



**THE PRESENT SPANISH EDUCATION SYSTEM:
INTERNATIONALIZATION OF JAUME I UNIVERSITY**

STUDENT: MARIA ENCARNACION ZAPATA VALENZUELA

TUTOR: MARIA RIPOLLES MELIA

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INTRODUCTION

Internationalization is the word. The culture of internationalization is growing every day, almost everything becomes global rapidly. The trade is international, brands of clothing or the appliances are barely distinguishable from one place to another. Everything is coated in an international sense. Anyone trying to stay out of that current risk of falling into obsolescence, including universities, so talking about internationalization is talking about languages and their ways of teaching (Alcon & Michavila, 2012).

Valls (2016) argues that institutions are the natural environment for the generation of knowledge that requires sociocultural, economic and environmental development in the immediate, national and global environments. The rate of change in knowledge and the need of professionals inserted in an environment increases competitive jobs, makes higher education should be increasingly attentive to the advancement of universal knowledge and to work in partnership with other institutions. In any of the future plans for universities, the initiatives orientated to the internationalization occupy an outstanding place. Universities make public their scientific progress and academic outcomes, beyond political or geographical boundaries, exchange students through transnational mobility programs and their teachers are organized in teaching and research networks.

Currently in the university field, where the terms of global and local must be combined. The university gives, or can give, solution to the tension between the expansive value of ideas and global interests and sense of the local, understood as the result of a driving force, by which nations are in their roots the foundations of their future expectations.

Globalization is often perceived as a threat when understood as a business strategy and inexhaustible source of profits for multinational companies. On the other side, cultures and more local languages cannot give an answer on the defensive, arising from the fear of the unknown, who sees everything that comes from outside as a source of danger to one's livelihood and means the disappearance of the culture and language of each country (Alcon & Michavila, 2012).

In this new complex dynamic environment and globalization, openness and exposure of Spanish society and economy, one of the main objectives of universities is the increasing

number of students enrolled each year. To achieve this objective, the universities try to balance two questions. On the one hand, universities solve the demands of students from the region where the university is located like language, program studies, facilities, etc. On the other hand, try to attract talent, foreign students, teachers and researchers with academic offer studies in English or other languages and recognition of curriculum and qualifications.

Internationalization is becoming an increasingly important distinctive element, with a set of factors common to all universities in Spain. These factors which affect the challenge of universities will be analysed throughout this work, where the importance of the actions and efforts to internationalization on the part of institutions are shown, governments and other necessary agencies in universities in order to obtain qualified human capital. This manpower capital is more qualified and adapted to new times, generating new knowledge for dissemination to the field of production and society.

As a result of the present and future importance of the internationalization in tertiary education, in this project we have proposed focus on the Spanish public universities, specifically the University Jaime I, in Castellon. The main aim of the project will be **analysing the internationalization in this university** and explain with sufficient clarity and precision what their objectives are. To do so, we will start with the concept and models of internationalization. Secondly, we will analyse what the current Spanish University System is like. Thirdly, we will study the University Jaime I compared with another Spanish university. Next, we will get the research objectives and the results will be shown. Lastly, we will deal with the conclusions that are drawn from this project as well as with the limitations in this case and possible improvement proposals.

CHAPTER 1. THEORETICAL FRAMEWORK

In this chapter we are going to explain and analyse theoretical knowledge about internationalization throughout exhaustive investigation on both terms, at a national level as well as at an international level. This will let us set the bases for carrying out the practical part of the study further ahead.

1.1. Concept of Internationalization of Tertiary Education

Francis (1993) argues that internationalization is a process that prepares the community for successful participation in an increasingly interdependent world. In the case of higher education, this process must involve all stages promoting global understanding and developing skills to live and work effectively in a multicultural world.

The phenomenon of internationalization is more than student mobility. We should consider other aspects such as increasing the number of students each year, both national and international, quality education, best internships, employability, entrepreneurship, efficient campus, cultural diversity, favourable position in international university rankings etc. Whereas a university is disclosed to the outside expanding its external borders.

Furthermore, the **concept of internationalization** goes far beyond the mobility of students. Internationalization should be a crosscutting and inclusive process of regional and national territorial dimension. Participating in global networks and application of knowledge, must be compatible with the impact on the nearest territorial environment. In addition, the internationalization process not only affects students and teachers in their mobility, but also to all administrative services, structures of our curriculum and the way of teaching, research or learning in universities.

1.2. Models of University Internationalization

University internationalization models are based on several types of motivations that respond to academic, economic, social and cultural objectives. While there is a strong movement which directs the university world towards its internationalization, not all universities assume it at the same time or give the same direction.

The internationalization of universities can be viewed from three perspectives: on the one hand, those who consider it a strictly academic future bet (circular or traditional model). On the other hand, there are some who describe a stage of social and economic relevance in a globalized world perceiving it as a key factor of competitiveness (offensive model). The

first perspective is based on the exchange and mobility of teachers and students. The second emphasizes to make possible whole Higher Education integrating international and intercultural aspects of social and economic life in a globalized world and the need to recruit the best teachers and students around the world.

Finally, the third perspective are the hybrid formulas (emergent model), by which the universities adopt a competitive strategy that makes it more attractive to the projection of the University as part of its quality policy of, its campus, programs, content and structure of degrees (Haug & Vilalta, 2011).

TABLE 1. Models of internationalization

TRADITIONAL	OFENSIVE	EMERGENT/HYBRID
Internationalization of knowledge and skills	Internationalization based on proximity to the professional media and business	Internationalization based on a general transformation and progressive
High academic standards of teachers	High level of academic standards supported by an international accreditation	Shared programs, international mobility and international double degree
Impact of a long and prestigious university tradition	Teachers with an international presence	Mixed MT/MO
Commitment to excellence requirement	Recruitment of teachers and students everywhere in the world	Mixed MT/MO
Creation of university networks	Strong relationships with the business world and vocational guidance to studies	Mixed MT/MO
Teachers' closed circle creating scientific communities	Strong relations with the political and institutional leaders	Eastern Europe, Latin America EU
University European tradition	USA, Australia, Asia, EU	Specific strategic alliances
Campus "traditional"	International Campus. "Offshoring"	Virtual campus
Risk disassociate themselves from the expectations of students	Costly, risky and far from the university tradition	Adaptation of governance structures, financing and academic organization

Source: Adapted from Haug & Vilalta (2011)

1.3. Spanish University System

1.3.1. Beginnings of internationalization in the Spanish University System

In the European Union Spanish universities are immersed in the "**Bologna Process**" since 1999. This plan aims to facilitate the exchange of graduates and adapt the content of university studies in different European countries by measuring The European Credit Transfer System (ECTS).

ECTS and its implementation in all European universities allow unifying the assessment of the student, which is translated into easier student movements by higher education institutions on the continent (Chavarri, 2010).

Bologna Process have added new objectives connected to employability and mobility in the European employment market, which led to the creation of the **European Higher Education Area (EHEA)** and serves as a framework for educational reforms in many European countries. In EHEA Spanish universities maintain close relations with the closest geographical area (European Union) and culturally (Latin America), but relations with other continents such as Asia, Australia and Africa are still rather low.

In 1999 Bologna Declaration and the Lisbon Strategy 2000, the two dimensions of **cooperation** and **competition** internationalization found. On the one hand, both dimensions emphasize that there should be more **cooperation** to develop a European area for higher education and research, thus creating a Europe of Knowledge. On the other hand, there is considerable emphasis on the argument that this cooperation is necessary to face **competition** from the US, Japan and, increasingly, China, and other emerging economies.

The internationalization strategy of the EHEA identifies five areas where both nationally and jointly level, the 46 signatory countries of the Bologna intergovernmental process, should adopt measures to develop common dimension to the outside of the EHEA. The five areas are:

1. A comparable system studies Bachelor, Master and Doctorate.
2. A measure of work and study to measure and easy transfer student called European credit (ECTS)
3. European and international mobility.

4. The quality assurance of qualifications and academic institutions.
5. Get access to the University of any person regardless of their means.

This provides an opportunity to route the Spanish universities towards internationalization, but what are, in this sense, the main obstacles of the Spanish university system for international development? We can talk about seven obstacles (Haug & Vilalta, 2011):

1. The organizational stiffness, especially in the policies of recruitment, selection and hiring of Spanish teaching and research universities.
2. The absence of strong political and strategic internationalization and medium and long term, in most of the universities and the governments with responsibility for Higher Education and Research, resources and institutional capacities and effective operational management.
3. The absence of a social and academic culture for mobility.
4. The little differentiation and specialization of Spanish Universities that do not favor specialization and excellence of universities.
5. The lack of sufficient knowledge of foreign languages, especially English as the language of international and so much of the academic activities and research in the world.
6. Adaptation of Spain to the European Higher Education Area.
7. The lack of indicators and information systems internationalization, linked to quality assurance, transparency and international comparison.

1.3.2. Factors which influence internationalization

Once the concept and models of internationalization have been defined, it is essential to our study to explain which are the factors that promote it, in order to favor the process of internationalization in Spanish universities.

According to the Ministry Education, Culture and Sports (2015), in the internationalization strategy report for Spanish Universities, factors that may contribute to the challenge of internationalization Spanish Universities, are:

Mobility of students, Teaching, Research, Administrative and Service Staff. Talent attracting

The mobility of students, young researchers, professors and administrative and service staff are considered as the driving force for the internationalization. At a national level, the recent passing through so-called visa or residency authorisation which eliminates mobility barriers for foreign who want to undertake activities in the field of development, research, innovation and learning in public and private institutions.

Student mobility has increased dramatically over the recent past, due to a range of factors. The exploding demand for higher education worldwide and the perceived value of studying at prestigious postsecondary institutions abroad contribute to an increasing and diversified flow of international students, ranging from those who cannot find a place to study in post-secondary education at home to students of high academic achievement studying at high-quality programmes and institutions. In addition, the educational value associated with a diverse student body, the substantial revenues that can be earned by expanding education for international students, and economic and political considerations prompted some governments and institutions make major efforts to attract students from outside their national borders (Knight, 2008).

The aim of retaining talent is making the European Union a more attractive destination for students, teachers and researchers from third countries, as potential high qualified human capital for promoting the competitiveness in the European Union. For the increase in the number of mobile students, among others it is due to the following factors:

- The importance of human capital for the growth of countries, with knowledge as a central element of socio-economic development of a country.
- Economic development in emerging nations, not yet capable of offering a sufficient and adequate educational system in line with current needs and interests.
- The economic importance of the higher education sector due to the attraction of foreign students, with the aim generating external revenue for the universities.
- Financial support both on a national as well as international level, on international mobility for students such as the Erasmus + programme whose aim is to achieve by the year 2020 that there are, at least, 4 million mobile students.
- Increase of the higher education tuition offered in English in a large number of non-English speaking countries, both at a Graduate degree level and Post Graduate.

- Growth of mass on-line tuition (MOOCs) and of other web-based teaching methods or distance learning programmes thanks to the development of information and Communications Technology.

Recognition of study periods and qualifications

The recognition of the tuition received abroad and of international qualifications is fundamental in order to achieve an attractive country in the eyes of international talent. So, an essential factors in this point are:

- Have a system of recognition of ECTS modern, efficient, effective, and compatible qualifications with the EHEA and global change in which the studies completed by each student are recognized by all countries both at European and worldwide.
- The correct application of the system of recognition of ECTS credits as unit of measurement of student work and its relationship to learning achievement resulting in a new recognition system more effective and efficient than the current, so that the sum of total credits equivalent to the rest of universities.

Transference of Knowledge and Innovation

One of the most striking features to facilitate and promote the transference of knowledge and technology between business and academic fields in open and flexible environments of collaboration with R+D+i. Interaction, the dissemination of ideas and the adoption of shared models with new ideas and movement towards new applications, both in a commercial as well as non-commercial sense. Furthermore, it is important to highlight that the creation of new technology-based companies, as we are dealing with a fundamental course for the commercialisation of the results obtained from R+D+i and for the strengthening of entrepreneurial activity resulting from the university.

The goal is to increase development in R+D+I and encourage interaction, dissemination of both commercial and non-commercial ideas. Among these measures are the following factors:

- Development of economic and competitive intelligence systems and international supervisory tools for attracting, identification, analysis and dissemination of results.
- Detect international research groups and innovative technologies with high potential for application in key sectors and technologies for our economy.
- Fostering of international relations between universities, R+D+i centres, researchers and companies and stimulation of mobility for researchers, technicians

and technology workers, as well as public and private sector collaborations of a stable nature.

- Definition of models for protection of knowledge and research results that facilitate their transmission, incorporating regulated procedures and including actions to strengthen their structure, governance and incentives to researchers, technological workers and professionals involved in international transference of knowledge and technology.
- Establish efficient mechanisms for cooperation and collaboration on an international stage, as well as the promotion and commercialisation of research results.

International Campuses of Excellence CEI

Promote the best university campus through the program of Campus of International Excellence. The end goal is to create environments of university life socially integrated in its urban district or territory, with high quality and high performance of services as well as improvements in environmental sustainability (sustainable and healthy campus).

Besides, universities seeks to address challenges such as attracting the best students and researchers with scientific facilities and high value-added businesses in the environments of college campuses. For International Campus Excellence, factors are:

- Campus with spaces for R + D + i. Places for groups in basic and applied research, where universities work to increase their scientific and technological production, aimed value socially through the transfer of results to society and continue to lead projects of excellence, either own initiatives or in collaboration with other research centres, universities around the world and public and private institutions.
- An international improvement within our Spanish University System that will lead to an improvement in international rankings positions, improving from three general objectives. **Campus**, as concern considering the areas where academic functions occur, extending its activity to the three functions. The second objective concern for leading the Spanish university towards **excellence**, based on the strategic alliance with other actors or institutions. The pursuit of excellence in teaching, research and innovation. And finally, the concert about the limited international presence of our universities and the low positions in international rankings lists. And finally,

concerns about the limited **international** presence of our universities and low positions in international rankings lists of our universities. It is to intensify cooperation in higher education with other regions in the World.

Employability

Nowadays employability, in other words, the potentiality and the capacity to get one's first job and adapt to the changes occurring in the future, is a common aim of the reforms for higher education. What is more, many students who find their first jobs will decide a university or thinking about their future and the options they will have in the future, or having already chosen their university degree.

On the other hand, the participation in observance mechanisms for the international employment market must be promoted, with the aim of having valuable information on the adaptation of the study programmes to the real demand needs for qualifications in the international environment.

As a result, the future cooperative international programmes will be promoted with the help of the industry and the business sector and the possible use of different mechanisms: business professorships, internships in companies for professors and researchers, attracting of visiting professors to industry, training of international entrepreneurs, etc.

At this point it is most important to cooperate with universities and with other institutions, such as the Ministry of Employment, International Association Universities (IAU), to study the employability of different qualifications and also to promote a responsible choice on the part of the students and the adaptation of those programmes with low levels of employability to the job market needs.

Location and Structures

Other factors that influence internationalization are the capacity, size and infrastructure of the city where the university is located to attract a greater number of students and researchers. In this sense, universities should provide accessible and useful spaces for teachers, in order to supplement a better university life. They must have appropriate transport and offices adapted to foreign students. This factor should include services and information and several activities (sports, cultural, social, etc.) to international students

In addition, regarding the city where the university is established, it should take into account accommodation information (number of halls residence or cost of room), accessibility, tourist and cultural interest, among others.

Cooperation between the Spanish Ministry of Education in educational and employment institutions around the world.

Large portion of the mobility of foreign students choose their University Spain System and the possibilities it offers.

In this point, it is important to have centres abroad to act as scrutineers with foreign students both to assist in their doubts regarding the recognition title ECTS and academic training in general or to provide information and encourage the choice of programs within Spanish academic centres offer.

The Ministry of Education abroad is permanently present in more than forty countries with education offices, schools and resource centers. The necessity Ministry Exterior to strengthen and promote the Spanish university and it is educational and research offer advancing the objectives of dissemination culture and Spanish language, and thus stimulate demand for studies in Spanish, is one of the objectives key to promoting internationalization. Its purpose is to increase the motivation to study in our institutions of higher education and the promotion of knowledge transfer possibilities of the Spanish university system with national and international companies.

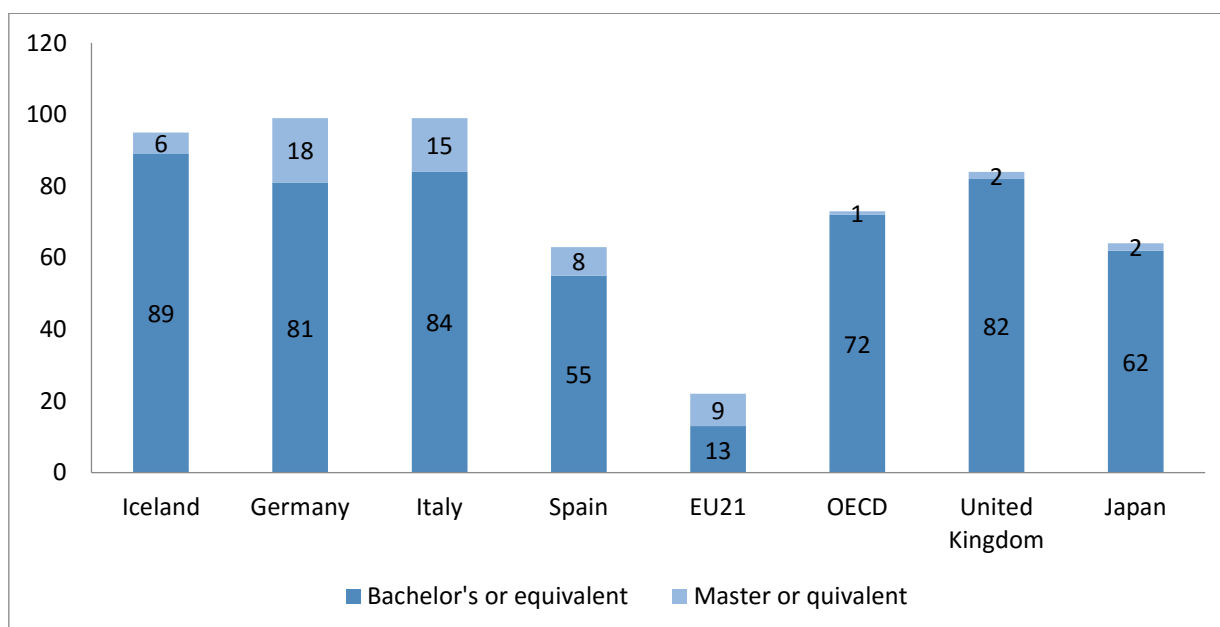
1.3.3. International comparison

In this section we will have a picture that allows a more exhaustive comparison thorough of SUS (Spanish University System) with educational systems the other countries.

To carry the comparison of SUS with other countries, we have obtained the data in a study of education in the countries that are part of the **Organization for Economic Co-operation and Development (OECD)**. Data from previous editions of Education at a Glance allowed on statistical data to quantify the Spanish University System in the space of higher education. In this report Education at a Glance data are presented according to the new International Standard Classification of Education (ISCED) in which several levels of university education are distinguished. It includes **Bachelor's or Degree** programs or equivalent, **Masters** Programs or equivalent and **Doctorate or PhD** programs or equivalent.

In the graphic 1 shown below, it can be seen the percentage of first-time new entrants into higher education in different countries. During 2014, the number of new entrants varies considerably. The 21 -EU countries have a share of 13% in bachelor or equivalent and the member countries of the OECD have a percentage of 72% in bachelor or equivalent.

GRAPHIC 1. Percentage of first-time new entrants into higher education (2014)



Source: Adapted from OECD (2015)

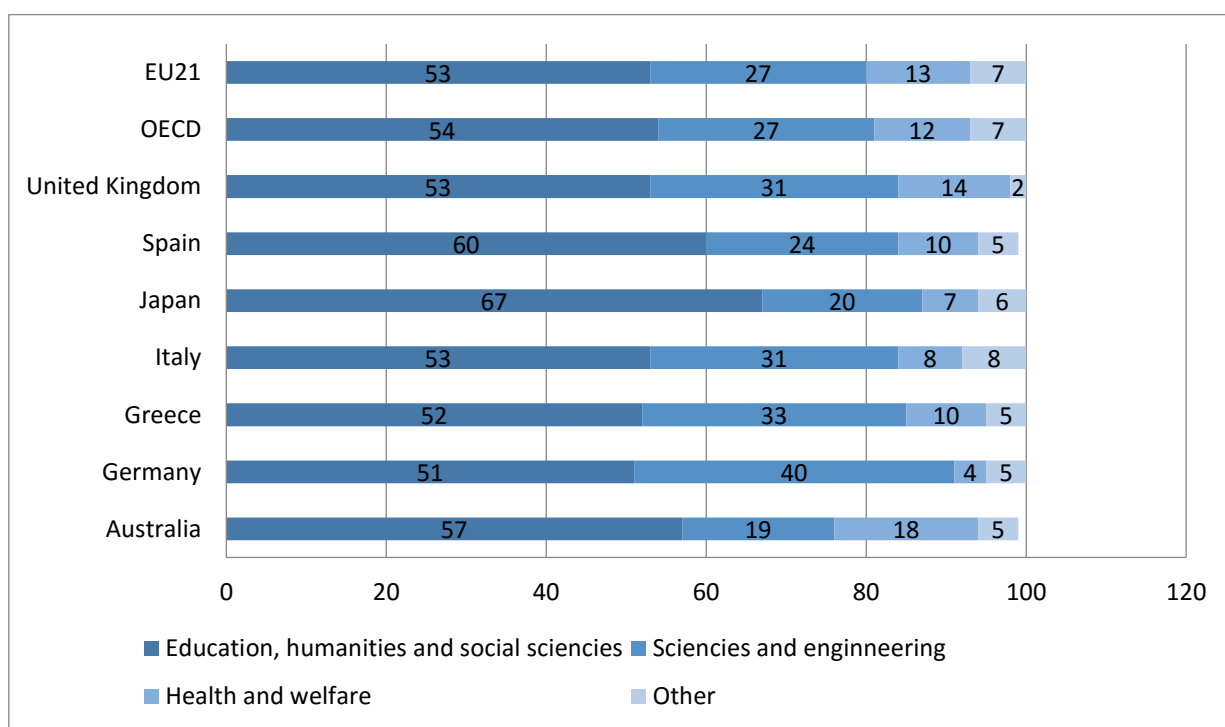
If the number of new students compared in various countries in 2014, it can see that **Spain** has a relatively higher proportion of **first-time new entrant's students in bachelor's or equivalent by 55%** than the average of the EU-21 countries by 13%. On the contrary, Spain in the number of first-time new entrant's students in bachelors or equivalent in higher education is largely superseded by Germany with 81 % .Bachelors and 15% in Master or equivalent (Graphic 1).

According to Education at a Glance (2015), during the last two decades, HIGHER education in OECD countries has undergone significant changes: the student population is more international, more women graduate and, in some countries, it has increased the number of students in the fields of science and engineering. It is likely that these changes reflect the concern for competitiveness in the global economy and the labor market.

New entrants in bachelor programs by field of education have very similar percentages among the countries analysed (Graphic 2). Thus, the percentages in the degrees have a

higher percentage are humanities and social sciences, with values ranging from 51% in Germany to 67% in Japan. The OECD average is 54% and in Spain the average is quite high with a percentage of 60%. Below are the degrees in science and engineering, with averages for OECD and EU-21 of 27%, Spain 24% is among the lowest values. After studies health and wellness values appear OECD and EU-21 between 12%, Spain, it is located in this area by 10%. By last, fields with lower percentages of graduates engaged in the service industry and agriculture, with percentages in the OECD and EU-21 7%, and Spain appear with 5%.

GRAPHIC 2. Percentage of new entrants in bachelor's programs by field of education (2012)



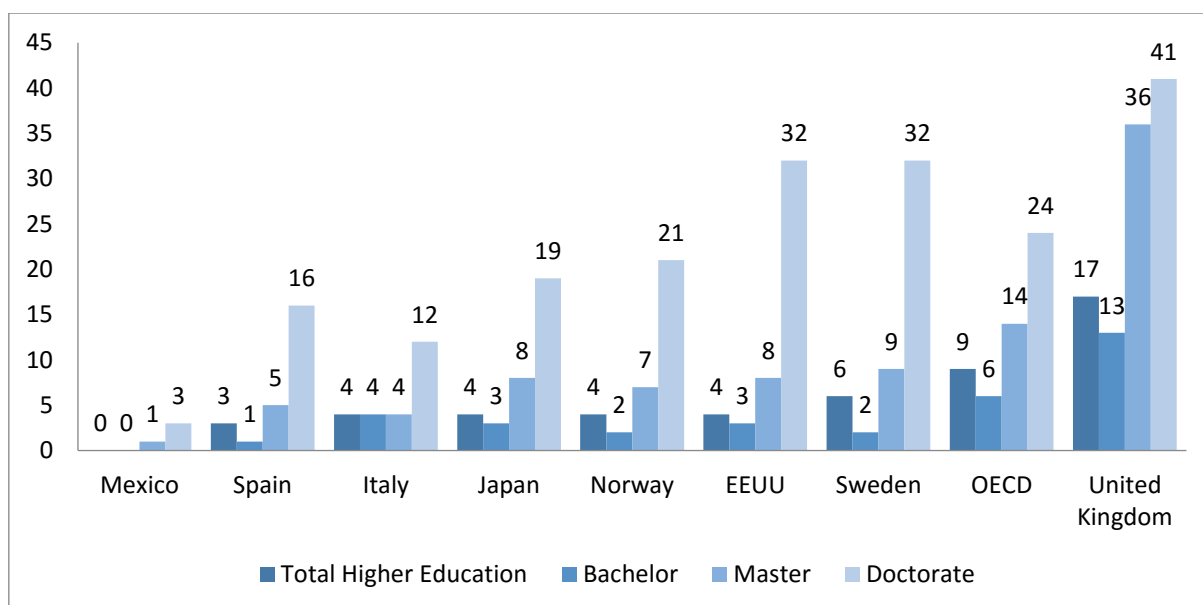
Source: Adapted from OECD (2015)

We can be seen that all countries have an imbalance in the fields of study. Many countries are looking for greater balance in the distribution of students in different fields of studies, so grades with lower demand, governments try to make them more attractive with persuasion strategies to students OECD (2015).

Into the analyzing the percentage of international students in Bachelors, Master or Doctorate (Graphic 3) from OECD countries represents 9%. If the data are analyzed by levels, according to totals the number of university programs, the proportion of enrollments increase. Advanced degrees in doctoral studies attract more international

students than in bachelor or master degrees. In 2013, in the OECD, 24% of students enrolled in the PhD. program were international students, master students represented 14% and Grade students accounted for 6%.

GRAPHIC 3. International student mobility (2013)



Source: own elaboration

UK emphasizes with the highest percentage of international students with 17% in higher education, about 40% of graduate students are international students. Master's programs, also has a high percentage UK, as 36% are international students. In the Bachelors or equivalent, proportion of international students decreases in all countries, with values ranging from 0.1% in Mexico to 13% in the UK.

The average of the OECD countries is 9% of the total higher education. The highest percentage is doctoral programs with a Total of 4%. US also has a high percentage of doctoral students 32%.

In **Spain only 3% of the totals are international students**. Students enrolled in Doctoral programs amounted to 16%, Master students decreased to 4% and 0.8% grade, which results in very low percentages.

On the contrary, in terms of international student mobility, Spain was again in the academic year 2014-2015 the country of the European Union sends more students abroad to study or work practices and also the most receives and is considered as a favorite destination for young **Erasmus**. A total of 37,235 students in 2014. In front of 36,759 in France and 36,257 in Germany. In the case of the Spanish participants, a total of 30,621

have studied abroad and the rest 6,614 has made labor practices in another country, thanks to a scholarship Erasmus-practices (SEPIE, 2015).

On the other hand, the language spoken and used in instruction sometimes determines the country in which a student chooses to study. Countries whose language of instruction is widely spoken and read, such as English, French, German, Russian and Spanish, are therefore leading destinations for foreign students, both in absolute and relative terms. Japan is a notable exception: despite a language of instruction that is not widely used around the world, it obtains a large numbers of international students, 4% of whom are from Asia.

The prevalence English-speaking destinations, such as Australia, Canada, New Zealand, the United Kingdom and the United States, in part reflect the progressive adoption of English as a global language. It may also reflect the fact that students intending to study abroad are likely to have learned English in their home country or wish to improve their English-language skills through immersion in a native English-speaking context. Spanish is spoken by almost 400 million people. It can occur as a strategy of internationalization of universities and as a form of attraction to people who want to learn our language. But, really there are few international students who choose our country for their studies, so that Spanish does not generate great importance. Only about 3% of international students carry out their higher education in Spain. Countries that offer programs in English get a larger number of students in higher education. The following table shows the countries that offer higher education programs in English.

TABLE 2. Countries offering higher education programmes in English (2012)

All or nearly all programs offered in English	Australia, Canada,1 Ireland, New Zealand, the United Kingdom, the United States
Many programmes offered in English	Denmark, Finland, the Netherlands, Sweden
Some programmes offered in English	Belgium the Czech Republic, France, Germany, Hungary, Iceland, Japan, Korea, Norway, Poland, Portugal, the Slovak Republic, Spain,
No or nearly no programmes offered in English	Austria, Belgium, Brazil, Chile, Greece, Israel, Italy, Luxembourg, Mexico, Russia

Source: OECD (2015)

The places that show its full program in English are Anglo-Saxons as Australia, Canada, Ireland, USA or UK. By contrast Spain and countries like Japan, Norway and Switzerland offer some programs in English. Countries that have no a study program in English are Italy, Brazil and Greece among others.

Another factor that International students increasingly select their study destination is based on the quality of education offered, as perceived from **international universities rankings**. All of the universities that feature in our World University Rankings place internationalization high on their agenda. But which ones are the most international?

Qatar University tops the list, indicator in the Times Higher Education World University Rankings 2015-2016, followed by Luxembourg University and University of Hong Kong, among the top three ranking. The international outlook indicator considers each institution's proportion of international staff, proportion of international students.

As well as the **global academic rankings**, not all Spanish universities appear. The Spanish universities are located by areas of knowledge in 13 positions according to the prestigious Shanghai Ranking that began to publish **Academic Ranking of World Universities (ARWU)**. In 2015 the positions were: Barcelona University, Barcelona Autonomous University, Madrid Autonomous University, Complutense of Madrid University, Pompeu Fabra University, Polytechnic Valencia University, Granada University, Valencia University, Polytechnic University of Catalonia, Santiago de Compostela University, Seville University, Basque Country University and Zaragoza University, respectively.

Another factor influencing the choice of studying in one country or another is the **tuition fees** but, what is the cost of tuition fees for international students? Among most European countries international students from others EU countries are treated as domestic students with respect to tuition fee charges. However, most international students from non-EU must pay the full amount of tuition fees, although a limited number of talented students from non-EU countries can obtain scholarships covering all or part of their tuition fees.

Among some non-EU countries, including Iceland, Japan, Norway, Korea and the United States also applies to all domestic and international students. For example Iceland, all students have to pay registration fees, and students in private institutions have to pay tuition fees as well. In the United States, in public institutions, international students pay the same fees as domestic out of state students. However, since most domestic students

are enrolled in-state, international students pay higher tuition fees than most domestic students, in practice. Typically in Australia and in Canada, international students pay higher tuition fees than domestic students (Table 3).

TABLE 3. Structure of tuition fees

TUITION FEES STRUCTURE	COUNTRIES
Higher tuition fees for international students than for domestic students	Australia, Austria, Belgium, Canada, the Czech Republic, Denmark, Estonia, Ireland, the Netherlands, New Zealand, Poland, the Russian Federation, Sweden Turkey, the United Kingdom, the United States
Same tuition fees for international and domestic students	France, Germany, Italy, Japan, Korea, Mexico, Spain, Switzerland
No tuition fees for either international or domestic students	Finland, Iceland, Norway

Source: OECD (2015)

However, in choosing between similar education opportunities, cost considerations are important. In this respect, the deterioration of the United States market share may be attributed to the high tuition fees charged to international students compared with those charged in other, primarily English-speaking destinations that offer similar education opportunities at a lower cost. Advanced research programmes in New Zealand, for example, have become more attractive since 2005 when tuition fees for international students were reduced to the same level as those paid by domestic students.

To sum up the section of the Spanish University System, we used (Table 4) **diagnosis of internationalization** Spanish universities. It describes the main Strengths and Weaknesses that arise in the environment along with the Opportunities and Threats are identified.

TABLA 4. SWOT Diagnosis Internationalization

STRENGTHS	WEAKNESSES
Quality of the teaching staff, high valuation of our graduates abroad, especially in certain fields. Education at all levels in Spanish	Scarce internationalisation of the educational activities, with few joint qualifications.
Quality and excellence in specific fields and departments of R+D	Low rate of teaching in English and other foreign language
Structures for internationalisation in universities with coordination via CICEU	Difficulty to recruit internationally for PDI (Teaching and Research Staff) and PAS. (Admin and Services Staff)
Structures for Internationalisation on a state level, namely; EOAPPE, MEDC, MAE, ICEX	Average cost of enrolment and duration of the degree course superior to the average of other EU member states.
Notable participation in EU forums on strategies and measures for internationalisation in terms of the universities in international networks and groups and in their management bodies.	Low level of attractiveness to draw on talent pool due to low positions on rankings
OPPORTUNITIES	THREATS
Alignment with the agendas for internationalisation of universities pertaining to the EU and Bologna	High level of competition at an institutional and university system level
Development of joint and multiple qualifications with foreign universities	Difficulty of interaction with companies for international projects
New generation of European educational programmes (Erasmus +) and R+D (Horizonte 2020)	Economic downturn with limitation of resources for internationalisation. Legislative and economic difficulties for the renewing staff members
Increase in the number of international students with growth potential in emerging markets. Increasing global interest in teaching in Spanish.	Reduction of Structural Funds Forecast
Participation in regional innovation strategies	Difficult to motivate, hold onto and attract talent

Source: MECS (2015)

Respect to the **strengths** identified in the SUS, it highlights the quality in teaching and R+D+i of Spanish universities. At present Spain is a country that is sending more students overseas graduates, of which receives, is classified as some "Brain Drain". This means a high appreciation of our graduates abroad. Regarding R+D+i programs, Spanish universities with Spanish companies involved in the transfer of knowledge in international projects, obtaining 23.4% of the Spanish participation, so an important source of opportunities abroad are obtained (MEDS,2015).

Weaknesses of SUS in terms internationalization strategy, emphasizes the low rate of training in English, limited joint degree, low positioning in academic international

rankings or an average cost of tuition and duration of studies higher than other EU countries. In international rankings of prestige (ARWU, Times, Taiwan, QS) are only 16 Spanish universities in their TOP-100 in the world and 30 in its TOP-200. Also in the ranking of young universities THE 2 Spanish universities among the top 30 and 7 in the Top-100 appear.

In addition, the joint development of double degrees, participation in European educational programs, increasing the number of international students in those emerging countries or the participation of regional strategies are **opportunities** that it can be exploited by companies that are committed to internationalization. Also, alignment with the agendas for internationalisation of universities pertaining to the EU and Bologna are opportunities for the internationalization of the Spanish education system.

Thus, with respect to **threats** SUS despite their integration into the EHEA, it still has a high level of competition. As the report for the internationalization of Spanish universities: **our country in the field of International Higher Education is still considered not important**. Internationalization is one aspect in which the distance between the Spanish system and other European systems is significantly higher. Only 2.8% of SUS students are considered international. Finally, in threats we note the economic crisis with limited resources in scholarships and grants, or the attractive low to attract talent as a threat to the SUS (MECS, 2015).

The four dimensions should be very taken into account when considering various strategic options that contribute to the internationalization universities.

CHAPTER 2. METHODOLOGY

2.1. Research design

In the second part of this work, once we have analyzed the factors involving the internationalization of universities, we will put into practice in this chapter the process of internationalization at the University Jaume I. Therefore, to develop this study and obtain improvement proposals, the degree of internationalization Jaume I University (point 2.2) and Pompeu Fabra University (point 2.3) will be analyzed to finally make a comparison between two universities.

In this work we have selected the Pompeu Fabra University in Barcelona. Currently it is chosen as the best national university according to the European ranking of universities (U-Ranking) in productivity, research output and results of innovation and technological development, employability, and efficiency of the campus. Furthermore Pompeu Fabra University is characterized as Jaume I being young and not having a campus too large, and for these reasons we have chosen for comparison in this study.

For the analysis of each university, the theoretical framework factors (point 1.3.2) will be discussed. These factors are contextual, structural or individual aspects that have to do with the process of internationalization of Spanish universities.

By carrying out this project, data and information sources have been obtained through secondary sources of information organizations and institutions as reports of the Ministry of Education, Culture and Sport, websites of universities analyzed in this chapter. In addition, to carry out this study, data ISSUE Report 2015 (Ranking of Spanish universities) and other international rankings, and annual reports of two universities will be used.

2.2. Analysis of University Jaume I

In this study we have selected University Jaume I in Castellon. The main objective is to achieve a public university with an excellent reputation for its level of education and research and it be recognized internationally as one of the better universities in the world.

Why have we chosen this university? The main reason because it has great potential for internationalization and we think that it is not fully exploited at the present, so with

good practices of internationalization, it can get one of the best universities both nationally and internationally.

Jaume I University (UJI) is a public university of higher education, it is located in the city of Castellon de la Plana and it founded in 1991. UJI emphasizes by being a modern and nearest university, administrative procedures speed and a significant level of participation of its members in university life, due to a balanced number of students, a campus integrated, modern and sustainable facilities (UJI, 2016).

Then, we will analyzed separately the various factors affecting the process of internationalization of the Jaume I University.

2.2.1. International Studies

Jaume I University (UJI) currently offers 31 Bachelor's degrees, 44 official Master's, 16 PhD and 39 specialization courses.

Grades offered at the UJ, there is no degree all in English and only has four official masters in English. The international double degree program: **EURUJI** offers its students from **Faculty of Law and Economics and Faculty of Technology and Experimental Sciences** presents the opportunity to study dual international degrees. Masters and degrees in UJI that allow obtain an international double degrees are the following:

- Degree in Business Administration, degree in Economics and degree in Finance and Accounting is accessed double international degree with an agreement UJI and universities from Université Lumière Lyon (France) and Università degli Studi di Modena e Reggio Emilia (Italy).
- Technical Architecture degree is accessed double international degree with VIA University College (Denmark).
- International double degree in Chemical Engineering Ecole Nationale Supérieure with Céramique (France) and the Ecole Nationale d'Ingénieurs de Limoges (ENSIL) from France.
- Degrees in Electrical Engineering, Mechanical Engineering, Industrial Technology Engineering, Chemical Engineering and Master in Industrial Engineering, double degree would be obtained with INSA Lyon and Toulouse (France).

2.2.2. Mobility

2.2.2.1. Student mobility

Currently the mobility of its students have a very active presence in numerous international networks with the aim to provide mobility to its actual and potential students. Types of mobility programs which offers the entire university community are: Erasmus +, North America, Asia and Latin America, regarding studies and Erasmus + Solidarity International Practices and Practices regarding practices. Besides the SICUE national mobility program is included, in which each year is expanding its relationship with Spanish universities.

IMAGE 1. UJI agreements with other universities



Source: Office of International Relations (UJI)

In this picture we can see the map of universities which UJI has exchange agreement. The continents shown in color on the map are those with which the university maintains exchange agreement. The zones with exchange agreement higher are Europe and exchange agreement lower are in Asia or even zero in Africa. In Brazil UJI develops cooperation practicals. It is aimed at students who voluntarily wants access to developing countries.

The responsible coordinator for creating agreements with other universities are the responsible of each degree. First, responsible coordinator in each degree carries out a study on universities where students might perform a favorable stay. Then, the possible validation of the curriculum with the selected university are compared. Finally, agreed credits once an agreement is signed between two universities.

The classification of the international mobility of students we will be divided into: **outgoing students** and **incoming students**.

Erasmus mobility is the program that sends more students abroad. Nearly 74% of students participate in the Erasmus program. During academic year 2014-2015 in UJI there was a significant decrease in the number of students (51) in exchange programs. The only programs that increased the number of mobility were international double degrees with other universities and Latin America. Throughout the course 2014-15, the UJI has sent 370 students in various exchange programs abroad (Table 5).

TABLE 5. UJI outgoing students for mobility programs

Faculty	Erasmus	Erasmus and double degree	North America and Asia	SICUE	Latin America	TOTAL
Faculty of Humanities and Social Sciences	120	0	8	16	18	162
Faculty of Law and Economics	62	0	1	5	2	70
Faculty of Technology and Experimental Sciences	75	13	3	6	11	108
Faculty of Science Health and Life	16	0	2	8	4	30
Total	273	13	14	35	35	370

Source: Memory UJI (2015)

Faculty of Humanities and Social Sciences continues to be the centre with greater participation, while the Faculty of Science Health and life is the centre with lesser number of students participating, with only 30 students in 2014-2015 course. Erasmus program has higher demand in mobility programs in UJI with a total 273 outgoing students and 217 universities which it maintains agreements in 26 countries.

The number of outgoing students has decreased enough respect previous years, due to a higher language requirement, as currently the quality to quantity is preferred. Countries where access not required a high knowledge of the language such as Portugal and Italy, the level of language requirement for access to these universities has increased considerably, which has also been a decline in these countries. It should be noted that during next academic year 2016-2017 the UJI will launch a new plan for the mobility of students pursuing Doctoral studies.

Financing for outgoing international mobility of students in the course 2014-2015 has been a total of 446.646,75 euros. This support comes in most of the national agency Erasmus

(OAPEE) with a total of 398.250,00 euros. UJI helped and contributed 24.000,00 euros and Generalitat Valenciana gave a total of 24.396,75 euros. In the year 2014-2015 stays in North America have been sponsored by BP OIL with an amount of 12.000 euros and a total of 11 partner universities. In Asia stays they are sponsored by Banco Santander with 2,800 euros in order to allowed stays at four universities from different countries. In addition, the university provides a total fund of 23.100 euros (Table 6).

TABLE 6. Financing outgoing UJI students

SCHOLARSHIP ERASMUS	SCHOLARSHIPS NORTH AMERICA AND ASIA
Agencia Nacional Erasmus (OAPEE) : 398.250,00 €	Jaume I University: 23.100 €
Jaume I University : 24.000,00€	BP OIL :12.000 € (América del Nord)
Generalitat Valenciana: 24,396,75€	Banco Santander: 2.800 € (Asia)
TOTAL: 446.646,75 €	TOTAL: 37.900 €

Source: Memory UPF (2015)

The number of incoming student is increased year after year. During academic year 2014-2015 a total of 248 international students were received. (Table 7). The degrees received more foreign students were Translation and Interpretation and Administration and Management.

TABLE 7. UJI incoming student by mobility programs

	Erasmus	Erasmus and double degree	North America and Asia	SICUE	Brazil	Euruji	TOTAL
Faculty of Humanities and Social Sciences	82	19	7	2	0	0	110
Faculty of Law and Economics	61	4	5	3	0	0	73
Faculty of Technology and Experimental Sciences	32	2	1	3	8	3	41
Faculty of Science Health and Life	14	1	0	1	0	0	16
Total	189	26	13	9	8	3	248

Source: UJI Memory (2015)

Faculty of Humanities and Social Sciences It is the center with the largest share of incoming students in UJI, while the Faculty of Science Health and life is the centre with lesser number of students participating, with only 16 students in 2014-2015 course.

2.2.2.2. Teachers and research and administrative and services staff mobility

Mobility programs in teachers and research are aimed at carry out short stays in the teachers has the objective to impart a course or subject, learn best practices, and promote the exchange of skills and expanding the connections with the University of destination.

During 2014-2015, the number of outgoing teachers from the UJI who conducted a stay abroad was 67 teachers (36 Erasmus +, 31 America, Asia and Oceania). UJI centers, approximately 41.8% of mobilities correspond to outgoing teachers from Faculty of Humanities and Social Science. Furthermore, during 2014-2015 the number was 10 teachers and it is intended to frame the multiannual scheme of multilingualism. This plan aims to help teachers from the UJI to adapt the course programs in English. For this action is attempted promote the internationalization of the UJI and make it more attractive for international students.

Administration and Services staff mobility programs benefit learn from the experiences and best practices of the collaborating institution to incorporate the service and be disseminated to the UJI. During 2014-2015, the number of outgoing administration and services staff that made a stay abroad was 14 staff (12 Erasmus +, 2 America, Asia and Oceania). Number of incoming administration and service staff were 5 people that has been contemplated at the service of the UJI, of different partner organizations.

2.2.3. International and technological research and transfer

Science is a collaborative activity, and therefore need a temporary exchange of researchers between UJI and other partners of scientific institutions around the world. During the course 2014-2015 the UJI had a total of 58 outgoing teachers who conducted research at other institutions of Spain or abroad.

It is worth noting, the importance of the Institute of Ceramic Technology Escardino Augustine (IUTC) as a research institute itself UJI located on campus and dedicated to advice, training and services for the industrial sector of ceramic materials.

Ceramics companies the region in Castellon have made an intense effort to evolve, trying to differentiate itself from its competitors by using the design and development of product lines through R + D + i. Nowadays, as a result the crisis in ceramic enterprises the region in Castellon, it has managed to increase its exports, internationalization and opening new markets through the spaces as IUTC. In this regard, we emphasize that the university serves as a medium for the development of technologies in the companies in its immediate environment and the search for competitive differentiators in its production process, opening new markets and therefore the internationalization of companies region.

To do this, the UJI has a Scientific Park, Technology and Business (Espaitec) in which nowadays has a total of 64 related companies and three research buildings (Espaitec I, Espaitec II and Walhalla edifice). Espaitec participate in European Network of Living Labs (ENoLL) and the European project Solar Decathlon. Internationally, in 2015 a company was installed at Espaitec from Netherlands

In terms of technology transfer in 2014 it has been registered 11 patents for all of the related companies and 8 licensed with research funding of 9,085,946€. The distribution of publications were the following: 44 articles, 19 conference papers, 6 books and 6 book chapters with a total of 56 publications in 2014.

2.2.4. Efficient campus

The Jaume I University offers all his formal education in a unique, modern and attractive campus, which establishes the closest among the total students human relationships, because the entire campus consists of 5 faculties on one campus (Image 2).

IMAGE 2. Campus Jaime I University



Source: UJI

The campus is located 15 minutes from the city of Castellon with a lot of means to facilitate access. So we are talking about an urban university, interconnected an optimum transport

infrastructure, which you can arrive by public transport: train, tram, bus, bicycles, etc. Also at a distance of 31.4 kilometres, the CV-10 road and about 24 minutes' drive is the airport Castellon. This airport is connected daily flights and low prices on two London airports.

There are different possibilities to stay in Castellon: apartments and shared flats, university residence, homestay, etc. The UJI manages an online accommodation to facilitate the search for international students. In addition, Castellon offers a large range of accommodation city and a cost of living is cheaper than big cities like Madrid and Barcelona.

Besides to international student's new access are available in different languages an advisory located in InfoCampus and International Relations Office (IRO).

University Campus appears within the Innovative Entrepreneur program, which aims to promote patents, ideas and entrepreneurial talent with the goal of generating new business projects. Among the actions of this program, the UJI leads one of the initiatives to promote entrepreneurship: University Junior International Entrepreneurs. This program aims to develop in an increasingly globalized environment, entrepreneurial talent with such excellent students to promote international mobility with enterprise global initiatives in several European countries. This program consists of a practice run for two months in public and private companies located in countries participating in Erasmus +.

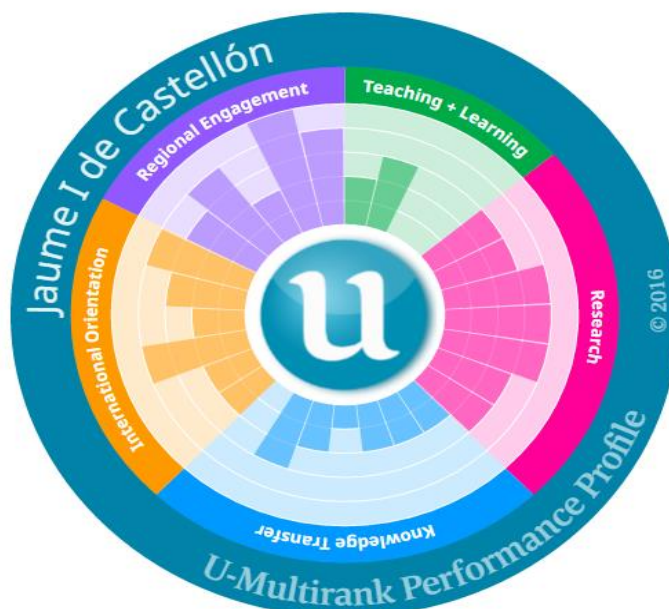
The UJI is immersed in the Campus Habitat 5U program, which won the seal of Campus of International Excellence in 2011, is a project that integrates the five Valencian public universities, i.e., Jaume I University in Castellon, Valencia University, Polytechnic Valencia University, Alicante University and Miguel Hernández University in Elche. Campus Habitat 5U is a program that intends to be promoter and dynamising of a process of intelligence, sustainable and inclusive growth. It is based on knowledge, innovation, creativity, resource efficiency, employability and social and territorial cohesion. In this program the Campus visible the teaching and research international dimension attracts talent and consolidates the network of alliances (Campus Habitat 5U, 2016).

[2.2.5. Position in international rankings](#)

Internationally UJI appears at the Center for World Universities Rankings (CWUR) at 808 position of 1.000 universities worldwide. In this ranking UJI noted for the quality of education and the influence on society.

Also, UJI appears in U-Multirank. In the five dimensions of ranking, Jaume I highlighted by regional engagement with a score of over 75% and the dimension in research by citation rate and top cited publications. Besides in dimension of teaching and learning highlighted Bachelors graduation 67.28% and Master graduation 83.26% score (Image 3).

IMAGE 3. U-Multirank Performance Profile Jaume I



Source: U-Multirank 2016

Nationally, the UJI appears in the U-Ranking (Ranking of Spanish universities, 2016) ranked 5th in the same level as 7 Spanish universities more with the same performance index. These Spanish universities that have the same position are: Alcala de Henares, Alicante, Cordoba, Zaragoza, Santiago de Compostela, Lleida, and the International University of Catalonia.

2.3. Analysis of University Pompeu Fabra

University Pompeu Fabra (UPF) is a public university of higher education and research is located in the city of Barcelona, it founded in 1990. In a short time has become a pioneering university in Europe from an identity based on a teaching quality, proximity to students, the maximum internationalization and orientation towards research and innovation.

Why have we chosen the University Pompeu Fabra? The main reason is its international orientation as one of the distinctive features of the University Pompeu Fabra, a university as it is called by the slogan "Els peus the Born i el cap al món" (with feet in Barcelona and head world). Furthermore, this projection has been recognized by the Ministry of Education, Culture and Sports with the seal Campus of International Excellence in 2010 and between the elite universities in the world, occupying the 15th position among the youngest universities (Times Higher Education 100 Under 50, 2016) for its teaching quality, innovative research and international profile.

For a more complete comparison of the degree of internationalization in both universities, as well as with the Jaume I University, we compared its international performance studies, mobility of students, teachers and administrative and service staff, performance in international technology transfer, efficiency campus and positions on international rankings.

2.3.1. International Studies

University Pompeu Fabra (UPF) imparts 21 degree courses divided by branch of knowledge, 1 open degree, 25 official master's degrees, 9 doctoral programs, and 14 courses MOC (Massive Open Online Courses).

Pompeu Fabra University is very international: despite being the second smallest public university of Spain, **UPF is the State Spanish University with a higher percentage of students and foreign teachers in their classrooms.** Studies taught in a foreign language, has a degree, 12 masters and 5 doctorates all in English.

The UPF was one of the first Spanish universities to offer 100% of its adapted studies to the European Union. All qualifications are adapted to the European Higher Education Area. Respect international double degrees UPF formalizes agreements in master and degrees with several universities. The universities that UPF maintain agreement are: Washington University St. Louis (USA), the University of Warwick (UK), Trento University (Italy), Tilburg University (Netherlands), Ludwig-Maximilians Universität München (Germany) among others. The UPF has a total of 8 international double degrees agreements.

In addition, the UPF offers Study Programs for Foreign and International Summer School. Study Abroad Program offers a variety of academic programs in all disciplines of the UPF. Students who choose this program can pursue their studies for one or two quarters or one year. Once completed the course, students receive a certificate that can validate credits at their home university. Study Abroad Program received students 1075 during 2014-2015 course and revenues of 1.3 million euros in 2015. The UPF Barcelona Summer School is a for-credit programme geared to highly demanding undergraduate students from home and abroad with an interest in furthering their knowledge of Hispanic Studies, Audiovisual Communication and Political Science at Pompeu Fabra University (UPF) during de summer term. These courses present an important source of income for university.

2.3.2. Mobility

2.3.2.1. Student Mobility

Mobility of their students currently Pompeu Fabra University has a very active presence in many social networks. Among the mobility programs it offers are: Erasmus + Europe, Erasmus + International under the 4U, Swiss -EU Mobility Program, Global Cities UPLA regarding studies and Erasmus + international practices regarding practices. Besides the SICUE national program for student mobility it is included.

IMAGE 4. UPF agreements with other universities



Source: UPF (2016)

In this picture we can see the universities where the UPF maintains an academic or institutional cooperation with other universities. The multitude of established agreements, emphasizes the strategic partnership with the Alliance 4U in Spain, Europaeum in Europe and Consortium for Advanced Studies in Barcelona (CASB) in Barcelona with American

universities. Overall, the UPF has about 10.000 students, and every year receives 800 American students and 700 from Europe. On the other hand, more than 30% of outgoing UPF students perform a stay abroad during his career.

Through an extensive, select network of exchange agreements with over 250 universities, Pompeu Fabra University mobility programmes enrich the campus with 1589 students from 40 different countries in 2014-2015 academic year and it has allowed 30% of UPF graduates to effect an exchange abroad as a differentiating factor.

During academic year 2014-2015 were a total of **770 outgoing students** UPF. Outgoing students UPF have participated in exchange programs are following:

- Erasmus academic (Europe) 512
- Erasmus practices (Europe): 40
- Bilateral Agreements (North America, Latin America, Asia and Oceania): 196
- SICUE (Spain): 7
- International Summer School UCLA: 15

TABLE 8. Outgoing students of UPF mobility by faculty

Faculty	Students
Faculty of Science Health and Life	29
Faculty of Economics and Business	292
Faculty of Social and Political Sciences	35
Faculty of Communication	46
Faculty of Law	89
Faculty of Humanities	44
Faculty of Translation and Interpretation	197
Polytechnic School	25
University Masters	13
Total	770

Source: UPF Memory (2015)

Most outgoing students were from the Faculty of Economics and Business with a total of 292 students, followed by the Faculty of Translation and Interpretation with a total of 197

students. By contrast, the lower number is Faculty of Sciences Health and Life with a total of 29 students (Table 8).

As for mobility grants for outgoing students of the UPF, in the current context of budget constraint, 86 have been granted mobility aids for bilateral agreements. This is a total of 120.000 euros for studies of North America (selecting 50 people, sponsored by Banco Santander), Latin America (15 grants for universities in Latin America) and Asia (20 sponsored by UPF own scholarships, besides Formula 1 Santander).

By the side of European destinations, in the Erasmus grant program a total of 267 grants for students of the UPF. The remaining students (246) were not beneficiaries of this call, but got the Erasmus + scholarships a total 950.590,05 euros grant from the European Union (Table 9).

TABLE 9. Financing outgoing UPF students

SCHOLARSHIPS ERASMUS	SCHOLARSHIPS NORTH AMERICA LATIN AMERICA AND ASIA
Erasmus National Agency (OAPPE) Ministry of Education UPF University Companies and institutions	Banco Santander 50 scholarships(Norh America) Banco Santander 15 scholarships (Latin America) Asia 20 becas UPF
<u>Total: 950.590€</u>	<u>Total: 120.000€</u>

Source: UPF Memory (2015)

As for the number of incoming students during the course 2014-2015, UPF recorded a total of 1589 students. Incoming students UPF have participated in exchange programs are following:

- Erasmus academic: 423
- Bilateral Agreements: 113
- SICUE: 23
- Visitors: 42
- Joint Programs: 5
- Study Abroad Program (UPF Study Abroad Program): 859
- International Summer School: 124

The faculty that received more international students was the **Faculty of Economics and Business** with a total of 209 students, followed by the Faculty of Translation and Interpretation with a total of 115 international students. The faculty that less international students received was the **Faculty of Science Health and Life** with a total of 17 students.

TABLE 10. UPF Incoming students mobility programs

Faculty	Students
Faculty of Science Health and Life	17
Faculty of Economics and Business	209
Faculty of Social and Political Sciences	42
Faculty of Communication	68
Faculty of Law	78
Faculty of Humanities	37
Faculty of Translation and Interpretation	115
Polytechnic School	14
University Masters	26
Study Abroad Program	859
International Summer School	124
Total	1.589

Source: UPF Memory (2015)

Most of the incoming student were from the Study Abroad Program and the Erasmus program. It is relevant to emphasize the Study Abroad Program as one of the strategies of relations with American universities, while it is an important source of income for university. Through the Study Abroad Program provides answers to the need for courses as they come from American universities and the rest of the world, with the strategy of offering short programs and teacher participation from UPF.

2.3.2.2. Teacher and researchers and administrative and services staff mobility

Outgoing Teacher and Research mobility during the 2014-2015 course were a total of 5 teachers and outgoing teacher's mobility was a total of 14 teachers. Outgoing Administrative and services staff mobility were a total of 10 people, with a total of 25 persons since three years ago.

These requests are part of the UPF to get internationalize all groups and offer new opportunities for professional development. It should be noted that currently UPF has a total of 196 foreign teachers, representing 27% of international teaching staff of the UPF.

2.3.3. International technological research and transfer

UPF is an intensive research university and structure dividing its activities around health sciences and life, communication and information technologies and social and human sciences. To promote this research UPF has developed three Scientific Parks: Barcelona Biomedical Research Park (Health Sciences and Life), Media Park (Communication Sciences and Information Technology) and UPF Research Park (Social and human sciences). During the academic year 2014, 161 contracts with companies and institutions were signed for an amount of 2.957,059 euros. Whereas in 2015 it have been identified to the total of 18 new technologies, 5 in field of communication, 12 in field BIO and 1 in field of social sciences. By what it does research output, noting that during 2015 were presented 4 applications for international priority at the Protection of International (PCT): 1 application for European expansion, 2 extensions to the US and one extension UK, all of these patents from the department of Information Technology and Communications. Also in 2014 the university had a total of 2.776 publications in prestigious scientific journals of great impact like Scimago.

2.3.4. Efficient Campus

UPF campus is located in the city centre of Barcelona. It is a university **divided into three campuses**: Campus Poblenou, Campus del Mar and Campus Ciutadella (Image 5).

It is an urban university, interconnected with the city, which you can arrive by public transport and can also be accessed from airport, located 14 minutes by car, where it has direct flights to several international airports.

IMAGE 5. Campuses Pompeu Fabra University



Source: UPF (2016)

As for accommodation for both the students and teachers international, Barcelona is a city where the average monthly cost ranges between 350 euros. In addition, the UPF has a website: *Housinganywhere.com*, it is a free platform where both incoming and outgoing students can find accommodation at no cost. In addition, the campus has the integration and adaptation of international students, so it has spaces for advice international students and university residences near the 3 campus.

The UPF is involved in the project **Campus of International Excellence - Icaria** since 2010, where its goals are based on a permanent process towards a teaching and research of the highest quality and fully international profile.

2.3.5. Position in international rankings

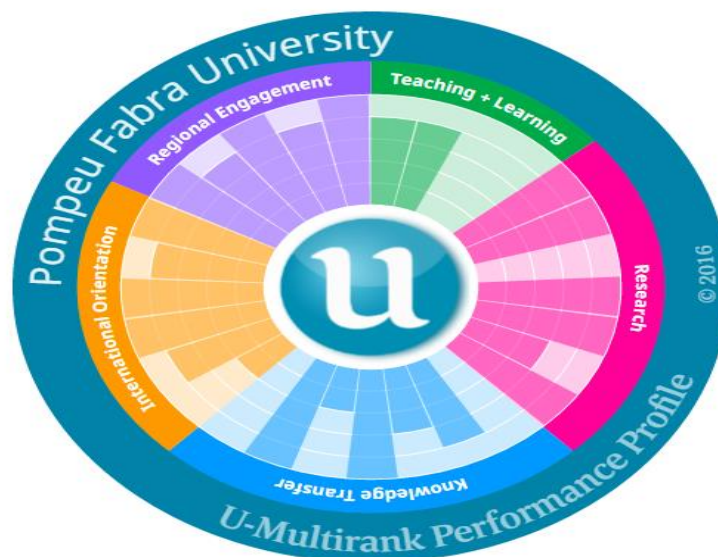
UPF has superior positions regarding international and national positions in the rankings. The overall results of the UPF are the following:

- **Ranking Times Higher Education (2016): 15th** highest ranked university in the world among those under 50 years of age.
- **Ranking Times Higher Education (2015): 2nd** Spanish university (position **164** worldwide and **79** at European level).
- **U-Multirank (2016): 12th** the best European university
- **Ranking of Scimago (2014): 1st** Spanish university in percentage of articles published in collaboration with foreign institutions and the **2nd** Spanish university in percentage of articles published in the most influential scholarly journals of the worlds.

Internationally UPF appears at the **Center for World Universities Rankings (CWUR)** at 375 position of 1,000 universities worldwide. In this ranking UPF noted for the quality of education, employment and patents.

U-Multirank, in the five dimensions of ranking, University Pompeu Fabra highlighted in regional commitment to a percentage of more than 75% score, in bachelors graduate rate 67.28% score, master graduation 83.26% score, research, knowledge transfer and international orientation. In international orientation, international joint publication and international doctorates degrees represent more than 40% score (Image 6).

IMAGE 6. U-Multirank Performance Profile Pompeu Fabra



Source: U-Multirank (2016)

CHAPTER 3. SUMMARY OF RESULTS AND RECOMMENDATIONS

In this chapter we have focused on comparison of the Jaime I University with Pompeu Fabra to see those factors that a lesser degree of internationalization is presented, with the consecutive improvement proposals.

3.1. Comparison of previous University internationalisation

This point will be divided into two, firstly obtaining comparisons of the factors of each university and second, we will make improvement proposals for the University Jaime I. Therefore, we start with a comparison of the characteristics of internationalization of each university. Then, we will propose objectives for the coming years.

3.1.1. Results of previous analysis

Before we start comparing the factors is relevant comment the common characteristics: both are public and modern institutions, UJI was founded in 1991 and UPF in 1990 and universities are located in cities along the Mediterranean coast.

The comparison of the factors of internationalization in universities analyzed above are the following:

Internationalization of Studies

UPF present a studies program composed by 21 Bachelor's Degrees, 25 Masters and 9 PhDs. UPF has a lower offer compared to the UJI, but UPF presents a program with international studies more varied, it has two complete Degree in English, a greater number of International Double Degrees and open Bachelor's Degree Program.

UJI has a low supply of international double degrees and with to foreign languages, in most of its offer of degrees is considered advisable for students must have a minimum of **only 5% of their credits in foreign language**. These aspects are relevant, as result it hinder the internationalization of UJI and make it international students decide carry out their education in universities where offer academic programs in English.

UPF also presents international studies programs such as Study Abroad Programs or International Summer School. These programs have been conceived as a program of excellence, and have been designed to meet the interests of upper division students in good academic standing with a proficient command of the languages in which courses are offered.

International Mobility

If we compared international student mobility from both universities, we can see different percentages. Whereas UJI total incoming and outgoing students, contrary to what happens in the Spanish State, the Erasmus + program there is less incoming students than outgoing students. The UJI received a total of 248 international students, as opposed to send outside its borders a total of 370 students. There are similarities in the mobility of students at the two universities. Erasmus program has greater mobility in both universities and Faculty of Science Health and Life has fewer incoming and outgoing students.

By contrast, UPF got more international students than sending out. UPF sent a total of 770 students, while received more than 1341 international students in comparison with University Jaime I. Also, the UPF has programs with an extensive and selective network of exchange agreements with over 250 universities that enrich the campus with students from over 40 countries, while the UJI has fewer agreements. In addition, UPF Study Abroad Program and International Summer School emphasizes as mobility strategy and where it obtains a high percentage of incoming students as well as high incomes.

International and technological research and transfer

UPF promotes a policy of hiring teachers open to national and international talent. The results of this policy are reflected in excellent research indicators, such as the large number of projects funded by the EU or the impact and quality of publications with a total of 104.691 publications. In its evolution of financing and in terms of the number of patents granted, both universities have similar numbers: 11 patents in the UJI and 16 in the UPF. In addition, the UPF has 3 technology parks associated with a total of 169 companies, while the UJI has only 1 Scientific Park associated with a total of 64 companies in Espaitec.

The publication of research papers in national and international journals demonstrates the impact of the university in society. Whilst UJI only had 56 publications in 2014, UPF had 2276 scientific publications.

Efficient Campus

Both universities are not too large compared to other universities, with good transport infrastructure and cities located on the Mediterranean coast space. The UJI has a unique campus 219.258m² built, inside the campus are found all facilities so it do easier university life and administrative management. The UJI is immersed in the Campus Habitat 5U program, which won the seal of Campus of International Excellence in 2011. In this

program, the Campus visible the international dimension in teaching and research attracts talent and consolidates the network of alliances.

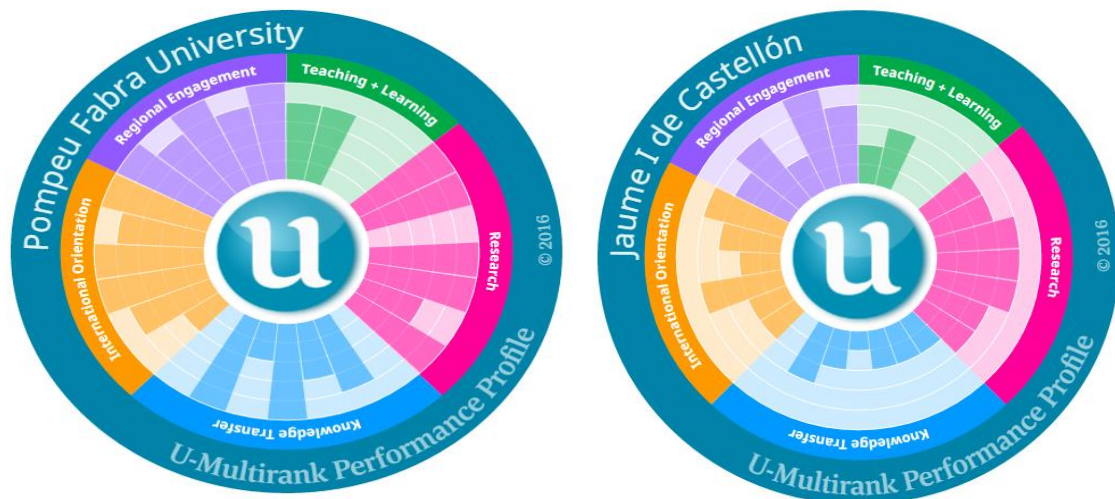
By contrast, If we compare UPF has a total area of 143,337 m2 built, is divided into 3 campuses and in 2010 UPF has obtained the seal of UPF International Campus of Excellence-Icaria with a view toward international teaching and research.

The two universities have a various advising centers for international students in different languages, university residences and platforms for finding housing. But the average cost of accommodations are very different in each city. Living in Barcelona has an average cost 350 euros (shared student flat) while Castellon an average cost is 150 euros.

Position in international rankings

The UJI does not appear in any of the international rankings is only recognized among the top 1000 institutions of higher education in the post 808in CWRU ranking. By contrast, UPF noted for being a leader in national and international rankings in terms of teaching and research. The score for the two universities in the u-Multirank is also very different (Image 11).

IMAGE 7. U-Multirank comparison Profile Performance





Source: U-Multirank (2016)

By comparing the two universities in the ranking of the U-Multirank universities, Pompeu Fabra University highlights in four of the five areas. UPF in the area of internationalization highlights for student mobility and international joint publications. While the UJI highlights

two of its five areas, these areas are research and regional commitment. In the area of international orientation, although it has a low scores, it highlights like UPF as international joint degrees.

All these data can be viewed summarized in table internationalization of both universities (Table 12).

TABLE 12. Comparative table of UPF vs UJI internationalization

		
Foundation year	1991	1990
Total of students	13.993	11.989
Studies offers	31 Degrees, 44 Masters, 16 PhD	21 Degrees, 25 Masters, 9 PhD
Studies in English	Master	Bachelor's, Master and PhD
Dual international degrees	Bachelor's, Master	Bachelor's, Master and PhD
Foreign students	8.42%	44%
Faculties	5	8
Studies agreements	150	250
Technological Parks	1	3
Associated companies in Parks	64	169
Research and financing	9.085.946 €	3.775.473 €
Number of research projects	287	2.276
Patent applications	11	16
Scientific publication	56	2276
Campus built surface	219.258m ²	143.337m ²
Monthly cost of share apartment	150€	350€
Program of International Excellency Campuses	Campus Habitat 5U	Excellency International Campus
International Rankings	U-Multirank ,CWRU	U-Multirank, CWRU, Times,ARWU, Scimago,

Source: Own elaboration

3.1.2. Improvement suggestion

The main objective of our research is to strengthen the University Jaime I as a strong and internationally attractive university that promotes incoming and outgoing students, teachers, researchers and administrative and services staff, education quality, Spanish as an attractive language for foreign students, the training programs internationalization and R+D+I activities, contributing to the improvement appeal and international competitiveness as well as the socio-economic development based on knowledge as a way of strengthening its presence abroad.

To make this improvement suggestions section we have selected those internalization areas that are less developed comparing them to University Pompeu Fabra.

The objectives that we are going to suggest are for those factors that shown a lesser degree of internalization. The proposed objectives are the following:

OBJECTIVE 1. INTERNALIZATION OF STUDIES

Three different ways, are mentioned renovation but, whose origin is academic offer renovation. The ability of attraction over foreign students is pursued as well as the integration of international teachers in the classrooms.

> 1.1. Academic Offer in English

Despite the fact that we have previously mentioned that Spanish language might be a strategy for contributing to the increase of foreign staff in our university, the data shown in **Table 3** express that international students prefer an academic plan in English. So one of the actions is the creation of full programs in English either in degree, master and PhD. The program change is based in those degrees which are more successful among international students and implementing those degrees that are no longer available in UJI or changing the existent ones with the possibility of doing a minimum of 50 per cent or 100 per cent of ETCS in English.

The Bachelor's degrees are modified the following way:

IMAGE 8. New program in Bachelor's degrees

Faculty of Law and Economics

- Degree in Business Administration (2)
- Degree in Economy (2)
- Degree in Finance and Accounting (2)
- Degree in Business Administration and International Studies (1)
- Degree in Tourism (2)
- Degree in Public Management and Administration (2)

School of Technology and Experimental Sciences

- Degree in Telecommunications Engineering Technology (1)
- Degree in Industrial Design and Product Development Engineering (2)
- Degree in Videogame Development Design and Development(2)
- Degree in Computer Engineering(2)
- Degree in Computer Engineering (2)

Faculty of Health Sciences

- Degree in Medicine Relations (2)
- Degree in Nursing (2)
- Degree in Psychology (2)
- Degree in Human Biology(1)
- Degree in Physical Activity and Sports Sciences (2)
- Degree in Physiotherapy (2)

Faculty of Humanities and Social Sciences

- Degree in Audiovisual Communication (2)
- Degree in Journalism (2)
- Double degree in International Studies and Political Science (1)
- Degree in Advertising and Public Relations (2)
- Degree in Translation and Interpretation (2)
- Degree in Global Studies (1)

(1) New (totally in English)

(2) Bilingual degrees (at least 50% in English)

Source: Own Elaboration

➤ **1.2. Increase in International double degrees**

The implementation of degrees in whose program and teaching participate one or more than a foreign University allows to access external markets and at the same time it offers and added value to the academic offer addressed to national students. Therefore, UJI should promote International double degrees in faculties where they do not exist, as for example in the Faculty of Humanities and Social Sciences and the Faculty of Health Sciences.

New cooperation between universities will be carried out by interchange coordinators responsible for each studies with a thorough research where a studies agreement must be kept.

➤ **1.3. Creation of specific courses for international orientation**

We are talking about promotion of seminars and courses addressed to international students, **as international summer** courses and **abroad programs**, and that would attract a big amount of international teachers and an importance source of income for UJI.

In these programs for international students we could create two different ones:

- ❖ **Global UJI-Universities:** a school of joint international summer with other universities that offered a program divided into 2 sessions, the first session will be realized in the UJI (June 21 to July 28) and a second session at university which would have the agreement (from 1 August to 9 September). This program will allow the student to have two visions of knowledge of totally different cultures.

- ❖ **Programs “Education Abroad UJI”:** are programs that should be offering a variety of academic programs in all disciplines of the UJI.

The programs offered in "**Education Abroad UJI**" include:

- **Hispanic History Studies Program**
- **International Business Program**
- **Experiential Learning Program**
- **Legal Studies Abroad Program**

Students will be able to do these programs for a semester or for a full year in UJI. After the course, they would be given a certificate for validation credits at their university of origin.

OBJECTIVE 2. MORE PERFORMANCE IN R+D+I

The research work of teachers and researchers in UJI may be one of the best tools to access foreign markets to the extent that an excellent research offer and international projects influence the reputation either in our university and overseas as well as the competitiveness.

This aim is classified in the following actions:

➤ **2.1. Policies for the increase of research financed projects**

To obtain a better performance of teachers and researchers in R+D+I and to be a more competitive university abroad, we need financing coming from the government or international companies in order to become more efficient and competitive with other universities.

➤ **2.2. Increase in the number of patents**

An increase in the number of patents could be carried out in technological parks at the university. ESPAITEC would create research networks with partners located in countries with technological parks. In these new opportunities for patents could be studied.

➤ **2.3. Increase of annual publications**

The increase in patents and research increases the number of publications, making universities recognized internationally. The increase in the number of publications could be obtained by:

- University grants, as an incentive to the teachers and students whose scientific works are published in these magazines

- Dissemination of intellectual production. UJI researchers in international mass media
- Increase relations with internationally recognized research journals
- Publish a magazine for students of journalism UJI with international projection

➤ **2.4 Research groups composed of foreign researchers**

One of the key resources to increase the research is to obtain mixed research groups, that is to say, composed of foreign and national staff. These research relationships do not have to be in person due to the advancement of communication technologies such relationships could be blended or online. The UJI has an extensive network of computer classrooms equipped for it.

OBJETIVE 3. MORE RELATIONS WITH INTERNATIONAL COMPANIES

More companies associated with the university could increase employment for members of the university community who want to work or do an internship. To achieve this, UJI should build relationships with those international companies which currently has no relationship with and are present in our country. Examples of these companies, institutions or organizations which UJI should have a relationship with are:

IMAGE 9. Strategic relationships with international companies



Source: Own Elaboration

The selection of these companies is due to its strategic position and its high competitiveness in international markets and its collaboration with the university would get a mutual benefit for both the company and the University Jaime I.

The increase in the number of relations with international companies could be obtained by:

- Promoting university as “**Business Incubator**” in **Espaitec I**
- Promoting university as Business in stage “**Grow Up**” in **Espaitec II**
- Offering graduates and trainees
- Social projection, sponsorship and patronage to create long-term relationships

OBJETIVE 4. REPRESENTATION ABROAD

➤ **4.1. Opening offices in countries without representation**

The opening of representative offices in those countries where it has currently no relationship as example of a new strategy of entry into foreign markets in connection with the university community. In the future, it will deepen this way with the opening of new offices, located in most areas of strategic interest to the university, as for example: Latin America, Canada or China.

➤ **4.2. Agents' hiring in order to intervention abroad**

Because of the complexity of international relations and the high costs of travel abroad, UJI can hire services of agents acting on their name abroad in the matters to be determined by the contract. Thus, it is intended to reduce costs and increase efficiency of actions in geographical areas that are of strategic interest and have greater difficulties because of its distance, cultural and legislative peculiarities or geographical extension.

OBJECTIVE 5. SOCIO-ECONOMIC IMPACT

➤ **5.2. Expand the influence and participation in international forums and networks**

Appearing on different social networks with the aim of being better known around the world, performing various strategic actions in each of them:

- **APP-UJI.** Increase the use of the app throughout the university community. As a result, lectures, research publications and news can be published and students through APP-UJI can customize virtual academic calendar, or perform various administrative university tasks. The APP-UJI will be available in different languages.
- **YouTube.** Create new videos sponsors in which students and teachers may create an international prospective and see with their own eyes what is offered by the university.
- **Twitter.** Enhance the synergy of University events with other profiles of the university community, giving more importance to direct information sharing. This network is important for the global dissemination of information related to the university.
- **Website.** Promoting a more modern, attractive and accessible to all website users. Adapted to different languages (not just English).

➤ **5.2. Attending international conferences and fairs**

UJI must have its own stand at fairs and congresses where it offers its wide and new training programs at any time of year. The fairs in which UJI could appear are:

- Congress International Education and Technology
- International Fair technology for teaching
- International Fair Student and Educational Opportunities
- Expolearnig
- Forum of Postgraduate: Education third cycle

OBJETIVE 6. IMPROVING THE POSITION OF INTERNATIONAL RANKINGS

➤ **6.1. Improve the position in the U-Multirank**

Aim to improve the indicators used by the academic ranking U-Multirank to improve their position in the previous years.

➤ **6.2. Appearing in prestigious international rankings**

As discussed throughout this work, the UJI does not appear in any academic prestigious international ranking like the Shanghai Ranking, for this purpose it should:

- Strengthen the brand identity of the institution
- Increase collaboration with public research organizations located in its environment of universities

- Develop policies to attract international talent to universities
- Know the procedure of how university rankings are made

Furthermore, Universities should cooperate actively with the top international rankings by sending data requesting them (It is only done by 37 per cent of those who have answered). This would improve their visibility and international competitiveness.

CHAPTER 4. CONCLUSIONS

We have done this work deepening from the beginning of the Spanish university system to the present situation with a series of changes that have directly affected all Spanish universities in the way of integration with other European Universities. This integration toward European universities has involved the internationalization of higher education institutions. Because of the importance that is dedicated to internationalization in order to improve, this it is the reason why this work has been done. The findings related to the higher education institution Jaime I include the following:

Firstly, establish internationalization for the UJI is a process that should interest all levels and areas of the university itself, not only the Vicerector of International Relations and those responsible for international mobility programs. For this reason, the different objectives proposed in this work will be achieved only if it has the involvement and commitment of the entire university. Definitively, internationalization must be understood in the UJI as a resource that affects crosscutting and extends to all areas of their academic status.

Secondly, the internationalization of studies must be seen as one of the priorities of the internationalization of the UJI. To do this, English as the language of cultural exchange is a basic requirement to increase, both outcoming and incoming students in UJI. Furthermore, an extension and modification of existing degree programs in English will improve the position of the university as well as develop international double degrees in those faculties which currently do not exist.

Thirdly, the international mobility of students, teachers, researchers and administrative and services staff is a factor that clearly affects the University Jaime I. In the future it will increase international mobility as it is one of the important factors that decreases the speed in the process of internationalization.

Fourthly, it is necessary to have several international offices or representatives that show activities and training programs in order to attract and retain talent at university in addition to encouraging partnerships and agreements with other universities.

Fifthly, promoting research is essential for the internationalization of the university. This involves collaboration on international projects, mixed research groups, joint research for the exchange of knowledge or increased research publications in international scientific

journals among others, to disclose the progress made by the university. As a result, increased research leads to an improvement in the competitiveness of the university.

Finally, the internationalization of the University Jaume I has to be seen as a process that is beneficial to society. Jaume I must be integrated into their immediate environment and become a dynamic process of the same element transferring knowledge to society. Forming a human capital through education with highly qualified professionals may give students the knowledge and demanded skills for the economy of an increasingly globalized world and generate knowledge to society and make the most competitive Spanish companies abroad.

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