

# STRATEGY UNIVERSITY 2015

Modernising the University



June 2010



GOBIERNO  
DE ESPAÑA

MINISTERIO  
DE EDUCACIÓN

ESTRATEGIA  
UNIVERSIDAD 2015



# STRATEGY UNIVERSITY 2015







# CONTENTS

1. Introduction .....	5
2. Why Strategy University 2015? .....	9
3. What is Strategy University 2015? .....	11
4. Objectives .....	13
5. Action Areas .....	15
I. Missions .....	16
Education .....	17
Research .....	21
Third Mission .....	23
II. People .....	26
Teaching and research staff (PDI) .....	26
Students .....	27
Administrative and service staff (PAS) .....	30
III. Capacities .....	32
Funding and Governance .....	32
Internationalisation .....	37
Evaluation (individual and collective) .....	38
University Communication .....	39
IV. Environment .....	40
University-city-region concept .....	40
Socioeconomic contribution .....	40
Accessible, inclusive, sustainable, healthy environment .....	41
6. Follow-up and Evaluation .....	45







## INTRODUCTION

Modernising the University in Spain, within the framework of Spain's constitutional system of regional Autonomous Communities and of the higher education competences transferred to these, requires a willingness to reach maximum consensus between governments, the university community and the social and economic agents involved.

The Government designed this modernisation strategy process in October 2008, and it was presented to the two representative collegiate bodies: the **Council for Universities** with the participation of all the Universities, composed of University Rectors and chaired by the Minister for Education, and the **General Conference for University Policy** chaired by the Minister for Education and formed by those responsible for university education in the regional governments of the Autonomous Communities.

The **Strategy University 2015 (EU2015)** was presented and approved by the Council of Ministers on 30 January 2009, after informing the Science and Innovation Committee of the Spanish Congress and subsequently the Senate.

With the restructuring of ministerial departments and the transfer of responsibilities for universities to the Ministry for Education, the university modernisation strategy is envisaged as part of an integrated concept of education and the EU2015 has been fully included in the agreed objectives of the Ministry of Education.

Ortega y Gasset, in his well known essay *Mission of the University*, on the role of the university in the modernisation of society, considered the introduction of new ideas and fostering of a knowledge-based critical spirit as two of the challenges the university faces in its active role in the modernisation processes of advanced societies.

As the universities carry out their mission in education, research, innovation and the social dimension, they are key players in the new model of a knowledge-based society, able to respond to the great global challenges of modern society in the 21<sup>st</sup> century.

Their potential for achieving the objectives of a new model of sustainable growth, with more and better



employment possibilities is enormous. The universities are the main knowledge generators through fundamental or basic research and important providers of applied knowledge for use in innovation. They are at the very heart of the knowledge triangle (education, research, innovation) and are the interface between the European Higher Education Area (EHEA) and the European Research Area (ERA), with the capacity to shape the European Knowledge Area (EKA).

However, in a context of globalization, economic crisis and global competition for knowledge-based talent and investment, the international competitive positioning of European universities in general and the university in Spain in particular, is not sufficient.

The European universities are not securing their share in the global production of knowledge and its practical application to innovation. The American universities outnumber their European counterparts by 4 to 1 in the highest positions of global university rankings (Shanghai, Times Higher Education Supplement). The percentage of students with international mobility and of foreign students is also lower in European universities than the OECD average.

For these reasons, in 2006 the European Commission proposed the European Agenda for modernising universities, identifying 9 areas where European universities should concentrate their modernisation:

- Break down the barriers around universities. Geographical and inter-sectoral mobility. Bologna curricular reform. Developing the Fifth Freedom: the free movement of knowledge: students, teachers, researchers, research and innovation.
- Ensure real autonomy and accountability for.
- Increasing trans- and inter-disciplinary training and research agendas. Specializing to be able to respond effectively to complex major social problems.
- Establishing sustainable, structured partnerships with the business community.
- Supplying the right mix of skills and competences for the labour market: employability, entrepreneurship, etc.
- Reduce the funding gap and make funding work more effectively in education and research.
- Activate knowledge through interaction with society and meet their social responsibility.
- Pursue excellence in teaching and research to be competitive at a European and global level.
- Make the European Higher Education Area and the European Research Area more visible and attractive in the rest of the world, within the global competition for talent and investments in R&D.



Special emphasis is placed on the need to develop structured partnerships with business and with local and regional governments, using the triple helix model (government – knowledge-generating institutions – industry), on achieving excellence in specific knowledge domains and on contributing to local and regional economic development through the interaction of the university campus with the city and its immediate environment.

In this context, EU2015 is designed to bring about structural and cultural change in the Spanish university in the medium and long term with a time horizon of 2015, to adjust to the new needs and demands of modern society. EU2015 is therefore the outcome of an open, participative process and is an example of coordination between administrations, the university community and social and economic agents.

However, this intention to improve education in general and the funding of the Spanish University System, needed to adapt university qualifications to the new EHEA structure, is faced with the reality of the global economic recession, especially noticeable in EU member states.

Faced with the deteriorating economic situation, Spain's 2010 Budget reflected the required austerity (*Plan de Austeridad 2010-2013*), but budget increases were maintained in university areas including social policies ('top-up' grants and mobility) and some new areas of the EU2015, such as the International Campus of Excellence Programme.

However the budget restrictions for 2010 and the outlook for 2011 mean adjusting the economic and financial increases of the new funding model to the 2015 timeframe and in some cases beyond this horizon to 2020, when growth is forecast for the Spanish economy.

This means that any move to improve the Funding Model must respond to the framework of competences assigned to central Government (AGE) and to the Autonomous Communities (CCAA) in university matters. One of the main aims of EU 2015 is therefore to put forward an economic-financial improvement plan with a 2015-2020 horizon, agreed between the CCAA and AGE, in exchange for a commitment to internal improvements in efficacy and efficiency in information management and transparency, as well as in the global modernisation of the university system to adapt it to the new challenges currently facing Spain, fully immersed in the globalization process.

In this scenario, it is of the utmost importance to communicate this Strategy to society as a whole. Making it more widely known will extend the social debate and result in wider social recognition of the future role of a university of excellence: modern,





powerful and internationally recognised in the teaching and learning sphere, in research and for knowledge and technology transfer.

To comply with the above commitment, some 40 visits have been made to different Spanish universities, and EU2015 has been presented to the 17 Autonomous Communities, through the discussion of the funding model, and to the Presidents and Secretaries of the Social Councils of the public and private universities. More than 200 people in total have taken part in the discussion, not counting the high participation of the general public, through the website, forums and mailboxes which have been set up, with more than 6000 queries responded to by February 2010. In this way, the forums set up for debate on the EHEA have become channels for direct, fluid communication between the different stakeholders in the university system.



## WHY STRATEGY UNIVERSITY 2015?

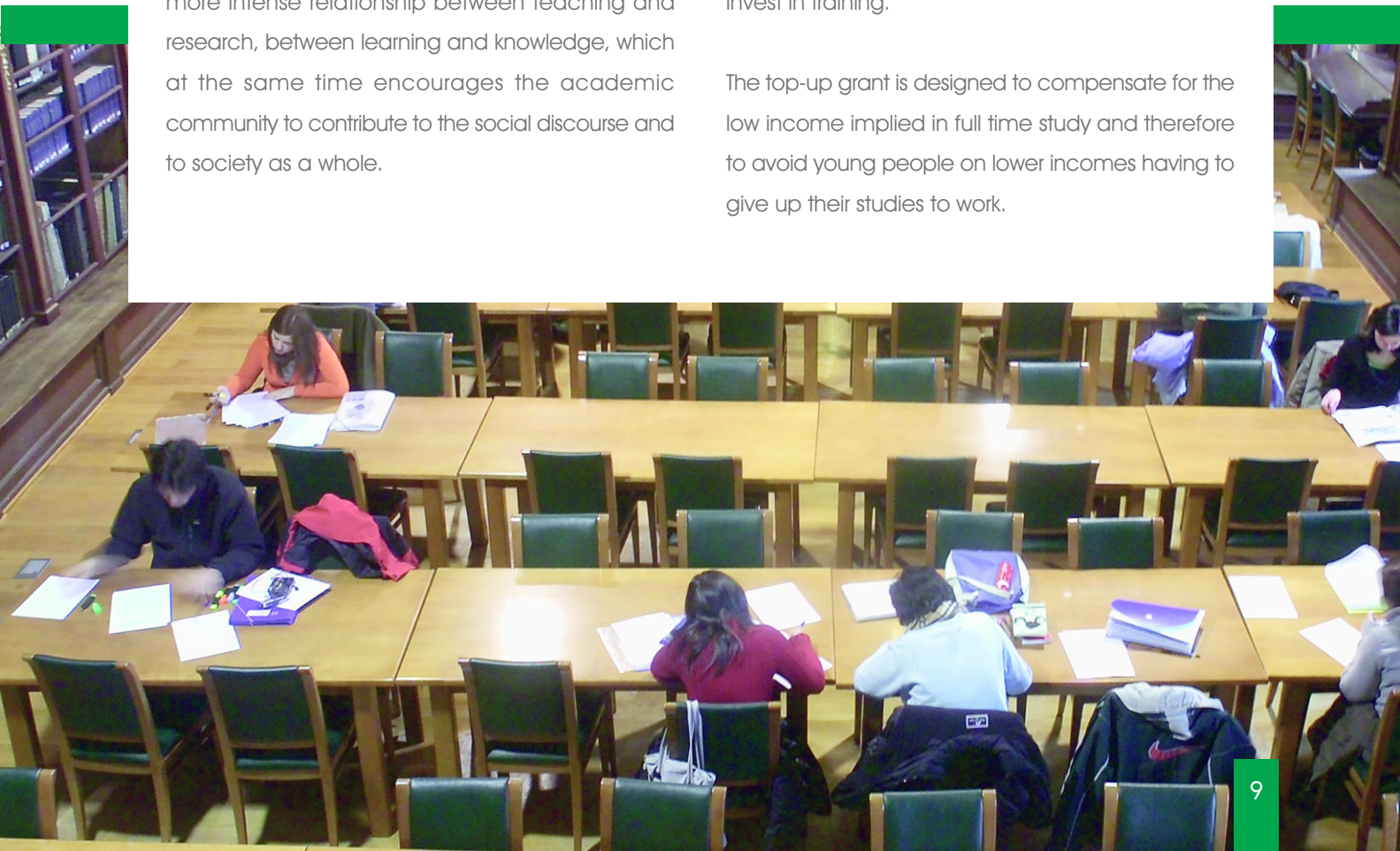
The current economic climate is not clearly conducive to reaching as planned all the goals urgently needed to position the Spanish university on the global knowledge map. But to reach these goals a decisive approach to structural plans and policies is needed within the universities themselves and in the Spanish University System as a whole. Not all the goals, however, depend on greater funding.

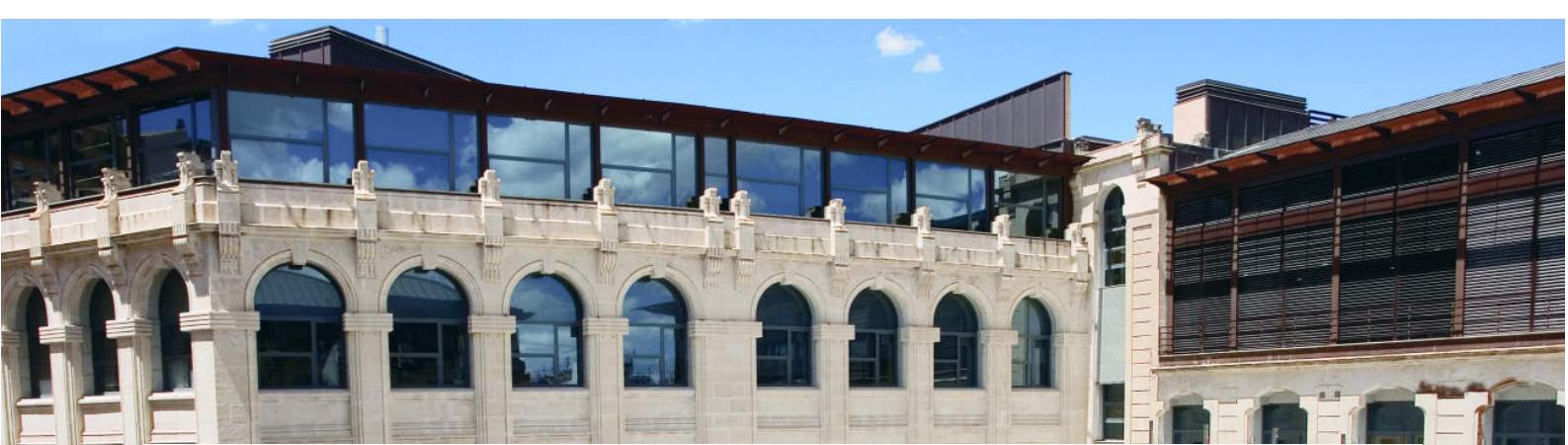
As a result, significant progress has to be made in shaping a new, shared conception of university teaching and learning, of the activity of teaching staff, of the commitment of students to their own learning process and of the social responsibility of the university itself. The university is envisaged with a more intense relationship between teaching and research, between learning and knowledge, which at the same time encourages the academic community to contribute to the social discourse and to society as a whole.

The critical debate on the current university system must lead to revitalised and reevaluated university institutions.

EU2015 makes the student the hub of university policies with a new concept of the student's own relationship with the learning process. The Government is committed to improving conditions to optimize the public resources for student learning, facilitating the system of grants and other financial study aids. One of the most important types of financial aid is the 'top-up' or complementary grant, which will progressively facilitate sufficient regular financial resources to allow students to study full time, improve their academic performance and invest in training.

The top-up grant is designed to compensate for the low income implied in full time study and therefore to avoid young people on lower incomes having to give up their studies to work.





Evidently, emphasising excellence without equality does not mean quality. Approaching the renewal of the university from a quality viewpoint must necessarily include goals related to excellence in teaching, student learning, the management of the institution, research and transfer, and objectives related to the university's social responsibility and the education of its students.

How far social responsibility is exercised by universities and their social commitment is met will be determined by how far their operational functions reach optimal levels of sustainability in all their dimensions. This includes teaching and learning practices in their training model which prepare students adequately for a professional career, exercising their social responsibility as students and graduates.

There is considerable agreement on the relevant role of the University in Europe in the coming years, both as a key agent in the consolidation of a sustainable and responsible knowledge-based economy, and as a fundamental higher education institution for raising society's level of training and facilitating its adaptation to the rapidly changing labour market.

To update the university institutions to the current challenges, whether these be social, economic, environmental or generated by globalization, there must be a trend away from the culture of expansion

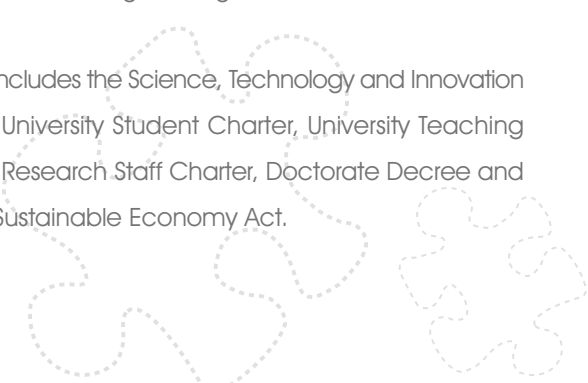
in recent years, towards a period of greater efficiency and inter-university coordination.

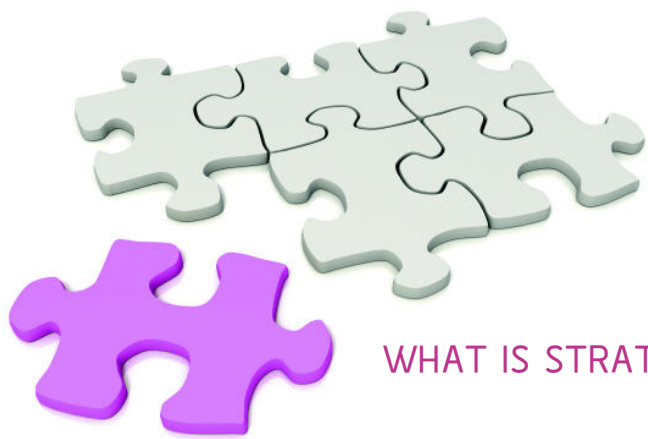
All these needs detected in the Spanish university system, ranging from better university management (in terms of efficacy and efficiency of public spending) to modernisation and transformation into a university campus of excellence, and including the concept of university social responsibility, call for an integrated strategy, by all and for all, to be able to realize fully the competitive capacity of the university in Spain within an international context.

Strategy University 2015 embodies this integrated strategy and brings to the forefront a set of actions articulated around four strategic themes. These areas, developed as a harmonious and coordinated whole, should allow an important step forward in individual and collective competitiveness within the global university systems of excellence.

The need for a roadmap in the coming years of the required improvements in the funding model coincides with the introduction of fundamental and inter-related legislation, which needs to be programmed in the medium and long term, with effective coordination between the new legislation and the resulting funding model.

This includes the Science, Technology and Innovation Act, University Student Charter, University Teaching and Research Staff Charter, Doctorate Decree and the Sustainable Economy Act.





## WHAT IS STRATEGY UNIVERSITY 2015?

Strategy University 2015 is a Spanish Government initiative for modernising universities in Spain through the coordination of the autonomous regional university systems and the development of a modern Spanish University System. This initiative, launched in 2008 by the Ministry of Science and Innovation, is currently driven by the Ministry of Education through the General Secretariat for Universities, with the support of the corresponding government departments in the Autonomous Communities, and of the universities themselves.

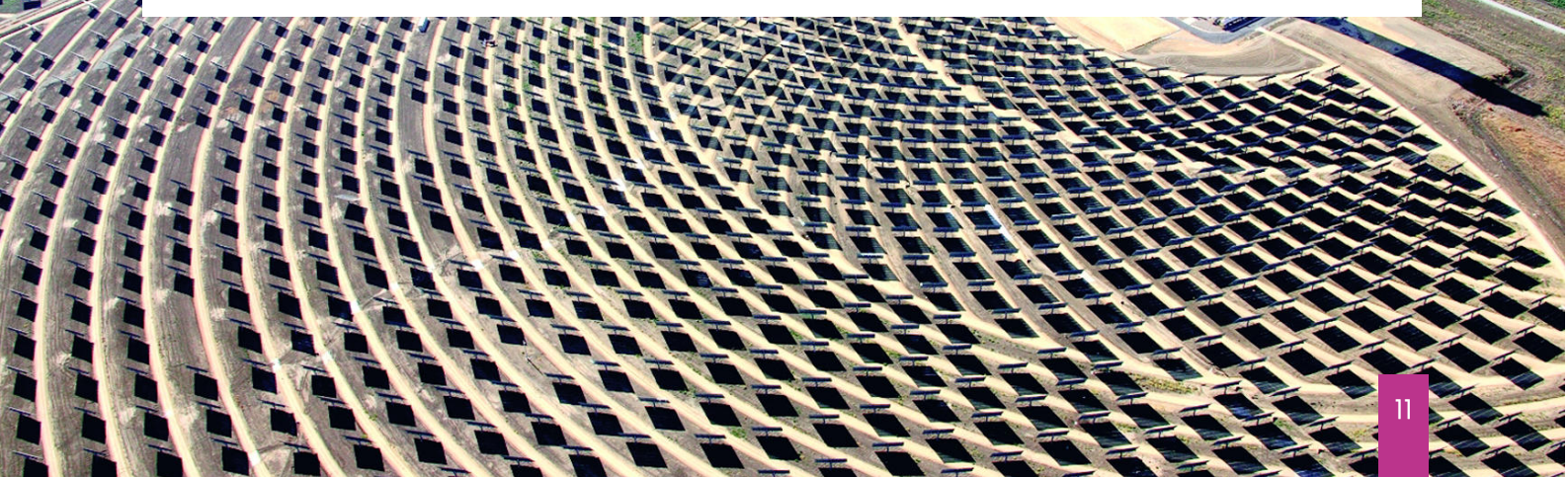
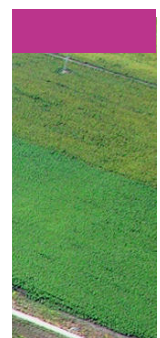
EU2015 determines the collective academic responsibility for promoting the improvements needed to facilitate social efficiency and efficacy and increase the socioeconomic contribution of the university, while adhering to the basic principles of the *Magna Charta Universitatum* (Bologna, 1988): university autonomy, academic freedom, accountability to society and a critical spirit.

This is a process driving the Spanish University System to embrace the strategic themes of university improvement and modernisation, proposed by the European Commission. Its starting point is the

complete implementation of the EHEA and the coordination of academic R&D within the framework of the ERA.

The Universities, individually as autonomous systems and collectively as the Spanish University System, must take advantage of the present economic and financial situation to promote actions for austerity and savings, as well as planning and accelerating structural changes, improving the efficacy and efficiency of their academic and financial management and, finally, preparing to assume a leading role in the new social and economic model.

EU2015 aims to ensure that universities will be better prepared academically, more efficient and internationalised to face the future; that they will pay more attention to inter-university collaboration and to forming strategic clusters with other institutions and agents; that they will enjoy greater social recognition and be more highly valued and adequately funded by the corresponding authorities and by society. While keeping in mind the current obligatory context of austerity, which should guide activity at the present time, they must not waver in



their search for maximum efficiency or lose sight of their end aim: to prepare and train the up-and-coming younger generations.

It is an invitation to all individuals or groups committed to the future of the university in Spain as a Higher Education institution: to share analysis, vision, prospects, strengths and opportunities; and to suggest solutions for its weaknesses and threats.

From the outset, EU2015 has been divided into four areas: missions, people, institutional capacities and environment. Within these, strategic themes have been defined which taken as a whole cover the main challenges of the European Agenda for University Modernisation, and respond to the specific problems of the Spanish University System.

However, during the months since EU2015 was launched in January 2009, new actions have been incorporated as a result of the needs detected by the whole university community. This has led to the drawing up of the Action Plan 2010 (for the academic year 2010-2011) with actions, calendar and financial report, for each strategic area.





## OBJECTIVES

EU2015 is initially intended to complete the regulations deriving from the modified Universities Act (*LOMLOU*). At the same time, it reinforces the concept of Higher Education as a public service and emphasises the social dimension of the university, driving the knowledge generated in it to promote employment, welfare and competitiveness.

It establishes the framework for modernising university studies in Spain in the context of the EHEA and the changes needed in organization, services and policies to promote a student- centred university teaching –learning model.

Its aim is also to help the whole Spanish University System to carry out wide-ranging structural reform, encouraging the differentiation of its strengths and the sustainability of its international level quality teaching, with special emphasis on the rationalization of the Master's and PhD programmes.

In addition, it seeks to promote a university policy which presents greater teaching and research efficiency and efficacy through clusters of institutions and specified activities and strategic objectives.

The specific objectives of EU2015 are to:

- Update the basic mission and functions of universities in Spain within the current context, as well as the role of public universities as a public service promoting university higher education and knowledge generation.
- Develop university education to the full, taking into consideration quality criteria and social adaptation, within the context of the EU framework and the new knowledge society.
- Increase research capacity and its impact on Spain's progress, welfare and competitiveness.
- Enhance the capacities of the universities to meet Spain's social and economic needs, cultural vitality and international projection.
- Improve the competitiveness of Spanish universities in Europe and increase their visibility and international projection.
- Design a new sustainable model of university funding adapted to the needs of the Spanish University System, and improve the policy for student grants, aids and loans.
- Increase the autonomy and specialisation of the universities as well as their accountability to society.
- Support professional development and social evaluation of university staff.



To provide an effective response to these objectives, EU2015 rests on two fundamental supports, related to the main action areas identified and the design of the corresponding measures and to the follow up of the Strategy itself:

- Define the action areas, grouped into the four natural areas of the university system.
- Define an evaluation and tracking system to monitor action progress and to measure the progress made towards the positioning projected for 2015. The system will include international assessment to guarantee criteria objectivity.





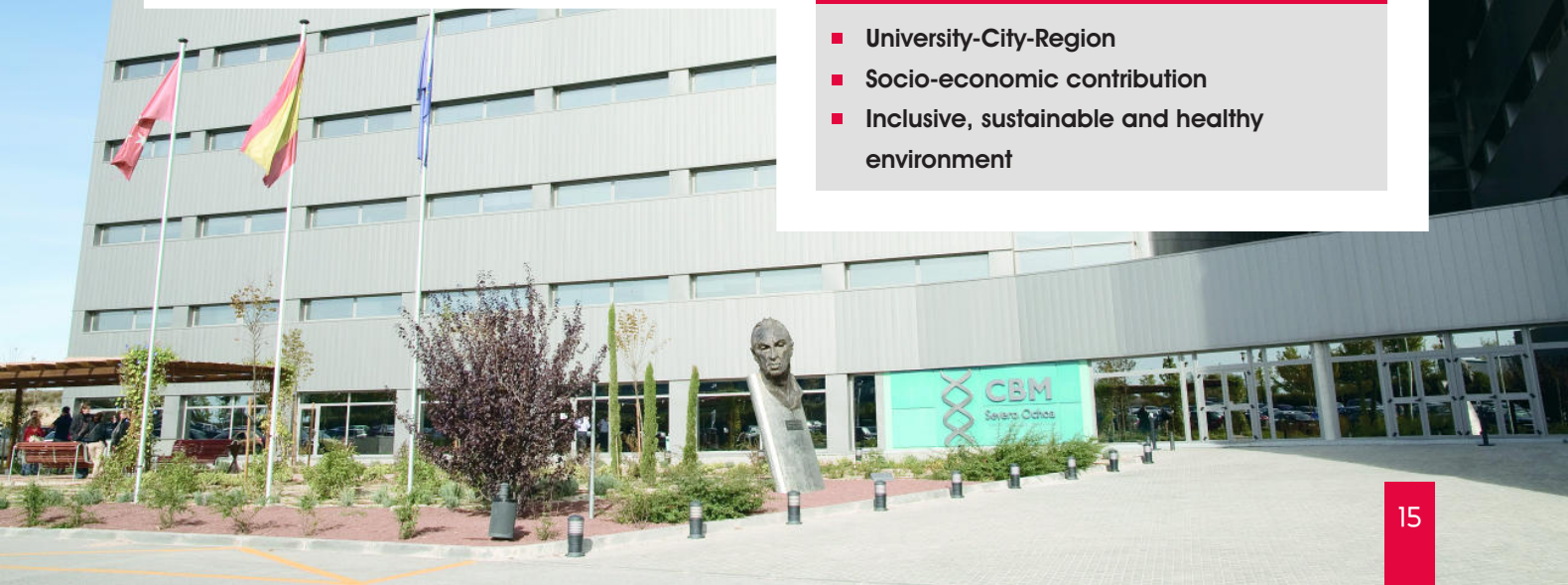
## ACTION AREAS

EU2015 is arranged in four main groups, divided into strategic themes; each made up of action areas.

This will allow improvement proposals related to action areas considered strategic for building a modern, international, high quality University, articulated and integrated within its local environment, balanced in its three missions and with an efficient and effective management model. Implementing these action areas will lead both to reduced inefficiencies of the Spanish University System and to the adoption of best practices of individual universities and of the regional University Systems.

What is proposed is to improve the whole university system by bringing it closer to social, local and economic needs, to ensure the best universities in Spain appear in the 300 top universities in world rankings and in the 150 top universities in European rankings.

EU2015 is divided into 4 action areas, including the following actions:



### MISSIONS

- **Education**
  - Adapting teaching programmes to EHEA
  - Lifelong learning
- **Research**
  - Doctorate
  - Science, Technology and Innovation Act
  - Sustainable Economy Act
- **Third Mission**
  - Knowledge and technology transfer
  - University Social Responsibility

### PEOPLE

- **Teaching and Research staff (PDI)**
  - PDI charter
- **Students**
  - University student charter
  - Scholarships and grants observatory
- **Administrative and Service Staff (PAS)**

### REINFORCING CAPACITIES

- **Funding and Governance**
- **Internationalisation**
- **Evaluation** (individual and collective)
- **Communication**

### ENVIRONMENT

- **University-City-Region**
- **Socio-economic contribution**
- **Inclusive, sustainable and healthy environment**



# 5.1

## MISSIONS

The university in Spain must respond to two great challenges: it must consolidate, extend and facilitate access to higher education for the general public; and it must adapt to the new rules of international competition deriving from globalization processes.

The knowledge society needs highly trained citizens with a critical, creative vision of the world, basically acquired through a university education.

But the university should not focus its attention only on educational aspects; it must also carry out research tasks and knowledge and technology transfer using criteria of excellence.

This means that it is essential to reflect on and redefine the university's mission in a global context which requires it to:

- Respond to the challenge of providing the public with the quality education it demands.
- Carry out research providing innovative solutions to the pressing problems society faces today and at the same time offer a niche for creative freedom at the cutting edge of knowledge, in pioneering exploration of aspects of possible future reality.
- Direct applied knowledge to the productive areas which are currently able to absorb it in Spain, without ignoring talent available for long term initiatives of excellence.
- Play a leading role in strengthening social cohesion, cultural and civic values, exercising social responsibility, while keeping aware that it should also be an agent for economic and technological development.

Universities must be given sufficient autonomy in scientific and academic areas and to manage their resources. Their governance must be



improved, with more professional management of human, financial and material resources with a strategic approach to teaching, research and services. The responsibility of the university must imply increased accountability of the results obtained.

It is essential to increase the geographical and inter-sector mobility of university students, teachers and researchers, contributing to the development of the *fifth freedom*, the free movement of knowledge, which with the free movement of people, ideas, goods and capital, is needed to develop a knowledge-based society.

The universities must extend their interdisciplinary training and research agendas to be able to respond effectively to the complexity of current research and the inter- and multi-disciplinary nature of the great social problems, making use of the opportunities for research and innovation in emerging knowledge domains. Intelligent differentiation and specialization must also be encouraged in geographical, thematic and functional areas, based on the particular strengths of each institution.

Universities have to provide the appropriate capacities and competences for the labour market. The employability of university graduates must be enhanced and the entrepreneurial training and culture of students and researchers should be encouraged.

Employability means an individual's capacity for finding and keeping a job which matches their training, as well as mobility within the job market, and progression in professional terms throughout their working life. The rapid pace of technological, social and economic change in the knowledge society requires training which allows university graduates to adapt to changing social demands, preparing them to develop a capacity for lifelong learning, critical thought when addressing complex problems and personal autonomy. This means that flexibility and adapting to employability are key to personal growth, social development and professional success.

Knowledge must be placed at the service of society, increasing commitment to the community, engaging in dialogue with civil society organizations, developing the social mission of the university.

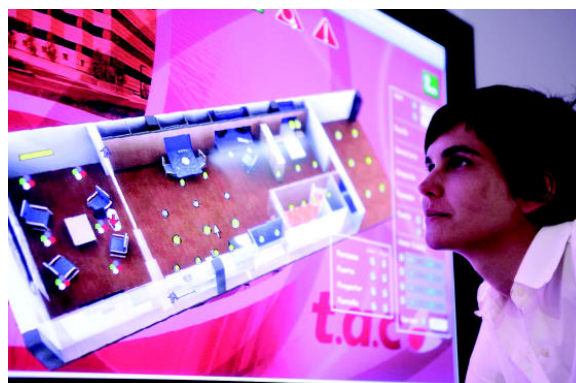
The universities must strive for excellence in teaching and research performance to be able to compete at a European and global level, taking part in transnational networks, in strategic domains with other universities, research centres and industry.

Finally, the universities should contribute to making the university system more visible and attractive to the rest of the world. This is essential to increase its capacity to attract, retain and motivate the best students, teachers and researchers.

The Spanish post-Humboldt university model lays the foundations of the humanistic university with a dual and inseparable teaching –research dimension which is projected in the doctorate environment and includes a humanistic and scientific culture as the basis of the university system.

Spain gives special importance to what is known as the social dimension of the Bologna Process, including questions such as: a) the elimination of socio-

economic and gender-based barriers which hinder open access to university education; b) the policy of scholarships and grants and their portability; c) student participation in university governance; d) the definition of indicators for the evaluation and follow-up of progress in these areas.



## EDUCATION

The first area contemplates the strategic development of the Spanish University System once it has been incorporated into the EHEA and adaptation of the degrees offered by the System to the new model.

The new structure of official university teaching programmes is organized in three cycles, as decreed in the Royal Decree 1393/2007, of 29 October, which regulates official university courses:

1. Bachelor. Study programmes leading to the Bachelor's Degree will contain 240 ECTS credits.
2. University Master. The Master's Degree may be awarded on completion of 60 - 120 ECTS additional credits, increasing specialization. Bachelors and Masters will have direct access to Doctorate studies. The Master's Degree may be:
  - Related to professional activity.
  - Related to further specialisation.
  - Focused on research. Achieving this gives access to the second research period of Doctorate studies.

3. Doctorate. The aim of the PhD programme is advanced training in research techniques and includes the preparation and presentation of the corresponding doctoral thesis, which will consist of an original research project.

Each cycle will lead to an official certificate and in each case completing the first cycle will give access to the following level.

Bachelor's degrees will be assigned to one of the following knowledge areas: arts and humanities, sciences, health sciences, social and legal sciences, engineering and architecture.

Bachelor's degrees requiring 300 ECTS have also been designed, corresponding to certain health sciences regulated by European directives.

The inclusion of Spain in the EHEA in 1999 was both a challenge and an opportunity to modernise the Spanish University System internally, and at the same time adapt it to the principles of free movement of knowledge, university students and teachers, and the free choice of study programmes within the EHEA framework.

One of the main milestones in the design of the EHEA and its implementation in Spain is the adaptation of pre-existing official degrees to the structure of the new Bachelor, University Master and

Doctorate degrees, as stated in the Royal Decree *RD 1393/2007*. The intense efforts by the universities in Spain to adapt as quickly and appropriately as possible to the EHEA, with the invaluable work of the National Agency for Quality Assessment and Accreditation (ANECA) and of the Universities Council Commissions have been more successful than even the most optimistic forecasts.

By May 2010, 1784 Bachelor's Degree proposals had been positively verified, representing 74.7% of the total degree courses planned for implementation in the academic year 2010/2011, when complete adaptation to the EHEA teaching programmes is planned.

By the same date, 2126 University Master's Degree proposals had been positively verified, 968 of which were presented through the procedure contemplated in *RD 1393/2007* and 1158 through the short procedure, which affects Masters linked to an Official Postgraduate Programme, implemented within the framework of *RD 56/2005*. This represents 68.8% of the 3089 Masters planned for the academic year 2010/2011.

Of the PhD Programmes, 1652 have been positively verified, where the training period had been previously verified. The Royal Decree regulating official Doctoral Programmes will be approved in the second half of 2010.



This process is well advanced and by academic year 2010/2011 all official degrees will be adapted to the EHEA. New degrees have been introduced simultaneously, as the result of the universities' complete autonomy to design new degree courses, and these will be included in this new regulatory framework. The challenge implied in offering high quality inter-university and international Masters means a reduction in the number of Masters offered, while promoting international quality Masters.

As well as the comparability and readability of academic transcripts in any EU member state, the EHEA will mean that all professionals can expect a level of recognition in accordance with their qualifications and competences.

These professional levels, indicated in the academic qualifications, define the professional environments and delimit the tasks appropriate to each professional area and level.

In this context, it may be appropriate to mention the difference between competences and qualifications: while competences depend on the knowledge acquired on a lifelong basis, qualifications require both knowledge and accreditation of the use of these skills.

The EHEA and the modernisation process of the university system through EU2015 will favour the mobility and employability of European graduates with the aim of building a European Knowledge Area, with recognition of professional qualifications in the context of European Convergence.

One of the important contributions to the new study system is the European Diploma Supplement, an annexed document which adds further information to the official Degree certificate. This describes the content of student's qualifications and acquired



competences and provides information on the university awarding the certificate and the university system of which it forms part. The aim of the Diploma Supplement is to increase the transparency of the different official degree courses imparted within the EHEA, facilitating academic and professional recognition at the request of the graduate concerned.

The change in the teaching model rests, therefore, on a teaching-learning process more firmly centred on student activity, on adapting the curriculum, and on a shift from the concept of degree homologation or validation to one of credit recognition.

The other fundamental aspect of the modernisation process of university academic activity is Lifelong Learning. This concept includes all learning activity at any point throughout life, to improve knowledge, skills and competences from a social or employment related perspective. It includes all undergraduate and postgraduate university education with the programme flexibility required to adapt it to this type of education.



Also considered as lifelong learning are the university's own Master courses and postgraduate, expert and specialist diplomas, as well as short courses and university extension courses. Lifelong learning categories include occupational and in-service training, made-to-measure or in-company, through classroom-based or distance learning. The *LOMLOU* emphasises its importance, and that society expects lifelong learning, not only within the macroeconomic and structural context but also as a way of personal self-realization. This is key to the EHEA, as reflected in the reports and communications of the meetings of the EU Ministers responsible for Higher Education.

For many years now the universities in Spain have offered a wide range of established and recognised quality courses, providing complementary training to the official degree courses, but their participation has to be boosted with more flexible continuing education adapted to social needs and demands, with modular courses, completing the open learning available with corporate and occupational training.

The Ministry of Education is articulating the mechanisms required to encourage the participation of the universities in lifelong learning. To do this, the Ministry has promoted the Spanish Higher Education Qualifications Framework (MECES), which will be applicable as from the second half of 2010.

The Conference of European Ministers for Higher Education, held in Bergen (May 2005) decided to adopt a comprehensive EHEA qualifications framework, based on the Dublin descriptors. This framework will facilitate the re-entry into the Education system of professionals who need supplementary training, either because of the new demands of the employment market (e.g. to obtain a Master's) or to improve their promotion prospects, or to allow ex-students to obtain a Bachelor's or Master's Degree although they did not reach the required level at an earlier date.

There is no doubt that the introduction of this tool in Spain will involve structural and management changes. A qualifications framework with levels where there is no associated official qualification is clearly not the current situation in Spain and the question of who assigns the level to a student depending on the training received (or professional practice accredited) is no trivial matter. This is the tool which will allow the elimination of the watertight compartments or dead ends characteristic of European Higher Education systems.

An extensive document has been prepared on this subject, centred on the nature and characteristics of Lifelong Learning, the European framework, the role of the Spanish universities, the typologies offered, management models, systems of guarantee,

recognition, regulatory recommendations and the proposed structure of the Royal Decree, which is expected to be approved shortly by the Universities Council and by the General Conference for University Policy.

The EHEA is also closely related to the European Knowledge Area, so that work is also underway to define a new policy for the third cycle, drawing up a Royal Decree on Doctoral level studies, to clarify and regulate the organization of Doctoral studies corresponding to the third cycle of official university education leading to the PhD, and the definition and setting up of Doctoral Schools.

The Doctorate is of outstanding importance in the improvement of research, which in turn supports the university teaching function. Both are the basis of the European model of the Humboldtian university.



## RESEARCH

The essential relationship between educational training and research depends on the establishment of the new third cycle policy. Doctoral studies are the third tier of official university studies, and are intended for the advanced training of doctoral candidates in research techniques.

The PhD is the start of the research career. This is how it is contemplated in the European Charter for Researchers drawn up by the European Commission in March 2005 and which constitutes a fundamental document for the European Research Area (ERA).

In this context, progress has been made to regulate the figure of the research trainee through article 8 of the Research Trainee Staff Charter in *RD 63/2006*, the draft of the new Science, Technology and Innovation Act, as well as in the draft Teaching and Research Staff Charter. The *Erasmus Mundus* Programme also includes actions for the creation of joint international doctorates and for the international mobility of doctoral candidates.

The Ministry of Education Working Group has drawn up the bases for a draft of the *Royal Decree for Doctoral Studies* which emphasizes the close relationship between the PhD and research training, the separation between the courses and training in the Master's or Second cycle and Doctoral training or third cycle, as well as reinforcing the European and international dimension of the Doctorate, relating it to the actions developed in the *Erasmus Mundus* Programme.

On 26 April 2010 the Universities Council and the General Conference for University Policy reported back favourably on the draft *RD for Doctoral Studies*.

In other meetings in late 2009, areas concerning the start of the research career in the new Science,

Technology and Innovation Act were integrated into the draft proposals of the *Royal Decree for Doctoral Studies*.

In relation to mobility, the Commission for Competitiveness in December 2008 adopted the 2020 Vision for the European Research Area with the implementation of the 'Fifth Freedom': the free circulation of researchers, knowledge and technology, with an effective and efficient governance of R&D. This creates added value and promotes competition whilst ensuring the appropriate level of cooperation and coordination in response to the needs and ambitions of citizens, to contribute effectively to the sustainable development and competitiveness of Europe.

Adapting the universities to the European Research Area (ERA) in this context implies the effective implementation of the modernisation agenda, with the necessary reform of curricula, funding and governance.

The principles of mobility and the research career, of intellectual property management and knowledge transfer must be put into practice. In this way the universities will contribute to the development of the fifth freedom and the real implementation of the ERA, which together with the EHEA construction

process and the new European Innovation Strategy will form the basis of a European Knowledge Area with the universities as a fundamental pillar.

The role of the universities must also be correctly reflected in the future Science, Technology and Innovation Act, since the *LOU, Law 6/2001, of 21 December, for Universities (B.O.E. 24/12/2001)*, modified by the *LOMLOU, Organic Law 4/2007, of 12 April, (B.O.E. 13/04/2007)*, must be extended to include promotion of R&D to enable the university to serve an increasingly developed and technological society, in close relationship with the productive system to sustain its innovative facet.

The University in Spain, responsible for 73.5% of Spain's scientific production in 2007, (SCImago Institutions Rankings World Report 2009), urgently needs this general legal framework. In the existing *LOU*, some aspects such as inter-territorial coordination are not ensured, as the essential formation of research teams with sufficient critical mass depends on the individual willingness of the teachers concerned. In addition, the research career should be fostered in parallel to the teaching career, with recognition and incentives for results transfer and innovation with stable public-private partnerships facilitating the compatibility between the teaching-research career and participation in technologically based industry.



## THIRD MISSION

### KNOWLEDGE AND TECHNOLOGY TRANSFER

The universities must play a fundamental role in the process of improvement and change in economic principles and values and in the approach to business-society relationships in the widest sense.

Knowledge and technology transfer, transforming knowledge into innovation and the greater competitiveness of the productive sectors based on the results of R&D are fundamental for the new production model in Spain.

The University must adopt the Third Mission, transference and University Social Responsibility (RSU) as a fundamental dimension.

The Offices for Research Results Transfer (OTRI) have played a central role in networking between universities and industry, but the current situation also demands new models in the transference function and transfer methods and improved efficiency. The promotion of the Evaluation Agencies for results and entrepreneurship has been identified as of prime importance, through the creation of a series of public-private interfaces and a greater number of technology-based companies by the 2015 horizon.

To identify priorities in this area a Transfer and Assessment working group was set up in 2008, which has detected various immediate needs and designed the outline for the Master Plan for Technology Assessment and Transfer.

The measures included in this Master Plan are complemented in the National R&D Plan 2008-2011 through specific programmes, although to promote this ambitious transfer policy project, encouragement for new actions and tools must continue.



Initiatives designed to achieve this are therefore contemplated in the National Innovation Strategy drawn up by the Ministry of Science and Innovation. The presence of the universities in knowledge and technology transfer processes must also be adequately guided, above all in view of the current sector reorganisation.

The draft Sustainable Economy Act devotes a section to training, research and transfer of results in the university system, highlighting the need for the universities to boost their basic and applied research functions and their knowledge transfer to society to enhance welfare and competitiveness by developing projects and initiatives in collaboration with industry.

Appropriate assessment of research results is a fundamental stage in improving the efficiency of the second and third mission of the University, since the application of research is not always immediately



obvious. This means that identifying social and user demands must be improved. Without Assessment Units, the knowledge stock may only result in publications, but not production. These Actions will be given priority in the successive Strategy University 2015 Action Plans, in coordination with the Ministry of Science and Innovation.

It is therefore essential to create new structures to introduce this assessment naturally into university life by, for example, creating research or innovation centres including external users, or creating new public-private interfaces which allow this assessment in optimal conditions and are staffed with specialists in the protection of intellectual property.

Here it is important to point out the cultural shift occurring in all educational environments by presenting the entrepreneurial spirit as an up-and-coming value to be transmitted to the younger generation. The EU 2015 contemplates initiatives to boost student enterprise with a programme to stimulate the future generation of entrepreneurs to face up to the new economic model.

In line with this stimulation of entrepreneurship the EU2015 will encourage:

- Setting up innovative technologically based companies on campus.
- Generating university innovation clusters, through university centres, companies, research and innovation centres all sharing the same space with end users.
- Forming university consortia for research and knowledge transfer.
- Creating industry-based Chairs for collaborative research projects, to allow university students to participate in research activity and combine this with further training.



## UNIVERSITY SOCIAL RESPONSIBILITY /USR/

The model of the university envisaged on the 2015 horizon moves forward in the concept of the third mission, in its economic aspect related to transference and in the social responsibility of the university, which it is now essential to define for the modernisation of the university.

EU2015 has a clear commitment to university social responsibility and the transversal and sustainable development of the university system, as well as its contribution to social, economic and environmental sustainability. This affects the capacities, individuals, environment and assessment and verification systems of this institution. The aim is that social responsibility will become the distinguishing feature of our universities, embedded transversally in all its activities, internal management and external projection.

Quality, excellence, responsibility and sustainability should advance hand in hand. The combination of economic progress with welfare and social cohesion, now and in the future, require this to be so.

It is crucial that the training and education offered by the universities, the knowledge and innovation they produce and transfer and the values they

transmit is directed to reinforcing their commitment to their environment and to finding the best solutions leading to economic development, sustainability and social welfare.

To achieve this, one of the main aims of the Strategy is to ensure that within the given time frame all the universities have a USR project approved by the Governing Council and Social Council and that it will be made widely known to the university community.

The USR document, within the EU2015 framework, has been sent to the permanent Commission of the National Council for Corporate Social Responsibility in the Ministry for Labour and Immigration. This

Commission includes representatives of the employers' federation (CEOE), trade unions and many other social agents. A report on the document is expected to appear in the second half of 2010.

Driving social responsibility is therefore seen as a fundamental component of the university's commitment to society, to present and future generations. This is a commitment which the university must establish with its immediate environment as well as with the national and international community (through development cooperation). These are the objectives for the University in Spain by the 2015 horizon, and which the socially responsible university must achieve.



# 5.2

## PEOPLE

One critical aspect of EU2015 is the human capital in the university system, in its three groups: teaching and research staff, students, and administrative and service staff.

The drive to modernise the university in Spain includes considering these three groups as leading factors in the change process, as indispensable agents in the value chain generated by the university. EU2015 contemplates actions specifically designed and aimed at each of these three groups, approaching current problems which may hinder the generation of new knowledge.

No institution can initiate a successful strategic process for change and modernization if there is no clear wish to do so within its community, in this case the individuals and groups which form part of the University Community. Equally important is the supporting activity for the modernisation of the stakeholders involved, the other actors and social agents.

### TEACHING AND RESEARCH STAFF /PDI/

The aim in relation to the PDI is to devise a new regulatory framework which reflects the diversity and complexity of the activities and functions which the university teacher is currently expected to undertake: teaching, research, innovation, knowledge transfer and management.

This new regulatory framework should contribute to the modernisation of the University in Spain and favour implementation of the EHEA and the ERA. To ensure this, the Teaching and Research Staff Charter and its subsequent regulatory derivations should

facilitate the recognition of the different types of activity undertaken, making the concept of work dedication more flexible in the sense of greater diversity or concentration on specific tasks and favour the mobility of teaching staff.

Establishing a civil service type career for university teachers, recognising merits and boosting mobility are key elements in the new regulatory framework, which updates and replaces the current one, adapting it to the changing needs of university activity.

Once the Teaching and Research Staff Charter has been approved, and through the derived regulations or agreements in the Universities Council and in the General Conference for University Policy, those aspects will have to be developed so that the new elements proposed in some of the articles can be applied: drawing up university regulations for professional dedication and time allocation, concentration on specific tasks, mobility, participation in technology based companies; the rules on compatibility of posts, leave of absence, inter-university agreements to boost collaboration optimizing human resources etc.

At the present time, the revision and analysis of the text is near completion by the University Sectors Committee. They are finalizing the introduction plus the transitory, final and additional regulations which refer, *inter alia*, to how the proposals for the new horizontal career path will apply to existing teachers, to the university teaching corps which will disappear or to regulations which will be abolished or modified.

Subsequently, some suggestions made by the Autonomous Communities will be incorporated into the text, along with the modifications agreed by the Universities Council.

The transformation of university teaching can only be approached from a training model based on teaching, research and knowledge-based learning and on the development of student competences which prepare them for professional activity, study and research.

But in this model, obtaining good learning results and reaching quality levels in the teaching and learning processes does not depend only the willingness and effort of the students but above all on the activity and involvement of the teaching cadre. Special attention must therefore be paid to all aspects which may affect the quality of change management in the university and in particular of change management in teaching.

To this end, a compromise must be reached where all parties concerned understand that the characteristic job stability of university teaching staff must be linked to adaptability to the new learning needs of today's students and to new ways of working, knowledge and competences, in research activity and teaching.

Creating and consolidating teaching teams should be encouraged as an approach to university teaching and learning in the university with a twofold aim: first, to improve teaching quality and student learning and secondly, as a factor of change in how teaching staff approach their job. This is not so much a question of proposing a new structure, but rather a system which articulates the teaching and learning processes better and integrates teaching functions and other activities in relation to individual or grouped subject areas.



## STUDENTS

The intention of the EU2015 is that the universities will help citizens build their capacities for personal progress and guarantee access for all groups of people, with special emphasis on gender equality and the rights of persons with disabilities.

This strategy boosts student counselling and guidance services and programmes as an element that improves the quality of their comprehensive education and their participation in university life. It should emphasize the idea of the student as the centre of the learning process, from a lifelong learning and education perspective, and consider the student as the active agent of the educational process by enhancing the processes of participation and representation.

### COUNSELING, GUIDANCE AND FIRST EMPLOYMENT

Undergraduate and graduate counselling and guidance systems are a quality factor in the university teaching environment. They should be designed to facilitate access and the correct course choices with the knowledge and basic competences required; reinforce the transition process for future students, the welcome process, counselling and guidance in the first year of their course; offer information, training, vocational and academic/professional guidance processes during their study years; facilitate their first job-search and facilitate professional career development after graduation.

The programmes to be developed in the areas for student counselling and guidance and professional insertion within the 2015 framework focus on the following actions:

- Create the Student Website and Student Life Observatory.
- Develop agreements between the



universities and CCAA to promote and implement tutorial systems at the undergraduate level.

- Develop agreements and calls for proposals to encourage action programmes in areas of academic-professional guidance and access to first employment.
- Promote collaborative agreements with alumni associations to enhance associative and communicative networks and professional career development.
- Promote collaborative support for universities to enhance and drive student and graduate care services (University information and guidance services, Student guidance and information services, University support services for persons with disabilities; Psychological attention services, etc.)
- Collaborate with the National University Network for Student Affairs (RUNAE) to implement public student policies.
- Design a university accommodation policy.
- Offer FARO and ARGO grants.
- Analyse the employment access service and promote an information service network.
- Review the work experience regulations.



Higher Education should have vocational, academic and professional guidance programmes in place as a core function to help students to take decisions in their learning process and to prepare them for employment and their professional careers. The ultimate aim of guidance in the university should be to provide students with the competences they need to identify, choose and/or realign educational or professional alternatives which match their potential and career projections, avoiding inefficiencies arising out of the wrong course choice, course changes and dropout, under-use of grant and scholarship funding, excessive length of studies etc,

## STUDENT PARTICIPATION IN UNIVERSITY LIFE

The new scenario presented by the EHEA needs increased student participation in different ways. On the one hand, it demands that students are considered as active agents of their own learning process, inside and outside the classroom, and that they must develop a proactive approach to their education, through continuous work facilitated by teaching activities, guidance processes, teacher-led tutorials, self-study etc. On the other hand, since the start of this process in the Bologna Declaration, student participation has been heightened in university governance and policy, and in the 2003 Ministerial Conference in Berlin the student role in the public management of higher education was expressly recognised.

The reform of the *LOU* makes student participation in university life one of the supporting pillars of the policy. The *LOMLOU* positions students at the centre

of the education system and offers them an institutional framework for their participation in university life.

This means that this new framework requires increased student participation in the different areas of university life including:

- Representative participation in University governing bodies.
- Participation in defining strategic projects, including the Campus of Excellence.
- Participation in cultural, sports and voluntary associations.
- Participation through the University Student Councils.
- Participating in curriculum and course design.
- Participation in teaching quality assessment processes.
- Participation understood as an element of a comprehensive student education.
- Participation in other areas: organizations, elections, institutional representation.
- Participation in tutorial processes for new students and collaborative support for students with special needs.

Within the University Strategy EU 2015 the following actions are emphasised in detail:

- Defining policies to encourage student participation.
- Establishing specific areas and types of participation.
- Promoting information mechanisms to allow students to understand the complex institutional reality, highlighting the areas, organs, moments and possibilities for their participation.
- Establishing mechanisms to recognise participation.
- Defining institutional support for the different participation mechanisms (student websites, elections of representatives on governing bodies, blogs, Solidarity, cultural, artistic and sports activities, radio, TV, press, associations, student council, etc.)
- Calls for grants for national youth associations and student federations and confederations.
- Designing training systems for participation, university policy and governance.

One of the main actions where work is already underway is the approval of the University Student



Charter and the constitution of the National University Student Council. The Charter has been drawn up with considerable consensus and establishes mechanisms to increase student involvement in university life. Its most significant aspects include:

a) Definition of the concept of *student*. The wider context of student is used, to include anyone engaged in any type of university study, with a careful systematization of rights included in the text, to define which refer to all types of students and which relate specifically to a particular type of studies (undergraduate, Master's, Doctoral, lifelong learning, etc.).

b) Commitment to legal regulation of the disciplinary regime. The establishment of the disciplinary regime for university students needs to be resolved as soon as possible. The Charter includes the commitment to regulate the disciplinary regime. In parallel, the Charter includes articles promoting active interaction, underlining its ethical and social aspects from a perspective of co-responsibility.

c) Agreement on the composition of the Student Council. This will be the framework for defining new relationships between students, government, (General Conference for University Policy, AGE) and the universities themselves (Universities Council); it will have institutional visibility with parallel, complementary communication to the student associations. The Council will have one member for each public and private university in Spain, with representatives from the student associations present in the National Schools Council and a maximum of three students from associations which, although they do not have a presence on this Council, are active in at least six universities and three CCAA. It will also include representatives of existing CCAA Student Councils.

## ADMINISTRATIVE AND SERVICE STAFF /PAS/

Human resources directly affect a country's capacity for transformation and progress.

To work properly there must be a balance between academic staff and administrative and service staff. In the public universities the overall ratio is 65.7% PDI / 34.3% PAS.



The university modernisation model must be designed to include actions to support the PAS career path. This group must participate in the design of actions for improvement, during the negotiation period and within EU2015, to help to increase the capacity of the University System. These actions include the following:

- Improve the PAS/PDI ratio. Newly recruited university administrative and service staff must, *inter alia*, be encouraged to enhance their capacities directly linked to support services for innovation and teaching activities relevant to the new EHEA teaching-learning model. Strengthening

PAS/PDI ratios means promoting jobs requiring higher level Vocational Training. This would encourage recognition of this qualification, in both professional areas of industry and in university education related activities. Incentives should be introduced to recruit technical staff for the implementation of the EHEA at all three levels: undergraduate, Master and Doctorate.

- Improve PAS professional qualifications. Here it is fundamental to make progress in the PAS job classification structure throughout the university system. Staff in PAS groups A/I and B/II represent less than 25% of the total group (A/I = 10%). This shows the need for a programmed PAS career path (training, professional recycling and mobility) linked to the vision of a modern and more international university, with diverse functions and missions.
- Restructure the current staff organization, improving the flexibility and adaptability contemplated in the current job classification

structure and introducing a programme for inter-university mobility to rationalize staff within the same Autonomous Community and between universities in different Communities, within a framework of training programmes.

- Enhancing the working conditions for PAS who provide services in specific research activities in the University. This is included in the framework of the future Science, Technology and Innovation Act and is intended to raise the professional status of technicians who manage and provide scientific and technical support for research groups. Here the costs of improved mobility should be attributed to improving techniques, to participating in research projects based on methodological and technological evolution, and to lifelong learning.
- Encouraging PAS participation in creative and entrepreneurial initiatives within the framework of policies to boost innovative technology creation based on academic innovation with special temporary leave of absence.





# 5.3

## CAPACITIES

Modernising the university in Spain must be driven by appropriate funding and management and characterized by its international projection, to capture the best teachers and scientists on the international circuit, and to attract the best students, the professionals of the future.

To do this, EU2015 embarks on the required reflection and restructuring of the current funding model, which must guarantee the principle of social cohesion inherent in education.

A quality assessment system must be considered, to ensure objective procedures for individual and collective evaluations. This guarantees the operation of the university system, so that EU2015 contemplates actions designed to improve current procedures.



## FUNDING AND GOVERNANCE

The EU2015 envisages the whole Spanish University System as a transversal element in the modernisation project of the universities in Spain. The objective is to propose an economic-funding improvement plan for the 2015 horizon, agreed between the CCAA and the AGE.

The economic and financial crisis, the extent of which was not clear when the EU2015 was designed, has led to a review of the original funding plan drawn up to achieve the EU2015 aims and objectives.

The policies to be analysed in the funding improvement proposal drawn up by the Spanish University System Joint Funding Commission cover six areas:

1. New model of scholarships, grants and loans for university studies and tuition fees. Setting up a University Observatory for scholarships, study grants and academic performance.
2. Equivalent CCAA-institutional funding.
3. Human resources. New PDI charter. Adapting human resources to the EHEA. Science, Technology and Innovation Act. Teaching and research careers. Attracting talent.
4. Adapting university infrastructures to the EHEA and ERA. International Campus of Excellence.
5. Research, technological development and actions to boost innovation. Incentives to improve scientific, technological and innovative activity.
6. Efficient and effective management of Spanish universities. Accountability and public information.

Area 1 above envisages a new approach to policy on scholarships, study grants and loans, restructuring the current social framework to adapt it to the EHEA. The evolution of the different type of financial aid

will be monitored by the University Observatory for scholarships, study grants and academic performance, expected to fully operative by the second half of 2010.

The new scholarship and grant model, adapted to undergraduate and Master's degrees will develop gradually over the coming academic years and will improve the current system, replacing fragmented small-scale grants of questionable efficacy for university studies. A new structure will be defined for scholarships. It will be simpler and more compact and provide a decided impetus for the concept of 'top-up' or special supplementary grants.

The top-up grant updates the earlier compensatory grant and is intended to act as a substitute salary to allow full-time study. The proposal is to increase the annual amount of these grants up to 6500 - 7000 €, in agreement with the *IPREM* reference index and to duplicate the available grants by updating the corresponding income threshold. The implementation of these grants started with the grant applications for the 2009-2010 academic year. This was enabled by the Royal Decree 922/2009, of 29 May, which introduced this type of funding for undergraduate university students.

Improvements will also be made to general university grants, national and international mobility grants,

awards for academic performance and other actions related to official Master's courses and PhD studies.

As a complement to the grants and aid system the tuition fee model must also be considered. Here it is essential to act on two fronts:

- The rules for time limits on student permanence should be reconsidered.
- The official tuition fees should take into account the experimental nature of some degree courses and should be calculated as a function of the real cost of each student, with special consideration for part-time students.

In the Human Resources area, it is fundamental to have a clear framework for the teaching and research career, to be defined in the future Teaching and Research Staff Charter and the research career, to be defined in the upcoming Science, Technology and Research Act.

Incorporating the planned costs of the improvement proposals defined in the financial reports for the PDI Charter and the above-mentioned Act is one of the fundamental considerations to be managed jointly by the CCAA and AGE.

The action proposals aimed at adapting university infrastructures to the EHEA and ERA centre on the

challenge of adapting Spain's infrastructures to the international scenario.

This will allow Spain to compete abroad in the three missions of the university. The new need to adapt the university campus impacts directly on the CCAA proposals; initiatives such as the International Campus of Excellence provide an approach to the joint funding of infrastructures by AGE and CCAA.

To carry out all the improvements needed to position the universities in Spain at the comparable international level, instruments including the following will be used: Pluri-annual Investment Plans (CCAA); investment in scientific and technology parks; major investment in Singular Scientific Infrastructure (ICTS) and the development of the International Campus of Excellence Programme.

Three aspects of R&D have to be approached: ensuring adequate coverage of the indirect costs resulting from research activity in the universities and the related review of the current overhead percentages; developing financial and prestige initiative mechanisms so that the universities can strongly promote their own R&D units using frameworks including the Institutional Reinforcement Programme proposed in the National R&D Plan 2008-2011; to update the mechanisms developed over recent years to incentivize and stimulate PDI and facilitate the recognition of research activity related tasks in all areas of knowledge.

The sixth and final area relates to the policies currently under analysis by the Joint Commission to propose improved funding; this is related to efficiency and efficacy of university management, accountability and public information.

The actions envisaged and presented to the Universities Council and the General Conference for



University Policy on 26 April 2010 are:

- i) Restrict the indiscriminate growth of the number of universities in Spain.
- ii) Speed up the unification of individualized policies on universities, higher level vocational training, artistic and sports courses, to create a real Higher Education Area in Spain.
- iii) Reduce the number of undergraduate courses, redesigning them through interuniversity cooperation.
- iv) Approve a quality model to reduce the Master's courses offered in Spain and specifically incentivize projects for official international and/or interuniversity Masters; paying special attention to improving three indicators: a) international student participation b) inclusion of teachers from foreign universities; c) significant increase in Masters offered in English.
- v) Accelerate the modernisation of the PhD in Spain as a fundamental component in the development of research, incentivizing doctoral programmes of excellence and favouring the creation of doctoral schools as dynamic structures for the new trans-disciplinary doctorates. Reduce the cost of implementing the EHEA in the universities through a prioritisation process accompanied by a temporary freeze on new

degrees if they do not come with the corresponding academic efficiency plans.

vi) Activate strategic alliances between universities, and between universities and research centres to optimize public resources, promoting teaching and research clusters (based on the new regulations in the PDI Charter and Science, Technology and Innovation Act) around new high-impact projects of excellence.

vii) Accelerate actions leading to the increased socio-economic contribution of the universities to their local and regional environment. Use the International Campus of Excellence Programme to seek out more efficiency in university functions.

viii) Promote actions to considerably reduce inefficiencies in the university system (academic drop-out rates and excessive duration of studies, academic performance ratios).

ix) Introduce plans for savings in all university activities which do not imply loss of quality, as the result of a greater responsibility of all university stakeholder groups in the recovery process from a 3% public spending level deficit.

x) Promote activities to create the productive fabric and increase entrepreneurial initiatives to transform the knowledge accumulated during recent years (university knowledge portfolio) into a business project, creating employment and increasing competitiveness.

On the other hand, the EU2015 considers that university governance in Spain must advance and improve.

Their autonomy is the main characteristic of Spanish universities and this is recognised in Article 27 of the Spanish Constitution. As a result, the universities have to devise opportune measures to respond flexibly and rapidly to the changing needs of the current panorama and possible future challenges.

In addition, the current regulatory framework of the *LOMLOU* (*Organic Law 4/2007, of 12 April*) which modifies the *LOU* (*Organic Law 6/2001, of 21 December*), introduces measures to reinforce this principle of autonomy.

This essential modernising of European Universities, understood as a complementary challenge to that presented by European convergence in the EHEA framework, is also considered in the EU Commission's communication of May 2006, "Delivering on the Modernisation Agenda for Universities: Education, Research, Innovation" or in the EU Council Resolution of 23 November 2007, "Modernising Universities for Europe's competitiveness in a global knowledge economy".

The areas for modernisation include better governance and social responsibility, improved academic and scientific autonomy and better use of material and human resources.

Another very important aspect to consider is accountability to society of the results obtained.

Within the structure of the Spanish State the role and participation of the CCAA is increasingly defined, marking the policy in the universities which depend on them. Some have their own regional University Law. The Social Councils should also be involved in governance models and in proposals and analysis of strategic Plans as they represent the wider interests of society and its participation in the university, ensuring transmission of society's demands.

Strategic and organizational demands then start to exert pressure on the convenience of modifying management systems. The introduction of the second and third mission of the University specifically goes along with the need for a cultural shift in teaching and other staff, with professionals involved in R&D management.

There should be more flexible promotion of partnerships between Universities and public research organisms (OPIs) and public-private collaboration. The Joint University/OPI centres should be key to improving R&D in Spain. Company-linked professorships should be created to accept researchers who are carrying out specific projects.

To articulate the system properly requires tools for technological transfer, boosting the University-Business relationship to respond to an integrated and socially accepted model and this requires a cultural shift to approach the needed reforms.

The main aims of EU2015 in its approach to the governance system are to:

- Give the universities more institutional autonomy to develop their own strategies and organizational structures and so achieve the planned objectives.
- Review the established balance between autonomy and accountability, where the principle of university social responsibility should be prominent in the organizational culture of the university.
- Ensure the financial viability of the universities through increased higher education funding, seeking the balance between public and private investment to boost the three missions of the university: training, research and knowledge transfer.



## INTERNATIONALISATION

To promote the modernisation and internationalisation of the Spanish university system in the context of the EU2015 is now one of the most important targets.

This internationalisation must be achieved in collaboration with the universities, their associations (CEURI-CRUE, Social Councils, Student Associations, University-Business Foundations), the Autonomous Communities and economic and social agents, seeking the greatest possible consensus. To do this, the following key objectives are considered:

1. Increase the internationalisation of the university by:

- Offering inter-university and international Masters and promoting international institutes and post-graduate schools.
- Recruiting university teachers through international agreements.
- Promoting courses in foreign languages (English, French...)
- Promoting an international PhD.

2. Consolidate a highly internationalised university system by:

- Boosting the training and competences needed to work in an open international environment.
- Recruiting staff with international experience that can support student internationalisation.
- Encouraging quality education in priority areas using English and/or other foreign languages.
- Increasing the number of foreign teachers, researchers and students.

3. Enhance the international attractiveness of universities by:

- Improving the international visibility and recognition of the best campuses as interesting places to live, study and conduct research.
- Offering support services for the reception, stay and return of international students and

visitors.

- Participating in international educational and research networks, projects and programmes.
- Highlighting the international positioning of the education and world class research carried out on campuses in Spain.

4. Promote the global dimension and awareness of the social responsibility of universities to:

- Strengthen the university community and multicultural society to foster global understanding, peace and prosperity.
- Ensure equal access to higher education.
- Return knowledge to society, thereby helping to meet society's needs and important social challenges.

To achieve these objectives, the following actions will be carried out, structured in five important areas:

1. Teaching, including complete incorporation into the EHEA and to the Latin-American Higher Education Space:

- Facilitate quality assurance mechanisms for the recognition and accreditation of qualifications.
- Increase the visibility of the academic offering abroad, through the Foundation *Universidad.es*.

2. Mobility of students and teaching staff:

- Fund and boost short term mobility grants such as ERASMUS and ERASMUS MUNDUS.
- Consolidate long term mobility grants by ensuring their portability.

3. R&D, mainly within the ERA:

- Encourage participation and returns within the EU R&D Framework Programme.
- Stimulate scientific excellence through participation in the European Research Council.

4. On-campus services and accommodation which meet international criteria:

- Reinforce the International Campus of Excellence Programme call for proposals by identifying priority funding areas linked to

international Doctorate and Postgraduate Schools, attracting international talent and the creation of trans-national campuses.

5. Social responsibility, with actions for International Development Cooperation.

## EVALUATION /INDIVIDUAL AND COLLECTIVE/

One of the most important factors for achieving excellence is to ensure quality, through individual and collective assessment. This objective will be met through the creation of a System Assessment Agency. The 2007 University Act (LOMLOU) established the Quality Assurance and Accreditation Agency (ANECA) as a national agency, integrating the National Commission for Research Activity (CNEAI)

By law, ANECA assumes all assessment, certification and accreditation required of the teaching, research and management activities of university teaching staff, without affecting the activities of the CCAA assessment agencies. In this context, and when the Austerity Plan allows, the CNEAI will be included in the Agency to form a single AGE agency for assessment of all relevant activities of university teaching staff, to ensure coherence and reinforce the university evaluation and assessment system.

At this point in time, although the Agency continues to be a Foundation and carries out its duties as an



institution subject to private law, its actions are subject to the regulatory framework established in the LOMLOU.

The Agency will develop mutual recognition procedures for outcomes of assessments, certifications and accreditations carried out by other regional, national or international agencies. These procedures will be carried out following international standards as established by the General Council for University Policy in the case of the CCAA assessment agencies.

ANECA will be submitted to periodical external review of its processes and activities, at not more than five year intervals, to indicate to what extent it meets the European criteria for external quality assessment agencies. The next review will be in 2012. As a member of the European Quality Assurance Register for Higher Education (EQAR), the Agency will also be reviewed in 2013.

## UNIVERSITY COMMUNICATION

The two aims of this strategic area are inter-related: communication as a route to the social projection of the university and communication to ensure that the EU2015 itself is widely known.

With the first aim, there is no doubt that university and society must engage in a close and fluid dialogue to establish a 'new contract' by which the university generates welfare and wealth for the society which maintains and encourages it. In this dialogue it is essential to communicate the importance of the university mission and implicate society, even outside the university community, in promoting and supporting higher education and research.

The second aim, through communicating the EU 2015, is to position the Spanish university system among the best in Europe through actions in different areas, one of which is communication. The results themselves will have a communications impact, but the Strategy itself has to be made more widely known. This is the most ambitious university policy designed in recent years and ensuring it is better understood may lead to significant support from society for this university driven initiative.

The objectives to be met in this twofold approach are to:

- Enhance the public's perception of the university as an institution which generates economic development and social progress.
- Project the Spanish university system internationally as generating ideas, projects and opportunities.
- Foster a scientific vocation among young people, configuring human capital to guarantee the future of R&D and technological innovation.
- Raise society's awareness of the image of EU 2015 as a quality initiative and factor for modernisation and change.
- Reinforce the public image of the Ministry of Education as the ministerial department responsible for university policy.

The *modus operandi* to bring the university closer to society is to encourage coordination of the communication offices in all the universities, and develop an integrated communication policy, widening their individual actions.

In this context, there are three outstanding challenges facing the university where communication can make an important contribution:

- Attracting the best students and researchers worldwide.
- Fostering scientific vocations.
- Encouraging social evaluation of the university and higher education.





# 5.4

## ENVIRONMENT

The growing demands made on the universities to activate their contribution to the development of their environment are the result of the new globalization processes and the localization of economic development, where the local environment is relevant when determining the capacity of the universities to respond to environmental needs.

## UNIVERSITY-CITY-REGION

There is no doubt that nowadays Spanish universities are considered to play a role in the social and business modernisation of their geographical environment. While they carry out their core tasks linked to higher education and the spread of knowledge, the universities have also embarked on actions related to local and regional development, with varying degrees of enthusiasm. In addition, in recent decades research centres and universities have played a more prominent role in public policy for fostering innovation designed by Spain's national and regional governments.

The university as a local development agent has a long tradition in Europe. Since the 1960s, many local and regional governments in UK, Germany, France and Italy have created a series of public universities for teaching and research to allow the working public to extend their university level education and businesses to become more competitive. Since the 1990s, these initiatives have been reinforced by the strategic importance and leading role of information and communication technologies, clearly positioning knowledge creation, absorption and transmission as the core of regional development. New universities, with the advantage of a dynamic regional environment, take on a leading role in public policies

for the promotion of regional economic development.

When the geographical location of the university is a well-defined region, rather than a large city, with population dispersed in various centres configuring an urban network, the university activity becomes more important.

In these areas, the effect of the costs derived from the presence of the university are captured more easily by the local agents and the university becomes instrumental in the social and economic transformation of its area of influence.

With the challenge to change the productive model currently facing Spain, there can be no question as to the leading role of the university. The basis for the transition to a new mode of creation, production and competition requires a series of public resources and a new way of understanding the relationship between the university, the city and the surrounding region.



## SOCIOECONOMIC CONTRIBUTION

The EU2015 proposes a set of indicators to allow the universities' contribution to their immediate environment to be 'quantified'. At present there is no general system of results indicators to provide

answers to the main questions on the contribution of higher education to socioeconomic indicators such as job creation.

Until very recently, questioning the university in this way would have been unthinkable, but the demands of the new knowledge-based economic growth model on the university and on research demand that higher education plays an active role in social responsibility. This is undoubtedly a clear sign of the maturity of the Spanish system.

Here, the university contributes unmistakably to the country's socioeconomic development:

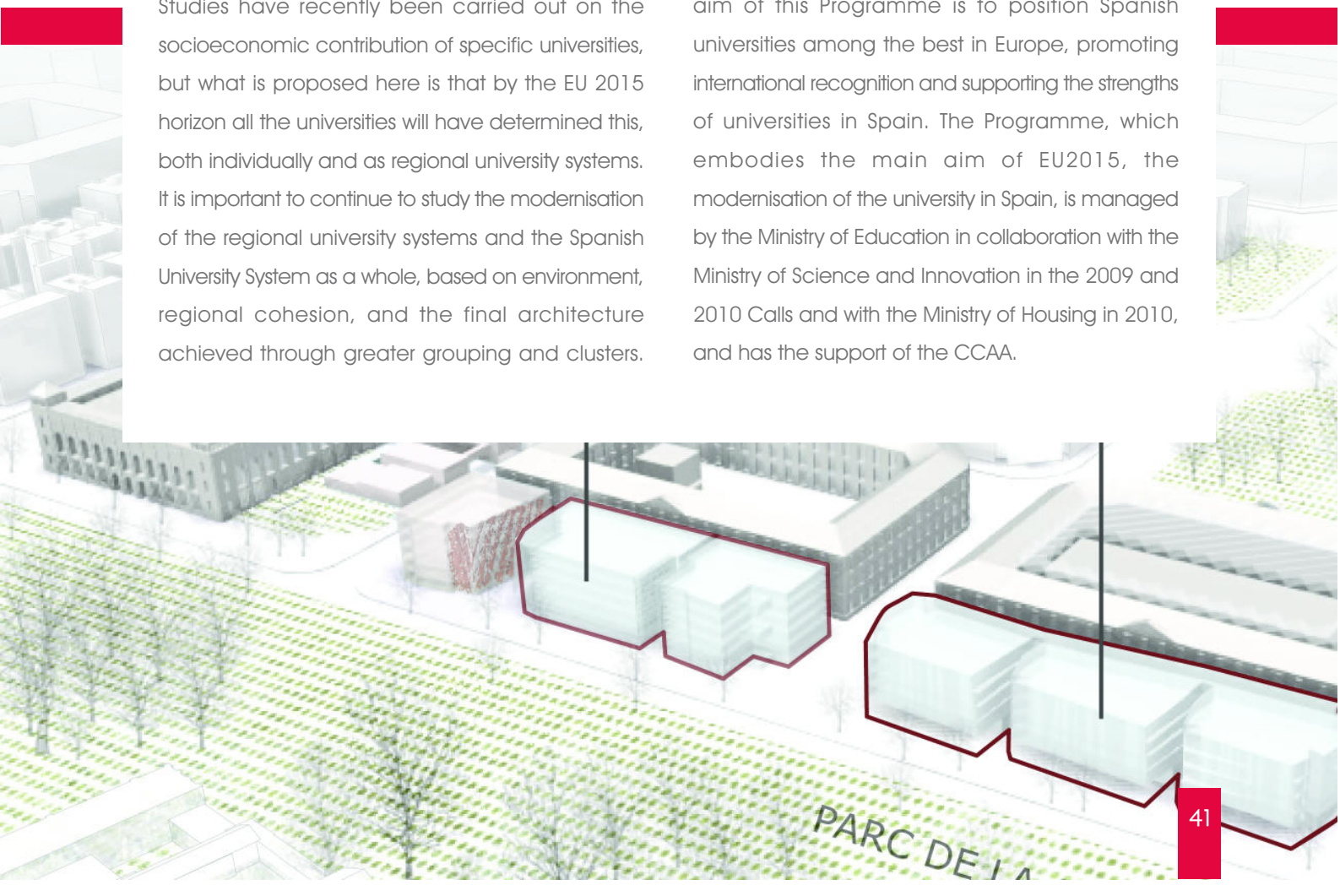
- By generating human capital and so reducing the unemployment rate and increasing the employment rate.
- Through R&D actions.
- With activities directly stimulating entrepreneurship.
- By increasing fiscal income, including taxes.

Studies have recently been carried out on the socioeconomic contribution of specific universities, but what is proposed here is that by the EU 2015 horizon all the universities will have determined this, both individually and as regional university systems. It is important to continue to study the modernisation of the regional university systems and the Spanish University System as a whole, based on environment, regional cohesion, and the final architecture achieved through greater grouping and clusters.

## INCLUSIVE, SUSTAINABLE AND HEALTHY ENVIRONMENTS

The aim here is to develop an academic, scientific, entrepreneurial and innovative environment, with areas to promote clusters of institutions sharing the same campus with higher international visibility. These will be real university life environments socially integrated in their local urban or regional surroundings; quality environments with appropriate service provision and state of the art energy and environmentally friendly installations. This means sustainable, healthy, accessible and inclusive environments, engaging in greater interaction in a didactic role with their immediate social, urban and cultural surroundings. Their external projection will be as models of spatial harmony, sustainability and universal accessibility for users with disabilities.

The International Campus of Excellence Programme (CEI) has been launched to convert these spaces for meeting and encounters into reality. The main aim of this Programme is to position Spanish universities among the best in Europe, promoting international recognition and supporting the strengths of universities in Spain. The Programme, which embodies the main aim of EU2015, the modernisation of the university in Spain, is managed by the Ministry of Education in collaboration with the Ministry of Science and Innovation in the 2009 and 2010 Calls and with the Ministry of Housing in 2010, and has the support of the CCAA.



The main objectives are to:

- Improve the international visibility of the best university campuses in Spain by promoting strategic clusters to attain critical mass and international excellence.
- Promote excellence- driven diversification and specialization.
- Promote the development of innovative regions with a knowledge-based productive system.

Concepts such as clusters, specialization, excellence indicators and international reference form the basis of the Campus of Excellence Programme. Today's campuses have to include specialized areas where they develop their strategic themes and clusters facilities to be able to attract the best students and researchers, locating infrastructure and scientific installations within the campus environment. Here, the cluster of agents in the knowledge triangle (education, research and innovation) within the university is the base on which this model rests. The aim is to attain critical mass in strategic knowledge domains and to achieve excellence and relevance for socioeconomic development within a specific geographical environment.

Spain's Campus of International Excellence programme was launched in 2008 with the first preparatory stage for the universities. Once the 2009 call had closed, the 2010 call was announced on 27 April. Within the European context, this initiative is linked to the European Agenda for Modernising Universities. In 2006 France launched the initiative "*Pôles de Recherche et d'Enseignement Supérieur (PRES-2006)*" which led to the *PRES* Map in 2008. In that same year *Operation Campus* was launched for the grouping and integration of institutions (Lyon Cité Campus, Université Strasbourg, Université de Toulouse).

The precedent in Germany is the "Excellence Initiative" (2006-2012) sponsored by the German Research Foundation (DFG) and the German Council of Sciences and Humanities (WR). It aims to support the best research universities and to create opportunities for young researchers and boost cooperation. In the UK, the initiative "A new University Challenge" was launched in 2008, piloted by the Department for Innovation, Universities and Skills (DIUS) with the intention of creating 20 new centres on-campus by 2014 through generous funding from the Strategic Development Fund.

To launch the CEI programme, a committee of experts was created in 2008 to define the programme objectives and characteristics. The CEI 2009 call was then launched and the corresponding agreements formalized with the CCAA with the main aim of advancing and improving the projects coordinated by their universities.



The 2009 call was designed with a three-tier architecture:

- Basic stage: Composed of a sub-programme and funding to manage the strategic projects and presentation of proposals.
- Sub-project stage: Other Ministries and institutions could complement and incentivize changes in the universities in fundamental aspects to improve quality and excellence. The sub-programmes designed were:
  - R&D Sub-programme managed by the MICINN.
  - Other related initiatives included, for example, accessibility with support from the ONCE (Spanish National Organisation of the Blind)
- Evaluation stage as a CEI project to attain campus category on the 2015 horizon. Based on the presentation of a 4-year Strategic Plan with annual funding with repayable loans, in coordination with the CCAA.

The experience gained from the 2009 call led to the introduction of some changes into the International Campus of Excellence Programme for the 2010 call, reinforcing various aspects. These

included strategic clusters to achieve excellence and international relevance; the policy to attract and incentivize talent launched by the universities; setting up international and inter-university Doctorate Schools and Postgraduate Schools, with joint research programmes, or the participation of the university system in the new sustainable economy model.

It was also considered appropriate to encourage inter-ministerial collaboration on this programme of considerable economic and social relevance: on the one hand, continuing the collaboration between the Ministry of Education and the Ministry of Science and Innovation, under its own regulations. On the other hand, the Ministry of Education will have the collaboration of other Ministries and entities participating through sub-programmes, under the new regulations.

To achieve the proposed objectives, CEI grants will be made available through a competitive call to the successful universities as cluster coordinators, although the aim is to include all the agents involved in generating knowledge and its transfer within a specific environment. The 2010 call will be divided into:



a) Excellence Sub-programme, which forms the backbone of the programme. Grants will be available for developing and specifying conversion projects to a Campus of Excellence. This will initially be presented by the applicants as an outline summary proposal, to present the proposed projects to the International Commission through the established procedures.

b) Reinforcement Sub-programme, where grants will be available to fund the launch of part of the CEI conversion projects, where pre-selected after the report by the Technical Commission. These will include the following categories:

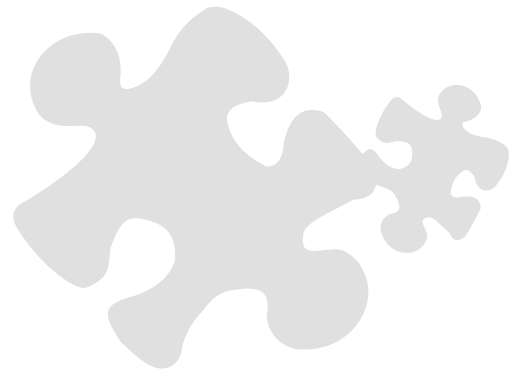
i) Consolidation: The Ministry of Education will award grants to finance the launch of some of the project aspects.

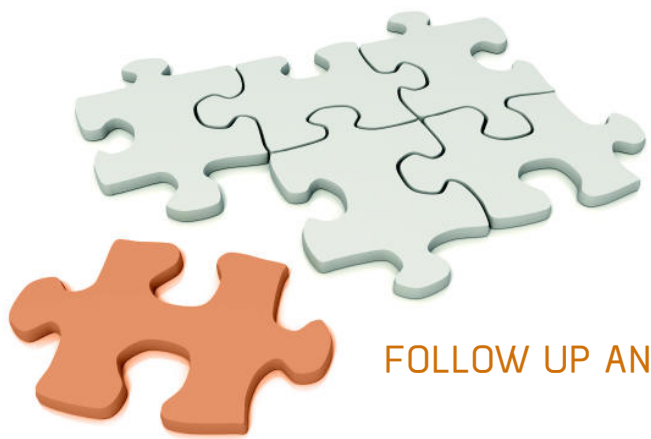
ii) Public-Private Collaboration: Some aspects of the projects presented will be selected for funding through an agreement signed with the Ministry of Education and other entities.

iii) International-Trans-national: Projects will be selected with high potential for a trans-national campus and which require start-up funding. The selected projects will be included in an agreement signed between the Spanish Government and other foreign governments and will be funded either from the Ministry of Education budget or by external funding, or both. Each call for proposals may establish priority areas for funding within these categories and may specify within each category the specific action area it aims to promote.

c) Inter-Ministerial modernisation sub-programme, promoted by other Ministerial departments subscribed to an action protocol related to the International Campus of Excellence Programme. Through this, these Ministries may fund the launch of parts of the CEI conversion projects which have

been selected for presentation to the International Commission in the current or immediately preceding call. Exceptionally, these grants may also be awarded to projects which have not been selected, but which include aspects of outstanding quality and strategic value for campus improvements, and which may be funded for this purpose by a Resolution of the General Secretariat for Universities.





## FOLLOW UP AND EVALUATION

As well as a correct diagnosis of the initial situation of the Spanish university, the definition and design of the strategic themes and actions to achieve the objective of modernising the Spanish university system, it is just as important to define a set of measurements leading to an ongoing follow-up and evaluation of the University Strategy 2015. This will allow progress to be recorded along with any deviations from the scenario envisaged in the planning exercise.

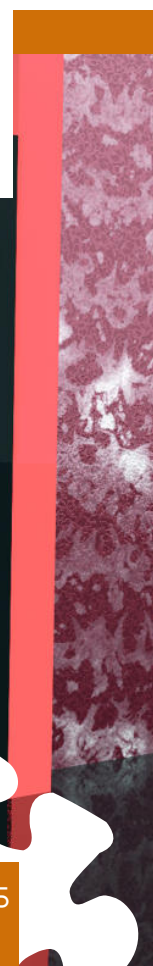
These indicators, leading to the continuous monitoring and evaluation of the EU2015 action plan, form part of an integrated system to assess all actions based on education - one of the highest profile policy areas in advanced societies.

The University Strategy 2015 follow-up and evaluation system (SEU 2.15) is the tool designed to control and

evaluate the tasks of the Strategy as a whole. This will analyse the whole project life cycle, from the design phase to the impact of the measures put into place including management of the actions and the results obtained in the first instance.

This system will respond to society's new demands for increased transparency and efficiency in policy based actions, emphasising measurement of results (outputs and outcomes) of government administration.

To monitor EU2015, the follow-up indicators used will be those contemplated in the funding model approved by the Universities Council and the General Conference for University Policy, meeting on 26 April 2010.



## TEACHING INDICATORS

### • Access

1. Student distribution by required entry grades
2. Entry grade of 20% of students with highest grades

### • Student admission and graduation

1. Bachelor graduates vs. new intake undergraduates
2. Masters graduates vs. new intake Masters
3. Masters graduates vs. Bachelors graduates
4. Bachelor graduates vs. total students enrolled
5. New intake students vs. total students enrolled
6. Percentage of Sciences/Engineering graduates

### • Academic results

1. Performance rate
2. Success rate
3. Evaluation rate

### • University Dropout

1. University system dropout rate
2. Degree course change rate
3. Degree course dropout rate

### • Graduate efficiency

1. Graduation rate
2. Average length of studies
3. Efficiency rate

### • Transition to postgraduate

1. Transition rate to Master/Doctoral studies
2. Average time of transition to Master

### • In-country mobility

1. % students attending university in a different Autonomous Community from their permanent address

### • International mobility

1. % foreign students of total students enrolled
2. % Spanish students attending university outside Spain

### • Mobility programmes

1. % students with Erasmus grant
2. % students with Seneca grant
3. N° foreign Erasmus students vs. total university students

### • Offer/demand

1. % of courses where required entry grade = 5
2. % of courses without *numerus clausus*
3. Level of course take-up
4. Level of course preference
5. New intake enrolled in pre-registration 1<sup>st</sup> choice vs. new intake enrolled.

## HUMAN RESOURCES INDICATORS

### • Teaching and Research Staff (PDI)

1. PDI full time equivalent
2. PDI % by civil service grades
3. PDI % by contracted, permanent and civil service
4. PDI % of women
5. PDI % of contracted women teachers
6. PDI % with PhD
7. PDI % in training programmes

### • Administration and Service Staff (PAS)

1. PAS full time equivalent
2. PAS % by grades
3. PAS % of contracted
4. PAS % of women
5. PAS / PDI ratio
6. PDI / N° of students ratio
7. PAS / N° of students ratio
8. PAS % in training programmes

### • Researchers

1. Researchers full time equivalent
2. Researchers % of women
3. Researchers / PAS ratio
4. Researchers / PDI ratio
5. Researchers / Students ratio

### • PDI Mobility

1. PDI % taking part in mobility programmes

### • PAS Mobility

1. PAS % taking part in mobility programmes

## INTERNATIONAL INDICATORS

1. Public/private spending in Higher Education institutions compared with GDP
2. Spending per student compared with GDP per capita
3. Spending per student in Higher Education institutions
4. Position of Spanish universities in international rankings



## EMPLOYMENT INDICATORS

### • Transition to the labour market

1. University graduate employment rate 1 year after completion of studies
2. University graduate employment rate 5 years after completion of studies
3. University graduate rate 5 years after completion of studies with higher earnings than population with secondary education.

## R+D INDICATORS

### • Theses

1. N° of theses read per year compared with n° of undergraduates
2. N° of theses read per year compared with n° of Master/Doctorate students
3. % of theses read per year by foreign students
4. % of theses with European mention
5. % of grant/scholarship funded theses read
6. % of FPI/FPU who read theses by deadline

### • Total / university scientific production

1. Quota of scientific production compared with world total
2. N° of scientific publications
3. % of publications with international collaboration
4. N° of publications compared with n° of researchers

### • R&D spending and staff

1. R&D spending on Higher Education sector compared with GDP
2. R&D spending compared with n° of publications
3. R&D full time equivalent staff employed in Higher Education sector
4. R&D full time equivalent researchers engaged in Higher Education sector
5. R&D employees in Higher Education per 1000 employees
6. R&D researchers in Higher Education per 1000 employees

### • Knowledge transfer

1. N° of Campus of Excellence
2. N° of existing active University Science Parks and annual turnover ( M €)
3. Spin-offs generated by universities
4. Patent applications to the EPO (per million inhabitants)
5. % innovative companies cooperating with universities / OPIs
6. University/industry contracts, projects and agreements (M €)
7. % return on participation of Spanish universities in Framework Programmes
8. R&D project funding obtained by National Plan universities

## SOCIOLOGICAL INDICATORS

1. % of population with university studies
2. % of women with university studies
3. Employment rate for population with Higher Education
4. Unemployment rate for population with Higher Education
5. Index of income for population with university education vs. population with secondary education
6. Rate of population with Higher Education employed in technology-based companies
7. Socioeconomic contribution of universities to their environment





To guarantee greater transparency, independence of criteria and quality of evaluation, a **Committee of International Experts** will be set up, responsible for the assessment criteria and quality, presided over by a European figure of recognised international prestige.

This high level group will define the evaluation criteria for each action area and the methodology to be used, as well as the design of the integrated score card with the key indicators for each area. It will also establish a quality assurance model to guarantee the evaluation quality.

In addition, an EU2015 Monitoring Commission will be set up, responsible for reporting back to and supporting the Committee of International Experts in the joint evaluation of the EU2015 actions. This Commission will present an annual report on the conclusions, corresponding recommendations and new sets of measurements. It will also present bi-annually (in 2011, 2013 and 2015) the relevant pluri-annual reports.

The Committee of International Experts will complete the balanced score card, identifying the set of indicators to be used for the action follow-up and

evaluation. The indicators selected must be directly related to the actions measured and will contemplate all their phases: management, results and impact.

Although the impact evaluation can be carried out *ex ante* and *ex post*, following the criteria set in 2002 by the European Commission, an intermediate evaluation will be made during the implementation of a political intervention as a first progress review, forecasting the probable effects of the intervention and identifying the adjustments needed to the design and execution of the intervention.

To evaluate the economic and social impact of the actions and of those related to the International Campus of Excellence Programme, use will be made mainly of the macroeconomic indicators GDP, employment and tax income for the Treasury.

This analysis and follow up exercise of the different types of indicators, along with the evaluation of the activities launched, will act as a tool to define and formulate proposals for new actions and funding mechanisms, and as the basis for *ad hoc* provision of whatever information may be needed for the decision-making processes of the political agents in the university arena.

June 2010

