

## INVITATION TO PARTICIPATE AS NATIONAL OR INTERNATIONAL SPEAKER IN ACADEMIC EVENTS OF ASSURING QUALITY IN HIGHER EDUCATION – COLOMBIA 2021

The Ministry of National Education through the Direction of Quality for Higher Education establishes the terms of reference about the public national and international invitation for the presentations that will be carried out in the academic events of the System of Quality Assurance in Higher Education.

### CONSIDERATIONS

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The Government, through the Ministry of National Education (MEN) and the Colombian Institute for Educational Credit and Technical Studies Abroad (abbreviated ICETEX in Spanish), are committed with the strengthening and implementation of policies focus to strength the System of Quality Assurance in Higher Education (SAC). For the Ministry of Education, is key to propitiate the knowledge dialogue between relevant stakeholders in the different Assuring Systems for Quality in Higher Education around the world.

Therefore, in the frame of the Inter-administrative Agreement 288 of 2019, it was created the “Fund of the National Accreditation Council (CNA) and the National Intersectoral Commission for Quality Assurance in Higher Education (CONACES)”, which aims to enrich the activities of quality assurance, promotion and qualification of the processes of self-evaluation, internal and external evaluation and continuous improvement of higher education programs and institutions in Colombia, as well as activities directly related to the modernization and development of the evaluation functions of the National Accreditation Council (CNA) and the National Intersectoral Commission for Quality Assurance in Higher Education (CONACES)<sup>1</sup>.

This objective is consistent with the SAC principles, whose purpose is to guarantee society that the institutions that are part of it fulfill their mission and training objectives. Likewise, by means of Decree 1330 of 2019 "By which the System of Quality Assurance in Higher Education, the qualified registration referred to in Law 1188 of 2008 and the articles of Law 30 of 1992 on accreditation are regulated", in its article 2.5.3.3.2.1.2. defines that the SAC is the set of institutions and instances determined by the current regulatory framework, which are articulated through policies and processes designed, with the purpose of ensuring the quality in higher education institutions and their academic programs.

The SAC, within its mission functions, promotes in higher education institutions the processes of self-evaluation, self-regulation and continuous improvement in a comprehensive manner in their training, academic, teaching, scientific, cultural and extension work, contributing to the advancement and strengthening of their community and their academic results, under principles of equity, diversity, inclusion and sustainability. The relevant stakeholders of the SAC are listed below:

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<sup>1</sup> The CNA and CONACES are advisory and sectoral organization bodies that make up the Higher Education Quality Assurance System, and are responsible for functions that imply an interrelation with the other relevant stakeholders in the sector, with the purpose of strengthening and transferring knowledge and experiences that are reflected in the continuous improvement of the sector.

- a. National Ministry of Education (MEN)
- b. Ministry of Health and Protection
- c. National Higher Education Council -CESU.
- d. National Accreditation Council -CNA.
- e. National Intersectoral Commission for Quality Assurance in Higher Education -CONACES.
- f. Ministry of Science, Technology and Innovation -CTel;
- g. Colombian Institute for Education Evaluation - ICFES.
- h. Colombian Institute for Educational Credit and Technical Studies Abroad - ICETEX.
- i. Intersectoral Commission for Health Human Talent -CITHS.
- j. Institutions of higher education and those authorized by law to offer and develop higher education programs.
- k. Academic and scientific community.
- l. Academic pairs.
- m. All those involved in the development of Higher Education.

Therefore, and based on the need for the internationalization of the SAC, suggested by experts and multilateral organizations, the identification of national experts can contribute to the continuous improvement of the entire SAC. Thus, the following terms of reference are being called for interested parties.

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## GENERAL DISPOSALS

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### Object

Achieve the participation of national and international experts for the academic events planned by the Direction of Quality for Higher Education of the Ministry of National Education, which have the purpose of supporting the transfer of knowledge, technical assistance, accompaniment, studies, research and information on the various systems for quality assurance in higher education.

### Academic events

The Vice Ministry of Higher Education, through the Direction of Quality for Higher Education, has planned the following events for the year 2021:

- III International Forum on Quality Assurance for Higher Education (May – June)
- Educated 2021 (August – September)
- II International Forum on Learning Outcomes (August – September)

### Nodes – Thematic Axes

The academic scenarios must be developed within six nodes that group the *thematic axes of quality in higher education* for the internationalization and exchange of experiences and knowledge. The specificity of the nodes is described in [Annex 1](#). The thematic nodes-axes are listed below:

1. Technical, Vocational and Technological Education T&T
2. Modalities
  - Distance, virtual and dual education: Education mediated by digital technologies.
  - Propaedeutic cycles

3. Internal Systems of Quality Assurance
4. External evaluation of the quality of higher education
  - Information management and evaluation mechanisms of higher education quality policies.
  - External evaluation and advisory National System of Quality Assurance of Higher Education and development of the functions of the CNA and CONACES.
5. Learning Assessment
  - Learning outcomes and teaching quality.
6. Pedagogical or educational innovation
  - Quality of Higher Education in the 21st Century
  - Ethnocultural and Multicultural Education
  - Educational and training mobility
  - Rural education
  - Globalization of Higher Education

## Profile

In accordance with the technical requirements of the Quality Assurance System (SAC) within the framework of the [thematic axis-nodes](#), the following criteria are listed and are expanded in [Annex 2](#):

1. **Academic History (Academic Training):** applicants must accredit an undergraduate academic degree in any area of knowledge, and a master's or doctorate preferably related to the thematic axes.
2. **Work Data - Teaching Experience:** At least five (5) years of academic experience as a professor in institutions of higher education or those authorized by the country of origin to offer and develop academic programs of higher education, within the ten (10) years prior to the opening of this invitation.

Additionally, at least two (2) of the following conditions must be accredited:

- a. Three (3) years working as a postgraduate professor, within the five (5) years prior to the opening of the present invitation.
  - b. Experience as an Academic Peer or the equivalent in your country, in processes of quality assurance in higher education within the five (5) years prior to the opening of the present invitation.
  - c. Five (5) years of experience in academic or institutional management in institutions that offer and develop higher education academic programs.
  - d. Be or have been a member of international evaluation or accreditation bodies within the last five (5) years prior to the opening of this invitation.
3. **Labor Data (Experience in Academic Direction Positions):** Five (5) years of experience in academic or institutional direction, in institutions that offer and develop academic programs of higher education.

4. **Labor Data (Experience in national or international evaluation or accreditation organizations):** Be or have been a member of international evaluation or accreditation organizations within the last five (5) years prior to the opening of this invitation.
5. **Academic Experience (Education Trajectory):** List your research trajectory in a document which can be attached in the "upload documents" tab, remember that you can list links where your experience as a researcher can be corroborated. It is necessary to cite the organization in your country that certifies your quality as a researcher. It is recommended to emphasize the selected [thematic node](#)-axis.
6. **Paper Proposal:** In a document, please describe the proposal that you consider you can present for the selected academic event and thematic node. It should contain: name, objective, description and product to be delivered. Remember that this document should not exceed 800 words.

**Letter of institutional support:** The letter of support is a document that will be requested once you are selected by the Academic Committee and the Fund's Board of Trustees, within the framework of this invitation, in which the institution for which you currently work commits to facilitate the authorization of time and travel, the latter if necessary.

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#### GUARANTEES FOR THE PARTICIPATION OF THE INTERNATIONAL EXPERT

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To guarantee the participation of the national or international expert through the Fund, the economic recognition will be made for the delivery of a product derived from the presentation in the [academic event](#), which can be studies, books, guides or documents, which are part of the preparation and/or result of an activity carried out.

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#### SCHEDULE AND ACTIVITIES DESCRIPTION

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The dates on which the invitation process will take place are defined in Table 1.

Table 1- Invitation Schedule of 2021.

No.	ACTIVITY	DATES
1	Start and finalization date of the invitation	From March 15th to May 10th of 2021
2	<b>Registration in ICETEX platform</b> Register, enrollment and documental submission in the ICETEX platform by the candidates. The opening will be since 12:00 hours (Colombian hour) from March 15th to 23:59 (Colombian hour) from April 25th of 2021.	From March 15th to April 25th of 2021
3	<b>Review</b> - Candidates enabling requirements verification by the Academic Committee and concept emission. - Review and approval given by the Fund Management Board.	From April 26th to May 3rd of 2021
4	<b>Publication of results</b> Communication of the enabling and not enabling results of the invitation.	May 4th of 2021
5	<b>Cure period</b> Verification of the documentation provided in the cure period by de Academic Committee.	From May 5th to May 7th of 2021
6	<b>Final Publication of the list of candidates</b>	<b>May 10th of 2021</b>

## Activities description

1. **Start and deadline of the invitation:** It will be held from March 15 to May 3, 2021, following the schedule set forth in [Table 1](#). The invitation will be disseminated through the website of the Ministry of National Education, the ICETEX platform and other means that allow reaching the target population.
2. **Registration on the ICETEX platform:** To register and enroll, you must register on the ICETEX platform - register here. To enter the platform you must start the registration process where you will create your username and password. Then you will receive an email with a message indicating the successful registration of the account; log in again with your username and password so you can view the calls and invitations that ICETEX has, in this case choose: Invitation - National and International Conference Quality Assurance System ES.

Once you have entered the invitation, fill out each of the tabs that are displayed there.

**IMPORTANT NOTE:** When you have finished filling out all the information, it is important that you click on **complete the application**, as only then the **registration will be effective** to participate in the invitation. Once the application is completed, you will receive an e-mail confirming that the application has been completed.

Please note the following when uploading supporting documents:

- Scan each document in separate files, using a scanner and store it in a PDF format file that does not exceed 11 megabytes in weight.
- A scanner with good resolution is recommended, so that the image is clear and the data can be easily verified.
- Documents containing information on both sides of the sheet should be scanned on both sides.

**Technical Support.** In case of any difficulty in the registration process, please contact ICETEX through the [virtual help lines](#) or by e-mail to the Ministry of National Education [calidadesdetodos@mineducacion.gov.co](mailto:calidadesdetodos@mineducacion.gov.co)

3. **Evaluation:** Applicants who meet the requirements to participate, will be evaluated first by the Academic Committee of the Fund, this is made up of representatives of the National Council of Higher Education (CESU), National Accreditation Council (CNA) National Intersectoral Commission for Quality Assurance in Education (CONACES), who will evaluate the documents provided by the applicants. The invitation will take into account the highest scores according to the information provided. The Academic Committee will have the following criteria, score and weighting defined in table 2. The specificity in the qualifying requirements and criteria for the assignment of points is described in [Annex 1](#).

Once the Academic Committee has presented its concept, the results will be presented to the Fund's Board of Directors, who will have the final decision.

**Table 1. Evaluation criteria of the applicant profile**

	<b>EVALUATION CRITERIA OF THE APPLICANT PROFILE</b>	<b>MAXIMUM POSSIBLE ADDITIONAL SCORES PER CRITERION</b>	<b>WEIGHTING %</b>
1	Academic formation	10	10%
2	Teaching experience	20	20%
3	Experience in academic direction positions	15	15%
4	Experience in international evaluation or accreditation bodies and quality assurance systems in education	15	15%
5	Research career	20	20%
6	Paper proposal	20	20%

1. **Publication of results:** The Direction of Quality for Higher Education will publish on the website of the Ministry of National Education, the results of the applicants who meet the qualifying requirements of the public invitation, as well as the final scores of each of them, after the evaluation process of all the qualification criteria, on the dates stipulated in the schedule of this public invitation. This public invitation is not a public merit-based competition and is governed by the rules established by Resolutions 10414 of 2018 and 012078 of 2019.
2. **Cure period:** Period for corrections: This period will have two (2) working days in accordance with the established schedule. Observations will be received through the e-mail [calidadesdetodos@mineducacion.gov.co](mailto:calidadesdetodos@mineducacion.gov.co)
3. **Final publication of the list of candidates:** The Directorate of Quality for Higher Education will publish on the website of the Ministry of National Education <https://www.mineducacion.gov.co/portal/Educacion-superior/> the selected experts. They will have three (3) working days to formally accept by means of a communication addressed to the Directorate of Quality for Higher Education, by e-mail to [calidadesdetodos@mineducacion.gov.co](mailto:calidadesdetodos@mineducacion.gov.co)

The communication must contain a scanned copy of the identity document, a copy of the passport and the certification of the bank account that must be in the name of the selected expert.

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### IN CASE OF ILLNESS OR CIRCUMSTANCES

In case of illness or circumstances that prevent the international expert from carrying out the activity foreseen in the event, he/she must immediately inform the Ministry of National Education, so that the Administrative Board or the Academic Committee can establish contingency actions to guarantee the realization of the space and the delivery of the product.

If the money for the product has been deposited prior to the eventuality in which the international expert will not be able to participate, he/she must reimburse the resources within the next 5 days, through a deposit in the account that ICETEX will notify him/her for this purpose.

Given in Bogotá, D.C., on the fifteenth (15th) day of March 2021.



## ANNEX No. 1 NODES - THEMATIC AXES

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The thematic axes have as a conceptual basis and are defined by the Colombian regulations in Decree 1330 of 2019 "Whereby Chapter 2 is replaced and Chapter 7 of Title 3 of Part 5 of Part 5 of Book 2 of Decree 1075 of 2015 - Only Regulatory Decree of the Education Sector", issued by the Ministry of National Education.

For the consolidation of the Decree, a collective and participatory construction exercise was carried out with Higher Education Institutions and advisory bodies of the Ministry of National Education such as CNA, CONACES and CESU. Quality of Higher Education was defined as a set of articulated, interdependent, dynamic attributes, constructed by the academic community as referents that respond to social, cultural and environmental demands. These attributes allow internal and external evaluations of the institutions, in order to promote their transformation and the permanent development of their educational, academic, teaching, scientific, cultural and extension work.

On the other hand, for all the thematic axes, the objective of this invitation is to support the transfer of knowledge, technical assistance, accompaniment, studies, research and information from the various systems of accreditation and quality assurance of higher education in the world. To this end, five axes have been defined and are conceptually described below:

**1. TECHNICAL VOCATIONAL AND TECHNOLOGICAL EDUCATION TYT:** As part of the Colombian regulations, Law 1064 of July 26, 2006 in Article 2 states that "The State recognizes Education for Work and Human Development as an essential factor in the educational process of the person and is a dynamic component in the training of labor technicians and experts in the arts and crafts". In Decree 1075 of 2015 the defined "Education for Work and Human Development", establishes that this is offered with the objective of complementing, updating, supplementing knowledge and training, in academic or labor aspects and leads to obtaining certificates of occupational aptitude. It comprises permanent, personal, social and cultural training, based on an integral conception of the person, an institution organized in an institutional educational project and structured in flexible curricula without being subject to the system of grades of formal education.

The purpose of job training programs is to prepare people in specific areas of the productive sectors and to develop specific labor competencies related to the areas of performance referred to in the National Classification of Occupations, which allow exercising a productive activity individually or collectively as an independent or dependent entrepreneur. To be registered, the program must have a minimum duration of six hundred (600) hours. At least fifty percent (50%) of the duration of the program must correspond to practical training for both classroom and distance learning programs.

Professional technical and technological programs must be taken into account:

- The professional technical program is also based on doing, as in the case of the labor technical program, but with a stronger academic foundation, especially supported by the basic sciences. Law 749 of 2002 mentions that professional technical programs are oriented to generate competencies and intellectual development such as aptitudes, abilities and skills by imparting the technical knowledge necessary for labor performance in an activity, in specific areas of the productive and service sectors, leading to the title of Professional Technician.

- Regarding technological level programs, Law 749 of 2002 stipulates that these programs will offer a common basic training, which is based on and appropriates scientific knowledge and theoretical understanding for the formation of innovative and intelligent thinking, with the capacity to design, build, execute, control, transform and operate the means and processes that will favor the action of man in the solution of problems demanded by the productive and service sectors of the country. It adds that technological training includes the development of conception, direction and management responsibilities in accordance with the specificity of the program, and will lead to the title of Technologist in the respective area.

**2. MODALITIES:** It is established within the Colombian regulations as the mode used that integrates a set of organizational and/or curricular options that seek to respond to specific requirements of the level of training and meet conceptual characteristics that facilitate access to students, in different conditions of time and space. These modalities may be face-to-face, distance, virtual, dual, or developments that combine and integrate the above modalities.

**3. QUALITY ASSURANCE SYSTEMS:** Colombian regulations define the Higher Education Quality Assurance System as the set of institutions and instances defined by the current regulatory framework, which are articulated through policies and processes designed to ensure the quality of institutions and their programs.

This system promotes in the institutions the processes of self-evaluation, self-regulation and improvement of their formative, academic, teaching, scientific, cultural and extension work, contributing to the advancement and strengthening of their community and their academic results, under principles of equity, diversity, inclusion and sustainability.

To this end, the institutions have consolidated work schemes that allow measuring and seeking continuous improvement in order to account for the processes carried out within the Higher Education Institutions, based on their autonomy, institutional educational project and their nature. Thus, institutions must foster a culture of self-evaluation and continuous improvement within the framework of quality for higher education students.

Likewise, the Higher Education Quality Assurance System has evaluation and follow-up processes, which allow certifying the quality of education through external evaluation processes, concepts and recommendations for improvement, which promote the continuous improvement of programs and institutions. The actors of the Higher Education quality assurance system are:

- a. National Ministry of Education (MEN)
- b. Ministry of Health and Protection
- c. National Higher Education Council -CESU.
- d. National Accreditation Council -CNA.
- e. National Intersectoral Commission for Quality Assurance in Higher Education -CONACES.
- f. Ministry of Science, Technology and Innovation -CTel;
- g. Colombian Institute for Education Evaluation - ICFES.
- h. Colombian Institute for Educational Credit and Technical Studies Abroad -ICETEX.
- i. Intersectoral Commission for Health Human Talent -CITHS.
- j. Institutions of higher education and those authorized by law to offer and develop higher education programs.
- k. Academic and scientific community.
- l. Academic pairs.

m. All those involved in the development of Higher Education.

**4. LEARNING OUTCOME ASSESSMENT:** Learning outcomes are conceived as the express statements of what a student is expected to know and demonstrate at the moment of completing his/her academic program. These statements should be coherent with the needs of integral formation and with the dynamics of lifelong learning, necessary for a responsible professional and civic practice. Therefore, it is expected that the learning outcomes are aligned with the graduate profile established by the institution and by the specific program.

**5. PEDAGOGICAL OR EDUCATIONAL INNOVATION:** There are different approaches to the concept of educational innovation that respond to the context in which it is constructed. Under this consideration, the Ministry of National Education proposes an understanding of educational innovation as a process that is configured from the creation or appropriation of ideas, strategies, knowledge, methodologies or products that generate transformations in the dynamics of the educational community and the institutional culture according to needs and interests. This happens in specific contexts such as: institutional management, classroom work, educational, pedagogical and didactic practices established, with the fundamental purpose of improving teaching and learning processes, changing attitudes and conceptualizations to strengthen the integral formation of learners and thus the quality of education. Being an innovation, it has an intentionality in planning, it can be observed, it is deliberate, appropriated by the actors involved, sustainable in time and adaptable to others.

In the Colombian context, it should be noted that this definition is aligned with what is stated in Decree 2647 of 1984, which establishes the promotion of educational innovations in the National Education System, understanding them as "any real alternative solution, recognized and legalized in accordance with the provisions of the decree, deliberately developed to improve the training processes of the human person, such as the operationalization of alternative educational, pedagogical or scientific conceptions; curricular, methodological, organizational and administrative tests; attempts to manage time and space, resources and the possibilities of the students in a different way from the traditional one". (Decree 2647, 1984)

From the perspective of the curriculum, understood from Law 115 of 1994 as "the set of criteria, study plans, programs, methodologies, and processes that contribute to the integral formation and the construction of the national, regional and local cultural identity, also including the human, academic and physical resources to put into practice the policies and carry out the institutional educational project", it is possible to understand the curricular transformation as one of the possible ways to lead towards processes of educational innovation, attending to the new demands of the context. Analyzing the curriculum in the context of HEIs, from the macro, meso and micro curricular levels (Posner, 2005), a possible map of its characteristics is presented below:

Level	Characteristics
Macro curricular	It is framed in the curricular design stage. It is present in the educational and pedagogical model. It is made explicit in documents such as the Institutional Educational Project (PEI) and the Strategic Plans.
Meso curricular	It is framed in the curricular development stage. It is present in the graduate profile and the curricula. It is made explicit in the study programs.
Micro curricular	It is framed in the curricular management stage. It is present in the planning of the program class by class. It is made explicit in the concrete teaching and learning experiences inside and outside the classroom.

Table 1. Levels of the IES curriculum and possible characteristics

From the academic dimension, innovation can focus on aspects such as new formats of educational offerings, the development of generic competencies, new assessment methods, new feedback mechanisms, the possibility of ubiquitous access, the publication of HEI achievement data through different media, the development of new innovative practices, processes and products, new formats for issuing academic certificates, among others. (Vincent-Lancrin, Jacotin, Urgel, Kar & González-Sancho, 2017).

From the pedagogical dimension, innovation can focus on aspects such as new learning strategies and knowledge generation within the educational community, design of new teaching materials, use of open educational resources, access to digital technologies related to specific disciplines, promotion of teamwork, autonomy, promotion of active learning, creation of communities for teaching professional development, among others. (Vincent-Lancrin, Jacotin, Urgel, Kar & González-Sancho, 2017).

From the administrative dimension, innovation can focus on aspects such as the reduction of time in document management, the possibility of access to personal academic history data by request, the perception of security in the handling of personal data, the level of collaboration among the educational community, relations with external actors, the use of longitudinal information systems and associated data analytics, among others. (Vincent-Lancrin, Jacotin, Urgel, Kar & González-Sancho, 2017).

The Ministry of National Education considers key the recognition of these dimensions, understanding educational innovation as a concept that aggregates them.

## ANNEX No. 2 QUALIFYING REQUIREMENTS AND CRITERIA FOR THE ASSIGNMENT OF SCORES

The qualifying requirements are related to the profile established in this invitation and the criteria for the assignment of points are described as follows:

### 1. ACADEMIC FORMATION

**Qualifying Criteria:** Doctorate or Master's degree related to the nodes described in Annex 1.

Qualification criteria	Degree by level of education obtained	Points to assign	Maximum score
Points will be assigned for each academic degree, according to the level of training. For each additional level of training in Doctorate and Master's degrees, one point will be assigned.	Doctorate related to some of the <a href="#">thematic axes</a>	4	10
	Additional Doctorate Degree with some of the <a href="#">thematic axes</a> .	1	
	Master's degree related to some of the <a href="#">thematic axes</a> .	2	
	Additional Master's Degree with some of the <a href="#">thematic axes</a> .	1	
	Specialization in any area of knowledge	1	
	Undergraduate degree in any area of knowledge	1	
<b>Conditions for the assignment of points:</b>			
1. Only the applicant who provides additional qualifications to those foreseen in the qualification requirement will be assigned points.			
2. The applicant who does not comply with the qualifying requirement of academic training according to the profile will be excluded from the invitation.			

### 2. TEACHING EXPERIENCE

**Qualifying criteria:** Accredit at least five (5) years of academic experience as a professor in institutions of higher education or those authorized by the country of origin to offer and develop academic programs of higher education, within the ten (10) years prior to the opening of this invitation.

**Optional, complying with the minimum requirements of the profile.** The applicant may have three (3) years of experience as a postgraduate professor, within the five (5) years prior to the opening of the present invitation.

Additionally, at least two (2) of the following conditions must be accredited::

- Three (3) years of experience as a postgraduate professor, within the five (5) years prior to the opening of the present invitation.
- Experience as an Academic Peer in at least three evaluation exercises of programs and institutions or the equivalent in your country, in processes of quality assurance in higher education, within the five (5) years prior to the opening of the present invitation.
- Five (5) years of experience in academic or institutional management in institutions of higher education.
- Be a member of international evaluation or accreditation organizations.

Qualification criteria	Experience	Points to assign	Maximum score
For each additional year of experience, two points are	Academic experience in higher education institutions or those authorized by the country of origin to offer and develop higher education academic programs.	2	20

assigned to the qualifying requirement.	For each additional year of academic experience in institutions of higher education or those authorized by the country of origin.	2	
	Graduate Professor within five (5) years prior to the opening of the present invitation.	2	
	For each additional year of experience as a Graduate Professor as a full-time faculty member.	2	
<b>Conditions for the assignment of points:</b>			
1. Score will only be assigned to the applicant who provides academic experience within the qualifying requirements established in the profile.			
2. The applicant who does not comply with the qualifying requirement according to the profile will be excluded from the invitation.			
3. The applicant who does not comply with at least two (2) of the following conditions will be excluded from the invitation:			
a. Three (3) years of experience as a postgraduate professor, within the five (5) years prior to the opening of the present invitation.			
b. Experience as an Academic Peer in at least three evaluation exercises of programs and institutions or the equivalent in your country, in processes of quality assurance in higher education, within the five (5) years prior to the opening of the present invitation.			
c. Five (5) years of experience in academic or institutional management in institutions of higher education.			
d. Be a member of international evaluation or accreditation organizations.			

### 3. EXPERIENCE IN ACADEMIC DIRECTION POSITIONS

**Optional by meeting the minimums within the profile<sup>2</sup>.** Five (5) years of experience in academic or institutional management, in institutions that offer and develop higher education academic programs.

Qualification criteria	Experience in management positions	Points to assign	Maximum score
For each additional year of experience.	Five (5) years of experience in academic or institutional management, in institutions that offer and develop higher education academic programs.	3	15
	Additional experience in academic or institutional management, in institutions that offer and develop higher education academic programs.	2	
<b>Conditions for the assignment of points:</b>			
1. Points will only be assigned to the applicant who provides experience in academic or institutional management, within the qualifying requirements established in the profile.			
2. The applicant who does not comply with at least two (2) of the following conditions will be excluded from the invitation:			
a. Three (3) years of experience as a postgraduate professor, within the five (5) years prior to the opening of the present invitation.			
b. () years of experience as an Academic Peer or the equivalent in your country, in processes of quality assurance in higher education within the five (5) years prior to the opening of the present invitation.			
c. Five (5) years of experience in academic or institutional management in institutions that offer and develop higher education academic programs.			
d. () years of experience as a member of international evaluation or accreditation organizations.			

### 4. EXPERIENCE IN NATIONAL OR INTERNATIONAL ACCREDITATION BODIES

**Optional by meeting the minimums within the profile<sup>3</sup>.** Be or have been a member of national or international evaluation or accreditation bodies within the last five (5) years prior to the opening of this invitation.

Qualification criteria	Organism certification	Points to assign	Maximum score
For each certification accrediting membership in national or international evaluation or accreditation organizations in	Member of national or international evaluation or accreditation bodies.	5	15

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

the last five (5) years prior to the opening of this invitation, 5 points will be assigned.			
<b>Conditions for the assignment of points:</b> <ol style="list-style-type: none"> <li>1. Only the applicant who provides the respective certifications will be assigned points.</li> <li>2. The applicant who does not comply with at least two (2) of the following conditions will be excluded from the invitation: <ol style="list-style-type: none"> <li>a. Three (3) years of experience as a postgraduate professor, within the five (5) years prior to the opening of the present invitation.</li> <li>b. Experience as an Academic Peer or the equivalent in your country, in processes of quality assurance in higher education within the five (5) years prior to the opening of this invitation.</li> <li>c. Five (5) years of experience in academic or institutional management in institutions that offer and develop higher education academic programs.</li> <li>d. () years of experience as a member of national or international evaluation or accreditation bodies.</li> </ol> </li> </ol>			

## 5. ACADEMIC EXPERIENCE (Research career)

To have research experience and verifiable research products of at least five (5) years in topics related to the objective of the thematic nodes to be developed by the Ministry of National Education described in Annex 1.

Qualification criteria	Career	Points to assign	Maximum score
Two (2) points will be assigned for each research experience and verifiable research products.	By classification of the applicant as a Researcher in his/her country certified by the competent organization.	2	20
	Membership in national or international academic or scientific societies	2	
<b>Conditions for the assignment of points:</b> 1. National and/or international recognition of academic or research production will be valued: articles, books, patents. This will be added to the points for outstanding research career up to a maximum of fifteen (15) points.			

## 6. PAPER PROPOSAL

In a document, please describe the proposal(s) that you consider submitting for the selected academic event(s) and thematic node(s). It should contain: name, objective, description and deliverable. Remember that this document should not exceed 800 words.

Qualification criteria	Proposal	Points to assign	Maximum score
Two (2) points will be assigned for each innovative paper related to the thematic axes.	Innovative theme in the quality of Higher Education.	4	20
	Contextualization of the proposal	4	
	Products and impact for the sector	4	
<b>Conditions for the assignment of points:</b> Innovation and impact on the academic events planned in Colombia will be valued.			

## SUMMARY OF SCORES

	EVALUATION CRITERIA OF THE APPLICANT PROFILE	MAXIMUM POSSIBLE ADDITIONAL SCORES PER CRITERION	WEIGHTING %
1	Academic formation	10	10%
2	Teaching experience	20	20%
3	Experience in academic direction positions	15	15%
4	Experience in international evaluation or accreditation bodies and quality assurance systems in education	15	15%
5	Research career	20	20%
6	Paper proposal	20	20%