

THE INFLUENCE OF TRANSPARENCY OF UNIVERSITY SOCIAL RESPONSIBILITY IN THE CREATION OF REPUTATION

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Abstract

The asymmetry of information in the economy is a problem that difficult how to address the contribution and efficacy of the university social responsibility (USR) in the creation of reputation, which is generated not by the social activity of the university but by the transparency of that activity. This study analyzes by a multiple linear regression model the creation of reputation. Due to the absence of a reputational ranking, reputation is measured by the position in Ranking Web of World Universities. USR policy and USR transparency of the 73 Spanish universities are analyzed. Results allow to say that it is not the volume of social activity performed, but the consistency between the elements of communication, as well as the integrity, accuracy and appropriateness of the message which increases the creation of reputation. Then, USR transparency could become a good indicator of university reputation.

JEL classification: M14 - Corporate Culture; Social Responsibility / I23 - Higher Education and Research Institutions

Keywords: Transparency, University Social Responsibility, Reputation.

1. Introduction

There is a large debate in justifying the adoption by a company of social and environmental actions beyond its economic dimension. This debate is embodied in two perspectives: a positive perspective, represented by the agency theory and the theory of stakeholders, and a normative perspective, represented by the theory of legitimacy. Theories within the positive perspective (Friedman, 1970; Jensen and Meckling, 1976) consider the adoption of such actions from the standpoint of the economic impact for the company. On the other hand, theories within a normative perspective (Gray et al., 1995; Hooghiemstra, 2000; McWilliams and Siegel, 2001; Archel, 2003; Reverte, 2009) consider those actions as ethically necessary, regardless of their economic effect. The theory of stakeholders integrates aspects of both perspectives, normative and positive (Garriga and Mele, 2004). The consideration of these groups of interest when developing social and environmental actions is economically justified because of the importance of their relationship to the survival of the firm (Mitchell et al. 1997; Hillman and Keim, 2001). This divergence of criteria, in addition to the lack of standardization and proliferation of initiatives by understanding social responsibility, difficult its application in the firm. However, despite these drawbacks, an increasing number of companies

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incorporate aspects of social responsibility in their strategy (Nieto and Fernandez, 2004). This trend observed in businesses, which reflects the increased interest of society for social responsibility, is transferred to other institutions, especially those that because of their social nature, such as universities, must pay a priority attention to these aspects. So much so, that the concept of university social responsibility (USR) has been recently introduced. In any case, the effectiveness of this social activity, taking into account their voluntary nature and lack of standardization, requires that the organizations and institutions develop certain actions to achieve transparency in the disclosure of information in order to be valuable for stakeholders when making decisions.

In this paper, we consider two sides of USR. On the one hand, policies or actions related to USR (social activity) and on the other hand, USR transparency. The aim of this paper is to analyze, in Spanish universities, the influence of USR policy and USR transparency in obtaining reputation. The study analyzes the axes of social activity in universities and the actions oriented to achieve transparency in the disclosure of that activity under two premises. First, we consider the general hypothesis that the greater the social activity in each axis and the greater the transparency, greater the reputation. Second, in the absence of a reputation ranking, quality rankings can be viewed by stakeholders as indicators of reputation.

2. Transparency and university social responsibility

Transparency can be defined as the strategy followed by an issuer to disclose complete, accurate and appropriate information, through the best available channel so as to enable recipients the decision making, activating a feedback that allows consolidating the process. The coherence between the different elements of communication (issuer, recipient, channel, code and message)¹ is critical when assessing the level of transparency. Thus, the decision to disclose information must be proactive by the issuer and must respond the demands of the recipient, getting to know them and customizing as far as possible the information disclosed. This personalization increases the importance of the channel of communication when assessing transparency. The couple code-message represents the core of transparency, since its importance lies not only in the content to disclose but also in the way to present it, to structure it, its volume and its quality. Thus, the integrity, accuracy and appropriateness of the message (Singhvi and Desai, 1971; Buzby, 1974; Whittred, 1980; Alford et al., 1993; Wallace et al., 1994; Chang *et al.* 2008) are essential features to ensure transparency. In the social scope of universities, these features are supported by systems of certification, standardization or, among other things, by the adherence to quality programs nationwide.

University social responsibility is the path to a sustainable economy that incorporates the values related to social and environmental aspects. It appears as “third mission” in the University Strategy 2015 (EU2015), an *initiative to modernize the Spanish university by coordinating the appropriate regional university systems and the development of a modern Spanish University System (SUS)*. The effectiveness of the USR policy will depend largely on the ability to transmit them to society and to transform them into reputation, so transparency is essential.

The first step manual of USR, published by the Interamerican Development Bank, presents, analyzes and promotes a new context of accountability of the university,

¹ Based on models of communication proposed by Shannon and Weaver (1949) and Berlo (1960).

developing tools to diagnose the current situation of the institution in relation to responsibility and facilitate both the compliance with the proposed actions as accountability. In order to analyze the impact of USR in society, four axis of social activity should be differentiated: organization, education, knowledge and society (Vallaey, 2009). The social policy axes are the following:

- *Organizational Axis*: This field represents the business side of the impacts of the university as an organization and meets the objectives of *socially effective and efficient government and administration of resources and implementation of social responsibility criteria in own internal management of university*. The pillars of this organizational axis are sustainability and good governance. First is reflected in some strategy of internationally recognized management systems (Global Compact, ISO, EMAS...) as well as internal management systems such as the existence of a system of internal quality assurance (SIQA). Good governance and accountability are reflected in the existence of a code of ethics and in the presence of women in managerial or government areas of the university (deaneries, rectories, vice-rectories). Transparency of this axis is determined by the proactiveness of the issuer (specific section of social responsibility on the website), the proximity to receiver (contact information, visibility of social responsibility section) and the quality of the message, reflected in the normalization of the social responsibility report and the existence of external processes of certification in management systems.
- *Educational Axis*: It meets the objective of *promoting university community personal values and socially responsible citizens*. The main pillars of educational axis are training and integration, reflected in curricular routes (courses, workshops, master programs) related to social responsibility, ethics and cooperation in the first case or percentage of tuition devoted to minority groups, volunteer programs or fellowship programs in the second case. The transparency of this axis is mainly determined by the proximity to receiver and the quality of the message, reflected in the participation of the university in the programs Audit or Docentia² of the National Agency for Quality Assessment and Accreditation.
- *Axis of knowledge*: It meets the objective of *generating and transferring knowledge in order to cooperate in overcoming the current challenges of society and to contribute to solving problems of general environment*. In fact, one of the main challenges of the university, which is a source of numerous investigations, is to transfer the generated knowledge to society. The number of groups of Research and Development, the existence of a vice-rector of research and the existence of a Results Transfer Office (RTO) show the activity of a university in this area, which generates some documents of scientific spreading and promotes meetings between academics from the university and collaborative projects with public administrations, NGOs, other universities and/or companies. The transparency of this axis is mainly determined by the quality of the message, which is endorsed by the presence in international lists of research (e.g. SCImago).
- *Social Axis*: It meets the objective of *integrating the university in its immediate local environment and in the context of a globalized world, to promote economic,*

² The program Docentia helps universities to develop systems for teachers assessment and the program Audit evaluates the designed degree structures in accordance with the European Higher Education Area (ANECA).

cultural and human progress of closest people and less developed societies in terms of material wealth. Courses of university extension and social projects undertaken by the faculties, departments or research centers are part of this social field, and also the designations of *Campus of Excellence* or *International Campus*. The transparency of this axis is determined by the proximity to receiver (presence in social networks) and the possibility of direct contact by stakeholders.

The core of university social responsibility is in the transparent wheel of four social activity axes. In this contribution, an index of USR policy is obtained through web pages of Spanish Universities. USR not only replicates the business aspects of corporate social responsibility, but also considers the specific impacts that the university has in society and its relationship with new technologies.

3. Increasing reputation through transparency of USR

One of the main objectives in the University Strategy 2015 is to place best Spanish universities in the top 100 in Europe, but the underlying question is whether transparency in the actions related to university social responsibility affects the creation of reputation. Reputation is defined as the general perception that the company resolves legitimate relationships with its participants, both in terms of conduct and of informative transparency (De Quevedo Puente et al., 2007), in order to create value relative to competitors (Rindova et al. 2005).

The process of obtaining reputation begins with the creation of expectations by groups of interest or stakeholders. In this case, prospective students who seek university where to study, professors and researchers looking for an institution to carry out a project or a stay in another center, companies seeking to collaborate with research centers or society that aims to assess the impact that the university has in the environment.

Universities try to respond to these demands and expectations taking actions in line to those cited in the previous sections and spreading them on their website. Through a transparent strategy, stakeholders know the behavior and the result of what initially claimed. The perception they have about whether their expectations have been met or not should generate a valuation that will make the university to obtain a reputation.

This process of generation of reputation is not instant, since it is a period of time since the stakeholders generate their expectations and the university tries to answer, develop and disclose them in an adequate way. Thus, De Quevedo Puente (2003) argues that this process is developed over a period of about one year. However, the Internet and the World Wide Web have the potential to increase the velocity of the public relations process, giving great importance to speed: speed of dissemination, speed of access and speed of feedback (Hauss, 1995; Moore, 1995; cited by Esrock and Leichty, 1998), so the period of generation of reputation could be even shorter.

Currently, it is only possible to have a quantitative approach to the reputation of a university according to its position in various national and international rankings that measure the quality³ of universities in relation to several qualitative and quantitative variables. In this sense, it is necessary to refer the work done by Buesa, Heijs and Kahwash (2009). They review the landscape of university quality rankings and in

³ Buesa, Heijs and Kahwash (2009), quoting Lemaitre (2003), reflect quality from three perspectives: as the level of adjustment to stated purposes, as level of excellence and as a response to environmental requirements. These considerations allow us to use a quality ranking as a proxy for a reputation ranking.

addition they develop a multidimensional index of quality. The selection of rankings in the Meta-Ranking EC3 of Spanish Universities, conducted by the group of the University of Granada specialized in bibliometrics and research evaluation, also includes the position of Spanish universities listed in the major international and national rankings. Table 1 in the Annex shows a summary of these quality rankings.

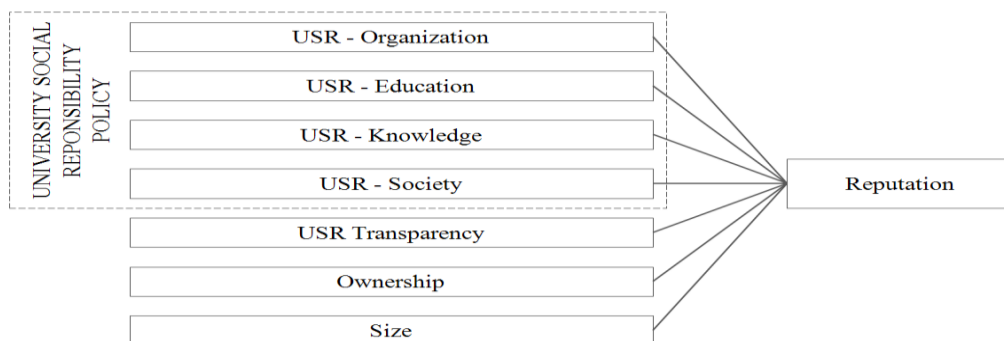
The absence of reputational rankings leads us to consider quality as a proxy for reputation (See Footnote 3). However, taking into account the table above, it can be seen that main criteria used in the composition of different quality rankings are related to the field of knowledge and research, which is an important bias in developing an explanatory model of reputation. The special emphasis on research is also one of the criteria⁴ used in the Meta-Ranking for the inclusion of a ranking in this collection of information. However, the creators of Meta-Ranking explicitly mention the exception of including the Ranking Web of World Universities (Ranking Web) since it not emphasizes the research capacity and compares universities globally by using web presence as a proxy. Ranking Web is an initiative of the Cybermetrics Lab, a research group of the Centro de Ciencias Humanas y Sociales (CCHS), part of the National Research Council (CSIC) and whose aim is to “convince academic and political communities of the importance of web publishing not only for dissemination of scientific knowledge but also as a measure of scientific activity, performance and impact”. The objective of this ranking demonstrates its use in the analysis of this study, since it contains the implicit perception (and therefore the reputation) that the stakeholders have about the universities through its presence of web.

4. Empirical analysis

4.1. Model specification

Based on theoretical axis of USR, the empirical analysis reflects whether the strategy of USR and the level of transparency of this strategy affect the reputation of universities on the web, according to the following model (Figure 1).

Figure 1. Model of creation of reputation. Source: Authors.



So we want to analyze the effect of social actions in each axis and USR transparency in obtaining reputation, including size and ownership as variables of control. The following equation of multiple linear regression model is used.

⁴ In addition to the national and/or international relevance and impact of the ranking, the fulfillment of frequency and the use of a declared and stable methodology.

$$\text{Reputation}_i = \alpha_{0i} + \alpha_{1i} \cdot \text{Size} + \alpha_{2i} \cdot \text{Ownership} + \alpha_{3i} \cdot \text{Organizational Axis} + \alpha_{4i} \cdot \text{Educational Axis} + \alpha_{5i} \cdot \text{Axis of knowledge} + \alpha_{5i} \cdot \text{Social Axis} + \alpha_{6i} \cdot \text{USR Transparency} + \varepsilon_i$$

To do this, 73 Spanish universities listed in the Ministry of Education have been analyzed⁵. The following table shows the sample by autonomous regions and ownership.

Table 1. Description of universities. Source: Authors.

Number of universities by autonomous region.									
Andalucía	10	Aragón	2	Asturias	1	Baleares	1	Canarias	2
Cantabria	2	Castilla La Mancha	1	Castilla y León	7	Cataluña	12	Extremadura	1
Galicia	3	La Rioja	1	Madrid	15	Murcia	3	Navarra	2
País Vasco	3	Valencia	7						
Number of universities by ownership									
Public universities		51 (69.86%)		Private universities		22 (30.14%)			

4.2. Variables

In line with the contribution developed by Esrock and Leichty (1998) and Sones *et al.* (2009), whose contributions include the relationship between social responsibility and web pages, the **indicator of USR policy** has been generated by collecting information from the websites of each Spanish university in second half of 2011, classifying information according to four areas described above. Thus, the indicator is obtained by dividing the number of items present on the website of the university by the number of items available, ranging from 0 (if it does not apply to any item) to 1 (all items are applied). **Indicator of USR transparency** is obtained the same way, valuing the elements of communication. The content of these indicators are detailed in Table 3.

Table 3. Indicators of USR by axes and USR transparency. Source: Authors.

Organizational axis (11 items)			USR Transparency (14 points)
Sustainability	- Global Compact (+1) - System of Internal Quality Assurance (+1) - ISO 9001 (+1) - ISO 14001 (+1) - OHSA 18001 (+1)	- EMAS (+1) - SA8000 (+1) - EFQM (+1) - ISO20000 (+1)	- Social Report (Not GRI: +1; GRI: +2) - Specific section of SR on website (+1) - Visibility of SR section (< average: +1) - Presence in social networks (+1) - Number of followers (>average: +1) - External quality system (+1) - Participation Docentia Program (+1) - Participation Audit Program (+1) - External validation of research (+1)
	Good governance	- Institutional ethics code (+1) - Women in management (+1)	
Educational axis (4 items)			
Training	- Training related to SR, ethics, cooperation (master programs, courses, subjects...) (+1)		
Integration	- Volunteer activities (+1) - Tuition aimed at minority groups (+1) - Grant (Social Action Fund) (+1)		
Axis of knowledge (3 items)			
- Vice-Rector of Research (+1) - Results Transfer Office (+1) - Number of R&D groups (above average: +1)			
Social axis (4 items)			

⁵ IE Universidad, Universidad Internacional de La Rioja y Universidad Internacional de Valencia have been dismissed since they do not appeared in the Ranking Web of World Universities.

- University Extension Courses (+1)	- Possibility of direct contact with vice-rectors (+1)
- Social programs (+1)	- Suggestions (+1)
- Designation of International Excellence Campus (+1)	
- Agreements with governments, ministries or companies (+1)	

Reputation is measured by the position of the university in the Ranking Web of World Universities at their January 2012 update (20.000 universities).

Variables **size** and **ownership** has been uses as variables of control. Size is measured by number of students and ownership is a dichotomous variable where 1 is related to public universities and 0 to private universities.

4.2. Estimation and results

Descriptive analysis. Table 4 shows the descriptive statistics (mean, standard deviation, maximum and minimum) and the correlations between the variables considered in the analysis. The average position of universities in the reputation ranking is 1,977, being the highest ranked in position 41. Note that the interpretation of reputation has to be: a better position in the ranking, and therefore a lower numerical value, implies a better reputation. There is a significant linear relationship of reputation with all the variables of the sample: every axis of social responsibility, global transparency, ownership and size.

Table 4. Main descriptive statistics and matrix of correlation of the variables in the model. Source: Authors.

Variables	Mean	Standard deviation	Max.	Min.	1 ⁴	2	3	4	5	6	7	8
1. Reputation	1,977.94	2,460.95	9,1961.00	41.00	-							
2. USR – O ¹	0.39	0.20	0.91	0.00	-0.40	-						
3. USR – E	0.96	0.11	1.00	0.50	-0.39	0.31	-					
4. USR – K	0.73	0.25	1.00	0.00	-0.51	0.18	0.31	-				
5. USE – S	0.88	0.19	1.00	0.00	-0.56	0.32	0.41	0.49	-			
6. USR T	0.549	0.16	0.78	0.09	-0.59	0.55	0.56	0.38	0.48	-		
7. Ownership ²	0.70	0.46	1.00	0.00	-0.69	0.10	0.17	0.37	0.28	0.35	-	
8. Size ³	23,427.57	29,347.32	217,266.00	1,028.00	-0.39	0.32	0.14	0.41	0.29	0.30	0.31	-

Notes: ¹USR-O: Social responsibility on organizational axis, USR-E: SR on educational axis, USR-K: SR on axis of knowledge, USR-S: SR on social axis, USR T: USR Transparency. ²Ownership is measured by a dichotomous variable (0 – Private, 1- Public). ³Measured by the number of students. ⁴Significant correlations at a 0.01 level are in bold.

Further analysis of the indicators allows us to say that, although few universities speak about USR per se, most are implicitly responsible, developing many of the indicators related to USR and being aware of their impacts on society.

On the organizational axis, the average indicator of the sample is 0.39. Many universities have quality certifications (58.11% are certified with ISO9001, 41.89% have EFQM, 36.49% are certified with ISO14001) and human rights certifications (35.14% are attached to Global Compact), although only 21% develop a Social Responsibility Report according to GRI standards and have a specific section on the website. The visibility of this section is not very high (one has to click on average by 3.6 links to access the content). Almost all universities have a page with information on the social network Facebook, but only 41% use this tool to provide updated information of the institution with an average of 6,375 followers.

The educational axis seems to be the most developed by Spanish universities with an average indicator of 0.96. It can be said that all universities have in the training catalogue

any issue related to social responsibility, integration, equality or sustainable development, as well as information about grants and scholarships, programs for seniors (University of Experience, Senior Programs, University for Disability, Access to over 25, 40 or 45 years) or national or even international volunteer programs. The widespread existence of an office of the vice-rector of research shows the increasing importance attached today to the axis of knowledge (average indicator of 0.73). In most cases, there is a link to “Research” in the homepage of the website. The research potential is endorsed by the presence of a Results Transfer Office (RTO) in 93% of universities. Finally, in relation to social axis (an average indicator of 0.88), it can be said that over 95% of Spanish universities have in their training catalogue courses of university extension and provide information on social programs and agreements between University-Company or with regional governments.

Linear regression analysis. The following table (Table 5) shows the results of the linear regression analysis performed. The F-statistic of ANOVA ($p < 0.05$), tests that the slope of the regression lines is not 0 and therefore the variables are linearly related.

USR policy, reflected in the four areas of action, USR transparency, ownership and size explain 68.1% of reputation, so that the higher intensity of each variable, the lower the value of the position in the ranking (a better position, higher reputation). The organizational axis of social responsibility is the sole significant axis (level of significance of 10%). Most weighted variable in explaining reputation is the ownership, with public universities in better positions in the ranking. USR transparency is next variable in importance (with a level of significance of 10%) in explaining reputation.

Table 5. Results of regression analysis. Source: Authors.

Variable	Sample total Standardized coefficients ⁶	Variable	Sample total Standardized coefficients
Ownership	-,502***	USR – Axis of knowledge	-0,113
Size	-0,034	USR – Social axis	-0,211
USR – Organizational axis	-0,143*	USR Transparency	-,167*
USR – Educational axis	-0,047	Adjusted R-squared	68,1%

Note: Level of significance of *10% **5% ***1%

5. Conclusions and limitations

This paper analyzes the importance of USR policy and USR transparency in the creation of reputation. When describing the conclusions, two paths can be distinguished. First path is obtained directly from the nature of the results obtained in the multiple linear regression model. Second path is related to the use of a quality ranking as a proxy for reputation. The ownership of the institution is the most important variable in explaining the reputation of a university, being public ownership related to better positions in the Ranking Web. This result reflects the different attitude of public and private universities in relation to USR and disclosure of social activity, showing that it is an important variable in papers in this area. The uniform effort carried out by Spanish universities around four axes of responsible activity is opposed to the striking differences in the contribution of creation of reputation. Main explanation lies in the USR transparency of university, which suggests that is not the number of social activities which generates

⁶ In a multiple regression, standardized coefficients allow to assess the relative importance of each independent variable into the equation.

reputation, but how these actions are treated or disclosed and the perception that the receiver has about them.

Transparency, reflected in the proactiveness of the issuer, the possibility to contact the institution by the receiver, the channel used to disseminate information and the characteristics of the message (standardization, certification, auditing, external validation) is the second most influential variable in explaining the position of a university in the ranking. The only significant axis that contributes to the creation of reputation is organizational axis, where both the processes of certification and verification of management systems and the maintenance audits ensure transparency of the institution in the field of sustainability. Although good governance is more subjective, this commitment can also be seen in having a code of ethics within the institution to mark certain directives for action and behavior.

Lack of transparency in the other axes seems to justify the failure in the contribution to creation of reputation. That is why, although many universities are carrying out innovative initiatives in relation to internal quality management, teaching, social outreach and the quality of knowledge is judged through the presence in international rankings, the truth is that if a more balanced contribution of all social activities is desired, recommendations should aim to provide greater transparency in the content of each axis, especially in relation to education and social outreach. Universities have actually developed these axes but they are not enough transparent if the receiver does not perceive them as transparent. The only possibility is to ensure the impartiality, quality and objectivity of the content of the information, being validated by a third party as in the certification processes in research (Has the objective of volunteering been achieved? Is there a public monitoring of the grants? Was the collaboration between business and university effective and profitable for both?). These initiatives, which are already being carried out by some universities, for example through the disclosure of the quality of teaching with top rated teachers listings, should be the norm rather than the exception, so as to facilitate the receiver (student, professor, researcher, businesses...) decision making.

Therefore, future does not imply to generate more social activity and disclose an increasing volume of information on USR, but just start by being responsible by disclosing that information under a minimum standard of transparency. Would a student change the choice of university if a numerical assessment of the teachers appeared next to each subject or if he knew the external assessment of volunteer projects? Would a company change its opinion if the result of previous collaborations between the university and other companies or public administrations is known? Answering these and other questions through a limited number of indicators and condensing the information into a single indicator would allow the user of the information to assess USR transparency of the institution efficiently. Another interesting conclusion that can be obtained from this study is concerned with the use of a quality ranking as a proxy for reputation. First, the low number of Spanish universities in the other rankings presented in the theoretical section difficult the analysis that determines the position of an institution in a particular ranking. However, what is striking is the bias that exists in all the rankings towards knowledge and research, creating the need to incorporate new criteria when elaborating university rankings. Although consideration of quality as a level of adjustment to the stated purposes, as a level of excellence and as a response to environmental requirements has allowed us to justify the approximation of the quality rankings as reputation rankings, the fact is that non-use of perceptual variables does not include the true nature in

reputation. The fact that USR transparency is an important factor in obtaining reputation can lead to the assumption that it can be a good indicator of the reputation of the university, replacing quality rankings. Meanwhile, the inclusion of both social criteria, in line with those developed in the social responsible axes, and criteria for transparency in disclosing that activity, would provide indexes of reputation a larger dimension which would facilitate the user decision making, increasing efficiency.

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Table 1. Quality rankings. Source: Buesa, Heijs and Kahwash (2009) and Meta-Ranking EC3 of Spanish universities website. Authors.

Ranking	Editions / Frequency	S	Criteria
(ARWU) - Ranking of Shanghai (I)	Since 2003 / Yearly	11	1.- Quality of education; 2.- Quality of staff; 3.- Scientific production; 4.- Size
THE World Universities Rankings (I)	2010 - 2011	8	1.- Educ. (30%); 2.- Research (30%); 3.- Quotations (30%); 4.- Industrial benefits (2.5%); 5.- Int. survey (7.5%)
QS University Rankings (I)	2010 - 2011	17	1.- Academic rep. (40%); 2.- Corporate rep. (10%); 3.- Rich files (20%); 4.- Students per faculty (20%); 5.- Internationality index (10%)
HEEACT – Ranking of Taiwan (I)	Since 2007 / Yearly	13	1.- Productivity (20%); 2.- Impact (30%); 3.- Excellence (15%)
Scimago Institutions Rankings (SIR) (I)	Since 2009 / Yearly	51	1.- Scientific production; 2.- International collaboration; 3.- Standard impact; 4.- Publications in magazines Q1; 5.- Index of specialization; 6.- Ratio of excellence
Ranking Web of World universities (I)	Since 2004 / Half-yearly	72	1.- Size (20%); 2.- Visibility (50%); 3.- Rich files (15%); 4.- Scholar (15%)
Buela-Casal Ranking (N: public)	Since 2009 / Yearly	48	1.- JCR Journal Articles; 2.- Sections of research; 3.- R&D Projects; 4.- Doctoral Thesis; 5.- FPU Fellowship; 6.- Doctorate with Quality Mention; 7.- Patents
Journal El Mundo (N: public/private)	Since 2001 / Yearly	33	1.- Questionnaire to teachers (40%); 2.- Data from university (50%) – University Demand, Human Resources, Physical Resources, Degree structure, Results, Information of contexts; 3.- Other indicators (10%)
COTEC Foundation (N)	2006	48	1.- Research effort; 2.- Competitive research
Gaceta universitaria (N)	2001, 2002	46	1.- Context (7%); 2.- Resources (37%); 3.- Operation (23%); 4.- Results (33%)
IAIF, Madrid (N)	2009	62	1.- Teaching; 2.- Research

Notes. S is the Presence of Spanish universities en the latest edition. ARWU: Academic Ranking of World Universities, Shanghai. IAIF Foundation – Universidad Complutense de Madrid. (I): International Scope; (N): National Scope