculties.

These action plans envisaged by the University are defined in the Institutional Development Plan 2015-2020. The measures concern the international mobility of students and professors (Project 1 with five well-defined goals); participation in international research networks (Project 2, also with five other well-defined goals); carrying out of actions of an international nature within the University (Project 3, with three goals, which combine cultural and academic activities with training of administrative staff); and the delegation of responsibilities to Faculties and Departments so that they may develop strategic internationalization plans (Project 4, with two goals).

In addition to the strategic projects within the framework of the IDP, the University's internationalization strategy is complemented by each academic unit, which is responsible for formulating tactical projects that enable the University's objectives to be attained. The projects set in motion by the Faculty of Education, the Faculty of Administrative and Accounting Sciences, the Faculty of Agricultural Sciences, the Faculty of Health Sciences, the Faculty of Habitat Sciences, the Faculty of Economic and Social Sciences, the Faculty of Philosophy and Humanities, the Faculty of Engineering, and also the Department of Basic Sciences, all appear.

Internationalization also appears as a transversal objective in some other projects linked to the quality of education, and to the learning of second languages.

The monitoring plans are monitored by the Strategic Planning Division using the Project Management Institute (PMI) methodology, on a six-monthly basis. The goals set out by each objective are monitored and reports are prepared by each Faculty. However, it is recommended that the systematic review of internationalization projects be strengthened in order to ensure they are properly evaluated and decisions taken, given that it has not been possible to verify whether a complete cycle of improvement has been completed, as the IDP 2015-2020 has just ended and the recently approved IDP 2021-2026 is not available yet.

Conclusion and recommendations

The panel concludes that the institution's internationalization plans justify the attainment of its internationalization objectives.

It is recommended that the systematic review of internationalization projects be strengthened to ensure they are properly evaluated and that decision-making takes place.

Criterion 2b: Dimensions

The institution's internationalization plans appropriately include at least the following dimensions: "international and intercultural learning outcomes", "teaching, learning and research", "staff" and "students".

The Strategic Guidelines for Academic Internationalization take a series of concepts as a reference that facilitate the generation and attainment of internationalization plans, which are mostly aligned with the relevant dimensions (international and intercultural learning outcomes, teaching, learning and research, staff and students).

With regard to the internationalization of research, the University has implemented several strategies that seek to facilitate incoming and outgoing teaching mobility and participation in international research networks, and also support the publication process of articles by teaching researchers. Thus, Strategic Project 422 was established within the framework of the IDP, which aims to place the University in international agendas for the purpose of knowledge creation via relationship and intentional research production strategies according to areas and regions. In addition, the Vice-Rector's Office for Research and Transfer - VRIT - promotes the internationalization of research through different programs.

The inclusion of the international and intercultural component in the University's teaching and learning processes is also included in the same internationalization guidelines. Therefore, in accordance with this objective, the University has pursued courses of action with a view to internationalizing the curriculum, methods and teaching environments.

Student mobility, both outgoing and incoming, is an area in which the University must make a major commitment. Current figures, which also evidence a quantitative decrease, show that international mobility reaches less than 1% of students. This may be related to socio-economic reasons. It is recommended that the University should as far as possible promote international calls for proposals and financial assistance in order to facilitate greater and more frequent mobility. All of this is shown in Appendix 11 - Student Mobility Report 2015-2019.

In terms of the "personal" dimension, the self-report describes the academic mobility of teachers as a process that aims to promote academic, research and cultural exchange of Lasallian and international teachers. This exercise contributes to institutional dynamics in view of the premises of knowledge transfer, visibility, the establishment of networks, the strengthening of foreign language skills and the promotion of activities common to educational, research and outreach action.

The administrative staff at the institution does not have any initiatives or projects that promote its internationalization.

Finally, within the framework of the basic dimensions, various processes involving international accreditation of academic programs are currently underway (Appendix 10 - Certificate of International Accreditation):

- Certification of the Architecture program with the Royal Institute of British Architects (RIBA) for 5 years.
- Certification of the Social Work program with the Latin American Council for Social Sciences (CLACSO) for 4 years.
- Certification of the Electrical Engineering program with the Accreditation Board for Engineering and Technology - ABET.
- In process: Certification of the Business Administration, Business and International Relations, Accounting, Finance and International Trade and Economy programs with the Accreditation Council for Business Schools and Programs - ACBSP.
- In process: Regional Accreditation of the Economics and Civil Engineering program with ARCUSUR (Regional Accreditation System for University Degrees).

Additionally, the University is considering the internationalization of outreach action focusing on the social promotion of the institution, opportunities for income generation and the fostering of a university culture. By way of an example, agreements have been established with the aim of promoting joint participation in continuing education and in advisory services for the public sector. Likewise, it has begun to participate in offers of e-learning programs with the Universidad de La Salle in Mexico with a view to developing short courses, diploma courses and Massive Open Online Courses. Additionally, online diploma courses are underway at the Faculty of Health Sciences via the National Academic Network of Advanced Technology (RENATA), allowing accessibility and educational inclusion of participants both nationally and internationally.

Conclusion and recommendations

The dimensions relating to international and intercultural learning outcomes, teaching, learning and research, staff and students are covered by different schemes, in some cases overlapping as may be the case with teacher and student mobility. In addition, the outreach dimension is also covered.

It is recommended that initiatives or projects that promote the internationalization of administrative staff be established.

It is recommended that the University should promote international calls for proposals and financial assistance in order to increase the international mobility of students.

Criterion 2c:Support

The institution's internationalization plans are complemented by specific institution-wide instruments and suitable resources.

The Directorate of International and Interinstitutional Relations is the advisory body of the Rector's Office that promotes internationalization, particularly in the following areas.

- Student and teacher mobility.
- Promotion of academic and scientific knowledge beyond national borders.
- Positioning and international visibility of the University as a High-Quality Higher Educational Establishment.
- Bringing together of cooperation initiatives pursued by the entire academic community, both nationally and internationally.
- Promotion of a multicultural university environment.
- Representation of the University in national and international scenarios.

The University has a series of resources at its disposal to ensure effective implementation of the internationalization policy: regulatory resources, financial resources, physical resources and virtual resources (portal, platform, and repository). It also sets aside resources to promote mobility, both in terms of direct financial assistance to outgoing students and the exemption of 80% of fees for students participating in the International La Salle Summer Academy.

It has been verified that there are some physical resources assigned to the reception of incoming teachers, and also spaces for international meetings; it is also noted that there is a will to develop teachers' competence in TICs.

Conclusion and recommendations

The institution's internationalization plans are complemented by institution-wide specific instruments and suitable resources.

It is recommended that the level of resources that have been invested in internationalization be maintained to ensure this does not affect the attainment of its objectives.

Overall conclusion regarding the Standard

The panel concludes that the institution's internationalization plans justify the attainment of its internationalization objectives. The dimensions related to international and intercultural learning outcomes, teaching, learning and research, staff and students are reflected in the different plans and are complemented by institution-wide specific instruments and appropriate resources.

It is recommended that the systematic review of internationalization projects be strengthened to ensure they are properly evaluated and that decision-making takes place.

It is recommended that the establishment of any initiatives or projects that promote the internationalization of administrative staff be assessed.

It is recommended that the level of resources that have been invested in internationalization be maintained to ensure this does not affect the attainment of its objectives. Along these lines, it is advisable for the University to promote international agreements and increase the economic resources set aside for outgoing student mobility, via its own resources or by attracting external ones.

Therefore, the panel considers the Standard 2. Action plans to be **good**.

Standard 3: Implementation

Criterion 3a: Information system

The institution has a functional management information system which enables it to gather and process relevant information regarding internationalization.

The most important information system for internationalization is the NEXUS system, in which the main processes carried out by the DRII in terms of academic mobility, international initiatives and strategic relations with national and international actors are concentrated. The system allows information on student academic mobility, strategic relations and international initiatives to be systematized via three modules:

- The Strategic Relationship module facilitates the process of signing agreements with national and international partners.
- The Academic Mobility module makes it possible to process applications for incoming and outgoing student mobility.
- The International Initiatives module provides information on national and international spaces for academic cooperation to participate in collaborative projects and teaching mobility programs.

The Nexus System processes information related to incoming and outgoing student and faculty mobility, as well as opportunities for and consolidation of agreements and projects.

Evidence has been found of various indicators related to internationalization having been gathered over different years, which implies that it is being used and in operation.

Conclusion and recommendations

The University has different systems at its disposal for gathering information, with the NEXUS System being the most relevant in terms of internationalization. In the virtual visit, it was possible to see how this application works, which covers the aspects required to manage internationalization of the university.

Criterion 3b: Information-driven management

The institution makes use of processed information to ensure effective management of its internationalization activities.

Although it is true that NEXUS facilitates the management of internationalization information by allowing students, teachers and administrators to access agreements in force in real time from this year onwards, the University plans to carry out a technological renewal of its information systems in order to integrate different platforms to bring them in line with new operational and information quality requirements. NEXUS facilitates the management of key processes within internationalization, and also data collection.

Some problems with deadlines for accessing certain internationalization offers were highlighted in the interviews with students and graduates. It is recommended that actions be established to improve information about internationalization offers and opportunities for students. This allows enough time for candidate students to complete their applications, and also enables bureaucratic procedures to be simplified and the dissemination of the specific programs for each academic unit to be promoted.

Conclusion and recommendations

The University has the NEXUS system at its disposal to manage its internationalization activities. Among aspects related to communication and with a view to increasing the external visibility of the institution, it is recommended that the possibility of making information provided by the DRII website public be assessed, so as to give greater visibility to the activities carried out in favor of the internationalization of the University.

Criterion 3c: Achievements

The institution can demonstrate the extent to which its internationalization plans are achieved via documented outcomes and results.

In the self-report, compliance with the strategic areas set out in Axis 4, Program 2 of the IDP is recorded:

1. Management, expansion and dissemination of different options that ensure academic mobility of students and teachers. In total since 2012, 1,900 La Salle students have participated in student mobility experiences abroad, while 892 foreign students have visited the University during the same period. In order to educate global citizens, the University has created a large mobility portfolio to provide different options for overseas study experiences that meet the needs of the academic population. The academic semester plan accounts for 59.9% of total mobility.
2. Networks geared towards the empowerment of academic, research and graduate communities with an international presence. One of the mechanisms for promoting teacher mobility is Agreement 005 dated 2017, which has made it possible to support the mobility of 6 teachers (2018-2019) under the Visiting Professor plan . There is also a budget to support participation in international academic events. The VRIT has resources at its disposal to support the admission of visiting professors who wish to undertake research internships at the University and with regard to positioning, funding is provided to support the publication of articles by professors in international indexed journals such as Scopus or Web of Science, as well as scientific missions to establish rapprochement between researchers and their peers in recognized international universities.

By way of a complement to international mobility strategies, the University has implemented the "International La Salle Summer Academy" which has had a positive impact on various indicators, as is evident throughout the report.

The University has an excellent opportunity for pursuing international student mobility in the One La Salle space, which has allowed a significant number of outgoing students to move in the last five years and which represents almost a third of international student mobility.

Conclusion and recommendations

There are statistics related to the international mobility of teachers and students, both incoming and outgoing: number of students and teachers, type of mobility (semester, short term, double degrees...). Also in relation to research activity with international repercussions, as shown by taking indexed scientific articles into consideration (Scopus and Web Science).

Overall conclusion regarding Standard 3: Implementation

The information systems provide a considerable amount of information about the internationalization of the university, and also help with its management. It is recommended that the mechanisms established

to analyze all the information provided by these information systems be reviewed, and that the objectives and goals set out be monitored and improved.

It is recommended that actions be established to improve information on about internationalization offers and opportunities for students, allowing sufficient time for candidate students to complete their applications, and also simplifying bureaucratic procedures and promoting the dissemination of specific programs for each academic unit.

Therefore, the panel considers Standard 3. Implementation to be **good**.

Standard 4: Enhancement

Criterion 4a: Enhancement measures

As a result of periodic evaluations of all internationalization dimensions and activities, the successful implementation of enhancement measures can be demonstrated.

The University has a Quality System, as reflected in its Quality Manual, and periodically undergoes CNA evaluation processes both at institutional level (2008, 2012 and 2018) and at program level (19 accredited programs: 18 undergraduate and 1 postgraduate, and all undergraduate and postgraduate programs undergo self-assessment processes with a view to accreditation), in addition to other international accreditation at a program level, as well as prior to obtaining the CEQuint seal.

The University has been consolidating self-regulation and self-assessment dynamics for years, and in 2013 Book 57 was published: Guidelines and methodological guide for the processes of self-assessment of the Universidad de La Salle, as a core element in the internal system of quality assurance, taking the methodology of self-assessment of the CNA (annex 20) as a reference. In the case of degree studies, this takes into consideration the "national and international visibility" factor from among seven factors, and in MA and PhD studies takes into consideration the "Internationalization and inclusion in global scientific networks" factor from among 10 factors.

The institutional self-assessment model has been recognized as good management practice in internal quality assurance systems by the CNA.

Currently, 100% of undergraduate programs that meet the regulatory requirements for the Voluntary Accreditation of High Quality process have qualified registration granted by CONACES - National Intersectoral Commission for Quality Assurance in Higher Education in Colombia (which is an advisory and coordination body responsible for assessing compliance with requirements for the creation, modification and redefining of Higher Educational Establishments and entities authorized by Law, to offer and develop academic programs in Higher Education. It is also in charge of assessing whether academic programs comply with quality conditions in terms of what the concepts offer and develop with regard to the granting or renewal of qualified registration for the program, among other functions). In addition, within the framework of CNA evaluation, the national and international visibility factor is also assessed, which has several internationalization dimensions such as the inclusion of the program in international academic contexts and the external relationship existing between teachers and students.

These evaluation processes have allowed them to introduce measures regarding regulatory, academic, research management, specific funding, and cross-cutting harmonization of strategies between various faculties and departments, especially over the last five years, according to the dates of the documents submitted.

Among the improvements to which the University seems to attach particular importance are the inclusion of each academic program in international contexts, external relations among professors and the pursuit of an international presence in research projects. All of this is reflected in the Institutional Development Plan 2015-2020 IDP.

Conclusion and recommendations

The University has an improvement strategy that is reflected in its history of regular evaluation both at an institutional and program level, and also at a national and international level. The dimensions are covered in the international area projects that emanate from strategic planning.

Criterion 4b: Enhancing education

The institution utilizes internationalization approaches as part of its regular quality assurance activities in order to enhance the quality of its education.

The recommendations made by ECA to the University in the previous evaluation were key to construction of the IDP 2015-2020. Likewise, the University has developed a series of comparative evaluations with other institutions with a view to enriching institutional quality, and adopting good practices to strengthen the processes of international visibility. The comparative analysis was carried out with six Latin American universities with similar mission features to La Salle, giving rise to a series of recommendations regarding greater recruitment of teaching staff with research skills, the expansion of cooperation agreements with the global community, and alliances with leading universities in the United States and Europe.

The University has also participated in the evaluation of the QS STARS system that assesses universities in different categories via performance indicators. In 2019, a comparative analysis was carried out to measure the University's performance in accordance with 13 metrics established by Times Higher Education for the classification of IES worldwide. For this exercise, 13 IES in Latin America were identified as strategic allies in academic cooperation issues. The results obtained from the exercise led to important findings regarding strengths and weaknesses in five key areas: teaching, research, citations, international perspective and industry revenues. Along the same lines, the University carried out a bibliometric analysis of its scientific production, with its production totals indexed in bibliographic databases for the period 1997-2016.

In addition to comparative analyses, some academic programs have adopted internationalization approaches as part of their processes for improving the quality of education through international accreditation, as mentioned above.

Furthermore, the analysis of scientific production in order to ascertain the University's indexed production is a very important starting point towards an improvement in scientific productivity and awareness of the importance of its presence in the international arena, which undoubtedly has a significant impact on the quality of education.

Conclusion and recommendations

Internationalization approaches are used by the institution in its regular quality assurance and improvement activities, and an increase in the quality of education is evident with the development of such approaches.

Criterion 4c: Stakeholder involvement

The institution actively involves its internal and external stakeholders in its quality assurance and enhancement activities regarding internationalization.

The key players are students, teachers and administrative staff.

The University is characterized by decision-making through collegiate bodies that are plural in nature, via the presence of the institution's highest body, the Governing Council, which includes representatives of students, teachers and Brothers of La Salle.

The internationalization policy is built from the bottom up, and is participatory (teachers, students, administrative staff) and coordinated by the DRII. Additionally, there are foresight workshops in which external experts also participate.

It has not been possible to demonstrate whether external interest groups, such as employers, graduates or administration, actively participate in the analysis of internationalization objectives, and so it is recommended that participation of interest groups in general and external ones in particular be encouraged.

Conclusion and recommendations

The university actively involves internal stakeholders. It is recommended to establish actions to involve external stakeholders in the pursuit of internationalization objectives.

Overall conclusion regarding Standard 4: Enhancement

The University has an improvement strategy both at the institutional and program level, and also at national and international level, which has an impact on the improvement in education. However, it is recommended that actions be established to actively involve external stakeholders in this improvement strategy.

Therefore, the panel considers Standard 4. Enhancement to be **good**.

Standard 5: Governance

Criterion 5a: Responsibilities

The responsibilities regarding the institution's internationalization (goals, plans, implementation and enhancement) are clearly defined and assigned.

The responsibilities attached to internationalization of the institution are described according to the different levels and roles:

1. High management level:
 - a. Governing Council: Its function as the highest collegiate body of the University is "to adopt, at the request of the Rector, the Institutional Development Plan and, in accordance with the latter, to annually approve or disapprove the goals and projects submitted by the Rector".
 - b. The Rector's Office: The University Rector defines the internationalization policy with advice and support from the International Relations Department.

- c. The Coordinating Council, which is the collegiate administrative body in charge of University management and governance, intervenes in establishing the internationalization policy via its functions related to funding and budgets.
 - d. The Academic Council, which sets out academic development strategies in terms of teaching, research, outreach and the welfare of teaching staff and students.
2. Academic units (directors): Faculty Councils advise and decide on the implementation of each center's internationalization plans.
 3. Support and management units. The Internationalization Committee, the EO, the Finance Division, the Admissions and Registry Office and the Legal Advisory Office of the Rector's Office support management of the University's internationalization. The Internationalization Committee monitors the Faculties' internationalization plans in order to identify good practices that are worthy of replication within the University, in other words, the Committee helps to publicize which procedures have facilitated the incorporation of internationalization throughout the University.

Conclusion and recommendations

The responsibilities with regard to internationalization of the institution and activities are clearly defined. Furthermore, the creation of the DRII and the Internationalization Committee is welcomed as a positive development since the previous evaluation.

Criterion 5b: Effectiveness

The organizational structure, decision-making processes and leadership (regarding internationalization) support attainment of the institution's internationalization goals and action plans.

As described in the previous criterion, there is an organizational structure that supports the attainment of objectives and plans for the internationalization of the university. The organizational structure and decision-making processes must comply with the plans and goals defined in its IDP, which is normally renewed or planned every 5 years. This plan includes the different internationalization plans and goals, as well as comparative results from previous years compared to the current plan.

The University has implemented processes and standards for each of the functions mentioned above. Initially, common goals are defined until individual plans are implemented with a view to contributing to long-term objectives. The individual plans are implemented by the units in charge, and are monitored and analyzed by the EO, and supported by the DRII and the Internationalization Committee.

There is a unit responsible in each project for putting the allocated budget into practice, implementation and monitoring. The IDP appoints leading academic or administrative units, which should ensure suitable coordination within the University.

Likewise, the Internationalization Committee, as a consultative decision-making body, accompanies and recommends actions geared towards the formulation of internationalization plans, programs and projects, all with the structure referred to in the previous criterion.

It has not been possible to demonstrate the systematization of monitoring and analysis of the results obtained from the objectives set out, and so governance would have to be improved in this aspect, which is key to improving final internationalization outcomes.

Conclusion and recommendations

The organizational structure, decision-making processes and leadership of the institution support attainment of internationalization objectives and action plans. It is recommended that the renewal plans for the accreditations obtained be continued.

It is also recommended that the necessary systematic approach be strengthened in order to monitor and analyze the results of the objectives set out, to ensure proper decision-making and defining of corrective actions.

Criterion 5c: Responsiveness

The institution can demonstrate that it readily reacts to input from within and outside regarding internationalization activities.

The University has developed mechanisms to be able to respond to internal and external proposals for internationalization.

At an external level, with a proactive approach, the Institution assumed the pro tempore presidency of *Colombia Challenge Your Knowledge*, a network of 32 Colombian universities accredited in high quality, the aim of which is to promote Colombia as an international destination for quality higher education and research. Within the framework of this coordination, La Salle carried out two main activities: 1) Educational Coaching in the Internationalization of Higher Education (accompaniment program for the strengthening of capacities in the internationalization of HEIs), 2) Report on the mobility of North American students to Colombia in 2011-2015".

At an internal level, it demonstrates its capacity to respond to the contributions and suggestions of its academic community through institutional foresight workshops, by way of a contribution to the construction of the new IDP and the university's internationalization policy.

Through the DRII, communication is maintained with the academic community via physical and electronic channels, in order to respond to requests for academic mobility, credit approval and cooperation agreements, inter alia, and to manage requests through the public service window and the University's website.

As a response to the challenges involved in virtualization of Higher Education, in 2017 Booklet 65: Guidelines for the Development of E-learning and B-learning Training Offerings (Appendix 25) was published to "strengthen existing online education experiences, design programs with distance and virtual methodology, offer virtual courses on face-to-face programs and guarantee suitable technological support, so as to add value to training, research and social projection processes".

Finally, it is worth highlighting the fact that prospective workshops have been set up within the reflection process involved in drawing up the new IDP 2021-2026, which have allowed us to ensure we have representatives of internal and also external interest groups (graduates) at our disposal to grasp their needs. In particular, attention should be drawn to the prospective workshop on "Relationship and Visibility" held in 2019, which reflected on the challenges of internationalization for the coming years. As a result of these reflections, some lines of work were proposed for the internationalization of the University.

Conclusion and recommendations

The institution has shown that it reacts easily to contributions from inside and outside, with regard to internationalization activities. Moreover, it promotes initiatives aimed at detecting future needs, both internally and externally.

Overall conclusion regarding Standard 5: Governance

The responsibilities for the internationalization of the institution are clearly defined. The organizational structure, decision-making processes and leadership of the institution support the attainment of internationalization objectives and action plans.

It is recommended that the system required for monitoring and analyzing the results of the objectives set out be strengthened, to ensure proper decision making and defining of corrective actions.

Therefore, the panel considers Standard 5. Governance to be **good**.

Conclusion

The Universidad de La Salle demonstrates a major commitment to the construction, development and consolidation of internationalization processes, and these are shared by both community and external actors.

It is important to highlight this commitment at management level, which can be seen in the availability of resources and institutional internationalization agreements. The vision of humanized internationalization has been key to the development of plans, strategies and activities in favor of internationalization; the Utopia Project is, without doubt, the clearest example of this.

The ULS should pay particular attention to the recommendations made by the evaluation panel:

- It must be verified whether the following Institutional Development Plan includes the internationalization objectives that have not yet been completed in the period 2015-20 and which are still considered relevant.
- It is recommended that the systematic review of internationalization projects be strengthened to ensure that they are properly evaluated and that decisions are taken.
- In order to make better use of the information obtained in NEXUS, it is recommended that the necessary systematics be strengthened to in order to analyze the data gathered and to carry out proper monitoring of the objectives, as well as to defining improvement actions where necessary.
- It is advisable to establish actions in order to strengthen international cooperation agreements.
- It is recommended that the systematic review of internationalization projects be strengthened to ensure that they are properly evaluated and decisions taken.
- It is suggested that initiatives or projects that promote the internationalization of administrative staff be established.
- It is recommended that the University should promote international calls for proposals and financial assistance in order to increase international student mobility.
- It is recommended that the level of resources that have been invested in internationalization be maintained, to ensure it does not affect the attainment of its objectives. In this regard, it is recommended that the University should promote international agreements and increase financial

resources set aside for outgoing student mobility, either using its own resources or by attracting external resources.

- It is advisable to establish actions to improve information about internationalization offers and opportunities for the students, allowing candidate students enough time to fill in their application, and also simplifying bureaucratic procedures and promoting dissemination of the specific programs for each academic unit.
- Among the aspects related to communication and with a view to increasing the external visibility of the institution, it is recommended that the possibility of making public information provided by the DRII website public be assessed, so as to lend greater visibility to the activities carried out in favor of the internationalization of the University.
- It is recommended that actions be established to involve external stakeholders in the pursuit of internationalization objectives.
- It is recommended that plans to renew the accreditations obtained be continued.

The University has successfully implemented effective internationalization activities that demonstrably contribute to the quality of teaching and learning. Therefore, the panel concludes that the Universidad de La Salle should obtain the Certificate of Quality in Internationalization.

6. Overview of assessments

Standard	Criterion	Level of attainment for each standard unsatisfactory/satisfactory/good/excellent (see descriptions in chapter 4)
1. Intended internationalization	1a. Goals support	Good
	1b. Verifiable objectives	
	1c. Impact on education	
2. Action plans	2a. Fitness for purpose	Good
	2b. Dimensions	
	2c. Support	
3. Implementation	3a. Information system	Good
	3b. Information-driven management	
	3c. Achievements	
4. Enhancement	4a. Enhancement measures	Good
	4b. Enhancing education	
	4c. Stakeholder involvement	
5. Governance	5a. Responsibilities	Good
	5b. Effectiveness	
	5c. Responsiveness	

Annex 1. Composition of the panel

Overview panel requirements

<i>Panel member</i>	<i>Man.</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Fidel Corcuera	x	x	x	x	
• Eva Fernández de Labastida Amurrio		x	x	x	
• Gloria Zaballa Pérez	x	x	x	x	
• Víctor Hugo Medina García	x	x	x	x	
• Francisco Joaquín Jiménez		x		x	x

Man.: Management experience;

Internat.: International expertise, preferably expertise in internationalization;

Educat.: Relevant experience in teaching or educational development;

QA: Relevant experience in quality assurance or auditing; or experience as student auditor;

Student: Student with international or internationalization experience.

Fidel Corcuera-Manso. 1996-2020. Professor at the University of Zaragoza. Member of the Coordination Commission for the Accreditation of Foreign Languages of the CRUE (Conference of Rectors of Spanish Universities). President of the Commission for Guarantees of ACSUCYL. Visiting Professor at Universities in Belgium, France and Romania (Facultés Saint-Louis de Bruxelles, Universités Grenoble-Alpes, Lumière-Lyon 2, Jean Jaurès de Toulouse, Nantes, Paul-Valéry Montpellier 3, Jean Monnet Saint-Etienne, Tours, University of Bucharest). Director of the Department of French Philology at the UZ (1987-90 and 2012-2017). Erasmus Ambassador of Spanish Universities for the European Commission and ECTS-DS advisor to the European Commission (2012-17). Between 2004 and 2006, Director of Institutional and International Relations at ANECA (National Agency for Quality Assessment and Accreditation). Member of the Monitoring Group of the ALCUE Common Area of Higher Education (Latin America and Caribbean and European Union). Vice-president of RIACES (Ibero-American Network for Quality Assurance) in 2004-06 in Higher Education). Vice-Rector for International Relations of the UZ and Rector's Delegate for International Cooperation (1992-2004).

Eva Fernández de Labastida Amurrio, head of internationalization and projects, Unibasq Basque University System Quality Agency. Doctor in Food Science and Technology from the UPV/EHU. Since 2009 she has been working at Unibasq, initially as an Evaluation Manager coordinating evaluation and accreditation procedures as well as quality system audits of the universities in the Basque University System, including the training of evaluators. She is currently in charge of Unibasq's international activities in different networks such as ENQA and ECA, mainly in matters related to joint degrees, academic recognition, employability and internationalization. Since June 2017 she has been coordinating the ECA working group on "Mutual Recognition and Joint Programs" and since June 2018 has been a member of the ECA Board of Directors. She is a certified evaluator of the CeQuint program and has also coordinated international accreditation of the Law program at the Universidad de Aconcagua (Chile) and the

international evaluation of joint programs in accordance with the European Approach for Quality Assurance of Joint Programs.

Víctor Hugo Medina García, associate professor at the José de Caldas District University in Bogotá - Colombia. He was director of the Outreach Unit of the Faculty of Engineering, of the PhD in Engineering, of the MSc in Information and Communication Sciences, of the Specialization in Software Engineering and the Specialization in Telecommunications, and director of the Office of Inter-institutional Relations. He is also an associate researcher of the GICOGÉ Group (Research Group on Information Technology, Communications and Knowledge Management), recognized in category A1 by MinCiencias in Bogotá-Colombia. Academic peer of the CNA (National Council for Accreditation) since 2001 and academic peer of CONACES (National Intersectoral Commission for Quality Assurance in Higher Education) since 2010, official accreditation bodies in Colombia. Evaluation partner of SINAES (National Council of Accreditation of the National System of Accreditation of Higher Education) since 2011 in Costa Rica. Post- PhD from the University of Oviedo, PhD in Computer Engineering from the Universidad Pontificia de Salamanca. MSc in Computer Science from the Universidad Politécnica de Madrid. MA in Web Site Management from the Universidad Internacional de la Rioja. Specialization in Marketing from Rosario University and Systems Engineering from Francisco José de Caldas District University.

Francisco Joaquín Jiménez González, MA student at the Polytechnic University of Cartagena. Architect. Research fellow in the Thermal Analysis and Geomatics research group at the Polytechnic University of Cartagena. International reviewer with ENQA since 2018. Experience in three full ENQA evaluations and one partial evaluation. Member of the Quality Assurance Pool of Experts of the European Students' Union (ESU) since 2017. Attendee at several international ESU events, such as Board Meetings and European Students' Convention (ESC). Quality assurance reviewer in Spain of study programs in collaboration with ANECA, AVAP, ACCUE and ACSUCY, within institutional study programs in collaboration with the Foundation for Knowledge Madri + D and ACPUA. President of the Coordinator of Representatives of Students of Public Universities (CREUP) (2017), Executive Secretary of the Coordinator of Representatives of Students of Architecture (CREARQ) (2014-2015) and President of the Student Council of the Polytechnic University of Cartagena (CEUPCT) (2015-2017).

Gloria Zaballa Pérez, lecturer at the Faculty of Engineering at the University of Deusto (Spain). Doctor in Engineering from the University of Deusto, MSc in Computer Science and Technology and MA in Quality Management. Director of Quality at the University of Deusto and Director of the Quality Unit. She is a researcher in the definition and implementation of quality management systems in Higher Educational Establishments and organizational models at an international level. She is an advisor to various university quality agencies in defining the protocol for quality management systems in universities, and an evaluator for ANECA, ACSUCyL, AVAP, ACPUA, DEBA, EUSKALIT in career accreditation programs and quality management systems in universities, as well as an evaluator for SINAES (National Council for Accreditation of the National Higher Education Accreditation System) since 2010 in Costa Rica. Among her publications are the books *Modelo de calidad en educación*, *GOIEN. Camino hacia la mejora continua* and *Buenas prácticas en la gestión de calidad de las universidades*.

Coordinator: Sandra Marcos Ortega, In charge of international and institutional relations at ACSUCYL since 2005. Coordinator of the European Accreditation Consortium since June 2019. Lecturer at the Universitat Oberta de Catalunya since the 2017-2018 academic year.

Degree in Documentation from the University of Salamanca and MSc in Information Systems Management from the Instituto de Directivos de Empresa.

As head of international and institutional relations, she is the ACSUCYL representative in the European Association of Quality Assurance Agencies in Higher Education (ENQA). She has been an evaluator for this

association and has participated in three working groups on quality in higher education, one of which she has chaired. She has also participated in drawing up the "General considerations on quality assurance in e-learning" published by the association.

Coordinator of more than 600 evaluation processes for the accreditation of official qualifications and in charge of implementation of the institutional accreditation process in ACSUCYL.

She has participated as an expert in various European projects involving adaptation to the European Higher Education system in Morocco and Algeria. She is a member of the CeQuint working group of ECA and of the innovation and mutual recognition groups in this association. Member of the Steering Committee of the European ARNET project on automatic recognition.

Annex 2. Documents reviewed

- Self-evaluation report
- Table of incoming and outgoing students of the last three years
- Booklet 59: Strategic guidelines for academic internationalization (Documented internationalization objectives)
- Lasallian Education Project - PEUL
- Booklet 61 - Institutional Development Plan 2015-2020
- Participation in international cooperation projects aimed at rural development and peace building
- International convention descriptive report (overview of international collaboration)
- Strategic Internationalization Projects IDP 2015-2020 (relevant action plans)
- Internationalization Plans according to Faculty or Department
- Internationalization maxims according to Faculty or Department
- Support for the Internationalization of Research
- International accreditation certificates
- Student mobility report 2015-2019 (table of incoming and outgoing students)
- Teacher mobility
- Booklet 30 - Guidelines for the permanent resizing of the curriculum
- Second Foreigner Policy
- Internationalization of the outreach
- La Salle Summer Academy international descriptive statistics
- International and intercultural learning outcomes
- Regulatory resources
- Description of the NEXUS System
- Guidelines and methodological guidance for self-evaluation processes
- QS Benchmarking Report
- QS Stars Report
- Universidad de La Salle Bibliometrics Report
- Prospective Workshop on International Visibility
- Guidelines for the development of the E-learning and B-learning training being offered
- Organization chart
- Quality Manual (Quality Assurance Plan)
- External evaluation report for institutional accreditation purposes CNA 2018 (Summary of recent evaluation results)
- Initiatives for the internationalization of teaching and administrative staff

Annex 3. Site visit program

Date: 30 September, 1 and 2 October 2020

Institution: Universidad de La Salle

The evaluation was conducted virtually due to the COVID pandemic¹⁹. Therefore, the times indicated correspond to the time in Colombia followed by the time in Spain ().

DAY 0. 29 September: Preparatory meeting with the heads of the DRII.

DAY 1: Wednesday, 30 September 2020

TIME ⁱ	ACTIVITY
8:30 - 9:50 (15:30 - 16:50)	<p>Start of the meeting and general presentation of the mission, vision and Institutional educational project by the Rector Br. Niky Murcia Suarez.</p> <p>Question and answer space with vice-rectors and representatives of the University.</p> <p>Participants: Rector, Vice-Rectors, Director and team (DRII), Director of planning (SED) and evaluation panel.</p>
10:05 - 10:30 (17:05 - 17:30)	<p>Presentation of the qualitative leaps made in internationalization of the University by the Director of the DRII.</p> <p>Question and answer period with vice-rectors and representatives of the University.</p> <p>Participants: Rector, Vice-Rectors, Director and team (DRII), Director of SED and evaluation panel.</p>
10:45 - 11:10 (17:45 - 18:10)	<p>Presentation of the DRII by its director and coordinators.</p> <p>Participants: Director and coordinators of the DRII and evaluation panel.</p>
11:25 - 12:20 (18:25 - 19:20)	<p>Meeting with professors and researchers from the University who have participated in internationalization processes.</p> <p>Participants: University professors and researchers and evaluation panel.</p>
12:35 - 13:20 (19:35 - 20:20)	<p>Meeting with students who have participated in internationalization processes.</p> <p>Participants: International students and evaluation panel.</p>

DAY 2: Thursday, 1 October 2020

TIME	ACTIVITIES
8:00 - 8:50 (15:00 - 15:50)	<p>Good practices in internationalization and success stories.</p> <p>Participants: Dean of Engineering, Julio Cesar Sandoval, Dean of Habitat Sciences, Carlos Hernández, Dean of Economics and Diana Carmona, Libardo Gutiérrez, Jorge Mora and evaluation panel.</p>
9:05 - 10:00 (16:05 - 17:00)	<p>Meeting with the Outreach and Continuing Education Management and Department of Lasallian Formation, Productive Units (Clinic of Optometry, LIAC).</p> <p>Participants: Outreach Director, Pilar Calvo, Training Director Lasallian, William Duque and expert peers, Clinical Director and Director LIAC, Dean of Health Sciences, Elkin Sánchez and evaluation panel.</p>
10:15 - 11:10 (17:15 - 18:10)	<p>Presentation of Addresses and Departments transversal to the internationalization process.</p> <p>Financial Division, Human Resource Management , Technology Center of Information and Communications, Unisalle Editions, Management Communication.</p> <p>Participants: Director of the Financial Division, Ángela Franky, HumanResource Management, Mayra Alejandra Martinez, Director DTIC, Diego Rivas, Director of Unisalle Editions, Alfredo Morales, Director of Communications, Oscar Elizalde and evaluation panel.</p>
11:25 - 12:20 (18:25 - 19:20)	<p>Meeting with graduates.</p> <p>Participants: Graduates and evaluation panel.</p>
12:35 - 13:55 (19:35 - 20:55)	<p>NEXUS guided tour.</p> <p>Participants: Director and team (DRII), Director of Strategic Planning and evaluation panel.</p>

DAY 3: Friday, 2 October 2020.

TIME	ACTIVITY
8:00 - 9:00 (15:00 - 16:00)	Presentation of the Utopia project and dialogue with Philanthropy and External Funding Management. Participants: Director of Philanthropy, Sylvia Castrillón and evaluation panel.
9:15 - 10:55 (16:15 - 17:15)	Meeting at the Academic Vice-Rector's Office. Participants: Academic Vice-Rector - Brother Cristhian James, Curriculum Director - Ruth Milena Páez, Degree Director - Omar Lombana, Director of the Language Center , Director of Admissions and Registration, Luis Sneyder Ortiz, Director of E-learning, Sergio Gómez Libardo Gutiérrez, Jorge Mora and evaluation panel.
11:10 - 11:35 (18:10 - 18:35)	Working meeting of external partners to prepare the evaluation of the visit.
11:40 - 12:05 (18:40 - 19:05)	Evaluation of the visit and peer report Participants: Rector, Vice-Rectors, DRII Team, DPE Director.

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