

# INSTITUTIONAL DEVELOPMENT PLAN

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Quality of life is a commitment of all



UNIVERSIDAD **EL BOSQUE**

For a culture of life, its quality and its sense

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Quality of life is a commitment of all



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## **Presentation by the President of the University**

It is with pride that I present the Institutional Development Plan 2016-2021, articulated with the Master Plan of Physical Development 2015-2030, the Financial Planning 2015-2025 and the Development Plans of the programs, they are a clear demonstration of the importance of planning for Universidad El Bosque and will allow us to consolidate as a University of high quality, young, dynamic, and committed with the community; a University that puts all its efforts around the contribution to the quality of life in our society.

With the creation of this plan we close our cycle of institutional planning, execution, self-evaluation and planning, and I want to highlight the great execution achieved during the IDP 2011-2016, the participation of all our educational community, both in the 2014 self-evaluation and also in the creation of the IDP 2016-2021. This is without a doubt another example of the commitment of our educational community with higher education and with the country.

The IDP 2016-2021 will start its validity in a country that aspires to peace, and our commitment is clear in all the pillars: education, research and social responsibility, projects related to peace will be a priority; additionally, I am convinced that executing what the IDP 2016-2021 formulates, which develop the institutional missionary statements, is the greatest contribution we can make to really attain a country that lives in peace and equality and that privileges the sustainability of the planet, as stated in the institutional vision to 2021.

From the conceptual framework of the IDP 2016-2021, I want to talk about some topics:

- **Human talent:** We will concentrate on strengthening the nucleus of university academics, because there is no doubt it is vital to reach the goals we proposed, but above all, it will be the engine for our own development.
- **Education:** After 38 years, we have reached the consolidation of a “multidisciplinary” offer with a higher number of graduate programs, we have to consolidate the offer in master and Ph.D. programs aligned with the generation and transference of knowledge.

However, it is not less relevant to develop the virtual components in our current programs and, obviously, the generation of a new offer in B-learning, which addresses the needs of nowadays society; these projects will allow us to have a greater national and international impact.

- **Research:** It is focused on the generation and transference of knowledge based on essential components such as the consolidation of research groups and researchers; internal and external collaborative work that will lead us to be able to face topics like national and international visibility, registries, patents and obviously last but not least, the resolution of situations in the community that improve its quality of life.
- **University Social Responsibility:** There, projects like services integrated to the community, the University Hospital, the Cultural Center, and Continuing Education, will allow us to develop and attain a better relationship with the community we serve. This will lead us to be understood as an institution committed to the quality of life of our society.

All of the above occurs in a setting where planning, quality and innovation are consolidated as part of the institutional culture that strengthens us and allows us to achieve our set goals.

Evidently, student success, university wellness and internationalization must grow and consolidate, reaching the best possible environment for all the educational community to grow personally and professionally.

To sum up, all the things contemplated in the IDP 2016-2021 will be possible only with everyone's commitment; that is why I want to invite you to work enthusiastically because only then will we achieve our goals, but even more importantly, the country requires great efforts from everyone. With these efforts it will be true that at Universidad El Bosque *QUALITY OF LIFE IS A COMMITMENT OF ALL*.

Thank you so much

Rafael **Sánchez** París  
President



## Introduction

The Development Plan, created with the participation of the educational community, establishes the aspects on which the University will concentrate its actions for the next five years in cohesion with the optimal fulfillment of the Mission, Vision, Institutional Educational Project and Institutional Strategic Orientation, through the compliance with the missionary functions: integral education, research and university social responsibility, for a culture of life, its quality and its sense.

The Institutional Development Plan 2016-2021, is defined within the cycle of Self-evaluation - Planning - Quality, in cohesion with the Institutional Management Model. It strengthens the culture of quality and planning, because it is based on participative evaluation and creation, supported by self-evaluation. It is a challenging, pertinent, innovative and flexible plan.

This Development Plan document is made up by three chapters.

The first chapter is called “self-evaluation, evaluation and planning” and it presents the information of the follow-up of the Institutional Development Plan 2011-2016, the descriptions of the Institutional Self-evaluation process in 2014 and from it, the main findings that guided the improvement and consolidation plan. It has a brief reference to the processes of Institutional Self-evaluation of the programs and external evaluation and it mentions the meaningful milestones in the 2016-2021 planning process.

In the second chapter “context analysis”, we present first the information and analysis related to the external national and international context, where the main aspects associated to the global and national tendencies in higher education are highlighted. These tendencies draw the horizon toward which the actions of the University are directed. Afterward, we present the internal context in which we make reference to particular and meaningful

aspects of Universidad El Bosque regarding its History, Mission, Vision, Educational Project, Strategic Orientation, Institutional Learning Objectives, Institutional Policies and ends with a statistical summary that allows us to know the University in numbers.

In the third chapter we show the Development Plan in detail, describing it in general and presenting its foundations, pillars and strategies with their respective programs and projects that compose it. In total, the program is made up by 20 programs and 51 projects.

The collective creation of the Development Plan has been a valuable process for the Institution and the educational community, not only because it reinforces the culture of planning and quality, but also because it allowed us to have information and points of view from the different actors of the University, who from their experience and knowledge gave ideas, concepts, strategies and debated the proposals that enriched each of the elements of the plan. Now the commitment is in the implementation and follow-up of the plan that results in higher education quality in Colombia and in that offered by Universidad El Bosque in service of society in general to build a better country and a better society.







## Acknowledgements

The Board, the Directive Board, the President, the Vice-presidents and the directives of the University express their acknowledgement to every person that made possible the creation of the Institutional Development Plan 2016-2021. The University, assuming the responsibility expressed in its Mission, in the Educational Project and the Institutional Strategic Orientation works day by day to attain excellence, offering quality and high social impact services.

As with all acknowledgements, it is almost impossible to mention by name all the people that with their commitment and dedication allowed us to successfully undergo this process. However, it is important to thank the students, graduates, professors, administrative and service staff, employers, external sector, community in general, and specific work groups, who with their sense of belonging and participation in the self-evaluation and planning processes, helped to fulfill this new Institutional Development Plan.



# 1. Self-evaluation, Evaluation and Planning

The Institutional Management Model is the group of interrelated activities that works as a reference framework to define what the University wants to achieve (Planning), to determine how to do it (Execution), to measure if it is being fulfilled (Control and Analysis) and to acquire the capability of making changes, establishing opportunities of insurance and improvement (Feedback).

Within this framework, the University has an Institutional Self-evaluation Model that is made explicit in the Quality and Planning Policy, and whose objective is that the University improves the fulfilling of its substantial functions: teaching, research and social university responsibility, based on the Mission, Vision, Biopsychosocial and cultural approach and its Institutional Strategic Orientation.

## 1.1 Follow-up to the Institutional Development Plan 2011-2016

As a product of the analysis and reflection about the self-evaluation process done in 2009, we created an Improvement and consolidation plan, made up by six strategic lines; in line 1 “We plan the University we want to build” and line 2 “We design our University for the future”, we developed the planning processes of the University and its work consisted in the creation of the Institutional Development Plan 2011-2016.

This plan consecrated the development guidelines for 2011-2016 from the Institutional Strategic Orientation that was set in the development of the axes, programs and projects that as a whole, marked the horizon of the collective action of the university until 2016.

After the fifth year of implementation of this five-year plan, we evaluated the advance status of the various projects, which was obtained when we compared what we achieved with what we proposed, using a qualitative scale in relation to the total execution time of the IDP, as follows: low (1-25% advance), medium (26-50% advance), high (51-75% advance) and very high (76-100% advance).

Taking into account the above, we highlight that 76% of the projects had a “very high” advance, followed by 21% in “high”, and 3% in “medium”, which corresponds to the “strengthening the relationship with the business” and “strengthening the relationship with multinational businesses” projects.

With this information we can also highlight the advance averages of each strategic axis. Thus, for the strategic axis 1 Strategic and Quality Development, 70.6% of the projects had a very high advance, 17.6% of the projects had a high advance and 11.8% a medium advance. In the Academic Development axis 2, 77.8% of the projects had a very high advance and 22.2% a high advance; for the Student Success axis 3, we evidenced that 76.5% of the projects had a very high advance, 23.5% had a high advance; in We build a better team axis 4, we found that 69.2% of the projects had a very high advance and 30.8% had a high advance; for Development of the environment for learning axis 5, we evidenced that 91.7% of the projects had very high advance and 8.3% had high advance. This information evidences the high degree of compliance of the IDP 2011-2016.

## 1.2 Institutional Self-evaluation Process – 2014

The Institutional Self-evaluation model presents specificities typical of the Institutional Management Model that serves as a reference framework to define what the University wants to achieve, how to do it, measure if it is doing it and establish insurance and improvement opportunities, which favors a high impact on the results, on the fulfillment of the objectives and the strengthening of the culture of continuous improvement.

For the University, quality is conceived as the optimal fulfillment of the Mission, through the observance of the missionary functions: integral education, research and university social responsibility; and also the commitment acquired with the educational community and the permanent adoption of continuous improvement mechanisms. It conceives the management of quality and planning as complementary and synergetic processes and works intensively for the culture of planning and quality, through the self-evaluation, self-regulation and self-control.

In cohesion with the above, self-evaluation is a deep, sincere exercise that is capable of valuing its hits and misses, both in the fulfillment of the necessary requisites for achieving academic quality, and in the processes and results through which it wants to attain excellence. Below we present some aspects related to the Institutional Self-evaluation process developed in 2014.

### 1.2.1 Background

In Universidad El Bosque, self-evaluation and self-regulation are fundamental pillars for strategic development and continuous improvement. In cohesion with this commitment, The Board has ratified the directive of doing the necessary tasks to consolidate the culture of quality in the Institution, which permits a better exercise of university autonomy, reflected in Institutional self-regulation and self-evaluation.

In cohesion with that, both in the strategic axis 1 of the Institutional Development Plan 2011-2016 (Strategic and Quality Development) and in the Quality and Planning Policy we promote the strengthening of the Institutional Self-evaluation Model and the culture of quality through self-evaluation, self-regulation and self-control that allows us to diagnose and generate improvement actions, product of the development of processes of continuous self-evaluation that involve the whole educational community and people from the external context that are related to the Institution.

The Institutional Self-evaluation process started with an organization and socialization phase in 2012. In this phase, we performed the necessary activities to prepare the Institution for the new great evaluation cycle. With this we concentrated our efforts in consolidating a culture of quality, sharing the institutional commitment with continuous improvement, divulging and explaining the self-evaluation process and the external evaluation processes, and also, communicating the current state of the University in various settings.

For the successful development of this process, we made up work committees with functions and specific responsibilities that ensured the observance of the fixed schedule and that allowed us to analyze and establish guidelines and activities associated to said process. Thus, we created the Institutional Self-evaluation Directive Committee and the Operative Committee.

On the other hand, taking into account the Consejo Nacional de Acreditación's (CNA) model for Institutional Accreditation, the University established work groups by factor, with a group coordinator, who were in charge of knowing, appropriating and articulating everything related to the topic of the assigned factor. We identified documental, numeric and appreciation indicators and, with them, we compiled and documented institutional and academic and administrative Unit experiences to approach each of the characteristics contemplated in the model.

To obtain the appreciation information, we developed instruments made up by opinion questions to which we applied the content validity technique, to identify how adequate and pertinent the questions were and measure each one of the aspects, using as expert judges the members of the educational community that were knowledgeable of the factor, characteristic and indicator that were approached in each question. The filling of the instruments was done through the SALA system of the University.

Previous to the self-evaluation exercise, we performed the deliberation process that involved the various actors of the educational community: students, professors, directives, administrative staff and graduates. In task forces we studied the factor, its characteristics and indicators, which allowed us to understand the context, scope and dimension from which we debated about the importance of each characteristic for the Institution.

Afterward, we emitted quality judgments during the Institutional Self-evaluation work day on August 5, 2014. To judge the degree of compliance, we followed the recommended criteria of the CNA using a 1-5 scale.

The self-evaluation work day was done in 12 work groups. Each group had to mark one factor. Each table, directed by the coordinator, took into account and analyzed the elements addressed in the CNA guide, the information presented in the work documents and extra information and the experience they had about the topic in the Institution. From this analysis and the proposed scale, we gave a numeric value to observance, together with its respective justification. From this exercise, we obtained the global

appreciation of quality in the Institution regarding each of the characteristics and factors.

With the deliberation and its corresponding observance score, we obtained the assessment of the characteristics and the factor, fundamental information to judge how close the Institution is to the maximum quality achievement.

## 1.2.2 Findings in the observance of the characteristics

Based on the analysis done during the self-evaluation process, we highlight the following findings in the observance of the factors and characteristics.

### 1.2.2.1 Institutional Mission and Project

Universidad El Bosque has a clearly established Mission, which frames and articulates the development of the substantial functions with its Higher Education Institution character.

The adoption of the biopsychosocial model that has differentiated Universidad El Bosque in its academic work and its teaching process at higher education level has made the biological, psychological and social dimensions articulate around innovative and resolute proposals regarding economic, social, cultural and academic conditions typical of the context.

The results evidence that there is full correspondence between what is stated in the Institutional Mission and the academic and administrative processes of the University, offering the suitable conditions for the development of the substantial functions of the Institution.

### 1.2.2.2 Students

We evidence an appropriation of the culture of student success, starting from the directives, the faculties and the work team (deans, academic secretaries and professors); the biopsychosocial and academic characterization of the students; the annual desertion decrease of 7.0% in 2012-1 to 6.2% in 2013-2; the academic follow-up of the students; the identification of strategies that allow the students to succeed.

We highlight the students' support plan in benefit of their permanence in quality conditions, through follow-up, scholarships and economical support related to academic performance and vulnerability conditions.



Students represent the fundamental pillar of the Institution's work. Thus, the University has evolved the concept of management and control from "desertion" to "student success", which presupposes an adequate learning environment for the quality of life of the student, including integral wellness in their education process and the design and development of practices that allow us to improve student retention and graduation indicators, strengthening in the student the skills to manage themselves until they become responsible and successful citizens that generate value in society.

### 1.2.2.3 Professors

We highlight that the creation of the Academic Human Talent Management Policy has allowed the University to consolidate an environment with the appropriate conditions for the satisfaction of academic and work expectations.

This is evidenced in: a) professor qualifications at masters and Ph.D. levels, b) the strengthening of the policy of hiring professors in such a way that it manages to consolidate a professor core with longer hiring periods that allow for continuity in the processes of teaching, research and projection that the University wants to develop, and c) the generation of economic incentives to professor production.

The University considers its professors as the true generator and transmitter of knowledge and as the fundamental pillar for strengthening itself. For this reason, it has a core that is appropriate in quantity, dedication and qualifications, allowing it to assign the loads to its professors in an equitable and sufficient way.

### 1.2.2.4 Academic Processes

The University, within the framework of its IDP 2011-2016, established a series of programs that are related to the way of articulating the student's referents, learning, internationalization, progressive inclusion of a second language in curricular processes, ICT implementation in the process of curricular strengthening, attention to the need of orienting programs toward learning and the student, flexibilization of the curricular processes allowing the student to self-manage their formation process, consolidation of the bioethics and humanities education, aspects recognized as a strength in the educational processes of the University.

We highlight the pedagogical model centered in meaningful learning and the development of competences, the effort made to have ICTs in service of missionary and support processes, knowledge of the Development Plan and the Institutional Pedagogical Model on the part of students and professors, which generates commitment and identity in the academic community.

#### 1.2.2.5 Research

The main advances in research are reflected in the creation and implementation of the Research Development Plan, in which formative research is articulated with scientific education through involving students in projects and seedbeds, and also in selecting outstanding students interested in developing as researchers.

The University has consolidated, among others, the following aspects: a) displaying more effort in professor qualifications at masters and Ph.D. levels as a condition for the desired development of research and to see to the requirements of high quality teaching both at undergraduate and graduate levels, and b) focusing our efforts on those research groups and lines with a higher potential for development and corresponding to priority development academic areas in the Institution, which require more precision.

The University has institutional research policies that allow us to orient and develop research in the framework of the IDP in which we prioritize health and quality of life. Research policies center their attention on knowledge management and transference, which together with the Institutional Research Development Plan, allow us to orient research in the University and make it operational through projects and concrete activities.

#### 1.2.2.6 Pertinence and Social Impact

Within the framework of the “strengthening the relationship with groups of interest” program from the Development Plan, we show a reinforcement of the cooperation bonds with various agents of the State, company, related institutions, civil society and non-governmental organizations, which has allowed us to know and take advantage of all the possibilities of mutual contribution in the development of the Institution and society.

As for the CNA, it mentions the signature of integral formation corresponding to its missionary statement and the Institutional Educational

Project, especially in health areas. The University performs its substantial function of university social responsibility maintaining the interaction and constant dialogue with the community from the articulation with teaching and research, toward a local, regional and international perspective, through the development of pertinent and diverse actions to contribute to the solution of problems in the community and improving its quality of life. An evidence of that is found in the University Social Responsibility Institutional Policy.

### 1.2.2.7 Self-evaluation and Self-regulation

Regarding this aspect we highlight as meaningful achievements: a) the generation of a quality policy articulated with the strategy of institutional planning, b) the advances in the process of developing a model of Institutional Self-evaluation, which commits academic and administrative units, c) the Information System that provides a great amount of usable data in the process of strategic decision making and Institutional day to day, and d) the effort of developing a culture of planning evidenced in the Institutional Development Plan, which has follow-up mechanisms and directs all institutional processes in function of complying with the Mission.

We highlight the degree of appropriation of evaluative culture strengthened by the academic and administrative entities of the University. Today, in a dynamic and constant process, we all evaluate everything, aiming at making more efficient use of the resources to achieve the compliance of our Institutional project.

### 1.2.2.8 University Wellness

We highlight the existence of policies that refer to university wellness. The educational community scored the structure, resources and services as a strength of university wellness.

Thus, from the University Wellness Department management, the Institution deals permanently with various activities in which the members of the educational community interact building bonds that dynamize university life.

### 1.2.2.9 Government, Administration and Management

We highlight the commitment to quality at institutional level, demonstrated in the revision of the institutional structure with the identification of its respective responsibilities and relations. The educational community

scores that the administration, management and institutional functions are achieved at a high degree.

The organizational structure set out by the University allows and facilitates institutional management, achieving the set objectives and goals in relation to teaching, research and university social responsibility.

#### 1.2.2.10 Academic Support Resources and Facilities

We highlight the commitment of the University with the quality shown in the improvements to the campus and the corresponding projections of institutional infrastructure.

The University, conscious of the need of having quality spaces to support the formation, research and university social responsibility processes, it strives to grow and improve its physical spaces, resources and services in a strategic manner, integrating to its campus learning and community development processes to favor student success.

#### 1.2.2.11 Financial Resources

The University recognizes that financial planning is a fundamental pillar in its development plan. The Institution is characterized by the transparent and efficient management of the resources, which support missionary functions.

During its functioning, the University has constituted its own patrimony that serves as support for all its activities, highlighting its financial solidity thanks to the Financial Resources Management Policy.

### 1.3 Improvement and Consolidation Plan

Self-evaluation is understood as a continuous quality improvement system that does not imply isolated actions, but the production of a virtuous circle that involves all the educational community reflected in its academics, directives, students, graduates, administrative staff and employers, favoring a participative self-evaluation and institutional planning processes.

In cohesion with the model set by the University for the analysis of factors, both internal and external (CIMA), the obtained results of the self-evaluation allowed us to identify Consolidation Opportunities and

Improvement Opportunities that were organized by factors and characteristics in accordance with the CNA model and aligned with the 2011-2016 Institutional Development Plan, and which correspond to internal activities that the University would develop in relation to the Direction, Teaching, Research and Service processes, and all those support processes that allow for an adequate functioning of the Institution.

With these supplies, we elaborated the Consolidation and Improvement Plan, which includes the actions the Institution is going to execute or is executing and that are articulated with the 2011-2016 Development Plan. This Plan defines the actions, objectives and goals required to strengthen the consolidation opportunities and to deal with the improvement opportunities. The plan contains: characteristics associated to the CNA model, consolidation or improvement opportunities, Institutional Development Plan axes, Objectives, Actions, Goals, Schedule, Responsible parties, Resources, Budget, General indicators. The plan is made up by 20 improvement opportunities and 52 consolidation opportunities, which are dealt with through 134 actions.

## **1.4 Consolidation and improvement opportunities were set by the peers during the external evaluation process toward Institutional Accreditation.**

Within the framework of the request made by Universidad El Bosque to obtain its Institutional Accreditation, in April 2015 we had the visit of institutional peers who identified the consolidation and improvement opportunities for the University. These aspects, as all in the evaluation, were taken into account as supplies for setting the Development Plan.

Below we will highlight the most relevant ones:

- Commitment of the people that are part of the academic community, to the ideology of the Institution and the Biopsychosocial and cultural approach. This aspect was considered as the differentiating factor of the University.
- Coherent growth of the Institution in academic, administrative and financial aspects.

- Growing awareness in all members of the community about the importance of accounting for and sector recognition.
- Recognition by the professors of the support given by the Institution to their formation as professors and their own areas.
- We highlight the advance in curricular flexibility with 10% of it in the programs.
- Curricular integrality is favored by the existence of humanities and bioethics.
- We highlight the commitment to a second language for students, professors and administrative staff.
- Development of the facilities of the Institution.
- The existence of a University Wellness policy. The programs are appreciated by the students and it has an adequate application of the resources for the services offered.
- The University has self-evaluation and self-regulation processes with a trajectory since the beginning of the Institution and quality management and continuous improvement.
- Academic and administrative information systems implementation.
- Efficient organization for financial management.
- We highlight the importance of consolidating a precise and clear research policy and the development of a strategy for the improvement of intellectual productivity of the professors centered on research.
- It is important to strengthen the internationalization policy and to achieve more regional and global inter-institutional cooperation.
- We suggest searching for mechanisms that allow for the diversification of institutional income.

## 1.5 Program self-evaluation and external evaluation

In the Mission, the IEP, the ISO and the IDP the University clearly formulates the expected results. In cohesion with them, the University ratifies its commitment to quality, undergoing continuous self-evaluation processes

at general and Academic unit levels, which allow us to identify consolidation and improvement opportunities to set improvement and development plans.

This commitment is reflected in the Institutional Management Model and in the Planning, Execution, Control, Analysis and Feedback, which is achieved thanks to the culture of quality and planning that is continuously reinforced in the University, reflected in the self-evaluation and planning processes articulated with all areas of the Institution with the participation of academic and administrative units.

In this sense, all academic units continuously perform self-evaluation exercises in cohesion with the Institutional Self-evaluation Model that allows us to establish their own improvement plans and analyze them to identify if their programs are prepared to be presented for the external evaluation process. Thus, we highlight as a result that the University has six high-quality accreditation registrations (Medicine, Dentistry, Environmental Engineering, Nursing, Bilingual Education, and Industrial Design) and nine programs in the process of obtaining it (Psychology, Child Pedagogy, Industrial Engineering, Biology, Systems Engineering, Musical Formation, Surgical Instrumentation, Specialization in Dermatology, and Specialization in Pediatrics).

## 1.6 Planning process 2016 – 2021

As set in the Institutional Quality and Planning Policy, “university planning in the country has become an efficient mechanism to find ways in which we can achieve a more effective and efficient realization of the responsibility that higher education institutions have to respond to the transformation needs of the society it is immersed in, through the exercise of its substantial functions: teaching, research and extension.” Within this framework and in cohesion with the Institutional Management Model and the Institutional Planning Culture, we developed and implemented the Institutional Development Plan 2011-2016; additionally, we made the Institutional Self-evaluation 2014 process that allowed us to get the necessary supplies to elaborate the Institutional Development Plan 2016-2021. Below we will present the background and the development of this new planning process.

### 1.6.1 Background

The University has had Presidential management plans and recently, the Institutional Development Plan 2011-2016. The latter started its implementation in 2011 within the five axes and three transversal programs framework. The axes were: 1) Strategic and quality development, 2) Academic development, 3) Student success, 4) We build a better team, and 5) Learning environment development. The transversal programs to these axes were internationalization, ICTs and University Wellness. During the validity period of the Development Plan we performed the respective follow-up that allowed for the identification of the level of compliance of the programs and projects and served as supplies to identify the elements the new Development Plan would have.

Additionally, and as a product of the self-evaluation exercise done in 2014 and the external evaluation by the CNA in 2015, we identified the main aspects that should be included in the new plan that was created with the participation of all the members of the educational community, who from their experience, the activities done at the University and the analysis of the results of the different self-evaluation processes, identified the core elements on which the new plan had to focus.

As support to the planning process, we had the Directive and Planning Operative Committees made up by the President of the Board and the President of the Directive Council, the President, the Vice-presidents, the Director of the Evaluation and Planning Division, a Representative of the Graduates, a Representative of the Students, a Representative of the Professors and the coordinators of each one of the foundations, pillars and strategies. These committees had the functions of planning, reviewing, analyzing and adjusting the same planning process for the elaboration of the Institutional Development Plan.

Additionally, to direct this work, the University had different planning work-days that focused on particular aspects that allowed us to have valuable information to structure the Development Plan 2016-2021. Below, we will detail what we worked on during these work-days.

### 1.6.2 Development of the process

The making of the Institutional Development Plan 2016-2021 implied the development of five institutional planning work-days, in which we had the



participation of representatives from various areas of the educational community (professors, students, graduates and administrative staff), representatives from internal authorities and the intervention of expert national and international speakers. For the successful development of the process we had work teams with specific functions and responsibilities, where group leaders were in charge of articulating the proposals of plans and projects corresponding to each of the strategic axes and lines.

To support the work of the groups, in each of the planning work-days we had expert consultants such as Dr. Giuseppe Colasurdo - President of the University of Texas, Dr. Cristóbal Cobo Romaní - Researcher at the Oxford Internet Institute, Dr. Jairo Alfonso Téllez - Counselor of the Consejo Nacional de Acreditación, and Dr. Carlos Lugo Silva - Chief of the Educational Innovation with New Technologies System of the Ministerio de Educación Nacional, among others, whose contributions, together with selected bibliographical referents, served as supplies to nourish the proposals of the work teams. Below we briefly mention the activities and topics in each of the planning work-days.

#### 1.6.2.1 First Work-day – Analysis of the Internal and External Context

The first institutional planning work-day was held on June 10th and 11th, 2015, where 280 people attended and had presentations from national and international experts on the “Tendencies and Challenges of Higher Education, analysis of the internal and national and international external contexts” topic. In this Work-day, we held a workshop in which the educational community participated divided into 20 task forces for debating, from the reviewed documentation and the topics addressed by the experts panel, on those meaningful aspects of Higher Education that corresponded to internal context (10 task forces), national external context (five task forces) and international external context (five task forces) of Universidad El Bosque and that had to be taken into account for the elaboration of the Institutional Development Plan 2016-2021.

Each group identified and placed in a matrix the consolidation, improvement, innovation and adaptation opportunities for the following aspects: a) strategic and quality level, b) teaching, c) research, d) innovation, e) undertaking, f) social responsibility, g) students, h) human talent i) University Wellness, j) resources and learning environment, and k) interna-

tionalization. The results of this workshop were analyzed and categorized by the Institutional Planning Committee and, from that we created a matrix that allowed us to identify the main detected categories and consolidation and improvement opportunities suggested in the task forces and that would become supplies to establish the main elements of the Plan.

### 1.6.2.2 Second Work-day – Development Plan Components

The second planning work-day, done between September 2nd and 3rd, 2015, has as its main topic Higher Education tendencies and, based on them and the detected categories from the first work-day, we identified the main Programs and Projects of the Institutional Development Plan 2016-2021. This event also had the presentation of national and international experts and 93 participants.

In this work-day we had a workshop called “Institutional Development Plan (Programs and Projects) component identification.” For this workshop we had nine task forces in which, from the main categories found in the First Planning Work-day workshop and the contributions of the invited speakers, we debated about a particular topic (per task force) and identified the main Programs and Projects that had to be taken into account in the Plan. The topics for the activity were: a) Mission, Institutional Strategic Orientation and Vision, b) Planning, Innovation, Quality, c) Human Talent, d) Education, e) Research, f) Social Responsibility, g) Student Success, h) University Wellness, and i) Internationalization.

Each group identified and added to a matrix, for their corresponding topic, the name of the programs and its respective justification and description, and for each of them, the corresponding projects, along with their own justification and description. The results of this workshop were analyzed by the Institutional Planning Committee and prioritization and adjustment of the programs and projects that make part of the Institutional Development Plan 2016-2021 were done.

### 1.6.2.3 Third Work-day – Research and Transference

The third work-day occurred on September 23rd, 2015, and it had the participation of 38 people and national and international experts that addressed the research and transference topic at national and international level.

In this work-day we had a workshop called “Institutional Development Plan 2016-2021 Programs and Projects in Research and Transference”; for it we established two task forces: one dealt with the research topic and the other addressed transference. The participants in the table debated (taking into account the suggestions of the speakers, the reviewed bibliography and the results of the first two work-days) the projects of these two research programs, with their respective description and justification.

The information that we obtained in this workshop was reviewed and organized by the Vice-president for Research and the Planning Committee, to identify the projects that make up the programs of the Research pillar.

#### 1.6.2.4 Fourth Work-day – Innovation and ICT

The fourth work-day was held during November 12th and 13th, 2015, and 198 people attended; we had the presentation of meaningful experiences in the topic of innovation and ICT by national and international experts.

In this work-day we had a workshop called “Institutional work innovation”, in which the participants, organized in 11 task forces, debated about innovation applied for each of the aspects addressed in the Development Plan and they answered some questions that were registered in a matrix. We worked on the following topics: a) Innovation, learning and ICT, b) Teaching, c) Research, d) Social Responsibility, e) Quality, f) Internationalization, g) University Wellness, h) Student Success, i) Human Talent, j) Administrative Processes, and k) Technology, Audiovisuals, Library, General Services, Physical Development and Maintenance. The information obtained in this workshop was taken into account to add relevant information to what was stated in the different elements of the Development Plan.

#### 1.6.2.5 Fifth Work-day – University Social Responsibility

On October 29th, 2015, we had the fifth Planning Work-day, whose main topic was University Social Responsibility. This event had the participation of 40 members of the educational community and national experts that made meaningful contributions to the topic. During this event, the participants answered Valley’s Social Responsibility indicator questionnaire, reviewed and discussed the concept and definition of Social Responsibility in Universidad El Bosque from the conferences, and finally, they participated in the “Relevant Aspect Identification for the University Social Responsibility Pillar” workshop.





## 2. Context Analysis

### 2.1 External – International – National Context

To analyze the external context we reviewed some national and international documents dealing with the main challenges of Higher Education in the future. Below we highlight the most meaningful findings after this review, which allow us to visualize where Higher Education in Colombia and the world is going.

One of the aspects of the utmost importance for universities around the world is related to coverage, access and equity. In this sense, the United Nations (UN), as one of the goals of the 2030 agenda for sustainable development, has proposed “guaranteeing inclusive, equitable and quality education and promote learning opportunities for everyone during their whole lives.”<sup>1</sup>

Within the framework of this objective, the universities have to offer quality education that allows for the improvement of people’s lives and sustainable development. Regarding this and especially in the area of coverage, we highlight the advances that, pertaining access to education, have occurred.

The UN establishes, within the goals of this objective, for 2030<sup>2</sup>:

- a.** ensuring access in equal conditions for all men and women to quality technical, professional and higher education;

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<sup>1</sup> Organización de Naciones Unidas. (2015). Objetivos de Desarrollo Sostenible.

<sup>2</sup> Ídem.

- b.** substantially increasing the number of young people and adults that have the necessary skills to gain access to a job, decent work and undertaking;
- c.** eliminating gender disparity in education and guaranteeing access in equal conditions to vulnerable people to all educational levels and professional education;
- d.** guaranteeing that all students acquire the theoretical and practical knowledge necessary to promote sustainable development.

In the same context of coverage and quality in Colombia, the National Development Plan 2014-2018 set as main objective to “build Colombia in peace, equality and education in harmony with the purposes of the National Government, with the best practices and international standards, and with the vision of long-term planning foretold by sustainable development objectives”<sup>3</sup>.

Education is highlighted in the Plan as “the most powerful instrument of social equality and economic growth in the long-term, with a vision oriented to closing gaps in access and quality of educational system, among individuals, population groups and among regions, making the country closer to international high standards and achieving equality in opportunities for all citizens”<sup>4</sup>. The latter sets a meaningful commitment of the HEI with education for society in a just and equitable manner.

Complementing the above, the CESU highlights that higher education is a right to which various population groups may access, which takes us to reflect upon the access to higher education by all people that have the motivation and enough preparation<sup>5</sup>.

On the other hand, more than half of the world’s population lives in urban zones and, for 2050, the number is expected to rise to more than 6 billion people<sup>6</sup>. It is estimated that for that moment, 80% of the world’s urban population will be concentrated in cities and towns in the south in the

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<sup>3</sup> Congreso de la República de Colombia. (2015). Plan Nacional de Desarrollo 2014-2018: “Todos por un nuevo país”.

<sup>4</sup> Ídem, p. 3

<sup>5</sup> Consejo Nacional de Educación Superior CESU. (2014). Acuerdo por lo Superior 2034.

<sup>6</sup> Organización de Naciones Unidas. (2012). World urbanization prospects. The 2011 Revision.

whole world<sup>7</sup>. According to projections, the number of elders in the whole population will have doubled by 2050<sup>8</sup>.

According to UNESCO, demographical growth and urbanization have important consequences for the associations and institutional agreements that are necessary to guarantee the opportunities of getting adequate and flexible education, from the learning perspective during their whole life<sup>9</sup>. For this reason, we foresee the need of increasing the educational offer for adults provoking adjustments in the teaching contents and their pedagogy.

In this sense, education in the future will tend to increase the number of professionals that hold a graduate degree and that the students prepare their skills for life and citizenry<sup>10</sup>.

On the other hand, the commitment to broaden coverage in Colombia is evidenced in the comparative data from the period 2005-2013; regarding this, the raw coverage rate increased from 28.4% in 2005 to 45.5% in 2013. Additionally, we highlight the population increase between 17 and 21 years old that registered in Higher Education<sup>11</sup>.

In the same way, between 2009 and 2013 we increased more than 10 percentage points the absorption rate. Likewise, we highlight that almost 70% of the students that present the Saber 11 test has the possibility of accessing higher education. According to UNESCO for 2011, Colombia registered a coverage rate of 40.8%, close to the average of Latin American and Caribbean countries<sup>12</sup>.

About inclusion and equity, we also highlight the increase to higher education access as a commitment of Latin American universities, especially of students from less fortunate households, the reinforcement of gender poli-

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<sup>7</sup> United Nations Human Settlements Programme. (2015). Un-Habitat global activities report 2015.

<sup>8</sup> Organización de Naciones Unidas. (2013). World population prospects. The 2012 Revision.

<sup>9</sup> Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura. (2015). Replantear la Educación.

<sup>10</sup> Universidad de Monterrey. (s.f.). Define nuevas tendencias en la educación superior.

<sup>11</sup> Consejo Nacional de Educación Superior CESU. (2014). Acuerdo por lo Superior 2034.

<sup>12</sup> Ídem



cies, the attention to groups with special needs and the defense of social inclusion<sup>13</sup>.

In cohesion with equity, the data presented by the CESU show that most of the students that enroll in Higher Education have low resources, which shows better opportunities of accessing higher education. Likewise, we maintain a similar distribution of the percentage of enrollments by gender: in 2013, men increased to 47.4% and women to 52.6%, which evidences gender equity in higher education enrollment<sup>14</sup>.

Aside from working toward better coverage and equity, the Universities have to strive to offer quality education. According to this, it is important that HEI guarantee the quality of their academic programs through accreditation procedures, be it at public or private level, with international standards and rigorous criteria that allow for the stimulation of institutional self-regulation and self-evaluation<sup>15</sup>.

In this sense, the HEI should not only start accreditation processes nationally, but also assume the challenge of self-evaluating with international models that address higher education quality from other perspectives. This initiative has also been highlighted by the Consejo Nacional de Acreditación, which has been working on a pilot plan for the international accreditation of academic programs; for this reason, we have started the collaboration of the CNA with the Red Iberoamericana para la Acreditación de la Calidad de la Educación Superior (RIACES) and other Latin American countries accreditation agencies<sup>16</sup>.

Within this same framework, the Ministerio de Educación Nacional has consolidated its Quality Assurance System articulating the mechanisms, processes and media to promote, guarantee, control and recognize the quality and pertinence of institutions and programs, through three components: information, evaluation and promotion<sup>17</sup>.

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<sup>13</sup> Universia. (2014). Carta Universia Río 2014.

<sup>14</sup> Consejo Nacional de Educación Superior CESU. (2014). Acuerdo por lo Superior 2034.

<sup>15</sup> Universia. (2014). Carta Universia Río 2014.

<sup>16</sup> Consejo Nacional de Acreditación. [s.f.]. Acreditación Internacional Regional.

<sup>17</sup> Universia. (2014). Carta Universia Río 2014.

Thus, the universities should be articulated with these components. We especially highlight the evaluation component, two aspects of great importance related with quality: the quality assurance registration, which consists in verifying compliance of the basic conditions of quality for the offer and functioning of academic programs and high quality accreditation<sup>18</sup>.

In cohesion with the above, for May 2014, 11.5% of Colombian education institutions were accredited; regarding academic programs these were accredited: 8% undergraduate programs, 3.1% Master's and 6.8% of Ph.D<sup>19</sup>. programs, data that gives us information about the state of programs and the importance of assuming the commitment of accrediting them at different education levels.

Regarding the quality of Higher education, the National Development Plan states that from the year 2018, ICETEX credits and scholarships will only be destined to finance programs that have high quality accreditation or that belong to accredited educational institutions; thus, accreditation becomes a challenge and a commitment of the universities with their students and society in general.

The interest for the quality in Higher Education, has led the Ministerio de Educación Nacional to set a Quality Measuring Indicator Model (MIDE) in the year 2015, through which we sought to ensure greater transparency and visibility in the reported information by the HEI and to generate a common language about the current status of the higher education in Colombia<sup>20</sup>.

Regarding that model, all universities have to fulfill the commitment with the reporting of the information and make sure all institutional efforts are in cohesion with the theoretical concept and with all indicators in this model. With the MIDE a classification list for the HEI is established by category, which for the year 2015 was: doctoral approach (7), master's degree approach (26), undergraduate approach (127), and specialization programs approach (27)<sup>21</sup>

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<sup>18</sup> Ídem.

<sup>19</sup> Ídem.

<sup>20</sup> Ministerio de Educación Nacional. (2015). Modelo de Indicadores del Desempeño de la Educación - MIDE

<sup>21</sup> Ídem.

Furthermore, this template takes into account the following dimensions: performance in standardized tests (quantitative reasoning, critical reading, and specific competences), graduates (recruitment salary, employability, graduate studies), teaching (professors holding a Ph.D., relationship between professors and students, professors holding graduate degrees), research (articles, COLCIENCIAS researchers, patents, artistic works), presence and attractiveness (permanence, generation of income), and internationalization (international co-authorships, English in the Saber Pro test)<sup>22</sup>.

On the other hand, globalization has led universities around the world to focus their efforts on strengthening their internationalization, mobility and visibility processes.

In cohesion with that, it is important for universities to be more flexible in their academic programs, in a way that students' exchanges are promoted; likewise, they have to assume the challenge of revising their curricula and establishing new qualifications, like double majors and joint degrees<sup>23</sup>.

The Rio letter emphasizes that internationalization must be focused on three aspects a) improving projection, visibility and attractiveness of Latin American universities: b) strengthening of the internationalization culture in the Institution, fostering the participation in programs, networks and international alliances; and c) the possibilities of attracting students, researchers, and international professors<sup>24</sup>. In accordance with that, the HEI have to develop strategies that allow benefitting said aspects to increase internationalization and mobility, which adds the possibility of seeing the discipline from other perspectives, and knowing the advances and needs of other cultures.

Internationalization is one of the proposed topics by the CESU to structure the educational system. In that sense, several discussions about its understanding have taken place; new concepts have been introduced, like those about domestic internationalization, curriculum internationalization and integral internationalization<sup>25</sup>.

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<sup>22</sup> Ídem.

<sup>23</sup> Universia. (2014). Carta Universia Río 2014.

<sup>24</sup> Ídem.

<sup>25</sup> Consejo Nacional de Educación Superior CESU. (2014). Acuerdo por lo Superior 2034.

Additionally, new terms like teaching without borders, teaching across borders, global teaching, teaching abroad, and international commerce of teaching services are addressed. In general, the starting point of internationalization means that knowledge is universal<sup>26</sup>.

In accordance with the above, it is important to mention that aspects like university mobility, credit transferring, teaching structures comparison, and degree recognition, have been developed and consolidated, but they still need further reinforcement<sup>27</sup>.

Within this framework, it is necessary to highlight the “Colombia, very well” National English program 2015 - 2025 presented by the Ministerio de Educación Nacional as a strategic project for competitiveness, which seeks to aid in the improvement of education, and which has among its components quality, accompaniment and financing for Higher Education in this sphere<sup>28</sup>.

On the other hand and as support to internationalization, the National Development Plan supports education abroad with the recognition of undergraduate degrees through specific procedures to validation foreign degrees.<sup>29</sup>

Another of the challenges of Colombian Universities is related to Higher Education. The National Development Plan establishes the creation for a Higher Education National System (SNET), made up by education or education after high school, which aims at promoting learning at a high degree of complexity and specialization<sup>30</sup>.

Likewise, the Plan establishes the creation of a National System of Accumulation and Transference of Credits (SNATC), which seeks to strengthen quality assurance processes, to flexibilize the educational offer, to achieve the integration of the different types of education, to integrate different levels, to improve the capacity to address national and international tests and to strengthen relations between the education and productive sectors<sup>31</sup>.

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<sup>26</sup>. Ídem.

<sup>27</sup> Universia. (2014). Carta Universia Río 2014.

<sup>28</sup> Ministerio de Educación Nacional. (2015). Programa Nacional de Inglés 2015-2025.

<sup>29</sup> Congreso de la República de Colombia. (2015). Plan Nacional de Desarrollo 2014-2018: “Todos por un nuevo país”.

<sup>30</sup> Ídem.

<sup>31</sup> Ídem.

Regarding this, the CESU highlights that the State recognizes the education for work and human development as a meaningful aspect in the people's educational process. It involves building a creative and an innovating state of mind, which allows the citizen to interfere wisely in the realities of the environment and to be creative in the work world<sup>32</sup>.

Concerning the topic of education, universities should try to maintain a balance between knowledge, skills and competences, to incorporate interdisciplinary methodologies, to facilitate the acquisition of professional skills, to renew the methods of teaching - learning, and to extend the use of digital technologies<sup>33</sup>.

In cohesion with the above, we highlight that most of the students who finish the secondary education enroll into university level education; likewise, a growth in graduate programs with a higher enrollment in specialization programs is evidenced (nearly 21,000 students in the period), for master's degree level, it increased in more than 15,600 students, and for doctorate studies nearly 1,500. The data show that in the period 2010-2013, the growth in registration was in technological and graduate programs, showing a higher percentage of growth in those of master's and Ph.D<sup>34</sup>. These data evidence the importance of continuous favoring and strengthening of the quality of academic programs and creating new programs that allow meeting the demand for HEI.

Likewise, a growth in the virtual program offer is evidenced, which directly encourages and requires working with ICTs and a greater connectivity<sup>35</sup>.

The CESU highlights that in the last years, an important growth toward virtuality has taken place in the institutions and higher education programs, in such a way that the educative offer has increased in that modality. With it, inclusion, social mobility, diversity, and multiculturalism are promoted<sup>36</sup>.

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<sup>32</sup> Consejo Nacional de Educación Superior CESU. (2014). Acuerdo por lo Superior 2034

<sup>33</sup> Universia. (2014). Carta Universia Río 2014.

<sup>34</sup> Ídem.

<sup>35</sup> Ídem.

<sup>36</sup> Consejo Nacional de Educación Superior CESU. (2014). Acuerdo por lo Superior 2034

According to this Martinez (2013) highlights that long distance education and its several virtual modalities should be understood as ways that contribute to the consolidation of an educational project. They are essential tools to ensure interaction between professors and students. The goal of using technology is that the student can interact with others without depending on technological tools and achieve quality education<sup>37</sup>.

This virtuality in higher education is a cultural challenge that requires first, the professors to be convinced about its benefits and second, the HEI to assume that the substantive functions in higher education and all of the virtual programs quality conditions must be in a similar or higher dimension than face-to-face programs<sup>38</sup>.

The consolidation of the National System of Educational Innovation with use of ICTs is highlighted by the Ministerio de Educación Nacional, which seeks to benefit from the information and communication technologies to innovate educational practices. For that reason, it is important to especially take into account: the professor's qualifications related to working with ICTs, professor and directive education in the pedagogical use of ICTs, the development of virtual education, and content management<sup>39</sup>.

According to this, digital technologies have provoked a special change in the educational context, they have generated changes and innovations, regarding the generation, access, reproduction, transmission and knowledge accumulation. Likewise, it is a resource that allows creating digital educational contents, boosting continuing online education, providing shared resources and developing Massive Open Online Courses (MOOCs)<sup>40</sup>.

On the other hand, in regard to research and transference, the CESU highlights that higher education focuses its educational mission and its commitment with society if it generates, transmits, creates, and recreates knowledge in different knowledge areas, and from the different epistemo-

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<sup>37</sup> Martinez, P. (2013). Prólogo. En: La Educación Superior a distancia y virtual en Colombia: nuevas realidades.

<sup>38</sup> Ídem.

<sup>39</sup> Ídem.

<sup>40</sup> Universia. (2014). Carta Universia Río 2014.

logical and methodological perspectives. This aspect must influence the academic offer and research projects<sup>41</sup>.

Regarding the commitment that the HEI have with research, it is highlighted that they constitute the main generation source of quality science in Latin American society. This creates a great challenge in terms of research, impact, transference and innovation<sup>42</sup>.

Due to this, we identified the importance of creating quality groups, through which the human resources mobility might be encouraged between the university and the enterprise, having protection policies and research results transference, fomenting international collaboration programs, and strengthening the innovation and venture capacities<sup>43</sup>.

In cohesion with that, Colombian universities aim to boost research in such a way that the projects and products which differentiate them can be recognized; this is reflected on the groups and research lines that exist. According to the results of the research groups acknowledgement call by COLCIENCIAS (2014), out of 5,869 registers in GrupLAC, 3,970 were recognized as a Research Group, Technological Development or Innovation; likewise, 5,953 group registers were inscribed to the classification process, from which 3,774 reached a category; the distribution per category of the recognized groups was as follows: 293 groups were A1, 386 groups A, 869 groups B, 1,543 groups C, and 749 groups D<sup>44</sup>.

However, in regard to the recognition results of researchers, the following distribution was given: 1,057 Senior researches, 2,064 associate researchers, and 5,159 junior researches<sup>45</sup>. These data show work in progress regarding research in Universities, but at the same time they show a challenging view to the extent that it commits the institutions to strengthen

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<sup>41</sup> Ídem.

<sup>42</sup> Ídem.

<sup>43</sup> Ídem.

<sup>44</sup> COLCIENCIAS. (2015). Publicación de resultados finales de la convocatoria 693 de 2014. Reconocimiento y medición de grupos de investigación, desarrollo tecnológico o de innovación.

<sup>45</sup> COLCIENCIAS. (2015). Publicación de resultados finales de la convocatoria 693 de 2014. Reconocimiento de investigadores del Sistema Nacional de Ciencia, Tecnología e Innovación.

and generate strategies to promote production and publication in order to be promoted to the next category and have a greater number of recognized researches.

On the other hand, funding for the research projects in the university sector comes from the grants managed by COLCIENCIAS and other outsourcings. In addition to this, the dissemination of new knowledge results with high impact and international visibility depends on the researchers and the HEI, in such a way that COLCIENCIAS has generated instruments based on quality standards to obtain information about the dynamics of national scientific production<sup>46</sup>.

In the same way, the National Development Plan established that the ICETEX finances or co-finances programs and projects which contribute to scientific, academic and administrative development of the higher education institutions<sup>47</sup>.

Therefore, it is required of the HEI to promote work between the university and the enterprise in order for the knowledge obtained from the research and teaching activities to be transferred to society, expanding its portfolio of services and impacting a greater number of markets. This favors self-sustainability and global knowledge management, as well as economic growth and development of the countries<sup>48</sup>.

On the other hand, and regarding social and environmental responsibility of the university, it is highlighted that it is an inalienable constant commitment of the HEI to respond to the needs of the environment in favor of inclusion, wellness, development, creativity, transmission of values, social transformation and the equality of opportunities<sup>49</sup>.

Regarding the professors in service to the university and to the programs, we found for the year 2013 an increase in the number of professors with doctoral education compared to the year 2010. However, the data

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<sup>46</sup> Consejo Nacional de Educación Superior CESU. (2014). Acuerdo por lo Superior 2034

<sup>47</sup> Congreso de la República de Colombia. (2015). Plan Nacional de Desarrollo 2014-2018: "Todos por un nuevo país".

<sup>48</sup> D'Este, P., Martínez, E. C., & Molas-Gallart, J. (2009). Documento de base para un Manual de indicadores de vinculación de la Universidad con el entorno socioeconómico: Un marco para la discusión.

<sup>49</sup> Universia. (2014). Carta Universia Río 2014.



show that it is necessary to continue to strengthen educational at higher levels because by the year 2013, 37.5% of the professors held an undergraduate degree, 33.9% a specialization, 22.8% a master's degree, and 5.8% a Ph.D<sup>50</sup>.

At this point, we recognize that there are still weaknesses in the hiring of the professors holding a Ph.D., an aspect that must be prioritized; the creation of favorable conditions to keep and attract the best professors is imperative and must be incorporated into the processes in Latin American universities<sup>51</sup>.

This value of increasing the number of Ph.Ds. is aligned with the fourth objective of the UN's sustainable development, which within its goals establishes for 2030, increasing the offer of qualified professors significantly, among other aspects through international cooperation for professor education in developing countries, especially in those countries with less development and in developing small insular States<sup>52</sup>.

## 2.2 Internal context

### 2.2.1 Historical Review

The Fundación Escuela Colombiana de Medicina was created by the general board of the Clínica El Bosque partners on July 27th, 1978. In 1978, the ICFES issued a favorable concept for the recognition of the legal status as the Escuela Colombiana de Medicina. The Ministerio de Educación Nacional, with resolution No. 11153 of August 4th, 1978, granted the mentioned legal identity, officially giving legal practice to the Escuela Colombiana de Medicina.

With the opening of the first academic program, the Escuela Colombiana de Medicina, on February 12th, 1979, officially received the first 60 medicine students; after that, as a complement to the health programs, they also created programs for: odontology (1982), specialization in psychiatry

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<sup>50</sup> Ídem.

<sup>51</sup> Ídem.

<sup>52</sup> Organización de Naciones Unidas. (2015). Objetivos de Desarrollo Sostenible.

(1983) and psychology (1993). In 1993, the University expanded to other disciplinary areas with the creation of programs for Electronical Engineering; then, in the areas of Human and Social Sciences, Arts and Design, Administrative Sciences and Basic Sciences. On February 5th, 1997, through resolution No. 327, the Ministerio de Educación Nacional officially recognizes the institution as a university and changes its name to Universidad El Bosque.

With the Biopsychosocial approach accepted as the philosophical approach of the University, the human being concept was constructed as: “biological, psychological and sociocultural entities and the study of medicine with an approach on health and not on the illness [...] with interdisciplinary approaches and for the construction of authentic schooled academic communities”<sup>53</sup>.

All the academic activities, university social responsibility and institution research are articulated with this approach; it also indicates the responsibility that we have with the young people in high school education who aspire to enroll to the university and manage to be professionals in a highly challenging world and with restricted opportunities. That is why, in 1997, the Bilingual School of the Universidad El Bosque was created. This setting for education and construction of knowledge has turned into one of the best examples of the biopsychosocial approach and cultural approach in our Institution.

The interest of the University has been not only to work in education and research, but also to articulate its work with the needs of the community and of the country. In its early days, this contribution was made especially in the community of Usaquén. Currently, some actions are performed at the Bogotá river basins and from the various programs with the Fundación Salud Bosque and the dental clinic to provide services to the community.

## 2.2.2 Mission

Universidad El Bosque, since its early days, has assumed the biopsychosocial approach as a starting point of the defined institutional mission as, “From the biopsychosocial and cultural aspect, the University assumes its commitment with the country, maintaining the promotion of the dignity of the human being as a whole as the highest imperative.

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<sup>53</sup> Miranda et al. (2009). Universidad El Bosque, una historia en construcción, p. 205

Its greatest efforts are focused on offering the proper conditions to facilitate the development of the Ethical and Moral, Esthetic, Historical and Techno-scientific values rooted in the culture of life, its quality and its sense.

The above keeps in line with the perspective of the construction of a fairer, pluralist, participative, and peaceful society and the affirmation of the responsibility of the human being, constitutive part of the nature and of its ecosystems. Receptor and critical builder of the global processes of the culture”<sup>54</sup>.

The reason and the sense of the Mission of Universidad El Bosque, is to achieve dignity, autonomy of the human being as a goal in its Bio - psycho - social and Cultural dimensions, through the transmission, creation, transformation, conservation and development of science and culture, establishing itself in the research of knowledge in cohesion with the difficulties in our society. As a University, it will assume the responsibility of strengthening to its maximum the superior qualities of the human being (excellence) so it can respond to the necessity of promoting the Colombian community to the highest level. It will live attentive to the cultural, local, national and universal changes, in pursuit of those values that make it more educated, more dignified and fairer.

### 2.2.3 Vision

The Board, in the second semester of 2015, named a commission of experts to review and analyze information that served to work on the proposal of the Vision of Universidad El Bosque. This commission, after several meetings for discussion and deliberation, proposed a demanding, ambitious, realistic and differentiating vision. The proposal was presented and approved by the Board of Directors as stated in Act No. 1076 of November, 2015. In cohesion with the above, we present the Vision of the University.

Universidad El Bosque in 2021 will be known by having:

- A committed and highly qualified academic community in accordance with its educational project,

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<sup>54</sup> Universidad El Bosque. (1996). Misión y Proyecto Educativo, p. 21.

- a high-quality academic and multidisciplinary offer immersed in a globalized context and open to candidates of all the economic and social condition,
- a culture of planning, the innovation and the appropriate quality in its academic and administrative processes,
- the generation and transference of knowledge with scientific and technological pertinent contributions,
- an impact on the improvement in the quality of people's lives, ratifying its commitment to the society and the construction of a country that lives around peace and a sustainable development.

#### 2.2.4 Institutional Educational Project (IEP)

The educational project of Universidad El Bosque is conceived as “a set of criteria, guidelines, standards and checklists that make everyday tasks and functions of this academic institution viable, the realization of the institutional mission.

The variety of interactions of its members constitutes an axiological environment, in which they are humanized and dignified, in a way in which an authentic educative community is established.

The educational project of Universidad El Bosque, is a commitment of all of us. Thus, it requests belonging and co-responsibility stances from each of its members, since its personal peculiarities, areas and competence levels, and also from the theoretical-practical identity of its own disciplinary and professional fields, respecting the academic autonomy of each knowledge area”<sup>55</sup>.

The IEP is postulated upon the base of excellence realization, from the best of all, as a dialogic, pluralistic, democratic and participative ensemble.

In this sense, the cohesion between the IEP, the life project of its members and the universal society project is stated in a dynamic relationship.

It assumes research, teaching and service as the engines that stimulate alternatives for the transmission and re-creation of knowledge in harmony with the society it is immersed into and it is intended to serve.

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<sup>55</sup> Ídem, p. 25.

## 2.2.5 Institutional Strategic Orientation

The institutional educational project is supported by the implementation of the Institutional Strategic Orientation (ISO), which makes reference to the University profile that is and that it wants to be.

The strategic orientation defines: what is offered to the environment?, to whom?, where?, how?, with whom?, and with what?

In this sense, the Institutional Strategic Orientation of Universidad El Bosque has been defined as follows:

“Universidad El Bosque is consolidated as a University for multidisciplinary education, with a focus that articulates its development (in education, research, transference and service) in the Health and Quality of Life. Inserted in the global environment, committed to local, regional and national needs and opportunities.

It directs the relation with the environment, academic development, educational offer, research and transference activities, improvements in the academic offer, the relationship with users, composition and development of human talent, development of the campus, resources, and services.

The purpose of this is to generate synergies, effectiveness, efficiency, inter and transdisciplinarity, a clearer recognition, better positioning, comparative and competitive advantages and a higher academic impact<sup>56</sup>.

## 2.2.6 Institutional Learning Objectives

The University defines its Institutional Learning Objectives (ILO) as a tool that articulates the institutional Educational Institutional Project and develops the ISO. In this way, learning objectives are defined as those in which, in the light of the IEP, lead curricular creation, didactic design and pedagogical management; they make the intentions explicit and guide the development of activities and processes to achieve one purpose<sup>57</sup>.

The Institutional Learning Objectives arise as a community proposal, which then was received by the Board of directors through agreement No.

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<sup>56</sup> Universidad El Bosque. (2011). Plan de Desarrollo Institucional 2011- 2016.

<sup>57</sup> Fink, L. D. (2008). Una guía autodirigida al diseño de cursos para el aprendizaje significativo.

10344 from July, 2010 and were socialized with the community of professors in order for them to analyze them taking into account their academic programs. Then, the university suggests the teaching orientation and its academic programs under 14 institutional Learning Objectives, framed within six categories. These objectives are transcribed below<sup>58</sup>.

### Learning how to learn

- To develop the learning and updating ability, to become an autonomous subject responsible of its own education.
- To develop oral and written communication skills, text comprehension, abstraction, analysis.
- To develop skills in the command of a second language according to their elections, life project and profession, which allow for the communication with peers and understanding the literature in the discipline.

### Commitment

- To develop commitment to quality in personal and institutional fields.
- To develop capabilities that ensure the civic - political and citizen engagement .

### Human Dimension

- To develop capabilities as an integral human being, responsible for its self-care, with a deep ethical sense and commitment, value and respect for diversity and multiculturalism, promoter of the culture of life and the preservation of the environment.
- To develop the ability of team working .

### Fundamental Knowledge

- To obtain education as a professional of excellent academic conditions and solid knowledge able to make contributions in the area of study.

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<sup>58</sup> Universidad El Bosque. (2013). Políticas y Gestión Curricular Institucional.

- To obtain education as professionals able to know and understand diverse knowledge and cultural practices.

### Application

- To develop skills that ensure the ability to identify, plan and solve problems and propose projects from a biopsychosocial, bioethical and humanistic approach.
- To develop critical, research and search attitude to reach the freedom of thought.
- To develop the ability to apply knowledge in practice.

### Integration

- To develop skills to be a manager of social transformation and entrepreneurship, from the understanding from the reality of the environmental, social, cultural, economic, and political conditions of the Colombian population that enable interdisciplinary participation in the solution of major problems and conflicts, in order to contribute to the construction of one fairer, pluralistic, participatory and peaceful society.
- To develop skills to assume the processes of universalization and globalization.

The previous information demonstrates the institutional parameters that have been established in agreement as objectives that should frame the education programs. In this context, the programs of the subjects that are taught in different majors, include in its content the way that in which they will achieve the completion of the institutional learning objectives in cohesion with the IEP and the PEP.

## 2.2.7 Institutional Policies

In order to implement among the different levels of the academic work the guidelines developed in a participative way by the educational community, and that have been defined thanks to the different management instruments framed within the Mission, the Educational Project, the Strategic Orientation, the Learning Objectives, the Development Plan and the various processes of self-evaluation, Universidad El Bosque has formulated its strategic actions by means of the different Institutional policies that are shown below.

### 2.2.7.1 Academic Human Talent Management Policy

The Academic Human Talent Management Policy ratifies the commitment of the University with continuous improvement, based on the strengthening of its human talent, the constant process of strengthening of wellness conditions, improvements in the quality of working life, culture and organizational climate, inherent to the mission and the biopsychosocial and cultural approach of Universidad El Bosque. It consolidates adequate environment and conditions for the satisfaction of the academic and occupational expectations, recognition needs and the liaising of each one of the academic collaborators of the University.

This policy has been developed in order to guide the complete cycle of the integral management of the Academic Human Talent, since planning, attraction and conservation until its retirement, according to the Mission, the biopsychosocial approach and autonomy of the Institution.

### 2.2.7.2 Human Talent Planning and Quality Policy

The Human Talent Planning and Quality Policy is based on the “Planning and Quality” and “Management of Academic Human Talent” policies. In this way, it guides the development of the culture of evaluation, planning and quality of the university, looking for the continuous improvement and the gradual approximation to excellence, in line with the Mission, the biopsychosocial approach and the autonomy of the Institution. This policy is comprehensive and, therefore, it covers the management of the academic human talent from the planning, execution and evaluation of the activities developed in the tasks pertaining to the academic Unit and those part of their work and improvement plans, in articulation with the different academic vocations. It covers aspects of the building of the relation from a collective (the University) with an individual (the academic).

The policy is intended to guide the planning, execution and evaluation of the activities developed by academics in the framework of the implementation of the Unit Development Plan, of their work and improvement plants, in accordance with the different vocations.

### 2.2.7.3 Academic Excellence Incentives Policy

The Policy is implemented to recognize and promote the good practices of the academic vocation of the professors of Universidad El Bosque, through the delivery of incentives to the academics that demonstrate excellence in their performance.



In accordance with the Academic Human Talent Management Policy, the Policy of Academic Excellence Incentives is developed. From its general definition we believe that for the Institution, the university is its people: the students, the academics, the administrative staff, the directors and the graduates. Thus, the University is a Human Organization, not an organization that hires people.

Universidad El Bosque considers that the academy is made up by academics, who are professors and researchers, and is committed to create conditions that allow for the consolidation of its academics, for them to be examples of excellence in their academic vocation: teaching-learning, discovery, commitment and integration.

#### 2.2.7.4 Security and Health at Work Policy

The Security and Health at Work Policy orients the development of the system itself, based on the continuous improvement for the intervention of risks and dangers associated to work or professional conditions, endeavoring for the physical and mental wellness of all those people that are involved as workers, contractors, subcontractors and students in their practicum.

The University, committed to maintaining and improving the quality of life and protecting the physical and mental integrity of the educational community, executes through this policy the control of work and environment conditions where every day work of each one of the people takes place, focusing on the following programs: prevention of the consumption of alcohol, tobacco and psychoactive substances; prevention and response to emergencies; prevention of psychosocial risk.

#### 2.2.7.5 Quality and Planning Policy

The Quality and Planning Policy is addressed in an articulated and synergic manner, due to the fact that they are two complementary processes: generating quality tends to improve toward excellence levels of what is being done, and planning moves towards Institutional adaptation and development in environments with permanent change dynamics.

The Policy expects to orient the development of the culture of evaluation, planning and quality in the University, looking for the continuous improvement and progressive approximation to excellence, according to the Mission, the bio-psychosocial approach and the autonomy of the Institution.

### 2.2.7.6 Financial Support for the Access to Excellence Policy

This Policy comprises the actions through which the Institution financially supports its academic community to successfully finish its academic programs.

The Department of Student Finances is in charge of defining the guidelines and procedures to provide economic support to students, professors and administrative staff that require credit or other payment options.

This policy has been designed in order to define the general economic guidelines for the economic support of the educational community.

### 2.2.7.7 Internationalization Policy

The Internationalization Policy has been designed to define the general guidelines for the insertion of Universidad El Bosque into the global environment in a comprehensive way: of the academic community we call University, students, academic staff, directives and administrative staff; of the University's mission processes, education, research and service; of the resources that the University offers to its academic community and interest groups.

### 2.2.7.8 Policy about Internationalization with France

The establishment of a policy about Internationalization with France at Universidad El Bosque emerged from the common international academic cooperation interests and from the competitiveness and quality challenges of the Higher education institutions in Colombia.

The Policy about Internationalization with France has been defined as comprehensive, due to the fact that it includes the whole academic community in all of its processes: students, professors, directives, and administrative staff. In this way, it is articulated with the multidimensional character of the Internationalization, framed within the Institutional Development Plan 2011 - 2016.

This policy aims at strengthening the academic relationships that exist with French institutions of Higher Education and to strengthen the academic cooperation bonds between the two countries to advance and replicate models of good practices.

### 2.2.7.9 Curricular Management Policy

This Policy articulates the referents, the student, learning, internationalization, the progressive inclusion of the second language into the curricular processes, the curricular flexibility, the bioethics and humanities education and the ICTs implementation into their curricular strengthening process

Also, it aims at supplying the needs of orienting the academic programs to student-centered learning, making the curricular processes more flexible allowing the student to self-manage its education process, strengthening the bioethics and humanities education, well known aspects recognized as a strength of the Institution educational processes.

### 2.2.7.10 Education Flexibility Policy

The Education Flexibility Policy from the Bio-Psycho-Social and cultural missionary approach of the institution and inspired by the core of the Institutional Educational Project and in agreement with the Learning Institutional Objects, orients the academic community in the execution of the processes that lead to the flexibility within the framework of the Sistema Nacional de Educación Terciaria (SNET) among the curricular, pedagogical, academic and management levels, aiming to develop each level's actions and allowing the student community to decide objectively, with autonomy and freedom, on the ways and proper strategies to accomplish their academic life's project through the proper use of time, spaces, knowledge and experiences, by means of the construction of new institutional and interinstitutional relations and promoting interdisciplinary research at all educational levels.

### 2.2.7.11 Virtual and Distance Education Policy

Virtual and Distance Education for Universidad El Bosque is characterized by being a learning ecosystem that articulates the curricula, the pedagogical mediations, technological platforms and other technologies that allow for the access, transmission and management of knowledge, build, share and transfer meaningful learning and interact among knowledge and learning networks subjects. Its main objective is the promotion of education, research, transfer, and service.

The policy seeks to guide the University community in strategic planning, integral management, education of the human talent, and the assurance of the quality of undergraduate programs, advanced education and continuing education e-Learning and b-Learning, which require the use of

virtual campuses and techno-pedagogical devices common in m-Learning and u-Learning, and of those face-to-face programs that integrate ICTs looking for academic excellence.

According to this, the exercise of Virtual and Distance Education at the University is directed as an educational service. It is oriented to consolidate the educational offer centered on innovation, the intensive use of ICTs, based on the cross-sectional processes and aimed at strengthening of the missionary units, according to the academic programs' nature and in complete cohesion with the Institutional Educational Project (IEP), the pedagogical approach, and the quality and planning policy.

#### 2.2.7.12 University Wellness Department Policy

Universidad El Bosque guides the tasks of the University Wellness department based on the guiding principles, general policies that guide their tasks, criteria that allow them to establish the parameters over which they manage, and the assessment of their accomplishments and settings in which their programs, projects, actions and services are developed in accordance and cohesion with the institutional development.

This way, the contribution to the community's and each one of its members' well-being allows for the impact on their "good-life" in a positive way and their "good-work", contributing to their performance and productivity improvement, which is reflected on the growth, development, impact, acknowledgment and university's positioning on a bidirectional relationship between the institution and the individual.

#### 2.2.7.13 Student Success Policy

This Policy produces the established guidelines in the Student Success Management Model. This Policy has been formalized and implemented in order to define the policies to help the different areas and academic units to advance in the implementation of the projects and actions that guarantee student success.

#### 2.2.7.14 Graduates Policy

The Graduates Policy of Universidad El Bosque is the instrument intended to enhance the bond between the University and its Graduates and, among themselves, as members of the academic community from the biopsychosocial and cultural approach of the University

With this policy the University defines the guidelines and conditions to handle and strengthen the relationship with Graduates understanding it as a joint task, establishing the social impact of their programs, the workplace performance, making it easier to update in the preferred knowledge area and stimulating the professional and research experience exchange with the other academic community members, from the bio-psychosocial and cultural approach of the University.

### 2.2.7.15 Research Policy

The current context of Universidad El Bosque shows the importance of formalizing a group of policies characterized by its multiple dimension, an aspect that implies the need of creating an organized structural and systemic approach that encompasses the multidiversity of the courses of action that should be framed within the creation and implementation of these.

Thus, we start from the basis of a System configuration to Institutionalize a Management Model of the I+D+i+T that considers new schemes of use for the internal capabilities of the Institution. In that sense, we created a technological platform called SiTiiO, which allows us to have a database in which expert knowledge available to the university could turn into an added-value, accessible and proposal that could be linked to external agents, academic or not.

This premise makes the strategical goals of the Institution viable within the framework of a better link to the country's needs, in which the University, assumes social responsibility as a change agent.

This situation is really one of the main core acting axes in the international university world, following the "Third Mission" approach, in which the Institution makes important efforts to generate an added value to the University research.

Universidad El Bosque, its historical institutional development model, its administrative proposals, among others, have been responding to a financial and growth scheme called "first generation", centered and relative to its direct incomes from the students' enrolment, where future University challenges may be found within underdeveloped scenarios for the dimension of its purposes, which evidences the need for strategic change in order to create alternatives that identify and activate new financial and additional fund-raising schemes that will allow for I+D+i+T strengthening at the University.

As such, synthesizing, the Institution's "challenge" in the realm of Research, Development and Transference could be expressed as follows: "Institutionalizing a management model for I+D+i+T that considers new models for the exploitation of the internal capabilities of the UEB, allowing for a better linking of the needs of its environment and generating financing and fund-raising models that will strengthen it"<sup>59</sup>.

#### 2.2.7.16 Research Incubators and Young Researchers Institutional Policy

This policy's objective is to guarantee the necessary requirements for undergraduate students to have an academic space that facilitates, not only the development and strengthening of their research skills, but also the formulation and execution of proposals in the field of knowledge they are interested in, in connection with the Institutional Development Plan and the Strategic Orientation. These incubators have to be linked to research groups in each academic program or develop their process independently, but always supported by a professor.

Within the framework of this Policy, incentives are given to students for their participation. Among them we have: the necessary permissions and financing from the corresponding faculty to represent the University in internal, local, national and international conferences or events, access to enterprising youngster calls, being part of research projects financed by internal or external calls and being certified as members of a incubator.

The Institutional Program of Young Researchers, in accordance to COLCIENCIAS' model, seeks to include last year students and newly graduated professionals in science, technology and innovation as a basis for scientific and technological development of the University and the country. These young adults must comply with some stated obligations and requisites and be part of a research group recognized by COLCIENCIAS and Universidad El Bosque.

#### 2.2.7.17 Research, Creation, Development and Innovation Education Policy

This Policy's objective aims at guaranteeing adequate institutional conditions for undergraduate and postgraduate students to develop and

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<sup>59</sup> Universidad El Bosque. (2013). Política de Investigaciones.

strengthen research skills and competences focused on the Institutional Strategic Orientation. The policy respects the way in which the different academic instances solve their research activities, considering their own specificity and in accordance with institutional disciplinary areas. Thus, research committees in each school have the autonomy and discretion to adequately deal with their research needs, activities and processes. Research in the University is divided in three academic settings: formative research, education for research, and research per se, which should end up being part of a continuous process to strengthen Institutional research activities.

#### 2.2.7.18 Social Projection and Responsibility Policy

This policy aims at having continuous interaction and dialogue with the community by means of coordination with teaching and research, toward a local, regional and international perspective, through the development of pertinent and diverse actions to contribute to a solution to the problems of the community and improving its quality of life.

The Policy contemplates the management that is developed in the University from the academic Units, to strengthen the presence of the University in its surroundings, through creative actions, which articulate with teaching and research and that contribute to solving the most relevant and critical problems and needs of the community to improve health and quality of life in line with the Mission and the Institutional Strategic Orientation.

#### 2.2.7.19 Foreign Language Policy

This Policy promotes the development of skills in a foreign language in the members of the University: Students, Graduates, Professors, Directives, Staff, and Influence Area.

The Policy is designed to encourage insertion and the definition of bilingualism in the Institution's planning processes as a cross-sectional strategic area, meaning it covers all levels: student, academic, administrative, directive and teaching of the disciplines in undergraduate and graduate programs.

#### 2.2.7.20 Continuing Education Policy

This Policy aims at offering the general community, through the Department of Continuing Education, academic activities whose purpose is to update, complement or deepen the knowledge, and to develop skills and strengthen the competences with flexible short or medium-length programs not leading to a degree, in face-to-face, blended or virtual programs.

### 2.2.7.21 ICT Use Policy

This Policy deals with ICT use as support for academic and administrative processes, according to the Biopsychosocial and Cultural approach of Universidad El Bosque and the Strategic Orientation toward “Health and Quality of Life”, complying with its parameters for its implementation in substantial functions in Higher education: education, research, transference and service.

The ICT Use Policy in Universidad El Bosque is directed to all the University community: students, graduates, professors, directives, staff and the national and international settings of the Institution and the programs; it aims at promoting its cross-sectional use, appropriation and application in all processes, which transcends to all other institutional policies, having at its disposal enough information and communication infrastructure that allow for its security, integrity and availability, and also as mechanisms that guarantee the management of content, access, education, research and development.

### 2.2.7.22 Communication Policy

This Policy aims at offering the guidelines for internal and external relationships of the University to be built and managed, through communication processes in various settings and levels. It mainly seeks for the educational community to be informed about institutional processes, decisions and actions that originate from the University’s governing bodies. Likewise, it aims at publicizing the University from the substantial functions at local and national level through massive media. Adequate and timely communication seeks to generate market positioning based on health, quality of life and the biopsychosocial approach strategic orientation, which attracts students and consolidates the institutional image of Universidad El Bosque.

Similarly, it seeks to strengthen the institution’s identity and visual image, internally and externally, to identify favorable settings for Universidad El Bosque’s brand recognition, to identify key messages and the way they are made public and to review text production in the University so that is it always presented consistently.

### 2.2.7.23 Intellectual Property Institutional Property

The Intellectual Property Institutional Policy was approved under the principles of good faith, favorability, social function, prevalence, respect for human dignity, responsibility of the creators and respect toward intellectual property of Universidad El Bosque.



In terms of intellectual property, the University embraces the prerogatives given by the State and currently recognized by law. It contemplates two dimensions: Copyright and Intellectual property rights.

#### 2.2.7.24 Financial Resources Management Policy

This Policy contemplates the consolidation of the culture of planning, execution and management of financial resources, supported by the Institutional Development Plan, aiming at ensuring the University's growth and permanence, optimizing resource management, obtaining the best profitability, the minimum risk and timely liquidity.

General guidelines that guarantee compliance of the missionary activities for education, research and knowledge transfer that also respond to the needs and challenges in the quality of higher education are defined within the framework of this Policy.

An important component in this policy is resource use, where timely and adequate application of financial resources that allow for the development of University activities is ensured.

#### 2.2.7.25 Environmental Policy

This Policy aims at planning, organizing, assigning, directing and controlling all activities related to environmental management inside Universidad El Bosque, to efficiently manage resources to reach the goals and objectives that contribute to fulfilling the organizational Mission.

Guiding principles based on the Green Academy, Excellence for Success, and Responsibility for a Healthy Life are considered within the framework of this policy, supporting the Sistema Institucional de Gestión Ambiental SIGA, with the development of cross-sectional programs such as: Green Purchases Program, Responsible and Autonomous Behaviors, Communication Program and Documentation Program.

#### 2.2.7.26 Institutional Email Adequate Use Policy

This Policy aims at establishing the responsibilities and guidelines that must be adhered to by all users of the institutional email to guarantee its correct use and to ensure its exploitation as a formal and official way of communicating and, as such, as a work tool provided by the University for the benefit of the educational community.

### 2.2.7.27 Internet Use Policy

Internet service is a resource that Universidad El Bosque has provided to all of the educational community to contribute with academic and work activities. The aim of this policy is to establish the responsibilities, rules and guidelines that must be obeyed by all the internet users inside the University to guarantee its correct use and a better exploitation of the service as a work and academic support tool that benefits all the educational community.

### 2.2.7.28 Personal Data Processing Policy

Understanding Habeas Data as a fundamental right recognized by the Colombian Constitution of 1991 and understanding its intimate relation to the right to freely develop the personality, Universidad El Bosque as a Higher Education institution and from its Biopsychosocial and cultural approach establishes governing principles with which this information is regulated.

The personal data processing policy aims at specifying the criteria for obtaining, collecting, using, treating, processing, exchanging, transferring and transmitting personal data and setting the responsibilities of the Institution and its employees in managing and processing personal data stored in databases and files, be it physically or digitally.

## 2.2.8 Statistical Summary - The University expressed in numbers

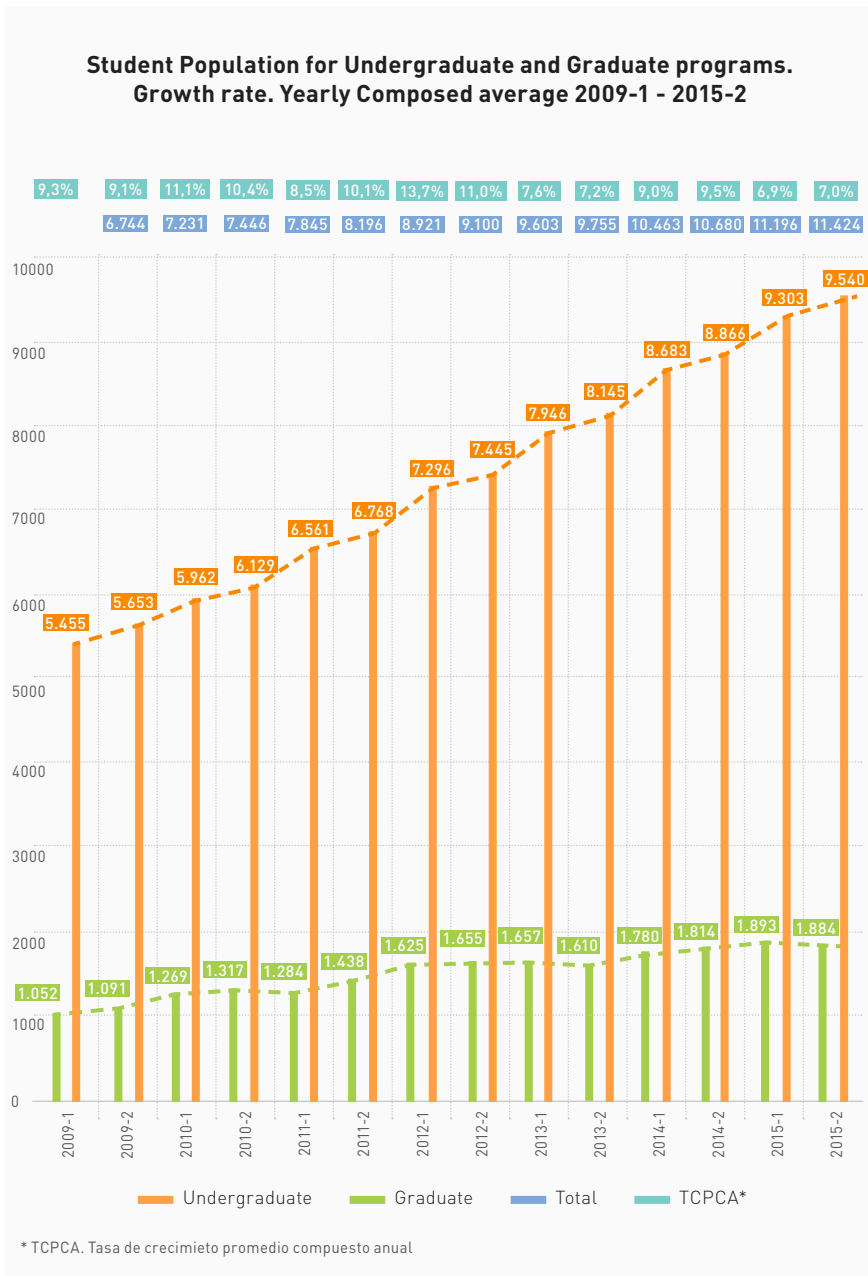
### 2.2.8.1 Students

		Undergraduate	Graduate
Age	<16	1%	-
	17 - 20	51%	-
	21 - 25	41%	18%
	26 - 30	6%	42%
	31 - 35	1%	23%
	36 - 40	-	10%
	41 - 45	-	3%
	>45	-	4%
Socioeconomic Strata	Levels 1, 2 and 3	60%	48%
	Levels 4, 5 and 6	40%	52%
Gender	Female	63%	64%
	Male	37%	36%
Origin	Foreigners	2%	3%
	Bogotá	37%	30%
	National	62%	67%

Table 1. Sociodemographic Description 2015-2 - Source: Integral Services Department. January, 2016.

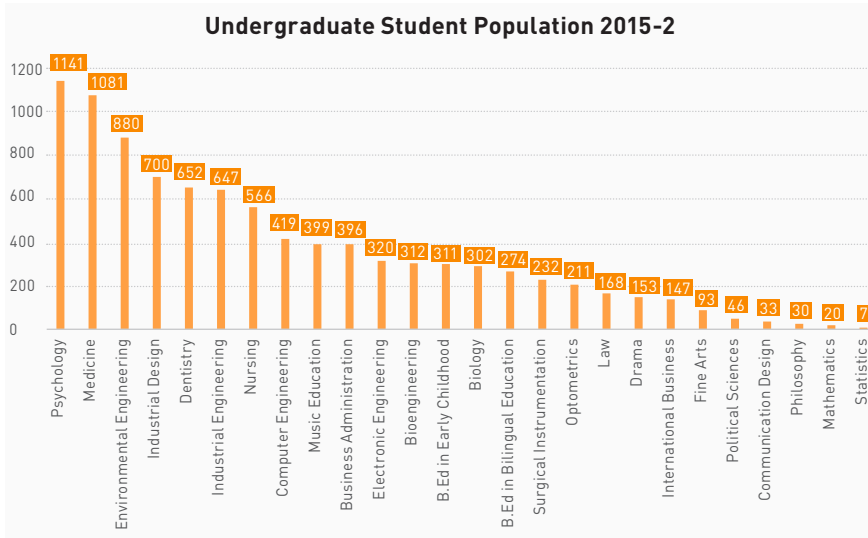
The profile of the undergraduate programs for Universidad El Bosque students indicates that 92% are youngsters between 17 and 25 years of age, 63% are female and 37% are male, 60% belongs to socio-economic strata 1, 2 and 3 and 40% belongs to socio-economic strata 4, 5 and 6 (stratification system of 1, lower purchasing power, to 6, higher purchasing power), 37% has their origin in Bogotá, 62% comes from other regions in the country and 2% are foreigners.

Regarding the profile of graduate programs in the University, 65% are people between 26 and 35 years of age, 64% are female and 36% are male, 48% belongs to socio-economic strata 1, 2 and 3 and 52% belongs to socio-economic strata 4, 5 and 6, 30% has their origin in Bogotá, 67% comes from other regions in the country and 3% are foreigners.

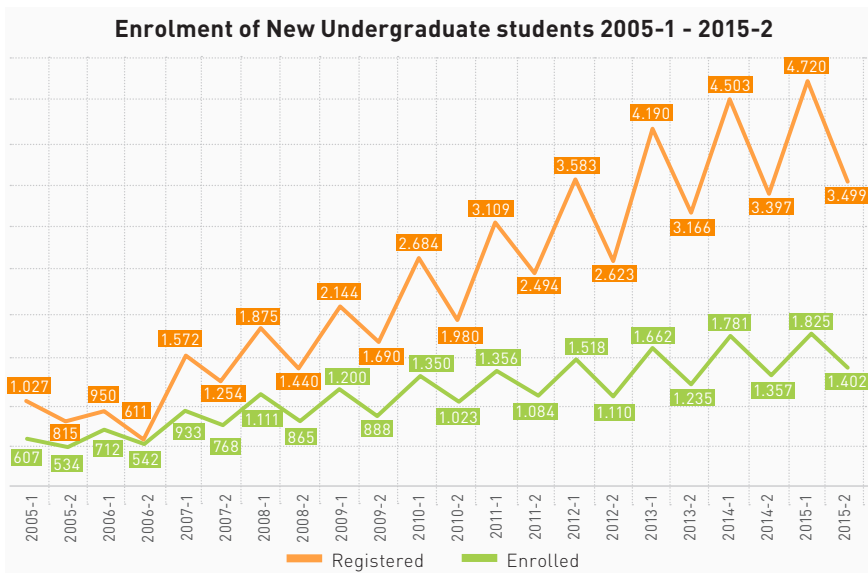


Graph 1. Student Population for Undergraduate and Graduate programs. Growth rate. Yearly Composed average 2009-1 - 2015-2. Source: Integral Services Department. January 2016.

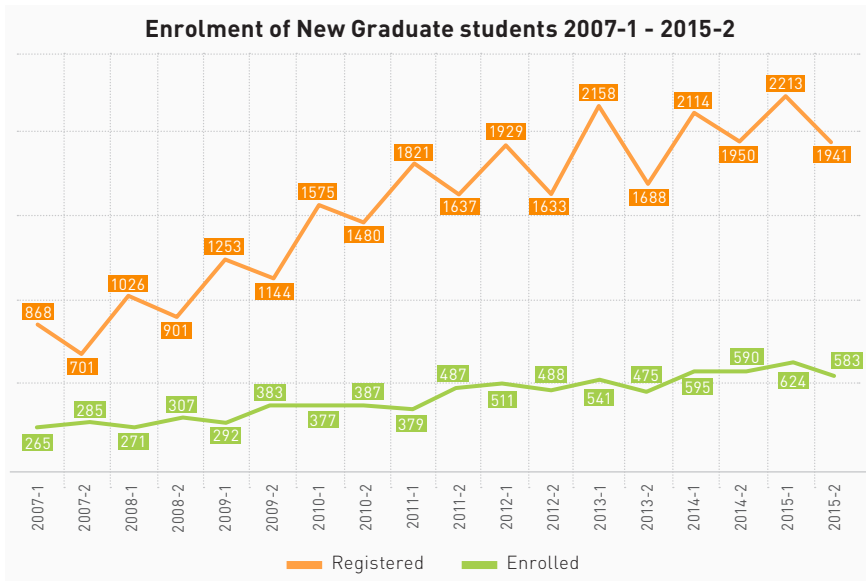
Regarding students, for the second semester of 2015, the total number of registered undergraduate students was 9540 and for postgraduate students it was 1884, for a total of 11,424 registered students.



Graph 2. Student Population by academic program. Source: Integral Services Department. January 2016.

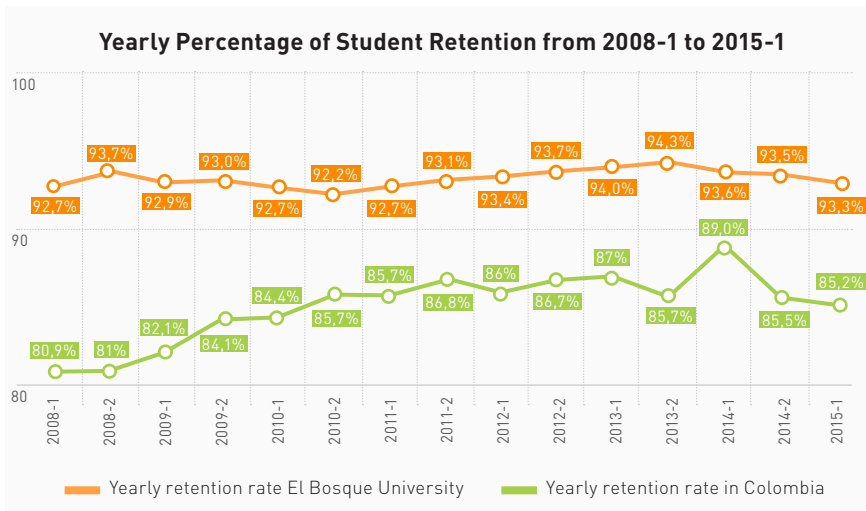


Graph 3. Enrolment of New Undergraduate students 2005-1 - 2015-2. Source: Department of Integral Services. January 2016.



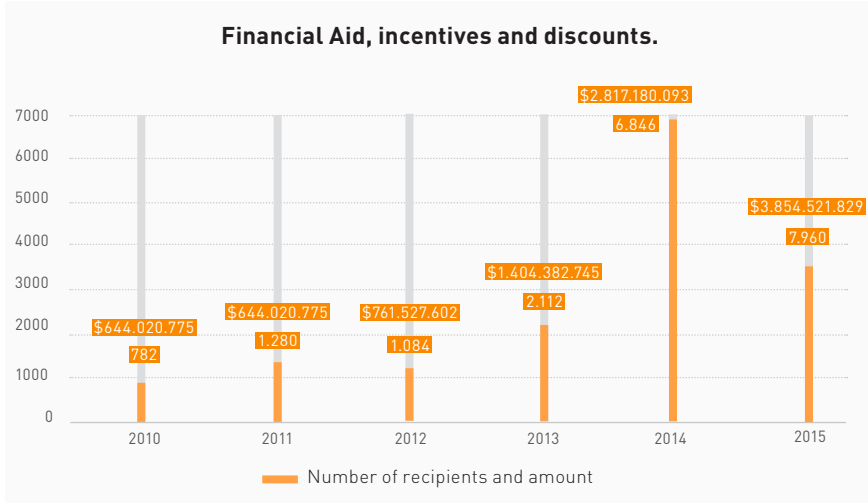
Graph 4. Enrolment of New Graduate students 2007-1 - 2015-2. Source: Department of Integral Services. January 2016.

In regard to the number of new registered students for the second semester of 2015 for undergraduate programs was 1402 and for graduate programs, it was 583, for a total of 1985 new registered students.



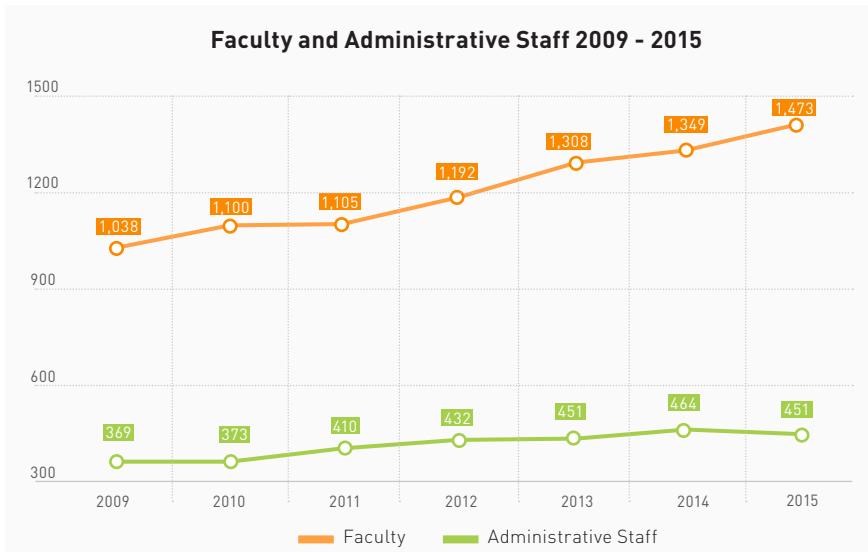
Graph 5. Yearly Percentage of Student Retention from 2008-1 to 2015-1. Source: Student Success Coordination. January 2016.

The percentage of student annual permanence for Universidad El Bosque in 2015-1 was 93.3%, while the percentage of annual permanence for the country is 85.2%; this means the University is 8 points above the country's percentage.

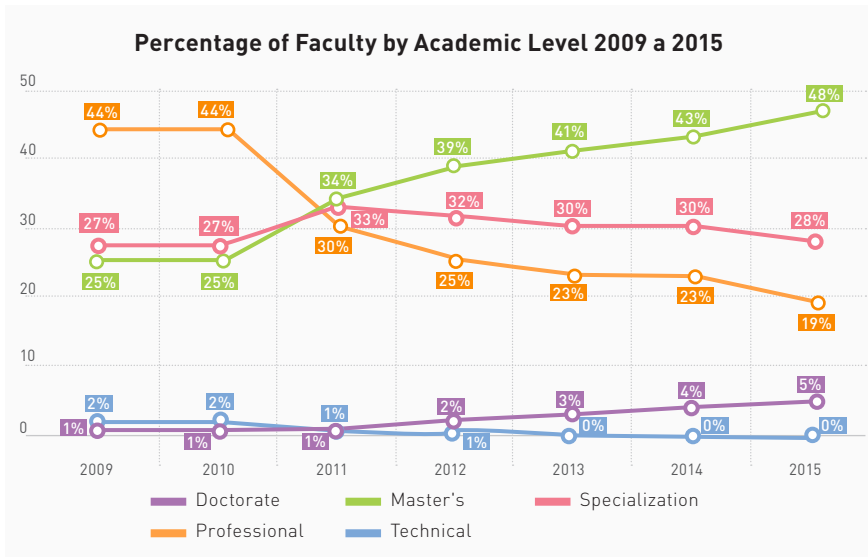


Graph 6. Financial Aid, incentives and discounts.

### 2.2.8.2 Professors

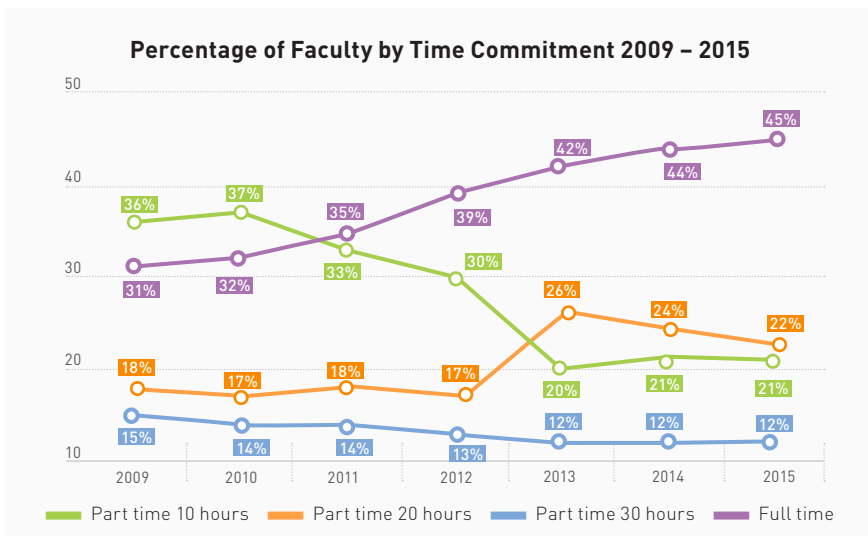


Graph 7. Faculty and Administrative Staff 2009 - 2015  
Source: Human Resources Department. December 2015



Graph 8. Percentage of Faculty by Academic Level.  
Source: Human Resources Department. December 2015

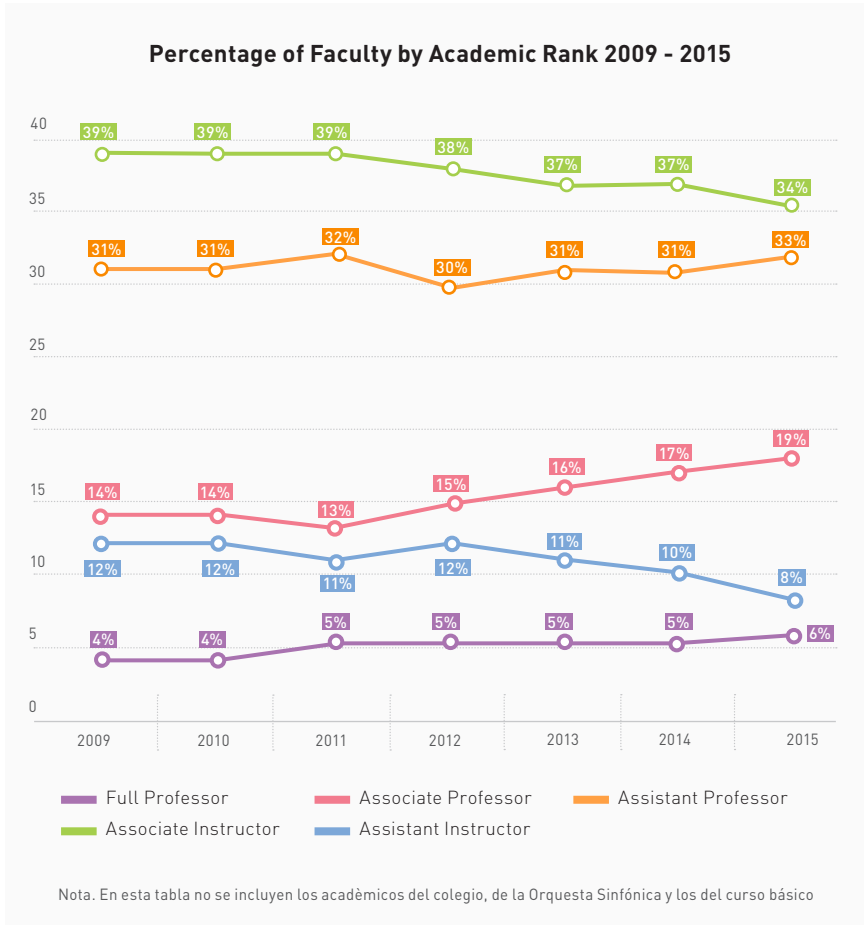
According to the data in the last figure, for the year 2015, Universidad El Bosque had 1473 professors, from which 5% held a Ph.D., 48% held a Master's, 28% held a specialization and 19% held a bachelor's degree.



Graph 9. Percentage of Faculty by Time Commitment 2009-2015.  
Source: Human Resources Department. December 2015.

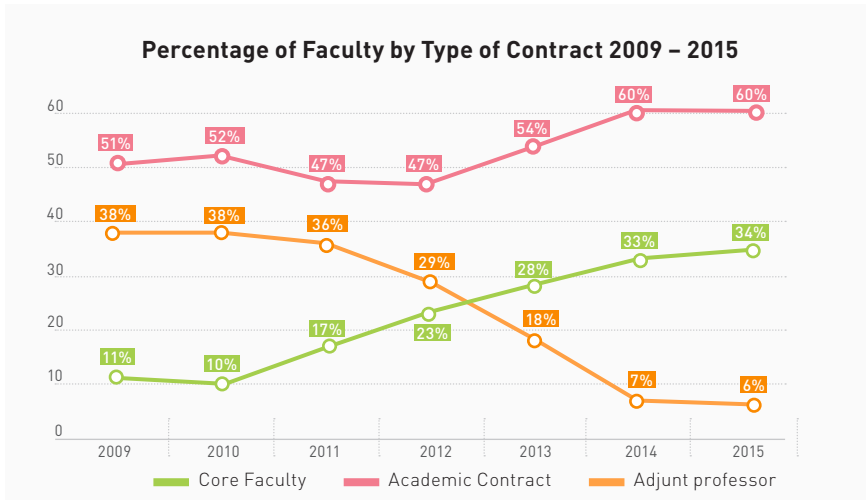


Between 2009 and 2015, we evidenced a significant increase in the number of full-time professors in the University, going from 31% to 45%, professors with a three-quarter time decreased from 15% to 12%, part-time professors increased 4 points, going from 18% in 2009, to 22% in 2015, while one-quarter time professors figures decreased from 36% to 21%.



Graph 10. Percentage of Faculty by Academic Rank 2009 - 2015  
 Source: Human Resources Department. December 2015.

In the distribution of professor categories, 6% of the professors belong to the Tenured Professor category, increasing two points in the last five years, 19% belongs to the Associate Professor category, 33% belongs to Assistant Professor, 34% to Associate Instructor and 8% to Assistant Instructor.

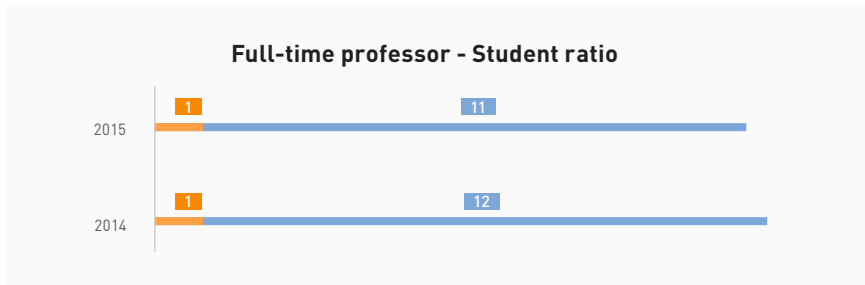


Gráfica 11. Graph 11. Faculty by type of contract 2009 – 2015.  
Source: Human Resources Department. December 2015

Between 2009 and 2015, the number of professors with a Core faculty contract went from 11% to 34%, the contract modality of Academics in 2009 was 51% and in 2015 it was 60%, while for Associate Academics the numbers switched from 38% in 2009 to 6% in 2015.

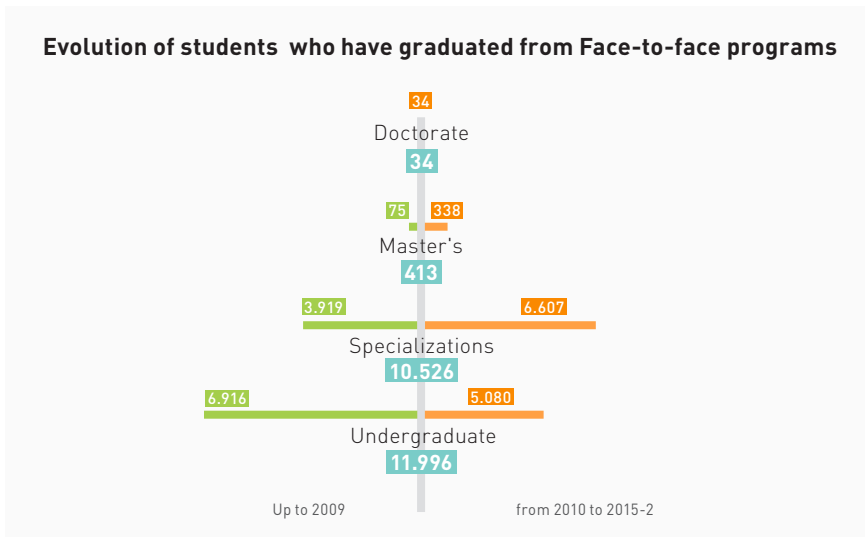
Academic Unit	Number of Professors
Vice-president for Academic Affairs	13
Vice-president for Research	53
School of Arts	111
School of Judicial and Political Sciences	25
School of Engineering	151
School of Sciences	82
School of Economical and Administrative Sciences	38
School of Image and Communication Design	92
School of Education	56
School of Nursing	68
School of Medicine	245
School of Dentistry	138
School of Psychology	85
Bioethics Department	10
Humanities Department	58
Graduate Programs and Advanced Training Department	231
Basic Leveling Course and High School	17
<b>Total</b>	<b>1473</b>

Table 2. Professors divided by Academic Unit for the year 2015



Graph 12. Full-time professor - Student ratio  
Source: Human Resources Department. December 2015

### 2.2.8.3 Graduates



Graph 13. Evolution of students who have graduated from Face-to-face programs.  
Source: Alumni Program's Office. January 2016.

For the second semester of 2015, Universidad El Bosque has a total of 22,969 graduates from face-to-face programs, from which 11,996 were undergraduate students and 10,973 were postgraduate students. From the total number of undergraduate program graduates, 5080 graduated between 2010 and 2015-2, the other 6916 graduates before that year; for graduate programs up to 2009, the total number of graduates is 3994, from these, 3919 correspond to Specializations and 75 to Master's, between 2010 and 2015-2 the total number of graduates is 6979, from which 6607 correspond to Specializations, 338 to Master's and 34 to Ph. D. programs.

### 2.2.8.4 Academic Programs

Universidad El Bosque has grown significantly in the last few years regarding its academic offer. Below we present the list of academic programs up to 2015-2 compared to 2009.

	2009	2015
<b>Undergraduate Programs</b>	<b>19</b>	<b>26</b>
Art and Design	4	5
Engineering	4	5
Natural and Health Sciences	6	8
Humanities and Social Sciences	4	4
Management	1	2
Judicial and Political Sciences	0	2
<b>Graduate Programs</b>	<b>71</b>	<b>78</b>
Specializations	65	66
Master's	5	10
Ph. D.	1	2
<b>Other</b>		
Continuing Education		
Basic Courses		
High School		

Table 3. 2009-2015 academic offer comparison. Source. Evaluation and Planning Division. January 2016.

At graduate level, the offer has grown especially in Master's and Ph. D. where programs have doubled; in the last five years, 13 programs have been created. In 2009, the University offered education in 19 undergraduate programs; today we have an offer of 26 programs, from which five belong to Arts and Design, five to Engineering, 8 to Natural and Health Sciences, two to Administration and two to Judicial and Political Sciences. Regarding graduate programs, we grew from five Master's in 2009 to 10 in 2016, and from one Ph. D. in 2009 to two in 2016.

### 2.2.8.5 Research

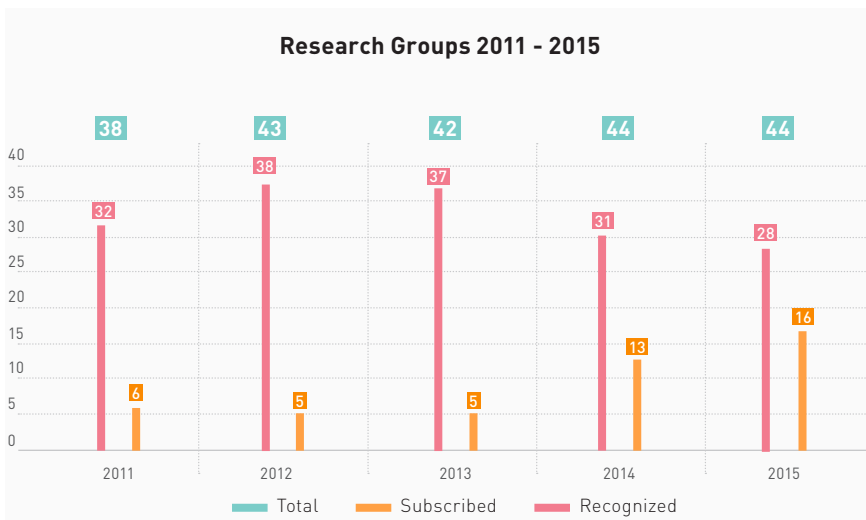
All the academic, social university responsibility and research activities in our University are based on the philosophical approach of the institution. Research activities are constantly reinforced to assume the responsibilities at high education levels. The highest governing body, The Board, in their session in September 2013, created the Vice-president for Research through Resolution No. 460. Thus, with a new administrative and statutory organization, Universidad El Bosque is headed toward research recognition of its academic groups.

Scientific Journals at the University		
Title	Classification in the bibliographical Index Publindex	Implementation as an open source digital journal OJS
Revista Colombiana de Bioética	B	Second Semester 2015
Revista Colombiana de Filosofía de la Ciencia	B	Second Semester 2015
Revista Colombiana de Enfermería	C	Second Semester 2015
Revista e Tecnología	C	Second Semester 2015
Revista Salud Bosque	C	First Semester 2015
Cuadernos Hispanoamericanos de Psicología	C	First Semester 2016
Cuadernos Latinoamericanos de Administración	C	Second Semester 2015
Revista MasD	Unclassified	Second Semester 2015

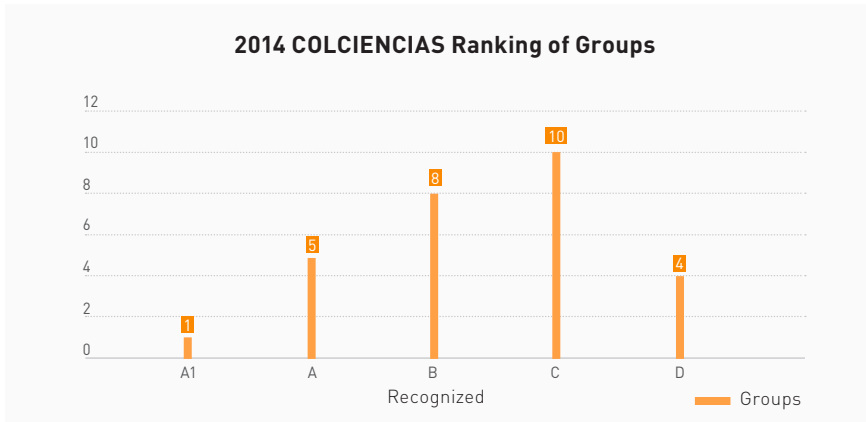
Publications		
Title	ISSN	Regularity
Congreso Institucional de Investigaciones	2322 - 9047	Annual
Hojas de El Bosque	2422 - 4235	Biannual

Table 4. Universidad El Bosque Journals.  
Source. Vice-president for Research. January 2016.



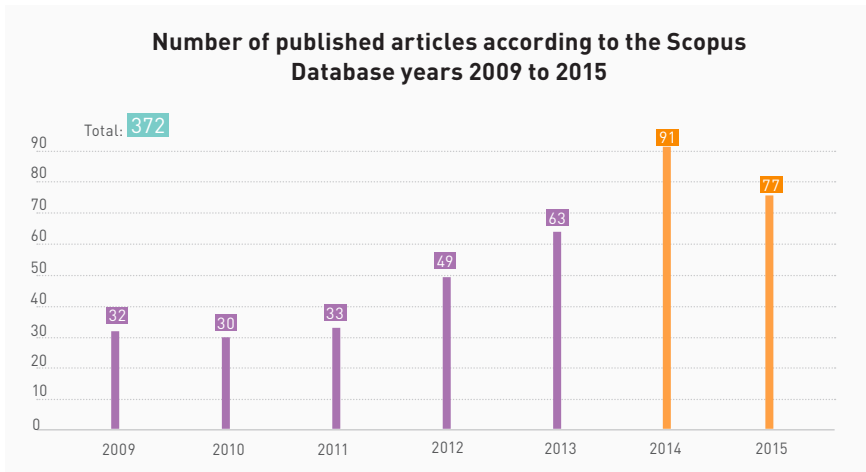
Graph 14. Research Groups 2011 - 2015  
Source. Vice presidency for Research. January 2016.

In the last five years, six new research groups have been created in the University, so now we have 44 groups, from which 16 are attested and 28 are recognized by COLCIENCIAS.



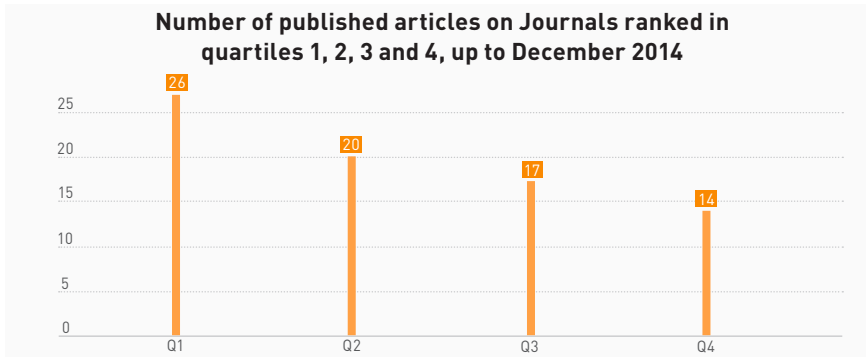
Graph 15. 2014 COLCIENCIAS Ranking of Groups  
Source: Human Resources Department 2015.

In accordance with the call of COLCIENCIAS for 2014, recognized research groups from the University are classified as follows: one group in A1, five groups in A, eight groups in B, 10 groups in C and four groups in D.



Graph 16. Number of published articles according to the Scopus Database years 2009 to 2015.  
Source: Vice presidency for Research. January 2016.

As reported by the Vice-president for Research for 2015, between 2009 and 2014 the number of published articles according to the Scopus database was 372; while in 2009, 32 articles were published, in 2014, 91 articles were published, showing the highest number of published articles of the last six years.



Graph 17. Number of published articles on Journals ranked in quartiles 1, 2, 3 and 4, up to December 2014. Source: Vice presidency for Research, 2015.

### 2.2.8.6 Social Responsibility

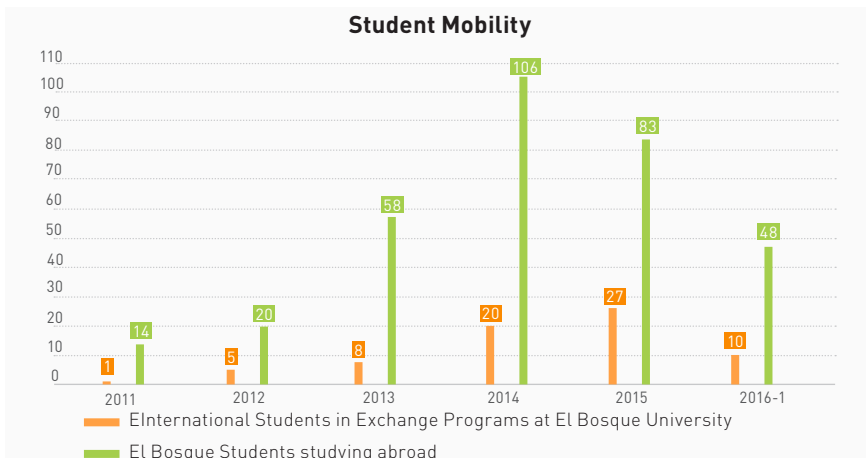
Project sector	Number of Projects*	Number of Beneficiaries*
Local Projects	60	4,720
Regional Projects	15	8,717
Nacional Projects	28	28,562
International Projects	5	16,500**
Total	108	41,999

Table 5. Social Responsibility Projects

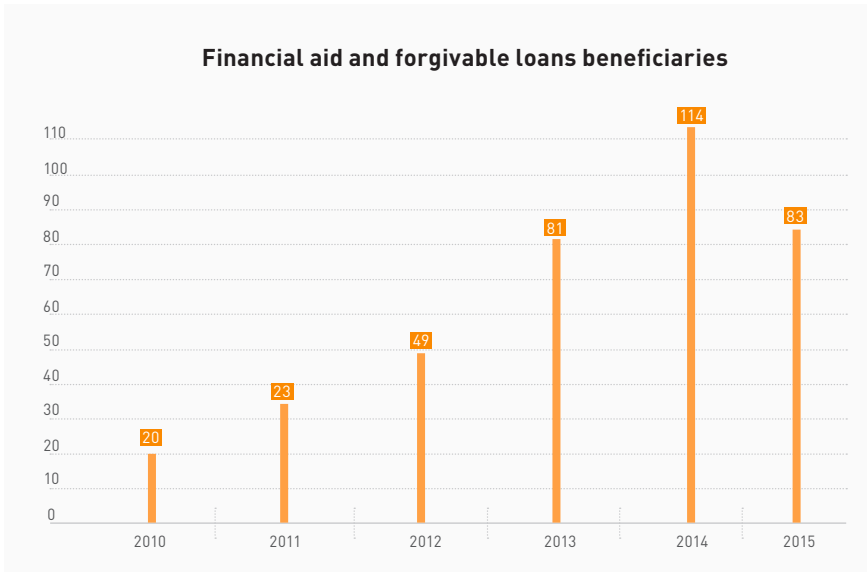
\* The data was supplied by the programs or dependencies through the online recompilation tool: "Formulario de actualización Proyectos de Responsabilidad Social Universitaria 2016"

\*\* The number is calculated from the average of last year project multiplied by the duration time itself.

### 2.2.8.7 Internationalization

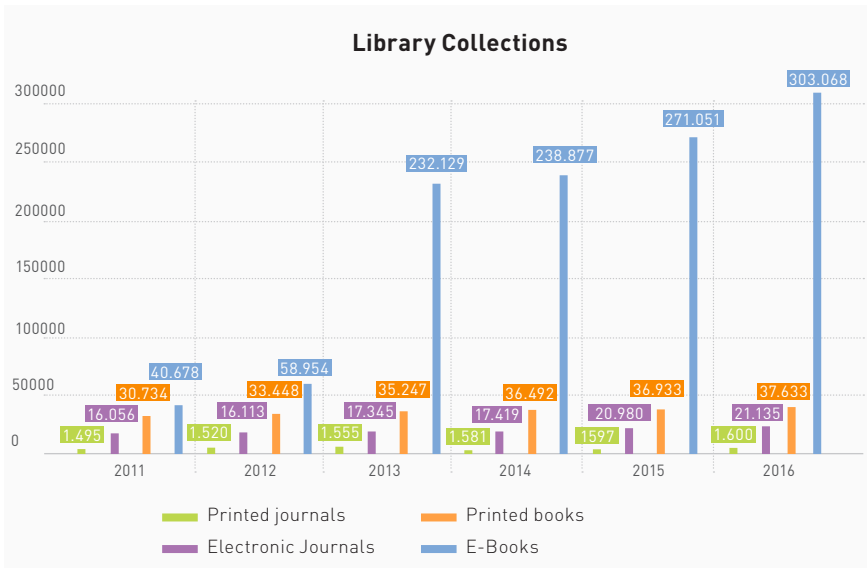


Graph 18. Student Mobility. Source: Development Office. January, 2016.



Graph 19. Financial aid and forgivable loans beneficiaries.  
Board of Directors. December 2015.

## 2.2.8.8 Library

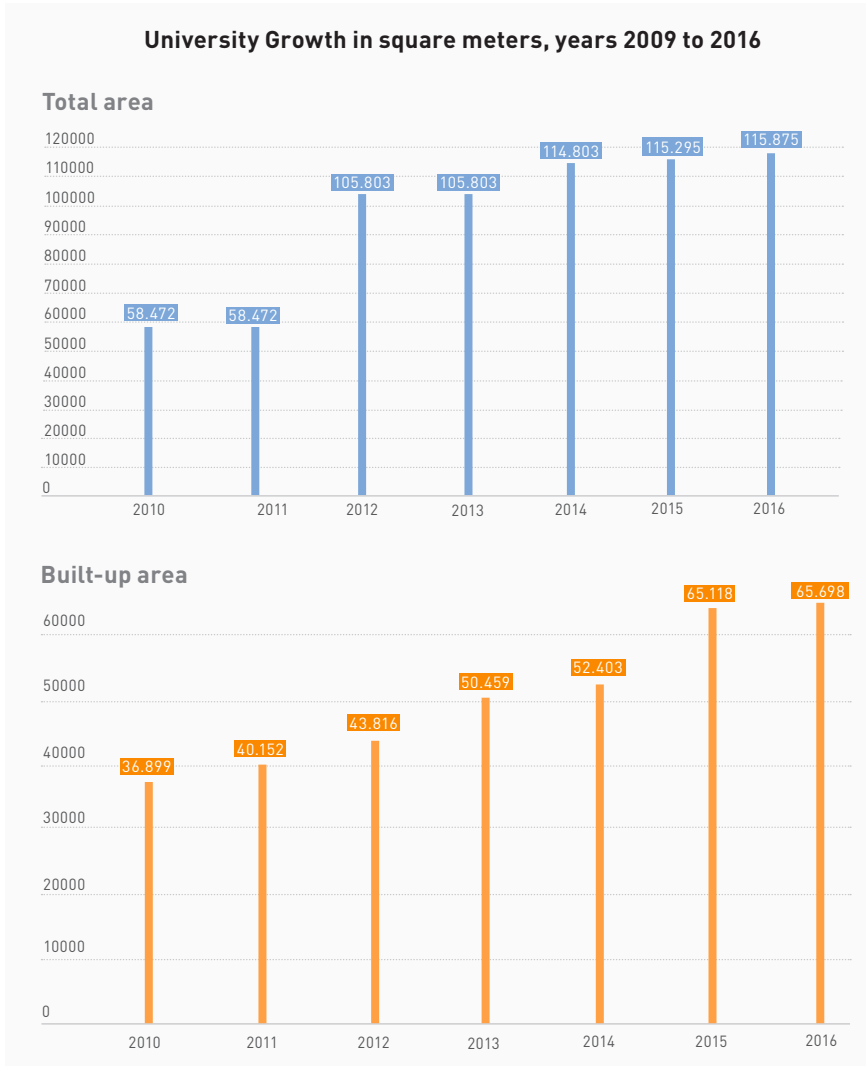


Graph 20. Collections.  
Source: Symphony Information System - Total Digital Collection. January, 2016.



### 2.2.8.9 Campus and infrastructure

According to the Strategic Orientation, growth and institutional development is focused toward health and quality of life, with this as maybe the most important element from the strategic perspective of the Institution. In this way, the growth of the University in square meters in the first semester of 2016 rose to 115,875, with a constructed area of 65,698.



GGraph 21. University Growth in square meters, years 2009 to 2016.  
Fuente. Vicerrectoría Administrativa, Enero 2016

Falta traducción





## 3. Development Plan

### 3.1 Toward quality of life

It has been a challenge for professionals and researchers in areas such as economy, health and social sciences who have analyzed and studied the concept to define quality of life. According to Serban - Oprescu (2011) it is not possible to talk of a universally accepted definition of quality of life, although some authors have sought to define it from different perspectives<sup>60</sup>. Urzua and Caqueo-Urizar (2012) highlight some definitions of quality of life from which we can find that proposed by Ferrans (1990), who defines it as “the personal well-being resulting from the satisfaction or dissatisfaction with areas that are important to him or her”; the one of Lawton (2001), who believes that it corresponds to a “multidimensional assessment, according to the interpersonal and socio-normative criteria of the individual and environmental system”; or the one provided by Haas (1999), which states that it is a “multidimensional assessment of individual circumstances of life in the cultural context and values to which it belongs to”<sup>61</sup>, among others.

We also highlight Nussbaum & Sen’s statement (as quoted in Serban - Oprescu, 2011) who consider that “the search for a universally applicable explanation of the quality of human life has moreover, the promise of greater power to defend the lives of those who tradition has oppressed and marginalized. However, it faces the epistemological difficulty of substantiating these

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<sup>60</sup> Serban -Oprescu, G. (2011). An epistemological perspective on the Quality of Life concept.

<sup>61</sup> Urzúa, A. y Caqueo-Urizar, A. (2012). Calidad de vida: una revisión teórica del concepto.

claims properly, saying where the rules come from and how we know that they are the best”<sup>62</sup>.

Regardless of its definition, quality of life has been addressed in an interdisciplinary manner and validated as a scientific notion. Cummins (as quoted in Marquez and Rojas, 2015) mentions that it is characterized for being multidimensional, influenced by personal and environmental factors, having subjective and objective components, and reinforced by self-determination, the resources, the purpose in life and a sense of belonging<sup>63</sup>.

On the other hand, according to Arita (as quoted in Marquez and Rojas, 2015) quality of life comprises three dimensions: the objective conditions of life, the objective ability (income and education level) and the subjective ability (psychological well-being and belief of abilities to face life), and subjective well-being (satisfaction and happiness for life)<sup>64</sup>.

From the capabilities approach set by Nussbaum and Sen (1993), quality of life would imply a person’s ability to make valuable acts or achieve valuable states of the individual. In cohesion with this, people may be capable of: a) living like a normal human being, b) having and maintaining body health, c) moving freely with bodily integrity, d) having freedom of usage and expression of their senses, their imagination and their thinking, e) having feelings and emotions that are not destroyed by fear, abuse or negligence, f) forming a conception of good, and taking part in critical discussions in this regard, g) interacting with their peers, h) living concerned of their relationship with nature and the environment, i) having fun, playing and enjoying spaces for recreation, and j) having control of their own political as well as the economic and social environment<sup>65</sup>.

In cohesion with the aspects that are addressed in the concept of quality of life, UNESCO states that the satisfaction of needs makes part of it and in the educational context, recounts: “every person - child, youngster or adult - should be able to be in conditions to benefit from the educational opportunities offered to satisfy their basic learning needs. These needs comprise both

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<sup>62</sup> Serban –Oprescu, G. (2011). An epistemological perspective on the Quality of Life concept.

<sup>63</sup> Márquez, G. y Rojas, M. (2015). Política Educativa Orientada a la Calidad de Vida del Estudiante Universitario.

<sup>64</sup> Ídem.

<sup>65</sup> Serban –Oprescu, G. (2011). An epistemological perspective on the Quality of Life concept.

essential learning tools (as reading and writing, oral expression, calculation, problem-solving) as the basic contents of learning (theoretical and practical knowledge, values and attitudes) required to allow humans to survive, fully develop their capacities, live and work with dignity, participate fully in the development, improve their quality of life, make informed decisions and continue learning”<sup>66</sup>.

Now then, quality of life is a concept which can be applied to the field of education which, although it has been addressed especially for students, is adjusted to the educational community in general. In this regard Sirgy, et al. (as quoted in Blázquez, Chamizo, Cano and Gutiérrez, 2013) emphasize that to understand the university quality of life it is necessary to speak about the satisfaction of the students, since from it most of the concept is put together<sup>67</sup>.

Likewise, in the quality of life of the University students, aspects such as the family, home, community, university, spiritual, social (friends), and emotional aspects, among others can have an influence. In general, quality of university life is the perception of the satisfaction experienced by a student at the University (Andrews and Withey, as is quoted in Blázquez, Chamizo, Cano and Gutierrez, 2013)<sup>68</sup>.

As for the State, the pursuit of quality of life in the population is a priority that has been searched to benefit also from the institutions of higher education. In this sense, it is associated with the subjective well-being that has been taken into account in the educational contexts to promote it.

At a general level, and in accordance with the issues raised by Marquez and Rojas (2015), it is a task of the institutions of higher education to ensure citizen well-being, designing strategies that promote quality education supported by international cooperation, towards Latin American and the Caribbean countries, which will allow for a greater coverage. In this way, the quality of life must be promoted and supported through the public and educational policies of a country<sup>69</sup>.

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<sup>66</sup> UNESCO. (1994). Declaración mundial sobre educación para todos, p. 3.

<sup>67</sup> Blázquez, J., Chamizo, J., Cano, E. I. y Gutiérrez, S. (2013). Calidad de vida universitaria: identificación de los principales indicadores de satisfacción estudiantil.

<sup>68</sup> Ídem.

<sup>69</sup> Márquez, G. y Rojas, M. (2015). Política Educativa Orientada a la Calidad de Vida del Estudiante Universitario. Revista Educateconciencia, 5 (6), 43-56

In cohesion with it, the OCDE in its study “index for a better life” mentions that people in Chile, Spain, the United States and Mexico highlight that the satisfaction regarding life, education and health are the most important well-being topics for the citizens, that the men and the women share the same priorities and that the well-being preferences are very similar among the different countries and regions<sup>70</sup>.

Within the framework of what was previously described, Universidad El Bosque since its birth has established a commitment to the quality of life; this is evident in its Mission, Vision and Institutional Strategic Orientation. According to this, growth and institutional development have focused toward health and the quality of life, this being one of the elements of great importance from the strategic perspective of the institution.

Thus, the University has its differentiating transverse approach to its academic offer: The biopsychosocial and cultural approach. This approach means that the human being is more than the sum of the biological, psychological, social and cultural factors; in cohesion with its mission, the University presents a comprehensive, pluralist and humanist understanding with the goal of educating professionals who are ethical, socially committed and participatory of the social development.

The University responds to its commitment to a holistic education to the extent that it does not form the professional for labor performance, but for life, to be an actor of social change immerse in a community that requires an adequate and timely solution to the realities of life, in such a way that with the education that is given, hoping to reverberate in the quality of life of every student.

Regarding this, and bearing in mind that Universidad El Bosque tends to “a culture of life, its quality and its meaning”, the Institutional Development Plan, from its different programs and projects, reflects its commitment with the quality of life of the educational community and society in general.

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<sup>70</sup> OCDE. (s.f.). Índice para una Vida Mejor.

## 3.2 Description of the Development Plan

The Development Plan contains the description of those aspects in which the University will focus its actions for the next five years, consistent with the optimal implementation of its Mission, its Vision, its Institutional Educational Project and its Strategic Orientation, which allows for the fulfillment of the missionary functions: integral education, research and university social responsibility.

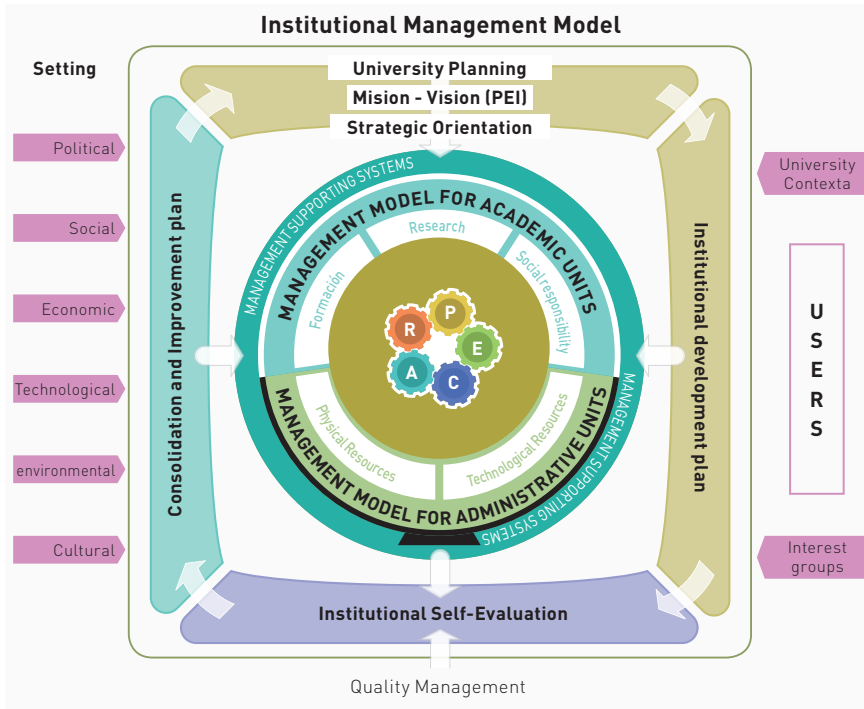
Consistently with these hypotheses, the University has a Strategic Map that illustrates the cause-effect relations generated from the different perspectives of university management. The University has an organizational capital with resources and the necessary physical and academic services, for proper management of its main pillar: human talent. Its development allows for the improvement in processes and organizational services, be they missionary (education, research and transference) or academic support (university well-being, student services, etc.).

Consistent with the above, the University has a model of Institutional Management that is a set of interrelated activities, which serves as a frame of reference to define what the University wants to achieve (Planning), to determine how to do it (Executing), measure if it is achieving it (Controlling and Analyzing) and acquire the ability to make changes, setting up opportunities for assurance and improvement (Feedback). As such, in the planning process and specifically in the Institutional Development Plan it is identified how important it is for the University to orientate its development toward a concrete and pragmatic horizon.

As is evidenced in figure 22, the model is based upon the interaction of the University with local, national and international environments, and it illustrates the impact of its political, economic, social, technological, environmental and cultural trends on the institution. The University monitors, analyzes and evaluates these trends in its planning processes.

According to the above, and framed within the Quality and Planning Policy, for the University planning is a permanent and flexible function that stimulates the development of the potential of the members of the University community, to better carry out of the substantive purposes of the Institution.





Graph 22. Institutional Management Model

The policy of institutional planning, within its principles, establishes that “the Institutional Development Plan was established as a device for dynamizing institutional processes, and which adapts to the challenges and needs of the local, regional, national and global environment for the fulfillment of the Mission of the University. It is assumed as a route and horizon for the development of the missionary functions and not as a fixed framework that prevents the institution from responding promptly to challenges and opportunities that will be presented during its scope period.” Similarly, “the Plan conducts a comprehensive, objective and quantifiable presentation of the Institutional situation, which is assumed as a starting point for the projection of the management. It brings together the efforts of the University community in search of the fulfillment of strategic objectives from a human and academic perspective. It orientates the institutional budget and it identifies priorities, establishing points of convergence to articulate the interests of the different institutional actors.”<sup>71</sup>

<sup>71</sup> Universidad El Bosque. (2013). Política de Calidad y Planeación, p. 36

Within the framework above, the University conceives planning and quality as a virtuous cycle (Figure 22), as complementary and synergistic processes, which are part of the internal reflection of the members of the educational community and representatives of the external sector and that allows for having the knowledge about the way in which the University is developing its work; from there, and with the participation of the community, the aspects in which the University will focus its actions are established for the next five years, consistent with the optimal realization of the Mission, Vision and Institutional Educational Project, through the fulfillment of the missionary functions: comprehensive education, research and university social responsibility, for the culture of life its quality and its sense.



Graph 23. Quality and Planning Management

In this way, the Institutional Development Plan is part of the cycle of the Self-evaluation-Planning-Quality, consistent with the Model of Institutional Management. It strengthens the culture of quality and the culture of planning, in the way that it starts as part of an evaluation and participative construction, supported on the self-evaluation. The Plan is characterized as being challenging, relevant, innovative, flexible, with a budget and clear indicators that allows for carrying out the corresponding monitoring and control of its implementation.

This current Institutional Development Plan has a validity of 5 years (2016-2021) and it is made up by foundations, pillars and strategies which have been identified as key aspects in which the University will focus on the following five years. They consist of programs that contain their respective justification, description and projects that will be developed as part of them. For each project, the justification, description, objectives, actions, targets, indicators, schedule, resources, responsible parties and means of verification are identified. Detailed information on these elements of the projects is located in the matrix of institutional planning that not only allows for an overview of the Plan general, but facilitates its follow-up.

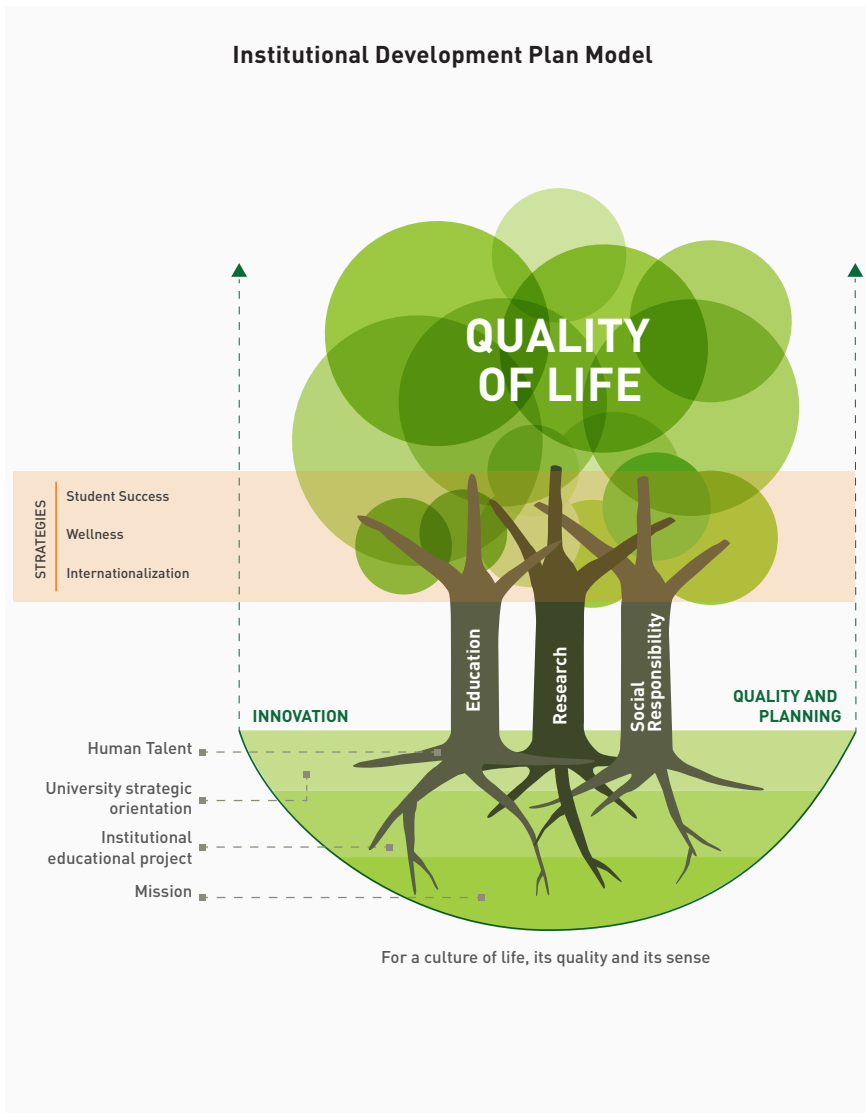
It should be stressed here, that The Board of the University, through resolution No. 461 of 2014, authorized the Integral Physical development Master Plan of Universidad El Bosque, which presents the strategic proposal of physical planning in the future of the University regarding the use and distribution of space for the academic, administrative, socio-cultural and recreational activities.

In total, the Plan of Institutional Development is composed of 20 programs and 51 projects. It is important to highlight that for the monitoring of the achievement of established goals, the Plan has 58 general indicators. However, since for some projects the indicator is the same, we conclude that the total number of general indicators of the Plan is 55. Details of the Plan are presented in table 6.

Strategic Lines	Programs	Projects	General Indicators
Mission – IEP – Institutional Strategic Orientation - Vision	2	3	3
Planning - Innovation – Quality	3	10	11
Human Talent	1	2	2
Education	2	5	6
Research	2	6	9
Social Responsibility	3	8	8
Student Success	3	5	6
Wellness Department	3	7	7
Internationalization	1	5	6
<b>Totals</b>	<b>20</b>	<b>51</b>	<b>58</b>

Table 6. General Information of the Institutional Development Plan 2016-2021

Returning to the previous information, in relation with the culture of planning and quality, the Institutional Development Plan is illustrated with the figure of a tree (figure 23).



Graph 24. Institutional Development Plan Model

Thus, the Plan consists of: foundations or root, which refers to the components that support and guide the work of the Institution; pillars or trunks, which reflect the fundamental tasks of the University Institution; and Strategies or branches, which show the cross-references that support and complement the institutional work.

## 3.3 Foundations, Pillars and Strategies of the Institutional Development Plan 2016 - 2021

Below we present the description of each of the foundations, pillars and strategies of the Development Plan with their corresponding programs and projects.

### 3.3.1 Foundation: Mission, Institutional Educational Project, Institutional Strategic Orientation, Vision

Universidad El Bosque focuses its activities on the promotion of the dignity of the human person in its entirety; this is the contemplation of its multiple dimensions in the biological, psychological, Social, and Cultural aspects contributing to their comprehensive education.

The adoption of the Bio-Psycho-Social and Cultural model has differentiated Universidad El Bosque in its different tasks; this has been shown in the articulation of different dimensions around innovative and decisive proposals facing the economic, social, cultural and academic conditions typical of the environment affected. All this is expressed in the Institutional Mission.

The development and practice of these postulates is clearly established in the Institutional Educational Project, with which the University commits to the qualified exercise of its substantive functions that, given the nature of the University, manages it.

Hence, the Institutional Vision assumes the challenges of the educational sector and commits to reach a challenging goal around the qualification of the academic community, the quality and relevance of their programs, the appropriation of the cultures of planning, innovation and quality, the meaningful contribution to society from the development of research and the construction of a country in peace and with a sustainable development.

The current Institutional Development Plan (IDP) 2016-2021 becomes a guiding and dynamizing document of the institutional processes, with a single purpose, the fulfillment of the Mission and the Institutional Educational Project. The stated document is fully articulated and responds to what was contemplated within the Institutional Strategic Orientation and the axis of Health and Quality of life.

This foundation contemplates and organizes the lines of action that register the strengthening of the institutional identity and the consolidation of the Bio-Psycho-Social and Cultural approach in the comprehensive formation of the University Community. To do this, the efforts are channeled towards the management of the institutional identity, the implementation of communicative strategies as support for the appropriation of the institutional postulates and the increase of new spaces for integral education.

Responsible parties

The President of the University.

### Program 1: Strengthening of the Institutional Identity in the University Community

Justification

University El Bosque has clearly formulated institutional principles, in which the commitment with the country is established and the proposed transcendental purpose. The articulation of these principles is evident in the development of the academic and administrative processes, as well as the results of such management.

At the same time, the University takes an active and dynamic role faced with the expectations, changes and needs that arise within the Colombian context. Therefore, the Institution develops collaborative and combined strategies with different actors, with the sole purpose of contributing to the improvement of the conditions and quality of life of the people.

Accordingly, the appropriation of the institutional identity of the University Community, becomes a prevailing factor that must have a continuous and further development in the Institution.

Description

Through this program the University seeks the consolidation of a University Community that is fully identified and aware of the principles that will be reflected in their daily work and their behavior in all dimensions of the individual.

Responsible parties

The President of the University.

## Project 1: Management of the Institutional Identity in the University Community

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### Justification

The Institutional identity is constituted in the experiential and committed way that people assume as part of Universidad El Bosque. The above, leads them to be identified as participatory actors in the different processes, taking as a framework of reference what was contemplated in the Institutional Mission and the interest for permanent improvement of the people's quality of life. It is necessary to contemplate all the possible and available spaces for the promotion of that identity, taking into account the various interest groups and relationships that Universidad El Bosque establishes with them.

### Description

The project promotes the generation of spaces of collaborative participation where those aspects that constitute the Institutional Identity of Universidad El Bosque are reinforced and clarified and the way in which these are made tangible and experiential in the daily work and in the quality of life of the people who are part of the University.

### Objectives

- To generate spaces of joint participation where the institutional postulates of the University Community are addressed and consolidated.

### Actions

- Continuing with the socialization of the institutional principles in areas such as: a) Self-evaluation and Planning Work-days, b) Processes of Induction and Re-induction.
- Establishing new spaces for the promotion of institutional principles in the University Community.
- Implementing mediation mechanisms that allow for evidencing the appropriation that the University community has of the institutional principles.

### Goals

- 90% of the University Community members have received at least an explanation of the institutional principles.

- There is at least the implementation of two new spaces where the institutional principles in the University Community are encouraged.
- There is an instrument that allows for measuring the level of appreciation that the University Community has regarding the Institutional Identity.

#### Indicator

- The result of the perception surveys applied to different interest groups of the University Community.

#### Responsible parties

Vice-presidencies, Academic Units, Administrative Units.

## Project 2: Through a Communication Plan, promote the appropriation of institutional postulates by the University Community

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#### Justification

A suitable communicative strategy, allows for founding elements of the institution to permeate their work at different hierarchical levels and that people who are part of the University Community assume them with a sense of belonging and respect.

Similarly, the daily work in the field of the academy requires a clear understanding of the *raison d'être* of the institution, its characteristics and the added value of its offer.

Therefore, we must have an effective, pertinent, accurate and timely communication plan that will become the main tool for the management of information and the processes of awareness-raising and appropriation of the institutional principles.

#### Description

The diversification and maximizing of communicative strategies, which the institution makes use of, are the fundamental basis for the success that can be achieved in terms of the processes of awareness-raising and appropriation of the institutional principles.



The project aims at finding the best channels and resources so that the information related to strategic issues and Institutional Identity reaches the different groups of interest, with the intention of creating a greater sense of belonging and commitment in the educational community.

The above will be developed through the definition, implementation and evaluation of the Policy and Communication Plan established at the University.

#### Objective

- To establish new mechanisms of dissemination and information for the appropriation of the institutional postulates by the University community.

#### Actions

- Defining the communication plan that will develop the policy.
- Implementing the established plan.
- Evaluating the results of the communication plan of Universidad El Bosque, aligned with what was established in the Institutional Policy.

#### Goal

- The Communication Plan established for Universidad El Bosque has been defined, implemented, and evaluated

#### Indicator

- Percentage of implementation of the communication plan in relation to the institutional postulates.

#### Responsible parties

Vice-presidencies, Academic Units, Administrative Units.

## Program 2: Consolidation of the Bio - Psychological, Social y Cultural approach in the Integral Education of the University Community

#### Justification

Taking into account the multiple dimensions of the human being and the need to provide the conditions and necessary opportunities for their

comprehensive education, Universidad El Bosque is committed to the qualification and improvement of these conditions from the Bio - psycho, Social, and Cultural perspective, moving towards the construction and development of a project of life in each of those that make up the University Community.

While there is a recognition of the Cultural and Biopsychosocial model as fundamental axis in the institutional activities, it is necessary to make tangible its achievements and its imprint on the members of the University Community.

#### Description

The program tends to the growth and the qualitative development of its University Community, through dignifying strategies of the human person.

#### Responsible parties

Vice-president for Academic Affairs.

### Project 1: Strengthening of the Integral Education of all the Members of the University Community

#### Justification

Since Universidad El Bosque has been characterized by maintaining a focus of action based on human life, its quality and its meaning, it is necessary for them to assume with greater intensity and diversity, strategies and spaces that can have an impact on the integral education of people, and thus, the improvement of their quality of life.

#### Description

It is clear that an explicit commitment of Universidad El Bosque, focuses on creating the best conditions to harmoniously develop the different dimensions of human complexity. This project focuses on the identification and generation of spaces, which evidence the task of educating integral members of the University Community, as well as the measurement of the respective progress.

#### Objective

- To strengthen the Biopsychosocial and cultural model, the humanistic approach and the comprehensive formation of all the University Community members.

Action

- Establishing new mechanisms and strategies that encourage the strengthening of the integral education of the members of the University Community.

Goal

- New mechanisms and strategies of integral education have been established, addressed to the members of the educational community, at least one per group of interest.

Indicator

- Number of new mechanisms and strategies for the promotion of the integral education.

Responsible parties

Academic Units, Administrative Units.

### 3.3.2 Foundation: Planning, Innovation, Quality

For Universidad El Bosque, quality and planning are fundamental pillars defined in the Institutional Management Model and in the virtuous cycle of evaluation - planning. Through its quality and planning policy it promotes the strengthening of the culture of planning and quality involving all levels of the educational community and identifying consolidation and improvement opportunities that are significant supplies for development, improvement and action plans. It highlights the importance of the development of the innovation and undertaking to be more competitive.

Responsible parties

The President of the University.

#### Program 1: Strengthening of the Institutional and Academic and Administrative Unit Planning System

Justification

Institutional, academic and administrative unit planning processes have allowed the University to execute improvement and consolidation actions. The Institution is aware of the fact that the value of these processes is in their articulation, implementation and execution in the long-term.

As such, institutional and academic and administrative unit planning allows for the outline of the direction the University is taking in the next years; these plans are a revitalizing device of institutional processes that are modified according to the challenges and needs of the environment for complying with the Mission and Vision.

Description

With the Institutional and academic and administrative unit planning system we consolidate the culture of planning in administrative and academic settings in relation to the Institutional Management Model.

In line with the Mission, Vision, the Institutional Development Plan and self-evaluation exercises, Academic and Administrative units participatively create their Development Plans.

Responsible parties

The President of the University.

## Project 1: Implementation, follow-up and evaluation of the IDP 2016 – 2021

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### Justification

In the Institutional Development Plan 2016-2021 we state the horizon for the University in the next years for the development of its missionary functions, according to the Mission, Vision and the Institutional Educational Project. Having clear implementation, follow-up and evaluation strategies of the Plan, allows us to have trustworthy and timely information regarding the advances and attainment of the objectives and defined strategic goals.

### Description

With this project, we articulate the mechanisms that ensure the execution of the Plan within the expected terms, its permanent follow-up and evaluation in such a way that Institutional performance, objective and goal attainment are measured and actions or adjustments for its observance are established.

### Objectives

- To implement the Institutional Development Plan.
- To follow-up the programs and projects of the Plan.
- To evaluate the observance of the Institutional Development Plan.

### Actions

- Socializing the IDP with the educational community.
- Developing tools for the follow-up of the Plan.
- Following-up programs and projects.

### Goal

- 100% of the Institutional Development Plan implemented for 2021.

### Indicator

- Percentage of observance of the projects of the Institutional Development Plan IDP after one, three and five years.

### Responsible parties

Vice-president for Academic Affairs, Evaluation and Planning Division.

## Project 2: Development, implementation, follow-up and evaluation of the Development Plans of the Academic and Administrative Units articulated with the IDP 2016 – 2021

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### Justification

Academic and administrative units develop their plans in articulation with the Institutional Development Plan for the development of their missionary functions, according to the Mission, Vision and the Institutional Educational Project. Having clear implementation, follow-up and evaluation strategies of the Plan, allows us to have trustworthy and timely information regarding the advances and attainment of the objectives and defined strategic goals, and also of the way in which they, as a whole, comply with what was stated in the Institutional Development Plan IDP.

### Description

In cohesion with the Institutional Development Plan (foundations, pillars and strategies), academic and administrative units create their own development plans. These plans are designed based on clear guidelines, that allow them not only to be articulated with the Institutional Development Plan, but also include their respective implementations, follow-up and evaluation strategies that allows us to have trustworthy and timely information regarding the advances and attainment of the objectives and defined strategic goals, and also of the way in which they, as a whole, comply with what was stated in the Institutional Development Plan.

### Objectives

- To elaborate the Development Plans of the academic and administrative units in articulation with the IDP 2016 - 2021.
- To implement the Development Plans of the academic and administrative units.
- To follow-up the Programs and Plans of the Development Plans.
- To evaluate the observance of the Development Plans of the academic and administrative units.

### Actions

Socializing the Institutional Development Plan with the educational community.

- Giving standards and guidance to the academic and administrative units for the development of the Plans.
- Developing tools for the follow-up and evaluation of the Development Plans of the units.

#### Goal

- 100% of the Development Plans of the units developed, implemented and evaluated, according to the attached classification.

#### Indicator

- Percentage of observance of the projects of the Development Plans after one, three and five years.

#### Responsible parties

Vice-president for Academic Affairs, Vice-president for Administrative Affairs, Vice-president for Research, Evaluation and Planning Division.

### Project 3: Review and analysis of possible adjustment scenarios of the academic-administrative structure of the University.

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#### Justification

Universidad El Bosque has a flexible academic-administrative structure that requires continuous analysis and consideration to guarantee the agility and efficiency of the processes keeping in line with the development of the Mission, Vision, Institutional Development Plan, Institutional Educational Project, Institutional Strategic Orientation and substantive functions.

#### Description

With this project, we review and adjust the academic and administrative structure of the University in cohesion with the Institutional Development Plan, Mission, Vision and the Institutional Educational Project.

#### Objective

- To generate reflection and conjunct participation spaces where the academic and administrative structure of the University in cohesion with the Institutional Development Plan may be analyzed, reviewed and adjusted.

#### Actions

- Establishing committees for the review and analysis of the current structure.
- Studying and proposing adjustments to the structure.
- Requesting approval from the required authorities to adjust the academic and administrative structure.

#### Goal

- To make the required adjustments to the academic and administrative structure in cohesion with the implementation of the Plan.

#### Indicator

- Number of adjustments to the structure, which are aligned with the implementation of the Plan.

#### Responsible parties

The Board, The President of the University, Evaluation and Planning Division.

## Program 2: Strengthening the Institutional Quality System of the Academic Programs and the Administrative Units.

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#### Justification

Self-evaluation processes are the main pillar for the strategic development and the continuous improvement of the University. In cohesion with the Institutional Management Model, we base our decisions on a quality culture and collective compromise involving the educational community. These continuous and simultaneous self-evaluation processes strengthen the quality culture and allow us to demonstrate to ourselves and to society that the University is continuously improving to better contribute to society, in accordance with the Mission, the biopsychosocial approach and the autonomy of the Institution.

#### Description

With this program we strengthen the quality culture in which all members of the educational community are involved, while the practices of



quality evaluation and capability of change are consolidated. We strengthen the articulation of the existing processes of self-evaluation within the academic and administrative Units with the guidelines for quality stated in the rules of the Ministerio de Educación Nacional, to ensure quality and in the national and international accreditation and certification models. Thus, we obtain approvals, certifications and acknowledgements that allow us to vouch for and give account to society of the quality.

#### Responsible parties

Vice-president for Academic Affairs, Vice-president for Administrative Affair.

### Project 1: Self-evaluation and Renewal of Quality Assurance Registrations of functioning academic programs

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#### Justification

The academic offer of the University, within the framework of quality assurance, holds a quality assurance registration that allows it to offer its academic programs. The commitment of the University with quality has led us to continuously perform self-evaluation exercises of the academic programs, from which the improvement plans are drawn, allowing us to offer quality programs to society. These results are supplies for the application to registration renewal.

#### Description

With this project, we will continue strengthening quality processes and the continuous improvement of the academic programs, in cohesion with the guidelines of the Ministerio de Educación Nacional for quality assurance. As a result of these processes, we obtain the renewal of the registrations to the extent that the advances and updates within the programs are evidenced, taking into account the minimum quality conditions during the valid time before the expiration of the registration.

#### Objectives

- To perform self-evaluation processes to continuously improve the undergraduate and graduate programs of the University.

- To obtain the required supplies to request the renewal of the quality assurance registrations of the academic programs

#### Actions

- Establishing traffic lights according to expiration dates of the requests for renewal.
- Reviewing, analyzing and socializing the normativity with the team of the program.
- Establishing process timelines.
- Elaborating the master documents and supports.
- Elaborating and delivering the master document for approval.
- To file the request in the SACES System.

#### Goal

- 100% of the undergraduate and graduate programs with a valid quality assurance registration.

#### Indicator

- Number of programs with a valid quality assurance registration/  
Total number of programs.

#### Responsible parties

Vice-president for Academic Affairs, Evaluation and Planning Division, Academic Units.

## Project 2: Self-evaluation and Institutional and Program Accreditation at National Level

#### Justification

The commitment of the University with quality has led to continuously perform self-evaluation exercises, from which we identify improvement and consolidation opportunities that allow us to give account to society about the quality of the Institution and its education. Additionally, they are a valuable and essential supply for institutional and academic unit planning processes. The University understands recognitions, accreditations and institutional and academic program certifications as the result of this quality culture.

### Description

With this project we will continue strengthening the continuous quality and improvement processes of the institution and the academic programs, in cohesion with the Institutional Self-evaluation Model and the national Quality Accreditation Systems. With self-evaluation, self-regulation and self-control we diagnose and create improvement actions that allow us to make decisions aiming at highest standards in the activities derived from the Institutional Mission and its substantive functions. As a result of these processes we obtain national accreditations and certifications with which we publicly demonstrate institutional and academic program quality.

### Objectives

- To perform self-evaluation processes for the accreditation of the undergraduate programs that may be certified, in cohesion with accreditation programs at national level.
- To perform self-evaluation processes for the accreditation of the graduate programs that may be certified, in cohesion with accreditation programs at national level.

### Actions

- Identifying undergraduate and graduate programs that may be certified.
- Reviewing, analyzing and socializing the guidelines of the CNA according to the education level of the program.
- Establishing process timelines.
- Elaborating the documentation and required supports for the process.
- Elaborating and delivering the final self-evaluation document for approval.
- Filing the request in the SACES System-CNA.

### Goal

- 50% of the academic programs with High Quality Accreditation if they are able to be certified.

### Indicator

- Number of academic programs with high quality accreditation/  
Total number of academic programs that may be certified.

### Responsible parties

Vice-president for Academic Affairs, Evaluation and Planning Division, Academic Units.

## Project 3: Institutional and Program Accreditation at International Level

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### Justification

The commitment of the University with quality has led to continuously perform self-evaluation exercises, from which we identify improvement and consolidation opportunities that allow us to give account to society about the quality of the Institution and its education. The results of these exercises allow for the analysis and reflection in cohesion with international accreditation and certification models, articulated with national systems that allow us to identify the consistency and coherence in the compliance with the guidelines of each model to obtain international recognition and certifications, both of the Institution and of its academic programs according to their respective knowledge areas. This favors international visibility of the University and its programs, and facilitates student and professor mobility.

### Description

With this project we will continue strengthening quality processes and continuous Institutional and program improvement, in cohesion with the Institutional Self-evaluation Model and international accreditation and certification models for quality. As a result of these processes, we will obtain international accreditations and certifications with which the University will be visible internationally and international mobility of University students and professors will be facilitated.

### Objectives

- To perform Institutional Self-evaluation processes in cohesion with international accreditation or certification models.
- To perform self-evaluation processes of the undergraduate programs in cohesion with international accreditation or certification models.

### Actions

- Identifying and studying accreditation or and certification models of institutions and programs at international level.
- Socializing the models with the educational community.
- Establishing process timelines.
- Elaborating the documentation and required supports for the process.
- Elaborating and delivering the approval of the document for the request.
- Making the request.

### Goals

- At least one accreditation, certification or institutional recognition at international level.
- 10% of the undergraduate programs with an accreditation, certification or institutional recognition at international level.

### Indicators

- Accreditation, certification or institutional recognition at international level.
- Number of undergraduate programs with accreditation, certification or recognition at international level/Total number of undergraduate programs of the University.

### Responsible parties

The President, the Vice-president for Academic Affairs, Evaluation and Planning Division, Academic Units.

## Project 4: Quality Certifications of academic-administrative processes

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### Justification

The Institution understands that the academic-administrative processes developed in the University and that favor the compliance of its Mission, Vision and Educational Project, must be developed with quality. The certification of these processes strengthens the management of the orga-

nization, guarantees the permanent compliance of the processes over time, facilitates follow-up for the continuous improvement and allows the University to publicly demonstrate its quality under the principles of coherence, transparency, efficacy and efficiency.

#### Description

With this project we will continue strengthening the academic-administrative processes of the University with well-structured, documented and homogeneous processes that show quality, trustworthiness and security, in cohesion with the Institutional Mission and Vision. As a result we will obtain certifications with which we publicly demonstrate, in the internal and external context, the quality with which management processes inherent to institutional work are done.

#### Objective

- To strengthen the academic-administrative processes in cohesion with the quality certification models.

#### Actions

- Reviewing, analyzing and socializing certification normativity.
- Identifying the processes that will be certified.
- Establishing process timelines.
- Elaborating the documentation and required supports for the process.
- Elaborating and delivering the documentation for the approval related to the process.
- Making the request.

#### Goal

- Certification of academic-administrative processes.

#### Indicator

- Number of certified academic-administrative processes.

#### Responsible parties

Vice-president for Administrative Affairs, Vice-president for Academic Affairs, Evaluation and Planning Division, Academic Units, Administrative Units.

## Project 5: Strengthening the use of key indicators of success with the development of the Quality Information System

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### Justification

The Academic and administrative units of the University require key and relevant information about their work in different settings, from which decision-making is oriented, the identification of consolidation and improvement opportunities is favored in cohesion with the culture of planning and quality, and statistical and historical and current data from various aspects of the University are obtained.

The Quality Information System (QIS) facilitates the report and use of key information, both at institutional and academic and administrative unit levels.

The obtained information is a meaningful supply for the Institutional and Unit Self-evaluation processes because it allows us to obtain information that is coherent with the national and international quality accreditation and certification guidelines in an agile and trustworthy fashion.

### Description

The Quality Information System (QIS) has centralized and updated information by means of the integration with other information systems of the University, which allows us to obtain information about key statistics and indicators to measure the current situation of the University and the Academic and administrative units in various settings. With this project we strengthen the use of this information and the capability of processing and a consistent and accessible analysis of the actions developed by the Institution, the Academic and administrative units, promoting free access to the information, generating the culture of its use for management, decision-making, transparency, reporting, following-up of the results and required information by external requests.

### Objectives

- To obtain information about key success indicators from the Quality Information System at institutional and academic and administrative unit levels that will guide decision-making.

- To ensure and guarantee the access and appropriation of the self-evaluation information in the System, both at institutional and academic and administrative unit levels.
- To follow-up the Quality Information System to pinpoint improvements.

#### Actions

- Socializing with the Academic and administrative units the report and use of the information in the system.
- Following-up the registration of the information.
- Training the staff of the Units on registration and getting reports from the system.
- Developing follow-up tools for the continuous improvement of the system.

#### Goal

- 100% of the Academic and administrative units using the information on key indicators from the Quality Information System.

#### Indicator

- Percentage of Academic and administrative units that report and use information about the key success indicators.

#### Responsible parties

Vice-president for Academic Affairs, Vice-president for Administrative Affairs, Vice-president for Research, Evaluation and Planning Division, Technology Department, Academic Units, Administrative Units.

### Program 3: Development of an Innovation System for Institutional work of the Academic and Administrative Units

#### Justification

Globalization and the rapid development of the economy and technology require innovation and undertaking to be developed to be more and more competitive. The University, conscious of this reality, develops processes that strengthen the innovation, involving all of the educational community.



### Description

With this program the University has clearly established strategies that favor the innovation of institutional work, of the programs and administrative units regarding education, research and projection, especially at country, business and people levels.

### Responsible parties

The President of the University.

## Project 1: Development and implementation of an innovation culture in the Institution

### Justification

The University recognizes the importance that the development of processes has for the strengthening of the innovation culture, involving all of the educational community. This culture is strengthened by offering participative settings that stimulate creativity, the generation of ideas, reflective analysis, constructive criticism, the analysis of national and international referents, which allows for the creation of products, processes, services, methods, and patents, among others, that favor national and international visibility.

### Description

With this program, the culture of innovation involving the whole educational community is strengthened by means of strategies like the creation of work groups, networking, the visibility of projects and products of innovation, original services, management procedures according to education, research, and both internal and external projection.

### Objective

- To strengthen the culture of innovation in the educational community.

### Actions

- Socializing the innovation policy with the educational community.
- Involving the educational community in the development of innovation.

#### Goal

- Development of the University innovation policy document.

#### Indicator

- Document of the innovation policy.

#### Responsible parties

Vice-president for Academic Affairs, Vice-president for Administrative Affairs, Vice-president for Research.

### Project 2: Implementation of the Innovation System

#### Justification

The implementation of a system of innovation at the University allows for having clear strategies that promote innovation in the institutional task and the programs in terms of education, research and projection. This system strengthens the internal and external visibility of projects and products of innovation by encouraging interdisciplinary work and network strengthening.

#### Description

This project will establish the bases for the implementation, monitoring and adjustment of the Institutional Innovation Policy and its articulation between the academic and administrative units in cohesion with the Mission, and Vision of the University and the needs of the community in general.

#### Objective

- To establish and socialize a model of innovation in the institutional work in education, research and projection involving the entire educational community.

#### Actions

- Reviewing references on innovation in higher education.
- Involving the educational community in the development of the innovation policy.
- Making and submitting the innovation policy for approval. Implementing the policy.

Goal

- 100% of the policy implemented.

Indicator

- Percentage of implementation of the innovation policy.

Responsible parties

Vice-president for Academic Affairs, Vice-president for Administrative Affairs, Vice-president for Research.

### 3.3.3 Foundation: Human Talent

Human talent is one of the main foundations of Universidad El Bosque for its work. That is why, the institution confirms its dedication to the continuous improvement of human talent, through the development and implementation of policies that allow for the consolidation of a dedicated, qualified work team with leadership that responds and contributes to the requirements demanded by the society and the country.

For this reason, the University seeks to attract and retain human talent that from their education, skills, abilities and interests contributes to the generation and transfer of knowledge, science, technology and creative development, with the aim of achieving overall institutional and individual objectives, focused on a well-being environment, culture and quality of life.

The University constant is the strengthening of an academic team with an appropriate education which can ease at the interior of the institution and the academic units, the growth of an academic core that is dynamic, interactive, comprehensive and with leadership, in such a way that it contributes to the achievement of the previously set goals. On the other hand, it seeks to continue with the construction of an administrative team that is interdisciplinary, competent and dedicated, which supports and facilitates each of the administrative processes.

This foundation is developed in a major program focused on the development and implementation of policies of the management of the academic and administrative human talent through its two projects, aimed at the updating, implementation and monitoring of the policy, inherent both in academics and administrative staff.

Responsible parties

The President of the University.

#### **Program 1: Development and implementation of the Academic and Administrative Human Talent Management Policy, aligned with the institutional Mission and Vision.**

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Justification

The Human Talent Department participation is vital for the positioning, growth and evolution of our University. Therefore, through the

development, consolidation and implementation of the Academic and Administrative Human Talent Management Policy, we will continue positioning ourselves as an excellence, multidisciplinary, focused on the quality of life, immerse in a global environment institution, assisting and responding to the challenges of higher education, society and the changes of the XXI century dynamics .

#### Description

The University assumes the commitment in the management of the academic and administrative human talent increasingly, oriented at strengthening its skills and generating knowledge to achieve a better performance, promoting collective work, which allows for answering to the needs and demands at institutional and national levels to promote an organizational culture.

For Universidad El Bosque, human talent management is a continuous process, which consists on planning, organization and development, including guidelines to enable and promote the performance, development and integral wellness and the quality of life of each one of the staff who are part of the group, so that they can achieve their interests both at a personal and professional level.

#### Responsible parties

The President of the University.

Project 1: Development and implementation of the Academic Human Talent Management Policy, aligned with the institutional Mission and Vision.

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#### Justification

Universidad El Bosque conceives the academic human talent as the main factor for the development of the institution. Therefore, since its creation, it has sought to put together a solid and competent work team with leadership, which contributes to the achievement of the objectives, the strategic orientation, projects and institutional goals.

The University plans, attracts, motivates, retains and promotes personal and professional development of all the academics, through the implementa-

tion of programs toward disciplinary and institutional developing, wellness, safety, health, incentives and quality of life.

This project consolidates institutional academic excellence through the of permanent management of education and training processes, articulated with the mechanisms for teaching and learning evaluation, as well as the development of a second language, research education and education for research, in order to have a team that generates knowledge, works to obtain quality and contributes to society.

### Description

The institution continues to search for an academic team that contributes to the consolidation of an excellence and multidisciplinary University, in accordance with the strategic orientation, under an environment that continues promoting student-centered learning, a participatory culture, and a stimulating organizational environment that contributes to the quality of life of our community.

This project is based upon professor development through which short-term goals will orient this development: at an institutional level, which means, the development and strengthening of pedagogical and didactic skills to consolidate meaningful learning, research, development, innovation and transfer, knowledge management, internationalization, second language proficiency settings, among others. Whether it is either virtual or face-to-face, it is focused on promoting the pursuit of master's degrees, doctorates and post-doctoral degrees for the academics, which contribute to the development of the academic units and the institution.

### Objective

- To consolidate the academic core looking for strategies that allow for its strengthening, development, encouragement and recognition from the academic vocation in its different orientations. All of this, through the development of skills and competences both at disciplinary and institutional level. In this way, the University can build a group of leaders that generate academy, innovation, transference, knowledge management from the academic unit, and thus, contribute to the achievement of the objectives of the Mission of the institution.

### Actions

- Continuing with the academic human resources management policies implementation, planning and quality of human talent and incentives to academic excellence.
- Implementing the action plan for professor development, this allows for strengthening, developing, encouraging and recognizing the academics within the academic core.
- Developing and implementing strategies that allow for the strengthening and growth of the academic core inside each unit.

### Goal

- 5% growth of the academic core per year, aiming at 65% of professors belonging to the core by 2021, consistent with the Professor Development Plan.

### Indicator

- Number of professors belonging to the academic core/total professors.

Responsible parties.

Vice-president for Academic Affairs, Human Talent Department.

Project 2: Development and implementation of the Administrative Human Talent Management Policy, aligned with the institutional Mission and Vision.

### Justification

Over the past years, the University has sought the consolidation of a work team in the administrative area that is interdisciplinary, competent and committed, which supports and facilitates each one of the processes that allow for solving the needs of the administrative and academic units of the institution.

Therefore, Human Talent Management is broad, diverse and deals with many aspects of building a relationship from a collective (the University) with an individual (the administrative). It is comprehensive and, as such, it covers the administrative human talent management in all its phases, ranging from planning and attraction until retirement.

### Description

The University through the implementation of the Administrative Human Talent Management Policy looks for the consolidation, development and the stability of an efficient and competent work team, in an environment and conditions suitable for wellness, integral development and quality of life.

### Objective

- To achieve the retention of the administrative team, taking into account the profile of the posts in the administrative structure, in such a way that with their skills it can provide support, inner workings and facilitate each of the processes established within the institution.

### Actions

- Implementing the Administrative Human Talent Management Policy, with the implementation of each one of its sub-policies in order to contribute to administrative personnel retention.
- Developing and implementing an action plan for the administrative team focused on achieving high levels of retention, satisfaction, incentives, and quality of life.

### Goal

- Increase in the annual percentage of administrative personnel retention.

### Indicator

- Annual percentage of retention of administrative personnel.

### Responsible parties

Vice-president for Administrative Affairs, Human Talent Department.



### 3.3.4 Pillar: Education

New trends in university education are leading to a permanent review in the processes of academic management, particularly in regard to the increase and redefinition of the new educational offer, supported in the digital education components, with renewed pedagogical models tailored by the students' learning needs and the increasing demands of curricula internationalization.

In this regard, national and international organizations recommend to the Higher Education institutions to orient themselves toward strategic planning and quality, in order to confront these challenges brought by the new world order for the investment in education in high quality academic programs.

In this pillar, actions that are related to the substantive functions of education through the development of new programs with special emphasis on master's and doctorate degrees converge, directed towards the improvement of the quality of life and supported through diverse educational options. So, educational needs of groups and particular communities are tended to by means of the educational offer in continuing education.

The academic processes of the institution's programs are strengthened with the encouragement of pedagogical practices adjusted to the needs of the students and their context, leading them to quality learning, also articulated with flexibility in the curricular structures to facilitate the access and transit of students through various educational levels, advancing in the curricular harmonization for the promotion of internationalization, which is an essential task in contemporary education.

The strengthening of the pedagogic paradigm centered on learning at the different university education levels, allows the students to develop a culture that values science, technology and innovation, by means of investigation skills education through cross components of the curriculum that encourage the development of research.

Responsible parties

Vice-president for Academic Affairs, Academic Units.

## Program 1: Educational offer development

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### Justification

The development of the educational offer allows us to attend to national and international context needs in accordance with public education policies and the diversification of the offer by levels, modalities, and disciplines.

Likewise, the program consolidates the existing academic offer, and strengthens the development of education programs at graduate level that contribute to the positioning of the institution.

### Description

It promotes the development, particularly of graduate programs, on the basis of existing knowledge generated by consolidated research groups. In this way, the current educational offer is strengthened. It is oriented toward improving the quality of life, aligned with public policies in order to fulfill the educational demands of the productive sector and society at both national and international levels.

It is characterized because it integrates all education levels through the generation of different training routes supported by educational practices and relies on quality referents at both national and international level, supported by new information and communication technologies.

### Responsible parties

Vice-president for Academic Affairs, Academic Units.

## Project 1: New offer development

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### Justification

International agencies reflect upon current expectations and university trends. They consider the rapid change of new generations of students, which poses many challenges to Universities, highlighting the program offer emphasizing values and specific skills, and the component applied to teaching.

In response to these trends, the development of a new educational offer allows us to satisfy the needs of the national and international contexts in accordance with educational policies and the diversification of the offer by levels, modalities, and disciplines.

### Description

We generate a relevant innovative offer appropriate to the tendencies in the education sector, based on the needs analysis of the environment and based on the Mission, Vision and the Institutional Education Project.

The development of new offers consolidates the quality of programs through the permanent strengthening of curriculum processes and the development of research, with special attention toward graduate program development.

### Objectives

- To develop a new offer with emphasis on master's and doctorate programs in the different areas of institutional knowledge.
- To develop new offers in the B and C modalities with emphasis on virtual education.

### Actions

- Extending the program offer of the university at local, regional and international context.
- Structuring new programs, especially in master's and doctorate levels.
- Designing, obtaining the quality assurance registration and managing academic programs in the B and C modalities.
- Training and certifying the pedagogical skills of professors in the virtual area.
- Producing and certifying the quality of VLE courses and from the media and pedagogical means necessary for the program operation in the B and C modalities.

### Goals

- 10 % increase of undergraduate programs and a 20% of graduate programs.
- Creation of four virtual programs per year, equivalent to 20% in 5 years.

### Indicators

- Number of new programs at undergraduate and graduate levels.
- Number of virtual programs in the B and C modalities.

Responsible parties

Vice-president for Academic Affairs, Academic Units.

## Project 2: Continuing, permanent education for life

Justification

Continuing education is a major source of talent and resources attraction for the University, which extends and strengthens action networks.

Continuing education is justified by the need to update, complement and certify the knowledge and skills of graduates and professionals who require it.

With the development of programs for permanent education for life, the training needs of groups and specific communities are addressed.

Description

This project leads to the development of relevant educational offers in continuing and permanent education for life in diverse modalities and disciplines, in accordance with the environment needs.

Objectives

- To develop updating programs for graduates and communities.
- To develop programs for groups and specific communities.

Actions

- Working jointly with academic units for the detection of education opportunities and needs in the environment.
- Establishing alliances with the business sector that allow for the strengthening of the service of “Corporate El Bosque” to increase the supply of programs tailored to organizations.
- Working jointly with the Distance and Virtual Education Division to generate E-learning and B-learning programs.
- Promoting the figure of “Continuing Education Manager” for each of the academic units of the University.
- Working articulately with the Graduate’s Office to determine mechanisms that allow us to understand their necessities.

Goal

- 10% annual increase of continuing education programs per year.

Indicator

- Number of continuing education programs per year.

Responsible parties

Vice-president for Academic Affairs, Academic Units, Continuing Education Division.

## Program 2: Academic strengthening

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Justification

Academic Strengthening is articulated with the Mission, the Institutional Educational Project and the Pedagogical Approach to ensure the quality and relevancy in the processes of integral education of the students, favoring internationalization spaces and curricular flexibility processes, articulated with the consolidation of the second language both in the curriculum and in the students' community to contribute to the improvement of the institutional management processes. In addition to this, the pedagogical and the evaluation skills of the professors become stronger.

This program also helps with the materialization of the institutional Research Mission through the development of skills for research in the student community.

Description

Institutional academic excellence is managed on a permanent basis from the curricular processes, articulated with integral education, educational flexibility, internationalization of the curriculum and the mechanisms for the evaluation of teaching and learning, as well as the development of research training and research education.

Responsible parties

Vice-president for Academic Affairs, Academic Units.

## Project 1: Implementation and monitoring of the Curricular Management Policy.

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### Justification

Consolidating the implementation and monitoring of the Curriculum Management Policy ensures the globalization of the curricula to the extent to which the academic programs adapt themselves to the time requirements and students' resources, the job market needs and the demands of contemporary learning. In such a way that alternatives which flexibilize educational processes are generated to facilitate academic transit in its different levels and strategies for the implementation of its project of academic life are offered, through the construction of new institutional and inter-institutional relations and interdisciplinary research in all levels of education is promoted.

In this sense, bioethics and humanities are considered to be the fundamental axis for integral education of the students, in accordance with their own assumptions, its pedagogical approach focused on the student and the formulation of Institutional Learning Objectives (ILO) articulated with the Learning Objectives of the Programs (LOP) and the Learning Objectives of the Courses (LOC).

This project also ensures the structuring and implementation of a model of integral evaluation for the decision-making that guides the strategic planning and quality of academic programs.

### Description

We direct the management processes for the development of the educational flexibility in the academic, curricular, pedagogical and management levels, leading to approval, equivalence and certification routes through global collaborative processes (internationalization).

In addition to this, integral education is consolidated from the inclusion of bioethics and the humanities in the curricula in congruity with the dimensions of the Learning Objectives. This is all articulated with actions that lead to evaluation processes in academic management oriented toward the quality of the education and learning.

### Objectives

- To ensure the appropriation of processes of internationalization in the curricula.

- To ensure flexibility in the educational processes at curricular, pedagogical, academic and management level.
- To consolidate the integration of bioethics and humanities at micro curricular level.
- To ensure the evaluation of the teaching, learning and curricular management processes.

#### Actions

- Continuing to strengthen the student-centered learning approach, as international education trend.
- Documenting the exercises of international comparison of curricula and the successful experiences of internationalization of the academic programs.
- Establishing guidelines that lead to pedagogical, curricular, academic and management flexibility.
- Promoting strategies that consolidate education in bioethics and humanities in the different programs.
- Selecting a model of evaluation for teaching, learning and curriculum management processes.
- Designing, implementing, and analyzing the results of evaluation in accordance with the selected model.

#### Goal

- 100% of the programs developing and carrying out improvement plans from the evaluation processes of academic management.

#### Indicator

- Percentage of programs that develop and execute improvement plans from the evaluation of the academic management processes.

#### Responsible Parties

Vice-president for Academic Affairs, Academic Units.

## Project 2: Strengthening of a second language

### Justification

The strengthening of academic processes through a second language at macro and micro-curricular levels, responds to the flexibility policies and to the experiences of internationalization, which contribute to the development of programs of academic mobility development and double major, among others.

On the other hand, the development of communicative proficiency in a second and a foreign language in the student community allows for responding to the insertion in the global environment needs.

### Description

This project is characterized because it consolidates the Foreign Language Policy and the follow-up to the Action Plan, in order to increase the proficiency level in a second language in the students, supported by the strengthening of the curricula, educational flexibility and internationalization experiences.

### Objectives

- To design and implement macro and micro-curricular strategies for second language learning.
- To develop skills in a second language in the student community.

### Actions

- Including within the academic programs curricula, the appropriation of the second language.
- Continuing to strengthen, from the Language Center, training activities for education in second language in the student community.
- Encouraging the development of activities at micro-curricular level that stimulate the use of the second language.

### Goal

- 100% of graduates with second language proficiency.



#### Indicator

- Percentage of graduates with second language proficiency.

#### Responsible Parties

Vice-president for Academic Affairs, Academic Units, Language Center.

### Project 3: Development for Research and Formative Research education

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#### Justification

In the contemporary world it is required for the universities to develop skills for research in their students and incorporate teaching-learning strategies in the curriculum, in order to strengthen such education in accordance with the institutional pedagogical approach for active learning.

The development of the Education for Research Policy, constitutes an imperative to educate students, from research activities in all areas of knowledge that lead to the understanding and solution of the environment problems. This project also contributes to the development of skills for research in the students of the different levels and allows us to incorporate teaching and learning strategies in the curriculum in order to ensure the quality of the academic processes.

#### Description

Through this project, we follow-up the implementation of the Education for Research Policy in the various academic programs in accordance with the following guidelines:

- a. Education for research, which is structured around the development of content and education processes in research topics, considered in the various study plans and in the development of the students' dissertation paper.
- b. Formative research, developed in accordance with the context of the institutional pedagogical approach, with emphasis on learning strategies that promote research exercises in the classroom context.

### Objective

- To ensure the implementation of the Education for Research, Creation, Development and Innovation Policy.

### Actions

- Structuring and implementing the guidelines that strengthen the education for research and formative research.
- Adjusting the curricula in accordance with the policy and guidelines of education for research and formative research.

### Goal

- 100% of undergraduate programs with adjusted curricula in accordance with the Education for Research, Creation, Development and Innovation Policy.

### Indicator

- Number of undergraduate programs with adjusted curricula, in accordance with the education for research and formative research policy/Total number of programs.

### Responsible parties

Vice-president for Academic Affairs, Vice-president for Research, Academic Units.

### 3.3.5 Pillar: Research

Since its origins, Universidad El Bosque has recognized the fundamental value of research, as a means to become the engine of development for the country. Therefore, since 1979, the “Fund for the promotion and development of scientific research” of the institution was constituted and began to consolidate a profound and valuable evolution that reached its climax with the Constitution, in 2013, by the Vice-president for Research. Additionally, the Development Plan 2016-2021 conceives research as an institutional pillar, and assumes with a renewed focus; it confers greater impact capacity in regard to the curricular and extracurricular education, as in what it has to do with the transfer of its results to society in general.

From this perspective, the University is focused on promoting research based on three strategies: first, giving continuity to the institutional research policies for new knowledge generation; second, establishing research priorities and strengthening the groups, researchers and the research activity, with an internationalization perspective created upon concrete actions; and, third, developing and implementing the for the Transference of the Knowledge Product of Research Institutional Policy, in order to offer a higher level contribution to the society.

Responsible parties

Vice-president for Research.

#### Program 1: Design and implementation of the Generation of New Knowledge Institutional Policy in accordance with the Mission and Vision

Justification

The University recognizes research as a fundamental task that is an element of special importance in the processes of education, generation of new knowledge, and connection with society through its transfer, and which responds to the needs and opportunities of our local, regional and national environments with a clear international projection.

### Description

The materialization of the research Mission of the University, is made in accordance with a strategy that involves a coherent, responsible, sustained and planned growth through efficient and innovative practices and relevant and structured efforts in line with the Mission and Vision.

The program identifies the current management, operation and production of new knowledge conditions of the research groups, defines strategies to strengthen, create, modify, and merge the groups emphasizing those areas of strategic interest knowledge for research at the University, especially in those areas whose research generate an impact in less time.

It also seeks to consolidate quality research through the strengthening of its management.

Responsible parties

Vice-president for Research

## Project 1: Definition of Priorities in Research

### Justification

In clear correspondence with the needs of the country, the University has developed a clear leadership in issues relating to the “quality of life”; it is a strength that has been enhanced through continuous revisions. From this orienting axis and with a view to its strengthening it is important to consolidate research and encourage the union of several areas and aspects of research, through an effort in the identification of common spaces it is necessary to work on.

### Description

The policy makes a clear delimitation of the specific field of research at the University, which responds to the Mission-Vision in terms of the quality of life and should refer to strategic issues in the country.

A fundamental aspect for the definition of this focus of research is on the results of the review process and strengthening of research in the groups. Taking into account as a transversal axis the identification and definition of trans-disciplinary problems.

### Objective

- To focus on the production of higher levels of research, in the field that defines the profile of the University.

### Actions

- Preparing and implementing development plans per research group, structured plans concerning its production capability and level of productivity.
- Encouraging the deepening in the dominant areas of knowledge, oriented toward the quality of life focus.
- Identifying potential synergies between the groups.
- Systematizing, prioritizing and having a periodization to five years of the needs of the research groups.
- Annually implementing the support strategy for research groups.
- Designing and implementing the follow-up and monitoring model of the development plans per research group.
- Developing the strategy of accompaniment and support to the groups, both for the fulfillment of the plan as in the calls for measurement of COLCIENCIAS.

### Goal

- The elaboration of the document of Research Institutional Policy that defines priorities in research.

### Indicator

- A document with the research policy that defines priorities in research.

### Responsible parties

Vice-president for Research, Academic Units.

## Project 2: Strengthening of Research, Groups and Researchers

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### Justification

In regard to research and its quality in the University, work and strategic aspects for the development of a strengthening policy of the processes and their products are identified, in which the research group leaders and researchers are the main responsible parties of its implementation with the strong support of the Vice-president for Research.

### Description

The strengthening of research will take into account, among others, aspects related to the generation of a plan, an evaluation process of the progress made, a systematic assessment methodology, a strategy to strengthen the management, an incentive model, mechanisms for cooperation, the diversification of research funding and the strengthening of research ethics, aspects which will be worked on by the research groups leaders of the and researchers with the support of the Vice-president for Research.

Within the framework of strengthening we contemplate, in addition, the reinforcement of the current intellectual property agreement.

### Objective

- To optimize the processes supporting the development of research.

### Actions

- Developing and implementing the strengthening plan considering the following aspects:
  - Skills of researchers (education, training).
  - Dissemination of research results.
  - Research Management System SiTiiO (Identification, Registration, Communication, Cataloguing, and the Projects Bank).
  - Academic mobility with other research centers of national and international prestige.
  - Incentives, acknowledgments and merits to the research activity.
  - Cooperation and collaborative work.

- Ethical research, (ethics of research and application of intellectual property).
- Developing a system of monitoring and evaluation of the strengthening plan.

#### Goal

- Increase in the number of groups in categories A and B and senior and associated researchers, a result of the implementation of the strengthening plan for research.

#### Indicators

- Number of groups classified as A and B/Total number of groups.
- Number of senior and associated researchers/Total number of researchers.

#### Responsible

Vice-president for Research and Academic Units.

### Project 3: Internationalization of research

#### Justification

The University strengthens research and transference through a strategy of internationalization, management and production favoring the creation of work networks.

#### Description

Internationalization of research, will be consistent with the general policy of the University and essentially considers the development of a strategy of incentives both for work in international networks and the implementation of promotion activities, actions that will correspond to the identification of international research topics of interest to the University.

#### Objective

To develop a strategy for generating and strengthening relationships with other institutions in the world, ensuring the collaborative work of the research groups of the University with international networks.

#### Actions

- Managing and strengthening international networks of researchers and research groups.
- Promoting international mobility of researchers.
- Defining the protocol for the management of the formalities (agreements, memoranda of understanding) in line with the needs of the actions in research.

#### Goal

- Increase in the number of research projects with international cooperation.

#### Indicator

- Number of research projects with international cooperation.

#### Responsible parties

Vice-president for Research, Vice-president for Academic Affairs, Academic Units.

## Program 2 - Development and implementation of the Transference of Knowledge Product of Research Institutional Policy

#### Justification

The University understands the importance of the transference of knowledge, know-how and products of research toward the different sectors, encouraging and supporting it on the basis of giving meaning and sustainability to research projects in order to offer alternatives to the construction of a better society.

#### Description

Understanding the importance of research and providing a sense to it with concrete and transferable products and services, the University builds and implements transference guidelines described in a policy that provides a shared vision of it.

#### Responsible parties

Vice-president for Research.



## Project 1 - Development and implementation of the Transference of Knowledge Product of Research Institutional Policy

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### Justification

The University understands the value of having a shared spirit for all, expressed and applied on the basis of a policy that reflects the sense of the research and the transfer of its results, in the quest to build a mutual University-Society benefit.

### Description

The transference policy declares its idea within the University, defines the orientation and what it represents for the University, contemplating points such as: concept, concrete and measurable objectives, and strategies. And the application through formal structures with the capability and resources to carry forward as CETRI, or any other that is relevant.

### Objective

To structure the transference policy whose general guidelines provide rules for its internal strengthening and projection of the image of the University, its know-how, associated products and services associated.

### Actions

- Developing transference policies.
- Structuring the transference plan according to the policies.
- Implementing transference policies.

### Goals

- Development of the transference institutional policy.
- 10% increase per year in the transference of research products in exterior spaces and in the university itself.

### Indicators

- Transference Policy.
- Number of transferred products .

Responsible parties

Vice-president for Research, Academic Units.

## Project 2: Strengthening of Innovation Based on Technology

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Justification

The University, in accordance with the need expressed by the governmental institutions, understands the importance of promoting the advance of innovation based on technology, as an articulating axis of the development of new research products of a multidisciplinary nature.

Description

The university will promote and support research initiatives related to innovation based on technology, multidisciplinary and supported by an initial product base, and multidisciplinary, providing mechanisms, strategies and necessary support for projects with an initial product basis.

Objective

- To strengthen the innovative spirit around projects based on technology.

Action

- Structuring the plan for strengthening and developing innovation based on technology, with the intervention of different knowledge areas of research in the University.

Goal

- Increase the projects oriented to innovation based on technology, both independent or among groups from different areas.

Indicator

- Number of registries, patents and artistic works presented.

Responsible parties

Vice-president for Research, Academic Units.

## Project 3: National and International Publications and Publishing House

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### Justification

Understanding the importance of disseminating the knowledge produced by the academic community, through magazine articles, research books, manuals, textbooks, collection books, translations, scientific dissemination journals, among other editorial formats, the university will promote, strengthen and support the establishment of various types of content, for potentially indexable papers at national and international context, i.e., that bring new knowledge in their respective disciplinary fields (research books, scientific articles or chapters in research books), as well as of other type of texts not necessarily as a result of research, but targeted to more specific goals as training in research techniques and methodologies, to disseminate socially useful knowledge or promoting the reading habit among the educational community (for example, manuals, textbooks, scientific dissemination journals, collection books, translations, literature and reflection texts, among others).

To this end, the University's Publishing House will define an editorial policy with clear and precise criteria for the presentation and editing of manuscripts. Likewise, it is responsible for leading the marketing and promotion activities of its publications through strategies such as exchange, appropriation or the participation in the different editorial events that are held annually in the country.

### Description

The University will ensure two aspects related to the promotion and dissemination of knowledge: first, will ensure the different types of publications (scientific, social or creative) go through a validation systematic editorial process enabling them to achieve high quality standards and, in this way, to be part of high-impact publications in the national and international context (referenced in databases such as Isis, Scopus or specific to each knowledge area); and, second, provide indications about the process of texts production and of the editorial process, by means of workshops, and customized advisory services with authors, among other strategies.

### Objective

- To constitute the University in a referent of high-impact publications at national and international levels.

### Actions

- Promoting and supporting publication in indexed media.
- Defining editorial processes for the publication of contents.
- Generating advice spaces in aspects related with the text production and the editorial processes.

### Goal

- 10% increase per year in the number of publications and 3% in the impact percentage of the indexed publications produced in the University.

### Indicators

- Number of articles published in academic indexed journals (Scopus, Science Citation Index - Expanded and Social Science Citation Index).
- Number of citations per article published in indexed magazines.

### Responsible parties

Vice-president for Research, Academic Units.

### 3.3.6 Pillar: University Social Responsibility

The University Social responsibility has been a subject of reflection from the origin of Universidad El Bosque, recognizing its importance as an articulating axis of the substantive functions of the University and, in the same way, as a genuine interest to respond appropriately to the needs of the environment.

This reflection is made explicit in the University Mission when it states the construction of a more just, pluralistic and participatory society; it materializes in the Projection and Social Responsibility Policy, where a model that accounts for the evolution of the concept of Extension and Projection toward University Social Responsibility is established. It is a model located in the local, regional, national and global contexts, and which defines four dimensions (learning, generation, transference and organization) through which the University is related to the environment and produces socially responsible actions.

In the first dimension, Learning deals with the University's fundamental commitment, which is to educate with quality training integral professionals who, as graduates, contribute to society. Each student must be a witness of that effort, from an academic solid, relevant offer that links them to society.

The second dimension, Generation, identifies knowledge generation processes, disseminates and transfers the results. It is a dimension that links the University with the environment, which drives to disclose the knowledge generated in the University from research and university work to the public. This dimension is made real through publications, institutional events and cultural offer.

The third dimension, Transference, highlights the acts of the University in its surroundings, with specific projects that respond to the communities or to explicit social demands. As an example of these projects, it is necessary to mention the University Hospital, professional practices specific to each program, social multidisciplinary interventions, advisories, services and consultancies.

The fourth dimension in the model directs its aim toward the Organization and reflects upon its responsibility as an employer and as an institution which is sustainable over time, it is thought as a scenario in which individual and collective projects are aligned, being receptive of social participation and environment care opportunities.

In accordance with this model created within the policy and with 40 years of history of the University in the current development plan, three programs are established to achieve in the next five years.

Responsible parties

Vice-president for Administrative Affairs and Academic Units.

### Program 1: Correlation with the environment

Justification

Correlation is a strategic factor that gives meaning to the work of the University; relationships must be binding and the purpose is to generate joint actions that benefit society.

Description

The program identifies and generates alliances focused on supporting the missionary functions of the University that become actions for growth and mutual benefit.

Responsible parties

Vice-president for Administrative Affairs, Vice-president for Academic Affairs, Vice-president for Research, Academic Units.

### Project 1: Strengthening the relationship with graduates

Justification

Graduates are the University's natural allies. Their performance in the work environment makes it possible to evaluate the fulfillment of the Mission, the relevance of the curricula, the impact and the recognition of their action in society. In order to be able to do that follow-up, it is important to develop a solid belonging and commitment relationship.

Description

The project develops strategies to strengthen the relationship with the graduates, bringing them closer to the University and maintaining effective contact with them.

### Objectives

- To continue the development of the policy toward senior graduates and to strengthen the sub-policies for upcoming graduates, recent graduates and graduates in professional consolidation.
- To increase the volume of effective contacts in the database.
- To establish strategies for attracting graduates to the University.
- To strengthen communication with the graduates.
- To support graduate networks and associations.
- To cultivate the graduates as potential contributors.

### Actions

- Strengthening the Graduate Association and starting to offer services and benefits through it.
- Naming connection leaders in each group of graduates with the Graduate Area of the University.
- Organizing the Graduates Biennial encounter and proposing attractive events at midpoint.
- Developing a constant communication plan with the graduates that reflects the sub-policies for each group.
- Developing a scholarship strategy for senior graduates.

### Goal

- 5% increase per year in the percentage of the database and the relationship with the graduates.

### Indicator

- Number of graduates in touch with the University/Total number of graduates.

### Responsible parties

Vice-president for Administrative Affairs, Vice-president for Academic Affairs, Vice-president for Research, Academic Units.

## Project 2: Strategy for the prioritization and interinstitutional relationships with national and international scope

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### Justification

The relations of the University, make sense to the extent that they generate actions that respond to the needs of the community. In this light for Universidad El Bosque, agreements should result in projects that have positive results in society.

### Description

This liaising project performs a detailed follow-up to the current University relations, documents them, generates impact indicators and gives priority to those that had significant results in the last five years.

### Objectives

- To perform an annual process of evaluation and prioritization of agreements by area of knowledge.
- To document actions generated in each agreement, identifying the responsible parties and generating impact indicators.
- To socialize those relationships that, at the institutional level, may favor the development of more than one academic unit.
- To explore the possibilities with entities proposed from the faculties, and encourage the development of work plans for each agreement.

### Actions

- Organizing annual meetings to prioritize the agreements by area of knowledge.
- Using the agreement management tool, refine it and generate reports from it.
- Revising the existing agreements and document the results and work plans.

### Goals

- 100% of agreements with active projects and work plans.
- The agreement management tool working: a diThe President of the University of those responsible for the agreements, activity follow-up, best practices identification.



- Publish and disseminate results of the most important agreements of the University.

#### Indicator

- Number of agreements with active projects and work plan.

#### Responsible Parties

Vice-president for Administrative Affairs, Vice-president for Academic Affairs, Vice-president for Research, Academic Units.

### Project 3: Consolidation of relations with the community

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#### Justification

Universidad El Bosque, since its origin has generated close relations with the nearby community and with communities that it has defined as within its field of action. The University acting as an agent of social cohesion in the community is consistent with its mission, which speaks of a more just, pluralistic and participatory society.

#### Description

The development of the University Social Projection and Responsibility Policy, is in the hands of the Academic Units. They are the ones who approach the community and, in conjunction with its members, identify needs that can be solved on the basis of the knowledge of the University. We desire to document existing projects and to articulate them from an institutional perspective, as well as promoting institutional projects of a multidisciplinary nature in specific zones.

#### Objectives

- To document Social Responsibility projects made in the last 5 years and continue this work annually.
- To identify successful projects and the best social innovation practices.
- To support institutionally successful identified projects, to ensure their continuity over time.

- To generate tangible impact indicators for University Social Responsibility projects.
- To promote social projects from the different University areas in accordance with the guidelines of the Social Responsibility Policy.
- To promote institutional projects of a multidisciplinary nature, in the geographical areas determined by the University.

#### Actions

- To conduct meetings with each school and by area of knowledge that allow for the discussion of the University model and document their work in the last five years.
- To form a multidisciplinary work group that allows us to identify the best practices in the University Social Responsibility field.
- To generate a support fund for Social Responsibility projects (Excellence and Research Awards).
- To install an information system that ensures that all projects have impact indicators.
- To articulate areas of the University in an institutional nature project.
- To set in the curricula evident opportunities for Service Learning that involves students, professors, researchers and the community.
- To strengthen university volunteering.

#### Goals

- Increase the number of people who benefit from the University social responsibility projects.
- Publish the documentation exercise and make the projects that have been carried out visible.
- A project each year involving at least three faculties and develop it in one of the geographical University foci.
- Increase the number of people who participate annually in the volunteering program to 10 people every semester.

#### Indicator

- Number of people benefited by the University's projects of social responsibility.

### Responsible Parties

Vice-president for Administrative Affairs, Vice-president for Academic Affairs, Vice-president for Research, Academic Units.

## Program 2: Social Transference

### Justification

There are innumerable needs and social challenges to which Universidad El Bosque can offer solutions that originate from its own know-how.

### Description

We are based on the identification of the social and cultural needs and issues regarding knowledge in order to develop, implement and evaluate projects aimed at improving the society's quality of life.

### Responsible Parties

Vice-president for Administrative Affairs, Vice-president for Academic Affairs, Vice-president for Research, Academic Units.

## Project 1: Strengthening Continuing Education

### Justification

Continuing Education is a major source of attraction of talent and resources to the University and a way to extend and strengthen the action networks.

Continuing Education is constituted through a force that imprints on the University the flexibility and agility needed to react in a timely manner to the environment requirements, with proposals for flexible, relevant and consistent products and services of education, in order to allow for the transference of knowledge to society.

### Description

Continuing Education is recognized at Universidad El Bosque as an area which generates an engagement with society. This closeness is built by identifying needs and trends to develop an educational offer, innovative and open, that impacts the quality of life of the participants in the offered courses.

### Objectives

- To increase the continuing education offer, responding to the education needs of the community in general.
- To develop an offer oriented towards satisfying the training needs of the University graduates.
- To increase an offer oriented towards satisfying the training needs of enterprises, institutions or organizations.
- To support the institutional initiatives of social responsibility developed with the different communities they serve.
- To increase the virtual programs supply, both of open and closed offer.
- To increase strategically the offer of open programs developed by the Division of Continuing Education.

### Actions

- Conducting meetings with the academic units to establish work plans.
- Working in conjunction with the graduate unit to identify mechanisms that allow us to understand their needs.
- Establishing a work plan to address the education needs of the different communities (companies, graduates, among others).
- Establishing mechanisms to support the institutional activities of social responsibility, from the Continuing Education Division.

### Goal

- 10% increase of the programs of continuing education per year.

### Indicator

- Number of programs of continuing education per year.

### Responsible Parties

Vice-president for Administrative Affairs, Vice-president for Academic Affairs, Vice-president for Research, Academic Units, Continuing Education Division

## Project 2: Building a Culture of Entrepreneurship in the University

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### Justification

The creation and renewal of efficient companies is a key element in the economic system of a country. An industrial weave in balance is the beginning of the development of a better future. That is why Universidad El Bosque, as a vital actor in this process, is the birthplace of entrepreneurs with a spirit and passion for excellence, and recognizes as a duty to support, energize and enhance this process.

### Description

The point of departure for the strengthening of the country's business weave is the support from innovative initiatives seed, starting with the promotion of an entrepreneurial culture and support processes of entrepreneurial spirit.

### Objectives

- To promote the entrepreneurship culture in the educational community, and support their initiatives in this regard.

### Actions

- Forming the entrepreneurship educational community, tools and needs in the entrepreneurial spirit society, the way to play a fundamental role in the creation and renewal of companies that have a positive impact on society.
- Creating an entrepreneurship unit with the ability to: advice, accompany, and in particular cases, to promote their establishment with societal participation in its foundation and development through the University, stating the parties responsible for this.
- Linking the academic programs, in such a way that they can make obvious potential projects in entrepreneurship.

Disseminating alternatives for the support of entrepreneurship.

### Goals

- Socialize with the educational community the importance of having an entrepreneurship spirit and its role in regard to society.

- Shape the Business Consulting and Entrepreneurship Unit to support and coordinate the entrepreneurship efforts.
- Achieve participation in the entrepreneurship projects by the Academic Units.

#### Indicator

- Number of advised and consolidated entrepreneurship initiatives.

#### Responsible Parties

Vice-president for Administrative Affairs, Vice-president for Academic Affairs, Vice-president for Research, Academic Units.

### Project 3: Structure of a Services and Advising system.

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#### Justification

Universities are the proper spaces to contribute to society, and offer their skills and know-how with quality services strengthened with state of the art resources. Universidad El Bosque seeks to respond to social needs through specific services and consultancies where it is recognized as the ideal source, given the quality of the results obtained over time.

#### Description

Universidad El Bosque has high quality abilities and in many cases the only ones at the national level. Therefore among its objectives, it has to enhance the dissemination and creation of action frameworks to respond to the needs of the current society in a fast and accurate manner.

#### Objective

- To create the Integral Service to the Community Center, in which the powers to provide service, advice and consultancy are articulated.

#### Actions

- Forming a Coordination Unit for services and advising that offers opportunities for improvement and speed.
- Carrying out a census of services and consultancies.

- Analyzing the services and consultancies by relevance, hiring processes, quality of service and benefits for the provider and the University, and to the units that can benefit from it.
- Having external promotion of the services and consultancies through the center of promotion.
- Applying an improvements proposal at both the offer level and also the processes to access it.

#### Goal

- Constitute a quality services and consulting offer, relevant to the social needs, based on the win-win situation between society, service providers and the University.

#### Indicator

- Number of Total Projects

#### Responsible Parties

Vice-president for Administrative Affairs, Vice-president for Academic Affairs, Vice-president for Research, Academic Units.

## Project 4: Development and implementation of the Cultural Management model

#### Justification

The generation, creation and circulation of knowledge is a permanent task of the University and a source of social value that must be shared with society. This scenario of knowledge management is an articulation of the University with its environment, both physical and institutional, enabling the University to play a leading role in addressing society as well as strengthening the identity in a dual sense with such an environment, the University recognizing the environment and its responsibility to it and the environment recognizing the university as an actor alive in its work and development.

#### Description

The project develops strategies, activities and interaction actions for the social appropriation and the dissemination of culture in scientific, technological, intellectual and artistic ways. This activity is conducted both

at the strategic level, as tactical and operational, articulating the creation, production, dissemination and circulation of contents that are the result of knowledge, research, development, innovation and scientific, technological, intellectual and artistic talents, that are considered as creative production and are susceptible to intellectual property protection by themselves. Universidad El Bosque, from the biopsychosocial and cultural approach, promotes the development of cultural goods and services which include events (exhibitions, concerts, museography, meetings, conversations, etc.), artistic production, audiovisual production, circulation and transfer of products that express the identity and mission of the University.

### Objectives

- To strengthen the identity of the University as a generator and transformer of knowledge in sectorial and governmental scenarios, etc., at the national, local, neighborhood level, as proposed.
- To disseminate and promote the social appropriation of knowledge produced or processed in the University, accessible to different audiences, communities and population groups
- To make the University a relevant actor in the issues considered in its agenda and in which society seeks answers from it.
- To promote and encourage social innovation.
- To generate an offer transferable to various sectors of society.

### Actions

- Building a map of scenarios for linking Universidad El Bosque by areas of knowledge, with prioritizations according to the Development Plan and level of location (the neighborhood, local, district, regional, national).
- Building an inventory of relational capital of Universidad El Bosque.
- Using SiTTiO as a base inventory of inputs for the generation of projects, products and scenarios of cultural dissemination.
- Defining the impact scenarios and the communications objectives.
- Articulating the projects with the Academic Units.
- Defining administrative conditions for the management and transfer of the various products of social and dissemination of science appropriation, technology, arts and intellectual activity.



- Designing and developing activities with a timetable and a map of actions that allow for an efficient management and modulated both on campus and in the environment.

#### Goals

- Make the University (both in the physical as in the conceptual scope) a center of social appropriation and of scientific culture, technological, intellectual and artistic dissemination.
- Build an offer of cultural dissemination.
- Develop the project of a Universidad El Bosque Cultural Center for the coordination of activities with various actors of the University and of the cultural and academic environment.
- Circulate and transfer the products of social appropriation and cultural dissemination of the University.

#### Indicator

- Existence of the Model of Cultural Management.

#### Responsible Parties

Vice-president for Administrative Affairs, Vice-president for Academic Affairs, Vice-president for Research, Academic Units.

### Program 3: Consolidation of the environmental sustainability of the University

#### Justification

The continuity and permanence of the University should be based on the responsible use of resources, positively impacting the productive, ecological and social environment.

#### Description

The educational environment is favorable for the promotion of sustainable development through responsible actions and behavior that reaffirm the values that allow the construction of a clean and sustainable environment. |

#### Responsible Parties

Vice-president for Administrative Affairs, Vice-president for Academic Affairs, Vice-president for Research.

## Project 1: Development of the Environmental Policy of the University

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### Justification

The Environmental Policy of the University defines action guidelines in regard to the processes of the sustainability of the University. The university must develop a sustainable model, which allows it to be immersed in the academic environment to form citizens responsible with the environment, according to the missionary purposes of the University and its approach to quality of life.

### Description

Taking as a basis the aforementioned policy, this project develops competencies of citizenship focused on the appropriation, construction and application of concepts from sustainable development.

### Objectives

- To implement the institutional environmental policy in order to generate appropriation of the concept of sustainability.
- To develop a strategy of constant communication of the program.
- To generate synergies between the different schools, departments and divisions of the institution that will make it possible to consolidate the processes of environmental responsibility.
- To check the actions in the framework of sustainability that the institution generates.

### Actions

- Performing an initial measurement of the ecological footprint of the University.
- Reducing the environmental impact of the University through actions that involve the community.
- Making visible the actions that are performed.

### Goals

- Establish a baseline for the ecological footprint of the University.
- Reduce the environmental impact of the University.

Indicator

- Measurement of the environmental impact of the University and its reduction.

Responsible Parties

Vice-president for Administrative Affairs.

### 3.3.7 Strategy: Student success

The Political Constitution of Colombia and Law 30 established that education is a fundamental right that has a social function and that it ensures the social and human development of Colombian people. In fact, the possibility of competing in global markets is determined by the level of education of its citizens. The overall picture of Higher Education has experienced, in recent times, a series of transformations that oblige institutions to rethink their policies, management modes and functional diagrams to adapt and be designed in such a way as to educate according to the complex requirements of a dynamic labor market.

Higher Education in Colombia has gone from growth in the access to an education for the elite to an education for masses. Currently, great efforts are carried out to increase access and ensure access for a greater number of people to the institutions of higher education. It has also been generated as a result of an increase in the rates of student dropout, which is of great interest to those responsible for higher education to understand and intervene in the growing problem of student dropout. This is because it entails high social and economic costs, mainly affecting families, students, institutions and the State. Access to university education alone does not imply that the students would successfully complete its goals and academic and professional goals. For this reason, it is necessary to formulate and implement additional accompaniment programs that have as their primary objective the support to students.

Student dropout is a global phenomenon, a multicause event that has acquired great importance in the field of education due to the need for generating alternatives that encourage the retention and graduation of students, the correspondence of the academic courses offered to the demands of the labor market, and to improve the quality of education with equity. Taking into account the legal and contextual framework at global and national levels, the OECD, the World Bank, the Agreement for the Higher 2014 of CESU and the Universia Letter of Rio 2014, have ratified the need to continue working on the increase of access to and support for equity, taking into account the fact that growth in these leads to new challenges for the policies regarding access and funding of students, as well as to ensure their access, retention and graduation. In summary, we seek to ensure the success of the students in their formative process.

Universidad El Bosque has not been immune to this problem and has worked on many different programs that have evolved. Currently, the

University, as part of its commitment to quality, has transformed the concept of management and control of the “dropout” to “student success”. In this way the Development Plan 2011-2016 determined to advance the concept of management of the successful student, which presupposes a learning environment suitable for the quality of life of the student that includes the integral welfare in their process of formation and the design and development of practices to improve the indicators of retention and student graduation, strengthening in the student the skills of self-management, to become responsible and successful citizens that generate value in society.

In this way, the University seeks from the biopsychosocial model, integrated into the programs and supported in meaningful learning, to continue structuring and strengthening itself in order to respond to the elements proposed by the OECD, becoming responsible and taking on the immersion process of students that were admitted to the institution, the development of those who are already proceeding in their education processes and the actual preparation of those who are close to graduating to confront their work life. This last, through a permanent engagement, accompaniment, support and monitoring from the academic, educational, financial and psychological, monitoring the levels of satisfaction and the academic performance, in addition to the self-assessment, with the objective that the student, will achieve the completion of their educational process in the expected time and achieve optimal and adequate insertion into the work world as graduate.

#### Responsible Parties

Vice-president for Academic Affairs, Academic Units.

### Program 1: Immersion to University Life

#### Justification

Admission to the University generates in the student significant changes. It additionally brings them into contact with new environments and responsibilities that lead them to perform a gradual approach in the process of immersion. Students of higher education today are more diverse in aspects such as the academic, cultural, social and economic conditions. Universidad El Bosque, aware of these trends, works to facilitate the process of transition between the high school life to that of the University, as well as in the development of academic and social competencies for stay and coexistence.

### Description

The program responds to the immersion of the student in university life; it recognizes their skills and particular differences and their relationship with the formation, the adaptation to a university environment, the interaction with their biopsychosocial and cultural environment, during the first cycle.

### Responsible Parties

Vice-president for Academic Affairs, Academic Units.

## Project 1: Articulation with Secondary Education.

### Justification

The need to increase coverage and equity support requires to continue working in coordination with secondary education, in order to minimize the academic and social gaps, achieving its introduction as a formal part of the transit system between levels to generate a larger impact on college preparation rates, academic desertion and equality in admittance opportunities in Higher Education.

### Description

With this project, we generate actions to establish academic relations between the schools and the University, through immersion agreements and career and vocational orientation programs with the schools. Thus, developing the design and implementing strategies that increase opportunities for access to higher education for students of secondary education.

### Objective

- To improve strategies of social and academic support for attraction, inclusion and permanence.

### Actions

- Articulating the education processes of the School and the University.
- Carrying out career orientation days.
- Increasing the number of students coming from Schools in University immersion activities.

#### Goal

- 10% increase in the agreements that enable admittance of high school students to the University .

#### Indicator

- Number of students participating in the articulation with secondary education program/Number of students entering undergraduate programs.

#### Responsible parties

Vice-president for Academic Affairs, Academic Units.

### Project 2: Strengthening the immersion to the University.

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#### Justification

The transition from secondary to higher education implies that the student and their family must face changes that challenge their abilities to adapt and guarantee successful passage through the University. Therefore it is necessary to formulate and implement care-providing programs that are focused on supporting students.

#### Description

The induction process seeks to support the entry and integration of the student to the University community by clarifying the academic, administrative, legal and disciplinary operation of the University. Thus, it is articulated with the Student Accompaniment System (SAS) and it develops support activities for the first year and a half of the program, in order to identify situations that may affect the students' performance throughout their university experience.

#### Objective

To build and socialize with the Directives of the Academic Units, strategy proposals to minimize barriers in the adaptation, participation and integration processes, retention with quality and the welfare of students.

#### Actions

- Developing strategies for students that come from outside of Bogotá, to enable a smooth adaptation.
- Designing and implementing tools to detect support needs during the first year of university life.
- Creating a parent network.
- Structuring the student residence project.

#### Goal

- 100% implementation of the improvement plan.

#### Indicator

- Number of students participating in programmed activities from the improvement plan/Total number of students.

#### Responsible parties

Vice-president for Academic Affairs, Academic Units.

### Project 3: Strengthening the Student Accompaniment System (SAS)

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#### Justification

To achieve student success, it is necessary to understand and address the different moments of a student's career, in order to support academic performance, develop competencies and skills, identify psychological risks, promote principles and values, and continually monitor the students, through the establishment of assessment criteria and tracking of the support, academic performance and professor evaluation processes, that enable the strengthening of the Student Accompaniment System (SAS).

This project aims to increase retention rates (semi-annual, annual and cohort) and to improve completion rates and graduating effort rates.

#### Description

The Student Accompaniment System (SAS) brings together a set of activities in order to provide the necessary conditions for good academic perfor-



mance and the successful completion of the study plan. The SAS generates initiatives that enable supporting students from the beginning of the program, during each academic term, through the Student Support Program (SSP).

In the SAS, profiles are established, academic and personal student needs are identified, in order to meet educational expectations and requirements, to provide ongoing support to the student during the academic term.

### Objectives

- To increase retention (annual and cohort) and improve completion time and graduating effort.
- To support the implementation of learning strategies of the student, with emphasis on developing protective factors for retention with quality.

### Actions

- Characterizing the student population in terms of psychosocial aspects (personal, family, social, economic), learning styles and core competency development.
- Diagnosing learning, adaptation, integration and retention barriers of the students, from the population characterization and the diagnosis of desertion causes and barriers.
- Developing the improvement plan to mitigate the barriers that arise in the processes of students' adaptation, participation, integration and retention with quality.

### Goal

- Increase the annual retention by 2% and the cohort by 10% in five years.

### Indicator

- Annual retention and cohort rate.

### Responsible parties

Vice-president for Academic Affairs, Academic Units.

## Program 2: University Life Development

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### Justification

University life development refers to the process by which the University identifies cognitive skills, learning strategies and academic skills, which lead to the appropriation of the student-centered learning model and, thus, responds to the student's particular needs, in order for them to achieve an adequate performance.

### Description

As part of the University's quality culture, the University seeks the students to constantly evaluate themselves in order to improve their performance. This allows the students to strengthen their learning, self-management, entrepreneurship, innovation, initiative and dominion over a second language processes, to develop and acquire motivational and personal skills that improve performance and, in this way, work hard on accomplishing the Institutional Learning Objectives (ILO), articulated with the Program Learning Objectives (PLO) and Course Learning Objectives (CLO).

### Responsible parties

Vice-president for Academic Affairs, Academic Units.

## Project 1: Learning for success

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### Justification

Student success should continue to be structured and consolidated, so that it can respond to legal and contextual frameworks at global and national levels, in order to ensure access, retention and graduation of students, the attention to groups with special needs, increasing access to the University (specially for students from less favored households), welfare, personal and professional development, creativity, education in principles, values and skills, and equal opportunities. Therefore, it is necessary to design strategies that enable the development of fundamental skills for learning, keeping with the institutional bet for education being student-centered as an imperative.

### Description

Student success is strengthened and based on two lines of work: identification and intervention. The first line seeks to characterize the population in order to identify barriers associated with the difficulties of adaptation, integration, participation, learning, promotion and retention with quality in the processes of higher education and university life to create institutional strategies; the second line is oriented towards the execution of actions that tend to generate flexibility in formative practices, emphasizing the creation and implementation of strategies for academic and socioeconomic support, collaborative learning activities and educational and social support for all students, incorporating specific programs for those with learning disabilities or those that must work and study simultaneously.

### Objective

- To improve student academic gain.

### Action

- Providing individual and group support to University students in the search for strategies that allow them to minimize barriers in their learning process.

### Goals

- Five percentage point decrease in completion time rate and increase in graduation rate in five years.
- 5% improvement in the Saber Pro tests of university students in five years.

### Indicators

- Completion time rate and graduation rate.
- Performance in standardized tests (Saber Pro).

### Responsible parties

Vice-president for Academic Affairs, Academic Units.

## Program 3: Work life preparation

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### Justification

The successful achievement of employment opportunities depends on the development of personal management abilities that impact the professional. Therefore, it is necessary for the University to strive to develop abilities in the students to establish professional goals, personal goals and even abilities for active and planned employment searches, which allows the student to serve as an integral and successful professional.

### Description

The program seeks to address the need to ensure that students of Universidad El Bosque, after successfully completing their studies, are sure of the quality and relevance of their education in the external environment, in accordance with their work life project.

### Responsible parties

Vice-president for Academic Affairs, Academic Units.

## Project 1: Professional performance and success management.

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### Justification

HEI face the challenge of educating professionals to function in a changing environment, from both a technological and economic perspective, with a strong background, but flexible and adaptable to change and market trends. From the meaningful learning model (student-centered learning), it is necessary to provide all students with comprehensive education and complement it with work experience acquired directly in companies in any economic sector, either at private or governmental levels. Thus, the internship is a space where the student integrates the knowledge they acquired during studies.

### Description

To respond to the high speed at which changes are affecting the work environment of today's world, the University's education aims to develop competencies and abilities that involve not only knowledge and skills, but

also competencies with social and personal content in their career. This project seeks to provide the student who is about to graduate the necessary tools and conditions to compete in a highly demanding work environment that is constantly changing, generating, among other things, abilities for high performance in the internship, entrepreneurship skills and the pursuit of employment opportunities, as well as for the development and permanence in the work market.

#### Objective

- To institutionalize educational guidelines that enable skill development through performance levels.
- To strengthen skills in students to manage life and their professional performance.

#### Actions

- Creating and implementing institutional guidelines for internships.
- Developing and implementing an internship preparation course.
- Consolidating the work-life preparation course.
- Designing and implementing an institutional entrepreneurship course.

#### Goal

- 50% increase in student participation in projects for performance management and career success.

#### Indicator

- Percentage of student participation in performance management and career success projects.

#### Responsible parties

Vice-president for Academic Affairs, Academic Units.

### 3.3.8 Strategy: University Wellness

To generate, transmit and transfer knowledge and provide a healthy learning environment, the University recognizes the importance of promoting wellness as a sine qua non condition, through the “Well-being – Well-doing” of all people that comprise the educational community from individuality to collectiveness.

Likewise, evaluation and planning processes have generated evidence of trends in higher education at a global and national level that impact the University and which are related to the importance of a comprehensive education, the promotion of human development, quality of life and dignity of the human being, fundamental aspects of the institutional Mission and Vision.

Therefore, the University has consolidated a quality culture that leads to constantly evaluate its work and define consolidation and improvement plans, which has also allowed it to consider Wellness as a cross-cutting strategy for the Institutional Development Plan 2016 – 2021, with programs and projects such as: a) Fortifying the wellness of all university collaborators, i.e., academics, administrative staff, undergraduates and graduates; b) Wellness as a promoter of quality of life, by recognizing family as a fundamental aspect and the Institution as a healthy University; c) the importance of University Wellness in education, articulating their formative tasks with the IEP, the Institutional Learning Objectives and life skills promoting cooperative work inter and intra-university in Wellness issues and; developing consolidation and improvement plans in the sense of belonging in regard to institutional identity, and the work environment.

On the other hand and aligned with the development of information technology and communication, the intent is to develop across all programs of this strategy, a virtual offer that contributes to coverage and impact in the welfare of the educational community.

Finally, recent evaluation exercises have shown the need to socialize the University Wellness offer with the entire community and assure that everyone is familiar with it, which is why communication activities are part of the different programs and projects of this strategy.

Responsible parties

Vice-president for Administrative Affairs, University Wellness Department, Academic Units.

## Program 1: Strengthening Wellness for university collaborators

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### Justification

The University community is composed of various population groups, each one with different roles in the institution (learning, teaching, enabling), as well as particular interests and preferences. Seeing as universality and equity are fundamental criteria of the University Wellness Department at El Bosque, it is important to impact all these collaborators according to their specific needs, recognizing their right to access the range of programs, projects, actions and services.

The University has identified an improvement opportunity in strengthening coverage and impact of its current offer in a few specific groups that, due to their particular dynamics, present low participation rates, and develop a virtual offer that is appropriate and relevant to the needs of each population group.

### Description

With this program the University consolidates and develops a range of programs, projects, actions and services, both face-to-face and virtual, to directly respond to the needs of different population groups, encouraging their active participation, increasing coverage, improving impact and promoting conditions for development and comprehensive education for the individual and the collective.

### Responsible parties

Vice-president for Academic Affairs, University Wellness Department, Academic Units.

## Project 1: Strengthening academic and administrative Wellness

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### Justification

The University Wellness policy defines the criteria that guides its management. These include: a) participation and integration, which refers to the task of Wellness of encouraging integration in people and instances that are part of the University; and b) universality and equity, to ensure that

their offer covers the entire community, taking into account the particular characteristics and needs of each population group.

The current offer has primarily impacted undergraduates, which has created an improvement opportunity related to the participation and impact in the academic and administrative community, so that they access the current offer.

### Description

The project consolidates the current supply of programs, projects, activities and services, as well as the development of a virtual offer, oriented towards academic and administrative staff, in order to increase their participation and improve coverage and the impact of the management of the Wellness Department.

Furthermore, particular communication strategies are defined for these groups to convey the offer the University has for them.

### Objectives

- To periodically evaluate preferences, interests and expectations of the academic and administrative staff, in order to improve participation and satisfaction with the offer of the University Wellness Department.
- To have the necessary and adequate infrastructure for the development of the University Wellness Department work.
- To generate a virtual supply from the University Wellness Department to increase its coverage and impact in the academic and administrative staff.
- To execute a University Wellness Department communication plan that includes strategies for each population group.

### Actions

- Periodically characterizing preferences, interests and expectations of the academic and administrative staff.
- Socializing the University Wellness Department offer among the academic and administrative staff.
- Creating tools to assess satisfaction and the impact of the University Wellness Department offer among the academic and administrative staff.



- Tracking the actions taken to strengthen wellness among the academic and administrative staff.

#### Goal

- Ensure that at least 30% of administrative staff and 20% of academics participate in an offer of the University Wellness Department.

#### Indicator

- Percentage of academic and administrative participation according to the institutional offer from the University Wellness Department.

#### Responsible parties

University Wellness Department, Human Talent Department .

## Project 2: Strengthening Wellness among students and graduates

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#### Justification

Given the coordinating role of Wellness from the participation and integration criteria, and the universality and equity defined in the University Wellness Policy, and keeping in mind that the current offer has primarily impacted undergraduates, there is an improvement opportunity regarding the participation and impact in night school and postgraduate students, who due to their class schedule, working conditions and/or different preferences and interests, present low participation.

On the other hand, the student population at the University that comes from places different from Bogota is significant. Their immersion process to the University and adaptation to the city is quite different, which is why they need to be provided with tracking and support.

Likewise, the institution recognizes graduates as a key population group, so it is important to involve them through a virtual offer from the University Wellness Department.

#### Description

This project fortifies the current face-to-face offer of programs, projects, actions and services; it also develops a virtual portfolio accessible to all university students to increase their participation.

Furthermore, it strengthens current support strategies for students who come from other places, which require academic Units to promote support networking for those students and contribute to an easier adaptation to university life.

Additionally, the Institution develops a virtual portfolio oriented toward graduates in order to increase their participation and improve coverage and the impact of the University Wellness Department management.

Finally, particular communication strategies are defined for these population groups in order to increase awareness of the offer the University has for students and graduates.

### Objectives

- To increase the use of the University Wellness Department's installed capacity through the face-to-face offer of programs, projects, actions and services.
- To generate a virtual portfolio to increase coverage and impact of the University Wellness Department in graduates.
- To create an action plan to consolidate the support program for students from out of town during the first year of their university life.
- To design and implement an action plan for graduates that enables their participation according to their likes and interests.
- To implement a communication plan from the University Wellness Department that includes different strategies for each population group.
- To have the necessary and adequate infrastructure for the development of the work of the University Wellness Department.

### Actions

- Periodically characterizing preferences, interests and expectations of undergraduate and postgraduate students.
- Conducting periodic meetings with the coordination of graduates to strengthen the wellness of this group.
- Developing mechanisms to promote awareness of the offer of the University Wellness Department and the involvement of students and graduates.

- Designing tools to assess satisfaction and the impact of the offer of the University Wellness Department among the academic and administrative staff.
- Following up on the actions taken to strengthen student and graduate Wellness.
- Semi-annual tracking of the support plan for students from out of town.

#### Goal

- Ensure the participation of at least 30% of students in an offer from the University Wellness Department.

#### Indicator

- Participation percentage of undergraduate and postgraduate students according to the institutional offer of the University Wellness Department.

#### Responsible parties

University Wellness Department.

## Program 2: Wellness as a promoter of quality of life

#### Justification

The University is aware of the importance of generating transformation processes for each of its collaborators to contribute to their quality of life and promoting complete human development.

Therefore, in the University Wellness Policy, quality of life is one of its guiding principles, understood as the perception individuals, groups and organizations have of their wellbeing in all its dimensions, from which their degree of satisfaction and personal fulfillment is established. This institutional interest requires the development of strategies from different fields of wellness that ensure the well-being and well-doing of the collaborators in the community.

#### Description

This program carries out face-to-face and virtual projects which, due to their nature, contribute to the quality of life of members from the educa-

tional community and therefore their wellness, such as the extension of said wellness to the family, advocating the institution's healthy environment.

Responsible parties

Vice-president for Administrative Affairs.

Project 1: The Family: fundamental aspect for the wellness and quality of life of the university's community.

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Justification

From the University Wellness Department, the institution aims for the development of quality of life of each and every one of the members of the educational community, which has a range of programs, projects, activities and services designed to promote the development of different constituent aspects of being.

With family being an aspect of vital importance, there is an awareness of the need to strengthen the offer we have for the families of academics, administrative staff and students.

Description

With this project the University Wellness Department consolidates itself from face-to-face and virtual programs, projects, actions and services oriented to impact and integrate the family of all the members of the educational community through educational and recreational activities.

Additionally, the project establishes particular communication strategies for this population group so they know and participate in the activities that the University has for them.

Objectives

- To design and implement a work plan that includes face-to-face and virtual actions addressed to the family of all members of the educational community in order to promote their involvement with university life.

- To generate educational activities aimed at parents of undergraduate students to promote their participation in the university life of their children.
- To implement a communication plan from the department with differential strategies for each population group.

#### Actions

- Socializing the University Wellness Department offer with educational community families.
- Developing the educational and ludic actions contained in the work plan.
- Creating tools to assess the impact and satisfaction of the University Wellness Department offer to the family of the educational community.

#### Goal

- Perform at least four educational actions and four face-to-face and virtual activities of the University Wellness Department addressed to the family of the educational community per semester.

#### Indicator

- Number of activities related to family involvement.

#### Responsible parties

University Wellness Department.

## Project 2: Healthy University

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#### Justification

As the integral health of each of the members of the educational community is fundamental for their quality of life, we recognize the importance of creating conditions to strengthen the actions of disease prevention and health promotion and, in this way, promote healthy habits.

### Description

This project contributes to the University to be recognized as a Health Promoting Institution by generating interdisciplinary strategies, face-to-face and virtual, in which the University Wellness Department, while tending to the well-being, achieves an important function working together with all the academic and administrative units toward the generation of healthy lifestyles and disease prevention.

### Objectives

- To generate a virtual health offer that promotes the creation of healthy lifestyles and disease prevention in the educational community.
- To promote teamwork with the academic units to create projects related to the integral health of the community.
- To develop mechanisms to monitor some health indicators in the members of the community in order to improve Prevention and Promotion actions.

### Actions

- Developing regular meetings with the academic units to promote projects about integral health topics.
- Introducing to the educational community the projects, programs and services in health matters.
- Following up on the implementation of projects, programs and actions of prevention and promotion.

### Goal

- Development of at least five prevention and promotion projects per semester.

### Indicator

- Prevention and promotion projects and actions implemented/  
Prevention and promotion projects and actions planned.

### Responsible parties

University Wellness Department.

### Program 3: Wellness in integral education

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#### Justification

Integral education is a missionary interest of University El Bosque. In this sense, Wellness, understood as the articulation between the well/being and well-doing moving transversally through all areas, roles and actors that are part of the educational community recognizes that is essential:

- The demonstration and verification of the education actions that are inherent to the work of the University Wellness Department and its integration to the Institutional Learning Objectives (ILO) in order to strategically coordinate the offer and management of the University Wellness Department with the University's IEP and the education processes carried out in the academic Units. Likewise, it recognizes the importance of contributing to the development of education and life skills and competencies.
- The strengthening of the inter and intra-university integration to promote collaborative and integrated work that facilitates, both the transversal compliance of its purposes and the development of research processes related to educational community wellness.
- The development of the actions that encourage the sense of belonging to the Institution and promote a stimulating culture and environment.

#### Description

This program allows for a more visible the contribution of the University Wellness Department to integral education, strengthening the formative actions developed in its work, articulating its programs with the ILO and the IEP and contributing to the development of skills and abilities for life.

It also carries out internal integration strategies with the academic and administrative Units, and externally with other institutions that facilitate the development of the research processes related to Wellness to contribute to the well-being, well-doing and well-living of the educational community members.

In favor of the above, it recognizes the value of defining the communication processes that allow to manifest the transversality of its work and impact on each of the members of the educational community, as well as in its management, both face-to-face and virtual, at all levels, roles and actors of the university life.

## Responsible parties

Vice-president for Academic Affairs, University Wellness Department, Academic Units.

## Project 1: Strengthening the educational actions of the University Wellness Department

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### Justification

One of the main areas of management of the University Wellness Department Policy is educational, because it develops educational processes that are transversal to the curricular contents to contribute to the education and development of the educational community from a pedagogical approach, in the processes of learning to learn, teaching, working, communicating, living together and being.

Therefore, it is an opportunity of improvement to strengthen the educational actions in order to achieve articulation with IEP, the Institutional Learning Objectives, and education processes that are developed in the academic Units. Furthermore, with the strengthening of the life skills, essential for compliance with the program.

### Description

With this project, the University Wellness Department strengthens its educational activities and defines strategies that allow it to visualize the impact it has on integral education and the quality of life of the educational community, for which it has to articulate its work with the Institutional Learning Objectives; and to manifest the University Wellness Department contribution to the development of skills and life skills both in the face-to-face and the virtual settings.

### Objectives

- To integrate the educational actions of the University Wellness Department with the University's Pedagogical Model and with the Institutional Learning Objectives.
- To create a work plan that allows us to visualize the contribution of the educational actions of the University Wellness Department in the acquisition of the life skills and in the way they develop.



### Actions

- Carrying out regular meetings with the University Wellness Department to establish the integration plan with the IEP, the ILO and life skills.
- Formally documenting the integration of the educational actions of the University Wellness Department with the IEP, the ILO and life skills.
- Informing the educational community how the educational actions of the University Wellness Department are integrated with the IEP, the ILO and life skills.

### Goal

- In five years, 100% of educational actions of the department with the documents and actions that demonstrate their integration with the IEP, the ILO and life skills.

### Indicator

- Support documents that evidence the integration between educational actions from the University Wellness Department, the IEP, the ILO and life skills.

### Responsible parties

University Wellness Department, Academic Units.

## Project 2: Strengthening cooperative work inter and intra university.

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### Justification

The interest that the University has in the promotion of quality of life, implies promoting the connectivity, which means, building cooperation networks.

Given the principles of shared responsibility and community building in the University Wellness policy, the development of these networks must be generated both internally, with the academic and administrative Units, promoting the interdisciplinary and articulated work with the educational community actors, and externally with other Higher Education Institutions, promoting the systematic exchange of experiences and the development of articulated activities from each of the fields of action of the University Well-

ness Department, as well as performing research processes jointly, to guide and promote the wellness of the community, making a visible impact.

### Description

With this project the strategies and actions that promote an interdisciplinary and integrated work with the academic and administrative Units are defined to carry out projects in favor of the wellness of the members of the educational community.

On the other hand, the participation in inter-university networks to develop joint projects, enrich its management processes and primarily promote the representative and reflective areas of wellness is strengthened.

Additionally, generating research processes in wellness issues in order to strengthen its work, guide the improvement processes and having more and better impact and coverage.

### Objectives

- To increase the University participation in the inter-university networks that promote the development of research projects and the management of wellness issues.
- To define integration strategies with the academic and administrative Units in order to carry out joint projects in Wellness issues.

### Actions

- Carrying out regular meetings with the academic Units to establish cooperative work projects.
- Participating actively in inter-university networks to promote the development of cooperative projects.
- Creating follow up and control tools of the projects developed with cooperative work.

### Goal

- Development of at least two intra-university collaborative work projects each semester and one inter-university collaborative work project per year.

### Indicator

- Number of projects carried out with inter and intra university cooperative work.

Responsible parties

University Wellness Department, Academic Units.

### Project 3: Promotion of the sense of belonging

Justification

University El Bosque recognizes the importance of developing actions that promote the sense of belonging to the Institution and promote stimulating and harmonic culture and environment.

Additionally, the evaluation processes of organizational nature have allowed us to identify the need of generating strategies oriented at strengthening these aspects in the academic and administrative Units.

Description

The project defines strategies oriented at strengthening the sense of belonging of the educational community through the regular study of its perceptions and expectations and the implementation of actions that promote the well-feeling and the well-being of the educational community, reflected in its well-doing and performance, from an organized and harmonic environment and a stimulating institutional culture.

Objectives

- To regularly evaluate the perceptions and expectations in the educational community related to the institutional identity, the sense of belonging and the working environment.
- To create a regular consolidation plan of the determining indicators of the organizational environment based on evaluation exercises.

Actions

- Regularly applying instruments that evaluate the perceptions and expectations of the community with the institutional identity, the sense of belonging and the work environment.
- Developing a consolidation and improvement plan after each evaluation process.
- Creating follow up and control tools of the actions taken in each consolidation and improvement plan.

Goal

- The University executing an improvement plan of strengthening the institutional identity and the sense of belonging.

Indicator

- Number of executed actions/Number of planned actions that improve the institutional identity and the sense of belonging.

Responsible parties

University Wellness Department, Academic Units.

### 3.3.9 Strategy: Internationalization.

Internationalization is the exchange of ideas, knowledge, goods and services among nations beyond national borders. In Higher Education, internationalization means the processes of integrating international, intercultural and global dimensions in the institutional objectives, organization and actions<sup>72</sup>.

University El Bosque in its commitment to contribute to the reproduction of spaces for the generation of knowledge aiming at addressing diverse realities, dimensions and phenomena that global society requires, develops the internationalization strategy, through the program “Strengthening of the implementation of the Internationalization Policy” which develops through five projects: International Relations with interest groups, Curriculum Internationalization, Internationalization for student success, Human Talent Internationalization and Internationalization of Research and Knowledge Transference.

Responsible parties

The President of the University

#### Program 1: Strengthening of the implementation of the Internationalization Policy

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Justification

The phenomenon of globalization supported by the fast and constant technological development and the unlimited access to information, has surpassed the limits of space and time. As a product of the aforementioned phenomenon, we face an integration and interdependence context that is increasingly tight with other societies, as well as the fast and diverse transformations in the political, economic, cultural and social settings.

In this context, the Higher Educational Institutions face the challenge of entering the global environment by the growing interrelationship with other HEI, international organizations of various kinds, the scientific community, and NGOs, among others. For Universidad El Bosque, interna-

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<sup>72</sup> Knight, J. (2003). Updated definition of internacionalization.

tionalization is a response to these challenges, from which we may highlight those related to quality assurance, the relevance of the processes of knowledge creation and ensuring the education of human capital, capable of responding to the requirements of a constantly evolving society.

Likewise, in accordance with its Mission and Vision, internationalization is understood as a cross-cutting and comprehensive strategy of entry in a global environment for the entire academic community, which implies presence, impact, development of its community and its research education, knowledge transference and social responsibility processes in international areas.

Through the internationalization strategies, the University seeks to form “world citizens”, which means, professionals that have the competencies and skills required to analyze and propose solutions to global problems.

#### Description

The internationalization program consists in the strengthening of different projects that aim to the development of the relations with the interest groups that the University has determined as urgent, to the internationalization of the macro and micro-curricula, internationalization for student success, human talent internationalization that makes up the academic community, the development of the international visibility through research and knowledge transference, and the impact of the university’s social responsibility.

#### Responsible parties

The President of the University

#### Project 1: International relations with the interest groups.

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#### Justification

The internationalization of the University involves promoting and strengthening the cooperation bonds with the defined interest groups. In cohesion with the Institutional Internationalization Policy, the relations established by the University are based on the principles of comprehensiveness, cooperation and prioritization principles.

## Description

The international relationships of Universidad El Bosque with the interest groups are defined by the identification and prioritization principles with: multinational and foreign enterprises, organizations and international cooperative agencies and Higher Education Institutions in the world. The actions defined in the project, allow us to continue with the strengthening of the existing relations with the interest groups and identifying new strategic allies. Likewise, the project develops activities and actions aimed at the assessment of the context needs and the international vision from the social development perspective. In such a way the University, according to its Mission, Vision and Strategic Orientation, provides the solution to local, national and international issues.

## Objectives

- To strengthen international relations with the interest groups.
- To produce social development projects with the interest groups in international settings.

## Actions

- Identifying and prioritizing new opportunities of liaising with the interest groups.
- Developing the annual meetings of prioritization of international agreements with the interest groups.
- Developing work plans to consolidate international relations.
- Identifying social development projects with international impact.
- Getting international funding for the development of the University's Social Responsibility projects.

## Goals

- Count with prioritized academic cooperation agreements evidencing relations with the interest groups.
- Have social development projects with international impact.

## Indicators

- Number of international agreements established with the interest groups.
- Evidence of the existence of the University Social Responsibility projects with international impact.

### Responsible parties

- Development Office, Academic Units.

## Project 2: Curriculum Internationalization.

### Justification

The internationalization of the curriculum is an essential strategy for the development and strengthening of the educational offer of Universidad El Bosque, thanks to curricular flexibility. Nowadays, a conceptual framework and institutional guidelines exist that allow for the consolidation of the current offer and the development of new academic programs with international components at a curricular level.

### Description

Curricular internationalization is developed through the analysis of international curricula, the inclusion of a second language in the study programs, the inclusion of global cross-cutting subjects, the use of ICTs and the development of double degree programs with other HEI.

### Objectives

- To compare the curricula of academic programs with curricula recognized worldwide.
- To include in the academic programs curriculum the use and learning of a second language.
- To incorporate in the curricula global cross-cutting issues (environment protection, human rights, citizenship, peace and post-conflict, among others) as an additional reference to bioethics and humanities.
- To continue with the micro-curricula strengthening.
- To establish strategic alliances with HEI in the world to generate double degree agreements.

### Actions

- Identifying world known Universities that offer similar programs as those in Universidad El Bosque, for curricular comparisons.
- Developing and documenting international curricular comparison exercises of each of the academic programs of the University (undergraduate and postgraduate).



- Revising the credit structure with international credit structures.
- Updating the second language level required by the academic degree programs for the graduation of the students.
- Offering within the study plan disciplinary subjects in English.
- Offering within the study plan a second language subject that allows students to reach the level required to graduate.
- Incorporating these cross-cutting topics to the new academic offer.
- Consolidating the use and monitoring of the micro-curricular self-assessment tool and the improvement actions.
- Promoting the inclusion of the internationalization models, second language and ICTs in the educational activities and subject assessment.
- Identifying recognized Universities in the world that offer similar programs to El Bosque, to develop double degree programs.
- Managing specific international agreements for double degrees.

#### Goal

- 100% of the programs developing and implementing improvement plans from the process of evaluation of the academic management related to the international components.

#### Indicator

- Percentage of programs that develop and implement improvement plants from the academic management evaluation processes.

#### Responsible Parties

Vice-president for Academic Affairs, Academic Unities, Development Office.

### Project 3: Internationalization for student success

#### Justification

The education of global citizens and the insertions of the students in international contexts is one of the biggest challenges faced by HEI in Latin American and Caribbean countries. Universidad El Bosque recognizes these challenges, consolidates the Internationalization project for student success, through the tools that allow students to interact in global settings.

## Description

Through the strengthening of a second language, in-house internationalization, curriculum internationalization, the opportunity of making international mobility processes and collaborative work within networks, the University trains integral professionals with capabilities for comprehending other contexts and develop at local, regional and national levels.

## Objective

- To increase student international mobility (inbound and outbound).

## Actions

- Communicating and spreading the institutional guidelines and protocols for student international mobility to the whole community.
- Giving information and advising the student community on international mobility opportunities.
- Financially supporting to students that develop international mobility processes.
- Generating strategic alliances with international entities and associations for obtaining scholarships and financial support for student international mobility.
- Promoting international academic missions and short courses for students.
- Developing international academic missions in HEI with which Universidad El Bosque has academic cooperation agreements, or with Spanish-speaking countries, aiming at attracting foreign students to Universidad El Bosque.
- Managing specific international agreements for student international mobility with other HEI in the world.

## Goal

- 60% increase in the number of students in international mobility processes, inbound and outbound.

## Indicator

- Number of students participating in internationalization activities.

## Responsible parties

Vice-president for Academic Affairs, Academic Units, Development Office.

## Project 4: Human Talent Internationalization

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### Justification

The University's Human talent internationalization is built upon the support for the success of educating global citizens.

### Description

By hiring academics from other countries, inbound and outbound professor mobility, active participation in disciplinary academic networks, the strengthening of a second language and the inclusion of international and intercultural elements in academic work, we want to establish the bases to consolidate human talent internationalization in the University.

### Objectives

- To hire foreign professors in the academic units.
- To support professor education abroad.
- To support the participation of human talent in international academic activities.

### Actions

- Identifying the needs of professors by knowledge area.
- Hiring foreign professors.
- Identifying educational needs of professors in the Units.
- Establishing an action plan for disciplinary academic education.
- Establishing an institutional budget for economical support for education and short stays for professors.
- Establishing a budget per academic unit for economical support for professors to participate in international activities and events with a short stay.

### Goal

- All academic units with an internationalization budget for hiring foreign professors.

### Indicator

- Number of visiting and international professors.

### Responsible parties

Vice-president for Academic Affairs, Academic Units, Development Office, Human Talent Department.

## Project 5: Research and Knowledge Transference Internationalization

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### Justification

Internationalization is one of the strategies that contributes to improve the quality of the processes and products of research and transference: in its recognition, visibility and impact on the international community. Research and knowledge management are developed through collaborative work in global networks.

### Description

All the activities that are aimed at creating and managing knowledge should include internationalization as a fundamental referent for the development of research and knowledge transference of Universidad El Bosque. As such, we will undertake actions that will allow us to gain international visibility, researcher mobility, participation in international networks, attention at the University Hospital, among others, to formulate joint projects with international organizations and Higher Education Institutions.

### Objectives

- To promote the improvement of the quality of research and knowledge transference processes through the strengthening of the relations with other institutions in the world and through recognition and visibility of research products.
- To manage and strengthen international researcher and research group networks.
- To encourage international mobility of the researchers.

### Actions

- Promoting research and knowledge transference projects together with international HEI and organizations.

- Promoting the publishing of academic articles in international journals.
- Obtaining international recognitions and scholarships.
- Establishing doctoral degree programs in joint collaboration with other HEI in the world.
- Encouraging the participation of researchers and research groups in international networks.
- Promoting international mobility for Universidad El Bosque researchers.
- Promoting the mobility of researchers from other countries to Universidad El Bosque.

#### Goals

- Increase the number of research projects with international cooperation.
- Have a doctoral degree in joint collaboration with a foreign University.
- Increase inbound and outbound mobility of the researchers.

#### Indicator

- Number of research projects with international cooperation.

#### Responsible parties

Vice-president for Research, Academic Units, Development Office.

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# Appendix 1

## Units that will create the Development Plan 2016-2021

1. Vice-president for Academic Affairs
2. Vice-president for Research
3. Vice-president for Administrative Affairs
4. Basic Leveling Course
5. School of Arts
6. School of Economic and Administrative Sciences
7. School of Science
8. School of Judicial and Political Sciences
9. School of Design, Image and Communication
10. School of Nursing
11. School of Education
12. School of Engineering
13. School of Medicine
14. School of Psychology
15. School of Dentistry
16. Bioethics Department

17. Humanities Department
18. Simulation Department
19. Virtual and Distance Education Division
20. Graduate Studies and Advanced Training Division
21. Evaluation and Planning Division
22. Continuing Education Division
23. Library
24. University Wellness Department
25. Marketing and Integral Services Office
26. Technology Administration
27. University Social Responsibility
  - a. Correlation with the environment
  - b. Social transference
  - c. Environmental sustainability
28. Internationalization
29. Student Success



Quality of life is a commitment of all

# **INSTITUTIONAL DEVELOPMENT PLAN**

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