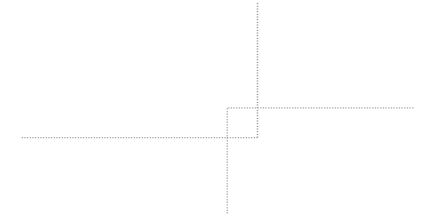


# UNIVERSITIES COMMITTED WITH INNOVATION AND INTERNATIONALISATION

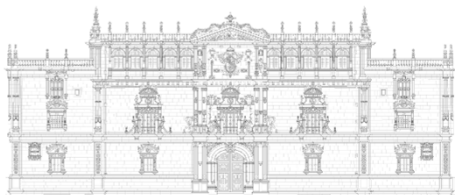
7th INTERNATIONAL SEMINAR  
COIMBRA GROUP OF BRAZILIAN UNIVERSITIES - GCUB

Prof. Fernando Galván  
Rector of University of Alcalá, Spain  
Executive Member of IAUP

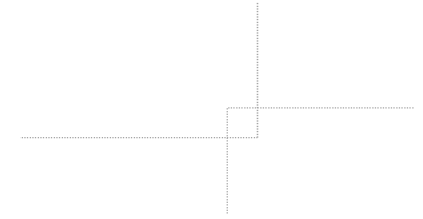
# What is IAUP?



- Foundation: Oxford, 1965
- Current membership: + 300
- Partnerships worldwide: university associations and United Nations (UNESCO)
- Main activities: a triennial Conference and two semi-annual meetings; publications, reports, links with business and industry...
- Next Semi-Annual Meeting: Alcalá de Henares, 20-22 May 2016.

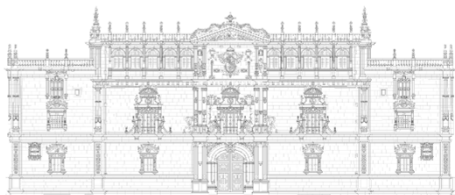


# What is IAUP?



Other activities:

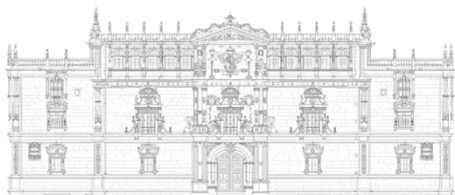
- IAUP Regional Councils.
- IAUP/UN Commission on Disarmament Education, Conflict Resolution and Peace.
- UN Academic Impact.
- WISE Education Leadership Programme.
- International Education Faculty Achievement Award.
- Academic Chairs for Africa.
- IIE/IAUP Partnership on promoting Student Exchange.



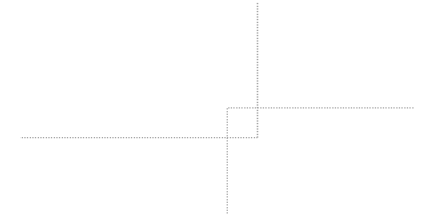
# Three types of universities

1. Streamlined Status Quo.
2. Niche Dominators.
3. Transformers.

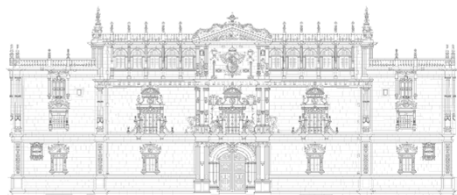
(From *University of the Future. A Thousand Year Old Industry on the Cusp of Profound Change*, a report by Ernst & Young, Australia, 2012)



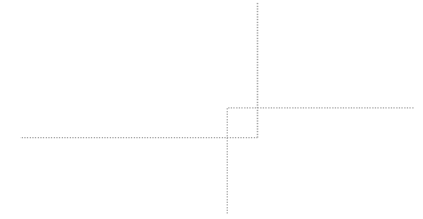
# Streamlined Status Quo



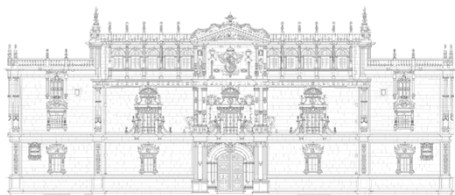
Some established universities will continue to operate as broad-based teaching and research institutions, but will progressively transform the way they deliver their services and administer their organisations –with major implications for the way they engage with students, government, industry stakeholders, secondary schools, and the community.



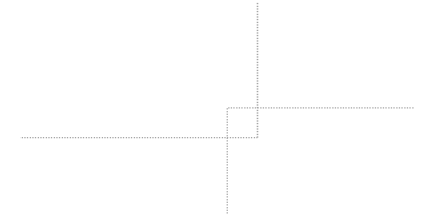
# Niche Dominators



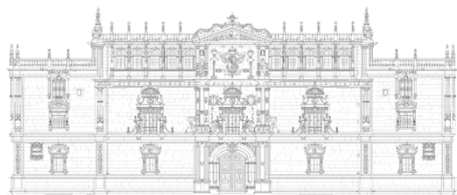
Some established universities and new entrants will fundamentally reshape and refine the range of services and markets they operate in, targeting particular ‘customer’ segments with tailored education, research and related services –with a concurrent shift in the business model, organisation and operations.



# Transformers

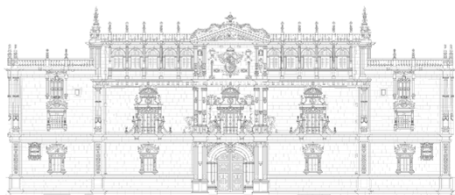


Private providers and new entrants will carve out new positions in the ‘traditional’ sector and also create new market spaces that merge parts of the higher education sector with other sectors, such as media, technology, innovation, venture capital and the like. This will create new markets, new segments and new sources of economic value, that deliver much needed incremental revenue to invest in the core business—internationally competitive teaching and research.



# Which are the drivers for this change?

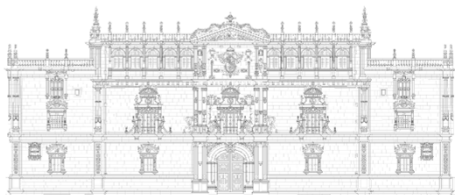
1. Democratisation of knowledge and access.
2. Contestability of markets and funding.
3. Digital technologies.
4. Global mobility.
5. Integration with industry.



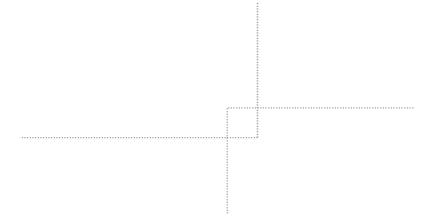


# 1. Democratisation of knowledge and access

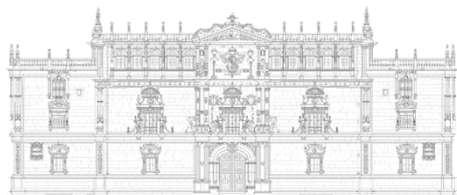
The massive increase in the availability of 'knowledge' online and the mass expansion of access to university education in developed and developing markets means a fundamental change in the role of universities as originators and keepers of knowledge.



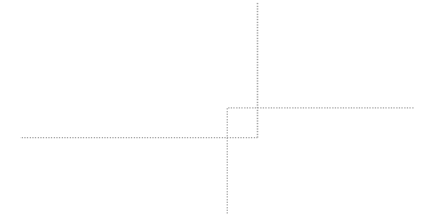
## 2. Contestability of markets and funding



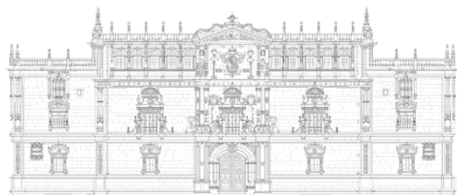
Competition for students is reaching new levels of intensity, at the same time as governments globally face tight budgetary environments. Universities will need to compete for students and governments funds as never before.



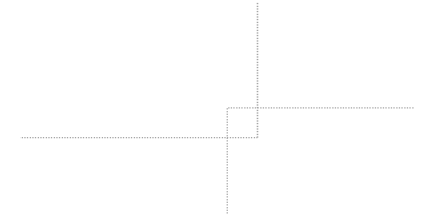
### 3. Digital technologies



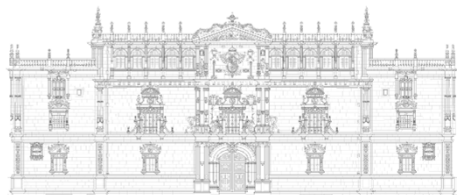
Digital technologies have transformed media, retail, entertainment and many other industries –higher education is next. Campuses will remain, but digital technologies will transform the way education is delivered and accessed, and the way ‘value’ is created by higher educations providers, public and private alike.



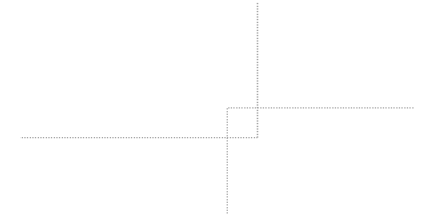
## 4. Global mobility



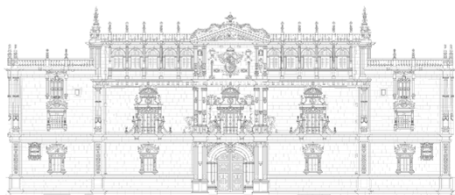
Global mobility will grow for students, academics, and university brands. This will not only intensify competition, but also create opportunities for much deeper global partnerships and broader access to student and academic talent.



## 5. Integration with industry

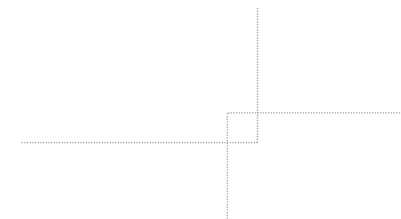


Universities will need to build significantly deeper relationships with industry in the decade ahead –to differentiate teaching and learning programmes, support the funding and application of research, and reinforce the role of universities as drivers of innovation and growth.



# University of Alcalá

## GENERAL FACTS AND FIGURES



**29,000**

STUDENTS

6,300

INTERNATIONAL STUDENTS



**1 / 3**

(12,000)

POSTGRADUATE AND ONGOING  
EDUCATION STUDENTS

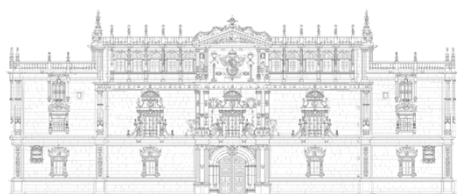
**2,500**

TEACHING AND RESEARCH  
STAFF



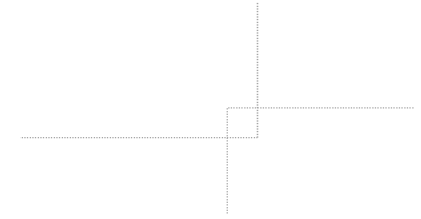
**750**

ADMINISTRATION  
AND SERVICE STAFF



# University of Alcalá

## GENERAL FACTS AND FIGURES



**TOTAL NUMBER OF STUDENTS: 29,000**

### International Students at the University of Alcalá

- ✓ Undergraduate Studies 6%
- ✓ Master's Degrees 30%
- ✓ Doctoral Degrees 37%
  
- ✓ All Degree students 15%
- ✓ Including Mobility Programs 23%

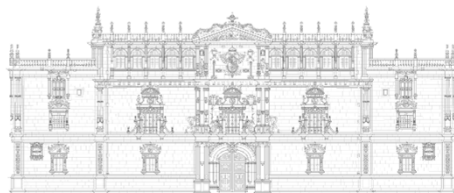


Foreign Exchange Students (Erasmus and others)

Visiting Students, Alcalingua Students, Study Abroad Programs

**TOTAL INTERNATIONAL STUDENTS : 6.300**

- United States & Canada: 1.140
- Asia & Oceania: 1.450
- Africa: 140
- Latin America: 1.980
- Europe: 1.590



7th International Seminar – GCUB

Universities Committed with innovation and internationalisation

# University of Alcalá

## RANKINGS



*Times Higher Education World University Ranking*: Its strongest pillar is **Industry Income** where it ranked 296<sup>th</sup> worldwide and the 3<sup>rd</sup> best in Spain.



One of the world's best 400 universities for “**Arts and Humanities**” and among the top 200 for:



- “English Language and Literature”
- “Modern Languages”



*Shanghai Jiao Tong University Academic Ranking of World Universities (ARWU 2013)*: The UAH is ranked among the world's top 200 universities for **Computer Science**.





# University of Alcalá

## RANKINGS



## INTERNATIONALISATION

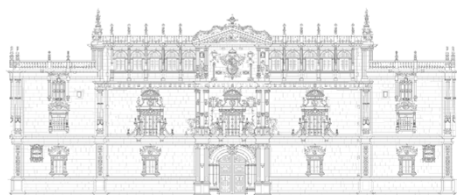
**+20%**  
INTERNATIONAL  
STUDENTS



**140**  
UNDERGRADUATE AND  
POSTGRADUATE COURSES  
IN ENGLISH



*QS Stars University Ratings:*  
**Maximum scores for  
internationalisation (five stars).**



*U Multirank:* The UAH  
**maximum scores for  
international mobility,**  
(incoming students and  
outgoing students).



*Certificate for Very Good International  
Student Satisfaction*

# University of Alcalá

## RANKINGS



## INTERNATIONALISATION



### **GRUP Survey**

(University of Shanghai):  
Top Spanish university for  
attracting international  
undergraduate students.



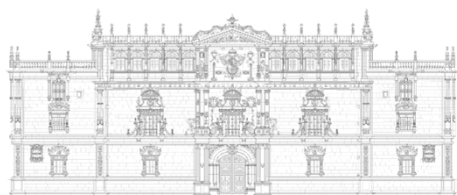
### **QS World University Ranking:**

1st best Spanish public university  
for attracting international  
students (undergraduate and  
postgraduate).



### **Times Higher Education World University Ranking:**

The UAH ranked 344<sup>th</sup> worldwide for **International outlook** and the 2<sup>nd</sup> best in Spain.



# University of Alcalá

## RANKINGS



### EMPLOYABILITY



3rd in Spain



1,200 centres studies worldwide



**GRUP SURVEY**  
*University of Shanghai*



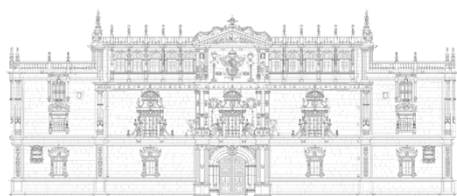
**Top Spanish university for employability**



One out of two undergraduate degrees (20 in all) among the **best five for finding a job.**

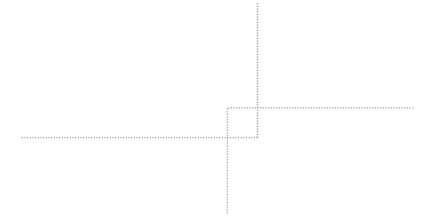


Report on Spanish University Graduate Employability, 2010-2014



# University of Alcalá

## RANKINGS



## SOCIAL COMMITMENT

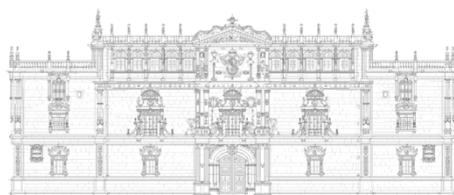
*QS Stars University Ratings: Maximum score for social commitment (five stars).*



**1st Spanish University in environmental sustainability policies** according to **GreenMetric**.



**World's third most environmentally committed university** according to **Coolmyplanet**.



# What are we doing to achieve this and make progress in the future?

By combining higher education, internationalisation and science and technology:

**The GAIA programme**, a Master's degree in Professional Training, taught in English and totally on line, but with internships in industry worldwide:

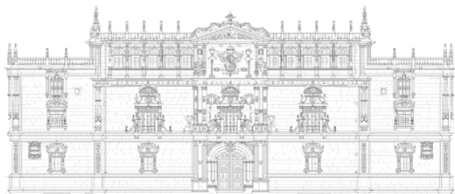
- Since it started in **2007** over **234** companies have participated in the GAIA programme and have welcomed more than **2,992 trainee students**.
- Industries involved: BBW, AIRBUS, TELEFONICA, GAS NATURAL, ORACLE, ALSTOM, ERICSSON, ENDESA, INDRA, REPSOL, MERCK, ACCIONA, ...
- The Gaia programme has placed graduates from **80 different degrees** in companies of diverse sectors, such as pharmaceutical, financial, TIC, energy and water, tourism, consulting and the food industries.
- **47 graduates** participated in the first call (2007), increasing to **1,280 graduates in 2014**.



# How are we engaging industry and society with our core business?

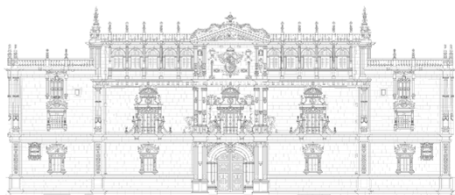
By working together, on a global, regional and local basis, in the development of environmental issues:

- International courses with partners in USA and Mexico.
- Energy-saving actions: Alcalá is the Spanish university with the lowest carbon footprint level (0.26 per capita).
- A Bio-energy and smart campus, in association with industry (Repsol, Ferrovial) and government.



# Further actions connected with the environment and sustainability

- Masters programmes.
- PhD programmes.
- Associations with industry for the development of technological solutions and applications (VODAFONE, TELEFONICA, INDRA, ...)
- Energy-efficient programmes for buildings, transportation, and community services.



# UNIVERSITIES COMMITTED WITH INNOVATION AND INTERNATIONALISATION

7th INTERNATIONAL SEMINAR  
COIMBRA GROUP OF BRAZILIAN UNIVERSITIES - GCUB

Prof. Fernando Galván  
Rector of University of Alcalá, Spain  
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