

# UPF's School of Economic and Business Sciences at the Crossroads

Vicente Ortún, Dean  
March 11<sup>th</sup> 2015

## 1/ The most stressed School at UPF (by large)

- The highest average of students per class in basic/ compulsory courses (94 students), in optional courses (77 students) and in seminar groups (32 students).
- More 'associats' (underpaid adjunct professors) than any other Faculty: 27% in ECO and ADE, 29% in Double Degree Eco-Ade/Law, 43% in IBE and 45% in MGT. According to the students' evaluation, the degree of satisfaction with 'associats' is the same than with academic professors (tenure track included). *See table 1 and figures 1-3.*
- The lack of resources requires that, for example:
  - Walter Garcia-Fontes and his team dispatch the Final Year Project with 280 hours of teaching (2,000 hours in any other School at UPF).

## 2/ A Faculty that keeps improving

We thank UPF's staff and professors (particularly 'associats') for making unnoticeable to the student the budget cuts we have suffered in the last four years, higher than 30%.

In 2014 we were the first School in Catalonia and Spain to obtain the Certificate of Quality in Internationalization issued by a consortium of fourteen European accreditation agencies. This certificate has been formally received at Paris on February 27<sup>th</sup> 2015.

The following factors have contributed to this fact:

- Our students' excellence. In 2014-15 academic year, 670 of the best students were enrolled as freshmen. A total of 2,655 students are enrolled in a Faculty which has taken seriously the adoption of the European system of education. *See table 2.*
- Admission cut-off marks have continued rising and the intended convergence between our five degrees has been achieved. *See table 2.*
- The density of international exchanges. There are places for every student willing to study abroad (350), thanks to Angel Gil, International Relations and the School's Secretary, than have made possible to send 300 students this year all over the world and to receive 350 foreign students (internationalization at home).
- 817 paid internships in companies during the 2013-14 academic year: technological, consumer goods, auditing, financial and consulting... This course 2014-15 we would arrive at the 1.000 paid internships plateau. High rate of graduate employment. *See figure 4.*
- Higher flexibility of the degrees, once the exclusive, priority and specific courses have been removed.
- Renewal and enrichment of the courses offered due to the strengthening of the program Advanced Quantitative Methods, the incorporation of the course History of Economic Thought (Josep M Vegara), and the opportunity to take elective courses in both the Engineering School and Humanities School.

- International recruitment allows for English medium instruction in two thirds of the total number of classes.

3/ The School (Facultat) has its own governing bodies: The Board where professors (T Garcia-Mila, G López-Casasnovas, Albert Satorra, Jaume García, Gabor Lugosi...) students and administrators are represented. It meets at least three times a year. At the Faculty's intranet you'd find the detailed minutes of these meetings.

- The dean (Vicente Ortún), the deputy deans (Jaume Puig-Junoy, Ester Oliveras and Teresa Monllau), the directors of each degree (Elisa Alós IBE, Gert Cornelissen ADE, Benito Arruñada Double Eco-Ade/Dret, Joan Miralles MGT, and Libertad González-María Gundín ECO), the international exchanges coordinator Angel Gil, USQUID director Fina Alemany and Secretary Sergi Jiménez.
  - Humberto Llavador, our Vicens Vives award for innovative teaching (prize that shall be used for research but, after two years, has not been paid yet), ended last year his tenure as academic deputy dean. We must recognize his talent, dedication and effectiveness.
  - Jaume García replaces Albert Satorra in the difficult and not compensated task of deciding on international convalidations.

...and its own tasks:

- To ensure the quality and innovation of the teaching, and to promote good practice in this area.
- To ensure the employability of its graduates.
- To organize and coordinate both academic and administratively the official degrees and those of the University itself.
- Develop and modify the teaching plans regarding the Statutes' provisions.
- To inform departments about the needs and characteristics of academic staff and training researchers required by teaching activity plans.
- To coordinate the activities of the department's teaching staff so that teaching activities fit the degree's profile.
- To promote and coordinate students' internships in companies and other public and private institutions, provided this does not prejudice their academic performance, and co-operate with University's training, guidance and labor insertion services for graduates.
- To carry out lifelong training activities in accordance with the regulations developed by the Board of Governors.
- To undertake cultural and university extension activities or cooperate with them.
- Inform the University's competent bodies about the needs of academic and administrative and services staff and also on the training needs of this staff.
- To encourage promotional activities for degrees and participating in them, and also promoting cooperation agreements with other organizations.
- Participate in assessment, accreditation and certification activities of both the center or degree and the academic and administrative services to which they are attached.

*In the immediate future the DEE would appoint the dean of the Faculty in the same way that appoints the director of ESCI, the dean of BSM, the director of the Master program, or the director of the PhD program. Since the formal structure of the School would remain once completed the reforms going on at UPF, there is the possibility of having the head of DEE as Dean.*

## CROSSROADS

1/ Loss of high quality teaching staff. Junior recruiting could be a good solution for the loss of academics to London or Zurich (“non-success of the successful” JEP 2014). The loss of ‘associats’, because they leave for ESCI, for Mataró, for EADA, BSM, or Toulouse Business School in Barcelona, requires a recruitment policy that takes into account the teaching needs of the Faculty.. Figures such as ‘lector’ ( $\cong$  V3) could be appropriate.

For the 2014-15 academic year there were more than 1000 hours of Mathematics without professors. The Marketing area has almost no academic teaching staff devoted to the School and last year it lost two high qualified ‘associats’ lecturers whose substitution has caused a drop in quality. The Accounting area would also have 300 hours without professors for the 2014-15 year, due to the foreseen loss of high quality human resources (SA, PC, LIB, and JP).

The DEE receives public funding for teaching. When professor  $\epsilon$  teaches 80 hours of his / her load at X-UPF and 40 hours at the Faculty, the DEE receives a 8.800 € compensation (80 hours x 110 € /hour) for  $\epsilon$  80 hours. This allows the DEE to hire another 70€/class ‘associat’. If the cost of  $\epsilon$  is 60.000€/year the Department will receive 8.800€ and will give 40.000 (two thirds of the teaching load) to X-UPF. Therefore, a financial support of 31.200€ for this professor  $\epsilon$ ...multiplied by the number of the Department’s professors at the X-UPFs. It would highly convenient to have publicly financed professors at the publicly funded School (and other publicly funded programs).

We need to pay with respect and integration in activities and research projects of each teaching area the ‘associats’ we can’t pay with money. Integration of good ‘associats’ key for all our more professionally oriented courses, especially those requiring firsthand knowledge of a topic and daily and professional exposure to a particular set of problems. ‘Caps d’àrea’ (Cuadras, López, Nagel, Guirao, Jiménez, Oliveras, Ladrón, Caggese, Alós, Le Menestrel, Serra, Gil-Bazo, Satorra, García-Fontes, Arruñada and García) especially in the more professional areas are key to the necessary integration of our ‘associats’.

## 2/ Technological and organizational change: Need to flip the classroom

Act on those challenges where professor’s and Faculty’s interests are not aligned. To increase private financing, to deepen the internationalization policy and to adapt technological change are three challenges shared by many universities worldwide. In the first two, larger private financing and internationalization, professors’ interests are aligned with those of UPF since they provide prestige and money for both parts. The problem arises on the third challenge, not so much for the technological change (exponential growth that brings us close to the 64<sup>th</sup> chessboard square that provoke the bankruptcy of a Chinese Emperor) but for the organizational change that should allow the assimilation of the technological change. We should be like France, Germany and the USA in the first period of the Industrial Revolution, not like Japan, China and the Ottoman Empire.

What organizational change? The one incentivizing professors to invest time in another way of teaching, incorporating “Courseras”, with assessments every twenty minutes (Mentimeter, Socrative), and more theory at home and more seminars at the classroom. ECTS has never been a valid measure of teachers’ dedication. Private financing and a commercial environment

provides for the initial investment on improved teaching since its net present value would be positive. However, in our current regulatory framework (not only at UPF) these organizational improvement incentives required to flip the classroom don't exist...but we need to set them. Multiannual allocation of teaching duties could help.

3/ Which rate is right? How to deal with apparently arbitrary variation in academic practice? Our academic authorities define 'success' as the quotient between those passing a course and those registered on it. Taking into account only those courses with more than 20 students, this rate varied during the 2013-14 academic between 100% and 48%. *See figure 5*. Fortunately enough our students seem to be wise enough: there is a negative correlation between satisfaction with the quality of the course and 'success'. *See figure 6*.

Arbitrary variations shall be avoided. More valid final exams (essay better than ticks) have the only inconvenient that require even more professor's effort and a strong determination to spend time arguing with failed students.

#### 4/ More demanding degrees.

The School shall become more demanding. With the feedback from our students sent abroad during 2013-14, we know that Tilburg University, Universiteit van Amsterdam, Universiteit Maastricht, Universität Zürich, Université de Lausanne and University of Edinburgh, Berkeley, among others, are more demanding than UPF. Copenhagen Business School, Instituto Tecnológico de Estudios Superiores de Monterrey, NHH Bergen and Linnaeus University more or less the same than UPF. On the other hand, Fundação Getulio Vargas (Rio de Janeiro), Hogeschool Inholland, Università degli studio di Milano-Bicocca, Università degli studi Roma Tre and University of Canterbury have been considered by our students as less demanding than UPF.

Some decisions have already been suggested after a Teaching Quality Meeting on January 27<sup>th</sup> 2015. *See Annex 1*.

#### 5/ A new premium degree

At this moment we offer four slightly differentiated degrees on 'Economics and Business' and a double degree with the School of Law. For those students willing to pursue an academic career or with enough foresight to take advantage of all the opportunities offered by the university we offered highly demanding courses in the program Advance Quantitative Methods. For the year 2014-15 these ten courses would be: Linear Algebra and Dynamic Systems, Real Analysis, Multivariate Analysis, Modern Statistical Computing in R, Applied Econometrics, Operations Research, Forecasting Techniques, Game Theory and the Design of Institutions, Computational Marketing, and Networks Crowds and Markets. Besides this, there is the possibility of identifying and luring exceptional undergraduate students to register on Master and PhD courses both at BGSE and BSM.

Given the strength of UPF's School of Engineering and the huge deficit of STEM students in our country, we have the possibility of offering a new premium degree Economics-Engineering either as a separate new degree or –much better in my opinion- as a second cycle options (third and fourth courses) for the best students of our four degrees: ECO, ADE, IBE and MGT.

## 6/ Eventual change to a 3+1 format

Our graduates require 4 years to compete in Europe. Therefore, a block of 4 years shall be recommended to our prospective students; UB and Esade are likely to have a similar position. These 4 years could be presented as 3 degree +1 M1: Granting everybody the same treatment that our students would receive at Toulouse where they would be recognized as graduates after three years at UPFG.

No seismic shift required in our curriculums. Essential to keep M1 registration price equal to the former 4<sup>th</sup> year and to foresee a maximum of a 20% student loss after the third year. It would be also convenient to award all our existing graduates M1 recognition.

## 7/ Private Financing

A three years IBE has already been proposed from 2016 on (Ton Bosch, Xavier Freixas, Teresa Garcia-Milà, Fernando Guirao, Vicente Ortún) . Same faculty but, perhaps, different location (College for International Studies? Mataró?, ESCI?). IBE for non-EU students and EU students. 14.000€/year in a 90 persons group that would finance scholarships and would allow to improve the conditions of our teaching staff, especially 'associats'.

**Table 1****ESTADÍSTIQUES DE LES AVALUACIONS ALS PROFESSORS**

Basades en les respostes a la pregunta número 7: *Estic satisfet/a amb la seva docència* (classes teòriques), el 2n i 3r trimestre del curs 2013/14 i el 1r trimestre del curs 2014/15.

**Estadístiques per estudi**

	Assignatures obligatòries i de formació bàsica			
	ECO/ADE	IBE	MGT	OPTATIVES
<b>Mitjana</b>	6,86	6,87	7,19	7,69
<b>Desviació Estàndard</b>	1,55	1,46	1,24	1,16

**Mitjanes de valoració per àrea**

Àrea	Cap d'Àrea	Valoració
Introducció a l'Economia	Xavier Cuadras	7,99
Economia i Gestió Pública	Guillem López	7,89
Microeconomia	Rosemarie Nagel	7,77
Història Econòmica	Fernando Guirao	7,51
Recursos Humans	Sergi Jiménez	7,41
Comptabilitat	Ester Oliveras	7,40
Comercialització i Mercats	Antonio Ladrón	7,37
Macroeconomia	Andrea Caggese	7,34
Matemàtiques	Elisa Alòs	7,20
Estratègia	Marc Le Menestrel	7,04
Producció i Logística	Daniel Serra	6,98
Economia Financera	Javier Gil-Bazo	6,87
Estadística	Albert Satorra	6,79
Economia Aplicada*	Walter García-Fontes	6,69
Dret	Dret	6,55
Economia d'Empresa	Benito Arruñada	5,98
Econometria	Jaume Garcia	5,43

\*Inclou el Treball de Fi de Grau, clarament infradotat en professorat

**Mitjanes de valoració segons contracte del professor**

Contracte	Valoració
Permanent (inclou tenure track)	7,11
Associat	7,13

Figure 1

Gràfiques per contracte del professor

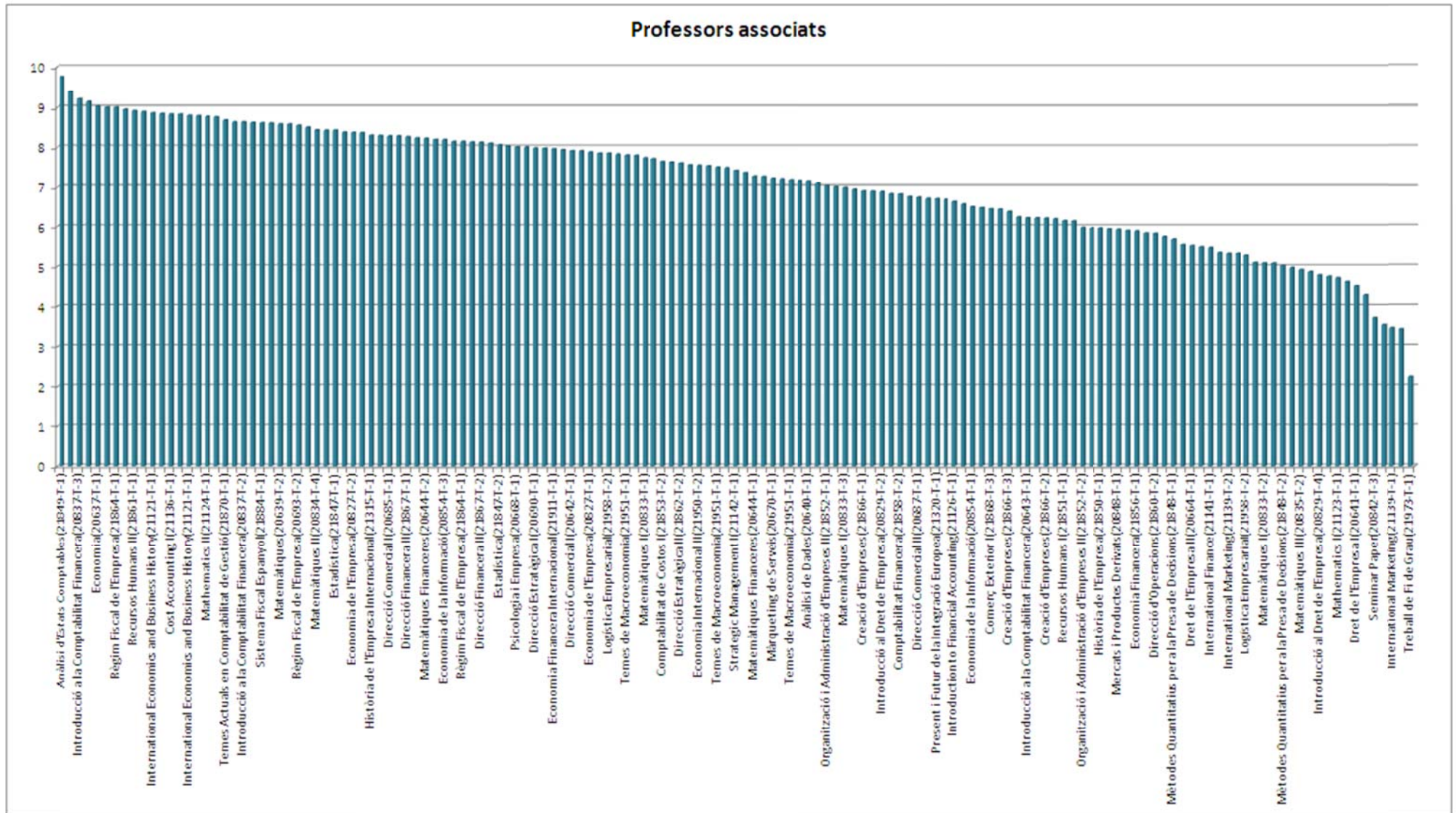


Figure 2

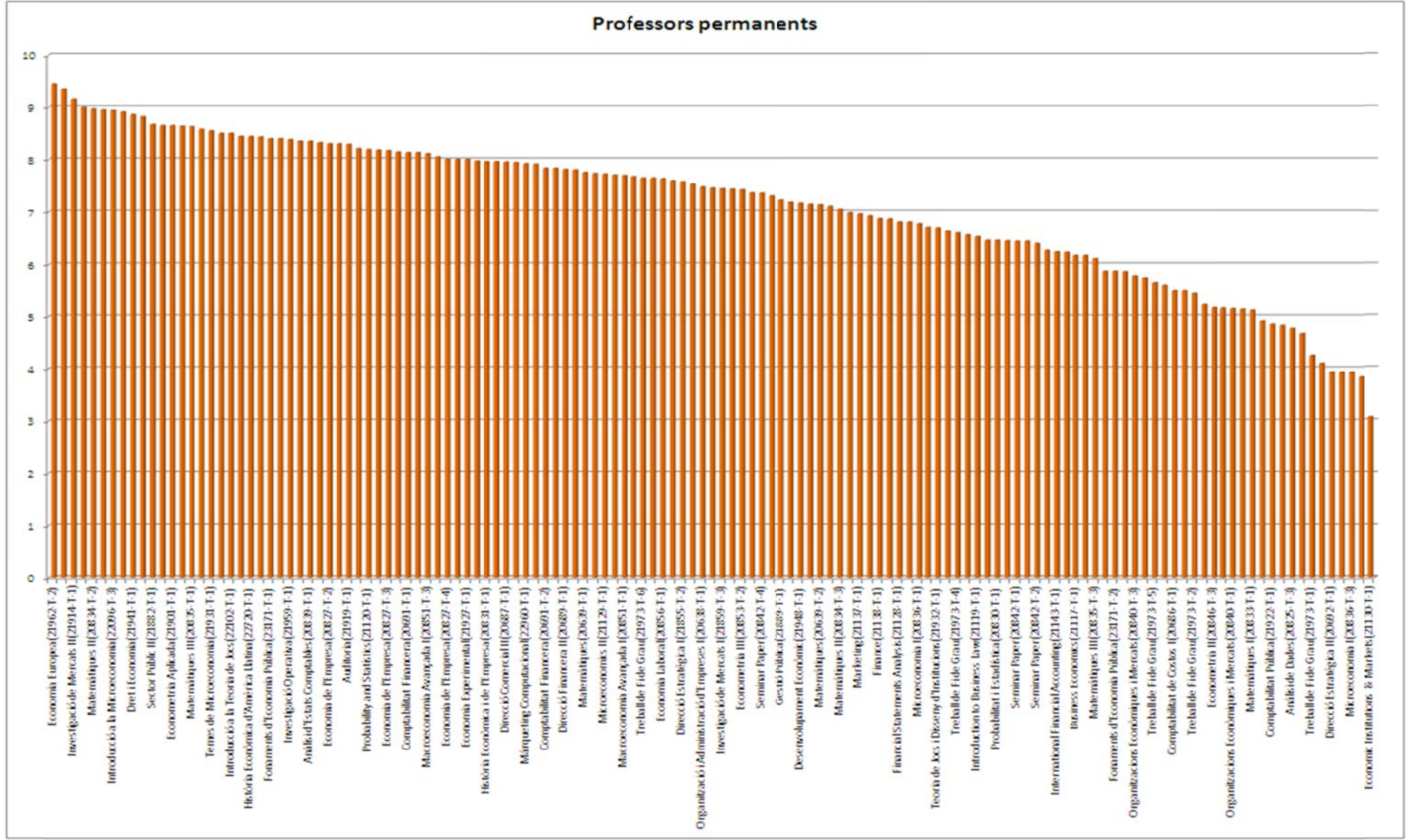




Figure 3

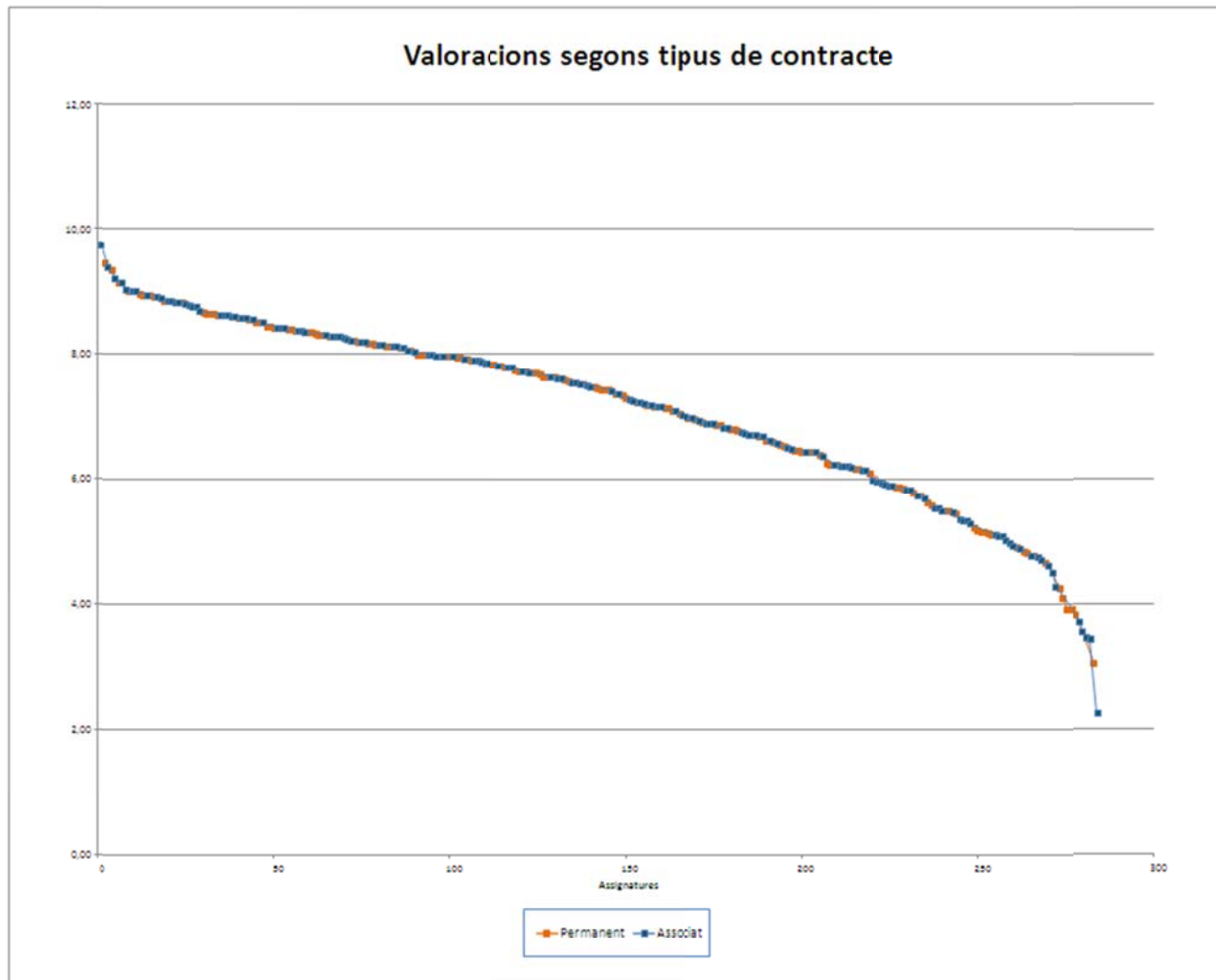


Table 2

Facultat de Ciències Econòmiques i Empresariales UPF					
Evolució de la nota de tall (total matriculats a 1r curs als graus)					
	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Administració i Direcció d'Empreses (ADE)	10,806 (188)	10,74 (174)	10,888 (164)	10,788 (175)	10,694 (171)
Ciències Empresariales-Management (MGT)	9,814 (118)	9,8 (121)	9,216 (175)	8,722 (191)	7,71 (184)
Economia (ECO)	10,15 (177)	9,94 (176)	10,048 (161)	9,938 (181)	9,46 (182)
International Business Economics (IBE)	11,946 (97)	11,846 (90)	11,668 (92)	11,264 (95)	10,816 (91)
Doble Grau ADE/ECO-Dret	11,51 (90)	11,708 (91)	12,08 (41)	11,5 (43)	-
<b>TOTAL</b>	<b>670</b>	<b>652</b>	<b>633</b>	<b>685</b>	<b>628</b>
Facultat de Ciències Econòmiques i Empresariales					
Evolució dels matriculats en els últims 5 cursos acadèmics					
Cursos	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Graus	2647	2573	2367	1798	1173
Llicenciatures i diplomatures	8	36	164	655	1218
<b>TOTAL</b>	<b>2655</b>	<b>2609</b>	<b>2531</b>	<b>2453</b>	<b>2391</b>

Figure 4

## Pràctiques en Empresa a la Facultat de Ciències Econòmiques i Empresariales

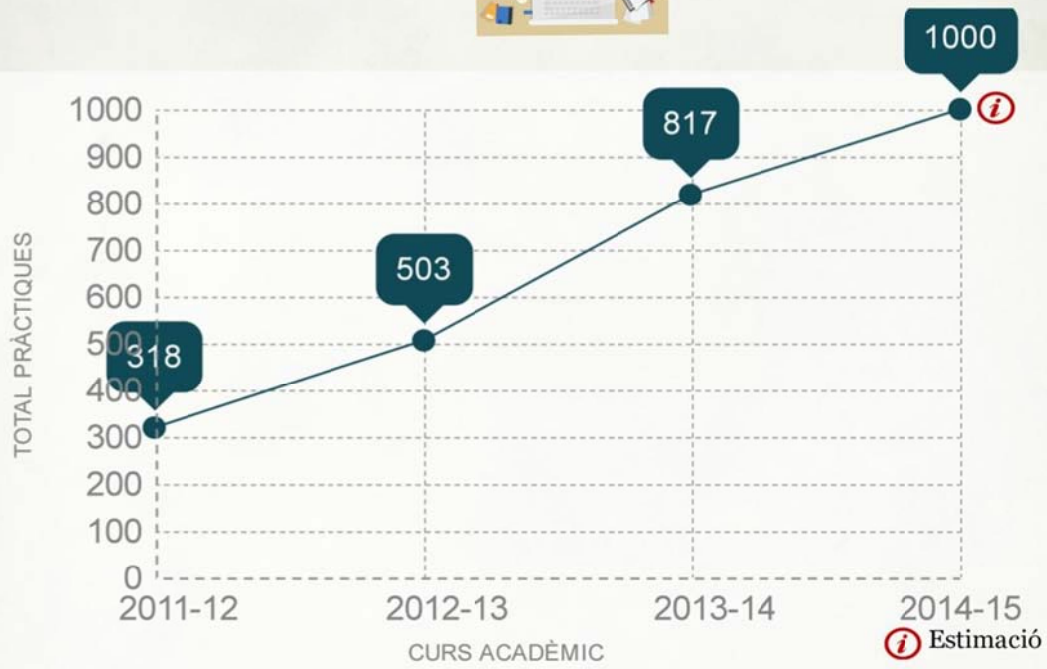
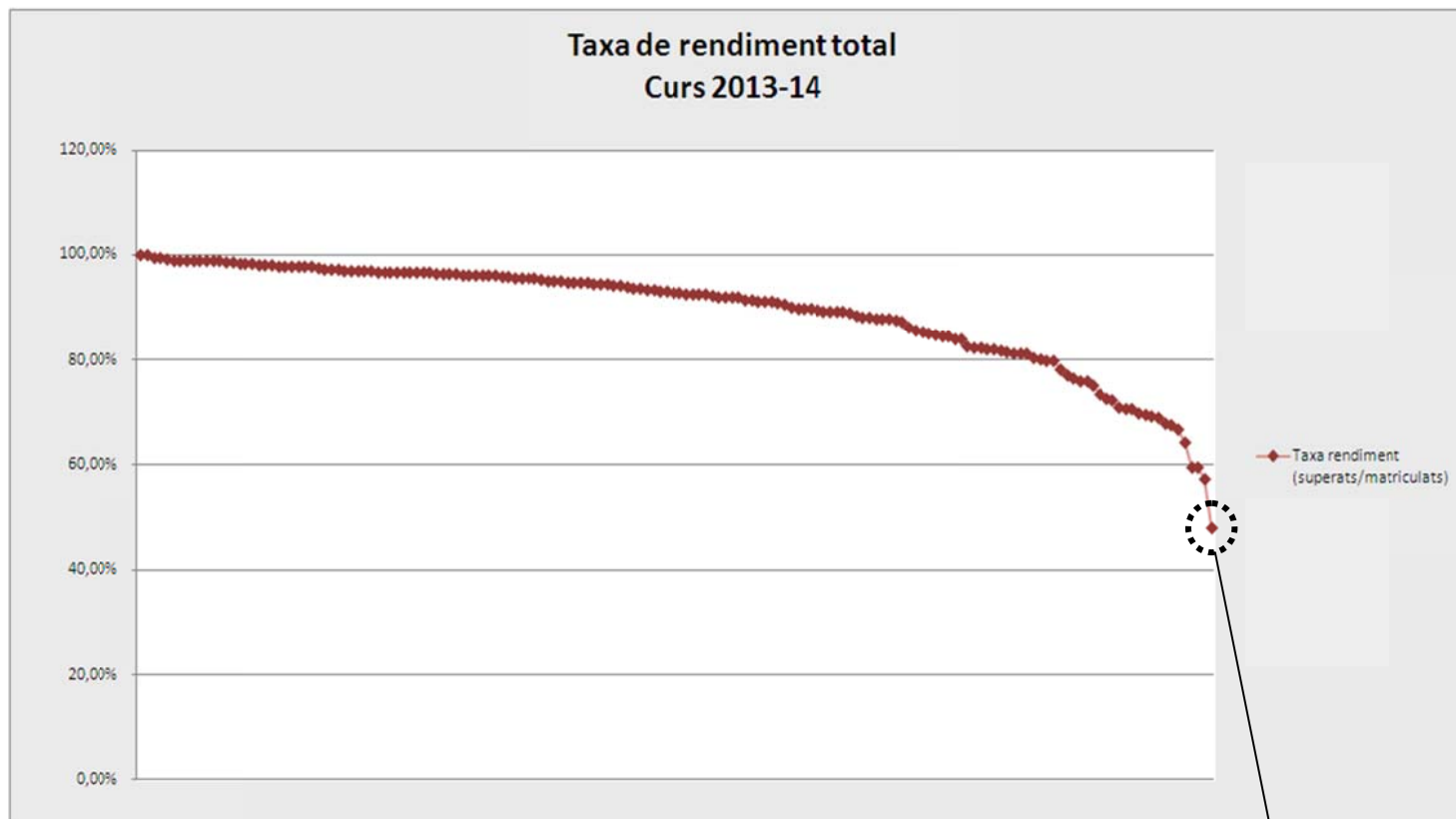


Figure 5

Taxa de rendiment total

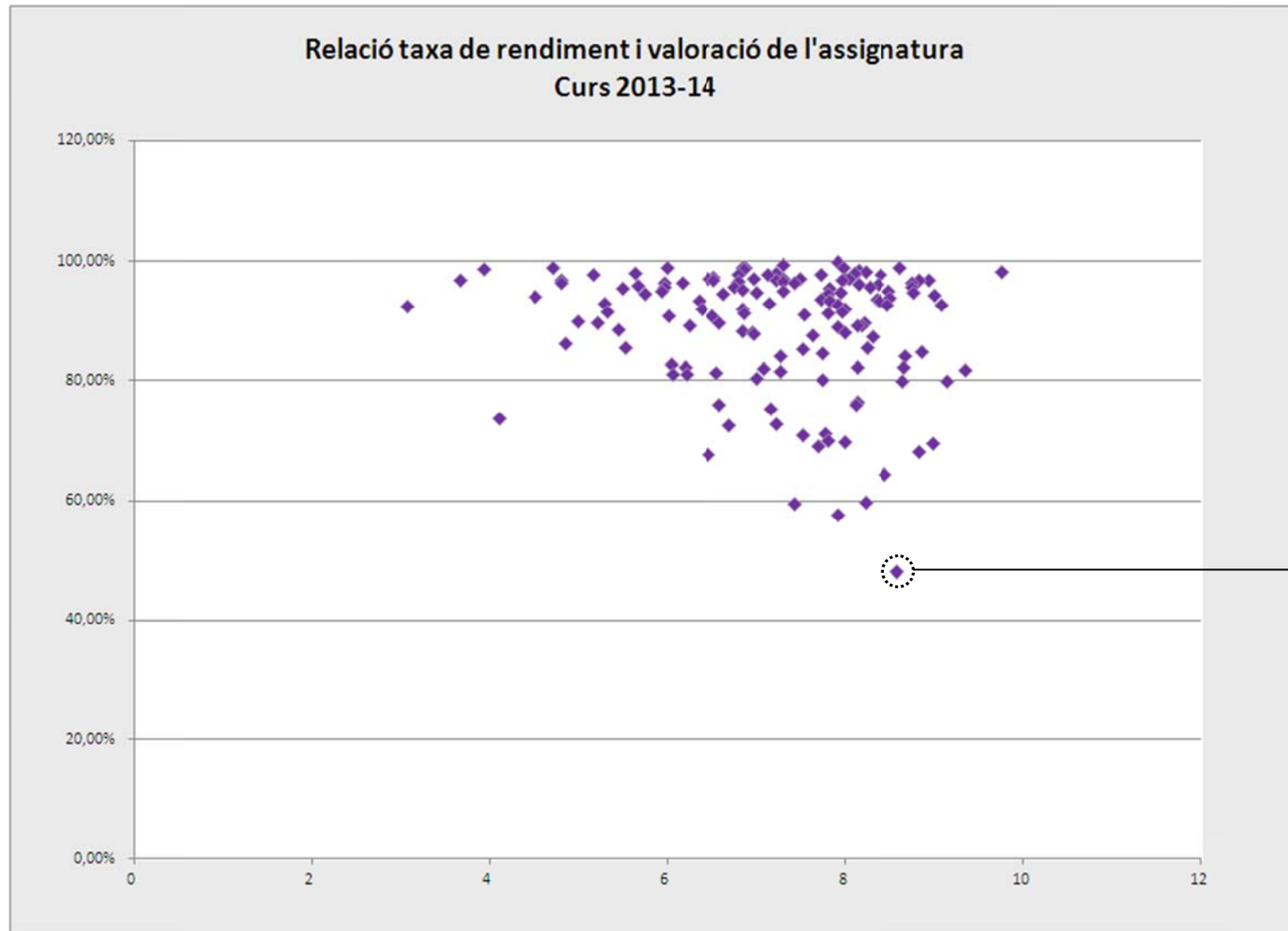


Nota: basat en 164 assignatures (grups de > 20 alumnes) dels graus en ECO-ADE-MGT i IBE

**Temes de Microeconomia:** 19% dels alumnes no es van presentar, 19% van renunciar a l'avaluació i 13% van suspendre.

Figure 6

5) Gràfic de dispersió: taxa de rendiment (*superats/matriculats*) i valoració de l'assignatura



Nota: basat en 143 assignatures (grups de > 20 alumnes) dels graus en ECO-ADE-MGT i IBE

## Annex 1

### Teaching Quality Meeting 27 de gener de 2015, 9:30 a 10:40 h.

Assistents: Teresa Garcia-Milà (presideix per delegació de Jan Eeckhout), Jordi Galí, Fernando Guirao, Gabor Lugosi i Vicente Ortún.

La reunió ve motivada per la percepció generalitzada del deteriorament en el grau d'exigència als graus. Això es reflecteix en una baixa assistència a classe, degut en molts casos a ocupació laboral o altres activitats ja que no cal dedicar molt temps a l'estudi i també en les dificultats cada cop més grans per a col·locar els nostres estudiants en bons programes graduats i la seva performance mediocre en aquests. Es discuteixen la manca d'incentius individuals per a contribuir a tenir un grau de "champions", l'abús de l'aprobat generalitzat per tal d'estalviar-se feina, la manca de rendiment de comptes i de peer pressure.

El Degà presenta un resum de 12 pàgines (adjunt, *Avaluacions\_docents\_13-14-15.pdf*) de les avaluacions docents del tres últims trimestres disponibles i les acompanya amb impressions derivades de les seves reunions amb els 10 millors estudiants de cada grau (una mica abans de que finalitzin els seus estudis) i amb informadors propers. L'ús i valor de les enquestes van generar un debat amb posicions divergents. En relació amb les avaluacions, el Degà va explicar que intentar mesures per tal de millorar la seva significació per tal d'augmentar la taxa de resposta actual (de l'ordre del 45%), distingir entre matriculats per primera vegada i repetidors o entre el 10% millor i la resta, sempre denegades per problemes de 'secret estadístic'.

#### Acords:

Es creu convenient:

- Augmentar el grau d'exigència als graus (un primer més selectiu). Per aconseguir augmentar l'exigència de forma efectiva, fer un pla a quatre anys, en que s'inicia l'esforç al curs 2015-16, i es va estenent progressivament. L'esforç especial el proper anys a primer curs no treu que, en general, cal augmentat els nivells d'exigència.
- Reforçar els continguts de matemàtiques i econometria on els nostres graduats a doctorats prestigiosos o màsters exigents es senten insegurs.
- Que tot el professorat, especialment el professorat més sènior i reconegut, fins i tot els recercadors ICREA, hagin de fer un mínim d'hores al grau. En el cas del professorat ICREA el DEE podria establir, a l'hora de la contractació, un compromís de docència de, al menys, mig curs (unes 15 hores) que òbviament serien retribuïdes.

- Estimular als coordinadors d'àrea a complir amb la seva funció intra-àrea e inter-àrees. Es suggereix reduir el nombre d'àrees i retribuir els coordinadors de manera que facin una feina més seriosa que aquella de mera distribució de càrrega docent i coordinació de continguts. Vetllar per una docència de qualitat a la seva àrea de coneixement hauria de ser part de la seva funció. La retribució es faria en funció del nombre de cursos que s'han de gestionar i caldria retribuir amb complements de sou i no pas necessàriament amb reducció docent si amb les reduccions docents apartem bons docents de les aules.
- Donades les dificultats d'expressió oral i escrita detectades en una part significativa dels estudiants, es proposa dissenyar activitats ad hoc per a desenvolupar aquestes habilitats que són clau per a un millor futur laboral. De cara a fomentar l'expressió escrita caldria potenciar l'ús d'exàmens tipus assaig amb la possibilitat de realitzar un test previ de cribatge.
- Desincentivar els exàmens de recuperació: Si fos possible establir a nivell de Departament que la nota de recuperació només pugui ser suspens/aprovat, sense notables o excel·lents, tret de casos justificats per malaltia. Si la normativa de la universitat no ho permet, prendre un compromís de tots els professors del DEE de que l'examen de recuperació serà més difícil. Sondejar la possibilitat de que la recuperació es basi en un examen amb un pes del 100% (no comptaria l'avaluació contínua obtinguda durant el curs).
- Considerar el fenomen de les variacions aparentment arbitràries a la pràctica acadèmica (a la propera reunió).

#### Nota del degà

Per a una bona implantació dels acords cal conèixer una mica el context i la realitat de la Facultat. Només Teresa pertany a la Junta de Facultat i encara que les actes de la Junta puguin trobar-se a la intranet de professorat no cal suposar el seu coneixement. S'adjunta, per tant, la última acta, la 63, de la que es recomana llegir en pàgina 2 'Situació actual' dins de l'informe del degà així com els dos annexes a que es fa referència. Veure *acta63\_amb2annexos.pdf*

Annex 1 *Avaluacions\_docents\_13-14-15.pdf*

Annex 2 *acta63\_amb2annexos.pdf*