

Assessment report

CEU San Pablo University



Certificate for Quality in Internationalisation



The European Consortium for
Accreditation in Higher Education

Assessment report
- Institutional level

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European Consortium for Accreditation in Higher Education



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Glossary

BIP	Blended Intensive Programmes
CDE	European Center for Research (Centro de Documentación Europea)
CEINDO	CEU International School of Doctoral Studies
CEU-UAO	Universidad Abat Oliba CEU
CEU-UCH	Universidad CEU Cardenal Herrera
CEU-USP	Universidad CEU San Pablo
CEU-FUSP	CEU San Pablo Foundation (Fundación Universitaria San Pablo CEU)
COIL	Collaborative Online International Learning
EHEA	European Higher Education Area
ER	Rectoral Team (Equipo Rectoral)
EU	European Union
FUCE	European Federation of Catholic Universities
IAB	International Advisory Board
HE	Higher Education
IBPs	International Bilingual Programs
IDEE	European Studies Institute (Instituto de Estudios Europeos)
IOPs	International Online Programs
IPPs	International Professional Programs
ILOs	International Learning Outcomes
IRO/OMI	International Relations Office / Oficina de Movilidad Internacional
NGO	Non-Governmental Organization
QA	Quality assurance
QAC	Quality Assurance Commission
SAIC	Internal Quality Assurance System
SG	General Secretary's Office
SOU	University Guidance Service
UDEC	Unit for Strategic Development and Quality (Desarrollo Estratégico y Calidad)
VET	Vocational Education and Training
VEVU	Vice-Rectorate for Students & University Life (Estudiantes-Vida Universitaria)
VIRSG	Vice-Rectorate for Institutional Relations and General Secretary (V. Relaciones Institucionales y Secretaría General)



VIN (or VINT)	Vice-Rectorate for Internationalization
VTDG	Vice-Rectorate for Digital Transformation
VIE	Vice-Rectorate for Academic Programs
VIPI	Vice-Rectorate for Teaching Staff & Research



1. Executive summary

The Universidad CEU San Pablo (CEU-USP) was assessed by Unibasq-Agency for Quality of the Basque University System and more especially by an assessment panel, which studied the self-evaluation report and additional evidences and undertook a site visit in Madrid (Spain) in Moncloa Campus and Montepincipe Campus on 14 and 15 November 2022.

The panel cover all five standards concisely in the summary.

The panel noted that internationalisation is a transversal vector in the Universidad CEU San Pablo (CEU-USP), which impregnates all the activities of the university and schools. Internationalisation is also part of the student experience and achievement of their learning outcomes through an intercultural dimension within the group of students from different countries and the entire academic offer CEU San Pablo has. Now, Universidad CEU San Pablo would like to increase its recognition abroad in order to increase the international recruitment and to diversify the origin of the students; it would also like to be recognized in the rankings.

Based on the provided documents and the impressions and interviews during the site visit, CEU San Pablo University seems a well-managed organization, both on operational and strategical levels.

CEU San Pablo University has taken an impressive path towards internationalisation and is obviously continuing to pursue this path. The increased focus on digitalization via hybrid offers is particularly interesting.

What is particularly impressive is the high level of satisfaction, especially among undergraduate students - both in terms of the international offers for outgoing students and, conversely, the support for international incoming students, including, in particular, Erasmus students. Finally, there is no doubt that the university's new strategic plan will be an opportunity to explore several avenues for improvement by giving even more substance to its internationalisation objectives and ambitions.



The assessment procedure

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation (Frameworks) published by the European Consortium for Accreditation (ECA).

A panel of experts was convened consisting of the following members:

- Prof. Dr. François Pernot, panel chair, CY Cergy Paris University, former Director of the Europe and International Department of the Hcéres (France)
- Prof. Dr. Cristina Churruca Muguruza, Deusto University (Spain)
- Prof. Dr. Heiner Schanz, University of Freiburg (Germany)
- Mrs. Alicia Presencio Herrero, Complutense University of Madrid (Spain)

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members' expertise and experience can be found in [Annex 1: Composition of the assessment panel](#). All panel members signed a statement of independence and confidentiality. These signed statements are available from Unibasq upon simple request. The procedure was coordinated by Mrs. Eva Fernández de Labastida Amurrio, Internationalisation and Projects Manager, Unibasq.

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit ([Annex 2: Documents reviewed](#)). The panel organised some preparatory meetings before the site visit (19 October and 3 November 2022). The site visit took place on 14 and 15 November 2022 at CEU San Pablo (Madrid) in the campuses of Moncloa and Montepíncipe. ([Annex 3: Site visit programme](#)).

The panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit, which built upon the review of the self-evaluation report and annexed documentation.

The panel finalised the draft report on January 2023. It was then sent to the CEU San Pablo University to review the report for factual mistakes. There was a feedback, some minor issues were reported and the panel amended the report where necessary.

The panel approved the final version of the report on February 2023.



2. Basic information

Institution:

Type of institution:	Private university, part of a non-for-profit foundation
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Status:

University, since 1993 (university college since 1933).

In Spain, there is no institutional accreditation option for the whole higher education institution, there is only the option of requesting the institutional accreditation for faculties or schools with the implementation of their IQAS certified and 50% of their bachelor, master and doctorate programmes accredited. The Universidad CEU San Pablo has its programmes accredited as requested by the Spanish legislation. Its faculties and schools have recently passed the external review for the certification of their IQAS by Fundación para el Conocimiento Madri+d, so they will be ready to request the institutional accreditation for its faculties and schools soon.

QA / accreditation agency:	Spanish Agency ANECA (Agencia Nacional de Evaluación de la Calidad y la Acreditación). Regional Agency: Fundación para el Conocimiento Madri+d
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Status period: University since 1993 (no expiry date).

Additional information:

The Universidad CEU San Pablo forms part of a foundation called the Fundación CEU San Pablo, a not-for-profit educational organization. The Fundación CEU San Pablo was established in 1933 and, in 2021, it now comprises 25 educational institutions at which more than 190 study programmes are provided, ranging from pre-school education to vocational



training and postgraduate studies. Its institutions include the Universidad CEU San Pablo in Madrid, the Universidad CEU Abat Oliba in Barcelona, and the Universidad CEU Cardenal Herrera, which has campuses in Elche, Castellón and Valencia.



3. Assessment scale

The assessment-scale relates to the assessments at the level of the standards and is based on the definitions given below. Through the underlying criteria, each of the standards describes the level of quality or attainment required for a 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

The institution does not meet the current generic quality for this standard.

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.

Satisfactory

The institution meets the current generic quality for this standard.

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.

Good

The institution surpasses the current generic quality for this standard.

The institution clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.

Excellent

The institution systematically and substantially surpasses the current generic quality for this standard.

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 programme can be regarded as an international example for this standard.



4. Assessment criteria

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

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

Internationalisation of higher education in theory could be understood as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.

CEU San Pablo University - today 6 schools and 2 campuses - started its internationalisation process in 1993. In 1997-1998 an Office for Foreign Programmes was created; the internationalisation process of the university was strengthened in 2015 as shown in some of the evidences provided and listed later on (EV 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and EV 2.1.) A new management team has indeed made internationalisation a major focus of the university's strategic plan. Seven years later, in 2022, internationalisation is one of the main pillars of the university.

Between 1993 and 2022, the process of internationalising the university took place in four phases:

- Phase 1 (1993-2007): development of Erasmus student exchanges; development of foreign language courses for the university's students to enable them to acquire intercultural skills; first steps towards an institutional approach to governance by integrating a vice-rector for international affairs into the university's governing structures; development of research at an international level by creating, among other things, an institute in charge of European studies and research.
- Phase 2 (2007-2013): to consider the international dimension at a global level and not only at a European level by concluding agreements with American universities and by concluding partnerships with other non-European countries so as to welcome foreign students and send more CEU San Pablo students to study abroad; to set up international programmes with American partners; to develop the teaching of foreign languages and intercultural skills both for students and for faculty staff; to develop research so as to be competitive at an international level.



- Phase 3 (2015-2019): strengthen the internationalisation of programmes in order to attract more foreign students; offer more programmes entirely in English or bilingual; require all CEU San Pablo students to have achieved a B2 level in English in order to graduate; strengthen the relationship between international institutions and CEU San Pablo; strengthen the Spanish language skills of foreigners living in Spain; be recognised (CEU San Pablo University) as a quality university at an international level; increase the number of international students.
- Phase 4 (2019-2022): Developing international mobility (face-to-face, online and blended mobility); Developing home-based internationalisation (virtual and blended mobility programmes); Improving the teaching and learning process by studying successful virtual trends in other leading international universities, adapting the process to the current student profile and taking into account the implications of the globalisation of knowledge and the sources of that knowledge; to improve the international student experience and intercultural integration on campus; to be recognised in international rankings and forums; to internationalise the student experience, academically, culturally and socially, as well as in terms of employability and interculturality. The watchword since 2019 is to go further than the previous one - internationalisation of Spanish students and attraction of international students. The keyword is now to have 100% of students in an international position (internal or external).

The goals of internationalisation are listed in the following documents, which cover all fields of internationalisation of the institution:

- EV1.1_CEU 75.1933-2008. 75 años enseñando, 75 años aprendiendo
- EV1.2_CEU 85 años de historia. 25 aniversario Universidad San Pablo pp.79—80.
- EV1.3_PLAN-ESTRATEGICO 2015_2019 pp.31-33.
- EV1.4_PLAN-ESTRATEGICO_USPCEU_2019-22, p.32
- EV1.5_Planteamiento PE Universidades CEU2
- EV1.6_Plan Estratégico internacionalización universidades 2020-2023.
- EV1.8_Informe de traspaso J.P. Gutierrez 2014_2019
- EV1.10_Framework 5 lineas estratégicas ONE CEU.
- EV1.11_Proyectos ONE CEU.xlsx

The internationalisation goals (expressed in challenges) are adopted by the Vice-rectorate of International Relations and its team.

The objectives regarding internationalisation are general, but reasonable. In general, the objectives and indicators in the self-evaluation report (SER) could be included either in the



strategic plans or in the annual plans. Similarly, the objectives concerning staff/faculty exchange and the internationalisation of research could be addressed more specifically in the strategic plan.

The stakeholders are explicitly identified (i.e. pp. 25-26 of the self-evaluation report (SER)), and there are the mentions of the different stakeholders:

- The Board of Trustees, the highest decision-making body at CEU-FUSP.
- The International Advisory Board (IAB), which advises to CEU in its internationalisation strategy.
- The academic and administrative personnel, who can be consulted and asked in the various school and department meetings, at the annual opening ceremonies, etc.
- The students/families/alumni via various communication channels -Intranet, e-mails- (see EV10.5) and international events (Erasmus+ Fairs, International Weeks, etc.)
- The employees, as they participate in the International Employability Events.
- The society in general though the information available on the website.

Any initiative that promotes internationalisation is taken into consideration and supported. During the interviews it was clear that the stakeholders support all the objectives of internationalisation and are involved in their definition, especially the alumni — this refers to alumni in general and not to an alumni network— whose action is determining and impressive.

Conclusion and recommendations

The panel concludes that the internationalisation goals for the institution are satisfactorily documented. The goals are fully shared and supported by stakeholders mainly within the institution decision-making bodies. Nevertheless, the panel recommends that the academic staff and administrative personnel are more involved in the internationalisation strategy and goals and not only informed at different meetings. The panel also recommends further associating external stakeholders (notably prospective employers) to the decision-making process regarding internationalisation aspects and ensuring student representatives in the bodies that take decisions in relation to these aspects. The objectives regarding internationalisation are reasonable although not specific. In general, the objectives and indicators are not formulated in a SMART way (specific, measurable, accountable, realistic, time-based). Particularly the objectives concerning staff/faculty exchange and the internationalisation of research could be addressed more specifically in the strategic plan.

Criterion 1b: Verifiable objectives

Verifiable objectives have been formulated that allow monitoring the achievement of the institution's internationalisation goals.



CEU-USP sets itself high goals in internationalisation. The self-evaluation report describes the university's internationalisation objectives, phase by phase, in great detail and at length, as well as the indicators for verifying whether or not these objectives have been achieved. However, the level of aspiration is not always clearly defined. Clear international benchmarking at the level of the individual study programmes would probably be helpful.

As mentioned above, all documents concerning the objectives of internationalisation can be found in:

EV1.4_PLAN-ESTRATEGICO_USPCEU_2019-22, p.32.

And in EV1.6_Plan Estratégico internacionalización universidades 2020-2023. Noviembre: pp. 8-10.

A series of objectives, milestones, and ambitions have been set to guide the internationalisation process, they are all detailed phase by phase in the Annexes 2, 3, 4, 5, 10. The self-evaluation report indicates milestones and ambitions for the different objectives for the different periods (pp. 28-35). Yet the objectives in the Strategic Plans are sometimes generic.

Overall, the achievement of the internationalisation goals can be monitored through the objectives. But regarding strategic components 12 (“International Quality & Research”) and strategic components 17 (“International quality”), it is not immediately apparent which measures are intended to be used to specifically achieve the goals, and at the same time it is not clear whether the developments can actually be monitored with the milestones mentioned (e.g., “at least one research project funded...”). The panel of experts recommends doing a specification and differentiation for the various disciplines at the CEU-USP, or at least its various schools.

The panel is aware that a CEU alumni association already exists, but sees the specific goal of having international alumni clubs (“Strategic component 16 mentions as objective “to create alumni clubs”), which, thanks to its international experience, includes outstanding profiles in order to promote the further internationalization of the CEU-USP, is not yet fully exploited. The suggestion is not to have a general alumni organization of (international) graduates only, but rather specific international alumni structures that fit the CEU-USP and are attractive to international prospective students.

The objectives of internationalisation are broadly reasonable and challenging. For example, in the sense of a “push strategy”, the approach of the CEU Global Classroom seems very well



suited to also reach students or potential students in countries that are now obviously not explicitly the focus of the current recruitment efforts of the CEU-USP (e.g. Sub-Saharan Africa, Asia, Arabia). Currently, “pull strategies” seem to dominate in the recruitment of international students, as current marketing via international agencies suggests.

Conclusion and recommendations

The panel concludes that objectives have been formulated and that these objectives are verifiable. They allow monitoring the achievement of the institution’s internationalisation goals. A further improvement option recommended by the panel of experts recommends would be doing a specification and differentiation for the various disciplines at the CEU-USP, or at least its various schools.

Criterion 1c: Impact on education

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

The internationalisation of the University has evolved from a strategic developmental initiative to a comprehensive dimension, enabling it to make a meaningful contribution to the improvement of society. As stated in the self-evaluation report (p. 35), the strategic component 15 (2 of phase 4) is: “to improve the teaching and learning process by studying the successful trends at other leading international universities, by tailoring the process to the current student profile (regarding new digital habits and new intercultural realities) and by taking into account the implications of the globalization of knowledge and the sources of this knowledge”, involving:

- Improvement of teaching methods
- Improvement of the educational design
- Improvement through the added value provided by international Professors

There are general objectives and ambitions related to these objectives.

The combination of study programmes via so-called CEU-USP internal double degree options seems particularly attractive for students. With regard to internationalisation, it would certainly be important to focus even more on joint programmes or double options with international universities (at the moment only two). The certificate programmes IOP, IPP and IBP point in the right direction, but are currently (relatively expensive and therefore potentially exclusive) additional offers following seemingly the logic of a “big names”-strategy.



During the visit, it was clear that a lot of emphasis is put on the international collaboration projects of teaching and learning (COILS) in which many professors in different faculties are involved. According to the information received in the site visit all lecturers are encouraged to participate and it seems that many do participate.

Conclusion and recommendations

The panel concludes that the internationalisation goals fully relate to teaching and learning. The measures included contributed to the quality of these two processes.

Overall conclusion regarding Standard 1. Intended internationalisation

Clearly, the internationalisation objectives cover all the interest groups of the university. The panel found that CEU San Pablo has a clear vision of what the institution wants to achieve by promoting its internationalisation. Stakeholders are aware of the importance of internationalisation and are involved in achieving it. The university has set up a system of very frequent and regular meetings and the production of numerous reports to monitor its internationalisation objectives — for example, leading a European alliance of universities —, the expert panel recommends the setting up of a dashboard of internationalisation objectives where all the data and feedback would be collected and be available.

These few points of attention do not detract from the fact that the panel found that there is a real and strong internationalisation strategy in place. The panel, therefore, assesses *Standard 1. Intended internationalisation* as good.

Standard 2: Action plans

Criterion 2a: Fitness for purpose

The institution's internationalisation plans ensure the achievement of its internationalisation goals.

CEU-USP has a structured action programme for the ordered implementation of the activities related to each strategic component and objective and the monitoring of the success of this implementation, since 2015.

The action programmes 2015-2019 and 2019-2023 can be found in Annex 1 and 2, and especially in the document EV1.11_Proyectos ONE CEU, where it defines in Line 3 Internationalisation the different project, initiatives and responsible person for the different internationalisation objectives (INICIATIVA; PROYECTO; PERSONA RESPONSABLE; PERÍODO DE EJECUCIÓN; HITOS; PRIORIDAD; COMENTARIOS; INTERSECCIÓN CON LÍNEA).



The Action Plan 2015-2019 is more general (previously, lines of action were set by management teams, but are not recorded in formal documents as strategic plans), and the Action Plan 2019-2023 is very well detailed. Internationalisation is the third of five key university strategies. Its structure reflects that of each strategic component, with objectives, an action plan, a detailed description of each action, the persons, or services responsible for each of them and the target dates for completion status.

Overall the trends of the main strategic components concern international mobility, international learning & international admission, international and intercultural skills and language training, international institutional approach, international research and international quality, and international students' experience.

Internationalisation at CEU USP requires close coordination between the different Vice-Rectors, in particular between International Relations and Digital Transformation, as well as between their staff, and the various operational areas of the university. During the site visit it was clear that a range of initiatives have been launched based on lecturers or students demands. The university is very flexible in identifying and reporting all the needs in terms of internationalisation. The advantage of less strict planning and monitoring is that the development goals and measures can be adapted ad hoc to current developments and opportunity windows, as is currently the case. The prerequisite for this, however, is that the university maintains and further strengthens its flexible decision-making based on a collegial and open communication culture.

Conclusion and recommendations

The panel concludes that institution's internationalisation plans warrant the achievement of its internationalisation goals.

Criterion 2b: Dimensions

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

As mentioned in the self-evaluation report, the university's internationalisation strategy has a particularly pronounced effect on its academic dimension, especially with the systematic incorporation into study programmes of international and intercultural competencies and learning outcomes. This directly influences the learning process and therefore directly affects the academic staff and students. The internationalisation at home initiatives through the COILS's enable students and academics to enjoy an international experience on campus



while at the same time there is an action plan through the CEU Global Campus to increase the number of students that participate in international certificates and to increase participation in mobility programmes of the traditional type. It is less clear how the internationalisation of research is achieved. As stated in the SER, the CEINDO (CEU's international doctoral school) can become a tool to channel the training of new researchers with an international perspective.

The progress indicators are included in Annex 2 (EV 2.1 Academic Reports) and 10 (EV 10.9 University brochures). They entail:

DIMENSION 1. International and intercultural learning outcomes: LANGUAGES; VOLUNTEERING (See EV10.10 and EV1.9); OWN DEGREE; COILs (See EV. COIL Syllabi: 10.25.1, EV. 10.25.2; EV 3.14. COIL Diploma); INTERNATIONAL LEARNING OUTCOMES (See EV3.15, EV.10.25); ONE CEU Plan (See EV1.11. Preparatory documents of the master lines of ONE CEU).

DIMENSION 2: Teaching, learning and research for faculty, staff, and students: this dimension concerns, on the one hand, Internationalisation at Home for all students, so that social or financial obstacles do not prevent students from gaining international experience, and, on the other, an increase in participation in more traditional, physical mobility programmes. It also includes the revision of the curriculum in order to innovate contents and study plans to international trends: Internationalisation of the curriculum (See EV 10.3, 10.2, 10.4); Internationalisation at Home (See EV3.14, EV9.6); International Learning Outcomes (ILOs) 90 (See EV 2.1, annexes 5: EV 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8; EV 10.2, 10.3, 10.4, EV. 2.1, EV. 2.1, EV 10.1, EV.3.15, EV.10.25 and EV 3.14; Internationalisation abroad).

It is clear that the internationalisation of students is a priority both in terms of receiving international students and increasing the international experience of "national" students. In addition, increasing the number of international students studying the full programme at the CEU is a goal. The internationalisation plans for staff and faculty and for attracting international scholars are less visible. Yet during the visit, it was mentioned that lecturers and staff are encouraged to take part in mobility and there is a specific call (SER p.41 footnote 91).

Conclusion and recommendations

The panel concludes that the institution's internationalisation plans appropriately include most of the relevant dimensions. The panel recalls that the internationalization of its research staff is not only focused on the publication of articles in foreign high-impact journals. In turn, it insists on the need to train and encourage its staff (especially the PAS) to carry out stays and international experiences or to improve their language skills. The relatively small number of



doctoral students in relation to the total number of students at CEU-USP can also be seen as an indication of the need to expand the international visibility and quality of research at CEU-USP.

Above all, in general, internationalisation could be increased by hiring international professors. It has not become apparent how the "ambitions" "to increase the cultural, racial and geographic diversity of the permanent academic personnel" (SER, p. 37) are to be achieved. At the moment the impression was created that the faculty seems to be very homogeneous and the resources adequate.

Criterion 2c: Support

The institution's internationalisation plans are complemented by specific institution-wide instruments and adequate resources.

The scope and quality of the care and support of international students by the CEU-USP - regardless of their status as enrolled students or Erasmus Fellows - seems outstanding.

The SER mentions the IAB, international networks and international accreditations as reputation management and a number of support services available to students including grants and scholarships and different personnel. The SER indicates 158 people working in the field of internationalisation, including language centre, vice deans and mobilities coordinators, and the same figure was mentioned during the site visit. Although the number of personnel at the Vice-Rectorate of Internationalisation seem few (8) taking into consideration all the administrative structure it seems sufficient. However, all the areas are mostly related to student support: languages, hospitality, campus life. The staff and faculty and researchers internationalisation does not seem to be covered specifically by any area or it is less visible.

Conclusion and recommendations

The institution's internationalisation plans are complemented by specific institution-wide instruments and adequate resources. In particular the student's support is excellent, while support for internationalisation in staff, faculty and research could be expanded or at least implemented more stringently.

Overall conclusion regarding Standard 2. Action plans

The panel deems the underlying criteria of this standard have been met. In all the teaching and learning of its programmes, internationalisation is transversal, promoting the



differentiation of the students' competences. The internationalisation action plan is related to the institution's general action plans. There is evidence and testimonials from all stakeholders that show that internationalisation is implemented in a positive and beneficial way. Satisfaction is high. The environment created for students' support and follow-up can also be regarded as an international example. The panel is convinced that this aspect can be regarded as an exemplary practice. Three points that require attention: despite the fact that a real and strong support is offered by the institution to promote the internationalisation of students, often this information is not enough, or it is lost and does not reach them. It is recommended to reinforce vertical communication. Another recommendation is to formulate the goals SMART in the action plans and to establish a monitoring system with regard to the effectiveness of the individual measures with regard to the achievement of the goals. This could also mean reducing the number of measures to those that are really effective, while at the same time systematically strengthening the options for ad hoc measures. Finally English language skills among academic staff and PAS, especially at high official levels (C1-C2) should be further promoted, as current percentages seem relatively low for a truly international university.

Finally, the panel assesses *Standard 2. Action plans* as good.

Standard 3: Implementation

Criterion 3a: Information system

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

The University possesses information management systems covering all functional areas, enabling it to identify appropriate indicators for internationalisation. The goal is to administer these processes effectively and to ensure the security of the data, which ranges from strategic initiatives to operational activities. Data protection and security is one of the institution's primary priorities. These systems have evolved over recent years to adapt to the institution's needs, using both commercial applications and solutions developed in house by its IT department.

The SER describes a comprehensive management information system, which covers strategic and operational activities:

- Student Recruitment and Admissions: CRM Dynamics
- Academic and financial administration: SIGMA system



- The intranet, including a range of applications: in-house development
- Learning Management System: Blackboard
- Website and workflows for internationalisation at home.
- Mobility Sharepoint: in-house development
- External practical training portal: in-house development.
- Cultural activities: in-house development

Conclusion and recommendations

The panel concludes that the institution has a functional management information system used to collect and process relevant information regarding internationalisation.

Criterion 3b: Information-driven management

The institution makes use of processed information for the effective management of its internationalisation activities.

The institution has begun a digital transformation process in recent years, which has impacted upon its organisational culture. The objectives include the introduction of data culture and data analysis, process automatization, and data projection to forecast future scenarios. The University's service structure itself has been modified to bring together IT, academic and administrative perspectives, which have traditionally operated separately. In addition to the IT department, it exists now a Vice-Rectorate for Digital Transformation, which serves as an intermediary, identifying the needs of the various areas and departments of the University and matching these with the technical resources that the IT department possesses.

During the site visit, it was clear that the student surveys are a main source of information for the management of internationalisation activities.

Conclusion and recommendations

According to the information provided in the SER and gathered during the visit the panel concludes that the institution makes good use of processed information for the effective management of its internationalisation activities.

Criterion 3c: Realisations

The institution can demonstrate the extent to which its internationalisation plans are realised through documented outcomes and results.



It is obvious that the University has put a number of mechanisms in place to monitor its internationalisation plans. There are weekly meetings of the Vice-Rectorate and the Rectoral teams and international coordinators monthly/semester meetings, follow up reports and annual reports (See EV2 7.2 - EV2 7.8 documents, for example 118 Seguimiento PE Internacionalización_v0.6 - Univ. Ainhoa Uribe127297[128242].pptx).

More specifically different types of monthly, six-monthly, and yearly reports on the progress of CEU San Pablo initiatives are issued.

For example, the IRO produces two types of report to monitor compliance with its objectives and stakeholders (see organization chart: EV 7.1, 7.2, 7.3, 7.4 and university structure and functioning in EV 8.1). Thus, the vice-rectorate team meets weekly to follow up issues and analyse interim reports; the rectoral team has weekly meetings and the Vice-Rector offers a weekly report about internationalisation to her peers Vice-Rectors and the Rector. There is also a permanent commission (EV. 2.5) which produces monthly reports regarding a range of internationalisation issues at the University. These reports are presented each month at the meetings between the Deputy Vice-Rector for Internationalisation and the faculty representatives (Annex 10. EV.2.8 Governing Council Minutes-Actas de Comisión Permanente del Consejo de Gobierno, CPCG, EV 2.5). Monthly there are also meetings of the international coordinators to follow up issues and analyse interim reports. (EV 8.5, EV 8.6). An annual report (EV 2.1, EV 2.3) is issued for the university community concerning the main results for the different sections, milestones reached and conclusions to be drawn as the academic year ends. Additionally, an annual report on internationalisation (EV 10.8, EV 2.3, EV 2.7) is done for the Board of Trustees to provide information regarding the best practices for internationalisation and milestones undertaken at CEU-USP. Based on this report, decisions are taken regarding changes, the resources required, and the initiatives, which are the priority for the new academic year.

Conclusion and recommendations

The panel concludes that the institution has an extensive system to document outcomes and results (regular meetings and reports), which can demonstrate that the institution's internationalisation plans are accomplished. However, it remains unclear what exactly and how contributed to the achievement of the goal.

Overall conclusion regarding Standard 3: Implementation

The panel deems all the underlying criteria of this standard have been met and assesses the standard as good. Several strong points here: the implementation of internationalisation is taking place gradually; differential and relevant projects are observed, such as the



humanitarian collaboration with Sierra Leone, which improves society; Students are aware of the importance of international experiences (Erasmus, agreements, doctorate with international mention, belonging to research projects, language training...) and take advantage of these opportunities. Moreover, the material resources and facilities are rated as excellent. Besides, the site visit shows that sometimes informal communication and incident management channels predominate over formal ones. The intensive system of meetings and reports is to be commended. Yet, it is important to make use of the channels specified in the institution's process maps to gather opinions and information. These two minor remarks do not detract from the fact that overall *Standard 3: Implementation* is considered by the panel as good.

Standard 4: Enhancement

Criterion 4a: Measures for enhancement

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

The University has an Internal Quality Assurance System (IQAS, SAIC in Spanish) to enhance quality and ensure the continuous improvement of its educational programmes and services. The IQAS has been designed by the University based on the guidelines from ANECA's AUDIT programme. This programme complies with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)" and contains the following criteria: 1) Quality policy and objectives; 2) Guarantee of quality for study programmes; 3) Student-centred learning; 4) Guarantee of quality and improvement of the academic staff; 5) Management and improvement of resources and services; 6) Analysis of the results of SAIC processes; 7) Publication of information regarding study programmes and other activities; 8) Maintenance and updating of SAIC. CEU-USP has its own SAIC since 2011-2012.

The internationalisation is a key objective for SAIC, forming part of the process for the Establishment, Review and Updating of Quality Policy and Objectives: "*to further the internationalisation objectives set by the University and to facilitate the creation of bilingual programmes which enable the University's study programmes to be opened up to students from other countries and, by doing so, provide the whole student body with broader social and cultural experience*". A range of stakeholders contribute to this process, both internal (faculties, academic staff, students, administrative and service staff) and external (graduates, local and international employers, government agencies, quality assurance agencies) and



this is reflected in the action plans in the Strategic Areas for Quality Improvement document for each study programme.

Both in the SER and during the visit, it did not appear that CEU San Pablo systematically differentiated particularly good practices from other universities according to disciplines and professional fields. Especially when it comes to “virtual” international experiences.

Conclusion and recommendations

The panel concludes that the institution has an internal quality assurance system, which covers most internationalisation dimensions and activities. It recommends a systematic benchmarking with best practice examples in order to further strengthen the efforts.

Criterion 4b: Enhancing education

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

Within the different quality assurance processes, internationalisation is one of the aspects considered. Evidence for this includes:

1. CEU-CIED. *Congreso CEU de Innovación Educativa y Docente* (Congress in Innovation on Teaching and Learning).
2. INTERNATIONALISATION AT HOME: CEU Global Classroom that includes:
 - COIL.
 - “Mirrored” classes – classes in which there are two lecturers and two groups of students from different universities all in the same online class.
 - International guest lecturers.
 - BIP. Financed by the European Commission to 3 universities, with online and virtual components.
 - International weeks.
3. Metaverse.

CEU-USP constantly monitors its Quality Assurance System by comparison with its partners, other HEIs, international standards and other means of international benchmarking. The most relevant sources of benchmarking for CEU-USP are the following:

- Standards established by international quality assurance agencies in higher education such as ECA, especially in formal evaluation processes as CeQuInt.
- Standards established by the Spanish national agency for quality in education



ANECA and the regional agency for Comunidad de Madrid ([Madri+d](#)).

- Standards established by the European Education and Culture Executive Agency (EACEA) and the Spanish Service for the Internationalisation of Education (Servicio Español Para la Internacionalización de la Educación - [SEPIE](#)).
- Standards established by the European Commission for KA projects, through the feedback provided by evaluators as a result of the project evaluation.
- Standards established by the European Commission other initiatives in education. A good example is the recognition of the '[HR Excellence in Research Award \(HRS4R\)](#)' to CEU-USP.
- Peer comparison.

A major asset in terms of internationalisation of CEU-USP seems to be the wide range of bilingual courses on offer. The added value of Spanish as a language of study (one of the most widely spoken languages in the world, an official language in twenty-two countries, one of the six official languages of the United Nations and a common language for communication in the EU and the Organization of American States) alongside English as the current one lingua franca, is obviously already being used consistently by the university in combination with the attractiveness of the study location Madrid for the recruitment of international students and can certainly be expanded further via hybrid offers / virtual exchange and blended mobility (e.g. COIL).

Conclusion and recommendations

The panel concludes that internationalisation approaches are used by the institution in its regular quality assurance and enhancement activities.

Criterion 4c: Stakeholders involvement

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

The University consults with and is accountable to a range of different internal and external stakeholders, and internationalisation is no exception in this regard. The two internal stakeholders are the students and “university staff”.

The student surveys assess the services provided, “Resultados de Evaluación de Servicios” (See Annex 9. EV9.1_Examples of surveys 2012-13). There is a specific survey on



experience, and the specific procedure on mobility mentions a satisfaction survey on this subject.

Besides the students, there is the “university staff” who during an annual presentation is informed and can make suggestions. This is a top-down strategy, which does not seem to involve relevant stakeholders like the faculty and staff actively. There are also satisfaction surveys for academic and administrative staff on mobility. In addition, there is a procedure to measure the satisfaction of different stakeholders, for example:

https://www.uspceu.com/Portals/0/docs/calidad/SISCAL/DER/P30-DER-Satisfacci%C3%B3n%20de%20los%20GI.pdf?ver=biH0h-KXpozQbEjuehc_2w%3d%3d.

There are also a number of external stakeholders involved (IAB, parents, employers, professional associations, Alumni, CRUE, etc.) of which the alumni stand out. The alumni are a very relevant stakeholder. They participate in satisfaction surveys regarding their study programme and their employability, helping CEU to gain greater understanding of the needs that future graduates will have and so to improve their national and international profiles accordingly. This feedback seems to be an important part of the external assessment of CEU, as this provides them with a view from outside regarding what improvements need to be made to its study programmes

Conclusion and recommendations

The panel concludes that the institution involves its internal and external stakeholders in its quality assurance and enhancement activities regarding internationalisation.

Overall conclusion regarding Standard 4: Enhancement

The panel deems all the underlying criteria of this standard to have been met. The attitude of the entire university community, especially the governance, is very prone to continuous enhancement. The panel recommends that CEU San Pablo studies more good practices from other universities, institutions or professional associations and implement them. Especially when it comes to virtual international experiences.

The panel, therefore, assesses *Standard 4: Enhancement* as good.

Standard 5: Governance

Criterion 5a: Responsibilities

The responsibilities regarding the institution’s internationalisation (goals, plans, implementation and enhancement) are clearly defined and allocated.



The responsibilities regarding internationalisation are defined and documented in the Strategic Plans. The responsibility of internationalisation is allocated in the Vice Rectorate of Internationalisation (VINT) and approved by the Rectoral Team. The Internationalisation plans are defined by the VINT in collaboration with other Vice-Rectors. During the site visit the Vice-Rectorate of Digital Transformation appeared as one of the most important actors. This is linked with the development of the COILS.

During the site visit, the meetings with the Vice-Rectorate and then with Academic representatives showed that there is an internal alignment of the latter with the internationalisation strategy decided at Rectorate level. Moreover, there seems to be room of manoeuvre for each School to develop its internationalisation. For example, the Architecture School and the Medicine and Pharmacy Schools are very active.

During the visit the impression was created that international cultural activities in the Faculty of Humanities and Communication Sciences and especially in the "humanities" seemed to be lagging behind those developed in other faculties of experimental sciences. In this regard, the new created cross-media "newsroom" will most probably contribute to the process of internationalisation.

In these areas in particular, the internationalisation process could be significantly increased if references to the future strategies of institutions and governments, such as the EU or the UN with their Agenda 2030 are made explicit.

Conclusion and recommendations

The panel concludes that the responsibilities regarding the institution's internationalisation activities are clearly defined and allocated. The panel recommends to review public information on the organisational structure of internationalisation.

Criterion 5b: Effectiveness

The organisational structure, decision-making processes and leadership (regarding internationalisation) support the realisation of the institution's internationalisation goals and action plans.

In recent years, both the governance and leadership structure regarding institutional internationalisation has undergone change to adapt to the needs of each development phase.

A. Organisational structure. 1. Initially, the Office of the Vice-Rector for International Relations was created, via which the vision for internationalisation was gradually established and the early stages of it carried out. 2. In 2019 it has been given a new name, the VINT or IRO, to



reflect its new direction: rather being limited to managing international institutional relations, it is now concerned with all of the University's internationalisation policies. 3. Within VINT, the IRO has also evolved, growing from merely dealing with mobility programmes to dealing with internationalisation as a whole, in which separate sections have been created: EU Strategic Projects, Global Campus, Global Classroom, Translation and Mobility. All the staff at IRO are bilingual (speaking Spanish and English) and some of them speak French, German, Portuguese, and Chinese. Additionally, the Language Center is part of VINT. 4. Other University services have also added staff to their teams who have international profiles or who are specifically oriented towards the internationalisation of that service, such as: General Secretary's Office, Student Administration, Careers Service, University Guidance Service, Campus Life, Corporate Communications, etc.

B. Academic structure. The IRO undertakes policies in conjunction with staff from other areas of the University, with the HR department and with the General Manager's Office with regard to the design and implementation of study programmes and internationalisation at home activities. A specific role has been created in this respect, the Deputy Vice-Rector for Internationalisation, in order to create stronger links between the Rectoral Team and the faculty management teams. The role of Internationalisation Coordinator has also been created at each faculty, to encourage and manage mobility and exchange programmes.

C. Structure for coordination. The Vice-Rector coordinates with the Rector, the General Manager, the other Vice-Rectors, the Deans, and the Internationalisation Coordinators in different scenarios (rectoral team, permanent commission of the governing body, etc.).

Generally speaking, in the SER and annexes, and also confirmed during the interviews, there are clear evidences of the willingness and the capacity of the CEU San Pablo to respond to students' internationalisation demands and lecturers/researchers' internationalisation strategies.

Conclusion and recommendations

The panel concludes that the institution's organisational structure, decision-making processes and leadership support the realisation of the internationalisation goals and action plans.

Criterion 5c: Responsiveness

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



The institution demonstrates that it readily reacts to input from within and outside the institution regarding internationalisation activities.

First, it collects information regarding internationalisation from stakeholders via channels established in the Internal Quality Assurance System / SAIC. One of the main sources of such information/responsiveness are:

- Satisfaction surveys to students, graduates and employers.
- Suggestions box.

The SER also mentions that students receive a personalised service from University staff via videocalls on the Teams application and are attended to in English, French or Spanish. First-year students are each assigned a personal tutor, to help them with the settling-in process and also enabling the University to gain first-hand knowledge of common problems faced by foreigners and other students.

Throughout their studies, the students can also call on the SOU, which has staff specifically tasked with attending to international students.

During the site visit, the institution readiness to respond to students demands was clear. There is a clear and explicit focus on students, but less visible action on staff, although there is still the possibility of collecting information from the annual surveys and the suggestion box is open to all.

In contrast to the presentation in the self-evaluation report, the site visit gave the impression of a very cooperative governance culture, especially in the interaction of top-down and bottom-up control approaches. The most visible expression of this was the institutionalisation of numerous meetings at different levels of responsibility with obviously responsive agility outcomes, e.g. in response to corona pandemic or ad-hoc opportunities. At the same time, the financial means are obviously made available in sufficient amounts to support successful approaches and ideas. The excellent equipment with regard to the digitization of teaching, which represents an important basis for the further internationalisation of the CEU-USP, was particularly noticeable.

Conclusion and recommendations

The panel concludes that the institution can demonstrate that it is responsive to different inputs and demands regarding internationalisation activities.

Overall conclusion regarding Standard 5: Governance

The panel has found that the governance of the institution is particularly well suited and committed to implementing its internationalisation strategy particularly to respond to students'



needs. Thus, the role of the vice-rector for internationalisation is very active, dynamic and necessary to promote excellence. The governance team that is in charge of promoting internationalisation is fully aware of its responsibilities and duties, and this has a positive effect on its results and on the satisfaction of the interest groups, especially the student body. Above all, the values promulgated by the institution result in the search for constant improvement, in a special sensitivity towards the needs of society and in how to leave the world better than it is through the performance of their work. Two recommendations: it would be recommendable to promote international cultural activities, especially in faculties where internationalisation is not so established (Faculty of Humanities and Communication and especially more in “humanities”), this can be an opportunity to boost. And it would be also recommendable to connect internationalisation with some governmental or institutional strategies, but perhaps it would be interesting to make a deeper mention or a more solid connection with the 2030 agenda.

The panel, therefore, assesses *Standard 5: Governance* as good.

Conclusion

The University CEU San Pablo demonstrates a major commitment to the construction, development and consolidation of internationalisation 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 internationalisation agreements.

The University CEU San Pablo should pay particular attention to the recommendations made by the assessment panel:

- Strengthen action plans by formulating each objective SMART: specific, measurable, accountable, realistic and time based.
- Reduce the number of measures to those that are actually effective and ensure greater stringency between the activities and measures.
- In addition to students, focus internationalisation efforts even more on staff, faculty and researchers.
- Focus on strengthening research, especially with more doctoral students - research is by itself internationalisation.
- Carry out systematic benchmarking with examples of best practice, differentiated as far as possible by schools, respectively disciplines.
- Preserve and strengthen the collegial, open and reflective university culture.



- Use the lead in the field of virtual internationalisation and systematically expand the potential in order to bind an even larger group of international students from all regions of the world to the University CEU San Pablo (keyword "Virtual University").

Based on its internationalisation goals, the institution has successfully implemented effective internationalisation activities, which demonstrably contribute to the quality of teaching and learning. Therefore, the panel concludes that the University CEU San Pablo should obtain the Certificate of Quality in Internationalisation.



5. Overview of assessments

Standard	Criterion	Level of fulfilment for each standard unsatisfactory/satisfactory/good/excellent (see descriptions in chapter 4)
1. Intended internationalisation	1a. Supported goals	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. Realisations	
4. Enhancement	4a. Measures for enhancement	Good
	4b. Enhancing education	
	4c. Stakeholders 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>
• Prof. Dr. François Pernot	X	X	X	X	
• Prof. Dr. Cristina Churruca Muguruza	X	X	X	X	
• Prof. Dr. Heiner Schanz	X	X	X	X	
• Mrs. Alicia Presencio Herrero		X		X	X

Man.: Management experience;

Internat.: International expertise, preferably expertise in internationalisation;

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 internationalisation experience;

Chair: Prof. Dr. François Pernot, CY Cergy Paris University, former Director of the Europe and International Department of the Hcéres (France)

Full professor in Early Modern History and Modern History at CY Cergy Paris University (France), director of the Doctoral School “Arts, Humanities and Social Sciences” of CY Cergy Paris University, director of the Graduate School “Humanities, Creation, Heritage”, member of the CNRS’s major unity of research (UMR – CNRS) 9022 Heritage. Jean Monnet European Chair in History: “War and Europe” (2017-2021), specialist of War Studies. Former director of the Europe and International Department (EID) of Hcéres (former AERES) between September 1st 2013 and September 1st 2021. Former member of the board (2017-2021) and vice-president of ENQA (European Association for Quality Assurance in Higher Education) from 2019 to 2021. Former vice-chairman of the University of Cergy-Pontoise (2002-2007) (300 professors, 15,000 students), dean of the Faculty of Literature and Human Sciences (2007-2013) (60 professors, 1,500 students).

Prof. Dr. Cristina Churruca Muguruza, Deusto University (Spain)

Associate Professor and Senior Researcher at the Human Rights Institute of the University of Deusto, she is Coordinator of the Erasmus Mundus Joint Master's Programme in International Humanitarian Action (NOHA+), Director of the Master’s at the University of Deusto since 2007. She combines her teaching and research work with the promotion of quality enhancement processes and has extensive experience in external evaluation of higher education.



Prof. Dr. Heiner Schanz, Freiburg University (Germany)

Full Professor of Environmental Governance (since 2014). Currently, he also serves as the Dean of the Faculty of Environment and Natural Resources at the University of Freiburg (GER). He holds a Diploma in Forestry Science with focus on Business Economics and a doctoral degree in Environmental Social Science from the University of Freiburg. He was visiting scholar at the University of Washington/Seattle and held teaching assignments at the TU Dresden (GER) and the University of Warsaw (PL) before being appointed as Assistant Professor (C1) at the University Freiburg in 1996. He accepted full professor positions in 1999 as Chair for Forest and Nature Conservation Policy at Wageningen University (NL), and in 2004 as Chair for Forest and Environmental Markets at the University of Freiburg. Former Vice President/Provost of the University of Freiburg (2008-2014).

Mrs. Alicia Presencio Herrero, Complutense University of Madrid (Spain)

PhD student in Communication from the Complutense University of Madrid, she has been participating in national evaluation agencies for several years in the roles of student member, professional member, quality technician and committee secretary. She also has experience in international evaluation as an international expert member.

Coordinator: Mrs. Eva Fernández de Labastida Amurrio, Internationalisation and Projects Manager, Unibasq



Annex 2. Documents reviewed

- Self-evaluation report
- EV1.1_CEU 75.1933-2008. 75 años enseñando, 75 años aprendiendo
- EV1.2_CEU 85 años de historia. 25 aniversario Universidad San Pablo
- EV1.3_PLAN-ESTRATEGICO 2015_2019
- EV1.4_PLAN-ESTRATEGICO_USPCEU_2019-22
- EV1.5_Planteamiento PE Universidades CEU2
- EV1.6_Plan Estratégico internacionalizacion universidades. noviembre
- EV1.7_201221 Plan Internacional_v0.3. 22 DIC. INTEGRADO
- EV1.8_Informe de traspaso J.P.Gutierrez 2014_2019
- EV1.9_140909_Estrategia Cooperación Desarrollo CEU
- EV1.10_Framework 5 lineas estrategias ONE CEU
- EV1.11_Proyectos ONE CEU
- EV2.1_Academic Annual Reports 1993-2022
- EV2.2_Memorias de Voluntariado 02-03 hasta 20-21
- EV2.3_Plan Acción USPCEU
- EV2.4_HRS4R
- EV2.5_Informes de gestion de curso
- EV2.6_International Advisory Board
- EV2.7_Seguimiento Plan Estratégico 2019_2023
- EV2.8_Minutes from the Governing Permanent Comission
- EV2.9_COIL STRATEGY 2023-2026
- EV3.1_Propuesta Study Abroad a Patronato_2010
- EV3.2_Datos formación Plan Internacionalización
- EV3.3_Informe formación PAS Reimagining Language Learning
- EV3.4_PAS nivel Idiomas
- EV3.5_Idiomas. Dpto-Interfacult Lenguas Modernas 2008-2009
- EV3.6_Centro Idiomas. objetivos y resultados 1999 2022[59013]
- EV3.7_Centro de Idiomas 2021_22
- EV3.8_Mandatory requirement_B2 level of English
- EV3.9_University Extension_internat.students
- EV3.10_Estatutos Semilleros (Voluntariado)
- EV3.11_20110622 VRRRII puntos fuertes y estratégicos



- EV3.12_modelo de universidad_ALUMNOS e INTERNACIONAL_reunión 27.9.2010
- EV3.13_Plan_Formación_ 22-23_Universidad
- EV3.14_Collaborative Onlive International Learning (COIL)
- EV3.15_Courses on International Issues
- EV3.16_Jornada Buenas Prácticas_18 julio_ONE CEU
- EV3.17_Language courses_AY 22-23
- EV4.1_IBP Agreements
- EV4.2_Information on the Double Degree in Nursing with UDD
- EV4.3_Letter of Agreement_ODUCAL
- EV4.4_Partner Universities in 2020
- EV4.5_EV4.5_Agreements Suffolk University-CEU (memorias actividades)
- EV4.7_European Documentation Centre
- EV5.1_Histórico del número de movilidades PDI y PAS para CEQUINT
- EV5.2_17Inbound - Outbound exchange students_evidencev5_SP
- EV5.3_Prácticas Internacionales 18-19 hasta 21-22
- EV5.4_Oferta internacional Career Center 2020-2022
- EV5.5_Empresas que ofrecen prácticas en la plataforma Highered
- EV5.6_Alumnos_incoming_TFG_5 últimos años_unificado
- EV5.7_Histórico_Datos de movilidad de alumnos incoming y outgoing
- EV5.8_USPCEU International Mobility Numbers since 1998
- EV5.9_Mobility Agreements USPCEU 2022-2023
- EV6.1_Diploma Supplement
- EV6.2_Diploma declaration
- EV7.1_Organisational chart USP 21-22
- EV7.2_Organigrama CEU_USP_Abril22
- EV7.3_International Support Staff
- EV7.4_International Advisory Board Membership
- EV8.1_BOCM-Organisation and Operational Rules of Universidad San Pablo-CEU
- EV8.2_CEU Faculty Promotion System
- EV8.3_Evaluation and Development System for staff at CEU
- EV8.4_GENDER EQUALITY PLAN 2020-2023
- EV8.5_REGULATION OF THE ACADEMIC COORDINATORS OF INTERNATIONAL BILINGUAL PROGRAMMES (IBP) OF UNIVERSIDAD SAN PABLO-CEU
- EV8.6_REGULATION OF THE ACADEMIC COORDINATORS OF INTERNATIONAL RELATIONSO OF UNIVERSIDAD SAN PABLO-CEU



- EV8.7_Rules for the affiliation of projects CEU Universities
- EV9.1_Examples of surveys 2012-13
- EV9.2_IR survey history 2012-2021
- EV9.3_EV9.3_Legal notice and privacy policy
- EV9.4_EV9.4_Evolution of the Internal Quality Assurance System at USPCEU
- EV9.5_P19-Mobility. Planning and processes
- EV9.6_CEU Universities_sustainable development and SDGs
- EV9.7_Agreement USP-ECOEMBES
- EV9.8_Action Plan in situations of Emergency, Life-threatening Emergency or Urgent Attention
- EV9.9_PROTOCOL FOR THE ADMISSION, EMPLOYABILITY AND RECEPTION OF REFUGEES AND ASYLUM SEEKERS
- EV9.10_Management Report to the Academic Counsel 2021-2022
- EV9.11_Report on Inclusivity
- EV10.1_Libro azul_Licenciaturas y diplomaturas_años 2000
- EV10.2_Factsheet Exploria_EN
- EV10.3_Annex 02c - Exploria_en
- EV10.4_Exploria_video feedback
- EV10.5_Presentación Exploria Equipo Rectoral 11 febrero 2022
- EV10.6_CATÁLOGO TÍTULOS ACTIVOS VERSIÓN 20220622
- EV10.7_International Digital Innovation Challenge
- EV10.8_Informes RRII a Patronato
- EV10.9_Brochures
- EV10.10_Data from Volunteering Activities
- EV10.11_ACTA Comisión Permanente 06-04-22[80996]
- EV10.12_Exploria background based on HEIs good practices
- EV10.13_NAAB
- EV10.14_SIGMA_Comité Dirección_USP
- EV10.15_HRS4R
- EV10.16_CEINDO
- EV10.17_BECAS INTERNACIONALES 2012_2022
- EV10.18_VIPI
- EV10.19_Language Centre
- EV10.20_Idiomas. Dpto-Interfacult Lenguas Modernas 2008-2009
- EV10.21_Excel USP data ranking 2022(95129)
- EV10.22_CEU San Pablo University 2020_21 total studens



- EV10.23_International Scholarships CEU Universities
- EV10.24_News Vice-Rectorate for Internationalisation 21-22
- EV10.25_COIL Programs Results
- EV10.26_QS RANKING CERTIFICATE



Annex 3. Site visit programme

Overview

Date: 14 and 15 November 2022
Institution: Universidad CEU San Pablo
Location: Colegio Mayor de San Pablo (Hall de entrada) C/ Isaac Peral, 58, 28040, Madrid

Programme

Monday 14 November 2022

09:00h. Welcome from the Vice-Rector and the Deputy Vice-Rector, at Colegio Mayor Universitario San Pablo, Entrance hall (Calle Isaac Peral 58).

09:05h – 09:45h. Internal Meeting of the Panel. Rectorate's Boardroom/Sala de Juntas de Rectorado, Colegio Mayor Universitario San Pablo (Calle Isaac Peral 58).

09:55h – 10:45h. FUSP and USP audiovisual presentation, and meeting with the Vice-Rectorate for Internationalisation (Calle Julián Romea 20).

Name	Position
Ainhoa Uribe Otalora	Vice-Rector for Internationalisation
Roberto Gelado Marcos	Deputy Vice-Rector for Internationalisation
Francisco Suay (online)	COIL Coordinator, CEU Universities
Alejandra Villena Uerkvitz	Director of the International Relations Office (ORI). Montepríncipe & Moncloa Campus
Beatriz Jiménez Luengo	International Relations Officer. Internationalisation at home and European projects. Moncloa Campus
Delphine Lurton	International Relations Officer. Global Campus (IBP, IOP, IPP Programmes). Montepríncipe & Moncloa Campus
Mareike Kiwitt	International Relations Officer at ORI. Exchange Mobility Programmes (Erasmus+ and others). Moncloa Campus. Staff Mobility.
Ana Ibarra (online)	International Relations Officer at ORI. Exchange Mobility Programmes (Erasmus+ and others). Montepríncipe Campus. Staff Mobility.
Beatriz González - Buendía García	Translator English-Spanish & International Relations Officer. Moncloa Campus



Ana-Ly Tamargo	International Relations Officer (ORI, Dissemination, Translation Service). Montepíncipe & Moncloa Campus
Gemma García Zato	Project Manager of Human Resources Strategy for Researchers (HRS4R) Programme for USP-CEU. Vice-Rectorate for Research
Fernanda Miranda	International Relations Trainee at ORI. Moncloa Campus

10:45h- 11:00h. Language Center (Moncloa's Language Center visit and Montepíncipe online), (Julián Romea, 20)

Name	Position
Fiona Craig	Head of the Language Center. Moncloa & Montepíncipe Campus
Martin Guilfoyle	English Teacher & Law Toles Programme Coordinator. Moncloa Campus
Maryana Mykhats	International Relations Officer (ORI and Language Center. Support for Ukrainians). Moncloa & Montepíncipe Campus.
Juan José Ortega	Spanish Teacher and CLIC Activities' Facilitator. Moncloa Campus
Paula Martínez	Language Officer & English Teacher. Moncloa Campus
Kayetan Adamski (online)	Language Officer & English Teacher. Montepíncipe Campus
Gillian Moody (online)	Language Officer & English Teacher. Montepíncipe Campus

11:05h -11:10h. Concierge service. Library & School of Law, (Julián Romea, 22)

Name	Position
Anthony Orellana Toledo	Concierge

11:10h - 11:20h. Visit to the Library (Julián Romea 22, 0 Floor and 0 Floor)

Name	Position
Ascensión Gil Martín	Head of the Library
Nadia Ruiz Ganga	Central Library

11:20h - 11:30h. Visit to European Documentation Center (Julián Romea 22, 0 Floor and -1 Floor)

Name	Position
José María Beneyto Pérez	Director of the Royal University Institute for European Studies and member of the Governing Council
Ascensión Gil Martín	Head of the Library



Rubén Bouzas	European Documentation Center
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11:40h – 12:30h. Meeting with the Rectoral Team, Rectorate's Boardroom/Sala de Juntas de Rectorado, Colegio Mayor de San Pablo, (Isaac Peral, 58)

Name	Position
Rosa Visiedo Claverol	Rector of USP and Director of Strategic Projects for CEU Universities (in coordination with FUSP General Director)
Agustín Probanza Lobo	Vice-Rector for Teaching and Research
María Bellido Barrionuevo (online)	Vice-Rector for Institutional Relations and General Secretary
Emiliano Blasco Doñamayo	Vice-Rector for Digital Transformation
Ángel Bartolomé Muñoz de Luna	Vice-Rector for Students and University Life
Cristina Masa Lorenzo	Vice-Rector for Academic Programmes
Ainhoa Uribe Otalora	Vice-Rector for Internationalisation
Carmen García de Elías	Manager
Alfonso Díaz Segura (online)	Corporate Director for Business Operations, Marketing & Internationalization at CEU Educational Group

12:35h – 13:10h. Meeting with Academic Authorities (Deans, Ombudsperson). Rectorate's Boardroom/Sala de Juntas de Rectorado, Colegio Mayor de San Pablo, (Isaac Peral, 58)

Name	Position
María Solano Altaba	Dean of the School of Humanities and Communication Sciences
Alfonso Martínez-Echevarría	Dean of the Law School
Tomás Chivato Pérez	Dean of the School of Medicine
Santiago de Molina Rodríguez	Director of the Institute of Technology (EPS)
Ricardo Palomo Zurdo	Dean of the School of Economics and Business
Carmen Pérez García	Vice-Dean for Teaching, Quality and Students, School of Pharmacy
Andrés M ^a Gutiérrez	University Ombudsperson
M ^a del Mar Herrador Morales	Director of the Quality and Statistics Department

13:10h - 13:30h. Meeting with Research Authorities (CEINDO, Research Centers and Institutes, staff, visiting researchers). Rectorate's Boardroom/Sala de Juntas de Rectorado, Colegio Mayor de San Pablo, (Isaac Peral, 58)

Name	Position
Coral Barbas	Director of CEINDO PhD School. Director of Metabolomics and Bioanalysis Excellence Centre (CEMBIO)
Jerónimo Maíllo González Orús	Representative of the Royal University Institute for European Studies
Luis Fernando Alguacil	Director of Institute for the Study of Addiction; Researcher of Neuropharmacology of addictions and degenerative disorders group.
María M. Escribese	Vice-Dean (Research), School of Medicine
Miguel Pascual Olaguíbel	Director of OTRI, UGI, OPII and UCC+I
Mateuz Dasko (online)	Marie Skłodowska-Curie Individual Fellowship



Flaviano García Alvarado (online)	Main Researcher of Solid state materials chemistry group
Cristina Rodríguez Luque	Head of UCC+i. Scientific Editor Doxa Comunicación.
Marta Villar Ezcurra	Main Researcher of Taxation, Climate Change and Digitalization group

13:35h – 14:35h. Lunch. Internal meeting of the panel.

14:40h -14:55h. Visit to the School of Economics and Business (Bloomberg Room), (Julián Romea, 23)

Name	Position
Pablo Ares Gastesi	Director of the Mathematics Department. Former Director of the Bachelor's Degree in Business Intelligence. Former International Coordinator.
Alexey de la Loma Jiménez	Professor of Economics

15:00h -15:25h: Meeting with Global Classroom Students (Internationalisation at home Students: IPP UNITAR, IOP ARIZONA, COIL, BIP). Rectorate's Boardroom/Sala de Juntas de Rectorado, Colegio Mayor de San Pablo, (Isaac Peral, 58)

Name	Bachelor's/Master's Degree/Doctoral studies	Type of Global Classroom Programme
Estrella Ornelas Quezada	Bachelor's Degree in Law and Bachelor's Degree in International Relations and European Union.	IPP (UNITAR Programme) COIL
Javier Tricas Gómez (online)	Bachelor's Degree in Economics and Bachelor's Degree in Business Administration and Management. Programme of Excellence.	IOP (Arizona Programme)
María Sevilla Pérez	Bachelor's Degree in International Relations and European Union.	COIL Merit National Scholarship.
Marta Cubero Benavides	Bachelor's Degree in Journalism and Bachelor's Degree in Public Relations	COIL IBP CEU-UCLA Outgoing student
María Silvia Arévalo Poincot	Bachelor's Degree in Architecture	COIL

15:30h - 15:55h. Outgoing Students: IBP and Exchange. Rectorate's Boardroom/Sala de Juntas de Rectorado, Colegio Mayor de San Pablo, (Isaac Peral, 58)

Name	Background	Type of Stakeholder
Rita Fernández Vela	Master in International Relations	Outgoing student
Álvaro Pozo Pérez	Bachelor's Degree in Architecture Merit Grantee	Outgoing student
Beatriz León García	Bachelor's Degree in Biomedical Engineering	Outgoing student



	Bachelor's Degree in Telecommunications Systems Engineering	
Carlota de Juan Enseñat	Bachelor's Degree in Journalism and Bachelor's Degree in Advertising. PR Trainee at the International Office – School of Humanities.	Outgoing student in the UK English Taught Programme at CEU.
Fátima Rodríguez Noriega (online)	Bachelor's Degree in History and Bachelor's Degree in Art History. Collaborates in the International Week.	Outgoing student in Italy
Paula Revuelta Gómez	Bachelor's Degree in Business Administration and Management. Trainee at the International Office – School of Economics Programme of Excellence	Outgoing student in France
Fernando Maudo	Bachelor's Degree in Architecture	Makeni Project
Meaghan Beltzer (online)	Bachelor's Degree in Physiotherapy	Outgoing student in Finland International student from Israel.

16:00h - 16:25h. Undergraduate Incoming Students and Full-time International Students.
Rectorate's Boardroom/Sala de Juntas de Rectorado, Colegio Mayor de San Pablo, (Isaac Peral, 58)

Name	Background	Type of Stakeholder
Christine Arentz Vesseltun	Bachelor's Degree in Law and Bachelor's Degree in International Relations.	International Full-time undergraduate student at CEU
Samuel Wright	Bachelor's Degree in Communication	International undergraduate exchange student at CEU
Antonella Pedota Valdivieso (online)	Bachelor's Degree in Humanities	International Full-time undergraduate student at CEU Talent Bridge Grantee (100%) Currently Outgoing Erasmus student
Antonia Moreira Puentes	Bachelor's Degree in Business Administration and Management	International undergraduate exchange student at CEU
Arnold J. Stange	Bachelor's Degree in Business Administration	International undergraduate exchange student at CEU
Dion Dijkshoorn	Bachelor's Degree in Economics	International undergraduate exchange student at CEU
Ximena Gómez Mendoza	Bachelor's Degree in Architecture	International Full-time undergraduate student at CEU Outgoing student English Taught Programme at CEU.
Sofía Vasconcelos	Bachelor's Degree in Architecture	International Full-time undergraduate student at CEU Outgoing student English Taught Programme at CEU
Martin Kronig Saco (online)	Bachelor's Degree in International Relations and European Union.	International Full-time undergraduate student at CEU Outgoing Erasmus student
Anhelina Huk	Bachelor's Degree in International Relations	International undergraduate exchange student at CEU



Camille Miqueu	Bachelor's Degree in Physiotherapy	International Full-time undergraduate student at CEU
Michel Marot (online)	Bachelor's Degree in Physiotherapy	International Full-time undergraduate student at CEU
Margarita Lazo	Bachelor's Degree in Physiotherapy	International Full-time undergraduate student at CEU
Yun-Wen Wang	Bachelor's Degree in Dentistry	International Full-time undergraduate student at CEU

16:30h -16:55h. Postgraduate Incoming Students and Full-time International Students. Rectorate's Boardroom/Sala de Juntas de Rectorado, Colegio Mayor de San Pablo, (Isaac Peral, 58)

Name	Background	Type of Stakeholder
Ágata Zuccaro (Spanish speaker)	Professor at the Department of Chemistry and Biochemistry	Former Erasmus incoming student for research Currently teaching staff at CEU PhD candidate at CEU
Francesca Billi	Master in Cultural Journalism	Former Erasmus incoming student for studies Currently studying her MA at CEU
Alexandra Dumitrascu (online)	PhD candidate in Economics and Law.	International part-time PhD candidate at CEU. European Studies Center
Sandra Galimberti Diaz-Faes (online)	PhD candidate in Economics and Law.	International part-time PhD candidate at CEU. European Studies Center
Kevin Bravo Hinojosa (online)	LLM	International Full-time Master student at CEU

16:55h – 17:00. Visit of the Sports Facilities

17:00h - 17:10h. Visit to the Student Secretary's Office Service (Julián Romea, 23).

Name	Position
María Badolato García (Spanish speaker)	Coordinator of the Administrative Secretary's Offices of Moncloa and Montepríncipe Campuses
Laura Castañeira	Academic Secretary

17:15h -17:25h. Visit to the Admissions and Hospitality Services (-1 Floor, Julián Romea, 18).

Name	Position
Camino García Ventoso	Head of Undergraduate Marketing and Sales
Ivana Miceta	International Admissions
Angélica Villota	Head of the Hospitality Service

17:25h - 17:45h: Visit to the Professional Careers Service, Campus Life and University Guidance Service (SOU) (Julián Romea, 18).



Name	Position
Carmen Sebrango	Head of the Professional Careers Service
Mona Cubells	Professional Careers Service
Pablo Gutiérrez	Head of Campus Life
Cristina Peralta	Head of the University's Guidance Service (SOU)
Elena Sanz Madrigal	University's Guidance Service (SOU)

18:00h – 18:15h. Meeting with members of the Board of Trustees, and Advisory Boards. Rectorate's Boardroom/Sala de Juntas de Rectorado, Colegio Mayor de San Pablo, (Isaac Peral, 58)

Name	Background	Type of stakeholder
José Manuel Otero Novas	President of the Institute for the Study of Democracy Former Minister of Education (1979-1980) Former Minister of Presidency (1977-1979)	Member of the Board of Trustees
Gene Ochi (online)	Former Vice President for Client Strategy and Retention of UTI. Board Member at TrendPoint Systems.	President of the International Advisory Board
José Carlos Martínez Sabater (online)	CEO Consultia Business Travel	Member of the International Advisory Board
José M ^a Peiró (online)	Former President of the International Association of Applied Psychology Emeritus Professor of University of Valencia	Member of the International Advisory Board
Rodrigo Martín Velayos	Former General Director Randstad Spain	Advisor to FUSP General Director for Employability and Companies

18:20h -18:45h. Meeting with Employers.

Rectorate's Boardroom/Sala de Juntas de Rectorado, Colegio Mayor de San Pablo, (Isaac Peral, 58)

Name	Background	Type of Stakeholder
Sofía Radley (online)	Marketing Manager in GSK MBA at Harvard University with a scholarship from Fundación La Caixa. CEU Alumni - IBP Programme Clinical Trials Management & Regulatory Compliance CEU-The University of Chicago	Employer Collaborations in COIL to foster student employability
Rosario Cospedal	Former General Manager at GENOMICA.	Employer Traineeships for CEU students
Carlos Perez Taveró (online)	People Business Partner, Havas Group Spain	Employer



Vicente Moret Millas (online)	Spanish Parliament Congressional Attorney. Of Counsel at Andersen Spain.	Participant in CEU's Law School employability group of experts
Henar Ramírez Alfonso (online)	Atracción y Desarrollo de Talento	Atrevia
Monica de Kobbe (online)	HR Manager	DT Global
Jorge Rodríguez Donday	Project Director CEU Alumni	FRADE ARQUITECTOS

18:50h – 19:25h. Meeting with CEU Alumni. Rectorate's Boardroom/Sala de Juntas de Rectorado, Colegio Mayor de San Pablo, (Isaac Peral, 58)

Name	Background	Type of Stakeholder
Javier Carrasco Téllez (online)	Clinical Research Associate at Medpace (Germany).	Alumni - Bilingual Programme in Pharmacy and Biotechnology. Erasmus for studies at Universität Regensburg (Germany). Erasmus for Traineeship at Instituto Karolinska (Sweden).
M ^a Begoña Aristondo del Valle (online)	LL.M Candidate at Fordham University School of Law.	Alumni – Bachelor's Degree in Law and Bachelor's Degree in Political Science. CEU-Fordham University IBP. Outgoing student
Alfonso Coronel de Palma de la Mata	Corporate-M&A Lawyer at Cuatrecasas.	Alumni
Eduardo Efoza Edokpolor Edosomwan (online)	Manufacturing & Supply Chain System Analyst at Accenture Industry X	Alumni – Bachelor's Degree in Business Intelligence
Jesús Moas Ydoate (online)	Lawyer at Uría Menéndez	Alumni
Laura García Pesquera	Journalist and PR	Alumni
Marta García-Zarandieta Martínez	Department of Immuno-Oncology Marketing, Bristol Myers Squibb	Alumni - Bachelor's Degree in Pharmacy, Bachelor's Degree in Biotechnology CEU- Univ. of Chicago IBP Clinical Trials Management & Regulatory Compliance
Íñigo Esteban Marina	Design and Data Strategist at Mormedi	Master of Architecture, Urban Design and Planning
Arturo Rodríguez del Amo (online)	Architectural Designer at SmithGroup (USA)	Alumni - Bachelor's Degree in Architecture

19:25h - 20:30h. Internal meeting of the panel and review of additional documentation. Rectorate's Boardroom/Sala de Juntas de Rectorado, Colegio Mayor de San Pablo, (Isaac Peral, 58)

20:45h. Dinner



Tuesday 15 November 2022

Visit to Montepíncipe Campus

09:15h - 10:00h. Visit to the Institute of Technology (NAAB exposition, FabLab, Makeni Project) with Luis Perea, responsible for development cooperation.

Name	Position
Guadalupe Cantarero	NAAB and COIL coordinator. Director of the Degree in Universal Accessibility and CEU UNE Ambassador. Professor of Architecture
Luis Perea	Coordinator of the Makeni Project. Professor of Architecture
María Concepción Pérez Gutiérrez	Academic Secretary Institute of Technology Professor of Architecture

10:05h - 10:35h. Visit to the School of Medicine.

Name	Position
Verónica Alonso	Human Resources Recruitment and Selection at Quirón salud
Begoña Jiménez	Research Scientist at CSIC

10:35h - 10:55h. Visit to the School of Pharmacy.

Name	Position
Julio Sevillano	Senior Lecturer in Biochemistry at Universidad CEU San Pablo
Beatriz de Pascual-Teresa	Professor and Former Dean
Milagros Galán Llarío	PhD student and Researcher
Javier Rupérez	CEIMBO Researcher
M ^a Fernanda Rey-Stolle Valcarce	Digital Ambassador

11:00h – 11:30h. Coffee Break.

Moncloa Campus

12:00h -12:15h. Visit to the School of Humanities and Communication Sciences. (Paseo de Juan XXIII, 10)

Name	Position
Marta Medina	Professor of Advertising and Public Relations. Predoctoral Research Fellow.
Juan Ignacio Sanz Fuentes	Academic Secretary of the School of Humanities and Communication Sciences at Universidad CEU San Pablo.



12:20h - 12:55h. Meeting with International Academic Coordinators and COIL Professors. Rectorate's Boardroom/Sala de Juntas de Rectorado, Colegio Mayor de San Pablo, (Isaac Peral, 58)

Name	Position
Aitor Martín Pintado (online)	International Academic Coordinator for the School of Medicine. Academic Coordinator for the IPP CEU-Arcadia University
Sara Ruiz Gómez	International Academic Coordinator for the School of Humanities. COIL Professor.
Elizabeth Frank	International Academic Coordinator for the School of Economics. COIL Professor.
Paola Otero	International Academic Coordinator for the School of Pharmacy. COIL Professor
Juan de Arana Giralt	International Academic Coordinator for the Institute of Technology. COIL Professor
Natalia del Barrio	Academic Coordinator for the IBP CEU- Fordham University. International Academic Coordinator for the School of Law. COIL Professor
David Amezcua Gómez (online)	Academic Coordinator for the IBP CEU- UCLA. CEINDO Professor
Irene Ortín Remón	Academic Coordinator for the IBP CEU- UCLA. Academic Coordinator for the IBP CEU- University of Chicago
Javier Porras Belarra	Academic Coordinator for the IPP CEU-UNITAR
Allan Francis Tatham	European Law Moot Court Competition Teaching Mobility

13:00h – 13:30h. Final meeting with the Rectoral Team. Rectorate's Boardroom/Sala de Juntas de Rectorado, Colegio Mayor de San Pablo, (Isaac Peral, 58)

Name	Position
Rosa Visiedo Claverol (Spanish speaker)	Rector of USP and Director of Strategic Projects for CEU Universities (in coordination with FUSP General Director).
María Bellido Barrionuevo (Spanish speaker)	Vice-Rector for Institutional Relations and General Secretary
Emiliano Blasco Doñamayor	Vice-Rector for Digital Transformation
Cristina Masa Lorenzo (Spanish speaker)	Vice-Rector for Academic Programmes
Ainhoa Uribe Otalora	Vice-Rector for Internationalisation
Carmen García de Elías (Spanish speaker)	Manager

13:30h – 15:00h. Lunch and internal meeting of the panel.

15:00h. End of site visit and departure.



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