

School of Economics and Business. Universitat Autònoma de Barcelona

Self-report: Standard 7

Additional dimension: Internationalisation

“The educational programme has a clear international mission; its approach fosters the internationalisation of students, promotes international activities among the faculty and takes place in a supportive environment in order to ensure good results”

This Standard presents the arguments that justify the request for recognition of the additional dimension of internationalisation that the School of Economics and Business (FEiE) submitted to AQU for the Bachelor in Business Administration (ADE) and Bachelor in Economics (ECO) and the Master in Economic Analysis (MEA), Master in Applied Research in Economics and Business (MAREB) and Master in Management, Organization and Business Economics (MMOBE). We should stress that all three Master’s programmes were already recognised as International Master by AGAUR last academic year [[Evidence S7.01](#)].

Each of the three Master’s programmes will be presented separately, but the two Bachelor’s programmes will be presented together since the guidelines and overall objectives underlying the designs of the ADE and ECO Bachelor’s programmes are mostly shared, especially the factors that determine their international dimension.

Following the guidelines set by AQU, the arguments presented herein has been organised around the following three sub-dimensions: educational programme for internationalisation, internationalisation of the faculty and results of internationalisation. In each of these sub-dimensions, we have followed the recommendation to bear in mind both the internal and external facet of the internationalisation of the degree programmes.

BACHELOR IN BUSINESS ADMINISTRATION AND BACHELOR IN ECONOMICS

A. Educational programme for internationalisation

A.1. Orientation of the educational programme

Recognition of the importance of having an educational programme with an international orientation has a longstanding tradition in the FEiE. This school was the first to offer classes taught in English in the old degrees at the UAB, and it continues to do so today in the Bachelor’s degrees. In fact, this recognition is what spurred it to offer a track taught wholly in English, the ADE Bachelor since academic year 2011-2012 and the ECO Bachelor since academic year 2014-2015.

The instruction in all the classes in the English track, both the mandatory classes and the electives, is entirely in this language, without exception. This includes the teaching, the class materials, the bibliographic references, the projects to be turned in and the exams. Likewise, the Bachelor’s Degree Final Project or company internships must also be done in English. From the very start, this track has attracted students who recognise the importance of this language in both their education and their professional future in an increasingly international setting. In fact, in the English language test taken by all new students, we can see a clear difference in the level of knowledge of this language between students in the English track of the ADE and ECO Bachelor compared to those in the Catalan/Spanish tracks. [[Evidence S7.02](#)].

In any event, it is important to stress that this education for internationalisation, in this case provided by the language of instruction, is not limited to the students enrolled in the English tracks, but, as we shall argue below, it extends to all students in these two Bachelor's programmes. It is worth noting that one way it is the possibility for students in the Catalan/Spanish tracks to take the classes offered in English. It is common to find students who initially did not choose the English track but who do want to pursue part of their degree in this language. Thus, as they move up in the programme, we can see an increasing number of students who are motivated to choose classes in English, both within the FEiE and abroad as part of the International Students Exchange Programme. This clearly indicates their recognition of the importance of being competent in the technical jargon of English.

The use of English as the language of instruction is one of the centrepieces of the internationalised structure in which the educational programmes in these degrees take place, but it is not the only one. We can highlight at least four additional factors, which are described below.

The first is the ease with which students in the ADE and ECO programmes can participate in the International Students Exchange Programme, which has expectations of significant growth as the economic conditions and financial aid improve. Recognition of the importance of studying abroad is clear among the students in these programmes, and particularly among those in the English-language tracks.

The second factor is that the study abroad opportunities at foreign universities and, if applicable, doing internships abroad are two of the clearest ways of reinforcing the internal facet of internationalisation among students in these programmes. Noticing the differences in the learning process, the relations with local cultural communities and the extracurricular activities they do while abroad are some of the benefits that students often mention upon their return. The Internships in English course (18 ECTS) in the ADE and ECO English track in these programmes has been added quite recently, but its potential for growth is enormous as a way of helping students gain knowledge and competences that clearly foster their development in international milieus. Thanks to the fact that agreements have been signed with foreign universities, students in their last year of the Bachelor's programme have the chance to combine the first semester of studying abroad with the second semester of interning abroad in one of the companies in the foreign university network. Right now there are four agreements signed (in England, Finland, Denmark and Canada) and second and third agreements in Canada are almost finalised. Given that the range of destinations is still limited, the Dean's Office of the FEiE is working to increase the number of places available (see proposals for improvement ADE4 and ECO2). We should underscore the fact that the students in the ADE and ECO who are not in the English tracks are also able to do internships abroad, but within the University and Business Programme (PUE).

Thirdly, we would like to stress the added value for students in these programmes brought by the constant presence of a large number of exchange students who visit the FEiE every year. This past academic year, 2014-2015, we welcomed around 170 students from the FEiE's exchange agreements, which were joined by 100 more who were assigned to other faculties at the UAB but chose to take classes in the FEiE. There is no doubt that that large presence of classes taught in English within the ADE and ECO programmes is the main reason for the large number of international students in the FEiE classrooms. Additionally, the FEiE also welcomes visiting students, that is, students who are taking courses outside the International Students Exchange Programme who share the classroom with the local students, mainly in the classes taught in English. The figures on the number of exchange or visiting students in the classes

taught in English can be found in [Evidence S7.03](#). Contact and first-hand discussion among classmates from other countries means that all students in this programme gain visions and attitudes from other cultural communities, which unquestionably helps to reinforce the internal facet of the internationalisation that is so crucial in these degree programmes.

Finally, we would like to highlight the presence of foreign students who enrol to earn the ADE and ECO degrees with the goal of taking all the courses here (section C.1 contains more specific information on the absolute and relative importance of these students). The presence of these students is still incipient, yet it has a huge potential for growth. There is no doubt that the English tracks in the ADE and ECO programmes are the main reason for the presence of this new kind of student. The number of queries received on our different portals leads us to believe that their presence in the classroom is only slated to grow. Yet even now, the presence of foreign students provides one of the richest veins of learning for the internationalisation of our students in the ADE and ECO programmes.

A.2. Students

The way for local students to gain admission to these bachelor's degrees is determined by the general system of allocating students in the Catalan university system. In their application, students can prioritise doing their entire degree in English. Even though there are no English-language requirements to enter the English-track versions of these degrees, one can detect a process of self-selection. That is, if a student does not have good knowledge of English, they generally do not apply for these programmes. In fact, as mentioned in the previous section, the results of the language tests held for new students confirm that this self-selection does indeed take place. Still, based on the information provided by the level tests, there is a considerable number of students in both the ADE and ECO programmes who have not chosen the English track but who do have sound knowledge of this language. These students are the first ones who later on in their degree take courses in English in the FEiE or abroad thanks to the International Students Exchange Programme. It is also important to stress that the international vocation of many students who totally or partially pursue their education in English is revealed not only by their interest in previously attaining an adequate level in this language but also by their willingness to make the additional effort involved in pursuing a university degree in the English track.

The possibility of pursuing part of their education at a foreign university is another of the opportunities in the education of students in the FEiE in terms of internationalisation. As can be seen in the map of destinations [\[Evidence S7.04\]](#), the FEiE has a very large number of exchange agreements that allow the students in all its Bachelor's degree programmes to engage in international mobility. This includes a wide range of universities and countries. The range of destinations in the programme is undergoing constant evaluation and improvement in terms of both the quantity and quality (see proposal for improvement G12). The PC6 process of FEiE's SIGQ contains detailed information on the characteristics and qualities of these partner universities [\[Evidence S7.05\]](#).

A.3. Support for internationalisation

The FEiE has a well-organised website where all the relevant contents are available in English [\[Evidence S7.06\]](#). There is no doubt that the existence of an English-language version of the FEiE website is one of the key supports for internationalisation, as it is the primary channel of public information on the quality of the FEiE project for its international stakeholders. A special effort has been made to provide both international students and instructors with all the information regarding the FEiE's academic programmes, with syllabi for each course available

in three languages: Catalan, Spanish and English. These syllabi are available in the Studies section on the FEiE website [[Evidence S7.07](#)].

The Mobility and Exchange section of the FEiE website has complete, up-to-date information on all the aspects of mobility related specifically to our faculty. The website is organised into two sections depending on whether the information is targeted at students that want to go abroad on a student exchange programme (Students OUT) or those who wish to visit us (Students IN). The information in each section is available in three languages: Catalan, Spanish and English. Regarding the information for Students OUT, the website includes information on the destinations available, indicating the location, the number of slots or the additional requirements. It also includes information on the different student exchange programmes, application or any information regarding the position allocation process for each programme. Within the Students IN section, the website includes information on the procedures, calendars and detailed information about our academic offer. In the latter, incoming students find the list of all courses available for them classified by language of instruction, timetables and the link to the corresponding syllabus. The website also includes information on the possibility of coming as a visiting student, that is, outside an International Students Exchange Programme.

Overall, our website is a key instrument to encourage the mobility of both local and international students and it provides a clear signal of our international mission.

B. Internationalisation of the faculty

B.1. Faculty profile

The international dimension of FEiE is also supported by the profile of an international faculty both in terms of the presence of PhDs from foreign universities and the presence of foreign professors. Around 30% of its professors have earned their doctorate abroad [[Evidence S7.08](#)]. Regarding the presence of foreign professors, the FEiE's faculty is made up of 16 nationalities other than Spaniards, including faculty from Germany, Austria, Belgium, Canada, Colombia, South Korea, Croatia, the United States, France, Greece, Holland, Italy, Mexico, Switzerland, Taiwan, Turkey and Chile [[Evidence S7.08](#)]. A detailed list of the faculty can be found in the "Faculty" section of the websites of each of the three affiliated departments: the Department of Applied Economics, the Department of Business and the Department of Economics and Economic History, structured under two departmental units: [Foundations of Economic Analysis Unit](#) and [Economic History Unit](#). This international profile is particularly noteworthy when compared with other centres at the UAB or other Spanish universities.

Each department's website shows the degree of internationalisation of the FEiE faculty, which is based not solely on the provenance of its PhDs or the nationality of the faculty but also on the international dimension of their research activities. The majority of the research is published in peer-reviewed international journals. Furthermore, many of our faculty members have been invited as visiting professors at prestigious universities or research centres in Germany, Australia, Japan, Brazil, Chile, Denmark, France, United States, Japan, Peru, Portugal and the United Kingdom, among other countries [[Evidence S7.09](#)].

Additionally, our faculty members are participating in a variety of research projects sponsored by international organisations or universities. As an example to support this claim we could point out professor Nezh Guner, who is participating in the project entitled *Corporate Governance, Human Resources and Legal Environment: Effects On Firms' Competitiveness* (European Research Council), professor Roxana Gutiérrez, who is participating in the project entitled *Elections, Ethnic Polarization and Managing Post-Electoral Conflict* (Department of

International Development (DFID), United Kingdom), professor Hannes Mueller is participating in the project entitled *Foreign Direct Investment and Conflict* (International Growth Centre) or professor Tomislav Rimac is participating in the project entitled *Building a European Network of Incubators for Social Innovation* (European Commission) [[Evidence S7.10](#)].

Finally, we would like to stress that the international dimension of the faculty is only reinforced by the large number of visiting professors that come to the FEiE every year, as well as by the international researchers who have presented seminars or taught short courses here with us. Professors from Germany, Argentina, Brazil, Canada, United States, India, Israel, Italy, Japan and Sweden, among other countries, have recently visited the different departments of the FEiE [[Evidence S7.11](#)].

B.2. Participation of our faculty in teaching activities from an international perspective

One of the channels for the international projection of our faculty in terms of teaching activity is by its participation in the Erasmus Teaching Mobility programme. This is the case of professor Dolors Català's recent visit to Poland (Unwersytet Warszawski) and Portugal (Universidade do Algarve), professors Maria del Carmen Alarcón and Tomislav Rimac's visit to Portugal (Universidade do Aveiro), professor Rossano Eusebio visit Italy (Università Commerciale "Luigi Bocconi"), professor Jordi Massó's stay in Italy (Università degli Studi di Padova) or professor Rosalía Gallo's stay in Italy (Università degli Studi di Torino) [[Evidence S7.12](#)].

C. Results of internationalisation

C.1. Students

Given the financial constraints especially relevant in recent years, the figures of students' participation in exchange programmes are still modest [[Evidence S7.03](#)]. However, this last academic year the numbers have increased substantially, specially due to the large percentage of students from the English track version of ADE that have decided to study abroad. Thus, for example, while only 10% of students in the degree programme as a whole participate in the exchange programme, this rate rises to 36% among students in the English-language track.¹

With regard to students' ratings and degree of satisfaction with their exchange stay, we have recently introduced online surveys which are administered centrally by the UAB's International Relations Area (see proposal for improvement G3). Right now the first statistics are being developed. There is no doubt that the use of these surveys will allow us to construct a wide range of indicators on students' degree of satisfaction with the academic and professional facets of the programme, and particularly with the cultural experience of their stay abroad. Until this data is available, we are unable to present indicators.

Every year, the FEiE welcomes a large number of exchange students to join their classes. As noted at the beginning, in academic year 2014-2015, for example, the FEiE has welcomed around 170 students either from the FEiE exchange agreements it has in place or from other UAB centres [[Evidence S7.03](#)]. This same evidence shows the figures on visiting students within what until now has been called the Study Abroad Programme. The number of students from this programme is modest in absolute terms, but it is the largest in the UAB as a whole.

¹ The percentage is defined in relation to students in their third and fourth year, which is where most of the student's mobility takes place.

Apart from exchange students, as mentioned above, the presence of foreign students who register in the ADE or ECO programmes from the beginning and intend to pursue the entire programme has risen considerably, especially since the English tracks have been offered. There is a total of 79 foreign students in the ADE programme from: Andorra (2), Argentina (2), Armenia (1), Belarus (1), Bolivia (4), Bulgaria (1), Chile (2), China (14), Colombia (4), Ecuador (4), Finland (1), France (1), Gambia (1), Germany (2), Ghana (1), Guatemala (1), India (3), Mexico (3), Moldova (2), Morocco (5), Pakistan (1), Peru (5), Philippines (1), Poland (4), Portugal (1), Romania (2), Senegal (1), Slovakia (2), South Korea (1), Turkey (1), Ukraine (3) and Venezuela (2). Currently, there are 60 foreign students in the ECO programme from: Andorra (1), Argentina (1), Armenia (2), Belarus (1), Belgium (2), Bolivia (5), Brazil (1), Bulgaria (3), Chile (1), China (12), Colombia (3), Cuba (1), Dominican Republic (1), Ecuador (6), Finland (1), Germany (1), Mexico (1), Morocco (2), Pakistan (1), Peru (3), Poland (2), Romania (3), Russia (1), Senegal (1), Sweden (2), United States (1) and Uruguay (1).

C.2. Graduates

The new Bachelor degrees in ADE and ECO were first offered in academic year 2010-2011, and thus the first graduates graduated only June 2014. Given the recent creation of these programmes, we do not have enough objective information to assess their international dimension in terms of their employability. It is particularly important to have indicators that monitor this aspect. For the time being, we can stress the interest that our students have shown in the training activities aimed at job placement in the international market, such as the presentation made by the company Deloitte this past March. Likewise, we can assert their readiness for the international job market, based on the percentage of students who have studied abroad and those who have done professional internships in organisations or companies located in other countries.

C.3. Programme sustainability and improvement

Recognition of the importance of earning a Bachelor's degree which is taught partially or wholly in English is recent on the Spanish educational scene, but it is gaining momentum. In this context, the sustainability of our ECO and ADE programmes seems to be guaranteed. In fact, from the start of the English track in the ADE programme, for example, the average mark needed to gain admission has risen substantially, which is unquestionably an indicator that students recognise the value added of pursuing degrees that are taught in English.

Finally, we should stress that both the ADE and ECO degrees, and especially their English tracks versions, are expecting a rising demand from foreign students. In fact, this potential demand can clearly be seen in the large number of emails that the UAB receives from foreign students interested in finding out the procedures to gain admission into these degree programmes. In order to encourage this demand, we wish to improve the channels of information on admissions. Thus, among other actions, work is underway to place the new procedures that EU students have to follow in a prominent place on the FEiE website.

MASTER'S DEGREE IN ECONOMIC ANALYSIS (MEA)

A. Educational programme for internationalisation

A.1. Orientation of the educational programme

Internationalised organisation of the programme

This standard provides evidence that allows the internationalised and internationalising structure of the MEA to be evaluated. The MEA is a research Master's Programme in Economics that can be conducive to a PhD. A significant fraction of the MEA graduates continue their studies by enrolling in the International Doctorate in Economic Analysis (IDEA), which is the research stage of the Doctoral Programme.

The instruction in the MEA is part of two international education and training networks which are framed by international cooperation agreements:

1. Erasmus Mundus Master "Models and Methods of Quantitative Economics" (QEM). This programme encompasses a consortium of four European universities (Universitat Autònoma de Barcelona (UAB), Universität de Bielefeld, Université Paris 1 Panthéon-Sorbonne and Università Ca' Foscari di Venezia). The programme seeks international mobility as a way of promoting the European Union as a centre of learning excellence. During their studies, students in the QEM programme can spend one semester or academic year in Barcelona and take the MEA courses. For more information, see the website [here](#) and in [Evidence S0.1](#).
2. "European Network for Training in Economic Research" (ENTER). Under the aegis of the ENTER international cooperation agreement, master and doctoral students from the Université Libre de Bruxelles, University College London, Universität Mannheim, eCenter (Tilburg University), University of Stockholm, Stockholm School of Economics, MPSE (Université de Toulouse I) and Universidad Carlos III de Madrid visit and/or attend classes at other universities within the network.² The agreement can be seen in [Evidence S7.13](#).

Knowledge and competences that encourage international development

They can be classified into different categories:

1. Model and contents of the programme. The Programme follows the English/U.S. educational model of graduate studies in Economics. The knowledge and competences established are the same as those found in the top international programmes. The programme is also comparable to the top programmes in its methodology: students acquire advanced quantitative and computational skills with a cutting-edge level of knowledge.
2. Language. The official language is English. Students are immersed in an English-language environment where it is the language of instruction, learning and socialisation. Students master both written and spoken English, and they learn all the technical Economics terminology that will allow them to work in an international milieu. Many of the specific

² The ENTER agreement includes both the MEA and IDEA students. At the time it was signed, the universities were referring to *research masters* that were conducive to a PhD as *PhD programmes*. The ENTER programme allows students of member institutions to attend courses in other universities of the network, present their research at the other universities and/or obtain supervision from their faculty members.

activities in the MEA stress language learning (such as writing and presenting the Master's Degree Final Project in English).

3. Databases. The databases used in the courses, such as *Microeconometrics*, *Macroeconometrics*, *Labour Economics* and *Public Economics*, are international, from other countries.
4. Computer programmes. The programmes used to analyse economic data (MATLAB and Stata, for example) are the same ones used in the top international institutions, both in the workplace (consultancies, financial companies, etc.) and in academia.

Ease of acquiring knowledge and competences

1. Compulsory instruction in English. English is the official language of the Master. The instruction, exams, Master's Degree Final Project and its defence, exchanges with professors and with the coordinators of the Master, and even the social life are all conducted in English. This internationalising environment is determined by both the compulsory instruction in English and the diverse provenance of its participants, both students and faculty, who share English as their sole common language.
2. Agreements that encourage local student mobility/Professionalisation programme through international internships. The MEA encourages the international mobility of its students. As part of the ENTER agreement described above, students can visit the participating universities to take courses, get supervision and present their research. The MEA also encourages its students to visit other universities or do internships in international institutions even if it has no agreement with them. Further on, in Section B2, we describe the data on participation [[Evidence S7.28](#)].
3. Evaluation of knowledge of third languages. As described above, the official language is English, and therefore all evaluations are conducted in this language.

International recognitions

On May 29, 2014, the MAE was recognized as an International Master's Programme by the Agència de Gestió d'Ajuts Universitaris i de Recerca. The official communication can be seen in [Evidence S7.01](#).

A.2. Students

Appropriate selection system

One important facet in the internationalisation and quality of the programme is for its students to come from a variety of places. This diversity is attained by promoting the programme internationally, including advertisements in INOMICS, promotion abroad through the international network created by the faculty, etc. The admission criterion is academic excellence. In order to demonstrate their academic standing, applicants may submit their academic record from all studies, a letter of intentions, their score on the GRE, their English-language score on the TOEFL (or equivalent), letters of recommendation and any additional information they deem relevant. We should note that the information contained in the programme's promotional materials (described in Section A.3 of this document) means that students can anticipate a good fit with the methodology and approach of the programme when applying.

Existence of international agreements that encourage mobility to the programme

The QEM programme allows students who identify with the MEA training and achieve the knowledge needed to remain in the QEM programme to change their mobility choices and stay in Barcelona in order to pursue the second-year courses in the MEA. Likewise, these students can apply for admission into the IDEA doctoral programme (which happens regularly).

A.3. Support for internationalisation

Public information mechanisms for international groups on the quality of the programme

Different tools are used to spread the word about the quality of the Master's programme internationally:

1. The website. The MEA has a comprehensive, up-to-date website (which can be seen [here](#)). The website is in English and allows students to assess the quality and characteristics of the Master (including information on courses, graduates' employment and opinions, etc.).
2. INOMICS. The MEA has an advertisement in INOMICS, a website containing resources for economists where students from around the world can find out about the Master's programmes available.
3. Promotional materials. The MEA has a brochure [[Evidence S7.14](#)] and a poster [[Evidence S7.15](#)]. These advertising materials are in English and they describe the key features of the programme's quality. They are distributed to faculty and departments around the world.
4. Faculty and alumni. In their international academic activities, the faculty as well as the MEA graduates are the best ambassadors to recommend the quality and international nature of the programme. The MEA enlists the cooperation of its faculty and alumni to disseminate its activities.
5. International fairs. The UAB's Communication and Promotion Area participates in international education fairs where it promotes the different educational programmes.

Systems to support student mobility

Below is a description of the new student orientation activities and the activities aimed at encouraging international mobility:

1. New student orientation. Mechanisms to welcome and orient entering students are in place. From a distance, before they arrive on campus, students receive all the information they need to adapt (information on enrolment, medical insurance, visa and residence permit procedures, housing, transport to the university, initial expenditures, rules and regulations, etc.). This orientation process includes getting them in touch with the UAB's International Welcome Point, which is the support centre for resident permit procedures. Once on campus, the MEA holds a welcome session in which it presents the technical considerations which are crucial to students' adaptation to the Master. The coordinators also meet individually with students. Once this welcome period is over, the MEA follows the additional processes aimed at supporting educational activities described in [Evidence S6 M7](#). During the academic year, the UAB also plans integrative social activities (see [here](#)).
2. Incentive for student mobility. Today's economic situation means that the financial resources earmarked for student mobility have been cut back considerably. Nonetheless, the UAB does offer a few grants and financial aid for mobility (see [Evidence S7.16](#) for more information). In turn, the MEA supports the travel expenses of its own students who

participate in the ENTER network. Obviously, this dearth of financial resources does not change the MEA's active support for its students' international mobility. This support is effected with the processes described in [Evidence S6 M7](#) and is reflected in the student mobility figures shown below and summarised in [Evidence S7.28](#).

B. Internationalisation of the faculty

B.1. Faculty profile

Below is a description of the faculty of the MEA, which shows that the faculty is international in all respects and is an integral part of the international teaching and research network.

International academic experience

1. Doctoral studies. Eighty-two percent of the faculty in the MEA hold PhD's from foreign universities [[Evidence S7.17](#)]. In the past three academic years, a total of 50 professors (all of them with PhD's) have taught in the MEA in person; of them, 36% hold PhD's from U.S. universities, 46% from universities in European countries other than Spain and 18% from Spanish universities.
2. Mobility. See the different panels in [Evidence S7.18](#).
 - a. Panel I: Stays at universities and research centres. 93.65% of the stays by the MEA faculty have been at universities and research centres outside of Spain (2011-2013). The destination of these stays were not only Europe and the US: 30.16% were at universities/centres in other countries.
 - b. Panel II: Seminars and presentations. The faculty of the MEA has given a total of 280 seminars/presentations in 2011-2013; of these presentations, 69.29% were at institutions outside of Spain, 12.5% at institutions in the US, 44.64% at institutions in Europe (excluding Spain) and 12.14% at institutions in other countries/continents.
 - c. Panel III: Bellaterra seminars. The Bellaterra Campus is also international in the research seminars it schedules. Out of a total of 131 seminars 89% have been given by researchers from centres/universities outside of Spain (2011-2013). The MEA faculty and students also participate in all the academic events organised at the Barcelona Graduate School of Economics (BGSE), an institution in which the MEA faculty are active members. These events reaffirm Barcelona and Bellaterra as an international research and education centre in Economics. For an up-to-date list of events, see [here](#).
3. International research projects. See [Evidence S7.19](#). This shows active (or just awarded) projects granted by international organisations to MEA faculty who have taught in the last three academic years. A total of 20 professors are members of active (or awarded) projects granted by international organisations. We would like to highlight the prestige of these organisations: Advanced Grant European Research Council, Starting Grants European Research Council and 7th European Framework Programme. As an aid/project that recognises internationalism, we would also like to highlight the awarding of the Severo Ochoa programme to the BGSE. This programme was awarded by the Ministry of Science and Innovation in recognition of excellence with an international impact. The MEA faculty (and the institutions to which they belong) are active members of the BGSE. This programme is operating until December 2015. More information is available [here](#).

Foreign faculty

The diversity of nationalities of the faculty exposes students to a more diverse, enriching and well-rounded set of experiences and evidence. Of the 50 professors in the MEA, 46% have foreign citizenship: two are US Americans, 15 are Europeans (not Spanish) and six are from other countries. [[Evidence S7.20](#)].

B.2. Membership of the programme's faculty in international networks

International teaching cooperation networks and agreements

1. Visiting professors. Two MEA professors (both of them visiting professors from abroad) are permanent faculty members at internationally prestigious institutions (University of Minnesota and University of Exeter). The long-term association with these professors allows MEA students (and students in the IDEA doctoral programme) to visit these institutions and thus further their learning.
2. ULYSSES programme (International Master's Program in Health Technology Assessment and Management). Two MEA professors participate in teaching the ULYSSES Master's programme (financed by the European Union) biannually. Under this international cooperation programme, students are taught at different internationally prestigious institutions located in Montreal, Toronto, Rome and Barcelona. See [here](#) for more information.
3. Erasmus Mundus Master (QEM). The QEM and the teaching cooperation agreement that encompasses it is comprised of two different facets that contribute to the international teaching cooperation of the MEA faculty: (i) As described above, the MEA courses are part of the teaching in the Erasmus Mundus Master (QEM). Under the aegis of this teaching cooperation agreement, MEA professors also serve as professors of international students who are coming from or going to other European universities within the QEM consortium. (ii) The QEM agreement also entails mobility among the MEA faculty. Recently, the QEM has signed an Erasmus Mundus mobility agreement with the Uniwersytet Warszawski so that students from this institution can join the QEM programme after having taken a level test. The agreement stipulates that every year one MEA professor will teach for one week at the associated university in order to prepare the students who will join the Master's Programme. Likewise, by bringing mobility to the MEA faculty, the MEA coordinators (all of them members of the faculty) participate in the annual meeting in Paris in which selected students from the QEM consortium present their Master's Degree Final Projects.
4. ENTER. Students in the ENTER programme who are visiting the programme present their research and receive supervision and comments from the MEA faculty. In turn, every year ENTER organises an international student conference (called the ENTER Jamboree) which is attended by professors representing all the institutions (including the MEA) to offer supervision and comments to students. For example, attached is the programme from the latest ENTER Jamboree [[Evidence S7.21](#)].

International research cooperation networks

Below are measures that show how the MEA faculty participates actively in the international Economics research network:

1. Co-authors. See [Evidence S7.22](#). This shows the location of the co-authors of the MEA faculty members. This indicator (calculated for the articles published in 2013) is a measure of the long-term ties between MEA faculty and the international community. There is a total of 37 co-authors, 31 of whom (more than 80%) work at foreign universities. We

should underscore the prestige of these universities, which include California Institute of Technology, Columbia University, Federal Reserve Bank of New York, London School of Economics and New York University (Stern School of Business), just to cite a few.

2. (Formal) research networks. See [Evidence S7.23](#). This shows the (formal) research networks to which the MEA faculty belongs. In the Evidence, a repeated network indicates that more than one MEA faculty is a member of it. There is a total of 28 memberships in the period 2011-2013, many of them networks with clear international prestige such as the *Econometric Society* and the *Center for Economic Policy Research* (CEPR).
3. Publications in international journals. The MEA faculty has published a total of 93 articles in the period 2011-2013. Of these publications, 96.77% were in international journals (outside of Spain). [\[Evidence S7.24\]](#).
4. Editorial activities. In 2011-2013, the MEA faculty has engaged in a total of 112 editorial activities (as associate editors or editors). Of these 112 activities, 98 (87.5%) were in international journals [\[Evidence S7.25\]](#).

C. Results in internationalisation

C.1. Students

Foreign students who take courses in the MEA as part of international agreements

See Panels I—III in [Evidence S7.26](#):

1. Panel I: Students in the QEM agreement (Erasmus Mundus programme). This shows the number of students in the QEM consortium who have attended semesters or entire academic years during academic years 2011-2012, 2012-2013 and 2013-2014. A total of 40 students have taken courses in the MEA, 18 students in 2011-2012, 13 in 2012-2013 and nine in 2013-2014.
2. Panel II: Students in the ENTER agreement. This shows the home universities of the students in the ENTER programme who have visited our programme during the past three academic years. A total of eight students have come from five different foreign universities.
3. Panel III: Other visiting students. This shows the students who have visited the programme outside the aegis of any agreement. In the past three years, there have been a total of 20 visiting students. Four were in years 1-2 in their home university and 16 were in years 3+ (doctoral stay). The students come from eight different countries, two from the Americas, one from Asia and the others from Europe. The number of visiting students is clearly on the rise in recent years.

Foreign students who enrol in the entire programme

Different indicators of the nationalities of the students enrolled in academic years 2011-2012, 2012-2013 and 2013-2014 are presented [\[Evidence S7.27\]](#). We can observe a clear diversity of origins with a strong contingent from outside the European Union. The first panel shows the number of students per nationality and academic year, the second aggregates students by countries and the third shows the nationality of the QEM students who have come to the programme (the students in the QEM are not in Barcelona for the entire programme). From these figures we can glean the following observations. First, foreign students account for 58% of the entire student body. Secondly, there are 20 different nationalities from all the continents. Third, outside of Spain, the country that provides the most students is Italy, with five students; the remaining countries provide one or two students. Fourth, in academic years

2011-2012, 2012-2013 and 2013-2014, there was a total of 18 different nationalities among the students in the QEM programme.

MEA students who participate in mobility (visits, professionalising mobility and presentations)

We show the mobility of the students currently in the IDEA programme (all of them graduates of the MEA programme) and the MEA programme who did an academic or professionalising stay at international institutions [[Evidence S7.28](#)]. We have included IDEA students because the timeframe with which students plan to engage in mobility varies depending on how many years they plan to study. There have been a total of 10 visits, seven from students in the PhD stage and three in the Master's stage. Of these visits, six were at universities and the other four at institutions (central banks, etc.). The institutions visited are clearly internationally influential ones, such as University of Minnesota, University of Rochester, European Central Bank and Inter-American Development Bank. [Evidence S7.29](#) completes this information by showing the presentations at seminars and international conferences of students in 2011-2014. A clear diversity of countries can be seen.

C.2. Graduates

Graduates who have studied abroad (including professionalising stays)

We report stays by graduates at other institutions in the past three years [[Evidence S7.30](#)]. In total there were nine stays, all of them by graduates of the MEA who were doing doctoral stays. We should underscore that both the universities and the institutions visited are leading institutions in the field of Economics (such as Duke University, New York University, University of Pennsylvania, International Monetary Fund and Federal Reserve Bank of Minneapolis).

Foreign graduates

We provide the number of graduates per nationality [[Evidence S7.31](#)]. In the past three academic years, there was a total of 48 graduates of the MEA; 69% of them were from other countries. Each year, the percentage of international students has always been high, between 64% and 71%.

Graduates by country of employment

The international nature of the MEA can be measured by the internationalisation of the jobs of its graduates. The next evidence shows the destination countries (employment) of the students who have graduated in the past three academic years [[Evidence S7.32](#)]. The figures are provided for graduates of the MEA who enter the job market and do not further their education with a doctorate. Figures are also provided on graduates of the IDEA who were also graduates of the MEA, and are therefore also placement of the MEA programme. The figures show the internationalisation of the destination of the graduates. In the past academic year, the internationalisation of the destination of the MEA graduates was 50% and in the IDEA it was 100%. This internationalisation is persistent over time. In academic year 2011-2012, the internationalisation of MEA graduates was 100%. Standard 6 describes the quality of the employment of the MEA and IDEA in [Evidence S6 M16](#) and [Evidence S6 M17](#).

C.3. Programme sustainability and improvement

The MEA was created with the primary goal of being an internationally recognised Master which is capable of attracting not only students from Spain but also, more importantly, international students, and that is capable of placing its students in institutions around the world. The indicators of internationalism provided show how the reality described is not only the reality from the past academic year but also reflects a long-term pattern. Maintaining this reality in today's economic setting requires the MEA coordinators to closely track the programme and its indicators.

Tracking system through indicators of internationalisation (including assessment of student and professor satisfaction)

The MEA has an Advisory Board which the coordinators of the MEA call to meetings. One of the purposes of this board is to assess the indicators on the operations, success and quality of the programme. These indicators include a description of the international composition of the applicants, an assessment of the admission of new applicants and a description of the incoming and outgoing students, including the comments that the outgoing students forward to the programme. This board also assesses the match between the academic content to be provided to students and the knowledge that will make them successful in the job market, and it allows the professors to share their proposals to improve the programme. Finally, the board actively assesses the employment of graduates of both the MEA and the IDEA. Employment is the indicator that allows them to more globally determine whether the MEA keeps a competitive, high standard of training. This allows its students not only to remain international and participate in an international research and teaching network but also to acquire internationalisation within the programme itself.

New technologies that foster internationalisation

The programme is aware of the importance of including the latest quantitative and computational methods in instruction and research in order to continue to produce cutting-edge students who are competitive in the international job market, in either companies, agencies or universities. For this reason, the MEA courses include and use a variety of international databases (which are used in courses such as *Labour Economics*, *Microeconometrics*, *Macroeconometrics* and *Public Economics*), online access to Economics journals, and even more importantly, instruction which includes and makes available the software needed to learn the latest computational and data analysis techniques (such as MATLAB and STATA).³

MASTER'S DEGREE IN APPLIED RESEARCH IN ECONOMICS AND BUSINESS (MAREB)

Following the schema proposed in the "Guide for Accreditation of Official Bachelor's and Master's Degrees", below is an outline of the way the MAREB achieves the internationalisation standard.

³ The FEiE has a computer room which is equipped with all the software needed and is reserved exclusively for the use of Master's students.

Educational programme for internationalisation

A.1. Orientation of the educational programme

The MAREB is a Master's oriented entirely towards an international setting. In addition to being taught wholly in English (instruction, evaluation, readings, Master's Degree Final Project, etc.), the approach of the training programme, and attainment of the competences and working in multicultural milieus allow its graduates to develop professionally in international environments.

A.2. Students

In line with the MAREB's international orientation, the system of selecting students uses no criterion based on their nationality. Therefore, local students are not chosen any differently than international students. The dissemination and promotion processes are primarily targeted internationally.

In addition to the regular enrolment of international students, mobility is also encouraged by the Erasmus and exchange agreements that the UAB has with numerous universities all over the world. On average, the MAREB has welcomed one Erasmus student during the first semester every academic year.

The knowledge that the students may have learned outside the Master, as part of either mobility or international professional experience, is evaluated as part of the student admission process but does not lead to academic recognition in itself.

3. Support for internationalisation

The main mechanism of public information on the programme is the MAREB website, which is exclusively in English [[Evidence S7.33](#)]. The Master is also promoted in specialised academic portals such as INOMICS, Mastersportal.eu and findamasters.com and has accounts on Facebook, Twitter and LinkedIn.

Additionally, the Master has in-person systems to support international mobility, such as the UAB's International Welcome Point (IWT), the Vice Dean of Mobility of the FEiE, the secretary's offices of both departments involved in instruction in the programme (Business and Applied Economics) and the members and coordinator of the programme's academic commission.

B. Internationalisation of the faculty

B.1. Faculty profile

The majority of faculty members who teach in the MAREB have academic experience abroad. Some of them have earned their PhDs from foreign universities (European University Institute, Université Catholique de Louvain, University of Essex, Toulouse School of Economics, Växjö University), have earned a Master abroad (University of York, London School of Economics, University of Leeds, Birkbeck College, University of East Anglia, University of Reading), or have done research stays abroad (University of California-Berkeley, Boston University, University of Sydney, Ohio University, University of Illinois, University of Tilburg, IZA, Växjö University, London Business School, City University, Brunel University, University of Leicester, University of Surrey, University of Reading, Kent Business School, University of Warwick, University of Essex, University of Notre Dame, University of Strathclyde, Universidad Diego Portales–

Santiago de Chile, Universidad Nacional General Sarmiento–Buenos Aires, Instituto Tecnológico de Monterrey, IESEG School of Management-Lille).

The entire faculty regularly publishes in international peer-reviewed journals that are indexed in the JCR. The list of publications submitted in the call for recognition as an 'International Master Programme' by AGAUR included 116 articles published until that time.

Additionally, numerous MAREB faculty members are on the editorial boards of prestigious foreign academic journals, such as *Management International Review*, *European Journal of Development Research*, *Global Strategy Journal*, *Journal of Economic Inequality*, *Management Research*, *Journal of Regional and Urban Economics*, *International Management and Economics Frontiers*, *The International Journal of Science, Innovation and New Technology*, *International Business Review*, *European Accounting and Management Review*.

The MAREB often invites prestigious foreign professors to teach its keynote lessons. The academic year 2014-2015 was opened by Professor David Storey from the University of Surrey (UK). Even though this activity is not part of the curriculum, the keynote lesson serves to establish and reinforce bonds of research and instruction with international institutions and research groups. Likewise, both departments most directly involved in the Master hold a series of periodical research seminars to which they regularly invite foreign researchers and faculty members. Attendance at these seminars is an important part of MAREB students' education in applied research.

B.2. Membership of the teaching team in international networks

As mentioned previously, the faculty of the Master belongs to different research networks and publishes their research results in prestigious international journals with numerous co-authors affiliated with foreign universities.

This research activity in international networks also extends to instruction, such that courses have been taught at universities such as the University of Twente, Università degli Studi di Bergamo, the Instituto Tecnológico de Monterrey-ITESM (Laguna campus and Guadalajara campus), Universidad de Belgrano and Universidad Nacional General Sarmiento (Argentina), Universidad de Lima (Peru) and St. Kliment Ohridski University (Macedonia).

C. Results of internationalisation

C.1. Students

The MAREB clear international orientation leads to very clear results in terms of the presence of international students, as summarised in the table below:

Academic year	2012-2013	2013-2014	2014-2015
Total students enrolled	23	20	20
Foreign students enrolled	19	13	14
Erasmus students	0	1	1
Students' nationalities	15	14	10

C.2. Graduates

Regarding the number of graduates, the percentage of foreign graduates corresponds almost exactly with the percentage of students, since we have detected no clear differences in the drop-out or departure rate by nationality.

C.3. Programme sustainability and improvement

The international nature of the MAREB is a basic hallmark of the Master. For this reason, the sustainability of this approach is an important factor in its survival. Improvements in the Master is a crucial consideration which revolves around different factors: an increase in the number of applications from all over the world and the improved academic standing of the applicants, updating the contents of the instructional programmes and adapting the research topics to the international evolution of economics and business.

Improving the quality of instruction is a critical aspect in a research-oriented Master, and in the case of one with a clear international orientation like the MAREB, maintaining sound teaching standards in English is a target worth monitoring specifically. For this reason, the teaching evaluation survey that students fill out at the end of each semester asks specifically about the instructors' teaching ability and English level.

The results of this survey in the first two years of the Master are as follows:

Results of teaching evaluation surveys (averages)

Scale: 1 (least) to 5 (most)

	2012-13	2013-14
Faculty teaching ability	4.0	3.8
Faculty mastery of English	4.1	4.0

MASTER'S DEGREE IN MANAGEMENT, ORGANIZATION AND BUSINESS ECONOMICS (MMOBE)

A. Educational programme for internationalisation

A.1. Orientation of the educational programme

The MMOBE is a Master worth 60 ECTS organised to host around 20 students each academic year. The curriculum in the Master has been designed with the goal of providing the training needed so that students are prepared to join an internationally competitive doctoral programme and develop internationally competitive research projects in the field of Business and the Economics of Organisations. This implies to know the internationally most used databases and statistical programs. The faculty of the Master is also in charge of a doctoral programme on these topics, DEMO.

Sound academic training in this field should allow students to improve their ability to take decisions at different degrees of responsibility within any international organisation (business, governmental, NGO, etc.). Therefore, students acquire the competences they need to perform these jobs.

The Master is organized by three universities, Universitat Autònoma de Barcelona (UAB), the Public University of Navarra (UPNA) and the University of the Balearic Islands (UIB). The Master is offered in Barcelona (two quarters of instruction at the UAB) and Pamplona (one quarter of instruction at the UPNA), and then students write their Master's Thesis (TFM), which is presented at a two-day workshop held at the UIB. All the instruction (classes, presentations, exams, readings, statistical packages, etc.) and communication with students is in English, so knowledge of the two most widely used languages in the world is practically guaranteed.

Given the length of the Master, its ambitious training programme and the limited number of students, we no longer establish particular formalised student exchange programmes. Nor have requests for exchanges in more general frameworks been received, such as those existing in the three participating universities. Talks have been held with the RMIT University and the Copenhagen Business School in order to develop a joint two-year Master's so that the MMOBE students who wish to can go to these universities to further their studies (and vice-versa for students at those universities); however, this project is still in its embryonic stage.

A.2. Support for internationalisation

The Master has a website in English which contains all the important information on the programme [[Evidence S7.34](#)]. There has been promotional campaigns for enhancing the visits to the webpage. Furthermore, the Master has accounts in LinkedIn and Facebook, which allows it to stay in touch with its alumni scattered around the world, and thereby spread the word about the Master internationally. The Master also has posters and brochures in English highlighting its main features and their international character. The Master is posted in the portal INOMICS.

The faculty in the Master are active in research and participate in different international forums (conferences, workshops, etc.) where they spread the word about the MMOBE. During their time in the Master, students are also encouraged to participate in the seminars held by the Business Department at the UAB and the UPNA, where international researchers share their knowledge. The Master holds three annual events: the keynote lesson to open the academic year, a workshop in June in Barcelona and a workshop in September in Palma de Mallorca. The keynote lesson is delivered by internationally renowned researchers. A major effort is made to ensure that researchers from all over the world participate in the workshops in Barcelona and Palma de Mallorca to present and comment on research. Detailed information about the experts who have participated and the activities held can be found on the website of the Master [[Evidence S7.34](#)]. A subsequent section contains more detailed information on these researchers.

The Master appears in the catalogue of official Master's degrees in the three universities that participate in it, and therefore it benefits from all the dissemination activities performed by these institutions (participation in international education fairs, contact with other universities, websites, etc.).

As the outcome of all these efforts, we receive more than 100 applications each year to join the Master, 90% of which come from foreign countries (the section introducing this self-report contains detailed information on this).

Once accepted, there is specific administrative support for providing information and helping the student with all the paperwork, housing, regulations, etc. Furthermore, the International Welcome Point of the UAB supports them for resident permit procedures. Before starting the

classes there is a welcome session for providing further details about the master's organization and the facilities available, library, international publications, international databases, etc. Some of the master's graduates are currently PhD students of the DEMO and they provide valuable help for the hospitality of new students. During the academic year different integrative social activities are developed. The academic performance of each student is individually evaluated by the Faculty and Master's coordinators with students at least once each quarter.

A.3. Students

The applications received for academic year 2014-2015 come from more than 27 different nationalities and all the continents except Oceania. Of these applications, only 5% were Spanish citizens and 35% came from EU citizens. The countries with the most applications were China and Iran, each of which accounted for 15%, followed by Germany (8%) and Holland (5%). These figures do not vary substantially throughout the different graduation cohorts in the Master.

The acceptance rate is around 30% of applicants. The selection criterion is academic excellence, and there is no selection criterion based on the provenance of the applicant. Still, in the admission process we take care to ensure that there is not an excessive contingent of students from any single country. The goal of those in charge of the Master is to create a multicultural environment from which students can profit by learning how to live and work together and interact with people with as many different cultures, religions and customs as possible. This is a very important factor in the training that the students in the MMOBE receive, and an aspect which is almost impossible to teach in the classroom. In addition to their current classmates, the Master facilitates contact with alumni through its presence in the social media and thus helps its students develop a network of international contacts which can be very beneficial to them in their professional future.

B. Internationalisation of the faculty

B.1. Faculty profile

The MMOBE is a one-year Master worth 60 ECTS, 15 of which are the Master's Degree Final Project or Master's Thesis. In order to ensure the quality of the supervision of this thesis, we try to ensure that no one professor supervises more than two theses, and it is common for them to supervise just one. There are around 20 students in the Master, so we try to ensure that there are at least 25 thesis proposals so that everyone has some room for choice. Thus, in the last four graduating classes, a total of 44 professors have supervised at least one thesis.

In addition to the faculty that supervises this thesis, the Master's offers 45 ECTS of instruction divided into 15 parts grouped into 4 modules, all of them compulsory. Each part requires at least one professor, although in some of them the instruction is shared among more than one professor, a total of two or at most three. For example, in academic year 2013-2014, a total of 32 professors offered instruction. The majority of these professors participated in supervising theses, but not all professors who teach in the Master supervise theses, nor are all thesis supervisors instructors in the Master.

As mentioned above, the Master is inter-university and is virtually the only chance that the professors in the Business Departments at the participating universities have to share their avenues of research with students who might be interested in pursuing their doctoral programmes. These departments have more than 130 PhDs, so participation in official

instruction in the Master is restricted to the PhDs from these three universities, who are the most active in research. The majority have earned their doctorates from prestigious international universities, either abroad or in Spain. These professors' research is internationally competitive (the Master's website contains information on their publications [[Evidence S7.34](#)]). Many of the co-authors are researchers in internationally well known research centres, including Luís Gómez Mejía (Texas A&M), Ruth Aguilera (University of Illinois), Knox Lovell (University of Queensland) and David Storey (University of Sussex), meaning that the majority have stayed abroad and often participate in international conferences, workshops and seminars. The AGAUR call for applicants for recognition as an 'International Master's Programme' required a brief CV of a sample of professors from the Master. This information can be found in [Evidence S7.35](#).

As mentioned above, the participation of faculty from other universities falls within the sphere of three activities that supplement official instruction: the keynote lesson of the Master and the workshops in Barcelona and Palma de Mallorca. Professors from other universities who have delivered the keynote lesson in the Master include: Javier Gimeno, INSEAD (2014-2015); Paul Osterman, MIT (2013-2014); Ruth Aguilera, University of Illinois (2011-2012); and Knox Lovell, University of Queensland (2010-2011). Professors from other universities who have participated in the last four editions of the Barcelona workshop include: Vicente Salas Fumàs, Universidad de Zaragoza; Aleksandra Gregoric, Copenhagen Business School; Ruth Aguilera, University of Illinois; Jorge Fernández Ruíz, El Colegio de México (COLMEX); Thomas Poulsen, Copenhagen Business School; and Dennis C. Mueller, Esther Kalkbrenner, Evgeni Peev and Michael Weichselbaumer, University of Vienna. Professors from other universities who have participated in the last four editions of the Palma de Mallorca workshop include: Andrés Hervás-Drane, Universitat Pompeu Fabra; Thomas Rønde, Copenhagen Business School; Olav Sorenson, Yale School of Management; Marc Steffen Rapp, Philipps-Universität Marburg; John Dencker and Ruth Aguilera, University of Illinois; Paul Grout, University of Bristol; and Ania Zalewska, University of Bath.

B.2. Membership of the programme's teaching team in international networks

Project SEFORİS. This project has received financing from the European Union as part of the 7th Framework Programme for Technology Research and Development under aid agreement number 613500, and it is currently in progress. This project explores the role of social entrepreneurs in the reform of societies, both inside and outside Europe. The project is led by the Catholic University of Leuven. Along with social entrepreneurs and other financial partners, the participants include research teams from the Hertie School of Governance, the University of Aveiro, the Center for Economic and Financial Research in Moscow, the Stockholm School of Economics and the UAB. Specifically, the UAB team is led by professor Tomislav Rimac and also includes Maria del Carmen Alarcón and the doctoral candidate Georgiana Nitulescu. Both Tomislav Rimac and Maria del Carmen Alarcón are professors in the MMOBE, while Georgiana Nitulescu was a student in this programme. Further information on the project can be found on its website [[Evidence S7.36](#)].

Project EURI. This project was part of the EURIS programme, which was part of the INTERREG IV C programme financed by the European Union's Regional Development Fund. This project provided practical tips to help companies transform their business models in order to make the most of the innovations available to everyone (open innovation). The project was underway between April 2011 and November 2012. It was led by the Eindhoven University of Technology. Participants included research teams from the University of Stuttgart and the UPNA. Specifically, the UPNA team was made up of MMOBE professors Teresa García Marco and Cristina Bayona. Further information can be found on the UPNA website [[Evidence S7.37](#)].

Project Microstructure of Financial Markets in Europe. This project was financed by the European Commission, Research Directorate-General, Code HPRN-CT-2002-002 32, Programme: VPM-Improving Human Research Potential. The purpose of the project was to develop econometric models to analyse data that repeat at least every hour and to apply them to the analysis of real financial markets. The project was underway between September 2002 and August 2006. It was led by the Universität Konstanz and participants included research teams from the Centre National de la Recherche Scientifique, the Institut National de la Statistique et des Études Économiques, The Aarhus School of Business, Oxford University, Tilburg University, Université Catholique de Louvain and the Universidad Carlos III de Madrid. Professor Roberto Pascual (UIB) from the MMOBE was a member of the research team on behalf of the Universidad Carlos III de Madrid.

Proposed Project RUNIN. The purpose of this project is to train researchers to analyse the transfer of knowledge from the university to society, primarily to productive activities. A proposal has been submitted to the European Commission, Research Executive Agency: Call: H2020-MSCA-ITN-2015; Topic: MSCA-ITN-2015-ETN; Proposal number: 675859; Proposal Acronym: RUNIN; Proposal title: The Role of Universities in Innovation and Regional Development. The project is led by the University of Stavanger and participants include the Centre for Innovation Research; the UiS Business School; University of Lincoln, Lincoln Business School; the University of Twente; the Center for Higher Policy Studies; Linköping University; and the UAB. The following MMOBE professors are participating in the project: Emili Grifell-Tatjé, Pere Ortín Ángel, Miguel Á. García-Cestona and Joan Lluís Capelleras Segura.

CG European Network. The purpose of this project is to share the European research results on issues concerning good corporate governance, that is, comparative analysis of forms of governance (asset structure, executive remuneration, boards of directors, etc.), using both empirical and theoretical methods. Traditionally, at least one workshop has been held per year. In 2014 the 15th Workshop on Corporate Governance and Investment was held in the city of Oslo. The network was created in the late 1990s on the initiative of Dr Dennis Mueller from the University of Vienna. The permanent members include around 30 researchers from universities like the University of Vienna, BI-Oslo, Cardiff University, Cambridge University, Copenhagen Business School, Jönköping International Business School, Karlsruhe University, UAB and UIB. The following MMOBE professors participate in this project: Rafel Crespi, Miguel Á. García-Cestona and Esteban Lafuente.

C.1. Results of internationalisation

C.1. Students

Among all the applicants for academic year 2014-2015, 21 students ended up enrolling in the programme. The number of students in the previous graduating classes was 17, 19, 18 and 15, for a total of 90 students enrolled. These 90 students have 36 different nationalities.

Only 9% of the students are Spanish citizens, all of them graduates of one of the three universities which organise the Master. The remaining 91% are foreign and have graduated from other universities.

Sixty percent of the students are EU citizens, 10% are from the other European countries, 19% are from Asian countries, 9% are from the Americas and the remaining 2% are from African countries. The nationalities with the most students are Chinese (11%), German (10%) and Spanish (9%).

C.2. Graduates

Given the high academic performance and graduation rates in the Master, around 90% of students who enrol complete the programme (only one or two students drop out per year). Therefore, the figures shown above for enrolled students are applicable to the students who ultimately graduate from the programme.

In order to encourage integration into the job market, the Master offers students the chance to do their Master's Degree Final Project with a company (Industrial Projects). Given the requirement that the academic projects must be done between the months of June, July and September, the number of Industrial Projects is low (see proposal for improvement MMOBE3). Companies which have participated in Industrial Projects include Aigües de Barcelona for four years, Nestlé (in Frankfurt) and Viacom (in Budapest) during academic year 2012-2013.

C.3. Programme sustainability and improvement

The Master has made a major effort to track its students' professional careers using the means available to it. It thus tracks and keeps up with them via LinkedIn. One important piece of information is its students' professional careers. The table below shows information on the employment of graduates from the Master's programme extracted from LinkedIn in September 2014.

The first column shows the year in which the student enrolled in the Master. If they enrolled in 2010, that means they finished in September 2011. This information has been provided by students voluntarily. The company where they work appears in the second column, along with their position in the third column and their country of residence when the information was collected in the fourth column. Some of them did not provide this information (N/A), so we do not know whether or not they are currently working.

Apart from the six graduates who are pursuing doctoral studies and the graduates who did not provide information, it is clear that the majority of students are working in managerial positions within multinationals, most of them abroad.

Ac. Year	Current Workplace (Sep. 2014)	Current Position (Sep. 2014)	Country
2010	Ashland Inc.	Customer Service Representative	Netherlands
2010	Besix	Engineering Specialist	Belgium
2010	Credit Suisse	Banking Operations Specialist	Poland
2010	Deloitte	Auditor	Spain
2010	European Commission	Blue Book Trainee	Belgium
2010	Fiba Retail - Marks & Spencer / GAP / Banana Republic	Merchandising Specialist	Russia
2010	Jaguar Land Rover	Product and Pricing Manager	United Arab Emirates
2010	Media Arts Group (Russia and CIS)	Finance Coordinator	Russia
2010	Mostotrest	Assistant to the Director	Russia
2010	DEMO/UAB	PhD Student	Spain
2010	N/A	N/A	
2010	N/A	N/A	
2010	Sky	Graduate Switch and Voice Development Engineer	UK
2011	Ashurst	Marketing & Business Development	Netherlands

		Executive	
2011	Cooltra Motors S.L.	Operating Controller	Spain
2011	DEMO/UAB	PhD Student	Spain
2011	DEMO/UAB	PhD Student	Spain
2011	Ékolo, Productos Ecológicos S.A	Administration and Management	Spain
2011	GROHE	Managing Director	Spain
2011	ITDS	Consultant	Netherlands
2011	DEMO/UAB	PhD Student	Spain
2011	N/A	N/A	
2011	N/A	N/A	
2011	N/A	N/A	
2011	N/A	N/A	
2011	N/A	N/A	
2011	Western Union	Senior Collector	Lithuania
2012	British School	Business Studies Teacher	Spain
2012	BT Global Services	Graduate	Hungary
2012	Castelldefels 2000 S.L.	Sales and Marketing Administrator	Spain
2012	DEMO/UAB	PhD Student	Spain
2012	ESADE China Europe Club	Project Manager	China
2012	N/A	N/A	
2012	N/A	N/A	
2012	N/A	N/A	
2012	N/A	N/A	
2012	N/A	N/A	
2012	N/A	N/A	
2012	N/A	N/A	
2012	N/A	N/A	
2012	N/A	N/A	
2012	English and Economics teacher	Educativa Pamplona	Spain
2012	Reckitt Benckiser	Management Trainee	Turkey
2012	Shihezi University	PhD Student	China
2012	Viacom	Affiliate Operations Coordinator	Hungary

The number of applications has been increasing in the last years, guaranteeing the sustainability of the programme in a near future. But we continuously adopt initiatives in order to attract as much as possible talented students around the world. The Faculty and the Coordinators of the Master are strongly committed with improving the internationalization of the programme, the quality of the students finally enrolled and the services provided to them. Aside many informal meetings with faculty and students, each year the Coordinators and Faculty have at least two meetings where new improvements are discussed. Each quarter there are also systematic meetings between the coordinators and the students, where suggestions are received. At the end of each quarter the students make anonymous evaluations of each topic and professor. The professors have access to their evaluations. The coordinators systematically analyse such evaluations. In the cases of low satisfaction, the evaluations are discussed with professors in order to suggest and introduce changes. Furthermore, the fact that some master's graduates are nowadays PhD students of the DEMO, provide valuable information about the programme and help in its organization.

List of evidences

(Standard 7) Additional dimension: Internationalisation

Nº	Evidence	Location / Institution
7.01	Evidence S7.01: Recognition as an Internal Master's by AGAUR	AGAUR recognition
7.02	Evidence S7.02: English level tests of new students	English level tests of new students, academic year 2014-2015
7.03	Evidence S7.03: FEiE exchange students	2011-2015 FEiE exchange stays
7.04	Evidence S7.04: Destinations of FEiE exchanges	Map of destinations of FEiE exchanges
7.05	Evidence S7.05: PC6. FEiE's SIGQ	PC6. FEiE's SIGQ
7.06	Evidence S7.06: FEiE website (English)	FEiE website (English)
7.07	Evidence S7.07: Programmes and syllabi of courses taught in English	Programmes and syllabi in English
7.08	Evidence S7.08: FEiE faculty who teach in English	Faculty who teach in English
7.09	Evidence S7.09: FEiE faculty. Stays abroad	Stays at universities and research centres abroad
7.10	Evidence S7.10: FEiE faculty. Participation in international research projects	Participation in international research projects
7.11	Evidence S7.11: Visiting professors at FEiE	Visiting professors at FEiE
7.12	Evidence S7.12: Mobility of FEiE faculty	Faculty mobility
7.13	Evidence S7.13: ENTER agreement	Link to ENTER agreement
7.14	Evidence S7.14: IDEA brochure	IDEA brochure
7.15	Evidence S7.15: IDEA poster	IDEA poster
7.16	Evidence S7.16: Grants and aid	MEA grants and aid
7.17	Evidence S7.17: Doctoral studies of MEA faculty	Doctoral studies of MEA faculty
7.18	Evidence S7.18: Mobility of MEA faculty	Mobility of MEA faculty
7.19	Evidence S7.19: MEA research projects	MEA research projects
7.20	Evidence S7.20: Home country of MEA faculty	Home country of MEA faculty
7.21	Evidence S7.21: Programme of the last ENTER Jamboree	Programme of the ENTER Jamboree (Stockholm University)
7.22	Evidence S7.22: MEA faculty co-authors	MEA faculty co-authors
7.23	Evidence S7.23: International research networks	International research networks
7.24	Evidence S7.24: Articles published by MEA faculty	Articles published by MEA faculty
7.25	Evidence S7.25: Editorial activity of MEA faculty	Editorial activity of MEA faculty
7.26	Evidence S7.26: MEA visiting students	MEA visiting students
7.27	Evidence S7.27: Home country of MEA students	Home country of MEA students
7.28	Evidence S7.28: Visits by MEA students to other centres	Visits by MEA students to other centres
7.29	Evidence S7.29: Presentations abroad	Presentations abroad
7.30	Evidence S7.30: International visits by graduates	International visits by MEA graduates

7.31	Evidence S7.31: MEA foreign graduates	MEA foreign graduates
7.32	Evidence S7.32: Country of employment of MEA graduates	Country of employment of MEA graduates
7.33	Evidence S7.33: MAREB website	Link to MAREB website
7.34	Evidence S7.34: MMOBE website	Link to MMOBE website
7.35	Evidence S7.35: MMOBE faculty	MMOBE faculty
7.36	Evidence S7.36: Project SEFORIS	Link to Project SEFORIS
7.37	Evidence S7.37: UPNA – Project EURIS	Link to UPNA – Project EURIS
	Evidences from previous Standards	
S0.1	Evidence S0.1: QEM agreement	QEM agreement
S6_M7	Evidence S6_M7: MEA supporting educational activities	MEA supporting educational activities
S6_M16	Evidence S6_M16: MEA placement indicators	MEA placement indicators
S6_M17	Evidence S6_M17: IDEA placement indicators	IDEA placement indicators