PROGRESS REPORT

September 2014

**Aristos
Campus
Mundus
2015**

Deusto
Universidad de Deusto
Deustuko Unibertsitatea

UNIVERSIDAD PONTIFICIA
ICAI ICADE
COMILLAS
M A D R I D

Universitat
**Ramon
Llull**
Barcelona

Comprometidos con la innovación
socialmente responsable y sostenible

PROGRESS REPORT

Aristos Campus Mundus 2015

Type of CEI	
Regional	
Acronym	
ACM 2015	
Coordinating University	
Universidad Ramon Llull	
Universities	
Universidad Ramon Llull	
Universidad Pontificia Comillas	
Universidad de Deusto	
Report	
2° (2014)	
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1. INTRODUCTION

INTRODUCTION

Aristos Campus Mundus 2015 (ACM 2015) is a **strategic cluster** of three Spanish universities – **Universidad de Deusto, Universidad Pontificia Comillas and Universitat Ramon Llull** – that has been extended by means of advanced strategic cooperation agreements to include **Georgetown University, Boston College and Fordham University.**

ACM 2015 is structured around a **Joint Collaboration Plan (JCP)** signed by the three universities and linked to their **Individual Strategic Plans (ISP)**. ACM 2015, therefore, can be described as the integration of the three ISPs within the Joint Plan, which forms the core of the ACM project.

Aristos Campus Mundus divides the joint activities of the three universities, particularly in the field of R&D+i, into **five Focus Areas (FA),** where various different disciplines work together to address a specific social challenge:

> **FA 1: Innovation and Social Change**
> **FA 2: Management and Social Responsibility**
> **FA 3: Education: Innovation, Skills and values**
> **FA 4: Health and Bioscience**
> **FA 5: Energy and Sustainability**

The ACM 2015 project was awarded **International Campus of Excellence** status in the **European Region category** by the Spanish Ministry of Education in their 2011 call for proposals. In December 2013, the International Evaluation Committee, chaired by the secretary general for universities from the Spanish Ministry of Education, Cultura and Sports, issued the Aristos Campus Mundus 2015 project a favourable opinion as an International Campus of Excellence (ICE) after monitoring the 2011-2013 evaluation process.

Despite the current economic climate and the lack of public funding, the ACM has continued the project, mainly through **self-funding**, firmly convinced of its **strategic value** to the three universities involved. Gaining recognition as an ICE has spurred our communities and surrounding area to commit to and trust the project and share in our goal of improving our processes and results.

In this second phase, the ACM has continued to make good progress towards its goals, in compliance with the schedule laid out in the **September 2013 Progress Report**. Following the recommendations of the Evaluation Committee, it has focussed its efforts on certain aspects of the project, and has **satisfactorily met most of the targets** established, as shown the **project indicators**.

GOALS OF THE ACM PROJECT

The main objective of the ACM 2015 is to promote academic, teaching and research excellence with full commitment to responsible and sustainable social innovation on both a local and global level.

To achieve these goals, the ACM 2015 action plan has been divided into **five action areas**: (A) Clusters, alliances, networks and cluster clouds, (B) Focus Areas, Scientific Improvement and Transfer, (C) Teaching improvement and adaptation to the EHEA, (D) Internationalisation of the ACM project, and (E) Transformation of the campus and participation in the sustainable economy system.

These action areas are in turn focussed on the following objectives:

The main aim of the ACM 2015 is to **improve the quality and standing of our research**. The main activities in this area include capitalising on the strength of the ACM to coordinate research activity through Distributed Research Centres (DRC), calls for proposals and recognition rules to develop Focus Areas and existing transfer systems, and building new transfer structures based on science, technology, business and innovation parks. These actions have allowed the three universities to make a qualitative leap towards achieving a higher level of excellence.

Research

On the basis of the quality of its teaching, the excellence of which is widely recognised, the ACM aims to consolidate a **skills- and values-based teaching system** and to create internationally renowned **joint degree programmes**, particularly at the masters and PhD level.

Teaching

The ACM also gives priority to extending the international dimension of the project. This is a multidisciplinary goal focussed on teaching and scientific research, involving **talent** scouting, qualifying and **mobilising** our own talent, coordinating activities to **promote the ACM on the international stage**, and optimising its participation and leadership of **international networks** such as those of the Society of Jesus, La Salle or the FIUC (International Federation of Catholic Universities).

Internationalisation

The main objective in the area of campus transformation and sustainable economy is to work together to develop university social responsibility values **(sustainability, universal accessibility, participation, gender equality, health and well-being, employability, cooperation, cultural exchange and solidarity)**, all of which are wholly consistent with the identity and mission of the three ACM universities. This has led to the launch of important initiatives such as the creation of **ACM teams and joint projects** in these areas, and major progress has been made in improving the **sustainability and accessibility of our campuses**, and in introducing **online accessibility** strategies. Social engagement with our respective regional, social and economic areas of influence has been consolidated with the establishment of **knowledge, development, innovation and social transfer hubs** (**CDIT**, in Spanish), such as Bizkailab, the Barcelona Knowledge District and Bilbao Next Lab.

Campus

Finally, it is important to mention the goals in the area of Clusters and Alliances, since they are an essential element in the development and fulfilment of the project as a whole. Providing the **ACM 2015 with an effective governance structure** and the **pursuit of international clusters** are more than goals – they form the foundation of the project itself. Much work has been done in this regard in the first phase of the project, and good progress has been made.

Clusters

The impetus gained from achieving ICE recognition has prompted us to launch many different projects and joint initiatives in various areas, which have contributed added value to the three universities. These projects and initiatives are summarised below.

DESCRIPTION OF PRELIMINARY ACTIONS AND THEIR SUBSEQUENT DEVELOPMENT

In the **Clusters, Alliances, Networks and Cluster Clouds area**, work continues on actions launched at the start of the project. Complementary activities aimed at strengthening the governance and solidity of the project have been added, such as the creation of a common economic and financial framework to give cohesion to the ACM and strengthen the commitment of the universities involved.

The preliminary actions in this area are:

- Implement and develop the Management and Technical Secretariat of the ACM Project.

- Develop Area-specific Coordination Teams (Research, Teaching, Internationalisation and Transformation of the Campus).
- Create Area-specific ACM Teams (Research, Teaching, Internationalisation and Transformation of the Campus)
- Extend the ACM project to include US universities by entering into a memorandum of understanding with its respective association strategies.
- Establish joint research groups in all focus areas of the ACM Project.
- Establish ACM teams for the remaining ACM areas.
- Extend the ACM project to include other leading international universities
- Create channels for meetings and collaboration initiatives between Alumni associations.
- Organise events and activities that facilitate meetings between alumni
- Capitalise on the complicity and involvement of alumni in carrying out ACM initiatives in focus areas.
- Create a map of the social, institutional and business network.
- Maximise information and communication channels between social, institutional and corporate partners.
- Organise events and activities to facilitate meetings with social, business and institutional partners.
- Capitalise on the complicity and involvement of social, corporate and institutional partners in carrying out ACM initiatives, particularly in focus areas

Good progress has been made with the foregoing actions, and this has helped consolidate and improve governance of the ACM by developing its management structure, consolidating coordination units and gradually increasing the number of ACM teams to 14.

In this regard, the newly-created ACM Alumni Team has allowed us to outline a series of actions and meetings with alumni networks, while the ACM Communication Team has developed the ACM's corporate image and communication protocols, and registered the ACM trademark.

In parallel with this, internal working protocols have been streamlined to allow us to continue to develop and implement scheduled improvements and activities in the remaining areas of the ACM. Some of the most important developments in this regard have been the creation of new joint degree programmes, the growing number of inter-university research projects, newly-formed alliances with universities of international standing, and additional events arranged and agreements reached with our social, business and institutional partners.

Good governance has also enabled us to consolidate and formalise important cluster clouds, such as the strategic alliance with UNIJES.

Preliminary actions scheduled for this period in **Focus Areas, Scientific Improvement and Transfer** have also been successfully implemented, and the fulfilment rate has been far higher than expected, as shown in the table of indicators.

The preliminary actions in this area are:

- Define and develop a map of excellence groups arranged according to focus area.
- Organise the Distributed Research Centres (DRCs).
- Prepare long-term plans for joint scientific activity.
- Create new inter-university teams.
- Define priority international clusters.
- Develop the potential of working together with excellence teams created from international clusters.
- Identify and share good research organisation and management practices.
- Design a joint transfer catalogue.
- Prepare long-term plans for joint knowledge transfer.
- Implement a single transfer window.
- Create a map of parks and services.
- Coordinate a joint service catalogue.
- Disseminate the catalogue of services among the scientific-technological, business and innovation partners.

Ongoing development of management and governance structures and creation of a common economic

- Define and develop the virtual platform.
- Implement the virtual platform.
- Incorporate the scientific activity of the excellence teams by focus area and Distributed Research Centres (DRCs).
- Include transfer among the e-park activities by organising a single transfer window.
- Include the services of the park network in the e-park.

The foregoing activities have been undertaken according to schedule. The quantity and quality of our results and consequently the standing of the ACM in the research community have improved, as shown by the indicators.

The ACM has exceeded some of the targets set for this period in a number of actions, including increasing the number of national and international inter-university projects, the definition and implementation of mechanisms for evaluating scientific collaboration initiatives, and the creation of the Rules for the Recognition of DRCs and the ACM Scientific Committee as the group in charge of evaluating and recognising DRCs.

Actions programmed in the area of **Teaching improvement and adaptation to the EHEA** have been successfully carried out, and targets have been exceeded in some cases.

The following are the actions scheduled in this area during this phase of the project:

- Identify and draw up a descriptive inventory of good practices developed in each faculty.
- Develop protocols and systems that facilitate collaboration between the different ACM schools in charge of training programmes in similar areas.
- Organise periodic international inter-university events dealing with teaching innovation to present and pool good practices.
- Publish a best practices guide to systematically describe the results of the whole process.
- Organise working groups, which, based on the best practices guide, formulate additional proposals for teaching innovation to be discussed in periodic meetings on this subject.
- Organise regular inter-university meetings between quality assurance units to work together to secure accreditation of official degree programmes.
- Analyse the skills- and values-based systems developed by each university for each of its degree programmes.
- Use the Deusto International Tuning Academy (DITA) as a platform to extend the scope of analysis to include a comparison of systems developed in each university with other international strategies.
- Establish jointly new training programmes and actions in focus areas with the quality and scope needed to become international benchmarks.
- Evaluate the academic results of degree programmes and identify potential new joint programmes and actions.
- Develop international joint degree programmes, taking advantage of extensive international teaching and research networks.
- Coordinate doctoral programmes focussed on focus areas.
- Design and set up joint doctoral programmes.
- Obtain certifications and quality endorsements.

The ACM 2015 has carried out the foregoing actions and created a joint working framework that has yielded important results, such as the creation of good practice guidelines, research studies, teaching quality and innovation workshops, and tools for developing skills and acquiring values in the context of comprehensive education.

It is important to mention here that a new joint undergraduate degree programme in political philosophy is currently being developed. Although launch of this programme was initially planned for this period, the complexity of developing a degree programme involving universities located in different autonomous regions and subject to different

Qualitative and quantitative improvement of ACM research results and creation of the ACM Scientific Committee

Eight joint masters and doctoral programmes

INTRODUCTION

verification processes has delayed approval and implementation. However, good progress is currently being made in this regard.

On the whole, however, efforts to develop joint degree programmes have yielded very positive results that have exceeded the targets set for this period, such as the creation of eight joint masters and doctoral programmes, including three joint doctoral programmes of national and international standing.

In the sphere of **internationalisation**, equally good progress has so far been made in the ACM project. Having consolidated the fundamental pillars of project governance and qualitative and quantitative improvement of research, the ACM now needs to turn its attention to internationalisation. Accordingly, under the strategic programme defined by ACM project management, in this period the greatest efforts will be focussed on extending the international dimension of the ACM.

The first actions scheduled in this period will be:

- Recruit marketing and communication experts specialised in the international promotion of universities.
- Launch initiatives aimed at raising the international profile of the ACM universities.
- Design and implement a quality protocol for welcoming new talent at ACM universities.
- Strengthen the international mobility and qualifications of our own talent.
- Promote the international mobility of our students.
- Organise international campaigns advertising ACM undergraduate and postgraduate programmes.
- Draw up a map to optimise the extensive worldwide network of universities that have cooperation agreements with Ramon Llull, Deusto and Comillas.
- Maximise membership of the Society of Jesus and La Salle university networks
- Design and develop a pre-doctoral programme linked to the Doctoral School and research teams working in the focus areas.
- Design and develop a post-doctoral programme linked to the Doctoral School and research teams working in the focus areas.
- Set up a programme involving visiting academics and researchers, particularly in the context of research teams working in focus areas, the Doctoral School and joint international degree programmes.

New ACM international clusters

Most of the actions programmed in the Aristos Campus Mundus project have been carried out successfully. Strategies focussed on promotion, qualification and mobility have been strengthened, thereby substantially increasing the ACM's ability to attract and retain national and international talent.

Most importantly, capitalising on international university networks has resulted in two new cooperation agreements with UNISINOS (Brazil) and the Universidad de Córdoba (Argentina).

The design and development of post-doctoral programmes and a programme involving visiting academics and researchers, meanwhile, have been revised and rescheduled for upcoming phases of the project.

Finally, positive results have also been achieved in the **Campus Transformation and Participation in the Sustainable Economic Model** area, and targets scheduled for the next phase of the project have already been met.

The following are the actions scheduled in this area:

- Create a forum on sustainability and accessibility to exchange experiences on environments, equipment, infrastructure and procedures for people with disabilities.
- Create sectorial working groups on maintenance, sustainability and universal accessibility.

- Coordinate sectorial sustainability and accessibility master plans with plans for buildings and facilities, equipment and infrastructure.
- Create a URS Forum for exchanging experiences in institutional, teaching, training research and social transfer strategies.
- Create sectorial working groups on sustainability, universal accessibility, health and well-being, gender equality, participation, jobs, cultural exchange, solidarity and development cooperation.
- Coordinate sectorial master plans.
- Set up a knowledge, innovation development and social transfer (CDIT, in Spanish) think-tank in each 4C city (Madrid, Barcelona, Bilbao and Donostia-San Sebastián).
- Establish a cooperation agreement with local and regional institutions in 4C cities.
- Coordinate exchange and dissemination of know-how.

Triple the number of self-funded scholarships and create three knowledge think-tanks

As mentioned above, all these actions have been carried out according to schedule, and in many cases targets set for the next phase of the project have already been met Most important in this regard, aside from the consolidation of the DITA – Deusto International Tuning Academy as an ACM platform and knowledge hub, has been the launch of two new initiatives that will be implemented in upcoming phases of the project, namely, the Bilbao Next Lab knowledge hub and the Sarrià-Sant Gervasi Knowledge District. These projects have the support of the city councils of Bilbao and Barcelona, respectively, and are joined by the existing Bizkailab hub, developed in cooperation with the regional council of Bizkaia.

Following the recommendations of the Evaluation Committee, the ACM has focussed its efforts on generating specific results and making significant improvements in this area. The results have exceeded the targets set for this phase of the project. Some of the actions that contributed to this success have been: increased funding for scholarships, establishment of the Inclusive Education Forum, the new edition of the ACM awards for Cooperation and Socially Relevant Studies, the creation of two ACM experiences in field cooperation, and the creation of new sectorial working groups with their respective master plans.

Renewal and maintenance of the ICE stamp of approval has spurred our communities and surrounding area to commit to the ACM project and share in our goal of improving our processes and results. In this regard, significant progress has been made towards achieving the main objective of the ACM 2015: to maximise academic, teaching and research excellence and the globalisation of university projects involving a joint commitment to socially responsible and sustainable local and global innovation

2. QUALITATIVE AND QUANTITATIVE DESCRIPTION OF THE PROJECT

QUALITATIVE AND QUANTITATIVE DESCRIPTION

CLUSTERS, ALLIANCES, NETWORKS AND CLUSTER CLOUDS

Once constituted the internal structures and developed the work protocols necessary to provide the Aristos Campus Mundus 2015 Association (ACM) with optimal, effective and efficient governance, ACM has focused in this period on establishing a **common economic and financial framework** *(link)* placing it as an autonomous and sound agent, while reinforcing the commitment of the three ACM universities. To this end, granting general powers of attorney to the corresponding positions has been required as well as opening a joint bank account which, linked to the annual budget, enables the Association to independently operate in terms of banking and economically.

**OBJECTIVE 1
PROVIDE ACM WITH EFFICIENT AND EFFICIENT GOVERNANCE**

**PROJECT
A.1.1 ACM
GOVERNANCE**

Simultaneously, **the internal structures of governance, coordination and management** *(link)* have been strengthened and renewed, increasing by 25.4% the number of people involved in the project (currently a total of 55) and renewing the members of the General Assembly and the Management Board *(link)*, in accordance with that established in the Statutes.

The trajectory and good results in terms of governance reaffirm ACM and its organisational structure. Great improvement is identified in it at a quantitative level, and greater dynamism of individuals and teams, at a qualitative level, is demonstrated, as well as the process optimization and generating specific results. A good example of said progress is the 8 **coordination units** and 10 **ACM teams** created over the first development stage of the project. In this respect, it is worth mentioning the increase of ACM teams, which currently amounts to 14, as well as the work done by the **Communications Team**, which has made significant progress with the creation of the publishing protocol and ACM news and press release management, the ACM brand registration and the creation of the ACM corporate visual identity manual. These are aspects that confirm the identity of the Association *(link)* .

**OBJECTIVE A2
COMPLETE INTERNATIONAL GBF ALLIANCE PROCESSES**

**PROJECT A.2.1 ACM
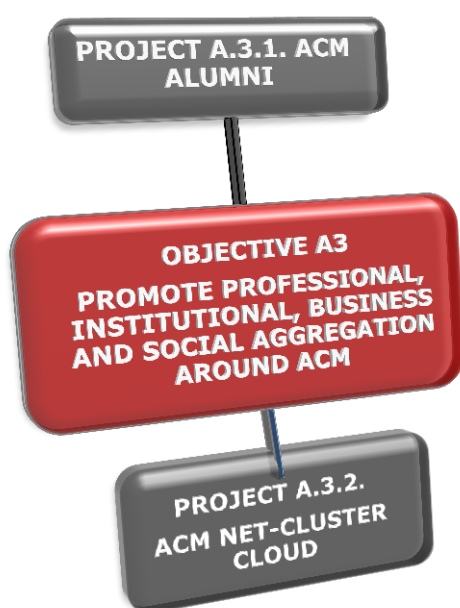(+GBF)
INTERNATIONAL
ALLIANCES**

Moreover, in terms of governance, the extension of competences and fields addressed at ACM is noteworthy, through the creation of the **ACM Scientific Committee** *(link)*, responsible for officially recognising the DRCs in accordance with the new regulatory framework created for these purposes and the new **Alumni ACM Team, Healthy University ACM Team, Sports ACM Team** and **ACM-USA Team.**

At the international level, the collaborative structure built with Georgetown University, Boston College and Fordham University has generated new results over this period both institutionally and in terms of teaching and research. It is worth highlighting the new **student exchange agreements**, the incorporation of **international inter-university training programmes**

in ACM, such as the INSIDE programmes *(link)*, and the on-going **24 research projects** *(link)* between the universities of Deusto, Ramon Llull, Pontificia Comillas, Georgetown University, Boston College and Fordham University, 8.3% more compared to the previous period. In this respect, it is also worth noting the continuous increase of foreign faculty, which amounts to 44% since the start of the project, as well as the increase by 20% of professors taking part in mobility programmes over the same period.

ACM has also succeeded in extending its collaboration with two internationally prestigious universities, which has resulted in the signing of framework agreements between ACM, as an autonomous and legal entity, and the **universities of Córdoba (Argentina) and UNISINOS (Brazil)** *(link)*.

PROJECT A.3.1. ACM ALUMNI

OBJECTIVE A3 PROMOTE PROFESSIONAL, INSTITUTIONAL, BUSINESS AND SOCIAL AGGREGATION AROUND ACM

PROJECT A.3.2. ACM NET-CLUSTER CLOUD

Furthermore, we have continued to work and make progress along the path towards the organisation of an **ACM Alumni Network**. While specific collaborations were promoted among the alumni clubs in the business area in the previous period, an **Alumni Team** has been created in this period, which represents the group of clubs and links all knowledge areas tackled by the three universities. This ACM team is working on the design of its Master Plan, focused both on furthering the involvement of the students in the project and looking for mutual cooperation frameworks.

In this field, the relevance of the regular meeting of the *Alumni Business Meeting Deusto-Comillas ICADE-ESADE (link)* business areas consolidates with its great success in terms of attendance and content in its last edition. In addition, a new joint activity is created with the **Investment Forum of the ICADE Business Club and ESADE Alumni** *Entrepreneurship* managed by the **ESADE** *Business Angels Network* **(ESADE BAN)** *(link)*.

Finally, following the work done the previous academic year focused on harnessing the potential of the cluster cloud, an **agenda of meetings** with political, institutional and social entities representatives at state and regional level and has begun, with the aim of presenting the aims and content of ACM 2015 and seeking their involvement in the project. In this line of work it is worth highlighting: the collaboration agreements which, in the areas of teaching and research, have been signed with the **UNIJES Network,** *(link);* three new **agreements between ACM and the corresponding social and cultural entities;** and the collaboration of important agents such as **Government High Commission for Marca España, Telefónica Europa, Sonrisas de Bombay, National Transplant Organisation, among others** *(link)*.

> The governance of ACM is consolidated, extended and improved through the increase of ACM teams, amounting to 14 and including a new Alumni Teams, the improvement of the internal work protocols, the creation of an economic and financial common framework, consolidating the Association and the commitment of the ACM universities, as well as the development of a common brand, image and social projection.

QUALITATIVE AND QUANTITATIVE DESCRIPTION OF THE PROJECT FOCUS AREAS

The international frameworks strengthen through the generation of relevant specific results and the extension of the collaboration with the universities of Córdoba and UNISINOS.

Also, significant progress has been made in terms of cluster clouds, the strategic alliance forged with UNIJES being particularly relevant.

THEMATIC FOCUS AREAS, SCIENTIFIC IMPROVEMENT AND TRANSFER

The ACM 2015 Association has succeeded in **maintaining the strong drive of research activity**, carrying out joint actions also in this period, reaffirming the scientific collaboration of ACM as an essential tool to achieve sustained **improvement in outcomes and indicators**.
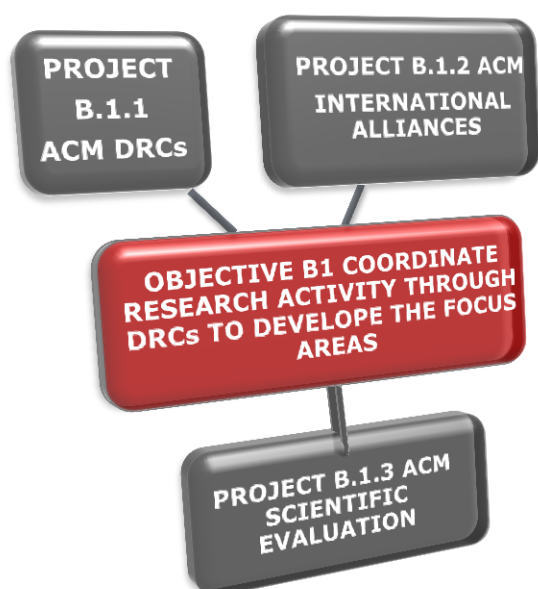
Specifically, the actions fostered by ACM have encouraged a **continuous increase of DRCs**, research groups, doctors and researchers linked to focus areas (FA). This improvement of a quantitative nature is accompanied by a qualitative improvement that has been recognised externally by the Ministry of Economy and Competitiveness, a body that has granted State funds to two DRCs through the **MINECO Programa Retos (Challenge Programme)** *(link)*. The amount given of €166,980 is to be used by ACM to carry out research activity owing to its well-known quality and power.

ACM congresses and seminars have continued to be held, this time providing them with increased international content and seeking strategic alliances with university networks to which we belong:

- **3 international interuniversity research conferences,** with researchers from the three universities taking part *(link)*.
- **7 international research conferences and/or seminars** held in the ACM framework and focused on the several FAs that shape the project, at many of which we have been able to strengthen ties with relevant networks such as FIUC, UNIJES and REDIF *(link)*.

Particularly relevant is the effort made by ACM to make inter-university scientific collaboration possible. Not only have the internal calls been maintained, which prioritised actions within the ACM project, but also in parallel, the first joint call to support research for DRCs has been planned and will be launched in autumn. All in all, the following calls have been designed:

- **5 calls for research support** in the framework of ACM 2015, representing a total investment of €657,733.68 *(link)*.
- **1 call for internationalisation**, with an approximate investment of €30,000 and sponsored by Fundación La Caixa *(link)*.
- **Plan of the first joint call for ACM research support** with an investment of €90,000 *(link)*.

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Another relevant aspect focused on promotion and coordination of scientific evaluation is the definition of a framework for formal recognition of DRCs under the **DRCs recognition rules** *(link)*, and the establishment of the **ACM Scientific Committee** *(link),* as the highest body of institutional representation responsible for analysing and formalising, if appropriate, this recognition.

Maintaining the ACM's strategy of coordinating and promoting scientific activity around the FAs has allowed us to increase our activity both in terms of quality and quantity, as is demonstrated by the relevant indicators. Worth noting amongst all these is the number of indexed publications, increasing 6 times since the start of the project, amounting to 683 *(link),* and the link to the FAs of a total of **147 research groups,** with **1,427 researchers (929** of whom hold a PhD), thus **increasing by 12.5%** the number of researchers linked to ACM *(link)*.

It is also worth mentioning the large number of scientific collaborations, amounting to **51 interuniversity projects (19 with a multiannual plan and 10 that are candidates for an official recognition as an EDRC and/or CDRC)** *(link)*.

OBJECTIVE B2 CONSOLIDATE EXISTING TRANSFER SYSTEMS, CAPITALISING ON ACM STRENGTH

PROJECT B.2.1. ACM TRANSFER

In terms of **internationalising our research activity**, we have consolidated our international alliances with **Boston College, Fordham University and Georgetown University**, with which we currently have 24 international interuniversity projects, an increase of **8.3%** compared to the previous period *(link)*.

Furthermore, the work towards defining joint evaluation models has been completed. In addition to the evaluation model for interuniversity scientific activity and the evaluation model for scientific productivity of the ACM 2015 groups, an **evaluation model for transfer** *(link)* and a **protocol for ACM transfer communication** *(link)* have been designed. The latter is focus on defining the communication procedures of the transfer catalogue during this period.

Transfer resources are kept up-to-date (transfer catalogue and resource catalogue) and the single virtual information system is active, enabling the access to this information by both the ACM 2015 university community and the whole society.

PROJECT B.3.1 ACM PARK NETWORK

OBJECTIVE B3 PROMOTE NEW TRANSFER STRUCTURES BASED ON SCIENTIFIC, TECHNOLOGICAL, BUSINESS AND INNOVATION PARKS

PROJECT B.3.2 ACM E-PARK

All this has contributed to an increase in **the number of companies based on campus**, which has gone from **29** to **116** since the start of the project *(link)*.

The third and last goal of ACM in the research field is aimed at enhancing new transfer structures in scientific-technology and innovation parks, something successfully overcome by updating, strengthening and expanding the scope of Parks Network and E-Park.

In this way, the joint map of parks and services *(link)* is kept up-to-date and **new services aimed at promoting entrepreneurship among the ACM community through linking it to ESADEBAN** (Esade *Business Angels Network*) *(link)* have been

included, thanks to which the first **Alumni Entrepreneurship Conference** has been held *(link)*.

All in all, the E-Park establishes itself as a network-based computer tool, allowing the coordination, cooperation and communication of ACM scientific activities and providing the DRCs with their own space where information relating to their scientific activity and available has been included.
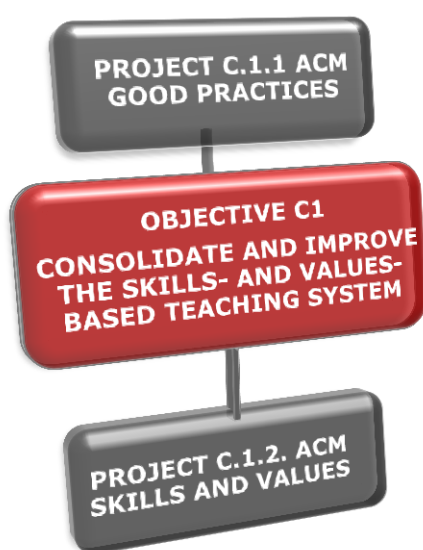
ACM consolidates and strengthens the collaborative work confirming the achievement of the set objectives in this field beyond that planned for this period.

The evolution in coordinating the joint research activity leads to a very significant qualitative and quantitative improvement, with 52 interuniversity projects, 19 DRCs multiannual plans, the establishment of the DRCs recognition rules, the creation of the ACM Scientific Committee, the design of a ACM call, the creation of 5 internal calls prioritising the joint scientific activity, the organisation of 10 research conferences, granting 2 projects from the Programa Retos (Challenges Programme) approved by the MINECO.

Moreover, progress has been made in terms of establishing collaboration models and specific systems for the management and improvement of joint transfer and E-Park, with the new system of evaluation of transfer, the transfer protocol, the update of the joint transfer catalogue, the map of parks and services, and the extension of the latter by linking them to ESADE Ban.

IMPROVEMENT IN TEACHING AND ADAPTATION TO THE EHEA

The three universities in the Aristos Campus Mundus 2015 Association are **a clear reference internationally** in terms of the quality of their **teaching quality and pedagogical model**. ACM has moved forward in the three set objectives in this field, towards the gradual implementation of the **joint teaching model** based on developing competencies and values, in addition to increasing the number of **joint degrees and educational actions**, and creating **important PhD programmes.**

PROJECT C.1.1 ACM GOOD PRACTICES

OBJECTIVE C1
CONSOLIDATE AND IMPROVE THE SKILLS- AND VALUES- BASED TEACHING SYSTEM

PROJECT C.1.2. ACM SKILLS AND VALUES

Regarding the first project, ACM shares and implements the good practices in the field of teaching innovation identified at the **ACM Biannual Conference on Teaching Innovation** (held in 2011 and 2013). A research and analysis project on the level of teaching innovation implementation has started, linked to the impact of technology at the service of the teaching-learning process at the ACM universities. The conclusions of said study will be presented at the **3rd ACM Conference on Teaching Innovation 2015**. Similarly, the good practices identified at this conference will make up the **third volume of the ACM Good Practices collection.**

In this period, it is also worth highlighting the development of the **2nd ACM Conference on Quality Technical Units** *(link)*. It saw the participation of 65 members of the ACM university community. It has established itself as a

regular interuniversity meeting the aim of which is to promote a space for theoretical and practical reflection in the joint progress towards the recognition of official degrees and the improvement of the processes of quality and recognition monitoring. In this second conference the catalogue of **undergraduate, master's and PhD**

Degree programmes has been updated, allowing us to jointly present the academic offer of all three universities.

With respect to the project oriented towards developing competency and value acquisition as well as attitudes to benefit students' integral education, ACM has created a total of **10 ACM research groups on competencies and values.** There are significant results regarding the pedagogical focus on competencies, comprehensive learning of contents and languages, executive and leadership skill development, the incorporation of ITs as learning tools, etc. The objective set for the period is thus achieved through the optimisation of models based on competencies and values of the three universities.

PROYECTO C.2.1 ACM JOINT DEGREES

OBJECTIVE C2 INCREASE THE NUMBER OF JOINT DEGREES AND TRAINING ACTIONS WITH INTERNATIONAL BENCHMARK STATUS

PROJECT C.2.2. ACM INTERNATIONAL DEGREES

Furthermore, the projection of the joint degrees launched in the last period is regarded as satisfactory, and **2 joint official master's degrees** have been taught since then, which also have the quality and projection necessary to become an international reference (*link*):

■ **Master's in Business Law,** in which the universities of Deusto and Pontificia Comillas take part.
■ **Master's in Legal Research,** in which the three universities take part.

The **ICADE-ESADE Double Postgraduate Lawyering Programme** (*link*) also consolidates, integrating the Master's in Tax Advice Fiscal and the Master's in Global Business Law.

Particularly relevant is the creation in this period of the **Adoption and Foster. Multidisciplinary intervention** *(link)*, an ACM programme by Universidad Ramon Llull and Universidad Pontificia Comillas, aimed at the specialisation of professionals working with adoption and foster families and children in protection.

ACM is also moving towards identifying opportunities for the launch of new degree programmes and further the joint academic programmes, under the coordination of quality units and academic staff from the three universities. Particularly noteworthy is the work carried out over this academic year towards the **design of a new joint undergraduate degree programme**, which after surveying the area, would arise from areas related to political philosophy.

OBJECTIVE C.3: CREATE AN INTERNATIONALLY RECOGNISED DOCTORAL PROGRAMME

PROJECT C.3.1. ACM DOCTORAL SCHOOL

Regarding the last objective in this area, aimed at coordinating PhD activity, ACM has focused on consolidating the 3 existing joint PhD programmes (*link*):

■ **PhD in Economic and Business Law.**
■ **PhD in Business and Territorial Competitiveness, Innovation and Sustainability,** in which, following the incorporation of Universidad Ramon Llull in this period, the three ACM universities take part.
■ **PhD in Philosophy: Humanism and**
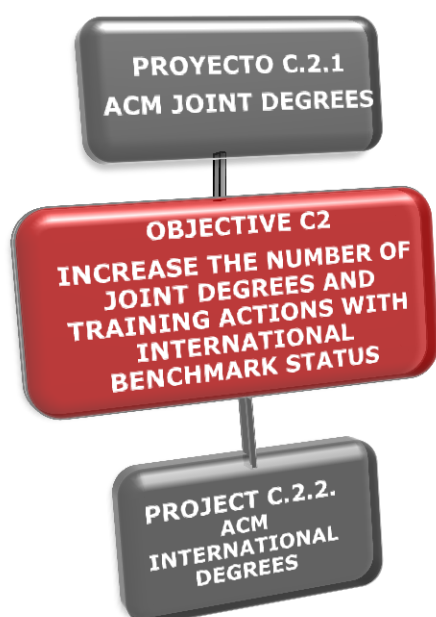
Transcendence.

ACM has developed and consolidated a shared collaboration platform in the teaching area, creating 8 joint degrees, at the master's and PhD level, as well as the BA programme planned for next year. Also, it has continued promoting periodic conferences in teaching innovation and quality, allowing us to consolidate and improve our pedagogical model of excellence based on competencies and values. All this has contributed to the ACM's teaching activity to reach the top positions in international rankings.

INTERNATIONALISATION OF THE ACM PROJECT

In terms of internationalisation, the Aristos Campus Mundus 2015 Association has strengthened the strategies of the ACM's **promotion internationally, training and mobility of own talent and optimisation of university networks** in which it takes part and were defined in the last period, taking advantage of the ACM's and the Campus of International Excellence's opportunity to achieve **greater visibility** within the Global Higher Education Space.

Strengthening the strategies during this period has allowed us to continue to positively advance in the work areas established in the project.

One of the joint actions developed aimed at giving the Campus of International Excellence greater visibility was **recruiting professional experts in marketing** for positions of responsibility within ACM, in addition to two professional experts in marketing and international promotion who joined ACM in the last period, the activity of whom can already be appreciated in this period as two **new collaboration agreements of the ACM Association and internationally prestigious universities have been signed,** i.e. **UNISINOS (Brazil)** *(link)* **and Universidad de Córdoba (Argentina)** *(link)*.

As a strategy to boost the internationalisation, numerous **visits, meetings and work sessions** have been held, both institutionally (chancellors and other university representatives) and with research and faculty groups, mainly with the partner universities of Georgetown, Boston College and Fordham, but also with other universities pertaining to the Society of Jesus and La Salle networks, on which emphasis has been placed in this period.

PROJECT D.1.1. ACM PROMOTION

OBJECTIVE D.1: FOSTER COORDINATED PROMOTIONAL ACTIVITIES AND OTHER ACTIONS TO ATTRACT AND CAPTURE TALENT FOR THE ACM UNIVERSITIES

PROJECT D.1.2. ACM TALENTIA

The promotion at this level has been furthered over this period due to the implementation of **online promotion strategies,** through Google Adwords campaigns *(link)*, as well as maintaining the offline promotion actions by **participating in education international fairs with the ACM brand**:

■ **NAFSA Fair,** which was held in May 2014 in San Diego *(link)*.
■ **China Annual Conference for International Education,** which was held in Beijing in November 2013 *(link)*.

Regarding the promotion of our own talent and mobility, the three universities have continued to dedicate resources to this end. In particular, we have promoted our faculty **attending international conferences,** offered **mobility scholarships for**
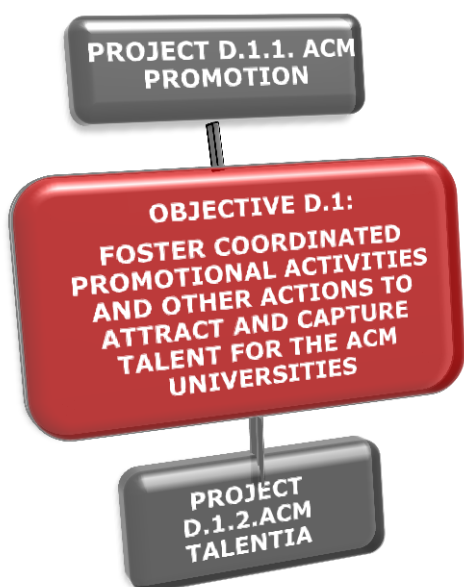
PAS and teaching/research staff and enabled them to carry out **stays abroad at prestigious universities**. The results obtained during the project's implementation period have been really positive, as a total of **1,460 ACM professors** have taken part in mobility programmes since the start of the project.

Also worth noting in this area is the increase in the offering of programmes and classes in English. **Over the last few years, the percentage of credits taught in English has doubled,** currently representing 17% and a total of **178 English training activities** have been carried out, in which the **827 members of PAS and teaching/research staff** have participated during the 2013-14 academic year, representing an **increase of 87.6 %** compared to the start**.**

Regarding attraction of international talent, it is worth mentioning the work carried out in **designing the new INSIDE Spain programmes,** the aim of which is to strengthen the student's international mobility actions of the three ACM universities.

In addition to these actions, and as a continuation of the work carried out in the last academic year, an **ACM welcome protocol** for international students and faculty common in the three universities has been defined *(link)*. As a result of the efforts made in this direction, the **number of international students** in ACM undergraduate and postgraduate programmes has continued to increase significantly, with the following figures in the 2013-14 academic year: **7.8 % in undergraduate programmes, 31 % in Master's and 31.3 % in PhD**. Similarly, **the number of international professors has continuously increased** in the faculties of the ACM universities, a growth of 44% since the start of the project.

OBJECTIVE D.2.: DEVELOP INTERNATIONAL AGGREGATION PROCESSES WITH PRESTIGIOUS UNIVERSITIES

PROJECT D.2.1 ACM UNIVESITAS

The third project in this area, ACM Universitas, shows satisfactory results in updating the **joint map of international collaboration agreements,** with 203 new agreements, reaching a total of 1143 agreements this academic year.

Another successful action has been to raise awareness and coordinate the ACM's participation in Society of Jesus and La Salle university networks and in the International Federation of Catholic Universities (FIUC). In this respect, it is worth mentioning the meetings held and the **new agreements as ACM Association with some university centres of the Society of Jesus, such as Universidad de Córdoba and UNISINOS**. The organisation of and participation in several congresses and seminars in these networks is also worth noting.

ACM has progressed satisfactorily in the development of the international aggregation. Among other reasons, the following has made it possible: the joint participation in international fairs; hiring expert professionals with experience in international promotion; fostering language skills training; the mobility of our university communities; the design of new programmes to attract international talent, and the increasing presence and activities in international university networks, considering that they hold leading positions in some of them.

QUALITATIVE AND QUANTITATIVE DESCRIPTION OF THE PROJECT FOCUS AREAS

CAMPUS TRANSFORMATION AND PARTICIPATION IN THE SUSTAINABLE ECONOMIC MODEL

The Aristos Campus Mundus 2015 Association, in the campus transformation and participation in a sustainable economic model area, has advanced towards the **creation of projects,** which especially reinforce values such as sustainability, universal accessibility, inclusion, multiculturalism and cooperation within ACM. Also, **master plans in Cooperation, Accessibility and Sports** have been designed, as well as the **Master Plan for a Healthy University** currently underway**.**

OBJECTIVE E1 : INTEGRATE THE APPROPRIATE AND SUFFICIENT FACILITIES, SPACES AND INFRASTRUCTURES, BASED ON SUSTAINABILITY AND ACCESSIBILITY

PROJECT E.1.1 ACM HABITAT

Worth noting in the first objective of the area focused on sustainable and accessible facilities, spaces and infrastructures is the ACM **Inclusive Education Blog** *(link),* which also has an active *twitter* account*.* This blog, which is currently operational, has been created to raise awareness within the ACM university community and to address the needs and requirements of those with disabilities. It is conceived as a space in which to share experiences, knowledge and good practices to develop this forum and other actions in the accessibility area of the university. Its maintenance is carried out by the **Accessibility ACM team** consisting of experts in this field, which has a high degree of cohesion and coordination.

It is important to highlight at this point the transformation and improvement of the different campuses in terms of structures and infrastructures based on accessibility and sustainability criteria, with 10 new buildings and by adapting new spaces continuously. During this period, ACM has **adapted spaces in accordance with accessibility and sustainability guidelines.** In this respect, it is worth noting the **actions to improve computer and communications accessibility,** as well as improving **environmental management and sustainability** (*link*).

OBJECTIVE E2: ESTABLISH AN ACM UNIVERSITY SOCIAL RESPONSIBILITY STRATEGY

PROJECT E.2.1 ACM USR

With regards to the second objective in this area, aimed at fostering a **joint ACM University Social Responsibility Strategy (USR)**, very satisfactory progress has been made, particularly due to the fact that it is perfectly aligned with the three ACM universities' identities and mission. Consequently, a common strategy has been designed as well as collaboration frameworks in the priority areas within the field of University Social Responsibility, aimed at: improving how we address disabilities, on strengthening our solidarity and commitment and university development cooperation. All this through the creation of forums for reflection and sector-specific work groups and aligned master plans.

One of the most relevant actions and results is **the ACM Award for Good Practices and the ACM Ignacio Ellacuría Award for Social Interest Studies,** which are both in their second edition (*link*). Coordinated by the **Cooperation team,** their aim is to gather, recognise and spread good practices in development cooperation and academic work which promotes social improvement, respectively. A total of **38 candidatures** (8 for Good Practices and 30 for Social Interest) were presented to the second edition.

Furthermore, as spaces for reflection and debate on USR, ACM has organised several forums, among which it is worth highlighting the **ACM Cooperation Conferences** which, after tackling the situation of countries such as Colombia (2012) and Brazil (2013) in previous editions, its third edition (2014) was aimed at analysing **the transformation of India and its future challenges** (*link*)**.**

Also, the **ACM International Conference on the role of Humanities in the promotion of human rights** has been held, stressing their current status and seeking more ethical and critical models (*link*).
Similarly, as a specific relevant result, **2 ACM experiences. Seminars on the ground** (*link*) have been designed and implemented in order to bring students into contact with realities and active cooperation projects.

Other actions developed in this field are as follows: **Seminar on the profile of the global lawyer and their employability** (*link*) and the presentation of the book *30 años de VIH-SIDA. Balance y nuevas perspectivas de prevención* (*link*), representing an important joint research project of the Social Values and Ethics sub-focus area. Also, as a research activity linked to the USR, it is important to highlight the **Conference on Family Resilience Capacity against Adversity,** organised in the context of ACM (*link*).

As mentioned above, the alignment of the three universities regarding granting its own **Study Aid Fund** becomes an action that has direct impact on the students, resulting in a total of **€14,540,000**, distributed between **6,431 recipients** in our ACM University Community over the last three years.

In terms of **coordination of Master Plans,** it is important to point out that they have been developed according to two strategies. The first is based on extending the actions traditionally carried out at the individual level of the ACM universities, and the second is based on identifying new opportunities and ways of responding to social demands through USR, by designing and implementing new initiatives.

The last of the ACM's objectives aims to promote the community and social service through the **transfer and social innovation network**. ACM is thus reinforcing the individual capacity of each university to engage with its immediate environment.

Linked to this objective, the initiative called **Bizkailab, the first knowledge, development, innovation and social transfer centre (CDIT),** has consolidated as the ACM's pilot experiment (*link*) in the area of Bizkaia. Bizkailab thus represents an innovative experience in collaborative work with the Provincial Council of Bizkaia in areas such as employability and training, entrepreneurship and innovation, creative industries, Euskera (Basque language) and multilingualism, memory and identity, social action and citizenship, sustainable development, governance, participation, rights and obligations, the current setting and competitiveness, projection and internationalisation and infrastructures and facilities. **57 actions and projects** developed this academic year by university teams in collaboration with managers and technicians from the council, companies and social entities in Bizkaia.

Together with the abovementioned initiative, the **launch of Bilbao Next Lab**, in partnership with the Council of Bilbao, entailed transferring the

experience in collaborative work to urban areas, with **6 actions and projects** on the creation of a centre of knowledge in the city of Bilbao focused on its economic, regional, social and cultural development model.

Similarly, according to plan, ACM has led the creation of a new centre of knowledge in Barcelona, under the name of **District of Knowledge**, promoted by the Council of Barcelona, with the participation of 140 professionals from 80 institutions linked to the Sarrià-Sant Gervasi district. The aim of this centre is identify, design and implement the necessary actions in a participative manner together with the academic, health and economic agents in the region, to create talent and economic development in the district.

Finally, it is worth mentioning at this point the work done in terms of coordination in communicating the whole of actions carried out through the **ACM website,** as well as the work done by the **Communication team,** which has made decisive progress in terms of protocol and regarding the consolidation of the ACM brand, corporate identity and image.

ACM has made significant progress in the development of this area: creating sector-specific work groups; drawing up the cooperation, accessibility, health and sports master plans; carrying out 30 actions concerning accessibility and sustainability of structures and infrastructures; organising 7 conferences dedicated to USR and 2 ACM Awards in Cooperation and Studies of Social Interest; 10 research projects linked to the RSU area; 2 ACM experiences (in Seville and in Bilbao), and the publication of a book by the "Humanitas Network" team.

ACM has already developed several centres of knowledge, development, innovation and transfer: the already established Bizkailab centre, developed in partnership with the Provincial Council of Bizkaia; the development of the Bilbao Next Lab, joint initiative with the Council of Bilbao; and Sarrià-Sant Gervasi District of Knowledge, developed in collaboration with the Council of Barcelona.

AD HOC INDICATORS

CLUSTERS, ALLIANCES, NETWORKS AND CLUSTER CLOUDS

Action	Code	Description	Previous situation	Current situation	Δ
Provide ACM with efficient and effective governance	Ind A.1.1	Create and launch the ACM Management Board and Technical Secretariat	Yes	Yes	Yes
	Ind A.1.2	Number of ACM coordination and management units	8	8	-
	Ind A.1.3	Number of ACM project management teams	10	14	+4

Action	Code	Description	Previous situation	Current situation	Δ
Complete international alliance processes with Georgetown, Boston College and Fordham university (GBF)	Ind A.2.1	Memorandum of association with Georgetown University, Boston College and Fordham University with Aristos Campus Mundus	Yes	Yes	Yes
	Ind A.2.2	Number of joint international research groups created in the Aristos Campus Mundus' focus areas	2	3	+1
	Ind A.2.3	Number of research projects in collaboration with G, B or F	22	24	+2
	Ind A.2.4	Number of joint programmes with G, B or F	1	3	+2
	Ind A.2.5	Number of prestigious international universities participating in the advanced ACM	3	5	+2

QUALITATIVE AND QUANTITATIVE DESCRIPTION OF THE PROJECT FOCUS AREAS

Action	Code	Description	Previous situation	Current situation	Δ
Promote professional, institutional, business and social aggregation around ACM	Ind A.3.1	Number of members in the ACM universities' alumni associations	73,187	87,164	+ 13,977
	Ind A.3.2	Number of joint events in the focus areas organised by the aggregation's alumni networks	2	4	+2
	Ind A.3.3	Number of agreements with companies, institutions and social organisations	7,762	10,439	+ 2,677
	Ind A.3.4	Number of events with companies, institutions and social organisations organised within ACM, especially addressing the focus areas	6	10	+4

QUALITATIVE AND QUANTITATIVE DESCRIPTION OF THE PROJECT FOCUS AREAS

FOCUS AREAS, SCIENTIFIC IMPROVEMENT AND TRANSFER

Action	Code	Description	Previous situation	Current situation	Δ
Coordinate research activity through the DRCs to develop the focus areas.	Ind B.1.1	Number of DRCs with established multiyear action plans	15	19	+4
	Ind B.1.2	Number of joint projects between the three universities	36	39	+3
	Ind B.1.3	Number of joint projects with international universities in the advanced ACM	22	24	+2
	Ind B.1.4	Number of researchers in the groups of excellence linked to the focus areas	1,250	1,427	+177
	Ind B.1.5	Number of new DRCs (likely to be officially recognised in the next period)	2	10	+8
	Ind B.1.6	Existence of evaluation mechanisms for joint scientific activity	Yes	Yes	Yes

Action	Code	Description	Previous situation	Current situation	Δ
Consolidate existing transfer systems, capitalising on ACM strength	Ind B.2.1	Existence of a single transfer window (at the e-Park)	Yes	Yes	Yes
	Ind B.2.2	Existence of a joint transfer catalogue	Yes	Yes	Yes
	Ind B.2.3	Number of transfer actions processed through the single window	-	-	-
	Ind B.2.4	Existence of evaluation mechanisms for the ACM's transfer activity	No	Yes	Yes

Action	Code	Description	Previous situation	Current situation	Δ
Promote new transfer structures based on scientific, techno-logical, business and innovation parks	Ind B.3.1	Existence of the scientific, technological, business and innovation E-Park	Yes	Yes	Yes
	Ind B.3.2	Number of DRCs integrated within the E-Park	45	52	+7
	Ind B.3.3	Percentage of park network services incorporated in the E-Park	2 %	5 %	+3%
	Ind B.3.4	Existence of online entrepreneurship services	No	Yes	Yes
	Ind B.3.5	Number of collections of scientific publications available in several languages	-	-	-

IMPROVEMENT IN TEACHING AND ADAPTATION TO THE EHEA

Action	Code	Description	Previous situation	Current situation	Δ
Consolidate and improve the skills- and values-based teaching system	Ind C.1.1	Number of international meetings organised on teaching innovation, quality, competencies and values	3	4	+1
	Ind C.1.2	Number of manuals on good practices regarding teaching innovation, competencies and values by knowledge area	2	2	-
	Ind C.1.3	Annual number of international projects carried out by the Deusto International Tuning Academy (DITA) on teaching-learning models and the establishment of the Global Higher Education Space	1	3	+2

Action	Code	Description	Previous situation	Current situation	Δ
Increase the number of joint degrees and training actions with international benchmark status	Ind C.2.1	Number of joint official Master's degrees	2	2	-
	Ind C.2.2	Number of joint Lifelong Learning or Executive programmes	2	3	+1
	Ind C.2.3	Number of joint International Degrees	0	1 in process	+1

Action	Code	Description	Previous situation	Current situation	Δ
Create an internation-ally recognised doctoral programme	Ind C.3.1	Creation and launch of the Doctoral School Network	No	Yes	Yes
	Ind C.3.2	Number of joint PhD programmes in the focus areas	3	3	-

QUALITATIVE AND QUANTITATIVE DESCRIPTION OF THE PROJECT FOCUS AREAS

INTERNATIONALISATION OF THE ACM PROJECT

Action	Code	Description	Previous situation	Current situation	Δ
Foster coordinated promotional activities and other actions to attract and capture talent for the ACM universities	Ind D.1.1	Number of contracts for marketing and communications professionals to the international promotion of ACM	2	3	+1
	Ind D.1.2	Number of joint international promotional actions regarding the offer of the ACM universities' undergraduate and postgraduate programmes	1	2	+1
	Ind D.1.3	Existence of a common protocol regarding talent recruitment and orientation	No	Yes	Yes
	Ind D.1.4	Number of foreign pre-doctoral researchers (linked to the Doctoral School and the focus areas' research groups)	182	128	-54
	Ind D.1.5	Number of foreign post-doctoral researchers (linked to the focus areas' research groups)	52	69	+ 17
	Ind D.1.6	Number of visiting professors (professors, visiting faculty and researchers, linked to the focus areas' research groups, Doctoral School and joint international degrees)	274	258	-16

Action	Code	Description	Previous situation	Current situation	Δ
Develop international aggregation processes with prestigious universities	Ind D.2.1	Annual percentage increase in the number of agreements with foreign universities	1,099	1,143	+ 3.8%
	Ind D.2.2	Percentage of Society of Jesus and La Salle university centres adhered to the ACM project	20%	26%	+ 6%

CAMPUS TRANSFORMATION AND PARTICIPATION IN THE SUSTAINABLE ECONOMIC MODEL

Action	Code	Description	Previous situation	Current situation	Δ
Integrate the appropriate and sufficient facilities, spaces and infrastruct-ures based on sustainability and accessibility	Ind E.1.1	Number of participants in the biannual international forum on sustainability and accessibility	30	353	+ 505
	Ind E.1.2	Number of ACM sector-specific work groups – sustainability and accessibility	1	1	-
	Ind E.1.3	Number of aggregate sector-specific Master Plans on sustainability and accessibility	-	1	+1

Action	Code	Description	Previous situation	Current situation	Δ
Establish an ACM university social responsibility strategy	Ind E.2.1	Number of participants in the International University Social Responsibility (USR) Forum organised by ACM and the USR-related conferences and courses	679	693	+14
	Ind E.2.2	Number of aggregate sector-specific work groups – health and wellbeing, sexual equality, participation, employment, multiculturalism, solidarity and development cooperation	1	3	+2
	Ind E.2.3	Number of aggregate sector-specific work plans on USR	1	3	+2

QUALITATIVE AND QUANTITATIVE DESCRIPTION OF THE PROJECT FOCUS AREAS

29

Action	Code	Description	Previous situation	Current situation	Δ
Create a social transfer network in ACM project locations	Ind E.3.1	Number of knowledge, development innovation and social transfer centres created in Madrid, Barcelona, Bilbao and Donostia-San Sebastián	1	3	+2

3. MANAGEMENT

PROJECT MANAGEMENT

Adherence to internal operational protocols and strict fulfilment of the commitments derived from both the statutes and the Aristos Campus Mundus project has led to further consolidation of the ACM.

Following the creation of internal structures over the previous year, we have set our sights on new goals, the most important of which are to define and implement a common **economic framework** to manage the ACM project and draw up a cost distribution plan based on the different types of actions included in the project. On the basis of these criteria, the ACM has designed actions such as the University Social Responsibility Work Camps and the first joint ACM Research Grants. This strengthens the commitment of the ACM universities to the joint project, and gives the ACM Association greater autonomy and solvency in the eyes of economic, institutional and social partners.

Creation of a common economic framework and streamlined internal management processes

Internal processes, mechanisms and working systems, meanwhile, have been streamlined. One of the most important achievements in this context has been the definition and/or update of the **Master Plans and Working Protocols** on which actions are based and which set the objectives of the different ACM teams, such as the ACM Sports team, the ACM Cooperation Team, the ACM Accessibility Team, the ACM Healthy University Team, the ACM Communication Team and the ACM Alumni Team.

In this respect, the work done by the ACM Communication Team has been particularly important. The Team has drawn up and defined a series of tools that have improved its internal management and has formalised the identity of the ACM, including defining a **protocol for publishing news on the ACM website, registering trademarks, or drawing up a corporate identity manual**.

Joint efforts, together with the improvement and consolidation of internal working systems, have allowed us to achieve our goals and future targets, and in many cases make progress on action and strategies scheduled for the following year.

Trademark registration and publication of the corporate identity manual

It is also important to mention that the structure and organisational chart of the ACM have been extended, a development that has significantly increased both the number of individuals involved in the project and the areas of work included within its scope.

The following have been the most important activities undertaken in this regard:

■ The creation of the independent **ACM Scientific Committee** in charge of granting the DRCs (Distributed Research Centres) official status has regulated and formalised the recognition process and provided a legal framework for recognising inter-university cooperation in research by creating a set of rules under which DRCs are granted recognition. The Commission comprises:

   ▪ The Chairman of the ACM 2015 Association, or duly appointed delegate.
   ▪ The Vice-Rectors for Research at the Universidad de Deusto, Universidad Pontificia Comillas and the Universitat Ramon Llull, or duly appointed delegates.

- ■ **Management Support Teams** for the Coordination Team and the Technical Secretariat have been created, thereby improving effective management and contacts between area coordinators from all three universities.

- ■ **Four new ACM Teams** have been created: ACM Alumni, ACM Healthy University, ACM Sports and the ACM-USA Team There are now 14 ACM teams working on the development of different ACM areas.

Extension of management structures and action areas

The teams have consolidated the platform of cooperation on which the ACM is based, developing and implementing the activities included in the project in a smoother, more thorough and effective way, thereby improving indicators and generating specific, measurable results, in compliance with the recommendations of the project's Evaluation Committee.

On an international level, a solid cooperation structure has been built on the basis of the Advanced Strategic Alliance Agreements signed with **Georgetown University, Boston College and Fordham University,** which has resulted in the formalisation of cooperation agreements and joint training activities.
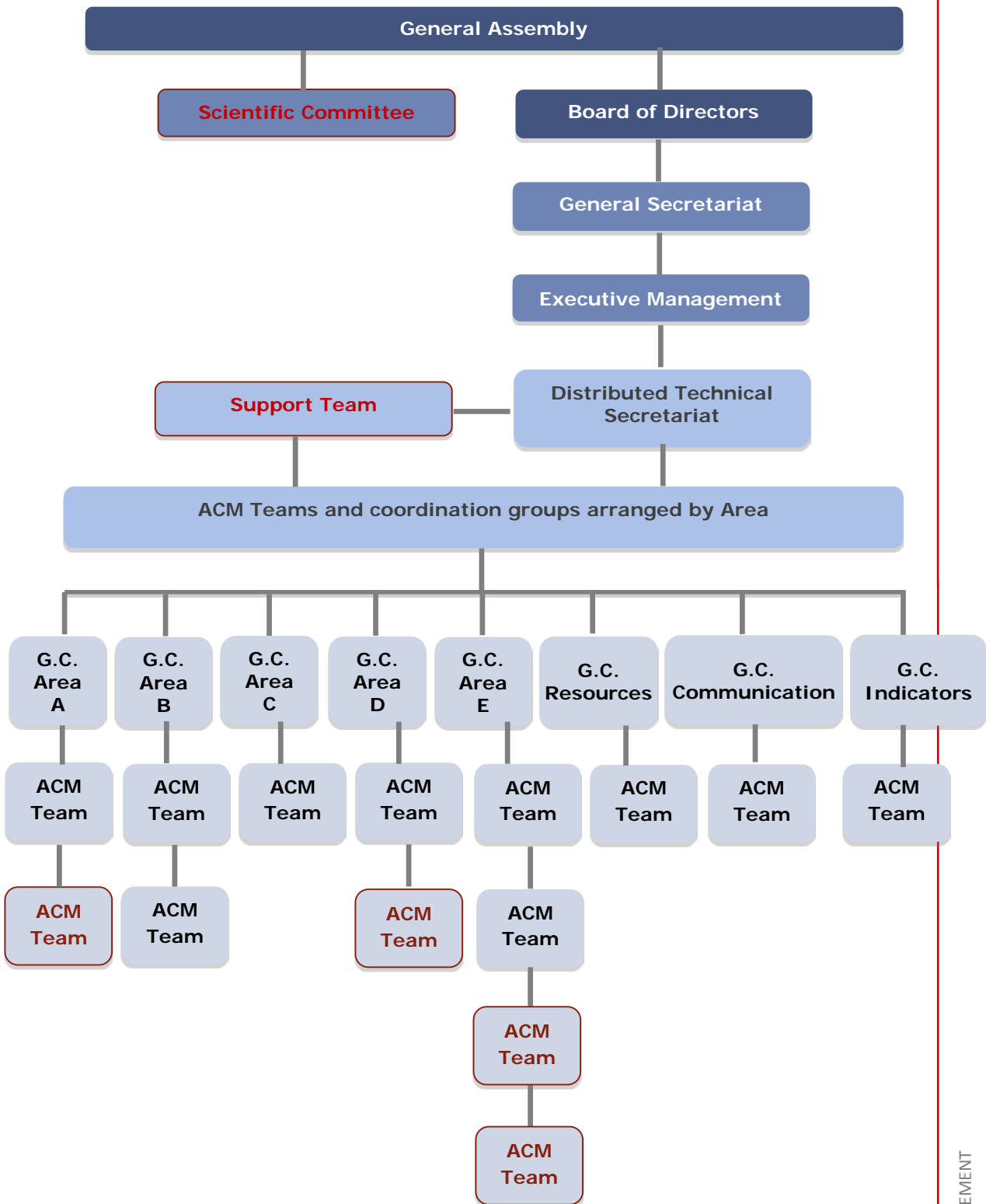
International Alliance

Efforts made to maximise participation of the ACM 2015 in the network of more than 200 Society of Jesus and La Salle university centres and the International Federation of Catholic Universities (FIUC, in Spanish) has given significant results, namely, cooperation agreements between the ACM and the **catholic universities of Córdoba (Argentina) and UNISINOS (Brazil).**

All in all, management of this project has involved **over 50 staff members**, 25% more than last year.

We currently have:

- **Three governing bodies: General Assembly, Board of Directors and General Secretariat.**
- **Two multi-discipline coordination units: Executive Management Office and Distributed Technical Secretariat.**
- **One Ordinary Management Support Team.**
- **Eight Coordination Groups.**
- **Fourteen ACM Teams.**
- **One Scientific Committee.**

PROJECT MANAGEMENT

The foregoing governance structure is shown in the following organisational chart. The new groups created this year are highlighted in red:

```
                          General Assembly

      Scientific Committee              Board of Directors

                                        General Secretariat

                                        Executive Management

      Support Team          Distributed Technical
                            Secretariat

              ACM Teams and coordination groups arranged by Area

  G.C.    G.C.    G.C.    G.C.    G.C.    G.C.       G.C.          G.C.
  Area    Area    Area    Area    Area  Resources Communication Indicators
   A       B       C       D       E

  ACM     ACM     ACM     ACM     ACM     ACM       ACM           ACM
  Team    Team    Team    Team    Team    Team      Team          Team

  ACM     ACM             ACM     ACM
  Team    Team            Team    Team

                                  ACM
                                  Team

                                  ACM
                                  Team
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ANNEXE

INDEX ANNEXES

ANNEXE

TABLE I

DESCRIPTION OF ACTIONS

ANNEXE

AREA A

AGGREGATIONS, ALLIANCES, NETWORKS AND LINKAGE CLUSTERS

AREA A. CLUSTERS, ALLIANCES, NETWORKS AND CLUSTER CLOUDS

INTRODUCTION

In this Area, the ACM 2015 Project establishes the strategies required to optimise ACM processes at different scales. The ACM is an advanced process of cooperation between universities in the quest for academic, teaching and research excellence and for recognition from the international scientific and academic community. It also involves a prolonged process of cooperation between the ACM universities and public institutions, companies and social entities. Both ACM areas are permanently open to new incorporations for the duration of the project.

Broadly speaking, the comprehensive action plan involves:

a) The development of structures and processes for the good governance of the Ramon Llull, Deusto and Pontificia Comillas alliance.
b) The international alliance with Georgetown, Boston and Fordham (+GBF).
c) The creation of an ACM Alumni network.
d) The creation of an institutional, business and social network resulting from the convergence of each university's clusters.

The following objectives have been defined to implement this Area:

Objective A1. To optimise ACM governance by creating structures and organising processes that target efficient results and effective strategies for obtaining these results.

Objective A2. To consolidate the Aristos Campus Mundus 2015 Project through alliances with internationally renowned universities.

Objective A3. To create an Alumni network within the ACM, and to generate a cluster of institutions, companies and social entities around ACM 2015.

Since Aristos Campus Mundus 2015 is the result of drawing up a Joint Collaboration Plan between the three Universities and linking them to most of the Individual Strategic Plans (ISP) of each University, Ramon Llull Campus Mundus (RCM), Deusto Campus Mundus (DCM) and Comillas Campus Mundus (CCM), this document aims to describe both the actions carried out within the scope of the Joint Collaboration Plan and those linked to the ISPs.

The document is organised as follows:

- Objective-centred analysis of actions carried out based on pre-defined Projects. This analysis focuses on the following sections:
    - Objective
    - Progress towards objectives
    - Description of the work carried out and the role of participants
    - Most significant results
    - Use of human, material and economic resources
    - Most significant deviations from progress towards objectives
    - Proposed corrective measures
- Description of ISP actions linked to Joint Plan actions
- Description of ISP actions linked to Joint Plan projects.

Objective A1

PROVIDE THE ACM WITH EFFECTIVE AND EFFICIENT GOVERNANCE

Project A.1.1. ACM Governance

Project A.1.1. ACM Governance

ACTION	A.1.1.a

Implementation and development of the Management and Technical Secretariat of the ACM Project.

OBJECTIVE

In order to maintain the best governance for the ACM and continue to develop structures, governing body members will be reappointed and a single economic structure for the entire ACM will be created.

PROGRESS TOWARDS OBJECTIVES

The objectives defined in the context of this action were successfully fulfilled in 2013. Nevertheless, work has continued on the organisation and creation of working structures and protocols aimed at improving organisation and maximising implementation of the ACM within the legal framework of the Association.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- Reappointment of members of the General Assembly on Monday 3 February 2014, in accordance with the Association's statutes.

  From now on, the General Assembly will comprise the following members:

Name	Acceptance of appointment	Position in the University
Dr. José María Guibert	03/02/2014	Rector of Universidad de Deusto
Dr. Roberto San Salvador	18/07/2012	Vice-Rector for Communication, Multilingualism and Social Outreach (UD)
Dr. Cristina Iturrioz	03/02/2014	Vice-Rector for Research and Transfer (UD)
Dr. José Antonio Rodríguez	18/07/2012	Dean of the Faculty of Political Sciences and Sociology
Dr. Álvaro de la Rica	18/07/2012	Vice-Rector of International Relations and Students (UD)
Dr. Julio Martínez	18/07/2012	Rector of the Universidad Pontificia Comillas (Comillas).
Dr. Pedro Linares	18/07/2012	Vice-Rector for Research and Internationalisation (Comillas)

Dr. Ana García Mina	18/07/2012	Vice-Rector for University Community Services and Students (Comillas)
Juan Pedro Montañés	18/07/2012	Head of the Quality and Control Management Unit (Comillas)
Dr. Antonio Obregón	18/07/2012	Vice-Rector for Academic Planning and Faculty
Dr. Josep Maria Garrell	18/07/2012	Rector of the Universitat Ramon Llull (URL).
Dr. Anna Berga	08/05/2013	Secretary General (URL)
Dr. Jordi Riera	18/07/2012	Vice-Rector for Academic Policy and Deputy Rector (URL)
Dr. Lluís Comellas	18/07/2012	Vice-Rector for Research and Innovation (URL)
Anna Rifà	18/07/2012	Manager (URL)

- Reappointment of members of the Management Board, which will now comprise the following members:

Chairman

Dr. Julio Martínez, Rector of Universidad Pontificia de Comillas

First Vice Chairman

Dr. Josep Maria Garrell, Rector of Universitat Ramon Llull

Second Vice Chairman

Dr. José María Guibert, Rector of Universidad de Deusto

Secretary

Dr. Anna Berga, Secretary General, Universitat Ramon Llull

Treasurer

Anna Rifà, Manager, Universitat Ramon Llull

Voting members

Dr. Pedro Linares, Vice-Rector for Research and Internationalisation (Comillas)

Juan Pedro Montañés, Head of the Quality and Control Management Unit (Comillas)

Dr. Roberto San Salvador, Vice-Rector for Communication, Multilingualism and Social Outreach (UD)

Dr. José Antonio Rodríguez, Dean of the Faculty of Political Sciences and Sociology

- The strategic plan for the 2013 - 2014 academic year was approved in the aforementioned General Assembly and priority action lines, strategies and planned actions were established for each area.

Project A.1.1. ACM Governance

Of particular importance was the agreement to establish a **single economic framework** for the ACM, linked to approval of the joint annual budget. This will streamline economic management and improve the transparency of ordinary ACM activities.

The following steps have been taken to facilitate fulfilment of this objective:

▪ An Extraordinary Virtual General Assembly was called to approve the annual budget and the procedures to be implemented.
▪ The Chairman of the Association granted notarised power of attorney to the ACM Secretary and Treasurer.
▪ A joint bank account in the name of the Association was opened in which each party deposits the sum assigned to them in a budget approved by the Assembly. The budget will be used to fund the joint activities; however, additional sums may be added if and when agreed.

From now on, the ACM will not only have a solid organisational structure, governing bodies, working system and internal operation protocol, but also an economic union that will strengthen members' firm commitment to continue to evolve and make progress toward excellence.

MOST SIGNIFICANT RESULTS

■ Adherence to internal operation protocols and strict fulfilment of the commitments derived from both the statutes and the Aristos Campus Mundus project has led to further consolidation of the ACM.
This has led in turn to a change in the mentality of both those involved directly and indirectly in the project and the entire Aristos Campus Mundus university community, that has understood and appreciated the ACM project and the opportunities provided both now and in the future by the ACM.
■ Of particular relevance is the successful establishment of the single economic framework and the cost sharing criteria set for each type of action to be implemented in the framework of the ACM. This has strengthened the economic base and credibility of the ACM in the eyes of economic, institutional and social agents, while allowing the project as a whole to take a major leap forward.
■ All the foregoing activities have transformed the ACM into a more solvent and united body, and have bred mutual trust and complicity. This, in turn, has allowed members to streamline internal procedures, mechanisms and joint operating systems.
■ The aforementioned consolidation and improved internal interaction has ultimately facilitated the development of joint actions and policies set forth in the annexes to this document.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

■ Funding is provided solely from the resources of the three participating universities.
■ The departments involved have only used their own human and material resources.

- The rectors, the staff of the vice-rector of each of the three universities, university managers and staff from the legal services have all participated in the project.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project A.1.1. ACM Governance

ACTION	A.1.1.b

To create and develop Area-specific Coordination Teams (Research, Teaching, Internationalisation and Transformation of the Campus)

OBJECTIVE

In order to improve the effectiveness and efficiency of the governing bodies in achieving the planned objectives, the ACM teams and coordination teams (CT) organised so far have been consolidated and updated in the past academic year.

PROGRESS TOWARDS OBJECTIVES

Eight coordination teams have been created during the 2012/13 academic year, exceeding the objectives set for the ACM 2015 project.

The work done in 2012/13 has allowed the governing body to focus on consolidating the aforementioned CTs and fine-tuning their internal operation protocols, thereby improving efficiency.

Similarly, the ACM Scientific Committee has been set up. This new independent body is in charge of evaluating and the DRCs and granting them official status.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- The joint efforts of the eight area-specific coordination teams in implementing projects and actions and achieving objectives has improved the efficiency and momentum of these teams.
  Most importantly, they have managed to define working protocols, which have in turn helped establish contacts and meetings and coordinate the work of each university's departments and vice-rector's offices.
- In the respect, the work done by the Communication CT, which has drawn up and defined a series of tools that have improved the team's internal management in terms of, for example, defining a protocol for publishing news on the ACM website, registering trademarks, or drawing up a corporate identity manual.
- Another example of improvements made in the sphere of internal management and working protocols has been the role of the personal secretaries of the five coordinators teams of the main project areas.
  Over the academic year, these secretaries have been in permanent contact and have defined which of them will be in charge of coordinating agendas in each area, a factor that has helped organise meetings between the vice-rectors of the 3 member universities.
- Specifically, these Coordination Team Management Support Teams are made up of the individuals listed below. In each case, the head of the Support Team is highlighted:

Area	Name	University
ACM	Pili Vila	Universidad de Deusto
	Cristina Realp	Universitat Ramon Llull
	Carmen Uriarte	Universidad Pontificia Comillas
International	Isabel Prieto	Universidad de Deusto
	Laura López	Universitat Ramon Llull
	Carmen Uriarte	Universidad Pontificia Comillas
Teaching area	Etzozi Urtiaga	Universidad de Deusto
	Gemma López	Universitat Ramon Llull
	Support	Universidad Pontificia Comillas
Research	Ezozi Urtiaga	Universidad de Deusto
	Dr. Laia Ros	Universitat Ramon Llull
	Carmen Uriarte	Universidad Pontificia Comillas
RSU	Idurre Ochotorena	Universidad de Deusto
	Laura López	Universitat Ramon Llull
	Mª Luisa Santofimia	Universidad Pontificia Comillas

The following table shows the composition of the eight ACM CTs. It is important to note that Dr. Cristina Iturrioz Landart has replaced the former head of the Universidad de Deusto's Research CT.

- CT for Area A "Governance":
  - Dr. Anna Berga. Secretary General, Universitat Ramon Llull. Group General Coordinator.
  - Dr. Pedro Linares Vice-rector for Research and Internationalisation at the Universidad Pontificia Comillas.
  - Dr. Roberto San Salvador Vice-Rector for Communication, Multilingualism and Social Outreach at the Universidad de Deusto.
- CT for Area B "Research":
  - Dr. Lluís Comellas Vice-Rector for Research and Innovation at the Universitat Ramon Llull. General Coordinator.
  - Dr. Pedro Linares Vice-rector for Research and Internationalisation at the Universidad Pontificia Comillas.
  - Dr. Cristina Iturrioz Vice-Rector for Research and Transfer
- CT for Area C "Teaching":
  - Dr. Jordi Riera Vice-Rector for Academic Policy and Deputy Rector at the Universitat Ramon Llull. General Coordinator.
  - Dr. Antonio Obregón. Vice-Rector for Academic Planning and Faculty at the Universidad Pontificia Comillas.
  - Dr. Mª Begoña Arrieta. Vice-Rector for Academic Planning and Teaching Innovation at the Universidad de Deusto.
- CT for Area D "Internationalisation":
  - Dr. Pedro Linares Vice-rector for Research and Internationalisation at the Universidad Pontificia Comillas. General Coordinator.
  - Dr. Álvaro de la Rica Vice-Rector for International Relations at the Universidad de Deusto.

- Dr. Carlo Gallucci. Vice-Rector for International Relations and Students at the Universitat Ramon Llull.
- CT for Area E "Transformation of the Campus":
  - Dr. Ana Garcia-Mina. Vice-Rector for University Community Services and Students at the Universidad Pontificia Comillas. General Coordinator.
  - Dr. José Javier Pardo. Vice-Rector of the Donostia-San Sebastián Campus and Identity and Mission at the Universidad de Deusto.
  - Dr. Carlo Gallucci. Vice-Rector for International Relations and Students at the Universitat Ramon Llull.
- CT for Communication and ICT
  - Dr. Roberto San Salvador Vice-Rector for Communication, Multilingualism and Social Outreach at the Universidad de Deusto. General Coordinator.
  - Dr. Pedro Linares Vice-rector for Research and Internationalisation at the Universidad Pontificia Comillas.
  - Carles Targa. Head of Communications at the Universitat Ramon Llull.
- CT for Indicators
  - Anna Rifà, Manager, Universitat Ramon Llull, General Coordinator
  - Dr. Olga Villa. Distributed Technical Secretariat at the Universidad de Deusto
  - Laura Blanco Distributed Technical Secretariat at the Universidad Pontificia Comillas.
  - Ariadna Camí. Distributed Technical Secretariat at the Universitat Ramon Llull.
- Management and Economic Resources CT
  - Anna Rifà Manager, Universitat Ramon Llull. General Coordinator.
  - Cecilio Moral. Vice-Rector for Economic Affairs at the Universidad Pontificia Comillas.
  - Gonzalo Meseguer. Financial Director at the Universidad de Deusto.

The following table shows the composition of the aforementioned **ACM Scientific Committee**:

- The Chairman of the ACM 2015 Association, or duly appointed delegate
- The Vice-Rectors for Research at the Universidad de Deusto, Universidad Pontificia Comillas and the Universitat Ramon Llull, or duly appointed delegates.

The Committee is in charge of drawing up and approving new DRCs in accordance with the Rules approved each academic year for Recognising "Aristos Campus Mundus 2015" Distributed Research Centres.

MOST SIGNIFICANT RESULTS

- Consolidation of the CTs has enabled members to tackle more organisationally complex activities with greater efficiency and dynamism. This has enabled the teams to reach, and at times even exceed, the objectives of the project.
- The creation of Coordination Team Management Support Teams has improved management and facilitated internal contact between area

coordinators, which in turn has revealed new points of convergence and generated new ACM Teams attached to each CT.

- The creation of the independent ACM Scientific Committee in charge of granting the DRCs official status has regulated the recognition process and provided a legal and formal framework for recognising inter-university cooperation in research.
- Registry of the ACM trademark and the creation of a more refined, definitive corporate image has improved both internal and external communications by introducing the clearer and better defined communication guidelines currently in use.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The departments involved have only used their own human and material resources.
- The Vice-Rectors of all three universities, together with their staff, have participated in the project.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project A.1.1. ACM Governance

ACTION	A.1.1.c

Create and develop Area-specific ACM Teams (Research, Teaching, Internationalisation and Transformation of the Campus)

OBJECTIVE

To increase the number of ACM teams in order to make governing bodies more effective and efficient to improve the effectiveness and efficiency of the governing bodies in achieving objectives and undertaking specific joint actions.

PROGRESS TOWARDS OBJECTIVES

Four new ACM teams have been organised in line with the goals set for this academic year. This brings the number of ACM Teams involved in different areas to fourteen.

The composition of some of the teams has been changed in order to improve efficiency.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

Each of the aforementioned CTs has one of more groups of technical experts drawn from member universities. These groups are in charge of undertaking and implementing the actions needed to achieve the goals set for the period.

- Currently, in line with future goals derived from the previous evaluation, four new ACM teams have been formed.
- **ACM Alumni Team** attached to Area A "Governance"

  - Sara Tegido, Head of the Marketing Service: Universidad Pontificia Comillas.
  - Carmen Jiménez, Head of the Alumni Office at the Universidad Pontificia Comillas.
  - Jesús Riaño, Head of Deusto Alumni at the Universidad de Deusto.
  - José San Blas, Managing Director of Deusto Business Alumni at the Universidad de Deusto.
  - Àngels Cabau, Head of International Relations and Students at the Universitat Ramon Llull.
  - Sonia de Jaime, Alumni Association Representative at the Universitat Ramon Llull.

  Due to the nature of alumni associations, it was decided that this ACM Team should have two representatives from each university, one institutional representative and one alumni representative.

  The presence of two representatives will give both universities and alumni an equal voice in actions undertaken.

The ACM Alumni team was officially created during the second trimester of 2014, and has three overall goals:

- To empower alumni involvement in Aristos Campus Mundus actions and activities.
- To drive creation of coordinated joint actions involving different alumni associations from participating universities.
- To document the actions undertaken by alumni in each centre and each university.

This ACM team is currently drawing up its Master Plan in which it will determine the scope and levels of collaboration of a series of actions included in the Aristos Campus Mundus project.

- **International ACM-USA Team** attached to Area D "Internationalisation:

  - Samuel Wagner (Georgetown University)
  - Patricia DeLeeuw (Boston College)
  - Nancy A. Busch (Fordham University)

  The creation of this ACM team, which also includes internationalisation coordinators, facilitates communication flows with US universities and helps centralise and streamline the creation of new agreements,

- **ACM Healthy University Team** attached to Area E "Campus Transformation":

  - Ángela Mora Jiméne (Universidad Pontificia Comillas)
  - Dr. Imma Palma (Universitat Ramon Llull)
  - Eider Gaztelu (Universidad de Deusto)

  The first meeting of the Healthy University ACM Team, held during the second trimester of 2014, discussed the actions undertaken by each university in this area, and started on the first draft of the Master Plan for this area, which is expected to be approved and implemented during the second period.

- **ACM Sports Team**: Area E "Campus Transformation":

  - Alex Martín (Universitat Ramon Llull)
  - Alberto Giménez (Universidad Pontificia Comillas)
  - Fernando Asenjo (Universidad de Deusto)

  The first meeting of the Sports ACM Team, held during the second trimester of 2014, discussed the actions undertaken by each university in this area and established the common goal of raising the profile of the ACM on the international higher education stage. Subsequent meetings have led to the drafting of the Sports ACM Master Plan, to be drawn up and implemented during the second period. This plan focuses on the creation of an inter-ACM university sports team that will take part in international events and competitions, thereby raising the profile of the ACM on the international higher education stage. The foregoing Master Plan is available on the ACM website.

- The ACM Teams created during the previous period have now been consolidated and have continued to work satisfactorily, coordinating and combining efforts to achieve their goals.

- The composition of the ACM transfer and parks teams attached to Area B ¨Research¨ has been updated as follows:
  - Dr. Laia Ros Universitat Ramon Llull
  - Dr. Fernando Díez. Universidad de Deusto
  - Dr. Javier Gómez. Universidad Pontificia Comillas

- The Communication ACM Team which, as revealed earlier, successfully registered the ACM trademark, defined a coordinated protocol for website maintenance and news and press release posting, and has drawn up an ACM corporate identity manual, has also been updated.
- The ACM Teams, CTs and governing bodies can be found on the governance map on the website.
- All three universities have continued to work on adapting their internal project monitoring structures.

MOST SIGNIFICANT RESULTS

- The creation of new ACM teams has led to the development of ACM Alumni, Healthy University and Sports Master Plans, the latter being currently available on the website. The new ACM Teams, particularly the new ACM-USA ACM Team, have in turn opened up new national and international areas of collaboration.
- Building on the progress made last period, the ACM's collaboration platform is now even more efficient and fully consolidated. Thanks to this, the development and implementation of actions is now smoother, leaving scope for a more in-depth approach, allowing us this year to focus on obtaining specific results that can be measured in accordance with the recommendations of the project's Evaluation Committee.
- The contribution of the technical groups drawn from the Vice-Rector's staff of each member university has been maximised and their role widely disseminated.
- Each of the five areas has successfully developed and implements their scheduled actions and also those with a more cross-disciplinary approach such as communication, indicators and resource management.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The departments involved have only used their own human and material resources.
- Technical experts from the office of the vice-rectors of all three universities, together with staff from management and communications departments and the heads of the technology parks attached to each centre, have all contributed to the project.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

OBJECTIVE A2

COMPLETE INTERNATIONAL ALLIANCE PROCESSES WITH GEORGETOWN UNIVERSITY, BOSTON COLLEGE AND FORDHAM UNIVERSITY

Project A.2.1. ACM international alliances

Project A.2.1. ACM (+GBF) international alliances

ACTION	A.2.1.a

Sign a memorandum to extend the ACM Project to include Georgetown University, Boston College and Fordham University, with their respective partnership plans.

OBJECTIVE

To generate the ideal legal framework for the internationalisation of the ACM 2015 Project by extending the ACM project to Georgetown University, Boston College and Fordham University, and signing a memorandum establishing the terms for joint cooperation in the areas and actions envisaged in the ACM 2015 Project.

PROGRESS TOWARDS OBJECTIVES

The objective was reached successfully last period: the memorandum was signed and relations at an institutional and scientific community level with the US universities allied with the ACM 2015 Project has been consolidated.

During this consolidation period progress has been made in defining the scope of international collaboration, a USA ACM Team has been created, and new links have been forged between the ACM and other leading international universities.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- It is important here to highlight the steps taken by the ACM to draw up cooperation agreements between the ACM Association and the Argentinean universities of Cordoba and UNISINOS, which are described in more detail in Action D.2.1.b of the Area D Internationalisation of the ACM project" annex. "Maximise membership of the Society of Jesus and La Salle university networks"
- Much progress has been made in consolidating relations with participating US universities by creating specific agreements and cooperation agreements following the institutional visits made last year.
- At the same time, meetings have continued to be hold held on an institutional level that will ultimately lead to new agreements being signed in the next period of the project.

  The following is a detailed description of the foregoing actions and the results obtained:

Consolidation of relations and links with Georgetown University

- Dr. Jonathan Wareham, Assistant Dean for Research, together with Dr. Luc Wathieu, Deputy Dean & Professor of Georgetown University, McDonough School of Business and Dr. Kasra Ferdows Heisley, Family Chair Professor of Global Manufacturing, McDonough School of Business, visited the ACM. The aim of the visit was to intensify collaboration in the Doctoral Programme and to work on holding a annual conference on "Business Policy & Global Economy" in partnership with other international business schools.
  In this connection, Georgetown has created an office dealing with ESADE URL PhD students wishing to study for longer periods at the university.
- Academic visit by Dr. Alfred Vernis, Executive Director of the University Programmes Unit and Dr. Maja Murko, Program Manager, ESADE-URL University Programmes Unit. The foregoing URL representatives met with Dr. Norean Sharpe, Director of the Undergraduate Program, during a trip to accompany a group of 40 MSc students enrolled in a weeklong international programme at Georgetown University. A series of classes, tours of companies and social activities were organised with the aim of familiarising the students with US business practices in order to further their specialisation in Global Business.
- Institutional and academic visits were made in June 2014 by Dr. Pedro Parada, Academic Director of the GEMBA Program, Dr. Lucía Ramos, GEMBA Program Manager and Dr. Glòria Batllori of the Department of Financial Management and Control. During this visit, ESADE-URL met with Dr. Paul Almeida, Academic Director of the GEMBA Program and Dr. Megan Finck, GEMBA Program Manager of Georgetown University. The aim of the visit was to enable the URL professors were invited to teach a series of classes in the GEMBA 7 programme held in Georgetown while they accompanied a group of URL students enrolled in the module.
  Other visits were also organised in the context of GEMBA 6: Dr. Daniel Arenas from the Social Sciences Department of the URL taught a number of classes, while Dr. Alfons Sauquet, Dean of ESADE Business School URL and Dr. Pedro Parada, Academic Director of the URL GEMBA Program graduated from the course.

Consolidation of relations with Georgetown University

- Dr. Jesús Labrador, director of the Master's Degree in Human Resources, lecturer and researcher at the Universidad Pontificia Comillas, visited Dr. Kathleen Schiaffin, Chairperson of the Department of Psychology at Fordham University New York. The aim of the visit was to start to establish relations contacts with professors and institutions interested in participating in cooperation projects, and also to open a new line of research in the Department of Psychology focussed on leadership in organisations.
  Trust is one of the keys to good leadership. In the University of Fordham a group of researchers has been investigating inter-personal and inter-organisational trust for many years.
  Talks are in progress with Professor Hurley to create a research project that will analyse inter-personal trust in the context of Spanish organisations. Currently, a number of different inter-personal trust diagnostic and teaching tools are being evaluated.

The possibility of Professor Hurley travelling to Madrid to organise a workshop for corporate executives on institutional trust is also being explored as part of a number of reaching and research collaboration strategies currently being evaluated.

- A further visit took place in this academic year, this time made by Dr. Cristina Gortázar holder of the Jean Monnet Chair for European Law on Immigration & Asylum, on sabbatical, to Dr. Toni Jaeger-Fine, Assistant-Dean of the Faculty of Law and Director of the Spring Semester Research Seminar at Fordham Law, New York.

- Anna Rodriguez, International Mobility and Development Cooperation coordinator at the Department of Social Education and Social Work of the URL's Pere Tarrés Faculty, made an institutional visit to Fordham University during the final semester of 2013. During the visit she met with Dr. Elaine Congress, Associate Dean & Professor. The meeting was an initial contact between the universities and led to the commitment to draw up a specific proposal to collaborate in the area of social work and action.

- During the previous academic year, Dr. Teresa Duplà, Assistant Dean of the ESADE Law School at the Universitat Ramon Llull contacted Dr. Leah Hill and Dr. Beth Swartz from Fordham University to lay the foundations for a collaboration project in the area of Law and the Family, consisting in two stays at the university. Further progress was made this year in the context of this collaboration project in the form of a new visit and institutional meeting between Dr. Beatriz Añoveros, Head of International Relations at the URL ESADE Law School and Dr. Toni M. Fine, Assistant Dean of the Office of International and Non-J.D. Programs at Fordham Law School in June 2014. The meeting focused on exploring the possibility of staging a summer programme on Legal Skills for Law and Global Governance undergraduates.

- In July, October and November, 2013, Dr. David Ruiz de Olano, Head of MBA Programmes at the Deusto Business School, Universidad de Deusto, met with the following Fordham University staff members: Dr. Ilhan Akbil (Associate Dean), Dr. Kate Randolph and Dr. Georgianna Bertot. These and other similar meetings were held to broaden the international content of MBA programmes and to work on the areas of global innovation, sustainability and finance issues.

- Visit of Dr. Xavier Pujadas (URL) and Noé Bastida Puche (URL doctoral student) in November 2013 to present the research project "Imagineering Urban Spaces in Waterfronts: Bilbao, Barcelona and New York" (Deusto, Ramon Llull and Fordham) at the Educasport World Forum 2013, as a means of raising the international profile of this project.

- Visit of Dr. Sixte Abadía Naudí, Dr. Jaume Bantulà Janot and Dr. Sacra Morejón Torné (URL) and Dr. Cristina Ortega, Dr. Fernando Bayón and Dr. Jaime Cuence (UD) to New York to hold work meetings with Dr. Rosemary Wakeman (Fordham U. researcher). The meetings took place in December 2013 and dealt with the "Imagineering urban spaces in waterfronts: Bilbao, Barcelona and New York" project (Deusto, Ramon Llull and Fordham). This time, the project was presented at Fordham University.

- Institutional visit of Dr. Josep Maria Carbonell, Dean of the Blanquerna Faculty of Communication and International Relations of the URL to Fordham University to meet Dr. Jacqueline Reich, Chair of the Department of Communication and Media Studies, Fordham University, in May 2014. During the meeting, Dr. Carbonell and Dr. Reich explored new possibilities for joint collaboration in research projects or in a joint master's programme. A solid institutional

relationship between the Faculty and Fordham has now been forged, and progress is being made on the subject of exchange programmes for professors and researchers from both universities.

■ During the previous academic year, Dr. Pere Masip, Deputy Dean of the Blanquerna Faculty of Communication and International Relations of Universitat Ramon Llull held meetings with Dr. Peter Hirsch of Fordham University to lay the foundations for collaboration in the field of communication. Dr. Masip and Dr. Hirsch agreed on the outline of a student exchange programme, which has been implemented in this period, and the deadline for applications for the programme is now closed.

Consolidation of relations with Georgetown University

■ Institutional visit of Dr. Beatriz Añoveros, Head of International Relations of the URL ESADE Law School in June 2014 to meet Dr. Vincent D. Rougeau, Dean of Boston College Law School and Dr. Scott F. McDermott, Director, BC MBA Consultant Service Lecturer, Management Practice, Graduate Programs. The aim of the visit was to explore the possibility of setting up an undergraduate summer school and also to attend the Fifth Annual Deans Meeting. Dr. Añoveros took part in various panels on "Experiential Learning in the Global Legal Environment", during which participants gained further insight into the topic and engaged in networking activities.

■ Dr Elena Ochoa Laburu, Deputy Dean for International Relations, made an institutional visit to Boston College on 17 March 2014 in order to reconfirm and strengthen the collaboration agreement on exchange programmes for DBS students. Dr. Ochoa held meetings with Dr. Nick Gozick, Patrick O'Donell, Dr. Esther Messing and Dr. Margaret Ramírez from the International Office; Dr. Hassan Tehranian, Director de Postgraduate Studies at the Carroll School of Business and Dr. Liza Cuklanz, Dr. Irene Mizhari and Dr. Esther Gimenos from the departments of Languages, Literature and Communication.

■ Two-month visit of Dr. Juan Iglesias, professor and researcher at the University School of Migration Studies and Director of the Master's Programme in International Development Cooperation at Comillas, as visiting scholar at the Graduate School of Social Work of Boston College. Contacts established with Dr. Alberto Godenzi, Dean of School of Social Work, Boston College the previous year have been further cemented with collaboration on drafting research articles for publication in leading scientific journals, (BC Consulting and seminars on the topic) and the definition of a joint research programme. The most important results of this collaboration have been
- Articles on international Ecuadorian migration sent to leading journals.
- An article on immigration published in a Spanish journal ranked 3 in Sociology in Spain.
- Completion of the research programme on immigrant families and social services, with BC and Harvard University. We are now at the analysis stage, and are trying to arrange a visit to Boston College to work with other colleagues engaged in this research.
- Contacts and networks established with the Graduate School of Social Work. Several different contacts, visits and collaboration initiatives between professors and researchers from the IUF and IUEM have been arranged with the School.

- Dr. Edurne Bartolomé, Dr. Iratxe Arístegui (both professors at the Faculty of Social and Human Sciences) Deusto and Dr. Raquel Caro (professor, ICAI- researcher at the IEM) Comillas visited the GSSW-Boston College in July 2013 to establish contact with Dr. Aberto Godenzi and Westy Edgemont. The relationship has been further consolidated this year with the drafting of an executive summary that was sent to Boston, and the joint efforts of the teams in Madrid and Boston to draft a proposal. Two-way communication between both universities resulted in the completion of a final version of the research proposal put forward by the institutions involved: Comillas, Deusto, BC, Boston Town Council and MIRA (Massachusetts Immigrant Research Agency)
- Dr. Elena Azumendi, Head of Teaching Innovation at the Innovation and Quality Technical Unit of the Universidad de Deusto, made several institutional visits between 28 May and 10 June 2014 to different centres to establish links between them and the University. During these visits she held meetings with: Dr. Alan Cafferkey (Head of the Faculty Technology Center) and Dr. Jerry Green (Head of Media Services) of Fordham University; Dr. John Rakestraw (Director of Curriculum, Assessment and Pedagogical Practice at the Center for new designs in learning and scholarship) and Dr. Mindy Mc Williams (Assistant Director for Assessment at the Center for new designs in learning and scholarship) of Georgetown University, and Dr. Bryan Blakeley (Associate Director of the Instructional design+eteaching services) and Dr. Donald L. Hafner (Vice Provost for Undergraduate Academic Affairs) of Boston College. In Boston College, Dr, Azumendi studied the implementation of the teaching-learning method developed at the centre.

MOST SIGNIFICANT RESULTS

- International alliances have now been consolidated.
- Institutional visits to member US universities have continued.
- New areas of synergy and collaboration between member universities have been identified, and are currently being analysed, together with the possibility of organising joint master's and doctoral programmes.
- Building on the work done over the previous academic year, new collaboration frameworks between member universities have been defined such as student exchange agreements and participation in international inter-university training programmes.
- Research groups from member universities have consolidated their collaboration and new international inter-university projects have been launched.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The departments involved have only used their own human and material resources.
- Members of ACM universities have taken part in the actions

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

Project A.2.1. ACM international alliances

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project A.2.1. ACM (+GBF) international alliances

ACTION **A.2.1.b**

Establish joint research groups within focus areas of the ACM Project

OBJECTIVE

To define and establish in greater detail the research collaboration framework with the American universities in order to generate international scientific collaboration initiatives.

PROGRESS TOWARDS OBJECTIVES

Good progress has been made. Most of the international focus area collaboration activities have continued this year, and new synergies have been created. Accordingly, the target of establishing four collaborative research projects with US universities for 2013/2014 have been exceeded, and to date more than twenty international research projects have been launched.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

A more detailed description of the work done in developing avenues of joint collaboration with international excellence teams is given in the annex to Area B: focus areas, scientific improvement and transferral, action B.1.2.b.

It is, however, important to mention here that efforts to consolidate links and maximise institutional relations between member universities have led to the launch of two new international inter-university projects, in addition to the 22 important projects that have continued to be developed this year.

MOST SIGNIFICANT RESULTS

- Twenty-two important international collaboration projects have been consolidated.
- Two new international collaboration projects between research groups have been initiated.
- New synergies between research groups have been identified, and most of the joint projects launched last period have been built on this year.
- A keen interest in searching for international collaboration initiatives has been generated.
- More substantial links have been forged with US partner universities.
- The number of inter-university projects involving US universities is expected to increase over the new academic year, many of which will be maintained over time and maximised based on the results obtained.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Each university has used its own resources in the development of different actions.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project A.2.1. ACM (+GBF) international alliances

ACTION	A.2.1.c

Establish ACM teams for the remaining ACM areas

OBJECTIVE

To define and establish in more detail the framework for collaborating with US universities.

PROGRESS TOWARDS OBJECTIVES

Good progress has been made and ACM teams to work with member US universities have been defined.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- ACM teams to work with US universities have been established, and will consist of:
  - Dr. Samuel Wagner, Catholic & Jesuit Initiatives Interreligious Dialogue Office of the President. Georgetown University
  - Dr. Patricia DeLeeuw, Vice Provost for Faculties. Boston College
  - Dr. Nancy A. Busch, PhD, Dean of the Graduate School of Arts and Sciences Chief Research Officer/Associate Vice-President for Academic Affairs. Fordham University.

- The appointment of a team member from each US university will ensure better communication between members and will generate new joint projects with these centres, such as the two following Inside programmes:

  - **Inside Washington. Law, Development and Diplomacy**
    An inside look at the legal, political and diplomatic system in the US. Aimed at law students and professionals working in the field of law and international relations from the three ACM universities.
  - **Inside Washington TECH. Technology, Politics and Sustainable Development**
    An inside look at technology corporations, scientific policy and international organisations. Aimed at law students and professionals working in the field of engineering from the three ACM universities.

  These programmes are offered in collaboration with Fordham University in New York, Georgetown University in Washington D.C. and The Beijing Center - University of International Business & Economics in Beijing and Shanghai.

MOST SIGNIFICANT RESULTS

- Good bilateral communications have been established with the US universities.
- More joint actions have been initiated.
- National and international teaching activities between the universities have been launched, such as the INSIDE programme.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Each university has used its own resources in the development of different actions.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project A.2.1. ACM (+GBF) international alliances

ACTION	A.2.1.d

Extend the ACM project to other leading international universities

OBJECTIVE

To consolidate the ACM project at an international level by raising the profile of the ACM and creating an international support and collaboration network.

PROGRESS TOWARDS OBJECTIVES

Good progress has been made towards the goals, and currently five leading international universities have been linked to the project.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

Five leading international universities are currently involved in the project:

- Fordham University
- Boston College
- Georgetown University
- UNISINOS (Brazil)
- Universidad de Córdoba (Argentina)

The three US universities already allied with the ACM have now been joined by UNISINOS and the Universidad de Córdoba (Argentina), both of which have signed framework collaboration projects with the ACM.

The use made of the university networks to which we belong is particularly important, since the agreements have been signed in the name of the ACM and not on an individual level between universities. This has helped strengthen and consolidate the ACM as an independent institution with an international scope.

MOST SIGNIFICANT RESULTS

- The target of linking five leading international universities has been reached.
- The ACM has been consolidated at an international level.
- The Association has achieved independent legal status.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Each university has used its own resources in the development of different actions.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

OBJECTIVE A3

PROMOTE PROFESSIONAL, INSTITUTIONAL, BUSINESS AND SOCIAL AGGREGATION AROUND ARISTOS CAMPUS MUNDUS

Project A.3.1. ACM Alumni

Project A.3.2. ACM NET-CLUSTER CLOUD

Project A.3.1 ACM ALUMNI

ACTION   **A.3.1.a**

Establish channels for meetings and collaboration initiatives between alumni associations

OBJECTIVE

To facilitate collaboration between the alumni of the three universities in order to enhance their work and influence, maximising the benefits and services they offer their members, and thereby creating a strong ACM alumni network consisting of graduates from each university and linked to the alumni network

PROGRESS TOWARDS OBJECTIVES

The objectives set have been achieved, since the internal organisation of the three universities implemented in the previous academic year has led to the creation of the ACM Alumni team. The aim of this team is to design a joint action programme and create links and synergies with the different initiatives and objectives included in the ACM project.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- In parallel with the search for channels for meetings and collaboration between the alumni associations, work has been carried out internally by the three universities to organise their activity.

  The aforementioned internal organisation has been consolidated this year, resulting in the creation of the ACM Alumni ACM Team in charge of broadening collaboration channels with the three universities at this level.

  Although so far efforts have been focussed on strengthening the links between business alumni, this ACM Team will concentrate on extending the scope of their activities and experience pooling to include alumni associations from other academic areas.

  The ACM Team has three main objectives:
  - To draft a Master Plan and plan joint actions in the medium term.
  - To bring together the most important alumni associations from all three ACM universities, based on their familiarity with the action scheduled in all focus areas and the search for synergies.
  - To share and compile a list of all the different activities undertaken by the different associations.

  The ACM Team is currently working on defining a Master Plan based on the foregoing guidelines. This Plan will be implemented in the 14/15 academic year.

- The ACM Alumni team consists of two representatives from each university, as described earlier in the section dealing with new ACM

Teams created this year. The ACM Team is formed of the following members:

- Sonia de Jaime. Representing URL Alumni.
- Àngels Cabau. Head of the Vice-Rector's Office for International Relations and Students of the URL.
- Jesús Riaño, Head of Deusto Alumni.
- José San Blas, Managing Director of Deusto Business Alumni.
- Sara Tegido, Head of Comillas Marketing Service.
- Carmen Jiménez, Head of the Alumni Office at the Universidad Pontificia Comillas.

- Progress has been made in drawing up the Business Alumni Associations collaboration framework, and contacts have been made and consolidated with the ICADE and Deusto Business School alumni associations.
- As planned, all three universities have also joined the "International Alumni Institutions Network" (CIEA, in Spanish).

MOST SIGNIFICANT RESULTS

- The ACM Alumni team has been created, and the group is defining the Master Plan to be implemented over the next academic year.
- Alumni associations have joined the International Alumni Institutions Network.
- Joint activities for the alumni associations of the three universities (ESADE, ICADE, Deusto Business School) have continued.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Each university has used its own resources in the development of different actions.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project A.3.1 ACM ALUMNI

ACTION	A.3.1.b

Organise events and activities that facilitate meetings between alumni

OBJECTIVE

To generate joint activities to facilitate meetings between alumni from the ACM universities as a means of promoting and consolidating the ACM's alumni social network.

PROGRESS TOWARDS OBJECTIVES

The objectives have been successfully met, namely, two scheduled meetings between alumni from member universities have been held.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

The three ACM universities have organised two new joint meetings of alumni from Deusto, Comillas ICADE and ESADE.

- On 11 February 2014, **ICADE Business Club and ESADE Alumni Entrepreneurship**, through the ESADE Business Angels Network (ESADE BAN), organised the first investment forum sponsored jointly by both organisations. The event was held in the main Comillas university building. Five entrepreneurs presented their new or recently launched business projects in the hope of obtaining funding.

  José María Amusategui, Vice-President of ESADE Alumni Entrepreneurship and Chairman of the ESADE BAN Madrid Investment Committee, chaired the event and explained the dynamics of the forum, highlighting the importance of combining ESADES's experience in organising such activities with the membership strength of the Club Empresarial ICADE to create this joint venture

  The projects presented in the forum were: Trovel, a platform for discovering new high-end travel options and luxury holiday experience; Nnergix, a solar and wind energy forecasting service based on weather forecasts; Arboribus, a crowdlending website through which investors can lend money directly to solvent, profitable companies; FamiliaFacil, Spain's leading online search engine for domestic helpers, babysitters, etc.; and Nonabox, a subscription home delivery service for products for expectant mothers and babies.
- Second Alumni Business Meeting Deusto-Comillas ICADE-ESADE: **Building Brand Spain: a positive outlook**, held on 18 November 2013.

  The first of these meetings was inaugurated by HRH King Juan Carlos, and since then the event has become the largest meeting of alumni from Spanish universities. Each meeting focuses on the most significant economic and social issues affecting Spain. The first analysed Spain's economic systems and the need for competitiveness, and the second dealt with the context of post-crisis Europe.

Hundreds of graduates from the three universities listened to the contributions made to the main topic by Carlos Espinosa de los Monteros, High Commissioner for Marca España, who delivered the closing speech, and the revealing round table discussion chaired by journalist Iñaki Gabilondo in which Eva Castillo, Chairperson and CEO of Telefónica Europa, Martín Berasategui, chef and holder of six Michelín stars, Rafael Matesanz, Director of the Spanish National Transplant Organisation, and Miguel Zugaza, Director of the Prado Museum took part. The event was held in the Universidad Pontificia Comillas.

The meeting was attended by the following personalities and organisations:

- José Mª Guibert, SJ, Rector of the Universidad de Deusto
- Julio L. Martínez, SJ, Rector of the Universidad Pontificia de Comillas
- Dr. Eugenia Bieto, Director General of ESADE
- Dr. Iñaki Gabilondo, journalist
- Dr. Eva Castillo, Chairperson and CEO of Telefónica Europa
- Dr. Rafael Matesanz, Director of the Spanish National Transplant Organisation
- Dr. Miguel Zugaza, Director of the Prado Museum
- Dr. Martín Berasategui, chef and holder of six Michelin stars
- Dr. Carlos Espinosa de los Monteros, High Commissioner for Marca España

MOST SIGNIFICANT RESULTS

- These annual meetings have made the Alumni Business Meeting Deusto-Comillas ICADE-ESADE one of the most important of its kind in Spain.
- The events have substantially broadened alumni networking.
- Benefits for the alumni have been maximised by sharing outcomes across the ACM.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- The meeting was funded by the BBVA and Santander banks

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project A.3.1 ACM ALUMNI

ACTION	A.3.1.c

Capitalise on the complicity and involvement of alumni in carrying out ACM initiatives in focus areas

OBJECTIVE

To capitalise on the strength of the ACM 2015 alumni, involving them in the project through the various focus areas in order to enable them to support future actions.

PROGRESS TOWARDS OBJECTIVES

As planned, alumni associations have been involved in joint activities, and these are expected to increase dramatically in coming years as a result of the creation of the ACM Alumni team.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- Alumni were involved in the Tenth ACM Cooperation Conference held on 27 February 2014, which focussed on India. Jaume Sanllorente, founder and chairman of Mumbai Smiles and URL alumnus presented "Working with the community to achieve effective cooperation".
- A large number of alumni have been able to take part in meetings organised by member universities, particularly those generated in the parks and innovation area. In this regard, the role of ESADE Business Angels Network (ESADE BAN) mentioned above has been important.
- In the 14/15 academic year, alumni are also expected to play a part in the international, teaching and research areas, since this is one of the main targets of the recently created Alumni ACM Team.

MOST SIGNIFICANT RESULTS

- Effective involvement of alumni in ACM activities.
- Alumni are expected to become even more involved in ACM activities in the 14/15 academic year, in line with the programme established by the new ACM Alumni team.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- All universities have used their own resources, specifically those of the office of the vice-rector for students and the ACM university community.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

The actions scheduled for this year are still in progress.

PROPOSED CORRECTIVE MEASURES

The activity is expected to conclude in the next period.

Project A.3.2. ACM Net-Cluster Cloud

ACTION	A.3.2.b

Strengthen information and communication channels with social, institutional and corporate partners

OBJECTIVE

To facilitate the involvement of social, institutional and corporate partners through the creation of information and communication channels as a means of creating a powerful ACM social network involving the foregoing partners.

PROGRESS TOWARDS OBJECTIVES

Satisfactory progress has been made in achieving objectives, strengthening the flow of information between institutional, business and social partners.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- Communication and information flows between the ACM and social, institutional and corporate partners have been facilitated by different communication media.

  Some of the most important of these joint communication and information channels are the Inclusive Education Forum described in Area E, and the new ACM 2015 website. Important contacts and collaboration initiatives have also be set up with social, institutional and corporate partners:

- **Institutional partners**: Different information and communication flows with various institutional partners have been opened. Partners have been invited to take part in various events, and the joint project has been presented at different meetings.
  Most important in this regard were the meetings in which the project was presented by URL Rector and ACM Vice-President Dr. Josep Maria Garrell and ACM Association Secretary Dr. Anna Berga, together with Spanish parliamentarians, senators, and the secretary-generals of the largest regional and national political parties:
  - Alicia Sánchez-Camacho, General Secretary of the Partido Popular of Catalonia and member of the Catalan Regional Parliament. Meeting held on 12 July 2013, together with URL Rector Dr. Josep Maria Garrell.
  - Pere Navarro, Secretary General of the Socialists Party of Catalonia. (PSC) and member of the regional parliament. Meeting held on 15 October 2013, together with URL Rector Dr. Josep Maria Garrell.
  - Artur Mas, President of the Generalitat of Catalonia. Meeting held on 20 November 2013, together with URL Rector Dr. Josep Maria Garrell.

- José Montilla, former President of Generalitat of Catalonia member of the Spanish Senate. Meeting held on 21 February 2013, together with URL Rector Dr. Josep Maria Garrell.
- Angelina Costa, member of parliament and spokesperson for higher education in the Education and Culture Committee of the Spanish parliament, with Dr. Josep Maria Garrell, Rector de la URL.

Representing the Rector's Office of the Universidad Pontificia Comillas:
- Dr. Lida Solarte Astaiza, Rector and Dr. Mª Elena Martínez, Inter-institutional Relations Coordinator at the Unicatólica de Colombia, Bogotá. Meeting held on 9 September 2013, with Dr. Pedro Linares, Vice-Rector of the Universidad Pontificia Comillas and member of the ACM Board and Executive Management.
- Dr. Agustín Basave, Head of the Technology Transfer and External Relations Office - Universidad Iberoamericana. Meeting held on 17 October 2013 in the Universidad Pontificia Comillas with Dr. Pedro Linares, Vice-Rector and member of the ACM Board and Executive Management.
- Anton K. Smith, Counsellor for Economic Affairs at the US Embassy. Meeting held on 8 November 2013 in the Universidad Pontificia Comillas with Dr. Pedro Linares, Vice-Rector and member of the ACM Board and Executive Management
- Dr. Enrique Zepeda, External Advisor to the Vice-Rector for Internationalisation of the Monterrey TEC. Meeting held on 4 March 2014 in the Universidad Pontificia Comillas, with Dr. Pedro Linares, Vice-Rector and member of the ACM Board and Executive Management.
- Dr. Amalia Yrizar and Dr. Dieter Roberto Kuehl, Syracuse University. Meeting held on 13 March 2014 in the Universidad Pontificia Comillas, with Dr. Pedro Linares, Vice-Rector and member of the ACM Board and Executive Management.
- Dr. Ana Peláez BC, Resident Director of Boston College. Meeting held on 4 April 2014 in the Universidad Pontificia Comillas, with Dr. Pedro Linares, Vice-Rector and member of the ACM Board and Executive Management.
- Dr. Omar Paganini, Vice-Rector for Economic Management and Development - Universidad Católica del Uruguay. Meeting held on 9 April 2014 in the Universidad Pontificia Comillas, with Dr. Pedro Linares, Vice-Rector and member of the ACM Board and Executive Management.
- Luis Sánchez Alvarez, Director General of Fundación Madrimasd. Meeting held on 24 April 2014 in the Universidad Pontificia Comillas, with Dr. Pedro Linares, Vice-Rector and member of the ACM Board and Executive Management.
- Dr. Juan Angel Botas, Deputy Director General for Research of the Madrid Autonomous Region and Dr. Rocio Albert, Director General of Universities and Research of the Madrid Autonomous Region. Meeting held on 14 May 2014 in the Madrid Autonomous Region head offices, with Dr. Pedro Linares, Vice-Rector and member of the ACM Board and Executive Management.
- Sr. Claude Misson, Honorary Belgian Ambassador. Meeting held on 16 June 2014 in the Universidad Pontificia Comillas, with Dr. Pedro Linares, Vice-Rector and member of the ACM Board and Executive Management.

The Rector's Office of the Universidad de Deusto, meanwhile, has organised ceremonies, events and working meetings with institutional

representative from the Basque regional government together with regional and city councils:

- President of the Basque Regional Government Iñigo Urkullu. 5 March 2014.
- Imanol Pradales. Executive Councillor for Economic Development. Bizkaia Regional Council, 6 February 2014.
- Josune Ariztondo. Executive Councillor for Culture. Bizkaia Regional Council Working session held on 13 February 2014.
- Andoni Aldekoa. Head of the Mayor's Office, Bilbao City Council. 13 February
- Itziar Nogueras. Director of Donostia 2016, European Culture Capital. 18 February 2014.
- Pilar Ardanza. Executive Councillor for Social Action Bizkaia Regional Council 25 February 2014.
- Manuel Vizan. Department of Economic Development and Competitiveness Regional Government of the Basque Country. 28 February 2014.
- Txema Villate. Director of Innobasque, the Basque Innovation Agency 24 March 2014.
- Adolfo Alustiza. Director of Lanbide, Basque Employment Agency 2 April 2014.
- Juan Diego. Director, BiDC Bilbao Bizkaia Design Council. 5 May 2014.
- Mikel Burzako. Office of the President of the Regional Government of the Basque Country. 15 May 2014.
- Ibon Areso. Mayor of Bilbao, 5 June 2014.
- Martín Garitano. Head Councillor for Gipuzkoa, 20 June 2014.

Important work has also been done with **UNIJES**, the network of Spanish Jesuit universities in Spain. Four top-level meetings have been held with this organisation to lay the foundations for collaborative initiatives in the field of teaching and research.

The meetings held in this context have led to the following agreements between the two networks:

- A teacher's meeting was held between Dr. Jordi Riera, member of the ACM board, teaching area coordinator, Vice-Rector for Academic Policy and deputy rector of the URL, and Elena Auzmendi, representing UNIJES. From these meetings and exchange of documents the following initiatives have arisen:
  - To provide mutual information on projects of interest and agree on the assignation of a project leader and decide whether the project should be executed jointly. So far, the following decisions have been taken in this context:
    - Training programme for programme leaders - UNIJES heads and executes the project. ACM will not be involved at the execution stage, but other non-UNIJES universities that are part of the ACM can enrol in the modules of their choice.
    - Creation of a network and central hub of Innovation and Teaching Quality units and/or departments - ACM will head the project and other non-ACM member UNIJES universities will have access to both the network and hub. (A preliminary definition of the network and list of materials to be shared is attached.)

- Research project to evaluate the impact of training on students - UNIJES heads the project, which is mostly based in ACM centres and others.
- Quality Conference (July 2014) - ACM heads the project and other non-ACM UNIJES universities will be invited to attend.
- Innovation Conference (July 2013 and 2015) - ACM heads the project and other non-ACM UNIJES universities will be invited to attend. The conference will be held every two years, therefore there will be no conference in 2014.
▪ Projects launched and led by either group will be posted on both the ACM and UNIJES websites.

■ In the sphere of research, Dr. Enrique Sanz, head of the UNIJES Research and Knowledge Transfer Committee met with Dr. Lluís Comellas, ACM B Area (R&D+i and thematic specialization) coordinator, member of the ACM Board, Research Area coordinator and Vice-Rector for Research at the URL. Dr. Sanz and Dr. Comellas established the mechanisms for pooling information and cooperating in the context of future activities to promote research. It was decided that both coordinators would be invited to attend the meetings of the governing bodies of both associations.

The main outcome of this agreement has been the participation of fifteen doctoral students and post-graduate researchers in the "First Conference of Young UNIJES/Aristos Campus Mundus Researchers" held in Salamanca on 27 and 28 June, attended by fifteen Management and Social Responsibility doctoral students and doctoral graduates.
The aims of this meeting between young researchers were:

▪ to present each other's current field of study and lines of research;
▪ to start to create networks and research groups;
▪ to share their experiences with professors or qualified researchers who can give them encouragement and broaden their research horizons.

Young researchers from Comillas-ICADE, Deusto, Loyola Andalucía, IQS and ESADE attended the event, which was coordinated by Dr. Cristina Giménez, Director of the Master Research in Management Sciences at ESADE and Dr. Enrique Sanz, a Jesuit and professor at Comillas and member of the UNIJES board.

The following is a description of four conferences/seminars organised jointly by UNIJES and ACM in this period:

▪ Parallel presentation of the book "30 Años de Sida. Balance y Nuevas Perspectivas de Prevención."
▪ First conference on "World governance: fifty years on from the *Pacem in terris*".
▪ Second conference on "World governance: fifty years on from the *Pacem in terris*".
▪ Presentation of the book "Las Universidades Jesuitas: Pensamiento Social Cristiano abierto al siglo XXI".

Finally, it is important to mention other institutions with which information and communication channels have been established and that have collaborated in various ACM events and projects: the

Spanish National Transplant Organisation and the Commissioner for Marca España took part in Alumni initiatives; the Universidad de Córdoba (Argentina) and the Universidad UNISINOS took part in activities aimed at establishing collaboration agreements; and contacts have been made with the United Nations Association of Spain (ANUE, In Spanish) in the context of the Olympic Solidarity programme.

■ **Corporate partners**:
Corporate contacts made in the previous period have been maintained this year, the most important of these being: La Caixa, which helped the project by funding the internationalisation of the ACM's research programme, Banco Santander, gave grants and signed specific collaboration agreements, and Telefónica Europa helped organise the ACM Alumni meetings.

Other partners from the corporate sphere that have received detailed information on ACM projects are:

- Iñaki Garcinuño. Chairman of CEBEK. Bizkaia Business Association January 2014
- Pascal Gómez. Chairman of SEA. Alava Business Association April 2014
- Pello Gibelalde (Chairman) and Miguel Ayerza (General Secretary). ADEGI. Gipuzkoa Business Association 12 February 2014.
- Alfredo Albaizar. Head of the Banco Santander Universities Department. 18 February 2014
- Juan Pedro Badiola. Representative of La Caixa in the Basque Country. 3 April 2014.
- Mario Fernández. Chairman of Kutxabank. 30 June 2014.
- Jorge Azcuenaga. Representative of BBVA in the Basque Country. May 2014

It is also important to mention the information and communication channels between the ACM and other corporate partners such as the publishers Gedisa or the Onda Vasca radio stations that have also lent their support to the ACM in various events and meetings.

Finally, we would also mention the corporate partners involved in the e-park, such as:

- **ACCIO 10**: the Generalitat of Catalonia's business competitiveness agency.
- **BStartup**: Banco Sabadell entrepreneur support programme.
- **Repsol Foundation**: Channel for Repsol's social and cultural activities.
- **AEBAN**: Spanish Business Angels Network Association.
- **EBAN**: The European Trade Association for Business Angels.
- **ICF**: The Catalonia Finance Institute (ICF in Spanish) is the Generalitat of Catalonia's finance organisation.
- **ENISA**: a public corporation attached to the Ministry of Industry, Energy and Tourism through the General Directorate for Industry and Small and Medium Sized Enterprises.
- **EU**. European Regional Development funds: the European Commission's financial instrument

- **Social partners**:
  The ACM has also established close contacts with social partners. In most cases, this has led to the ACM becoming involved in their specific social projects. Such is the case with CEIP Ibarburru based in Dos Hermanas (Seville), Mumbai Smiles, and the Prado Museum.

  Other social partners that have received detailed information on the ACM include:

  - Red Porticus management. 26 February 2014.
  - Board of Trustees of the Fundación Azkue. 27 February 2014.
  - Jon Berasategi. Managing Director of Athletic de Bilbao Football Club. 3 March 2014.
  - Cardenal Ravassi. Chairman of the Pontifical Council for Culture. The Vatican. 4 March 2014.
  - Board of Trustees of the Fundación Etorkintza. 7 April 2014
  - Alfonso Martínez Cearra. Director of Bilbao Metrópoli 30. 25 June 2014

MOST SIGNIFICANT RESULTS

- Important partners have been involved in and recognised the ACM 2015 project.
- Social, corporate and institutional partners have been involved in organising joint events.
- Funding and sponsorship has been secured for joint activities.
- The profile of ACM 2015 has been raised among social, corporate and institutional partners.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities. It is important to note that the resources and funding has been obtained through the efforts of the universities involved in the project.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project A.3.2. ACM Net-Cluster Cloud

ACTION   **A.3.2.c**

Organise events and activities to facilitate meetings with social, business and institutional partners.

OBJECTIVE

To facilitate the involvement of social, institutional and corporate partners through the creation of information and communication channels as a means of creating a powerful ACM social network involving the foregoing partners.

PROGRESS TOWARDS OBJECTIVES

Satisfactory progress has been made towards achieving the objectives: a further two meetings involving social, business and institutional partners have been organised, adding to the five organised over the previous period and bringing the total number of such events to seven.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

The ACM organised ten events in which social, business and institutional partners participated actively:

The following is a list of these events and activities, together with the names of the partners involved in each case. A detailed description of the activities is given in their corresponding area annexes, and also on the ACM website.

Event/Activity	Partners involved
Cooperation Conference	Mumbai Smiles
Fields of Cooperation Seville	CEIP Ibarburu of Dos Hermanas
Fields of Cooperation Bilbao	Ellacuría Foundation Cáritas Bilbao Immigration Service of the Getxo City Council.
Second Alumni Business Meeting Deusto-Comillas ICADE-ESADE: Building Brand Spain:	Spanish National Transplant Organisation Commissioner for Marca España Telefónica Europa Prado Museum

ICADE Business Club and ESADE Alumni Entrepreneurship	National and international Business Angels
First Conference of Young UNIJES/ACM Researchers	UNIJES
Vulnerable Families, Resilient Families Conference	REDIF and FIUC
Olympic Solidarity	ANUE (UN association of Spain)
Seminar to define the profile of the global lawyer and promote job opportunities.	Education for an Inter-Dependent World Universidad de Nebrija
UNIJES Christian social thought Humanitas Network Aristos Campus Mundus 2015	UNIJES
First Business Angels ESADE Alumni Entrepreneurship AND ICADE Business Club investment forum	ACCIO 10 BStartup Repsol Foundation AEBAN EBAN ICF ENISA EU

Following promotion of the ACM 2015, cooperation links with social, corporate and institutional partners have also been established on a personal level, and have been accompanied by events and meetings with these individuals. The following is a description of these events and the type of partners involved.

Meetings with corporate partners:

■ **Second Conference on Energy Saving and the 2012-2020 Energy Strategy, in IQS**
On 30 January the Second Conference on Energy Saving and the 2012-2020 Energy Strategy was organised as part of the IQS Networking and Trends session. The event was organised by the AIQS Environment Professorial Group and sponsored by Circutor, Simaka and the Generalitat of Catalonia's Department of Enterprise and Employment.
The following is a list of speakers at the conference:

▪ Dr. Jordi Caldés, Chairman of the GPMA
▪ Dr. Pere Palacín, Director General for Energy, Mines and Industrial Safety

- Mariona Coll, Head of the Industry and Transport Unit at the ICAEN
- José M. García Casasnovas, Chairman of the Energy Committee of the industrial Engineers Association of Catalonia (COEIC in Spanish)
- Karsten Uitzi, Managing Director, Simaka (Germany)
- Enric Elias, Head of the Technical Department of the Waste Agency of Catalonia
- Miguel Ruiz García, Director of Operations, Geocycle (Spain), SA
- Carla Fos, Head of Environmental Management, Cementos Molins Industrial,
- Manel Molins, Director General, Termosolar Borges
- Antonio Rodríguez, Head of Waste to Biofuels for Europe, Abengoa Bioenergía
- Pedro Soria, Managing Director of Circutor Energy
- Jordi Caldés, Chairman of the AIQS Environment Professional Group (GPMA in Spanish)

■ **Twenty Second Eben-Spain Congress "Ethics, emotions and economy: how organisations are run".**
The congress, organised by the ETHOS chair of the Universitat Ramon Llull took place on 19 and 20 June 2014. Participants included, among others, Ivez-Charles ZARKA, former director of the Centre National de la Recherche Scientifique CNRS; Amareswar Galla, director of the International Institute for the Inclusive Museum; experts in Corporate Social Responsibility from ESADE, DAMM, Agbar and Banco Santander, and executives from non-profit organisations such as Barcelona Football Club, Barcelona City Council and Justícia i Pau.

Held in the Blanquerna-URL Communication and International Relations Faculty, the congress brought together a group of experts that discussed the complexities of running non-profit and commercial corporations, echoing the concerns of all third sector actors.

■ **DeustoForum – Conference Series. Getting out of the crisis: How? At what cost?**
This series of DeustoForum conferences has launched a debate on the first steps towards getting out of the current crisis and issues regarding the reversibility of the process and the kind of model it is leading us towards: rate of growth and job creation, welfare state, labour relations system, competitiveness and sustainability of our economic activity. The topics are being discussed by a number of different personalities and opinion leaders who approach the subject from different viewpoints (political, financial, industrial, trade union, higher education and social action); Basque President Iñigo Urkullu, the deputy chairman and managing director of Caixabank Juan María Nin, the dean of Deusto Business School Guillermo Dorronsoro, Bilbao Mayor Ibon Areso, and others.

■ **Deusto conference. Corporate Diplomacy: Corporate diplomacy as a new value-based management tool**
The Corporate Diplomacy conference organised by the Universidad de Deusto on 14 and 28 May 2014 focussed on giving a comprehensive view of the concept of "Corporate Diplomacy", and on providing the business and organisation leaders attending the event the tools and knowledge they need to improve management of their activities and international branches. Attendees included James Small, corporate diplomacy consultant specialising in the mining sector and founder of The Atlantic Strategy Group; Shaun Riordan, Senior Visiting Fellow at

the Netherlands institute of International Relations (Clingendael Institute) and Head Analyst at Wikistrat (international geopolitical consultancy firm); Anton Azlor, Deputy Chairman of Marketing Sales, Tubacex; Josu Ugarte, Chairman of Mondragón Internacional; Dr. Raymond Saner, Holder of the Chair in International Relations and International Management at the University of Basel and one of the pioneers in the field of corporate diplomacy; Lichia Yiu, co-founder and Chairperson of CSEND (Centre for Socio-Eco-Nomic Development); Dr. Jennifer Kesteleyn, Professor at the University of Gante and specialist in modern economic diplomacy; and Christopher Nason, Head of Corporate Intelligence at PricewaterhouseCoopers.

- **Conference. "The Entrepreneurship Act: the benefits of international mobility".**
  The Comillas Chair in Corporate Internationalisation, Diversity and Professional Development, in partnership with Employee Mobility Solutions and the General Secretariat for Immigration and Emigration of the Ministry of Employment and Social Security, organised this conference titles "The Entrepreneurship Act: the benefits of international mobility", which took place on 25 June.

  The conference focused on the practical aspects of this law and the benefits of international mobility.

- **Youth employment programme sponsored by Ford, ICADE Business Club and the Padre Piquer Training Centre.**
  The Ford Youth Employment Support programme sponsored by the Ford Motor Company in partnership with the ICADE Business Club and the Padre Piquer Training Centre has delivered its first results and has placed six young job seekers under 30 years of age who had been unemployed for more than 12 months.

  The employment contracts were signed on 27 September 2013 in the Universidad de Comillas, the institution that supported the initiative and staged the signing event in the presence of the Rector Dr. Julio L. Martínez, SJ; the Chairman and Managing Director of Ford España, Sr. José Manuel Machado; the Chairman of the ICADE Business Club Dr. Jesús Sainz, and the Director General of the Padre Piquer Training Centre Dr. Ángel Serrano, together with the companies chosen to take part in the programme (EMSOR, Global Systems Consulting, We are Knitters, Tom Black, Consultoría 53 and Neomed Technologies) and the newly recruited young professionals.

  Ford gives each of the companies a grant of €9,000 to cover part of the new employee's first-year costs (salary and social security contributions).

Meetings with corporate partners:

- **First Inter-University Conference: women, entrepreneurs and knowledge**, Barcelona, 28 May 2014
  Dr. Anna Berga, Secretary of the ACM Association and Chairperson of the Women and Science Committee (CIC) chaired the First Inter-University Conference "Women, Entrepreneurs and Knowledge", organised by the Women and Science Committee. The conference focused on the development of policies implemented by the Inter-university Council of Catalonia attached to the Secretariat for Universities and Research regarding women's role in the sphere of higher education and research.

During the conference participants discussed strategies to improve the situation of women in universities, and the challenge of improving links with the corporate sphere, particularly for women.

■ **La Salle Society, Belief and Thought seminars, with a series of conference focused on coexistence and cooperation**
The Society, Belief and Thought seminars will this year include a series of conferences titled "Coexistence and Cooperation", based on the perspective of Christian humanism, which defends human fulfilment as a Christian principle. The events will be organised jointly by the Claret Foundation and La Salle-URL.

The initiative has received the support of the Escola Cristiana Foundation Catalonia, the Justícia i Pau Foundation, Càritas Diocesana of Barcelona and the Archdiocese of Barcelona.

■ **Presentation of the Bilbao Next Lab initiative**
The presentation took place during a conference held in Universidad de Deusto's CRAI building on Thursday 17 October 2013. The event was attended by representatives from the university, the Bilbao City Council and other partners who gathered to exchange views about a project focused on defining an economic transformation programme for Bilbao and the policies needed to implement the strategy. The project is jointly sponsored by Bilbao City Council, Universidad de Deusto and Orkestra.

Representing Orkestra were researchers Dr. Edurne Magro and Dr. Miren Estensoro, who analysed the competitiveness of the Basque Country as the basis of a programme to transform the economy and output of Bilbao. Universidad de Deusto was represented by Dr. Roberto San Salvador del Valle, Vice-Rector for Communication, Multilingualism and Social Outreach, and Cirstina Iturrioz, Vice-Rector for Research and Transfer, both members of the ACM General Assembly. Dr. Salvador del Valle and Dr. Iturrioz both spoke about the importance of this project to which the university will contribute its expertise and outline an economic development strategy. Dr. Andoni Aldekoa, deputy director of the Mayor's Office, meanwhile, representing the Bilbao City Council, evaluated the contributions made by all those taking part in the dialogue launched at the event.

■ **BizkaiTransfer Culture**
The BizkaiTransfer working sessions provide an opportunity for Bizkaia Regional Council to exchange views on the knowledge generated by Universidad de Deusto and its interest in strengthening its commitment to the community. The sessions include discussions on council policies and the research and technology transfer channels prioritised by the University, giving participants the chance to pool and build on strategies applied to their common areas of interest from the perspective of action or research. The aim of the talks is to build a space for joint consideration of the main challenges facing the ancient region of Bizkaia.
The first session was held on 13 February 2014, and included both politicians and consultants from the Bizkaia City Council's Department of Culture and experts from different areas of the Universidad de Deusto associated with the cultural issues.

■ **"Dialogues for Action" debate on "Tax obligations and CSR"**
The CSR Observatory staged a new edition of their "Dialogues for Action" debates in the Universidad de Comillas on 10 June 2014, an event in which participants consider and discuss current issues related

to social responsibility. The aim of the dialogues is to generate proposals that can bring about changes in existing systems that have been shown to be ineffective.

The core of this new Dialogue for Action is the relationship between corporate social responsibility and corporate tax obligations.

Jordi Sevilla, former Minister of Minister for Public Administration; Dr. Juan Gimeno, Chair in Applied Economy at the UNED; Susana Ruiz, taxation coordinator at Oxfam Intermón; and Carlos Cordero, Director of Sustenía took part in the debate, which was chaired by Dr. Marcos de Catro.

■ **The IIT heads a work package on Twenties, one of the EU's most ambitious energy projects**.

On 26 February 2014, the Universidad Pontificia Comillas ICAI-ICADE's Institute for Research in Technology (IIT in Spanish) took part in Twenties, one of the most important energy projects in the European Commission's Seventh Framework Programme implemented from April 2010 to September 2013. The IIT has led one of the project's transversal work packages and has helped set up and run the demonstrations. The project has come to a successful conclusion after more than three years of work, and has permitted IIT to consolidate its position as one of Europe's leading energy research centres. The project has opened up new lines of research into more efficient ways of integrating renewable energy into existing power grids from a technical, economic and regulatory perspective.

The aim of Twenties, the name given to the Transmission System Operation with a large penetration of wind and other renewable electricity sources in electricity networks using innovative tools and integrated energy solutions project, is to develop new technologies for integrating massive wind energy generation into the European power network as a means of achieving the EU's 2020 energy targets. Comillas, through the IIT, has spearheaded one of the main work packages organised to evaluate the technical and economic impact of such demonstrations, identify existing obstacles to wide-scale implementation, a suggest ways of regulating the new system. "

Meetings with corporate partners:

■ **Conference: "Women and ageing: different perspectives". The Agrupacion Foundation and the Pere Tarrés Foundation discuss the needs of women during the ageing process. (27 March 2014)**

The conference "Women and ageing: different perspectives", jointly organised by the Agrupacion Foundation and the Pere Tarrés Foundation, analysed the biological and social difference between men and women during the ageing process. The event brought together more than 250 people, including several representatives from associations and specialised social organisations,

in the round table "How women experience ageing", author and social worker Lola Toledano, Dr. Antoni Salvà, director of the Institut Català de l'Envelliment, Mercè Mas, member of the Older Women group of the National Women's Council of Catalonia and vice chairperson of Dones Mundi.

Participants in the second round table "Women: pensions, economy and ageing" were Carlota Palet, lawyer and member of the Bar

Association of Terrassa; Elvira Climent, board member of Fatec and the *Colectivo por el Derecho de las Mujeres Viudas*, and Albert Quiles, director of *Acción Social Amigos de la Gente Mayor*.

The conference was inaugurated by Dolors Gordi, Family Officer of the Department of Social Welfare and the Family of the Generalitat of Catalonia, Josep Lluís Vilaseca, chairman of the Agrupacion Foundation, and Josep Oriol Pujol, director general of the Pere Tarrés Foundation.

- **Conference "The biopsychosocial model: challenges and opportunities. Debate on the model, proposals, and review of success stories"**. Barcelona, 7 February 2014.
The Vidal y Barraquer-URL Foundations celebrated its 50th anniversary in the field of healthcare, teaching and research in the CaixaForum Auditorium of La Caixa" Foundation's Social and Cultural Centre.

The event was attended by over 300 guests. The conference was inaugurated by Josep M. Garrell, URL Rector and Vice-Chairman of the ACM Association, Dr. Ramon M. Nogués, Chairman of the Board of Trustees of the Vidal y Barraquer Foundation (FVB, in Spanish), and the director general of the FVB. The closing address was delivered by Jordi Font, founder of the FVB, and Xavier Trias, Mayor of Barcelona.

- **Conference on active and health ageing in Bizkaia**
On 31 October 2013, the Universidad de Deusto and the Bizkaia Regional Council organised a conference on active and health ageing in Bizkaia. The aim of the initiative was to raise awareness of the needs of the elderly and discuss how assistential programmes and strategies for the elderly can be improved, with the overall goal of encouraging inter-sectorial synergies that can provide solutions for the elderly, their carers, and the agencies and programmes set up to care for them. Attendees included social, governmental and private partners together with researchers working on related issues. Discussions focussed on the opportunities and challenges posed by the phenomenon of active ageing in Bizkaia and participants considered the best strategies for preventing functional impairment and encouraging the elderly to maintain their personal autonomy and their active role in society.

- **DeustoForum – Experiences for Coexistence: victims and perpetrators.**
This series focused on analysing three victim and perpetrator experiences occurring during the final years of the violence in the Basque Country, and showed that ethically sound solutions can be found to overcome terrorist violence and facilitate coexistence. The meetings have had great social impact and were widely reported in the media. Speakers included prominent Basque politicians (Josu Erkoreka, Rodolfo Ares, Idoia Mendia, José Antonio Pastor) and leading regional and national legal experts (Juan Luis Ibarra, Margarita Uria, Juan Calparsoro).

The session of 10 October 2013, titled "Restorative Encounters" between ETA terrorists and their victims, was coordinated and chaired by Txema Urkijo, Xabier Etxeberria, Eduardo Santos, Esther Pascual and Alberto Olalde, and attended by two protagonists of the events: Luis Carrasco and Maixabel Lasa. The second encounter, held on 7 November 2013, focused on "the Glencree experience" spearheaded by the victims of different brands of terrorism or of human rights

violations perpetrated by national security forces. The event was attended by Galo Bilbao (member of the organisational team) and two protagonists of such events: Axun Lasa and Fernando Garrido. The third round table, held on 28 November 2013, discussed the role of victims of terrorism in the classroom in their capacity as "Teaching Victims" who, by touring schools to talk about their experiences, are able to actively promote ethical proposals for reconciliation. The round table was attended by Xabier Etxebarria (sponsor), Jesús Mari Mujika (teacher) and Mari Carmen Hernández (victim).

- **First Conference on Disability and the Family: MADRID**
  Nearly 500 people attended the First Conference on Intellectual Disability and the Family "Life Cycles and Quality of Life", held on 21 October 2013 and organised by the Telefónica-Fundación Repsol Chair on Families and Disabilities of the Universidad Pontificia Comillas ICAI-ICADE. During the conference, researchers, professionals and family members of intellectually disabled individuals spoke on the core issues that affect the life cycle of people with intellectual disabilities and their families, such as learning difficulties, key aspects of training to facilitate employment, or self management and independent living. The conference marked the first anniversary of the Telefónica-Fundación Repsol Chair on Families and Disabilities, part of the Universidad de Comillas' Family Institute and sponsored by the Down's Syndrome Foundation of Madrid.

  Comillas Rector Dr. Julio L. Martínez, SJ, the chairman of the Down's Syndrome Foundation of Madrid Álvaro Alonso, the vice-chairman of the Repsol Foundation César Gallo, and the Head of Telefónica's Corporate Social Responsibility and Innovation Sofía Fernández de Mesa, took part in the closing ceremony during which the first Telefónica-Fundación Repsol Families and Disability Prize was awarded to the Flórez-Troncoso family, consisting of Jesús Flórez, his wife María Victoria Troncoso and their four children Maria Victoria, Jose Carlos, Íñigo and Miriam.

- **The Iberdrola Foundation takes part in the scholarship and study grant programme.**
  The Universidad Pontificia Comillas ICAI-ICADE and the Iberdrola Foundation have worked together to ensure that all eligible students can have access to higher education despite their economic situation, and to this end signed a cooperation agreement in the University in November 2013. Under the agreement, both Comillas and Iberdrola undertake to facilitate access to higher education for talented and wiling students who are unable to pay for their studies.

  The Comillas ICAI-ICADE scholarship and study grant programme is self-funding and also receives contributions from the Comillas-ICAI University Foundation, individuals, corporations, institutions and organisations, and has an annual budget of over €1 million. Each year, the programme awards grants and scholarships to over 300 future professionals who would not otherwise have been able to continue their education. The aim of the University is to increase its scholarship and grant fund with contributions from alumni, friends of the University and partner institutions and corporations in order to give even more young students with a proven academic record the chance to receive the kind of comprehensive higher education that they would not otherwise be able to afford.

- **Tenth National Congress on Employment**.
  The Tenth National Congress on Supported Employment, held on 28 November 2013 in Madrid, was organised by the Down's Syndrome Foundation of Madrid, the Universidad Pontificia Comillas and the Spanish Supported Employment Association (AESE, in Spanish).

  Speaking at the congress, Bertil Johansson, Vice-Chairman of the European Union of Supported Employment (EUSE), confirmed his commitment to pushing through specific legislation covering supported employment in Europe. According to the experts that took part in the inauguration of the Tenth National Congress on Supported Employment, corporations need to understand that recruiting people with disabilities can beneficial to the company on both an economic and personal level.

MOST SIGNIFICANT RESULTS

- The profile of ACM 2015 has been raised among social, corporate and institutional partners.
- Positioning of the ACM in various fields: the environment, entrepreneurship, employment, healthcare, law, cooperation, sustainability, teaching quality and tourism.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

The ACM universities have funded the activities with this own resources.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project A.3.2. ACM Net-Cluster Cloud

ACTION   **A.3.2.d**

Capitalise on the complicity and involvement of social, corporate and institutional partners in carrying out ACM initiatives in focus areas

OBJECTIVE

The involvement of social, business and institutional partners must be capitalised in order to dynamize the ACM 2015 project and improve aspects such as transfer.

PROGRESS TOWARDS OBJECTIVES

The strategy, described in the foregoing action, of involving various social, business and institutional partners in the project continues. In parallel, work has been done this year on formalising the involvement of such partners by means of collaboration agreements.

As in the previous period, the process has been divided into two levels: an internal level on which individual member universities have worked on securing the collaboration of partners associated with the university, and a second level on which ACM as a whole has sought sources of collaboration with the project, particularly through the Focus Areas

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- Involvement of different partners: as described in previous actions, more than fifteen external partners have become involved in a variety of joint ACM activities.
- It is also important to mention here that five agreements have been signed between the ACM and leading social and institutional partners:
  - Universidad de UNISINOS (Brazil)
  - Universidad de Córdoba (Argentina)
  - MACBA in Barcelona (Barcelona Museum of Modern Art)
  - Casa Asia in Madrid
  - Bilbao Museum of Fine Art

  All the foregoing agreements have established the general framework of cooperation between the ACM and the organisations in question, based on special cooperation conditions for the ACM academic community that can be extended and specified during the next period.
- The number of partners contributing economically to the ACM, particularly in terms of research, has also grown. In the 2012/13 academic year we capitalised on the involvement of Caixabank, and the bank's economic contributions to the internationalisation of the ACM research activities have continued this year. This year we also secured funds totalling €166,980 for the activities of two DRCs on the basis of the Challenges programmed launched by the Ministry of the Economy and Competitiveness.
- Along the same lines, the seminar "Employability and Law in a transnational society - the role of the international lawyer" received

support from the group "*Poder Público y Empresa en un contexto multinivel y Transnacional*" (Public and corporate power in the multilevel, transnational context).

- The ACM universities as a whole have worked on an internal level to capitalise the involvement and complicity of various partners.

MOST SIGNIFICANT RESULTS

- Over fifteen corporate, social and institutional partners are now involved in the joint execution of ACM projects.
- The involvement of partners has made it possible to carry out joint actions, while the aforementioned corporations and organisations have given the universities resources and support to carry out its activities.
- The number of partners funding the activities of the ACM has also increased, and a total of €200,000 has been received this year.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Many of the partnerships created have provided resources for joint actions.

The universities have used both their own resources and a total of €200,000 supplied by external partners.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

ISP ACTIONS

ISP ACTIONS LINKED TO JOINT PLAN ACTIONS

A.1.1.c. ACM Create and develop area-specific ACM Teams (Research, Teaching, Internationalisation and Transformation of the Campus)

A.3.1a ACM Establish channels for meetings and collaboration initiatives between Alumni associations

A.3.2.a ACM Draw up a map of the social, institutional and corporate network prior to the ACM

A.3.2.b. ACM Strengthen information and communication channels between social, institutional and corporate partners

A.3.2.c. ACM Organise events and activities to facilitate meetings with social, business and institutional partners

A.3.2.d. ACM Capitalise on the complicity and involvement of social, corporate and institutional partners in carrying out ACM initiatives in focus areas

In this section, we would draw attention to the fact that ACM 2015 presents a Joint Collaboration Plan involving Deusto, Pontificia Comillas and Ramon Llull universities, based on the three universities' Individual Strategic Plans (ISP). Thus, ACM is made up of the Joint Collaboration Plan, the ISP of the participating universities and their links to the Joint Plan.

For this reason, in this section we list all the actions derived from the ISP of each of our universities that have been completed satisfactorily and are linked directly to actions in the aforementioned Joint Plan.

ACM action	A.1.1.c. To create and develop Area-specific ACM Teams (Research, Teaching, Internationalisation and Transformation of the Campus)
Linked ISP actions	A. 1.1. DCM Configuration of the internal cluster of faculties, functional areas and services from the point of view of the planned strategic objectives

Deusto Campus Mundus:

Following the creation of structures to facilitate alliance over the two years of development of the ACM campus of excellence , Deusto has continued to work on achieving the strategic goals that will develop and maintain these structures:

■ **Deusto ACM coordination**

The Vice-Rector's Office for Communication Multilingualism and Social Outreach and the Dean's Office of the Faculty of Social and Human Sciences are in charge of internal coordination with the remaining vice-rector's offices, the general management and the faculties, and external coordination with the other universities involved, being members of the Board and the Executive Management, and the institutional, corporate and social partners.

■ **ACM Deusto Technical Secretariat**

A Strategy and Reports Office was created in the Institutional Communication and Social Projection Office that functions as the ACM Universidad de Deusto Technical Secretariat and works in coordination with the Deusto 2014 Plan, the Basque University Plan, the Basque Science, Technology and Innovation Plan, the Basque Employment Plan, the Basque Entrepreneurship Plan, Bizkailab and Bilbao Next Lab.

The functions of this Technical Secretariat include:

▪ Support for ACM coordinators, as well as the other Vice-Rector's Offices, the General Management, Dean's Offices, Units and Teams Offices, in carrying out the established work schedule.

▪ Gathering the information required to periodically draw up monitoring, control and assessment reports.

▪ Coordinating implementation of the work schedule with the Technical Secretariats at the other ACM universities.

Along with the Strategy and Reports Office, the other areas of the Vice-Rector's Office such as Digital Identity, Event Organisation, Basque Language and Multilingualism, Press and Media offices, and the Deusto

Forum, collaborate in their areas of responsibility in order to achieve campus of excellence objectives.

- ■ **ACM Deusto Working Group**

Likewise, an internal coordination body has been created in the ACM Deusto Coordination Team, comprising the Vice-Rector's Offices responsible for each of the ACM's areas under development (Research, Teaching, Internationalisation and USR Campus).

ACM action	A.3.1a To establish channels for meetings and collaboration initiatives between Alumni associations
Linked ISP actions	*A.1.3. DCM Configuration of the external cluster cloud of graduates (alumni) based on strategic alliances, cooperation in projects and programmes and individual collaboration initiatives.*
	C.1.2. CCM Intensification of relationships with alumni, through the various existing associations

Deusto Campus Mundus:

The configuration of a space where all alumni educated at the university for more than a century can come together to collaborate in the ACM project has formed a basis on which to further develop the ACM.

Following a process of internal consolidation, Deusto has improved the system set up to manage, develop and capitalise on alumni associations by widening the scope and implementation of specific units:

- **Alumni Associations**: Deusto has completed its in-depth reform and modernisation of the main existing associations. Deusto Business Alumni has been created from four pre-existing associations (*Antiguos Alumnos La Comercial*, Alumni ESTE, Alumni INSIDE and Alumni DBS). The Law School Alumni Association has been revitalised. The Association of Culture and Solidarity Graduates has been maintained. And the pre-existing Associations of Tourism Alumni in the Alumni Tourism Club have been transformed.
- **Alumni Clubs**: In the area of Tourism, Alumni clubs have been created in the following fields: Engineering, Psychology, Education, Social and Human Sciences, and Communication.
- **Deusto Alumni**: The Deusto Alumni service has been started to promote alumni clubs and consolidate inter-association links, working jointly in the fields of employability, training, networking and solidarity.

Several joint initiatives have been carried out. These are described in the shared portal (www.alumni.deusto.es) and implemented in various events.

A variety of activities have been organised in 2013 and 2014, some of the most important have focussed on employability (support, guidance, training, qualification, job placement, self employment, entrepreneurship and innovation).

The needs of today's younger generation and the difficulty of finding a job have led to initiatives designed to facilitate recruitment. Job seekers have been given the latest, detailed information on the job market and job vacancies, and our Job Centre has offered them all the resources they need in this regard. The main activities of the Centre can be summarised as follows:

ISP ACTIONS LINKED TO JOINT PLAN ACTIONS

- The Centre acts as an intermediary between companies and job candidates. They provide a list of job vacancies and organise internships in various companies. Information about the service and the resources it provides is available to all new graduates and members of the university community. In the field of continuing professional development, a new menu item called "My courses" has been created by Sopra (external website development service) and NTS (in charge of the CRM). This new section is coordinated by the Continuing Professional Development team, and provides information concerning the training courses available, online enrolment, and subsequent follow-up of activities.
- An agreement has been signed with the Law School Alumni Association under which members will receive with a range of services ranging from membership cards to full access to the employment and training portal, in which members will have a specific user name and management profile. DeustoAlumni will benefit from the management experience gained, and increased membership will give us greater leverage in our relations with off-campus organisation such as companies and public and private institutions.
- Joint projects undertaken with the journals "UD" and "*Ingeniería*". The aim of the initiative is to gradually transmit through these journals the activities organised by DeustoAlumni in the field of Employment, Continuing Professional Development and various social or job-related activities.
- A monthly, general interest newsletter has been published, reporting on cross-disciplinary events organised in different fields. Individual information is sent according to specific needs, filtered by age group and qualifications, and within these, holders of certificates and diplomas, graduates, engineers, post graduates, experts, etc., depending on the content and purpose of each newsletter. Mass mailing has been further refined, and are now more individualised. Meetings have been held with club management to create new activities and services that can cater for the needs of our Alumni and their respective clubs.

The studies and analyses conducted by the Employment Observatory run by Lanbide-Agencia Vasca de Empleo (Basque Regional Government) have measures the employment rate of both graduates and undergraduates in 2013.

Deusto Campus Mundus:

During the last period, Comillas developed the programme for the Universidad Pontificia Comillas ICAI-ICADE Scholarship Programme under the slogan: "Build your university, change society".

This idea is based on Comillas' Institutional Declaration: "Professionals trained at Universidad Pontificia Comillas should heed the call to be men and women at the service of others. Beyond obtaining a degree, interest must essentially be centred on the promotion of justice and fraternal and effective service of people, especially those who are most in need".

Since it was created, the Universidad Pontificia Comillas has aimed to facilitate as far as possible access to university training for all deserving young people.

Through its Grants and Financial Aid Programme, mainly drawn from its own funds, contributions from the Comillas-ICAI University Foundation, individuals, companies, institutions and organisation, the university spends over €1,000,000 per year in achieving this goal, and giving an education to over 330 future professionals each year who would not otherwise have been able to afford a university education.

In the context of the current economic crisis, the Grants and Financial Aid Programme needs to be extended each year to cope with growing demand from families and students unable to afford a university education, but who are talented, willing to work hard and identify with our values. University grants and study aid are assigned by the Grants and Financial Aid Programme in accordance with the budget allocated for this purpose each year.

The aim of the University is to increase its scholarship and grant fund with contributions from alumni, friends of the University and partner institutions and corporations in order to give even more young students with a proven academic record the chance to receive the kind of comprehensive higher education that they would not otherwise be able to afford.

All relevant information on this project can be found on http://web.upcomillas.es/becasCOMILLAS-ICAI-ICADE/porque.aspx.

ACM action	A.3.2.a To draw up a map of the social, institutional and corporate network prior to the ACM
Linked ISP actions	*A.2.3. DCM Creation of a Stable Collaboration Framework that seeks complicity with its partners: partnerships, strategic alliances, forums designed to bring together social organisations, agreements on strategic or specific projects, participation mechanisms, funds for grants, projects and development cooperation, etc.*

Deusto Campus Mundus:

In the period described by the ACM campus of excellence, Deusto has implemented the Stable Collaboration Framework concept with institutions, companies and social entities, and continued its activities in this field.

This concept is based less on perpetuating the "subsidy" or "contract" system of implementing an initiative of interest to the sponsoring institution or the contracting company, and more on mutual agreement on a joint effort to develop an initiative.

The aim of a joint initiative is to find alternatives to common concerns that make up a working agenda (research, training, innovation and entrepreneurship) in which the university on the one hand, and the institution or company on the other, undertake specific, measurable tasks with a well-defined scope, subject to co-creation and collaboration.

Using this approach, stable collaboration frameworks can be extended to include social organisations willing to collaborate under this working philosophy.

Good examples of joint initiatives undertaken to date include:

- **Bizkailab** (joint, five-year initiative with Bizkaia Regional Council spanning eleven priority areas).
- **Basque University Plan Programme Contracts** (joint four-year initiative with the Basque Government's Education Department spanning five priority areas).
- **Bilbao Next Lab** (joint four-year initiative with Bilbao City Council spanning three priority areas).
- **Orkestra – Basque Institute of Competitiveness** ((joint initiative with the Basque Government SPRI-EVE, Provincial Councils, Kutxabank, Euskaltel, Petronor, Iberdrola and BCG for a renewable period lasting several years and spanning four priority areas).
- **Joint initiatives with social organisations to achieve ACM goals**: **Sareen Sarea** (Basque network of all non-profit organisation working with social groups and social problems), **Kristau Eskola** (association of state-subsidised schools run by religious organisations), etc.
- **Joint initiative with CEBEK (Bizkaia Business Association)**, **ADEGI (Gipuzkoa Business Association) and SEA (Araba Business Association)** (initiative centred on training, research and

innovation in various areas).

- ■ **Joint initiative with Kutxabank** (joint initiative with Kutxabank and the three bank foundations BBK, Kutxa and Vital Kutxa in the field of: Deusto Campus - extracurricular cultural, solidarity and sports activities; DeustoLan - job programmes; and DEC - entrepreneurship.
- ■ **Joint initiative with La Caixa** (joint initiative with la Caixa and la Caixa Foundation to implement the DeustoBide-Citizenship School project).
- ■ **Joint initiative with Banco Santander** (joint initiative with Santander to develop three core areas: Chair in Leisure Activities and Knowledge -research into the phenomenon of leisure; Chair in Human Capital - research into the creation of human capital in Latin America; and DARC - development of research infrastructure.
- ■ **Joint initiative with BBCA** (joint initiative with BBVA to develop two core areas: Centre for Applied Ethics - business management, ethics and business values; Chair in Innovation - innovation in education and teaching.

In 2013 and 2014, contacts have been maintained for the purpose of developing new framework agreements.

ACM action	*A.3.2.b To strengthen information and communication channels between social, institutional and corporate partners*
Linked ISP actions	*A.1.2. DCM Configuration of the external cluster of universities, institutions, companies, social organisations and R&D+i centres based on strategic alliances, joint projects and programmes, and individual collaboration initiatives.*

Deusto Campus Mundus:

Deusto has finalised the creation of an close-knit cluster with various entities, in accordance with the objectives established by ACM:

- **Universities**: Within the framework of the 200 Jesuit university centres throughout the world, Deusto has gradually extended its links with regional associations (AUSJAL, etc.), integrating the university sector in Spain (UNIJES) and progressing in bilateral agreements with many of these centres. Through its TUNING Project, HUMANITARIAN NET and EMECW, it has extended its links to include various other universities, particularly in Latin America, Russia, Africa, the Arab world, India and China.

- **Public institutions**: long-term agreements for the 2011-2015 period with several institutions; with the Basque Government, within the framework of the Basque University Plan, the university has signed programme contracts, is involved in the Basque Science, Technology and Innovation Plan, a key element in R&D+i development and the RIS3 Strategies for Smart Specialisation, and in the Basque Employment Plan and Entrepreneurship Plan, in addition to other sector-specific plans linked to the various focus areas. Under the BizkaiLab initiative (www.bizkailab.deusto.es) with Bizkaia Regional Council and the Bilbao Next Lab initiative, with the Bilbao City Council, progress will be made towards achieving the ACM objectives. Projects for similar initiatives are currently under way in Gipuzkoa and Araba, as well as in the cities of Donostia-San Sebastián and Vitoria-Gasteiz.

- **Companies**: Important long-term agreements have been signed with Banco Santander, BBVA, Kutxabank, la Caixa, Telefónica, Euskaltel, Iberdrola, Petronor, IMQ, Gamesa, IDOM, Confebask, CEBEK, ADEGUI, SEA, etc.

- **Social organisations**: The long list of social entities backing the ACM in its commitment to socially responsible and sustainable innovation includes; Bilbao Metrópoli 30, Donostia 2016, Ikerbasque, Caritas, Euskaltzaindia, Alboan, Etxepare, Etorkintza, Kristau Eskola, AECC, Eusko Ikaskuntza, Azkue, etc.

- **Centres of Excellence and Technology Centres**: Agreements have been signed with the main technology groups IK4 and Tecnalia, as well as with Centres of Excellence (BERC) and Competitive Research Centres (CIC, in Spanish).

An important development has been our active participation in the creation of **BASQUE SOCIAL INNOVATION**, made up of around twenty Basque institutions, companies, social organisations and universities, included in the SIX Social Innovation Exchange international network.

ACM action	A.3.2.c. To organise events and activities to facilitate meetings with social, business and institutional partners
Linked ISP actions	*A. 2.1. DCM Configuration of a Digital Communication Space bringing together 1.0 solutions with 2.0 social networks, along with individual and shared means of communication, flows of information, areas for periodic meetings and outreach activities.*

Deusto Campus Mundus:

Deusto has continued to shape the digital profile of the ACM Campus of Excellence, closing the gap between the Web 1.0 site (www.deusto.es), with its hierarchy of specialised websites and the Web 2.0 presence on social networks (YouTube, Flickr, SlideShare, Twitter, Facebook, LinkedIn, etc.), and working towards the development of a Web 3.0 (Open Deusto and Deusto SareLab):

- **Sharing strategy:** The www.deusto.es website and its hierarchical web pages together with the YouTube, Flickr, SlideShare, Twitter, Facebook, LinkedIn etc. profiles, have made it possible to share activities, future events, multimedia materials generated by scientific, educational and dissemination activities with thousands of users. These dissemination activities are yielding extremely positive results.

- **Listening strategy:** In addition to sharing and speaking, a digital profile is formed by actively listening to social networks (mainly Twitter and Facebook) before, during and after each institutional event, research activity, educational activity, dissemination event and social innovation initiative, identifying the key words to listen out for, and then drawing up a social mentions report evaluating the impact of the event, the degree of penetration and influence, arguments put forward and feeling expressed, etc.

- **Dialogue strategy:** The listening process has enabled us to respond to queries, suggestions and complaints sent through the social networks.
  We have been able to speak to users involved in the activity or action by means of streamed live broadcasts.

- **Co-creation strategy:** Finally, Deusto is promoting initiatives to drive dialogue, discussion, co-creation, learning and knowledge pooling processes that analyse our digital profile from different areas and perspectives.

  http://deustosarelab.deusto.es/que-es-deustosarelab/

ACM action	A. 3. 2. d To capitalise on the complicity and involvement of social, corporate and institutional partners in carrying out ACM initiatives in focus areas
Linked ISP actions	*A.4.1. DCM Raising public and private funds to finance scheduled projects and actions*

Deusto Campus Mundus:

To ensure the continuity of the ACM campus of excellence in a context of major cuts in public spending and limited access to private sponsorship and patronage, Deusto has outlined a fund-raising map to achieve ACM goals. With this goal in mind, financial relationships with public and private partners have been divided into four categories and implemented through long-term or annual agreements, depending on the category.

- **Patrons**: These are institutions, companies and social organisations with which Deusto has reached a long-term agreement to develop activities of mutual interest in the field of education, research, transfer, innovation or entrepreneurship linked to the campus of excellence, with an annual economic endowment of over €1,000,000. To date, two organisations have been named ACM patrons.

- **Sponsors**: These are institutions, companies and social organisations with which Deusto has reached a long-term agreement to develop activities of mutual interest in the field of education, research, transfer, innovation or entrepreneurship linked to the campus of excellence, with an annual economic endowment of between €500,000 and €1,000,000. To date, five organisations have been named ACM sponsors.

- **Partners**: These are institutions, companies and social organisations with which Deusto has reached a long-term agreement to develop activities of mutual interest in the field of education, research, transfer, innovation or entrepreneurship linked to the campus of excellence, with an annual economic endowment of between €100,000 and €500,000. To date, ten organisations have been named ACM partners.

- **Donors**: These are institutions, companies and social organisations with which Deusto has reached a long-term agreement to develop activities of mutual interest in the field of education, research, transfer, innovation or entrepreneurship linked to the campus of excellence, with an annual economic endowment of under €100,000. To date, several thousand organisations and individuals have been named donors.

ANNEXE

AREA B

FOCUS AREAS, SCIENTIFIC IMPROVEMENT AND TRANSFERAL

AREA B. FOCUS AREAS, SCIENTIFIC IMPROVEMENT AND TRANSFER

INTRODUCTION

The Aristos Campus Mundus Project takes a comprehensive, target-based approach to R&D+I focus areas. The project addresses different facets of R&D+I, capitalising on the united strength of the three universities and of international alliances with prestigious universities.

Broadly speaking, the comprehensive action plan involves:

a) Coordinating the three ACM universities' research groups around focus areas. These will be coordinated efficiently through specific units we call Distributed Research Centres, each specialising in a different focus area.

b) Extending R&D+I collaboration to leading international universities, beginning with Georgetown University, Boston College and Fordham University, with whom we have already been collaborating via a memorandum signed in 2010.

c) Coordinating the current technology transfer systems to be able to take on more and greater transfer processes and projects. To achieve this, we will create a one-stop combined portfolio transfer mechanisms.

d) Defining and building an online scientific, technological, business and innovation park (an "e-park") to help coordinate, visualise and implement different R&D+I aspects for the entire ACM and any other organisations wishing to participate.

The following objectives have been defined to implement this Area:

Objective B1. To coordinate research activity through the joint Distributed Research Centres (DRCs) to develop the strategic focus areas. This objective consists of three projects and their respective actions.

Objective B2. To consolidate existing transfer systems, capitalising on the strength of the ACM. This objective consists of one project and its respective actions.

Objective B3. To promote new transfer structures based on scientific, technological, business and innovation parks. This objective consists of two projects and their respective actions.

Since Aristos Campus Mundus 2015 is the result of drawing up a Joint Collaboration Plan between the three Universities and linking them to most of the Individual Strategic Plans (ISP) of Ramon Llull Campus Mundus (RCM), Deusto Campus Mundus (DCM) and Comillas Campus Mundus (CCM), this document aims to describe both the actions carried out within the scope of the Joint Collaboration Plan and those linked to the ISPs.

The document is organised as follows:

- Objective-based analysis of actions carried out based on pre-defined Projects. This analysis focuses on the following sections:
  - Objective
  - Progress towards objectives
  - Description of the work carried out and the role of participants
  - Most significant results
  - Use of human, material and economic resources
  - Most significant deviations from progress towards objectives
  - Proposed corrective measures
- Description of ISP actions linked to Joint Plan actions
- Description of ISP actions linked to Joint Plan projects.

OBJECTIVE B1.

COORDINATE RESEARCH ACTIVITY THROUGH THE JOINT DISTRIBUTED RESEARCH CENTRES (DRCs) TO DEVELOP STRATEGIC FOCUS AREAS

Project B.1.1. ACM Distributed Research Centres (DRCs)

Project B.1.2. ACM International Research Alliances

Project B.1.3. ACM Scientific Evaluation

Project B.1.1. ACM Distributed Research Centres (DRCs)

ACTION	B.1.1.a

Define a map of the research groups of excellence by focus area

OBJECTIVE

To widen the catalogue of ACM research groups organised by focus areas. This will serve as a tool to foment and strengthen communication flows, synergies and collaboration between researchers.

PROGRESS TOWARDS OBJECTIVES

Progress has been made towards the goal of widening the map of research teams organised by focus area.

In the 2013/2014 academic year, the goal was to link approximately 898 researchers with focus areas. At the date of this progress report, we have improved on this figure significantly, with 1427 researchers from the three universities linked to the focus areas - **12.5%** more than the previous year and **nearly double the target** figure for this period.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- Through the ACM Team for this area and the Distributed Technical Secretariat, we have coordinated the allocation of research groups to each of the focus areas and sub-focus areas defined for this project.
- We implemented the shared procedure for evaluating the potential of the research groups as a means of detecting inter-university projects with the most potential. Once detected, we work to give these projects a long-term plan, strengthen links with the ACM project, raise their profile on the map of excellence teams, and give them the option of achieving recognition as emerging or consolidated DRCs in accordance with the new Rules for the Recognition of DRCs, explained below.
- The ACM Team updated the map of excellence teams and posted their catalogue online, giving all users access to relevant information about the three universities' research groups organised by focus area. This encourages knowledge pooling between the three universities and facilitates the creation of new inter-university scientific collaboration initiatives.
- The "Rules for the Recognition of DRCs" have been defined. These set forth the formal procedure by which the ACM Scientific Committee, a new top-level committee created during this period, can officially grant recognition as emerging or consolidated DRC. Recognition will give DRCs better access to the First ACM Call for Research Project Proposals, described below.
- The ACM universities have worked together on an internal level to include more groups in the focus area map and the joint ACM project by implementing ACM policies and concentrating research activity. The strategy has been successful, and groups are becoming larger and stronger. The universities have also worked on providing incentives to step up the scientific output of faculty and research staff (PDI, in

Spanish), particularly that of the PDI linked to the project. The specific results of this strategy are shown by area indicators.

MOST SIGNIFICANT RESULTS

- Protocols for joint projects involving the ACM Teams involved in modernising and driving research activity in the ACM have been consolidated and improved.
- The number of researchers associated with focus areas, the map of excellence teams and the ACM project has significantly increased from **1117** in the previous period to **1427 this year**. Researchers are distributed among a total of **147 research group**s, 29 of which belong to the Universidad de Deusto, 62 to the Universidad Pontificia Comillas and 56 to the Universitat Ramon Llull.
- The number of long-term plans included in the Map of Excellence Teams has increased.
- The process of recognising the status of DRCs has been formalised by the creation of the Rules for the Recognition of DRCs and the ACM Scientific Committee, raising the profile of recognised DRCs on the map of Excellence Teams.
- Shared knowledge and collaboration between both ACM researchers and focus area ACM teams has been strengthened.
- New scientific collaboration initiatives have been started.
- New communication flows continue to be established to facilitate the generation of synergies and collaboration initiatives between researchers from different groups.
- Publication of the Map of Excellence Teams will give the ACM project international exposure, enhance its international standing and attract new talent.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The departments involved have only used their own human and material resources. Members of research groups were involved, in addition to the ACM Team for this area, the Distributed Technical Secretariat for coordination purposes, and the Vice-Rectors of Research at the ACM universities.
- Specifically, different central research departments at the three universities through their ACM 2015 Project leader, the ACM Team for this focus area, the Distributed Technical Secretariat, the ACM Communications and IT Team, have helped in defining and drawing up the research groups map.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project B.1.1. ACM Distributed Research Centres (DRCs)

ACTION	B.1.1.b

Define and organise the Distributed Research Centres (DRCs)

OBJECTIVE

To organise and consolidate the Distributed Research Centres, thereby promoting the creation of inter-university groups and the proliferation of joint projects to improve and strengthen ACM 2015's standing in the field of research.

PROGRESS TOWARDS OBJECTIVES

Good progress has been made towards goals: DRCs created in the previous period have been consolidated and the recognition process has been formalised.

We have also managed to arrange six new scientific collaboration initiatives in this period, bring the total of such initiatives to 51, compared to last year's 45 ongoing projects. A total of 69 research groups from ACM member universities are still linked to joint projects, which means that the new collaboration initiatives have been created groups already engaged in existing inter-university projects. This is an indication of the success of the collaboration approach.

The number of inter-university projects has also increased from 34 to 39 on a national level, and from 22 to 24 on an international level.

Finally, the number of pilot DRCs that are fully expected to received formal recognition as emerging or consolidated centres has gone from 2 last period to 10 this year.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- Last year we differentiated between pilot DRCs and DRCs. This year, however, through the creation and implementation of the Rules for the Recognition of DRCs, existing pilot DRCs can now be recognised as emerging or consolidated centres. The new DRC categories are now defined as follows:

  - Pilot DRCs:
  Research groups attached to ACM universities with convergent research lines that are starting to work together, but that have as yet accumulated insufficient experience and results to be recognised as full DRCs.

  - Emerging DRCs:
  Research groups attached to ACM universities with convergent research lines that have gained ACM recognition and have been working together for a short time. These groups have the potential to become consolidated reference groups in their area.

- Consolidated DRCs:

Groups with a strong research structure that have gained ACM recognition. These groups are made up of members of research groups from at least two of the three Spanish ACM 2015 universities working in focus areas. They have been working together for a considerable length of time, and this has enabled them to engage in long-term projects and allowed them to achieve recognised results and make valuable contributions to their particular area.

■ Terms and conditions of the Rules for the Recognition of DRCs: As mentioned above, these rules were drawn up to address the need to give DRCs a specific regulatory framework that clearly sets out the requirements and the evaluation and recognition processes applied to these centres. Following this, the ACM Scientific Committee was created to analyse and formalise the DRC recognition process.

The following tables show the minimum requirements to be met by each type of DRC (EDRC: Emerging Distributed Research Centre; CDRC: Consolidated Distributed Research Centre). One of the most important requirements in this regard is to have carried out at least one (in the case of EDRCs) or two (in the case of CDRCs) joint activities.

Table 1 Minimum requirements for EDRCs	
Number of PhDs	3
Number of university graduates	5
Number of papers published in the last 5 years by each PhD researcher attached to the DRC	1
Competitive R&D projects in progress over the past 5 years	1
Minimum total fund received in the past 5 years (from competitive grant programmes, agreements, or similar)	€20,000
Number of doctoral theses directed and completed over the past 5 years	1

Table 1 Minimum requirements for CDRCs	
Number of PhDs (EDP)	3
Number of university graduates	5
Number of papers published in the last 5 years by each PhD researcher attached to the DRC	1.5
Competitive R&D projects in progress over the past five years	1
Minimum total fund received in the past 5 years (from competitive grant programmes, agreements, or similar)	€30,000
Number of doctoral theses directed and completed over the past 5 years	2

- **ACM Scientific Committee** The committee is in charge of receiving and evaluating applications for CRD status, and is made up of four members:

  - The Chairman of the ACM 2015 Association, or duly appointed delegate.
  - The Vice-Rectors for Research at the Universidad de Deusto, Universidad Pontificia Comillas and the Universitat Ramon Llull, or duly appointed delegates.

  The Vice-Rector for Research of the university from which the ACM chairman is chosen will act as committee secretary for a year.
- This year, ten DRCs have presented their candidacy for formal recognition as EDRCs or CDRCs. This amply exceeds the target of four DRCs established for this year.
- Inter-university projects have also obtained grants from the *Retos* programme launched by the Ministry of the Economy and Competitiveness, a clear indication of the improvement in the quality of joint scientific undertakings.

  - The project "*La apertura de la comunicación sobre la adopción en España*", headed by researchers from Universitat Ramon Llull and Universidad Pontificia Comillas received €58,080.
  - The project "*Formación de la Identidad del Investigador Novel en Ciencias Sociales*", headed by researchers from Universitat Ramon Llull and Universidad de Deusto received €108,900.

MOST SIGNIFICANT RESULTS

- The number of research groups linked to focus areas has increased slightly to **147** groups this year. A significant development, however, has been the increase in the number of PhDs in the groups - **929** this year, and the increase in the average critical mass of researchers per research group.
- A total of **39** inter-university projects involving ACM member universities have been created on a national level, of which **16** involve all three universities.
- Overall, the number of inter-university projects involving research groups from ACM universities, on both a national and international level, has grown from 45 last year to **51** this period.
- A spirit of collaboration in research has been consolidated in the context of ACM 2015.
- The number of DRC candidates for formal recognition has grown from 2 last year to **10** this period.
- The Rules for the Recognition of DRCs have been drawn up and published.
- The ACM Scientific Committee in charge of granting DRCs official recognition has been created.
- Two DRCs that have applied for official recognition have obtained grants from the *Retos* programme launched by the Ministry of the Economy and Competitiveness (MINECO, in Spanish). This is further evidence of the consolidation and growing quality of the ACM's joint scientific activity.

Project B.1.1. ACM Distributed Research Centres (DRCs)

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- The ACM Team for this Area, together with researchers from groups from all three universities and the Distributed Technical Secretariat have all participated in the process of defining and organising the DRCs.
- Funds used in this process have come from both the universities involved and the *Retos* programme launched by the Ministry of the Economy and Competitiveness, which has contributed €166,980 to ACM research activity.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project B.1.1. ACM Distributed Research Centres (DRCs)

ACTION	B.1.1.c

Prepare long-term plans for joint scientific activity

OBJECTIVE

To consolidate joint research activity by strategically planning this area at the ACM level and by planning the DRCs' activity with biannual action plans. The latter will define the objectives and desired results of that activity as well as the path to achieve them

PROGRESS TOWARDS OBJECTIVES

The ACM continues to work together and improve results and completion rates. So far, 85% of all planned actions have been completed.

In terms of DRCs, work is also progressing satisfactorily in this regard, and **19** long-term plans have been completed, a figure that exceeds the target set for this period.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

Long-term plans at the ACM level.

- Overall strategic planning at the ACM level is progressing satisfactorily in the field of science this year, and more than **85% of the actions planned** for the project as a whole have been completed. In terms of research, to date more than **90% of actions planned have been fulfilled**, a very successful result in terms of implementation of the actions plan, particularly considering the efforts needed due to lack of funds in the context of the current economic downturn.
In this period, not only have new synergies been generated and consolidated in the field of science, but also as a result of our combined efforts we have improved the quality of scientific initiatives undertaken in the ACM.
- The ultimate objective of the long-term plan is clear, and work progresses according to plan, based on consolidating the ACM as a solvent, effective organisation focused on improving the quality of the results obtained in each area by member universities.

Long-term plans at the DRC level.

- The 147 national research groups linked to focus areas, and the 51 inter-university projects have generated a total of 19 long-term plans. More importantly, 10 of these groups are candidates for recognition as EDRCs or CDRCs. **Four new long-term plans** have been generated this year, bringing the **final total to 19 active plans**.

  The following is a list of projects undertaken under new long-term plans:
  - Research group in Tourism, hospitality and mobility

- ▪ Imagineering urban spaces in waterfronts. Towards a comparative analysis of the social construction of cultural heritage and valuable leisure in Bilbao, Barcelona & New York
- ▪ *Funcionamiento familiar, valores culturales, bienestar psicológico. Salud, condición adoptiva y apego en familias adoptivas con hijos e hijas adolescentes.*
- ▪ *Procesamiento y análisis para un modelo de formación mixta*

- ■ DRCs eligible for long-term plans are chosen on the basis of the results of the potential of their project, which is in turn derived from the study based on the system for evaluating the potential of groups generated in the previous academic year.
- ■ The research departments of each university college and faculty have helped develop this action, and the activities have been coordinated by the Distributed Technical Secretariat together with the researchers themselves.

MOST SIGNIFICANT RESULTS

- ■ Broadly speaking, the Long-Term ACM Plan has been implemented, the different stages have been reached successfully, and the targets for the period have been met.
- ■ The strategic ACM plan in the field of research has been implemented and so far more than 90% of the actions for the period have been fulfilled.
- ■ The 15 DRCs with a long-term plan have been consolidated, and 10 of these are candidates for recognition as EDRCs or CDRCs.
- ■ Four new long-term plans have been created. The ACM now has a total of 19 such plans.
- ■ The system for evaluating the potential of the research groups set up last year has been successfully implemented and has allowed us to determine which DRCs are eligible for long-term plans and can become candidates for official recognition in the coming academic year.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- ■ Funding is provided solely from the resources of the three participating universities.
- ■ The departments involved have only used their own human and material resources.
- ■ Specifically, the ACM Teams for this Area, the Distributed Technical Secretariat and members of the DRCs have all contributed to the action.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project B.1.1. ACM Distributed Research Centres (DRCs)

ACTION **B.1.1.d**

Foment new inter-university teams

OBJECTIVE

The aim of fomenting the creation of new inter-university teams is similar to that of the previous actions described, namely, to consolidate and foment the ACM's scientific activity, thereby improving the ACM universities' standing as a centre of research and enhancing its scientific output.

PROGRESS TOWARDS OBJECTIVES

We have fulfilled the targets and objectives set for the evaluation period by consolidating both scientific collaborations within the ACM and generated synergies between ACM research groups.

The strategy implemented last year has been maintained, and the international dimension has been strengthened. International research conferences have been held, and events have been organised both internally and for the ACM as a whole to promote national and international inter-university projects.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

Given last year's success in generating synergies and collaboration initiatives among research groups from all three universities, and between these and international research groups, we decided to organise more inter-university research conferences to build on a strategy that has been shown to be effective.

However, following the recommendations of the Evaluation Committee, and mindful of future targets and priorities set by the governing bodies, we decided this year to involve the university networks of which the ACM is part, in particular, specific agreements have been reached and collaboration strategies established with UNIJES. We also considered it beneficial to promote the international aspect of our research conferences.

This year, therefore, 10 ACM research conferences or seminars have been held. Five of these were attended by members of relevant university networks (UNIJES and FIUC), who also helped organised the event, and 3 have been international conferences.

- **First Conference of Young UNIJES-ACM 2015 Researchers**

Meetings and agreements reached between the ACM and the UNIJES network led to the organisation of the First Conference of Young UNIJES-ACM 2015 Researchers on 27 and 28 June 2014 in Salamanca.

The conference was aimed at under-graduates and new PhDs from FA 2: Management and social responsibility focused on the field of Law and Management and Responsibility, and had as its main objectives

- To present and pool studies and projects.
- To generate new synergies and to launch inter-university networks and research groups in the framework of UNIJES.
- To listen to qualified researchers who advised attendees on their current projects.

■ International ACM Conference "The role of Humanities in promoting human rights".

The conference focussed on the issue of the relevance of Humanities in today's world in which the financial crisis and other political and social issues at times seem to propel us towards a system in which human rights and gender equality are in jeopardy. Speakers explored how Humanities, by focussing on critical and creative thinking, establish a more ethical approach than that proposed by institutions and governments, although little attention is paid to this fact in the mass media. Proposal sought to include any particular aspect of this general subject and to analyse the role played by artists, intellectuals, teachers and other groups in achieving a more dignified representation of the modern world.

The conference was held on 30 May 2014, and was aimed at FAs 1 and 3 (FA. 1 Social Innovation and social change, FA, 3 Education: innovation, skills and values), and was attended by members of the Humanitas DRC, being the ACM's most experienced and potentially most successful DRC, and researchers from all three universities and from the University of Georgetown. Speakers at the conference were:

- Dr. José Sols Lucia. Director of the Chair in Ethics and Christian Thought of the IQS, Universitat Ramon Llull, Barcelona. Coordinator of the Social Analysis and Criticism Laboratory (LACS, in Spanish) and of the Humanitas Network (Aristos Campus Mundus 2015 DRC).
- Dr. Juan Luis de León Azcárate. Director of the Department of Theology of the Faculty of Theology at the Universidad de Deusto.
- Dr. Diego Bermejo. PhD in Philosophy and leader of the "Postmodernity, plurality and postsecularism" research group from the Faculty of Theology at the Universidad de Deusto.
- Dr. Antonio Manrique de Luna Barrios. Professor of International Public Law and International Organisations. Faculty of Law Universidad de Deusto.
- Dr. Cristina de la Cruz Ayuso. Vice-Dean for Research and Doctoral Programmes at the Faculty of Social and Human Sciences. Universidad de Deusto.
- Dr. María Obieta and Dr. José Antonio Marín. Professors and researchers at the Department of Communication of the Universidad de Deusto.
- Dr. Ana Berastegui Pedro-Viejo. Researcher and acting director of the University School of Family Studies (UP Comillas).

■ International Seminar on the transcultural citizenship of young adults from second-generation immigrant families.

The seminar was held at the Universitat Ramon Llull in September 2014, and focussed on FA 1; Innovation and Social Change.

It was jointly organised by the IDI group (URL), the Padre Arrupe Institute for Human Rights (Deusto), and the University School of Migration Studies (Comillas). Participants were:

- Dr. Elzbieta Godziak (professor at Georgetown, director of the Institute for the Study of International Migration)
- Dr. Martha Montero-Sieburth (professor of Boston University and the University of Amsterdam).

The seminar worked on transcultural citizenship-building processes (a concept that is gaining momentum in the field of social sciences) in second generation immigrants by using integration as a tool with structural, cultural, social and identity aspects.

■ **Seminar "Employability and Law in a transnational society - the role of the international lawyer"**.

The seminar was held at the Universitat de Deusto on 11 December 2013, and focussed on FA 2; Management and social responsibility.

On 11 December 2013, the research group "Public power and enterprise in a multilevel and transnational context" from the Faculty of Law at the Universidad de Deusto organised a workshop in the context of an ACM inter-university research project to define the profile of the international lawyer and promote their employability.

Researchers from the Universidad de Deusto, ESADE-Universitat Ramon Llull and ICADE-Universitat Pontificia Comillas, together with a guest researcher from the Universidad de Nebrija, attended the workshop. Dr. Julia González Ferreras, co-founder of the Tuning project, gave the inaugural address.

The aim of the workshop was to analyse the generic and specific skills that can increase the chances of a university graduate finding a place in the job market in the context of an increasingly international society.

■ **Vulnerable Families, Resilient Families. New approaches to social vulnerability Conference**.

The seminar was held at the Universitat Pontificia Comillas on 7 November 2013, and focussed on FA 1; Innovation and Social Change.

The University School of Family Studies held the conference "Vulnerable Families, Resilient Families. New approaches to social vulnerability" in the framework of the Aristos Campus Mundus campus of excellence. The event was jointly organised by the *Red Europea de Institutos de Familia* (REDIF, in Spanish) with help from the International Federation of Catholic Universities (FIUC, in Spanish) and Gedisa publishers.

Speakers at the event reflected on research and intervention in different at-risk groups, and shared with attendees the progress made by the University School of Family Studies' *Primera Alianza* programme, a pilot project designed to strengthen healthy links in families at social risk, and discussed issues such as resilience and gender violence, and resilience in

other contexts including immigrant families and child soldiers, and resilience in the face of grief, death and abuse.

- ■ **Parallel presentation of the book "30 Años de Sida. Balance y Nuevas Perspectivas de Prevención."**

Focussed on FA 3: Education: Innovation, skills and values, and to mark World AIDS Day. The conference to present the book "30 Años de Sida. Balance y Nuevas Perspectivas de Prevención" was held simultaneously on 28 November in all three ACM universities Balance y Nuevas Perspectivas de Prevención."

The different events were chaired by members of the board of directors of the Association.

Members of the ACM, researchers from ten Jesuit universities around the world (Spain, Chile, Italy, USA, Peru, Colombia, Argentina, etc.), and a further four universities (Portugal, Brazil, etc.) have worked together to produce the book.

- ■ **First conference on "World governance: fifty years on from the Pacem in terris". UNIJES- ACM**

Focussed on FA 3: Education: Innovation, skills and values. The first edition of this conference was held at the IQS faculty of the Universitat Ramon Llull on 22 January 2014, with contributions from the ACM Humanitas Network and the UNIJES Social Thought group. The event was coordinated by professors Dr. José Manuel Aparicio (Universidad Pontificia Comillas) and Dr. José Sols (Universitat Ramon Llull).
The conference analysed the contribution made by Pope John XXIII to the subject of common universal good, universal morality and state authority in his encyclical *Pacem in terris* (1963), and compared his thesis to the current debate on how best to structure globalisation in economic, cultural and political terms.

- ■ **Second conference on "World governance: fifty years on from the Pacem in terris". UNIJES- ACM**

Focussed on FA 3: Education: Innovation, skills and values. The second edition of this conference took place on 11 April 2014 in the Universidad Pontificia Comillas, and gave participants the chance to explore the concept of progress, development and quality of life from the perspective of human dignity, world governance and universal ethics or the "logic of gift".

- ■ **Presentation of the book "Las Universidades Jesuitas: Pensamiento Social Cristiano abierto al siglo XXI".**

Focussed on FA 3: Education: Innovation, skills and values. This event was held at the Universidad Pontificia Comillas on 27 May 2014 to present the book "Las Universidades Jesuitas: Pensamiento Social Cristiano abierto al siglo XXI", in the company of researchers and members of the ACM community from the three members universities, together with members of UNIJES and the Spanish Episcopal Conference.

■ **ACM Psychology Research conference**.

The third Inter-university International Research conference will be held at the Universidad Pontificia Comillas on 7 November 2014, focussed on FA 4: Health and Biosciences, and more specifically on the subfocus areas "Clinical psychology and health" and "ICTs and life sciences".

The conference studies issued related to research in the field of neuropsychology and neuroscience, mental health and job stress and ICTs and health, violence and quality of life and health.

■ **Internal calls for proposals**:

The ACM has provided funding and institutional support to groups submitting convincing proposals for collaborative project based on the detection of possible synergies with other ACM groups. For this purpose, the three universities launched internal funding programmes for research groups, giving preference to projects within the framework of ACM 2015.

The following grants were offered:

■ **Internal research grant in the category Intensification of research conducted by faculty and research staff** from the URL.
Implementation period: second semester of the 2013-2014 academic year.
Actions eligible for funding: intensification of research activity by faculty and research staff (PDI, in Spanish), preferably in one of the FAs of the ACM 2015 project. Priority will be given to inter-university projects with other research groups from ACM member universities. In the second semester of the 2013-2014 academic year. Grants will be given to cover the expenses incurred by the individual temporarily taking over the teaching or management duties of the beneficiary.
Total grant: €285,559, of which €36,324 will be allocated to research intensification for PDIs associated with inter-university projects (Dr. Sacramento Morejón, Dr. Elisabeth Ballús, Dr. Jordi Cuadros)

■ **Grants for URL groups**, **prioritising activities undertaken within the framework of the ACM**, awaiting internal approval, totalling €285,000.

■ **Grants for internationalisation** of the activities undertaken by URL research groups.
Implementation period: 2014
Actions eligible for funding: international research activities including teaching and research stays in foreign universities, organisation of international seminars, etc., preferably included in one or other of the ACM 2015 project FAs, prioritising joint actions with other research groups from ACM universities and Fordham and Georgetown universities and Boston College.
Number of actions funded: 5
Total grant: €30,000, of which €9,400 is allocated to internationalisation actions within the ACM project.

The number of researchers involved in actions linked to the ACM 2015 project has increased significantly as a result of actions aimed at attracting researchers to joint projects involving ACM universities,

■ **Internal grants for** UD groups:

<u>Implementation period</u>: 2014

<u>Actions eligible for funding</u>: This programme aims to prioritise projects involving one or other of the five ACM Focus Areas (FA): Social innovation and social change; Management and social responsibility; Education: innovation, skills and values; Health and biosciences; and finally, Energy and sustainability. Priority will be given to projects or actions involving the US universities of Georgetown and Fordham and Boston College.

<u>Number of actions funded:</u> Six research groups were awarded grants totalling €16,200.

■ **Grants for university research projects** 2014. Comillas:

<u>Implementation period</u>: Research projects to be undertaken in 2014, 2015 and 2016.

<u>Actions eligible for funding</u>: the aim of this university research programme is to award grants to projects in ACM priority areas submitted by university research groups, preferably in collaboration with ACM 2015 universities. These proposals will stand a better chance of being awarded grants in competitive grant programmes. The expenses to be covered: collaboration grants, jointly funded grants for doctoral programmes or pre-doctoral contracts, researcher mobility, publishing costs, purchase of specific material.

<u>Number of actions funded</u>: Three grants have been awarded, of which two are part of the ACM 2015 project.

<u>Grants awarded to ACM projects</u>: €64,523.80

<u>Number of actions funded</u>: Twelve grants have been awarded, of which eleven are part of the ACM 2015 project.

<u>Total grant</u>: €90,000

■ **First joint ACM research grants**:

<u>Implementation period</u>: Research project to be conducted in 2015.

<u>Actions eligible for funding:</u> Inter-university research projects, prioritising projects with an international dimension.

<u>Number of actions funded</u>: Under consideration

<u>Total grant</u>: €90,000

Support for the DRCs Common virtual space.

In addition to the foregoing conferences and grants, the common virtual space is also an important tools for creating new inter-university research teams.

■ The ACM 2015 website has a special research section listing the contact information for research groups and a description of their projects.
■ The website also provided researchers with interesting information on different events, grants, etc.

Inter-university research teams.

As discussed above, there are currently 39 national inter-university projects involving two or more ACM university research groups, and a further 51 projects involving both Spanish and international research groups. These projects focus on all aspects of the ACM focus areas. Details of the inter-university groups and researchers, together with the

name and description of their projects created are available on the ACM website.

MOST SIGNIFICANT RESULTS

- Ten inter-university research conferences/seminars have been held, most of which have had an international scope or are linked to the UNIJES or FIUC networks.
- Six grants prioritising DRCs have been launched, one of which focussed specifically on the internationalisation of ACM research activity.
- The first joint ACM grant for the internationalisation of DRCs has been launched.
- Most of the inter-university projects created last year have been consolidated, and ten DRCs are candidates for formal recognition, based on their potential and scientific quality.
- Four new inter-university research projects have been created.
- The search for synergies and collaboration initiatives between ACM research teams has proved successful, and the research activity is widely disseminated among different groups.
- Researchers are becoming increasingly interested in joining and collaborating with both intra- and inter-university research projects.
- The ACM's research activity has been enhanced.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is mainly provided by the three universities involved, although external public grants and private contributions have also been received, particularly grants for ACM scientific activity.
- The departments involved have only used their own human and material resources.
- Specifically, the ACM Teams from this Area, together with researchers, have contributed their efforts, and five focus area-oriented research conferences have been held at the Universitat Ramon Llull.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

- No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

- Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project B.1.2. ACM International Research Alliances

ACTION   B.1.2.a

Define the most important international alliances

OBJECTIVE

The importance of defining international alliances is especially significant in the research area since it is a preliminary stage that forms the basis for international collaborative scientific efforts.

PROGRESS TOWARDS OBJECTIVES

The most important international alliances were defined in 2011 by means of the collaborative agreement signed between the ACM 2015 Association and Georgetown, Boston College and Fordham universities in the United States. This year, new specific agreements with the foregoing universities have been signed.

As discussed in the annex to Area A, priority has been given this year to extending these international alliances, and two collaboration agreements between the ACM and the UNISINOS (Brazil) and the Universidad de Córdova (Argentina) have been signed.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- The framework collaboration agreement with the US universities was drawn up in 2011 and consolidated over the 2012/2013 academic year by maintaining contact between the universities on both a research group (described in detail in section B.1.2.b) and institutional (described in detail in Area A: Project governance, in action A.2.1.b) level. Following this, new specific collaboration agreements were drawn up, such as the Collaboration and Mobility agreement signed between Fordhan and the Blanquerna Faculty of Communication and International Relations of the Universitat Ramon Llull.
- As discussed in the annex to Area A, the USA-ACM ACM Team, consisting on one representative from each international ACM university and the internationalisation coordinators, has been created.
- A collaboration agreement between the Aristos Campus Mundus 2015 Association and the UNISINOS in Brazil has been signed.
- A collaboration agreement between the Aristos Campus Mundus 2015 Association and the Universidad de Córdova (Argentina) has been signed.

MOST SIGNIFICANT RESULTS

- International alliances have now been consolidated.
- New specific agreements have been signed between the US universities and the ACM.

- Two new agreements with prestigious international universities (UNISINOS and the Universidad de Córdova) have been signed.
- Collaboration procedures between the universities involved have been strengthened.
- Many research groups from the Spanish ACM universities and Fordham, Boston College and Georgetown have started collaboration initiatives and maintained contact.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The departments involved have only used their own human and material resources.
- Specifically, the rectors of the three universities together with the staff of the research and legal departments have taken part.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project B.1.2. ACM International Research Alliances

ACTION   **B.1.2.b**

Develop the potential of working together with excellence teams created from international alliances

OBJECTIVE

The potential for collaboration must be developed and analysed in order to maximise international scientific results. In this respect, the primary objective of this action is to develop tools that allow us to internationalise research and increase the number of international top quality scientific collaboration initiatives.

PROGRESS TOWARDS OBJECTIVES

Policies and activities aimed at increasing and consolidating international research projects have been maintained, and as a result the number of joint projects involving Spanish and US universities has risen from 22 to **24, of which six involve all three Spanish ACM universities**.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

As discussed above, policies aimed at internationalising ACM scientific activity have been strengthened and inter-university conferences and seminars continue to be organised. Research internationalisation grant programmes have also been launched. The following is a summary of the actions undertaken in this context:

- Three of the five ACM research conferences and seminars held to date had a distinctly intentional dimension:

  - **International ACM Conference "The role of Humanities in promoting human rights".**
  The conference was held on 30 May 2014, and was aimed at FAs 1 and 3 (FA. 1 Social Innovation and social change, FA, 3 Education: innovation, skills and values), and was attended by members of the Humanitas DRC, being the ACM's most experienced and potentially most successful DRC, and researchers from all three universities and from the University of Georgetown.
  - **International Seminar on the transcultural citizenship of young adults from second-generation immigrant families.**
  The seminar was held at the Universitat Ramon Llull in September 2014, and focussed on FA 1; Innovation and Social Change. The international speakers at the conference were Dr. Elzbieta Godziak (professor at Georgetown, director of the Institute for the Study of International Migration) and Dr. Martha Montero-Sieburth (professor of Boston University and the University of Amsterdam).
  - **Vulnerable Families, Resilient Families. New approaches to social vulnerability Conference.**
  The seminar was held at the Universitat Pontificia Comillas on 7 November 2013, and focussed on FA 1; Innovation and Social Change.

The event was jointly organised by the Red Europea de Institutos de Familia (REDIF) with help from the International Federation of Catholic Universities (FIUC, in Spanish) and Gedisa publishers.

- **Grants**:
  - Grants have been created for the internationalisation of the activity of URL research groups in 2014, totalling €30,000.
  - The joint ACM grant for the internationalisation of the ACM scientific activity in 2015 has been created, totalling €90,000.
  - Internationalisation of scientific activity will also be given priority in the other individual ACM grants (researcher mobility, joint actions with ACM US universities, etc.).
- The development of potential collaboration initiatives with excellence teams for ACM universities has resulted in 24 inter-university projects involving researchers from Deusto, Comillas, Universitat Ramon Llull and the partner US universities.

MOST SIGNIFICANT RESULTS

- Three international seminars and conferences have been organised. This has raised the profile of ACM scientific activity both within and outside the academic community, and has facilitated contact between national and international researchers by detecting synergies.
- International ACM scientific activity has been maximised and funded with the launch of several calls for proposals for research projects. It is important to mention that one of the five programmes has been aimed exclusively at internationalisation, while internationalisation projects have been given priory in the remaining four.
- Around thirty research groups from Deusto, Comillas and Ramon Llull have been internationalised with the US universities of Fordham, Boston College and Georgetown, **creating twenty-four international inter-university projects**.
- Interest on the part of university and inter-university groups to internationalise their activities has been heightened.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding was provided mainly by the three universities involved, although the Universitat Ramon Llull internationalisation grant received funding from private sources.
- The departments involved have only used their own human and material resources.
- Specifically, the coordination team from this Area and the researchers involved and participated in the action.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project B.1.3. ACM Scientific Evaluation

ACTION **B.1.3.a**

Define and implement evaluation mechanisms for scientific collaboration initiatives

OBJECTIVE

To achieve scientific output of excellence within the framework of the collaboration proposed by the ACM 2015 project joint and consensual evaluation mechanisms must be put in place to guarantee that strict and objective criteria are applied in terms of the ACM's demands on DRCs

PROGRESS TOWARDS OBJECTIVES

Satisfactory progress has been made by implementing the joint system to calculate the potential of research groups and DRCs and the collaborative scientific work evaluation form defined in the preceding academic year, together with the new Rules for the Recognition of DRCs and the creation of the ACM Scientific Committee.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- The evaluation systems defined in 2012/2013 have now been implemented, particularly those related to the scientific collaboration evaluation system.
- The main aim of the system has been to determine which scientific collaboration initiatives have the most potential to allow researchers to draw up a medium-term research plan on which to base their activities, establishing the objectives of the projects and the activities needed to reach these goals.
  Four new Action Plans have been developed in this context.
- It is also important to note the development of the Rules for the Recognition of DRCs, which establish the criteria for deciding whether a DRC should be consolidated or remain as an emerging DRC. Currently, ten DRCs are candidates for consolidation:
  - DRC Humanitas Network
  - Current challenges to adoption in Spain: needs and rights of foster children and adopted children.
  - Research group in Tourism, hospitality and mobility (awaiting recognition as a consolidated DRC).
  - Legal system and efficient governance of microfinance institutions.
  - Human Nature Project 2.0: Science and technology in Human Transformation.
  - Writing in Spanish Universities.
  - Poignancy Programme
  - Adapting to the effects of a stroke: moderating variables in patients and their carers.
  - Development of an osseoconductive, biodegradable bone adhesive for use in orthopaedic and reconstruction surgery.
  - Technical solution based on Lego Robot combined with Tactile Devices for the Development of Social and Health Habits.

MOST SIGNIFICANT RESULTS

- Implementation of the consensual scientific collaboration evaluation system giving the ACM the criteria needed to select inter-university groups or projects that merit special institutional support. In this case, support does not only include grants but also evaluation of the potential of the initiatives with a view to drawing up Long-Term Actions plans.
- Introducing researchers to the evaluation criteria used enables them to align their projects with the strategic goals of the ACM and inter-university groups.
- The Rules for the Recognition of DRCs have been created.
- The Scientific Committee has been created.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The departments involved have only used their own human and material resources.
- Specifically, the ACM Team from this Area and the Technical Secretariats have participated in the action.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

- No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

- Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project B.1.3. ACM Scientific Evaluation

ACTION   **B.1.3.b**

Identify and share good research organisation and management practices

OBJECTIVE

The aim of identifying and sharing good practices in the organisation and management of research is to detect the tools that will improve scientific activity from the administrative, technical and scientific perspective.

PROGRESS TOWARDS OBJECTIVES

Several meetings with the heads of the research departments of the three universities were held last year and a report on the conclusions reached was drafted. This year, these good practices have been implemented in all departments.

Based on the conclusions reached at the various meetings held, a proposal has been put forward to drawn up a "Code of ethics for ACM research projects".

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- Implementation of good practices has provided the incentive for many of the joint actions proposed, such as:
  - Design of a joint grant to be managed on the basis of the procedures analysed in the preceding year.
  - Organisation of conferences and seminars using a new format to promote the ACM's scientific activity and facilitate its implementation.
  - Development of a protocol for disseminating joint transfer.
  - Development of a transfer evaluation system.
  - Design of the protocol for reporting ACM scientific activity.

  The details of these actions, which will be managed and organised in line with the Good Practices in the Organisation and Management of ACM 2015 Research Activity documents, are described here under each relevant action.

MOST SIGNIFICANT RESULTS

- Implementation of the ACM's Good Practices in the Organisation and Management of ACM 2015 Research Activity document.
- Definition and implementation of new models for seminars and conferences aimed at empowering the scientific activity of the ACM in accordance with the conclusions reached by the research manager's meeting.
- Development of the ACM Technology Transfer Dissemination Protocol and system for evaluating research group potential by the ACM

Teams, in line with the needs detected by the team, and based on the good practices report drawn up last year.
- Consolidation of the technical sharing processes used by the research departments of the ACM universities.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The departments involved have only used their own human and material resources.
- Specifically, the ACM team from this Area, the staff of the offices of the Vice Rectors for research of each of the three universities, and the researchers involved, have all participated.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

OBJECTIVE B2.

CONSOLIDATE EXISTING TRANSFER SYSTEMS, CAPITALISING ON THE STRENGTH OF THE ACM

Project B.2.1. ACM Transfer

PROJECT B.2.1. ACM Transfer

ACTION   B.2.1.a

Design a joint transfer catalogue.

OBJECTIVE

We aim to create the necessary support to disseminate the projects linked to scientific transfer.

PROGRESS TOWARDS OBJECTIVES

Goals have been reached successfully, and the ACM has periodically updated its joint transfer catalogue as planned.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- The updated Joint Transfer Catalogue is divided into three general areas: technology, social sciences and management. The catalogue describes the transfer capacities and activities of the ACM universities, and has allowed us to define and integrate the contribution made by each university. Since the transfer activity of the ACM universities is much broader, the catalogue is not limited purely to the focus areas.
- The composition of the Transfer ACM Team has been changed. The main mission of this team has been not only to update the catalogue, currently available on the ACM 205 website, but also to design a ACM Transfer Dissemination Protocol, also available on the website. This protocol is described in more detail in the following action.
- It is also important to mention that the catalogue of scientific and technological services has been updated. This includes a list of all the laboratory equipment and materials available to researchers at the ACM universities.
- The ACM Team for this Area, the Specialised Transfer Working Team, the heads of the laboratories attached to each centre, and the Distributed Technical Secretariat, have all worked on the catalogues and the protocol.

MOST SIGNIFICANT RESULTS

- The joint transfer catalogue and a catalogue of scientific and technological services gives the ACM research community easier access to the updated list of services and equipment available at the universities.
- The ACM's Transfer ACM Team has been consolidated. In addition to updating the transfer catalogue and the catalogue of scientific and technological resources, the ACM Team has made progress in drafting an ACM Transfer Dissemination Protocol and a transfer evaluation protocol.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The departments involved have only used their own human and material resources.
- The ACM Team from this Area, the Specialised Transfer Working Team and a manager from each centre involved have all participated in the action.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

PROJECT B.2.1. ACM Transfer

ACTION   B.2.1.b

Draw up Long-Term Joint Transfer Plans

OBJECTIVE

The aim of this action is to coordinate the transfer activity of the ACM universities by defining joint strategies and specific actions.

PROGRESS TOWARDS OBJECTIVES

Good progress has been made in this context. A joint Transfer Dissemination Protocol has been drawn up as a basis for the corresponding long-term action plan that will be implemented next year.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- The transfer ACM Team has developed a joint transfer protocol and defined specific procedures as a basis for collaboration initiatives in this field.
- The following are the four action lines set forth in the protocol:

  - **Internal Dissemination**

    The Transfer Catalogue must primarily be actively advertised in the inter-university community, irrespective of whether they have participated in the activities or not. Therefore, internal dissemination will first take place in each participating university, followed by inter-university presentations with the presence of important partners from each university's Research Results Transfer Office.

    - Online
      To improve dissemination of the catalogue in terms of scope and speed it is imperative to make it available online both internally (intranet) and externally (Internet), and to use mass mailing strategies.
    - Presentations
      Once the catalogue has been advertised, it will be presented in each university community by each ACM university representative.

  - **External dissemination**

    The main aim of the Transfer Catalogue Dissemination Protocol is to present the content to public and private bodies to attract interest in research projects or other transfer activities.
    For this reason, following internal dissemination, a schedule of visits to businesses and other organisations according to their field of specialisation must be organised to present the catalogue outside the university community.

- Publications
  The most notable research results must be published in leading journals, and the catalogue initiative must be published in the mass media in order to present the ACM inter-university collaboration initiative to different organisations.

- Visits to businesses
  Direct contact could be made with businesses within our niche market by making personal visits.
  If any such business shows an interest, a visit can be organised to present the whole catalogue or just the pertinent section.

▪ **Contact addresses**

The Catalogue could also included the addresses of all three research results transfer offices, so that requests for information can be received by the nearest office.

If the information requested concerns research groups from only one university, the representative of the Research Results Transfer Office from that university would respond.

If the information requested concerns more than one university, the university teams involved would organise a meeting (either virtual of face-to-face) to define an action plan.

▪ **Research activities**

Working teams will be created to undertake research.

Research activity will be divided among the teams on a proportional basis according to their level of involvement, and funding will be distributed in the same way, according to whether the university leads, contributes to or collaborates with the project.

The work will be presented jointly, with one of the three universities acting as liaison with the business in question.

MOST SIGNIFICANT RESULTS

- A joint Action Plan has been drawn up establishing the basis on which transfer of ACM research will take place.
- The potential difficulties involved in joint transfer have been overcome by creating a reference document establishing the protocol and management of ACM Transfer and the communication channels.
- The ACM universities will understand the benefit of joint action in this field.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The technology parks involved have only used their own human and material resources.
- The actions have been implemented by the ACM teams from this Area.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

PROJECT B.2.1. ACM Transfer

ACTION   B.2.1.c

Define and implement evaluation mechanisms for scientific transfer

OBJECTIVE

To measure transfer activities in order to evaluate quantitative and qualitative improvements both before and after creation of the ACM.

PROGRESS TOWARDS OBJECTIVES

Good progress has been made towards achieving our goals, and an ACM Transfer evaluation system was defined this year, as planned.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- The Transfer ACM Team has designed a transfer evaluation system based on twelve-month (calendar year) indicators, and failing that, on academic-year indicators. Each university measures its R&D and transfer activity, and the ACM 2015 activity is the sum of all the individual indicators.

  The proposed indicators measure data relating to:
  - staff
  - projects
  - publications and dissemination of R&D activity
  - intellectual and industrial property rights
  - contracts and service agreements with businesses
  - number of technology businesses created

  Detailed information on these indicators is available on the ACM website.

MOST SIGNIFICANT RESULTS

- A transfer evaluation mechanism has been created that will allow us to determine the advantages of joint management and, if necessary, to redefine joint strategies to raise the profile or improve the management of ACM Transfer.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The technology parks involved have only used their own human and material resources.
- The actions have been implemented by the ACM teams from this Area.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

PROJECT B.2.1. ACM Transfer

ACTION	B.2.1.d

Implement a single transfer window

OBJECTIVE

Creation of the single transfer window will centralise offer and demand and will raise the profile of our transfer activities while giving users improved access to information and services. We also aim to improve the impact and dissemination of our research transfer, thereby increasing the number of projects transferred to both society and the business community.

PROGRESS TOWARDS OBJECTIVES

The single transfer window that centralises dissemination of and access to ACM 2015 research transfer continues to operate on the ACM website.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- The single transfer window is still in operation.
- Under the structure of the catalogue, the contents are divided into three general sections, each of which is coordinated by one of the ACM universities.
    - TECHNOLOGY - coordinated by the Universitat Ramon Llull, Dr. Lluís Comellas
    - SOCIAL SCIENCES - coordinated by the Universidad de Deusto, Dr. Fernando Díez
    - MANAGEMENT - coordinated by the Universidad Pontificia Comillas, Dr. Javier Gómez

    Enquires and requests are centralised in the ACM 2015 website. Users fill out a contact form that is forwarded to the person responsible for each of the three sections.

    Communication and enquiry management protocols are described in details in the ACM Transfer Dissemination Protocol referred to above.
- The heads of the three transfer sections meet periodically to pool information and evaluate the evolution of the transfer system.
- The coordination team from this Area, the Specialised Transfer Working Team, the Distributed Technical Secretariat and the heads of the three sections work together to contribute content and maintain the catalogue up to date.
- The ACM universities coordinate their efforts on an internal level to ensure that transfer activity is centralised. These activities are described in detail in the "Description of ISP actions linked to Joint Plan actions" section.

MOST SIGNIFICANT RESULTS

- The ACM's transfer activity has been more widely disseminated.
- The joint transfer management system has been consolidated.

- The university community now has better access to ACM Transfer services, and these services are growing exponentially.
- The profile of the ACM 2015 transfer service has been raised.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The technology parks involved have only used their own human and material resources.
- The actions have been implemented by the ACM teams from this Area.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Objective B3

PROMOTE NEW TRANSFER STRUCTURES BASED ON SCIENTIFIC, TECHNOLOGICAL, BUSINESS AND INNOVATION PARKS.

Project B.3.1. ACM Park Network

Project B.3.2. ACM E-park

Project B.3.1. ACM Parks Network

ACTION	B.3.1.a

Draw up a map of parks and services

OBJECTIVE

The aim of preparing a map of parks and services is to centralise dissemination of this service and raise the profile of the ACM's parks and services, making them more accessible to the Aristos Campus Mundus 2015 university community as a whole.

PROGRESS TOWARDS OBJECTIVES

Good progress has been made towards achieving our goals: the 2011 map of parks and services has been regularly updated.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- The work done in previous years has enabled us to draw up a joint map of business parks and their services.
  These services are centralised and updated on the ACM 2015 website, which contains links to the websites of the parks currently in operation.
- The catalogue has been regularly updated according to schedule, and a service aimed at ACM university entrepreneurs has been included. This service is described in more detail in the following action.
- The following parks and services are included in the catalogue: ESADE Entrepreneurship Institute (EEI) and Deusto Entrepreneurship Centre. The map of parks together with detailed information on each activity is available on the ACM website.
- The ACM universities have continued to coordinate their efforts on an internal level to ensure that these services are centralised and regularly updated and extended.

MOST SIGNIFICANT RESULTS

- By updating and extending the map of parks and services we have raised the profile of the ACM.
- We have made progress towards providing the ACM 2015 community with a comprehensive service.
- We have improved the ACM 2015 community's access to information on the parks and their services.
- We have raised the profile of the ACM's parks and services.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The technology parks involved have only used their own human and material resources.

- The ACM teams from this Area and the managers of the ACM parks network have implemented the actions: the Salle Technova (Universitat Ramon Llull), ESADE Creápolis (Universitat Ramon Llull), Deusto Kabi (Universidad de Deusto-Campus Bilbao), Deusto Innogune (Universidad de Deusto- Campus Donostia-San Sebastián) and Comillas Innovación (Universidad Pontificia Comillas).

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project B.3.1. ACM Park Network

ACTION	B.3.1.b

Coordinate a joint service catalogue

OBJECTIVE

The aim of coordinating a centralised joint service catalogue is to facilitate and ease formalities for the ACM 2015 university community, thus encouraging the use of the ACM services.

PROGRESS TOWARDS OBJECTIVES

Last year's goal of drawing up a catalogue of services offered by the ACM's parks was reached when their services were published on the ACM 2015 website in a joint catalogue.

This year we also increased the percentage of services included in the parks network, exceeding the 5% target. The new services are available online, and focus on entrepreneurship.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- In addition to reviewing and updating the catalogue of services offered by the parks network, we now offer the university community online entrepreneurship services, an initiative that has been complemented by the organisation of ACM conferences.
- The online entrepreneurship services have been consolidated with the addition of Esade Ban. This organisation is sponsored by ESADE Alumni's Entrepreneurs and Investors Club, which also works with the ACM's Business alumni associations.

  Specifically, **ESADE BAN** is a network of private investors whose aim is to maximise entrepreneurship and investment activity in Spain by fostering growth in Spain's financial fabric by recruiting, educating and coordinating what it hopes will become the largest business angels network in terms of the number of projects funded.

  ESADE BAN focuses on boosting new companies or those in the early stages of growth. Its activity in the context of the ACM community is related to its links with the e-park and the joint conference organised with the Universidad Pontificia Comillas, mentioned above. The event, titled **First Business Angels ESADE Alumni Entrepreneurship AND ICADE Business Club investment forum**, was a further step towards our goal of promoting entrepreneurship in the ACM 2015 project.

  ESADE BAN is a founding member of AEBAN (an association of private investors in Spain) and EBAN (European Business Angels Network).
- The parks section of the website, therefore, introduces users to existing parks, lists the services they offer, and describes their overall shared objectives.

- The catalogue, meanwhile, includes a direct link to the websites of each park, with a more detailed description of the different fields of work of the ACM 2015 parks.
- In the interest of efficiency and good management, enquiries are sent by means of an online form to a centralised access point from where they are forwarded to the manager of each ACM 2015 park.
- All the ACM 2015 universities have worked on an individual level to enable the service catalogue to be correctly centralised and updated.

MOST SIGNIFICANT RESULTS

- At the ACM level we have defined a joint catalogue of parks and services, giving the ACM 2015 community as a whole easy access to these services.
- The universities' standing in the field of technology and business parks has been further enhanced.
- Synergies have been created between the managers of the ACM's parks and their overall activities.
- The services provided by the e-park have exceeded the targets set for this year following the incorporation of the ESADE BAN network.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The technology parks involved have only used their own human and material resources.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project B.3.1. ACM Park Network

ACTION	B.3.1.c

Disseminate the catalogue of services among the scientific-technological, business and innovation partners

OBJECTIVE

This aim of this action is to strengthen the parks network and improve its standing in Spain and abroad.

PROGRESS TOWARDS OBJECTIVES

Good progress has been made towards achieving our goals: the parks network catalogue of services has been widely disseminated both by individual initiatives organised by each park and activities sponsored by the ACM.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

The ACM now has three parks, La Salle Technova, DeustoTech and ESADE Creapolis.

■ La Salle Technova was created to bring together the university and business communities through the transfer of knowledge, technology, people and companies. The park actively disseminates its services and potential by taking part in leading technology-oriented events such as the Mobile Word Congress, the LS Startup Lab 2014, Investment Readiness 2.0 and the Tech Demo Day 2014.

■ ESADE Creapolis, meanwhile, is an innovation and creativity park led by ESADE Business School. The park disseminates its activities on social networks, and organises several events involving business partners and prominent business leaders, including "inDIGITAL - from traditional marketing to digital marketing", "A conversation with Ken Morse on Innovation and Global Sales Strategies", and "Inspiring Evenings: Brand is Culture, Culture is Brand".

■ Similarly, DeustoTech, as a technology institute, brings together research and transfer through six research units: intelligent transportation, big data analysis, the future internet, health, energy and e-learning. DeustoTech also actively disseminated its initiatives and has further consolidated its standing by forming strong strategic alliances such as "Smart Cities and Communities" and the "Spanish Linked Data Thematic Network".

■ The three parks are engaged in ongoing promotional activities that can be seen in their respective websites linked to the ACM website.

■ The three parks and the ACM itself also reach out to companies and social entities through the parks' individual websites, the general ACM 2015 website, and the websites of each ACM university.

MOST SIGNIFICANT RESULTS

- The standing of the ACM's parks has now been improved, and their presence and activity has been disseminated among the local area of influence of the three universities.
- A collaboration framework between parks has been established.
- The number of potential users of the parks has increased.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The technology parks involved have only used their own human and material resources.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project B.3.2. ACM E-PARK

ACTION **B.3.2.a**

Define the virtual platform

OBJECTIVE

To define the network-based system, enabling us to coordinate and disseminate the services and activities carried out in this area and promote cooperation.

PROGRESS TOWARDS OBJECTIVES

This goal was successfully achieved in 2011 when a detailed definition of the characteristics and objectives of the online platform was drawn up. In later phases the project was further refined and implemented.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- In 2011 we agreed on and defined the content, functions and characteristics of the parks network as a platform for disseminating online services to our online community. This has allowed us to make further progress in developing online tools for creating:
  - a natural space for hosting the DRCs,
  - a mechanism behind the single transfer window described above, and
  - the space in which the park network centralises and coordinates its activity.
- Last year, we set up the virtual platform, and since then this online tool has enabled us to coordinate activities and work together to disseminate much of the activity undertaken in this Area.
- This year, the platform has been updated and improved by incorporating new services and updating the content, as explained in the Area annex.

MOST SIGNIFICANT RESULTS

- The e-park platform has been extended and updated, and the tool now includes all objectives and plans.
- We have consolidated a new park based on a virtual platform.
- We have centralised the ACM's research activity.
- We have extended the number of services coordinated by the ACM.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The departments involved have only used their own human and material resources.
- The research departments, the ACM Communication and ICT teams and the managers of the technology parks involved have all contributed to the action.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project B.3.2. ACM E-PARK

ACTION   B.3.2.b

Implement the virtual platform

OBJECTIVE

The objective is to share the experience of existing parks, extend their services and make the online platform available to the entire ACM 2015 community, further guaranteeing the success of transfer and innovation efforts in a competitive international setting. This is all due to the ACM and its centralised scientific, technological, business and innovation park.

The e-park is also a natural, central platform on which to host not only the ACM 2015 park network but also the DRCs and the ACM's transfer activity.

PROGRESS TOWARDS OBJECTIVES

The goal was already reached last year, when the e-park was successfully incorporated into the ACM 2015 website to provide information on DRCs, transfer, and the catalogue of parks and services.

This year, the content has been extended and updated, following internal platform updating and maintenance protocols.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

As described above, the activities of the ACM have been disseminated and updated, as needed, using the virtual platform.

The following is a list of the most important developments in this regard:

- The digital catalogue of the parks created by the three universities has been updated.
- New entrepreneurship services have been added.
- The centralised online form for contacting the parks continues in operation.
- The DRC catalogues have been updated.
- The transfer catalogue has been updated.
- The ACM's catalogue of scientific and laboratory equipment has been updated.
- The ACM Transfer Evaluation System has been published.
- The ACM Transfer Dissemination Protocol has been published.
- The Rules for the Recognition of DRCs have been published.

MOST SIGNIFICANT RESULTS

- The research activity of the ACM 2015 has been centralised and updated online.

- Existing parks have pooled experiences, extended their services, and offered these to a larger community consisting of the ACM and the cluster clouds.
- Different aspects of have been addressed, ranging from the traditional science and technology park to business and innovation parks. The ACM, therefore, now have a science and technology park, a business park and an innovation park.
- Transfer processes have been linked to the parks as a natural point of convergence of different R&D+i partners.
- A new virtual park concept built on existing physical structures has been consolidated and improved, and various tools to aid in the implementation of most of the objectives included in this Area have been incorporated.
- The ACM and its e-park contribute to the successful transfer of research and innovative initiatives in a competitive international context

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The departments involved have only used their own human and material resources.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project B.3.2. ACM E-PARK

ACTION   **B.3.2.c**

Incorporate the scientific activity of the excellence teams by focus area and Distributed Research Centres (DRCs)

OBJECTIVE

To centralise information relating to the ACM scientific activity on the ACM website to give the ACM university community easy access to such data.

PROGRESS TOWARDS OBJECTIVES

The goals were successfully achieved last year by extending and updated the information related to the ACM's scientific activity.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

This has been described in the preceding action.

MOST SIGNIFICANT RESULTS

- Information on the ACM's scientific activity has been updated and extended on the ACM website.
- The platform is now widely used to find information relating to the scientific activity of the DRCs.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The departments involved have only used their own human and material resources.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project B.3.2. ACM E-PARK

ACTION	B.3.2.d

Organise transfer activity through a single transfer window

OBJECTIVE

The aim of implementing a single transfer window is to centralise offer and demand, thereby improving our standing in this area, strengthening the impact of transferred projects and widening dissemination. This will increase the number of projects transferred to society and the business community

PROGRESS TOWARDS OBJECTIVES

Good progress has been made towards our goals by implementing the single transfer window on the ACM 2015 website to disseminate information and centralise the ACM's transfer activity, which has been improved with the implementation of evaluation systems and working protocols.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

Following the rationale and procedure applied to the parks network single window, the content of the single transfer window has been updated, extended and consolidated as follows:

- The ACM Communication and ITC teams have updated the content of the online platform containing the ACM's transfer services.
- The contents are divided into three general sections, each of which is coordinated by one of the ACM universities.
  - TECHNOLOGY - coordinated by the Universitat Ramon Llull, Dr. Laia Ros
  - SOCIAL SCIENCES - coordinated by the Universidad de Deusto, Dr. Fernando Díez
  - MANAGEMENT - coordinated by the Universidad Pontificia Comillas, Dr. Javier Gómez

  All enquires or requests are made within these three categories. The university in charge of coordinating each category appoints a manager to deal with enquires and requests.
- The single window coordinators, who now make up the new Transfer ACM Team, work together with the Technical Secretariat and the transfer managers from each centre to update the transfer catalogue and define, draft and publish the Transfer Evaluation System and the ACM Transfer Dissemination Protocol online.
- The heads of the three transfer sections continue to meet periodically to pool information and evaluate the evolution of the transfer system.
- More importantly, the single transfer window, the catalogue, the evaluation system and the Transfer Dissemination Protocol allow us to provide detailed information on the different fields in which transfer occurs and to respond to enquiries and requests received by the centralised access point, from where they are forwarded to the

corresponding managers, who are in turn responsible for providing a correct response.

MOST SIGNIFICANT RESULTS

- We have created a common, online, centralised framework for the ACM's transfer activity.
- By creating a single window we have prevented the dispersal of contact requests by centralising them in one person in charge of forwarding the requests to the appropriate person or people.
- We have created transfer support documents that lay down common procedures and objectives and outline the ACM's transfer policies.
- The universities' standing in the field of transfer has been further enhanced.
- Synergies have been created between the managers in charge of the ACM universities' transfer activity

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The departments involved have only used their own human and material resources.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project B.3.2. ACM E-PARK

ACTION   **B.3.2.e**

Incorporate the parks network services

OBJECTIVE

To extend and strengthen e-parks.

PROGRESS TOWARDS OBJECTIVES

Last year's goal were achieved successfully with the incorporation of the ACM park's services into the online parks network, and this year we have continued to update and activate the parks network online service catalogue and provide new services for entrepreneurs by linking ESADE BAN to the platform.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

The actions described in the B.3.2 project explain in detail the services provided by the parks network. These can be summarised as follows:

- Executive Education, MBA and undergraduate degree programmes in entrepreneurship, family business, growth strategies and internationalisation.
- Business Angels.
- The following support services for entrepreneurs and newly created and/or consolidated companies:
    - Creative industries.
    - Profitable growth (management of profitable growth).
    - New internationalisation channels.
    - Openings and technological, economic and social trends.
    - STEP project (Successful Transgenerational Entrepreneurship Process).
    - Business Club, which facilitates contacts and cooperation among entrepreneurs.
    - Private investment forum to seek funding for newly created businesses. Business Angels network.
- Business ideas hosting and monitoring service:
    - Space and infrastructure in which to install new business ventures and spin-offs.
    - Monitoring services, tutoring/help, and advice during the pre-incubation and incubation stages of new business projects and spin-offs.
    - Access to know-how generated in the university setting.
    - Capitalise on the entrepreneurial tradition and culture of the university, its students and alumni associations to enrich new business projects and spin-offs.
- Networking service: Spaces for university - business - society meeting, dialogue and co-creation initiatives.
    - To facilitate meetings between society and the university community, innovative and entrepreneurial initiatives.

- To collaborate with applied research activities and the transfer of knowledge to society.
- Publishing and social transfer events.

MOST SIGNIFICANT RESULTS

- The ACM parks network services have been incorporate into the online parks network and have been regularly updated.
- The parks network services are now available to the ACM community, and joint activities are gradually taking shape, such as the aforementioned ESADE BAN initiatives.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The departments involved have only used their own human and material resources.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project B.3.2. ACM E-PARK

ACTION	B.3.2.g

Involve business, institutions and social organisations in the e-park initiative

OBJECTIVE

To raise the profile of Aristos Campus Mundus 2015 in businesses, institutions and social organisation as a means of driving transfer and entrepreneurial initiatives and obtaining support and funding for the ACM's scientific activity.

PROGRESS TOWARDS OBJECTIVES

The goals have been achieved, particularly in terms of attracting leading Spanish and international companies to the ACM's scientific and entrepreneurial activity.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

The involvement of ESADE BAN in our project and the organisation of the First Business Angels ESADE Alumni Entrepreneurship AND ICADE Business Club investment forum has enabled us to forge links with a number of business and organisations,

The following are the most important new partners:

- **ACCIO 1O:** the Generalitat of Catalonia's business competitiveness agency. The agency specialises in promoting business innovation and internationalisation through a network of 32 offices around the world.
  It was created to provide strategic support and improve the ability of the Catalonia business sector to compete and address new global challenges.
- **BStartup:** Launched by the Banco Sabadell, BStartup aims to support entrepreneurs to enable their business project to develop with the best guarantee of success by partnering them and their company in developing the initial phases of the business, facilitating access to credit with greater flexibility and offering potential capital investment.
- **Repsol Foundation**: Channel for Repsol's social and cultural activities. The aim of the foundation is to contribute to social well-being, improve people's quality of life, and achieve greater social, educational, environmental and cultural development, especially in the regions where the company operates.
- **AEBAN**: The Spanish Association of Business Angels Networks (AEBAN, in Spanish) is an independent, democratically organised, non-profit organisation that bring together the main Business Angels networks operating in Spain. Launched in November 2009, the Association's main mission is to promote business angel and business angel network activity in Spain as an essential element of the national R&D+i system.
  AEBAN currently has 29 business angel network members, and offices in eleven of Spain's autonomous communities. Member business angel

networks have, in turn, around 400 investor members, who last year mobilised resources estimated at €20 million.

- **EBAN**: The European Trade Association for Business Angels. The Association was created in 1999 and has 111 members in 39 countries.
- **ICF**: The Catalan Institute of Finance (ICF in Spanish) is the credit organisation of the Autonomous Government of Catalonia, founded in 1985. The Institute operates in accordance with the principles of financial stability, management and control of financial risk, budgetary independence, and Bank of Spain regulations.
  The main objective of the ICF is to complement the private financial sector and give Catalan companies, especially SMEs, easy access to funding. The Institute offers companies a range of financial products and services based on loans and guarantees and on capital risk ventures.
- **ENISA**: is a public corporation attached to the Ministry of Industry, Energy and Tourism through the General Directorate for Industry and Small and Medium Sized Enterprises. Created in 1982, it actively funds feasible and innovative business projects.
- **EU**. The European Regional Development Fund is allocated by the European Commission to drive economic development in the weakest regions of the EU.

MOST SIGNIFICANT RESULTS

Local, national and international businesses and organisations are now linked to the e-park entrepreneurial activity.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

- Funding is provided solely from the resources of the three participating universities.
- The departments involved have only used their own human and material resources.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

ISP ACTIONS

DESCRIPTION OF ISP ACTION LINKED TO JOINT PLAN ACTIONS

B.1.1.a ACM Define a map of excellence teams by FA.

B.1.1.b ACM Define and organise the DRCs.

B.1.2.b ACM Develop the potential of working together with excellence teams created from international alliances.

B.2.1.b ACM Draw up long-term joint transfer plans.

B.3.1.c Draw up a map of parks and services

B.3.1.b ACM Coordinate a joint service catalogue

In this section, we would draw attention to the fact that ACM 2015 presents a Joint Collaboration Plan involving Deusto, Pontificia Comillas and Ramon Llull universities, based on the three universities' Individual Strategic Plans (ISP). Therefore, ACM 2015 is made up of the Joint Collaboration Plan, the ISP of the participating universities and their links to the Joint Plan.

For this reason, in this section we list all the actions derived from the ISP of each of our universities that have been completed satisfactorily and are linked directly to actions in the aforementioned Joint Plan.

ACM action	*B.1.1.a Define a map of the research groups of excellence by focus area*
Linked ISP actions	*B.1.1 RCM Develop policies designed to combine and concentrate research activity into groups with increasing critical mass*
	B.3.1 RCM Encourage the research output of faculty and research staff by linking the university's own resources to academic merit and productivity bonuses. Provide research funds to young faculty members based on their potential
	B.1.1 DCM Apply and implement the proprietary research management framework

Ramon Llull Campus Mundus:

The Universitat Ramon Llull continues to implement the activities included in its ISP in terms of maintaining and updating the map of excellence teams by ACM focus area.

This year, the map of research groups has been redefined to significantly increase the critical mass and greatly improve the quality of such groups. The process involved reducing the number of individual research groups to form larger groups with a higher level of excellence. One of the most positive results in this regard has been the Generalitat of Catalonia's recognition of 45 research groups from the Universitat Ramon Llull as consolidated groups that will continue their activity over the next three years (2014-2016).
The following is a summary of the main actions undertaken to define and maintain the joint group map.

Policies designed to combine and concentrate research activity into groups with increasing critical mass:

- The number of official university research groups has been reduced from 61 to 56 in 2014. This has been achieved by increasing the concentration and critical mass of existing groups. We now have less

groups, but a higher critical mass, with more researchers. An example of this is the Social Analysis and Innovation Group (GIAS, in Spanish), which has 24 lecturers from the Fundació Pere Tarrés.

■ The "Rules for Universitat Ramon Llull Research Groups" has been implemented. This document establishes the minimum requirements for guaranteeing the quality and homogeneity of procedures by which the Universitat Ramon Llull grants recognition to research groups. These requirements are similar to those used by the Generalitat of Catalonia for recognising consolidated research groups.

■ The Generalitat has recognised 45 consolidated research groups for the 2014-2016 period. This has more than doubled the number of recognised research groups, from 22 last year to 45 this year. The 45 research groups include 15 emerging and 30 consolidated research groups.

■ Centre such as La Salle and the Blanquerna Foundation are currently engaged in a process of strategic reflection on the role of research institutions as superstructures bridging faculties and research groups.

Encourage the research output of faculty and research staff by linking the university's own resources to academic merit and productivity bonuses. Provide research funds to young faculty members based on their potential.

■ As discussed in the preceding report, some Universitat Ramon Llull centres have created Research Master Plans that include incentives to step up the scientific output of PDIs. This year, the "General Research and Doctoral Programmes" (PGRyD 2012-2014, in Spanish) taught in the Blanquerna Faculty of Psychology, Educational and Sports Science (FRCEE) and the Faculty of Health Sciences continue active. These programmes provide the following incentives for scientific output:

- Professors are offered incentives in the way of financial bonuses or reduction in teaching hours, depending on budgetary constraints, to encourage them to publish their research in leading scientific journals.
- Professors at the Blanquerna FRCEE are offered grants to help them get their PhDs. Professors are given the option of taking a sabbatical term to prepare the defence of their doctoral thesis.
- Thesis directors are given financial incentives for each thesis defended and for taking part in a thesis tribunal.

■ The Office of the Vice-Rector for Research continues to offer various research grants co-funded by the Generalitat and La Caixa bank: 1) Grants for research groups 2) Incentives for lecturers to undertake research and 3) Internationalisation grants.

Deusto Campus Mundus:

The Universidad de Deusto has developed and implemented a framework policy that both manages its own research department and prioritises and facilitates the development of ACM 2015 distributed research centres.

■ **The application and development of a proprietary research management framework has enabled us to:**

- Define and implement joint collaboration systems through distributed research centres.
- Encourage the creation of inter-university groups and collaboration initiatives. This has a direct effect on the creation of ACM action plans.

In addition to the Research Management framework and the Researcher Profile framework, the Universidad de Deusto systematically takes measures to prioritise and promote research projects in collaboration with ACM universities.

ACM action	B.1.1.b. Define and coordinate the Distributed Research Centres (DRCs)
Linked ISP actions	**B.7.1 DCM** *Design and launch the Deusto Advanced Research Centre (DARC): team, facilities and resources.*
	B.7.2 DCM *TECH, BUSINESS, LEX, PSICO, EDU, TRENDS and DIVERSITAS research unit procedures, clustering strategy and design*

Deusto Campus Mundus:

Under its ISP - Individual Strategic Plan, the aim of the Universidad de Deusto is to create and fully implement an R&D+i excellence centre - **the Deusto Advanced Research Centre (DARC) for scientific and technological progress**. The activity is based on research and publication of results to contribute to the development of society.

DARC has launched numerous initiatives to foment research of excellence.

With respect to **facilities and resources**, the university has restructured and refurbished both the Bilbao and Donostia-San Sebastián campuses. In terms of refurbishment: research support services were relocated and a specific area was created to hold permanent and visiting international researchers; new areas designed to facilitate collaborative work between research groups were created following completion of the refurbishment of the economics and business administration, law, psychology and education, and social and human sciences departments. Finally, DeustoTech was refurbished and 180 researchers relocated.

In terms of **staff**, the Universidad de Deusto has recruited new researchers, 75% from abroad, and a new programme to recruit post-doctoral researchers has enabled the university to include 47 new researchers over a period of two years.

In terms of **organising and driving cooperation and multidisciplinary research**, Deusto has launched several initiatives to create knowledge centres or multidisciplinary platforms. The first of these focuses on ageing, and includes teams from the faculties of business, psychology, social science, law and engineering working together to address the challenges and opportunities arising from the ageing Basque and European population. The EU Project Office is participating actively in this DRC experience to bring it in line with the Horizon 2020 programme. Autonomous Community public administrations are also actively involved as an experience in collaboration and co-creation.

This multidisciplinary initiative is joined by other successful projects such as the *Orkestra-Instituto Vasco de Competitividad* initiative, which carries out research in regional innovation and competitiveness under a public-private collaborative framework including institutions such as the Government of the Basque Country, regional councils, companies and

researchers from various universities.

The agreement signed between the Universidad de Deusto and the University of Chicago has led to publication of the *Manual de Estilo Chicago Deusto*, following a complex process of translation and adaptation. The *Manual de Estilo Chicago Deusto* is the definitive reference for authors and editors of texts for publication. The Manual is now available for the first time in Spanish, totally revised and adapted to today's professional online editors. Full of clear advice on style and usage of the Spanish language, this new *Manual de Estilo Chicago Deusto* contains detailed information on editing workflow processes for printed or electronic publications. We consider this to be an essential reference book for scientists, and a key element in the development of science.

The ACM 2015 excellence campus project has undertaken to **bring together research capacity and design plans to develop these units both in terms of research and knowledge and technology transfer**.

The process of analysing and designing these units has been lengthier in some field of research, and this has to some extent affected the objectives established at the start of the project. This is mainly due to the process of defining and creating DRCs and the aim of focussing research not only on disciplinary areas but also on inter-disciplinary areas capable of addressing major social challenges.

Energy, transport and automation, new technologies and quality of life, clinical and health psychology, psycho-educational methods in social contexts, teaching innovation, competitiveness and strategy, innovation and organisation management, entrepreneurship, international law, human rights and migration, social values, leisure and human development, ethics and social responsibility, etc., are all areas in which our contribution and excellence in generating and transferring knowledge have been fully recognised.

Deusto has created five fully operational research and transfer units: *DeustoTech, Deusto Business School - Orkestra, Deusto Psych, Deusto International Tuning Academy* and *Deusto Innovación Social*. These five units act as poles of research within the Universidad de Deusto's strategic focus areas.

■ **DeustoTech**
This technology institute bases its research and transfer activity based on six units. Its areas of specialisation are: intelligent transport, big data analysis, future internet, health, energy and elearning. The centre has prepared a strategic plan for 2015 under which 180 researchers have already been relocated. The most important objectives in its plan are internationalisation and participation in the Horizon 2020 programme, improvements in the quality of scientific publications and improvements in customer value propositions when transferring knowledge and innovation to the market.

■ **Deusto Business School + Orkestra- Instituto Vasco de Competitividad**
In the new project to transform the existing School of Economic and Business Administration into a Business School, research is a fundamental element of the value proposition to the business

community. New researchers have joined the teaching staff of the newly created faculty to strengthen focus areas: innovation and competitiveness, digital strategy, and entrepreneurship and sustainability.

Orkestra-Instituto Vasco de Competitividad, with 30 researchers, many of whom are international, has also been added to the new faculty, and the first six new international professors and lecturers recruited during an internationalisation programme have already taken up their positions.

■ Deusto Innovación Social

This research unit includes research and knowledge transfer from the social and human sciences units and groups. The plan includes a wide-ranging co-creation programme developed in partnership with public-private organisations and other innovation and research centres to respond to the need for social transformation in the Basque Country in particular and Europe in general. In pursuit of this goal, the unit has actively worked with institutions, companies, social organisations and universities to create the Basque Social Innovation Group. The Plan has succeeded in internationalising to a large degree its activities related to urban development, entertainment-culture-tourism-sports-communication, social policies and services, human rights, humanitarian aid, migrations and Basque culture, and has been intensely involved in social entrepreneurship.

■ DeustoPsych

DeustoPsych was founded as a centre that combines research in psychology and health with transfer and intervention, offering research groups both a physical framework and the material and human resources needed to broaden the scope and results of their research. One of the most significant results of the improvement plan put into effect has been the recruitment, with help from the Fundación Ikerbasque, of three senior researchers of international standing.

■ DITA- Deusto International Tuning Academy

As explained in detail in an Area C action in this report, a research unit has been created within DITA to simplify governance and capitalise on synergies. The group includes research groups working together to address issues related to education and, more specifically, the development of teaching and learning skills, employability and educational policy.

ACM action	B.1.2.b. Develop the potential of working together with excellence teams created from international alliances
Linked ISP actions	**B. 1.2 RCM** Prioritise initiatives with an international dimension: collaboration on international projects, mobility and PhD degrees at foreign universities.
	B.5.2 RCM Foster participation in international actions, particularly in the Seventh Framework Programme.

Ramon Llull Campus Mundus:

The Universitat Ramon Llull organises a series of activities aimed at internationalising research. These actions can be divided into two lines, as follows:

Prioritisation of initiatives with an international dimension

- Contributions from companies and from alumni during the 2012-2013 academic year have enabled ESADE to award €1.7 million in scholarships during the 2013-2014 academic year, allowing 202 talented students to pursue their undergraduate and postgraduate studies. All scholarship holders have an excellent academic record, and over 50% of scholarships have been awarded to foreign students from a number of different countries and social backgrounds. The strategy of attracting international talent is further consolidated each year, and forms the basis for research excellence in the future. This year. 9% of ESADE students are scholarships holders, an increase of 2% over last year (157 grant holders).
- Under the Blanquerna Master Plan for Research, professors and doctoral students can apply for grants for stays in foreign universities lasting from one to three months. This has allowed 57 professors and researchers to relocate during the 2013-2014 academic year (26 in the 2012-2103 year). Under the "Teacher Staff Mobility" programme, meanwhile, 25 professors have relocated temporarily to foreign universities and 40 international professors have been welcomed at Ramon Llull. The Blanquerna faculties are heavily involved in international projects, some of the most important being:

    - The Blanquerna Observatory on Media, Religion and Culture is a partner in the European "Religion in the Shaping of European Cultural Identity" project and the "Digital Frontiers" project sponsored by the WACC of Canada.
    - Collaboration in a study analysing lesions suffered by athletes taking part in the London 2012 Paralympics.
    - The "Toddler: Towards Opportunities for Disadvantaged and Diverse Learners on the Early-Childhood Road" project, funded by the European Commission.

- The IQS programme in collaboration with the Massachusetts Institute

of Technology (MIT) continues to offer MIT students the opportunity of undertaking internships lasting between 3 and 12 months in Spain in member of the IQS Companies Foundation. IQS is also encouraging research groups to take part in or apply for at least one European project.

■ La Salle and the other smaller centres are providing incentives for international PhD students to undertake stays at the university to give young researchers a more international outlook.

Foster participation in international actions, particularly in the Seventh Framework Programme.

Participation in European projects by research groups from the Universitat Ramon Llull is one of the cornerstones of the university's research strategy. The aim is make a qualitative leap forward in terms of research funding and to internationalise the activity of funding groups. Europe has enormous potential research partnerships between Spanish and European researchers, and the resulting groups can address more challenging issues and undertake applied research of excellence.

The Universitat Ramon Llull schools most involved in European research projects are IQS, ESADE and La Salle. These schools already have large research groups that participate in or coordinate research projects at a European level, and all have one or more European project managers in charge of monitoring and coordinating the activity of each centre. This network of internal managers greatly facilitates the work of research groups engaged in projects with other European centres. Faculty and research staff are encouraged to take part in the presentation of European programmes, info days and European Forums.

Universitat Ramon Llull research groups with a European dimension are mostly concentrated among the larger centres, with ESADE being the school with the most European grants and projects currently under way. In the 2013-2014 academic year, the URL had 18 active European projects stemming from the Seventh Framework Programme. Of these 18 projects, 10 are based in ESADE, 6 in IQS and 2 in La Salle.

Following the first call for proposals under the new Horizon 2020 programme, 30 European projects involving URL research groups have been submitted. ESADE continues to lead the field, with 13 proposals, La Salle has 8 and IQS and the Blanquerna Foundation have submitted 2 proposals. As this call for proposals is fairly recent, awards have not yet been announced. Irrespective of whether or not the proposals are successful, the number submitted so far to the Horizon 2020 programme is extremely positive and shows the success of actions in URL schools to encourage participation in European R&D projects.

ACM action	B.1.3.a. Define and implement evaluation mechanisms for scientific collaboration initiatives
Linked ISP actions	**B.1.4 CCM** *Intensify, organise and evaluate the quality and extent of research activity by faculty members.*
	B.4.1 DCM *Improve research and scientific output results: books and chapters in edited books.*
	B.4.2 DCM *Publish articles in national and international scientific journals (ISI and impact factor).*
	B.4.3 DCM *Foster application for patents and licences.*
	B.4.4 DCM *Submit papers and reports for inclusion in conferences.*
	A.2.2. DCM *Provide loyalty-building end user services. Create a portfolio of teaching-learning-training and research-knowledge-transfer services .*

Deusto Campus Mundus:

One of the cornerstones of the ACM 2015 campus of excellence and of the Deusto project itself is the establishment of a system of indicators to measure research achievements in terms of both quantity and impact.

This system of indicators, commonplace in the scientific and technological community, is complemented by our own unique ACM 2015 results monitor system, which allows us to register and evaluate the degree of success of the measures taken to foment inter-university and multidisciplinary cooperation.

Results are monitored by a new information system called CIENTIA that gathers all the outcomes and allows us to extract indicators in a simple fashion. Since research results need time to mature, we have also created a number of process indicators, which will allow project managers to track the development of cooperation and focus in the field of research.

One of the indicators in the ACM 2015 project has been the number of joint publications of books and chapters in edited books, either as authors

or editors. This indicator is especially important in many of the focus areas, primarily those linked to social and human sciences.

In order to facilitate and encourage joint publications, the Universidad de Deusto's Publications Commission and Publications Service has created an extraordinary fund for inter-university publications stemming mainly from joint research projects and actions undertaken within the ACM 2015 framework.

We have promoted the publication of research articles in books edited by leading national and international publishers in each field. The schedules of faculty and researchers have been arranged to allow them time to dedicate to these efforts, an aspect that has been specified in grants for ACM 2015 projects.

One of the commitments included in both the ACM 2015 Campus of Excellence project and the Deusto Plan 2014 is to establish a system of research indicators to measure outcomes in terms of both quantity and impact. The Universidad de Deusto has continued to promote actions aimed at improving the quality and number of articles published in scientific journals.

One of the most important elements of the system of research result indicators measures publications in scientific journals. To evaluate the publications, we primarily use the Journal Citation Report (JCR). But, since Humanities and non-English language journals are not given sufficient consideration in this report, we also use other complementary indexes, primarily DICE, Scopus, In-RECS, In-RECJ and ERIH.

This is one of the main evaluation indicators for both research groups and individual researchers, and it has been extensively promoted. In addition to improving output in terms of quantity, we have also focussed on research quality in order to increase the number or articles cited in the JCR or with a high impact factor.

As a result of our efforts in research in general, and in scientific publications in particular, we have seen a progressive and substantial increase in the number and quality of publications.

This focus on results has proven to be successful, and we expect results to increase significantly in 2013.

The Universidad de Deusto has continued its efforts to increase the number of articles published in high impact journals, and in 2013 a total of 234 articles were published. Of these, 112 are ISI publications cited in the Web of Knowledge. The remaining articles, namely 122, are cited in SCOPUS.

The number of articles published in high impact journal has increased significantly in parallel with the efforts required to meet such high scientific demands. As a result, almost five times as many articles have been published in the past two years.

One of the objectives of the ACM 2015 campus of excellence is to promote knowledge and technology transfer, and key to this is **managing the intellectual and industrial property rights of the knowledge and technology created at Deusto**.

To achieve this, Deusto has approved an intellectual and industrial property regulation based on the Industrial Property Act and the Science Act. This regulation defines the objects, subjects, structure and procedures related to the knowledge generated by the university community's research and teaching activity.

The foregoing intellectual property protection strategy is implemented by the newly created legal and economic advisory and evaluation service attached to the Research Results Transfer Office.

Several presentations have been organised to explain our transfer mechanisms to the research community, and the university has recruited two new members of staff who will be in charge of orienting social sciences, education and healthcare research towards issues that address the challenges and specific needs of the market and institutions.

The Deusto International Research School (DIRS) and the International Research Project Office (IRPO), has organised a new programme to help pre-doctoral researcher students reflect on some of the key issues involved in being a university researcher and the impact their research activity can have on the society in which they live. A series of sessions on "Research and its Impact on Society" have been organised, one of which, titled "Research, intellectual property and patents. Intellectual property regulations in the Universidad de Deusto", took place in June 2014.

Deusto has consulted expert suppliers in various fields to assess whether certain developments can be patented, although results have been limited.

Another element in the ACM 2015 Campus of Excellence system of indicators of scientific production is the submission of papers and reports for inclusion in conferences.

Conferences are widely used by researchers to present the results of their research and are a channel for scientific transfer and dissemination of knowledge. Some of these conferences, of undisputed quality, are listed in the *Web of Knowledge*, and in some fields they are considered to have the same scientific recognition as articles published in high impact journals.

We have seen a significant increase each year in the number of researchers participating in leading national and international conferences (420 in 2012).

In 2013, the number of researchers taking part in international and national conferences has continued to rise, due mainly to incentives such as grants awarded directly from the university's own funds to meet the cost of taking part in such events. This grant programme gives priority to the international dimension of the conference, the evidence of its quality and impact, and its contribution to the line of research, especially in the case of priority areas. To promote cooperation between ACM 2015 university research groups, special consideration is given to joint presentations as well as projects whose transfer objectives include presentation at international conferences.

This programme runs parallel to the Basque Government's own grant

programme, and complements the funds normally allocated to each recognised research group to cover general expenses.

Added to the scientific benefit of submitting papers and reports to be included in conferences is the advantage of networking with other researchers. This is part of the policy to intensify research internationalisation and to participate actively in international research networks.

By publishing and regularly updating our joint ACM 2015 transfer catalogue we have been able to overhaul and transform both the content and the formats used to present Deusto's activity in the sphere of teaching (teaching-learning- degrees), research (knowledge generation and transfer) and social responsibility and innovation.
The design of the printed and digital formats of our teaching, learning and training service catalogue is modernised every year:

■ Single and double undergraduate degrees:
www.nuevosestudiantes.deusto.es
■ Post-graduate degrees (masters and PhDs) and continuing
professional development: www.postgrado.deusto.es
■ Executive education: www.dbs.deusto.es
■ Language training: www.idiomas.deusto.es
■ Lifelong learning for adults: www.ocio.deusto.es

The research and knowledge generation and transfer catalogue is presented in clear, easily accessible formats for those wishing to locate individuals carrying out research at Deusto as well as details of their work: www.research.deusto.es.

Particular importance is given to the Research Reports and Catalogue of Scientific Services, detailing the services, research projects and publications.
www.research.deusto.es/cs/Satellite/deustoresearch/es/difusion-y-transferencia/catalogo-de-oferta-cientifica
www.research.deusto.es/cs/Satellite/deustoresearch/es/difusion-y-transferencia/memorias_de_investigacion

Also important is the Deusto Research Newsletter, with news, events and new developments in Deusto Research.
http://www.research.deusto.es/cs/Satellite/deustoresearch/es/newsletter-junio-2014/newsletter-junio-2014
All this has enabled us to create a joint transfer catalogue that includes the services of all three universities involved in the ACM 2015 campus of excellence.

Deusto Campus Mundus:

The Universidad Pontificia Comillas has implemented a set of actions included in its Individual Strategic Plan focused on consolidating a single scientific evaluation model as part of the objective of defining a joint scientific evaluation model. The specific actions in this respect are as follows

■ In line with the six-year evaluation programme, in 2012 we signed an agreement with the Spanish National Research Activity Evaluation Commission (CNEAI, in Spanish) to evaluate the research activity of

university professors and researchers.

- In 2012, 70 applications were submitted, and following the decision of the CNEAI in December 2013, 40 six-year grants were awarded to researchers in 2014.

- On an internal level, meanwhile, a study has been conducted to compare the different research group evaluation systems, on the basis of which the ACM has developed its own evaluation system.

ACM action	B.2.1.d Draw up long-term joint transfer plans.
Linked ISP action	**B.5.1 RCM** *Consolidate and extend the professionalisation and specialisation system used in R&D+i management offices*

Ramon Llull Campus Mundus:

The Universitat Ramon Llull is working on the development of a system to professionalise research and specialisation management in the R&D+I management offices in each school. The main developments in this regard have been made by the ACM Transfer ACM Teams, and will be implemented as seen fit either individually or on an ACM level. The new ACM Transfer Dissemination Protocol includes important considerations derived from the URL's distributed management system.

The aforementioned distributed management system consists of four research management offices in the four largest university schools, and regularly generates more and better quality indicators measuring the quality of the support given to PDI personnel.

This year we have also recruited new personnel to the ESADE Research Management Office, which now has a staff of five, together with two in the IQS office, two in La Salle and one in the Blanquerna School of Psychology and Educational Science (FPCEE, in Spanish). These four research management offices are joined by the central Research and Innovation Management Office that acts as a single reception window for the entire Universitat Ramon Llull. The office is staffed by four research managers, one office manager and the Vice-Rector. This has given the URL a network of 15 research managers serving the PDI community.

Ongoing internal structural improvements and improvements in services and working protocols, together with the structure of centres linked to the central office has made it possible to create a single ACM 2015 research and transfer window catering not only for the three universities, but also for the 11 centres of the URL.

ACM action	B.3.1.a. Draw up a map of parks and services
Linked ISP action	*B. 9.1 DCM Further impetus for the business parks and incubators in Bilbao and Donostia-San Sebastian (Deusto Entrepreneurship Centre - Innogune)*

Deusto Campus Mundus:

With the aim of creating a network of parks and services for the ACM 2015 campus of excellence, the Universidad de Deusto has launched **two business incubators**, one at its campus in Bilbao and the other at the Donostia-San Sebastián campus, occupying a total of 1,500 square metres. The spaces have been designed and equipped to facilitate pre-incubation and incubation processes, creating spaces where entrepreneurs and the university community can meet and launch co-creation initiatives.

The Deusto business incubator currently houses 22 companies: 12 in the Bilbao campus and 10 in the Donostia-San Sebastián campus. Thirteen business project have been launched, seven on the Bilbao campus and six on the Donostia-San Sebastián campus. Twelve spin-offs have also been created, four from the Bilbao campus and eight from the Donostia-San Sebastián campus. Nearly 80 individuals are connected to the activity of these incubators.

Work continues on the e-park project, the main aim of which is to create infrastructures and procedures that facilitate partnerships between entrepreneurs and researchers from Deusto and the other Aristos Campus Mundus universities.

This year, Deusto has continued to develop the digital university knowledge model (**Deusto Knowledge Hub**) for the semantic and social technology platform with the aim of facilitating collaborative work and learning. This tool is being used to build communities of entrepreneurs, researchers and students interested in pooling knowledge, locating individuals that share their same interests and field of work, and sourcing knowledge that can be relevant to their day-to-day activity.

Various services with a high added value have also been created, such as: collaborative management of recruitment processes for companies and projects based in the university, and networking activities for entrepreneurs, particularly in the context of pilot projects to test products to be marketed by the company.

Because of the varied subject matter and broad perspective, over 100 events staged during the year have attracted nearly 4,750 attendees.

Incubators are only a part of the business plan drawn up by the **Deusto Entrepreneurship Centre**, which was created to promote entrepreneurship and give the university community the opportunity of exploring ideas and developing their business skills.

The research is carried out by a group from the Deusto Business School,

and mainly studies entrepreneurial ecosystems, innovation and competitiveness indicators, and the role of the entrepreneur.

The Business Angels network has been active is building up business initiatives based in our incubators and also others that have been relocated off-campus.

On an educational level, entrepreneurial courses have been consolidated with an internal degree in innovation and entrepreneurship, an inter-disciplinary programme in creativity and entrepreneurship, various courses held in all faculties, and a programme developing entrepreneurial skills that will be included in all degree and masters programmes. In 2013, a total of 1,600 students enrolled in the foregoing educational and awareness-raising activities.

ACM action	B.3.1.b. Coordinate a joint service catalogue
Linked ISP actions	**B.6.1 RCM** *Coordinate the "Service catalogues" of each specialised unit and draw up a single catalogue.*
	B.8.2 RCM *Consolidate the coordination system applied to Universitat Ramon Llull's existing parks and associated units and broaden the services provided to the entire university community.*

Ramon Llull Campus Mundus:

The Universitat Ramon Llull continues to work on coordinating work aimed at improving and updated its scientific services catalogue, mainly by maintaining a updated service catalogue which forms the basis of the scientific services offered, and by consolidated the existing system of coordinating the university's parks.

According to plan, the URL has drawn up **the new 2013-2014 catalogue of services offered by each specialised unit**, **together with a catalogue of intra-university services**. This catalogue, together with information supplied by the Universidad de Deusto and the Universidad Pontificia Comillas, has formed the basis for a joint catalogue of transfer and park services.

The foregoing joints catalogues were first drawn up last year, and this year have been extended and updated to include services offered by smaller schools and/or units with less experience in technology transfer, in order to facilitate their growth in this field.

The **coordination system applied to Universitat Ramon Llull's existing parks and associated units has been consolidated and the services provided to the entire university community broadened.**

Collaboration between the URL's scientific-business parks (La Salle Technova y ESADE-CREAPOLIS) and *Promotora de Enlace Industria-Universidad*, an IQ company, is intensifying. The technology transfer division of URL's scientific parks offers entrepreneurs, SMEs and major corporations and institutions the following services:

- Business Support Programme
- Funding, New Product/Service, Development Programme
- Technoincubator, Innovation consultancy and Technology transfer
- Executive education:
- Clustering Program
- Open &cross Innovation sessions
- Promotion of new businesses

- Information, networking and communication
- Entrepreneurship and Business Angels

On the global ACM 2015 level, some of the services offered by the ACM universities are being publicised, implemented and shared, such as the Business Support Programme, one of the most sought-after services offered by the universities.

Finally, a Valuation Unit coordinating activities between the two parks together with its associated transfer unit PEINUSA, both part of the Universitat Ramon Llull, have been officially recognised by the Generalitat of Catalonia. The Valuation Unit has received funding from the Generalitat for the past three years (€42,899 in 2013). The Unit compiles information from all projects (125 in 2013) and impetus initiatives (25 in 2013) forwarded from URL parks, particularly the regular business angels conferences, seminars on tax rebates for R&D, and meetings between entrepreneurs.

To date, five URL research groups and one school (La Salle) have earned the TECNIO seal of approval awarded by the Generalitat to technology centres and university groups with expertise in industrial research and technology transfer in Catalonia. Only the best technology centres and research groups operating in Catalan universities receive the TECNIO seal and receive annual funding from the Generalitat. These groups have given rise to spin-offs, currently based in the IQS, and potential patent applications or licences.

ISP ACTIONS

ISP ACTIONS LINKED TO JOINT PROJECTS

Project B.1.1. ACM Distributed Research Centres (DRCs)

Project B.1.2. ACM International Research Alliances

Project B.1.3. ACM Scientific Evaluation

Project B.2.1. ACM Transfer

Project B.3.1. ACM Park Network

Project B.3.2. ACM E-park

In this section, we would draw attention to the fact that ACM 2015 presents a Joint Collaboration Plan involving Deusto, Pontificia Comillas and Ramon Llull universities, based on the three universities' Individual Strategic Plans (ISP). ACM 2015, therefore, consists of the Joint Collaboration Plan, the ISPs of participating universities and their links to the Joint Plan.

For this reason, in this section we list all the actions derived from the ISP of each of our universities that have been completed successfully, and while not directly linked to the aforementioned actions, conform to the overall objectives in this area and are linked to joint plans.

ACM project	B.1.1. ACM Distributed Research Centres (DRCs)
Linked ISP actions	**B.2.1. DCM Redefine priory and strategic lines** **B.2.2. DCM Design development plans for emerging, consolidated and high-performance groups research groups** **B.3.1. DCM Submit proposals for competitive projects: Framework Programme, National R&D+i Plan, and calls for projects launched by the Basque regional government** **B.2.2 CCM Empower and re-orient research groups: Self-funded grants for ACM research projects, groups linked to focus areas** **B.2.1 RCM Pro-active recruitment of experienced scientists** **B.2.2 RCM Increase funding allocated to intensifying the research activity of faculty staff and researchers**

ACM project	B.1.2. ACM International Research Alliances
Linked ISP actions	**B.2.3 CCM Research internationalisation: Agreement between MIT and Comillas: COMITES programme**

ACM project	B. 1.3. ACM Scientific Evaluation
Linked ISP actions	*B.5.2. DCM Launch award programmes and other incentives for research* *B.1.2.1. DCM Prepare an annual study on research results and impact* *B.1.2.2. DCM Secure a position in world, European and national university ranking tables* *B. 5.3. DCM Support research management (DEIKER) and transfer (Fundación Deusto) processes* *B. 10.1. DCM Training courses for R&D+I and DBS knowledge transfer managers*

ACM project	B.2.1. ACM Transfer
Linked ISP actions	*B.8.1. DCM Draw up an Annual Research Report* *B. 8.2. DCM Draw up an annual Catalogue of Scientific Services* *B.11. 1. DCM Design and launch a Knowledge Transfer Plan for Deusto Advanced Research Centre (DARC) research units* *C.1.1.CCM Organise outreach activities: Science Week/RAIS student lodging programme: living with people at risk of social exclusion* *B.2.4.CCM Maximise global transfer strategies through different channels available* *B.2.5.CCM Internationalise research dissemination* *B.6.2 RCM Promote transfer in with little activity in the target field*

ISP Actions linked to ACM Projects

ACM project	*B.2.1. ACM Transfer*
	B.7.2 RCM Encourage participation in larger and longer-lasting projects, particularly projects co-financed with public funds

ACM project	*B. 3.2. ACM e-park*
Linked ISP actions	*B. 5.4. DCM Promote the Universitas 21 Researcher Portal*

ANNEXE

AREA C

PEDAGOGYCAL IMPROVEMENT AND ADAPTATION TO EHEA

AREA C. IMPROVEMENT IN TEACHING AND ADAPTATION TO THE EHEA

INTRODUCTION

In this ACM 2015 Area, the aim is to integrate the competitive advantages of the three universities with regard to teaching and adaptation to the EHEA into a Joint Plan. This will ensure a top international ranking due to both the excellence of its teaching activity and the ability of its graduates to bring outstanding academic and professional skills and a commitment to society and ethical principles to bear in facing the new higher education challenges arising in today's society

Broadly speaking, the comprehensive action plan involves:

a) A review of each university's teaching-learning methodology based on the development of skills and values, with the aim of pooling these methods and identifying best practices, particularly with regard to teaching innovation.
b) Establishment of the bases for joint degrees offered by the 3 universities, especially those within the focus areas. Teaching these programmes jointly will give added value, especially in terms of attracting international talent. There are also plans to develop international degree programmes with the international universities participating in this project.
c) Structuring the current doctoral programmes in Doctoral Schools (one per university), and the creation of a network of Doctoral schools in the three universities.

The following objectives have been defined to implement this Area:

Objective C1. To identify, formalise and pool best practices in teaching innovation and Internal Quality Systems. To analyse and improve the skills- and values-based models developed by the three universities.

Objective C2. To establish jointly new training programmes and actions in focus areas with the quality and scope needed become international benchmarks. To establish joint training programmes and actions with other internationally acclaimed universities (international degrees).

Objective C3. To coordinate the doctoral programmes in the three universities by creating a network of Doctoral Schools to bring quality and excellence.

Since Aristos Campus Mundus 2015 is the result of drawing up a Joint Collaboration Plan between the three Universities and linking them to most of the Individual Strategic Plans (ISP) of Ramon Llull Campus Mundus (RCM), Deusto Campus Mundus (DCM) and Comillas Campus Mundus (CCM), this document aims to describe both the actions carried out within the scope of the Joint Collaboration Plan and those linked to the ISPs.

The document is organised as follows:

- Objective-based analysis of actions carried out based on pre-defined Projects. This analysis focuses on the following sections:
  - Objective
  - Progress towards objectives
  - Description of the work carried out and the role of participants
  - Most significant results
  - Use of human, material and economic resources
  - Most significant deviations from progress towards objectives
  - Proposed corrective measures
- Description of ISP actions linked to Joint Plan actions
- Description of ISP actions linked to Joint Plan projects.

Objective C1.

CONSOLIDATE AND IMPROVE THE SKILLS- AND VALUES-BASED TEACHING SYSTEM

Project C.1.1. ACM Good practices

Project C.1.2. ACM Skills and values

Project C.1.1. ACM Good practices

ACTION **C.1.1.a**

Identify the best practices developed in each centre, and on this basis create a descriptive inventory of such practices in which the teachers involved list all the factors (both personal and material) that contributed to their success.

OBJECTIVE

By achieving objective C.1 "To consolidate and improve the skills- and values-based teaching system", the C.1.1 "ACM Best Practices" project aims to amplify and multiply the beneficial effects of all best practices in teaching innovation through a joint identification, formalisation and sharing process. The first action (Action C.1.1.a) focuses specifically on identifying and drawing up a descriptive inventory of best practices.

PROGRESS TOWARDS OBJECTIVES

Since 2011, the ACM has held bi-annual Inter-University Teaching Innovation Conferences at each university in turn for the purpose of identifying best practices to include in its descriptive inventory.
In preparation for the next Inter-University Teaching Innovation Conference to be held in 2015, the ACM is analysing the introduction of teaching innovation linked to the impact of technology at the service of the teaching-learning process.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

Guide to good practices in teaching innovation:

- Prior to the First and Second Inter-University Teaching Innovation Conference, all the institutions in each of the three universities identified the best practices implemented in their particular facilities.
- After these had been identified, a descriptive inventory (guide) was prepared, containing all the best practices submitted to the Scientific Committee for the Inter-university Teaching Innovation Conference.
- Each guide is divided into building blocks, and each block contains a form describing the different best practices implemented in that area.
- The forms were filled out by the teacher responsible for the best practice, who recorded all the personal and material factors that have contributed to the success of the strategy. These best practice forms contain the following detailed information:
  - General information
  - Description
  - Objectives
  - Methodological development of the innovative practice
  - Skills developed by students and how these are assessed
  - Reflection and evaluation
  - References and bibliography
  - Appendices with specific examples

- Each ACM university worked internally in accordance with their respective ISPs to identify and compile a list of the best practices developed in their schools.
- This year, in preparation for the upcoming Inter-University Teaching Innovation Conference, the ACM has embarked on a joint study to analyse the introduction of teaching innovation linked to the impact of technology at the service of the teaching-learning process in ACM universities. The conclusions of this study will be presented at the conference.

  Specifically, the study involved:

  - Undertaking market research and other research tools to investigate distance learning teaching methods that cater for the increasingly international profile of potential students and provide individualised follow-up of each student in order to adapt the post graduate syllabus to their particular circumstances.
  - Further implementation of ICTs in the teaching-learning system through different platforms or through the virtual campus, aimed at training academics, administrative staff, students, etc. in the use of ICTs.

MOST SIGNIFICANT RESULTS

- The three universities have pooled their good practices in teaching innovation, learning from each other's experience and amplifying their best practices.
- A total of 48 good practices were identified in preparation for the First Teaching Innovation Conference, and 60 for the Second Teaching Innovation Conference.
- Various preliminary meetings have been held to gain insight into issues such as distance learning and educational ICTs in preparation for the upcoming **Third Inter-University Teaching Innovation Conference**.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Funding is provided solely from the resources of the three participating universities.

The departments involved have only used their own human and material resources.

Specifically, various members of the teaching and research staff from the three universities have helped identify and describe good practices.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project C.1.1. ACM Good practices

ACTION   C.1.1.b

Develop protocols and systems that facilitate collaboration between the different ACM schools in charge of training programmes in similar areas.

OBJECTIVE

The objective of this action is to develop protocols and systems that facilitate collaboration between the different ACM schools in charge of training programmes in similar areas and teaching support systems.

PROGRESS TOWARDS OBJECTIVES

The following progress has been made in this area this year:

- Systems to facilitate collaboration between university schools in charge of joint training programmes have been set up.
- Protocols and regulations drawn up and shared by all three universities have been implemented.
- The library services of each of the three universities have met and established collaboration mechanisms.

Good progress is being made to achieve this year's goals according to schedule.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

In the context of establishing protocols and collaboration systems linked to joint training programmes, we have **prepared and implemented joint teaching guides**, **shared academic regulations**, **assessment systems drafted by consensus**, **and protocols for designing undergraduate projects**, all of which will ensure a comprehensive, joint organisation of teacher training activities.

The following are the most important crosscutting results obtained:

- The joint ACM teaching catalogue has been updated.
- The guidelines for press releases and ACM website posting in relation to teaching and other areas have been drawn up.
- The Accessibility Blog Management Protocol, which deals in depth with the inclusive aspect of teaching, has been created.
- The master plans for sports, accessibility and cooperation have been drawn up or updated, as required, insofar as they affect the implementation of teaching programmes..
- The Rules for the Recognition of DRCs have been designed, the System for Evaluating Research Group Potential has been implemented, the ACM Transfer Dissemination Protocol and the ACM Transfer Evaluation System have been designed, and the ACM Scientific Committee has been created. All these, being shared protocols and frameworks applied to research, are closely linked with the teaching area.

■ A protocol for admitting visiting professors and students has been designed. This document contains the main guidelines and information needed to ensure that new staff and foreign students are correctly introduced into all three universities.

With regard to the design of shared teaching support services, meetings between the heads of the libraries of all three universities in Madrid (Pontificia Comillas, Deusto, ESADE-URL) have continued this year. The aim has been to pool the services of the three libraries in order to optimise management in times of crisis and to analyse potential collaboration mechanisms. The following issues were discussed and agreements are currently being implemented:

■ Creation of a joint system for all three universities for purchasing electronic resources, databases, online journals, etc.
■ No charge for inter-library lending.
■ Experience and knowledge pooling, joint drafting of documents such as user manuals, subject guides, etc. related to:
  ▪ Quality. Pooled quality management systems. Certification systems.
  ▪ Discovery tools: EBSCO EDS; PRIMO; SUMMON, etc.
  ▪ Share electronic resources.
  ▪ E-books: common management and loan procedures.
  ▪ Shared documentary material: LibGuides (SpringShare); User manuals; Undergraduate final projects, etc.
  ▪ Collective catalogue: creation of a collective catalogue including all the holdings of UNIJES libraries (housing, maintenance, inter-library loans)
  ▪ Bibliographic heritage: UNIJES Digital Library, creation of a collection of digitalised holdings from and relating to the Jesuits in Spain.
  ▪ Training: visits to other libraries and research stays to gain insight into how other libraries are operated, pool knowledge, etc.
  ▪ Exhibitions: physical or virtual, joint events.

MOST SIGNIFICANT RESULTS

■ Systems to facilitate collaboration between university schools in charge of joint training programmes have been set up.
■ A catalogue of degrees offered by the three Aristos Campus Mundus 2015 universities has been created.
■ Protocols and regulations drawn up and shared by all three universities have been implemented.
■ The library services of each of the three universities have met and established collaboration mechanisms.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Funding is provided solely from the resources of the three participating universities.

The departments involved have only used their own human and material resources.

The staff of the three universities have taken part in the action.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project C.1.1. ACM Good practices

ACTION **C.1.1.c**

Organise periodic international inter-university events dealing with teaching innovation to present and pool good practices.

OBJECTIVE

To share and exchange the best practices being implemented in the different degree programmes offered by the three universities.

PROGRESS TOWARDS OBJECTIVES

The goals have been reached successfully, following the organisation of:

- The First Inter-University Teaching Innovation Conference, held on 16 and 17 June 2011.
- The Second Inter-University Teaching Innovation Conference, held on 4 and 5 July 2013.

Following the bi-annual schedule, work is under way on the organisation of the Third Inter-University Teaching Innovation Conference planned for 2015.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

As noted in action C.1.1.a above, the ACM organises bi-annual Inter-University Teaching Innovation Conferences as a **space for discussing the theory and practice** of teaching innovation implemented in each university.

The following is a description of both past and future conferences:

First Inter-University Teaching Innovation Conference:

The first Inter-University Teaching Innovation Conference was organised jointly in 2011 for the purpose of sharing and pooling good practices implemented by the teaching staff of different degree programmes offered at all three universities.

The most important events were:
- Inaugural address: Dr. **Javier Martínez Aldanondo**, International Expert in Knowledge Management and Leadership: Educational leadership: new challenges in educational innovation in the 21st century.
- Closing address: Dr. **Laureano González**, Director of Assessment of Teaching and Institutions – ANECA: Innovation and Quality in university education.
- Four **building blocks**: Innovation and ICT support; best practices, Bachelor's and Master's theses and student monitoring; learning and skills assessment, and innovation in organisation.
- **Student participation** in round table discussions on best practices, especially in the two discussions in Block C: Learning and skills assessment. Students were present in all the experiences presented in this block and provided their critical view of the practice presented.

- **Minutes book**: recording the reports presented, after being accepted and assessed by the Scientific Committee. We now have a **Best Practices Guide** containing examples of experiences with teaching innovation in ACM 2015.
- The creation of a **website** where all the conference information is available.

Second Inter-University Teaching Innovation Conference:

Joint organisation of the Second Inter-university Teaching Innovation Conference 2013, which aimed to provide a space for reflection and shared work for teaching staff at the three organising universities.

Because of the extensive experience of the three organising institutions in staging this type of activity, and following the success of the first conference in 2011, it was decided to focus this second conference on an issue of particular importance in the current context: **THE CHALLENGE OF COMPREHENSIVE UNIVERSITY TRAINING IN THE 21ST CENTURY: Growing in Values**.

The most important events were:

- **Inaugural address**: Dr. David Herrera, Affiliate Professor at the School of Leadership and Education Sciences of the University of San Diego: A reflection on the values we experience in order to achieve comprehensive training.
- **Closing address**:: Dr. Miquel Martínez, Professor of Educational Theory at the Universitat de Barcelona: Areas of learning and coexistence as areas of ethical learning.
- **Three building blocks**: Experiences with innovation in comprehensive teaching and values; learning and skills assessment; support and comprehensive monitoring of students: guidance and tutorials, etc.
- **A WorkCafé** on two issues relating to the central theme of the Conference.
- **Minutes book**: recording the reports presented, after being accepted and assessed by the Scientific Committee. We now have a second **Best Practices Guide** containing examples of experiences with teaching innovation in ACM.
- The creation of an **ACM 2015 website** where all the conference information is available.

In preparation for the upcoming **Third Inter-university Teaching Innovation Conference** in 2015, the three universities have coordinated a number of activities focussed on two issues: distance learning and ICTs in teaching. The aim is to continue to explore these issues prior to the conference in order to present the project and the conclusions reached.

MOST SIGNIFICANT RESULTS

- The conferences have created an area for theoretical and practical reflection in which working groups from the three universities have been able to interact and start to make significant progress in working together in the area of teaching innovation.
- Reports submitted to the first conference: 48 (from which the Scientific Committee selected 15 addresses for the conference)
- Reports presented at the second conference: 60 (from which the Scientific Committee selected 12 addresses for the conference)

- Total number of attendees in both conferences: 600 people
- In-person attendance: 282 people
- Attendance via video-conference (only in the first conference): 94 (from Universidad de Deusto and the Universidad Pontificia Comillas).
- Participation via streaming: 352 users
- Preparation for the **Third Inter-university Teaching Innovation Conference 2015**.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Funding is provided solely from the resources of the three participating universities.

The departments involved have only used their own human and material resources.

Two committees have been formed to organise the conference:

- Scientific Committee: Formed of the three Vice-Rectors of Academic Planning and various deans and professors from each university.
- Organisation Committee: Formed mainly of technical staff from the three universities.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project C.1.1. ACM Good practices

ACTION   **C.1.1.d**

Publish a best practices guide to systematically describe the results of the whole process.

OBJECTIVE

To publish guides that describe the best practices resulting from the joint activities carried out by the three centres.

PROGRESS TOWARDS OBJECTIVES

Goals have been reached successfully: two good practice guides on teaching innovation have been published. A further good practice guide is planned following the Third **Inter-university Teaching Innovation Conference 2015**.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

First guide to good practices in teaching innovation:

- a compilation of good practices presented to the Scientific Committee organising the First Inter-University Teaching Innovation Conference (48 in total).
- The guide is divided into four building blocks: Innovation and ICT support; best practices, Bachelor's and Master's theses and student monitoring; learning and skills assessment, and innovation in organisation.
- The forms were filled out by the teacher responsible for the best practice, who recorded all the personal and material factors that have contributed to the success of the strategy. These best practice forms contain the following detailed information:
  - General information
  - Description
  - Objectives
  - Methodological development of the innovative practice
  - Skills developed by students and how these are assessed
  - Reflection and evaluation
  - References and bibliography
  - Appendices with specific examples

Second guide to good practices in teaching innovation:

- a compilation of good practices presented to the Scientific Committee organising the Second Inter-University Teaching Innovation Conference (60 in total).
- The guide is divided into three building blocks: Innovation in comprehensive teaching and values; learning and skills assessment; support and comprehensive monitoring of students: guidance and tutorials, etc.
- The forms were filled out by the teacher responsible for the best practice, who recorded all the personal and material factors that have

contributed to the success of the strategy. These best practice forms contain the following detailed information:

- General information
- Description
- Objectives
- Methodological development of the innovative practice
- Skills developed by students and how these are assessed
- Reflection and evaluation
- References and bibliography
- Appendices with specific examples

MOST SIGNIFICANT RESULTS

The good practices in teaching innovation implemented in the three universities have been shared in these two guides, enabling teachers to learn from each other to improve and strengthen these strategies.

Based on an analysis of these practices and on growing demand, workshops have been held to explore two issues: distance learning and ICTs in teaching. These will be the building blocks for the upcoming Inter-University Teaching Innovation Conference 2015.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Funding is provided solely from the resources of the three participating universities.

The departments involved have only used their own human and material resources.

A Scientific Committee and Organising Committee formed of members of the teaching staff of the three universities was created for each of the two guides.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected. All the good practice guides have been published.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project C.1.1. ACM Good practices

ACTION   **C.1.1.e**

Organise working groups, which, based on the best practices guide, formulate additional proposals for teaching innovation to be discussed in the subsequent periodic meetings on this subject.

OBJECTIVE

To organise working groups in which teachers from all three universities discuss proposals arising from the innovation conferences that have been published in the best practices guides.

PROGRESS TOWARDS OBJECTIVES

As explained in action C.1.1.c above, the ACM organises bi-annual inter-university teaching innovation conferences. Following these events, working groups are organised to continue to work on teaching innovation issues.

This year, an inter-university group has been formed to study the introduction of teaching innovation linked to the impact of technology at the service of the teaching-learning process in ACM universities.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

In addition to the inter-university group studying the introduction of teaching innovation linked to the impact of technology at the service of the teaching-learning process, which will present its results in the upcoming conference, the ACM has also stimulated inter-university research groups, particularly those involved in the following lines of research:

Skills assessment tool:

■ The development of a tool capable of assessing skills arose in the context of a programme to improve implementation of the system for developing and assessing teaching skills at the Universidad de Deusto. In response to the need to improve, and on the understanding that ICTs can be of great help in improving teaching and in evaluating skills, in 2013 a group was formed to study the possibility of introducing the Evalcomix tool to the range of tools available to teachers. The aim of the tool would be to improve teaching skills, particularly on the Alud 2.0 platform, the virtual platform used by the Universidad de Deusto.

■ During the testing process a number of training sessions were staged to familiarise users with the tool, together with meetings to observe and analyse the experiences of each participant, detect errors, troubleshoot and gather suggestions for improvement.
The results of the study were presented as a good practice in the Second Inter-university Teaching Innovation Conference, ""Think, Share and Innovate", held on 4 and 5 July 2013.

- The Universidad de Deusto is currently at the testing stage, which could be described as a preliminary or search phase aimed at finding a tool capable of evaluating skills.

Development of technology at the service of the teaching-learning process:

- One of the four building blocks of the First Inter-university Teaching Innovation Conference is innovation and ICT support.
- Following the interest of the universities in the use of ICTs in the teaching-learning process, all three are members of a Counterparts Network to pool experiences and share ICT resources in order to improve this process. Network members meet in person once a year and attend several meetings online meetings (depending on requirements) via videoconference.
- These meetings lead to a number of proposed activities aimed at exploring the impact of technology in teaching, which will be presented and shared at the next Inter-university Teaching Innovation Conference in 2015.

Evaluation of the impact of education on students:

The Network of Jesuit Universities (UNIJES, in Spanish), of which all three universities are members, has spearheaded and implemented a research project to evaluate the impact of education on students.

MOST SIGNIFICANT RESULTS

- Working groups, which, based on the best practices guide, formulate additional proposals for teaching innovation have been created. These proposals are discussed in the subsequent periodic meetings on this subject.
- Progress has been made and concrete results obtained from projects to create tools for evaluating skills.
  - A tool that could be of use in improving teaching quality has been found.
  - Training sessions have been held,
  - and inter-university teams have been created to test this tool.
- Technology for teaching-learning processes has been developed.
  - A Counterpart Network has been created.
  - Teams from the three universities have coordinated efforts to gather information that can be presented at the upcoming 2015 conference.
- A research project to evaluate the impact of education on students has been created. This project has been spearheaded by UNIJES, and implemented in its schools.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Funding is provided solely from the resources of the three participating universities.

The universities involved have only used their own human and material resources.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project C.1.1. ACM Good practices

ACTION   **C.1.1.f**

Organise meetings between quality assurance units from all three universities to ensure that official degrees are duly accredited, particularly joint degrees, and improve quality monitoring processes.

OBJECTIVE

To create a forum for meetings, reflection and technical debate on aspects related to the quality of university degrees.

PROGRESS TOWARDS OBJECTIVES

Good progress had been made in achieving this year's objectives: the First Inter-University Conference on the Quality of University Degrees: Monitoring and accreditation processes, was held on 25 January 2013, and the Second Conference of Quality Assurance Units: CEI-Aristos Campus Mundus, was held on 4 July 2014.
The network and repository of Teaching Innovation and Quality Units and/or Departments was created.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

The following is a summary of the foregoing conferences and their results:

First Inter-University Conference on the Quality of University Degrees: Quality and accreditation processes.

- Address by the Director General for Higher Education Policies of the Ministry of Education: **Dr. Jorge Sainz**: International perspective on the quality of degrees.
- Addresses by the directors of the Evaluation Agencies in respect of the three universities:
  - **Dr. Rafael van Grieken**. Director of the Spanish Agency for Quality Assessment and Accreditation (ANECA, in Spanish): Degree accreditation. A historical vision of the process.
  - **Dr. Juan Andrés Legarreta**. Director of the Agency for Quality Assessment and Accreditation of the Basque University System (UNIBASQ, in Spanish): Monitoring official university degrees.
  - **Dr. Josep Anton Ferré Vidal**. Director of the Agency for Quality Assessment of the Catalan University System (AQU, in Spanish): Accreditation.
- A **technical debate** on aspects of university quality was held in which participants shared best practices in this field. The topics discussed included:
  - Application of the Internal Quality Assurance System (SIGC, in Spanish) to improve university degrees.
  - Joint degrees
  - International accreditation

- During the conference, a catalogue of degrees offered by the three Aristos Campus Mundus 2015 universities was created. The catalogue in fact comprises three separate catalogues, one for each level of qualification: Undergraduate, Postgraduate and Doctoral. Each catalogue lists the degree programmes, organised by academic sector, indicating which are joint degree and where they are taught.

Second Conference of Quality Assurance Units: CEI-Aristos Campus Mundus.

- First round table involving the Vice-Rectors of all three universities: "Quality culture: today and tomorrow"
  - **Dr. Jordi Riera**, Vice-Rector for Academic Policy and Deputy Rector at the Universitat Ramon Llull
  - **Dr. Begoña Arrieta**, Vice-Rector for Academic Planning and Teaching Innovation at the Universidad de Deusto
  - **Dr. Antonio Obregón**, Vice-Rector for Academic Planning and Faculty at the Universidad Pontificia Comillas
- Second round table involving the academic directors of each university with experience in the processes involved in accrediting degrees: "Accreditation processes"
  - **Dr. Xavier Pujadas**, from the Universitat Ramon Llull
  - **Dr. Ignacio Gómez**, from the Universidad de Deusto
  - **Dr. Mª José Martín**, from the Universidad Pontificia Comillas
- Third round table involving the heads of the quality units of each university: "Quality management: tools and resources"
  - **Dr. Toni Pérez**, from the Universitat Ramon Llull
  - **Dr. Gloria Zaballa**, from the Universidad de Deusto
  - **Juan Pedro Montañes**, from the Universidad Pontificia Comillas

All participants at the event were presented with a copy of the catalogue of degree programmes offered by the three Aristos Campus Mundus 2015 universities. The catalogue has been updated on the basis of information gathered the preceding year during the First Joint Quality Conference.

All the presentations made are available on the Aristos Campus Mundus 2015 website and can be read by participants or other users interested in the proceedings of the conference.

The ACM universities have worked towards the common goal of securing accreditation for official degrees. An important development in this regard was the creation of the **network and repository of Teaching Innovation and Quality Units and/or Departments**. The ACM universities have spearheaded this project, which has also been made available to the remaining non-ACM UNIJES institutions.

A detailed description of the other activities undertaken by each of the ACM universities can be found in the section Description of ISP actions linked to Joint Plan actions.

MOST SIGNIFICANT RESULTS

- The conferences have created a space for theoretical and practical reflection in which working groups from the three universities have been able to interact and continue to make significant progress in working together in the area of teaching innovation. The universities

have worked together to secure accreditation for degree programmes and joint degrees.

- A catalogue of degrees offered by the three Aristos Campus Mundus 2015 universities has been created.
- The **First Conference of Quality Assurance Units** was attended by **65** staff members from the three universities. Unlike the previous conference, this event was only open to staff of the three universities, mainly: rectors, vice-rectors, deans, vice-deans, directors of studies, directors of postgraduate programmes and members of the quality units.
- The **network and repository of Teaching Innovation and Quality Units and/or Department**s was created.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Funding is provided solely from the resources of the three participating universities.

The departments involved have only used their own human and material resources.

The staff of the three universities have taken part in the action.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project C.1.2. ACM Skills and values

ACTION	C.1.2.a

Analyse the skills- and values-based strategies developed by the three universities for each degree programme for the purpose of establishing a comparison that can ultimately lead to improvement.

OBJECTIVE

To form groups at each university to study the development of the skills and values of their university students, in order to draw conclusions that lead to mutual improvement.

PROGRESS TOWARDS OBJECTIVES

This year's goals have been reached successfully: 10 studies into skills- and values-based strategies are currently under way.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

The Aristos Campus Mundus 2015 currently has several research groups working on the analysis of skills- and values-based strategies. The following is a summary of the 10 projects that have made the most progress in this field:

- **"Reading and Writing" research group** from the Blanquerna Faculty of Psychology, Educational and Sports Science of the Universitat Ramon Llull. The main lines of research pursued by this group involves building the identity of the author in the academic context: the personal and dialogical self, shared social rules regulating the affective and cognitive processes involved in comprehension and authorship and collaborative writing as a tool for teaching different disciplines, building the identity of the teacher and advisor: concepts and strategies.
The following is a summary of the projects undertaken in these three areas insofar as they are related to research into skills:
SECONDARY EDUCATION
  - Building professional satisfaction, and teacher burnout.
  - Concepts relating to study and study strategies to understand texts.
  - Note taking: teaching and learning.
PRIMARY EDUCATION
  - Evaluation as a self-assessment tool in solving mathematical problems.
  - The concept and development of insight for teachers.
UNIVERSITY EDUCATION
  - Use of language in the classroom as a knowledge-building tool.

- **"Social Education and ICTs" research group** from the Blanquerna Faculty of Psychology, Educational and Sports Science of the Universitat Ramon Llull. The Education, Society and Innovation aided

by ICTs (PSITIC, in Spanish) research group from the Universitat Ramon Llull centres its research, training and knowledge transfer and service activity on new community-based, inclusive and network-based social and educational paradigms. Specifically, the group explores the quality and sustainability of transformation and innovation processes in education with the aid of ICTs and new online social networks.

The project is based on a cross-disciplinary (philosophical/sociological/psychological/educational) analytical approach combined with a narrative-social constructionist and system understanding of educational change (on a personal, group, community and institutional level).

As a result, the core focus of the PSITIC has become research, training and transfer of new leadership styles, systems and strategies applied to transformational education. This is based on the network of shared social and educational responsibilities of each social and educational agent (formal, non-formal and informal), addressing contexts of vulnerability and contexts of success and inclusion.

The group has evolved, and over the years has consolidated four main research lines, supervised by research director Dr. Jordi Riera i Romani (IP, in Spanish), while each line is headed by a lead researcher (IR, in Spanish), specifically:
- First research line: Territory, education and inclusion: new systems for organising and leading online education.
- Second research line: ICTs for teaching innovation.
- Third research line: Social-educational participation and mediation: leadership skills.
- Fourth research line: Ethics applied to educational and organisation leadership.

- **"Inter-linguistic and Inter-cultural Skills in Language Teaching" research group** from the Blanquerna Faculty of Psychology, Educational and Sports Science of the Universitat Ramon Llull. This group studies the impact of the mother tongue and translation in foreign language teaching; integrating contents, mother tongue and foreign language as a method for teaching different subjects (Content and Language Integrated Learning, or CLIL), and learning a foreign language in an inter-cultural and linguistic context as a factor of social and academic integration.

- **The "Leadership Development Research Group"**, of the IQS School of Management of the Universitat Ramon Llull. This group studies the evaluation and development of management and leadership skills in both a local and international setting, with particular focus on the quality of the methodology used - psychometric, qualitative and neurophysiological. These skills are developed in the Leadership Assessment & Development (LEAD) course designed by the group and based on the intentional change theory developed by R. Boyatzis and the experimental learning theory of D. Kolb. The course is offered to students of our postgraduate and management training courses.

The effectiveness and sustainability of LEAD is evaluated by quasi-experimental interrupted time series analyses and pre-post control group/no control group methods, and their relationship to a successful career. We study the impact of coaching on the process, and the

coach-coachee relationship. We use the synergies generated by this line of research to identify and develop entrepreneurial skills.

- **"Learning Economic and Business Skills"** research group from the IQS School of Management of the Universitat Ramon Llull. This group follows three main lines of research: analysis and evaluation of skills in Business Administration and Management programmes, identification of professional skills and their relationship to skills taught, and skills and mathematical modelling in university study programmes and in the transition from secondary to higher education.

This group works on the "Dissemination of Mathematical Modelling in Teaching and Teacher Training" project that studies skills and mathematical modelling in Business Administration and Management study programmes and in the transition from secondary to higher education. Among other objective, the group aims to characterise the mathematical and statistical skills of students at the end of their Business Administration and Management study programme and during their transition to the job market.

- **Lifelong teaching and learning processes and contexts research group from the Department of Education, Research Methods and Evaluation of the Comillas Faculty of Human and Social Sciences:** The overall objectives of this group are: To analyse fundamental elements that impact quality learning and the developments of innovation processes in different teaching and learning contexts. To work closely with teaching centres related in various ways with Universidad Pontificia Comillas faculty staff in the study and evaluation of methodologies, instruments and organisational aspects that facilitate learning and teaching innovation. To prospectively analyse and study the evolution and organisation of new social and institutional contexts in which learning takes place in today's society.

Between 2012 and 2015, the group will be working on a research project on "Analysis of the level of development of learning to learn skills at the primary and secondary education level (EDUCOMPET, in Spanish), in partnership with FERE Madrid.

The project is divided into the following phases:

- PHASE 1 (spanning the entire 2012-2015 period). Localisation, analysis and synthesis of information relating to the basic skill: "Learn to Learn", taken from reputable sources.
- PHASE 2 (2012). Design of the research process (sample selection, identification and implementation of study variables, creation of information-gathering instruments, etc.).
- PHASE 3 (2013 and 2014). Analysis of the situation in the network of work experience centres for undergraduates in pre-school and primary teacher training and in the secondary and pre-university education masters programme offered by the Universidad Pontificia Comillas, using ad hoc information-gathering methods.
- PHASE 4 (2013/2014). Creation and validation of an instrument to measure the perceived level of development of learn to learn skills in university students in order to later adapt these at the primary and secondary levels.
- PHASE 5 (between 2014 and 2015). Proposed methodologies for developing and evaluating "learn the learn" skills at the primary and secondary level.

- **"G-INNOVA" research group from the Faculty of Psychology and Education of the Universidad de Deusto**: Study and analysis of evaluation and innovation processes in higher education institutions.
- **"Development of skills and values" research group from the Faculty of Psychology and Education of the Universidad de Deusto**: Study in various different areas related to teaching and learning with the aim of developing educational skills and values.
- **"Deustotech Learning" research group from the Faculty of Psychology and Education of the Universidad de Deusto**: The main aim of this line of research is to analyse the design, implementation and use of ICTs in various educational and learning contexts.
- **"Communication" research group from the Faculty of Psychology and Education of the Universidad de Deusto**: Study and design of methodology to analyse gender in communication.

The ACM universities have worked, according to their respective ISPs, on analysing the skills- and values-based systems developed for each degree course.

These activities are described in detail in the "Description of ISP actions linked to Joint Plan actions" section.

MOST SIGNIFICANT RESULTS

Ten ACM 2015 research groups are engaged in analysing skills- and values-based strategies and developing various instruments and tools for analysing and measuring the acquisition of skills.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Funding was provided solely by the three universities and from the research groups involved in the actions

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

No deviations from the scheduled course of the project have been detected.

Project C.1.2. ACM Skills and values

ACTION C.1.2.b

Use the Deusto International Tuning Academy (DITA) as a platform to extend the scope of analysis to include a comparison of systems developed in each university with other international strategies.

OBJECTIVE

To use the Deusto International Tuning Academy (DITA) as a platform to extend the scope of analysis to include a comparison of systems developed in each university with other international strategies.

PROGRESS TOWARDS OBJECTIVES

The **Deusto International Tuning Academy** was opened on 27 September 2010. Based at the Universidad de Deusto, it is a reference point and an international centre of excellence in skills-based learning, professional profiles and employment. It has been one of the mainstays of the ACM project since its launch, particularly in comparing ACM systems with international benchmarks in this area.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

The Deusto International Tuning Academy benefits from the knowledge and experience accumulated by the Universidad de Deusto from its teaching methods: On the one hand, through the Universidad de Deusto Education Model (MFUD, in Spanish), which the university has implemented for the past ten years. And, on the other hand, through the experience accumulated in the Tuning educational movement, a project that was launched in 1999 to bring European universities in line with the Bologna Process, with the aim of ensuring that degree programmes are identifiable and comparable within Europe, and identifying the skills that help graduates find jobs.

The participants in this project include both university professors and national and international experts who, through meetings, seminars, workshops and conferences of a general nature share knowledge, identify strategic working areas and debate on methodological issues and skills development models.

The project has a director and a steering committee made up of individuals with impeccable academic and professional credentials.

These activities are described in detail in the "Description of ISP actions linked to Joint Plan actions" section.

MOST SIGNIFICANT RESULTS

Following its launch at the end of 2010, the Academy has continued to consolidate its structures in 2013. A new director was appointed in March, following the retirement of the former incumbent. The structure of the Academy has been extended to include a DITA research director.

As part of the consolidation and research unit development process, DITA has appointed a documentation director, who will be in charge of articles, journals, presentations, and will also organise the virtual library available to PhD and post-doctoral students working, or aiming to work, on forthcoming lines of research. Information on academics and experts that have contributed to more than 20 Tuning-related projects is also currently being updated.

The Research Unit also has a new appointment in charge of gathering, style-editing and publishing articles for the Tuning Journal. The first edition of this journal was published, in English, in November 2013.

The Projects Unit has appointed a manager for the EMCOSU Research Project, in which DITA partners other organisations.

In 2013, more than 50 articles from DITA projects were published in English, French, Russian, Spanish and Portuguese.

Fifteen international meetings have been organised in Europe, Africa, Latin America and Asia.

Work has started on the DITA portal containing project, research and training units and information about all Tuning projects, all articles published, the Tuning Journal. Access to the site is restricted to members and experts.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Part of the funding for this action comes from allocations from the Basque regional government to the Universidad de Deusto's Contract Programme, and also from competitive grants awarded by the European Commission to the Universidad de Deusto Tuning projects. The remaining funds come from the Universidad de Deusto's budget.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

OBJECTIVE C2.

INCREASE THE NUMBER OF JOINT DEGREES AND TRAINING ACTIONS WITH INTERNATIONAL BENCHMARK STATUS

Project C.2.1 ACM joint degrees

Project C.2.2 ACM international degrees

Project C.2.1 ACM Joint degrees

ACTION   C.2.1.a

Establish jointly new training programmes and actions in focus areas with the quality and scope needed become international benchmarks.

OBJECTIVE

One of the sub-projects in Objective C.2 Increase the number of joint degrees and training actions at an international level, is Project C.2.1 ACM Joint degrees.

After the work done last year to analyse, assess and monitor proposals, this project will now consolidate existing joint degrees and programmes and also create new degree courses and programmes to secure their position as the option of choice for those wishing to access quality training in the focus areas. They aim is to extend to the international sphere the international benchmark status of the three Spanish universities.

PROGRESS TOWARDS OBJECTIVES

Progress has been made in creating joint, top quality degrees that can fulfil the criteria for international recognition. We currently have two joint masters degrees in Law, created previously, and three doctoral programmes, two of which opened for the first time in the 2013-2014 academic year. We have also created two postgraduate programmes in Law and one postgraduate programme in Education and Family studies.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

The three ACM universities already have experience in teaching joint, officially recognised postgraduate degree courses. Indeed, implementation of the European Higher Education Area in Spain has always been the incentive behind the creation of joint university programmes. The Official Postgraduate Programme in Fundamental Principles of Law, Economic Law and Commercial Law, included in the **Official Master's Degree in Commercial Law** and the **PhD in Economic and Commercial Law** was launched in 2006 following enactment of Royal Decree 56/2005, of 21 January, governing recognised postgraduate university studies. The programme was officially recognised that same year, and has since been successfully offered on a permanent basis.

The subsequent reform of higher education that took place in Spain allowed us to outline, consolidate and even increase our portfolio of joint official degree courses, duly approved, in other areas in addition to Law Following the launch of the two new joint courses launched in the 2013-2014 academic year, the joint degree courses offered by ACM universities now include:

- **Master's Degree in Commercial Law**: based on the course described above, but adapted to comply with current legislation. The course is offered jointly by Deusto and Pontificia Comillas.
- **Master's Degree in Research in Legal Science**: offered since the 2010-2011 academic year. It is organised jointly by all three universities.
- **PhD in Commercial and Economic Law**: this course has also been adapted to new educational requirements. It is organised jointly by all three universities.
- **PhD in corporate and territorial competitiveness**, **innovation and sustainability:** The course is offered jointly by Deusto, Ramon Llull and Pontificia Comillas.
- **PhD in Philosophy**: Humanism and transcendence. The course is offered jointly by Deusto, Ramon Llull and Pontificia Comillas.

These official degree courses have also given rise to various joint scientific initiatives that broaden the scope of the activities organised by the law faculties of all three universities. One of these initiatives, launched in **2005**, is the annual **International UNIJES Conference**, focussed on case studies related to particular legal issues. The close working relationship linking the UNIJES universities has also given rise to a **training programme for programme managers**. This project is lead and developed by UNIJES, and although the ACM is not involved in the organisation, membership is open to any non-UNIJES ACM university.

In the field of Law, another interesting development has been the consolidation of the **Double ICADE-ESADE Postgraduate Lawyering Programme** (Universidad Pontificia Comillas and Universitat Ramon Llull, respectively). The programme will be accepting new students in the 2014-2015 academic year, with the aim of training recent Law graduates in the legal profession. This postgraduate programme gives students wishing to find work as lawyers a competitive advantage in the job market, while increasing and improving the postgraduate programmes open to Law graduates from both universities, who can now choose between two joint specialisation postgraduate courses:

- **Master in Global Business Law**.
- **Master in Applied Taxation**.

Since 2014, the Blanquerna Faculty of Psychology, Educational and Sports Science of the Universitat Ramon Llull has been teaching the Master in **Adoption and Foster Care** in collaboration with the University School of Family Studies at the Universidad Pontificia Comillas. **Cross-disciplinary intervention**, a theoretically well founded and crosscutting specialised qualification for professionals working with foster and adoptive families and with children in care.

The three universities are currently at the preparatory design phase of a new joint **BA in Political Philosophy**.

The ACM universities have worked, according to their respective ISPs, on creating new joint programmes and courses in focus areas with the quality and scope needed to become internationally recognised

MOST SIGNIFICANT RESULTS

- A total of **eight joint degree programmes** have been created (five masters and three PhDs).
  - **Masters Degree in Commercial Law**
  - **Masters Degree in Research in Legal Sciences**
  - **Masters in Applied Taxation**
  - **Master in Global Business Law**
  - **Master in Adoption and Foster Care. Cross-disciplinary Intervention.**
  - **PhD in Economic and Commercial Law**
  - **PhD in corporate and territorial competitiveness, innovation and sustainability**
  - **PhD in Philosophy: Humanism and transcendence.**
- A preliminary study has been undertaken to explore a new joint degree programme in the field of humanities.
- The annual **International UNIJES Conference**, focussed on case studies related to particular legal issues, launched in 2005, is held each year.
- The **catalogue** of undergraduate degrees, masters and doctoral programmes offered by the three Aristos Campus Mundus 2015 universities has been created. This catalogue lists all the official university degree courses, including joint degrees, organised by academic field and school where they are taught.
- The **Training Programme for Programme Managers** has been created in collaboration with UNIJES.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Funding is provided solely from the resources of the three participating universities.

The departments involved have only used their own human and material resources.

The staff of the three universities have taken part in the action.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project C.2.1 ACM joint degrees

ACTION **C.2.1.b**

Assess the academic results of the degree programmes taught (and their contribution to achieving the strategic objectives) and to identify opportunities for launching additional programmes and joint initiatives

OBJECTIVE

To assess jointly the academic results of the degree programmes, and to identify new opportunities for launching programmes and joint initiatives.

PROGRESS TOWARDS OBJECTIVES

The academic results of the joint degree programmes are being assessed. Forums have also been created to identify opportunities for launching programmes and joint initiatives.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

The three universities have a clearly defined system for measuring the results of their degree programmes (through satisfaction surveys or academic performance rates). In the case of joint degree programmes, an evaluation protocol has been developed in which each university forwards their particular results and indicators to the university that teaches or coordinates the degree course. It is the degree monitoring committee of this university that analyses all the results before reporting them to the Assessment Agency.

The different Aristos Campus Mundus 2015 teaching forums (Inter-university Teaching Innovation Conference, workshops, video conferences, etc.) in which the academic managers of the various centres at the three universities take part are used to identify opportunities for launching joint programmes and actions.

MOST SIGNIFICANT RESULTS

- New programmes have been identified and prepared for launch, such as the newly created joint Master in Adoption and Foster Care. Cross-disciplinary intervention, and the upcoming joint undergraduate degree course in the field of humanities, programmed for 2015
- New joint teaching initiatives have been launched: Top quality conferences, workshops, etc.
- The Quality Assessment Units of the three universities have pooled information with the academic directors to conduct a global assessment of the academic results of the joint degree programmes and the upcoming official accreditation of joint titles.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Funding is provided solely from the resources of the three participating universities.

The departments involved have only used their own human and material resources.

The staff of the three universities have taken part in the action.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

■ No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

■ Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project C.2.1 ACM international degrees

ACTION	C.2.2.a

Develop joint international degrees, capitalising on the extensive international teaching and research cooperation networks developed separately by the three universities, in addition to the potential of the Jesuit and La Salle university networks

OBJECTIVE

The aim of this action is to develop joint international degrees, capitalising on the extensive international collaboration networks developed separately by the three universities, in addition to the potential of the Jesuit and La Salle university networks.

PROGRESS TOWARDS OBJECTIVES

All three universities offer international degree programmes based on partnership agreements with foreign universities. This guarantees good progress towards achieving the goals of this action.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

All three universities teach international degree programmes in partnership with foreign universities. The following are the most important:

- **Erasmus Mundus International Master in Economics and Management of Network Industries (EMIN)** coordinated by the Universidad Pontificia Comillas in partnership with:
  - Delft University of Technology (The Netherlands)
  - Paris-Sud 11 University (France)
  - Florence School of Regulation of the European University Institute (Italy)
  - Catholic University of Leuven (Belgium)
  - The Johns Hopkins University Whiting School of Engineering (Baltimore, USA)
  - The University of Texas at Austin (USA)
  - Federal University of Rio de Janeiro (Brazil)
  - The Lawrence Berkeley Lab (California, USA)
  - Harbin Institute of Technology (China)
- **European Master in Lifelong Learning: Policy and Management (Erasmus Mundus)**, taught by the Universidad de Deusto with the following partners:
  - University of London
  - Aarhus University
  - University of Melbourne
- **BA in Law and Diploma in Business Law of the Universidad Pontificia Comillas**, *which in turn is linked to two Joint Global Programmes:*
  - **French**. Under an agreement signed with the Université Paris X-Nanterre and the Université de Strasbourg.

- **American**. Under an agreement signed with various leading universities in the USA in which the student studies for part of the course.
  - Fordham University (New York, USA)
  - Boston University (Boston, USA)
  - De Paul University (Chicago, USA)
  - Pace University (New York, USA)
  - Brooklyn Law School (New York, USA)
  - Case Western University (Ohio, USA)
  - University of International Business and Economics (Beijing, China)
  - KoGuan Law School (Shanghai, China)
- **Masters Degree in European and International Business Management**, at the Universidad de Deusto, with the following partners:
  - Audencia Nantes - Ecole de Management (France)
  - Bradford School of Management-University of Bradford (UK)
- **Masters Degree in Global Entrepreneurship and Management**: The Master is taught entirely in English in partnership with the University of San Francisco (USA) and the Fu Jen University in Taipei (Taiwan). The programme gives students a unique insight into global markets. Over a 12-month period, students get an intensive first-hand experience of living and interacting in three different geographical settings (Barcelona in Europe, Taipei in Asia and San Francisco in the USA). The programme is organised as follows:
  - First quarter (September - December) in the IQS School of Management of the Universitat Ramon Llull
  - Second quarter (January - April), in the Fu Jen University (Taipei, Taiwan)
  - Third quarter (May - August), in the University of San Francisco (USA)
- **Masters Degree in International Marketing and Sales Management**, taught entirely in English at the Universitat Ramon Llull, in partnership with the Grenoble Ecole de Management.
- **BA in Business Administration**, **with international recognition**. Taught in the Universidad Pontificia Comillas in partnership with a number of foreign universities in which students study for two academic years:
  - North-eastern University, Boston (USA)
  - Lancaster University (UK)
  - Dublin City University (Ireland)
  - NEOMA Business School (Reims, France)
  - ESB Business School, Reutlingen University (Germany)
- **International Humanitarian Action (Erasmus Mundus Master)**, taught by the Universidad de Deusto with the following partners:
  - Ruhr-Universität Bochum
  - Université Catholique de Louvain
  - Université d'Aix-Marseille III
  - University College, Dublin
  - Rijksuniversiteit Groningen-University of Groningen
  - Uppsala Universitet
- **Joint European Master in International Migration and Social Cohesion (Erasmus Mundus)**, taught at the Universidad de Deusto with the following partners:
  - University College, Dublin
  - Latvijas Universitate-University of Latvia
  - University of Osnabrück

The ACM universities have worked in line with their ISPs towards the common goal of developing international degrees.

These activities are described in detail in the "Description of ISP actions linked to Joint Plan actions" section.

MOST SIGNIFICANT RESULTS

The three universities teach the following ACM degree courses:
- One PhD
- Eleven masters
- Three BAs

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Funding is provided solely from the resources of the three participating universities.

The departments involved have only used their own human and material resources.

The staff of the three universities have taken part in the action.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No international degree courses have been held.

PROPOSED CORRECTIVE MEASURES

Joint international degree course must be launched.

Objective C3.

CREATE AN INTERNATIONALLY RECOGNISED DOCTORAL PROGRAMME

Project C.3.1 ACM Doctoral School

Project C.3.1. ACM Doctoral School

ACTION   C.3.1.a

Coordinate doctoral programmes under Doctoral Schools based in subject specialisation areas.

OBJECTIVE

To coordinate and bring quality and excellence to doctoral programmes in the three universities by creating an inter-university network of Doctoral Schools.

PROGRESS TOWARDS OBJECTIVES

Good progress has been made towards achieving the goals: the ACM now has a network of Doctoral Schools, thereby further consolidating the partnership between the ACM Doctoral Schools and the Doctoral Working Groups. This, in turn, has facilitated the creation of joint doctorates.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- The ACM universities have successfully achieved the goal of creating the ACM Doctoral Network.
- The **Comillas International Doctoral School** has been registered with the Ministry of Education. The foregoing school organises and manages all doctoral teaching and other activities in the Universidad Pontificia Comillas, and answers to the Vice-Rector's Office for Doctoral Studies.

  The main aim of the school is to coordinate the procedures and teaching activities of the doctoral programmes offered, and to monitor student progress. This coordination is expected to create synergies in terms of resources and to intensify the cross-disciplinary education of doctoral students. The School is the university's sole authority in doctoral studies, a factor that has enabled it to become part of it Aristos Campus Mundus 2015, to coordinate joint doctoral programmes, cooperation agreements with Spanish and foreign research organisations, and attract international talent to doctoral programmes.

  Doctoral programmes are overseen directly by the Doctoral School and not by university schools. This facilitates the creation of cross-disciplinary, inter-faculty or inter-university programmes, encourages an inter-disciplinary approach, the adaptation of doctoral programmes to meet the demands of today's society, and mobilises the potential of each university and their corresponding research networks.
- Mindful of the fact the doctoral programmes are essential for attracting international talent, the **Universitat Ramon Llull** endeavours to bring doctoral programmes more in line with the work of different research groups and other teaching activities. Accordingly, in order to align doctoral studies with the concepts and objectives behind the a Doctoral School concept, this university works with

research groups and faculties to maximise the international dimension of its doctoral programmes and create more inter-group synergies.

In line with this approach, on 16 February 2012, the Executive Board of the Universitat Ramon Llull created the Doctoral Working Group, tasked with studying the possibility of creating a Doctoral School in the future. Although the Doctoral School has not yet been created, over this two-year period the university has ensured that the working group has been given all the mechanisms needed to monitor doctoral programmes in the spirit of the Doctoral School.

- In 2012, the Universidad de Deusto approved the Doctoral Programme and the creation of the **Deusto International Research School**. In 2012, the Deusto International Research School drew up all the regulations and procedures required to teach doctoral programmes (commitment of the doctoral students and study directors, intellectual property, code of good practices, programme monitoring system, etc.). These were subsequently implemented and monitored in 2013 and 2014.

The syllabus for the new doctoral programmes for 2013 and 2014 have focussed on cross-disciplinary training and internationalisation. All modules of the Universidad de Deusto doctoral programmes are available through real time and delayed channels for all pre-doctoral researchers at ACM universities.

Fourteen self-funded Pre-Doctoral Research (FPI, in Spanish) grants were awarded in 2013 by a selection committee formed of researchers from all three universities. An advisory committee of international experts, including the director of the Comillas International Doctoral School and the Vice-Rector for Research of the Universitat Ramon Llull, has also been created.

Pre-doctoral research students also have access to an economic aid programme consisting of employment contracts awarded to pre-doctoral researchers, grants for international research stays and presentations at congresses. Specifically, in 2014 the Deusto International Research School (DIRS) and the International Research Project Office organised a new programme to help pre-doctoral research students reflect on some of the key issues involved in being a university researcher and the impact their research activity can have on the society in which they live.

- All the foregoing has enabled us to build a **Network of ACM Doctoral Schools** that has succeeded in launching joint doctoral programmes and enhancing existing doctoral programmes offered by ACM universities. This has been achieved by accentuating cross-disciplinary modules, promoting partnerships with social actors and businesses, providing incentives for internationalisation, encouraging pre-doctoral research students to pool their know-how, interests and skills and to perfect their cross-disciplinary education by developing communication and management skills (factors that make all the difference in enabling pre-doctorate students to find jobs in higher education and other sectors).

Three of the doctoral programmes forwarded for verification by each university are joint ACM programmes:

- **PhD in Commercial and Economic Law**: this course has also been adapted to new educational requirements.
- **PhD in corporate and territorial competitiveness**, **innovation and sustainability**.
- **PhD in Philosophy: Humanism and transcendence**.

Cooperation and coordination between the Comillas and Deusto Doctoral Schools and the Ramon Llull working group, meanwhile, led to the creation of the ACM Research Evaluation and Recognition Committee in 2014.

MOST SIGNIFICANT RESULTS

- The new Comillas International Doctoral School has been consolidated.
- The Deusto International Research School has been consolidated.
- The Doctoral Working Group of the Universitat Ramon Llull, created to monitor doctoral programmes in the spirit of the Doctoral School, has been consolidated.
- The network of Doctoral Schools has been consolidated as a partnership between the ACM Doctoral Schools and the Doctoral Working Groups. This, in turn, has facilitated the creation of joint doctorates.
- The three joint doctoral programmes developed so far show the level of coordination of the doctoral programmes in project focus areas.
- A self-funded FPI grant programme has been launched.
- The ACM Research Evaluation and Recognition Committee has been created.
- The activities of the Schools have been coordinated by their respective managers and the directors of each doctoral (both joint and individual) programme.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Funding is provided solely from the resources of the three participating universities.

The departments involved have only used their own human and material resources.

The staff of the three universities have taken part in the action.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

- The Universitat Ramon Llull has not created a Doctoral School.

PROPOSED CORRECTIVE MEASURES

- The Universitat Ramon Llull will create a doctoral school.

Project C.3.1. ACM Doctoral School

ACTION   **C.3.1.b**

Design and set up joint doctoral programmes.

OBJECTIVE

The second action in this project is to design and set up joint doctoral programmes.

PROGRESS TOWARDS OBJECTIVES

Progress has been made in creating joint, top quality degrees that can fulfil the criteria for international recognition. In addition to the joint doctoral programme in Economic and Commercial Law (taught for the last few years) demand has recently emerged for new doctoral programmes. These have been approved and will start in the 2014-2014 academic year.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

The following joint doctoral programmes are offered in the context of Aristos Campus Mundus 2015:

- **PhD in Economic and Commercial Law**: This programme was started some years ago, and a new programme has now been submitted for approval.
- **PhD in corporate and territorial competitiveness**, **innovation and sustainability**: This joint programme was launched in the 2013-2014 academic year, organised jointly by Deusto, Pontificia Comillas and Ramon Llull.
- **PhD in Philosophy: humanism and transcendence**. A joint programme launched in the 2013-2014 academic year. The course is offered jointly by Deusto, Ramon Llull and Pontificia Comillas.

As described above, all ACM universities have worked individually in accordance with their respective ISPs to design and set up joint doctoral programmes. An important development has been the work done by the Universidad Pontificia Comillas to launch a new PhD in social work together with Boston College and the Universidad de Deusto, with the backing of Banco Santander. This programme is currently being tested in Latin America, and if successful could be offered in the 2014-2015 academic year.

This action is described in detail in the "Description of ISP actions linked to Joint Plan actions" section.

MOST SIGNIFICANT RESULTS

Three joint doctoral programmes have been created.
- **PhD in Economic and Commercial Law**
- **PhD in corporate and territorial competitiveness, innovation and sustainability**
- **PhD in Philosophy: Humanism and transcendence**

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Funding is provided solely from the resources of the three participating universities.

The departments involved have only used their own human and material resources.

The staff of the three universities have taken part in the action.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No deviations from the scheduled course of the project have been detected.

PROPOSED CORRECTIVE MEASURES

Since all scheduled activities have been undertaken, no corrective measures will be needed.

Project C.3.1. ACM Doctoral School

ACTION	C.3.1.c

Obtain quality certifications and recognition (PhD degree courses that have received quality awards and Erasmus Mundus PhD Degree courses), strengthening and learning from the Erasmus Mundus SETS PhD Degree course coordinated by the Universidad Pontificia Comillas.

OBJECTIVE

To improve the quality of doctoral programmes and obtain external official recognition.

PROGRESS TOWARDS OBJECTIVES

The goal has been successfully achieved: the three universities have presented their doctoral programmes for inspection, in accordance with Royal Decree 99/2011, of 28 January, on official doctoral studies, and approval has been granted.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

The three universities have presented their doctoral programmes for inspection, in accordance with Royal Decree 99/2011, of 28 January, on official doctoral studies.

Under this Royal Degree, doctoral programmes must meet stringent quality criteria, and approval by the University Council and authorisation by the corresponding Autonomous Community is in itself an endorsement of the quality of the programme.

The following doctoral programmes have been inspected and duly awarded the Recognition of Excellence (the Recognition of Excellence is given to doctoral programmes that are international benchmarks, in recognition of their scientific, technical and educational standard):

- **PhD in Power Systems, from the Universidad Pontificia Comillas**: awarded the Recognition of Excellence by the Spanish Ministry of Education, Culture and Sports (MEC) (ruling of 6 October 2011 by the General Secretariat of Universities, Official State Bulletin number 253, 20 October 2011).
- **PhD in Chemistry and Chemical Engineering, from Universitat Ramon Llull**: awarded the Recognition of Excellence by the MEC, MEE 2011-0729. This is currently being reappraised under its new name "PhD in Engineering and Chemistry".
- **PhD in management sciences**, from the Universitat Ramon Llull: awarded the Recognition of Excellence by the MEC, MEE 2011-0338.

MOST SIGNIFICANT RESULTS

- Doctoral programme that meet the requirements of Royal Decree 99/2011 of 28 January, on official doctoral studies have been presented for inspection.
- Three doctoral programmes have been awarded the Recognition of Excellence.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Funding is provided solely from the resources of the three participating universities.

The departments involved have only used their own human and material resources.

The staff of the three universities have taken part in the action.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No new Erasmus Mundus doctoral certifications have been obtained.

PROPOSED CORRECTIVE MEASURES

New Erasmus Mundus doctoral programmes and programmes awarded the Recognition of Excellence must be created.

C.1.1.a ACM Identify the best practices developed in each centre, and on this basis create a descriptive inventory of such practices in which the teachers involved list all the factors (both personal and material) that contributed to their success

C.1.1.f ACM Organise meetings between quality assurance units from all three universities to ensure that official degrees are duly accredited, particularly joint degrees, and improve quality monitoring processes

C.1.2.a ACM Analyse the skills- and values-based strategies developed by the three universities for each degree programme for the purpose of establishing a comparison that can ultimately lead to improvement

C.1.2.b ACM Use the Deusto International Tuning Academy (DITA) as a platform to extend the scope of analysis to include a comparison of systems developed in each university with other international strategies

C.2.1.a ACM Establish jointly new training programmes and actions in focus areas with the quality and scope needed become international benchmarks

C.2.2.a ACM Develop joint international degrees, capitalising on the extensive international teaching and research cooperation networks developed separately by the three universities, in addition to the potential of the Jesuit and La Salle university networks

C.3.1.a ACM Coordinate doctoral programmes under a Doctoral School network based in subject specialisation areas

C.3.1.b ACM Design and set up joint doctoral programmes.

As mentioned last year, ACM 2015 presents in this section a Joint Collaboration Plan involving Deusto, Pontificia Comillas and Ramon Llull universities, based on the three universities' Individual Strategic Plans (ISP). Thus, ACM is made up of the Joint Collaboration Plan, the ISP of the participating universities and their links to the Joint Plan.

For this reason, in this section we list all the actions derived from the ISP of each of our universities that have been completed satisfactorily and are linked directly to actions in the aforementioned Joint Plan.

ACM action	*C.1.1.a Identify the best practices developed in each centre, and on this basis create a descriptive inventory of such practices in which the teachers involved list all the factors (both personal and material) that contributed to their success.*
Linked ISP actions	*C.6 DCM Continue to introduce ICTs to the teaching-learning system: ALUD Platform, Virtual Campus, etc.*
	C.4.1 DCM Training for faculty staff, administrative staff and students in: MFUD, values, skills, methodologies, ICTs, evaluation and quality
	A.1.1 RCM Review and study in greater depth the university's teaching methodology based on workshops on cooperative working and simulation, adjusting it to the increasingly international student profile. (Linked in so far as it is a tool for identifying best practices)
	C.1.1 RCM Offer individualised student monitoring to adapt the postgraduate study programme to their personal circumstance (place of residence, flexibility, online services, etc.) (Linked in so far as it is a best practice)

Deusto Campus Mundus:

Teaching innovation in the ACM campus of excellence is based on developing new teaching-learning systems in each ACM university.

With this objective in mind, Deusto has worked on generalising the use of ICT to support the teaching-learning process, both for faculty member and students. This objective has been extended to include the entire university community, together with the administrative staff.

In 2013, many different actions have been undertaken in the context of the **E-Campus project**. The following are the most important:

■ Consolidation of the **ICT Classroom**. A place where teachers and students can seek support and help in improving their computer

skills, this classroom continues to give excellent results and is highly rated by users.

- Advice and support in the use of **Google as an aid in collaboration initiatives**.
- **DKH-Deusto Knowledge Hub** has progressed from the design and creation stage and has now become operational with the publication of doctoral theses and undergraduate final projects. Many digital objects in the field of teaching, research and management have been identified and their semantics, ontology, uploading mechanisms, publication criteria and faceted search potential have been studied. A number of presentations have been made, most importantly those made during the Universidad Internacional Menendez Pelayo summer courses.
- **ICT strategy committee**. This committee has now become operational.
- Introduction of a new **computer-based timetable planning and publishing programme**. This programme is expected to be installed at the start of 2014, and will allow GCalendar teacher and student timetables to be published, as well as information on classroom occupation by the hour.
- A group of volunteer teachers has been testing a new version of the Moodle platform for ALUD. The results have been promising, and ALUD will be transferred to the new platform in the spring of 2014.
- **Multimedia material**. The multimedia production team at the Donostia-San Sebastián campus have worked hard to create all kinds of multimedia objects: promotions, talks, interviews, knowledge pills, special broadcasts, etc.
- **43 courses** have been held on both the Bilbao and Donostia-San Sebastián campuses to show how different ICT applications can be used to improve learning.
- A service giving support and guidance on the creation of blended learning and online courses has been created.
- **Online courses**. Here, the most important progress has been made in the Faculty of Theology, with its online courses using Google Apps.
- Teaching material on the use of **OpenDeusto** tools. A wide range of multimedia and online material on best practices relating to the OpenDeusto platform are available,

and ICT support staff have attended seminars in which contributions to this area have been presented: FECIES and bi-annual seminar "The Digital Universe", organised by the UNESCO chair.

Finally, various applications have been purchased, including Conceptboard, Respondus, and an app with which students can download different kinds of academic information to their phones.

- **ALUD 2.0 platform**

The online platform is now fully operational following acquisition of the Respondus LockDown Browser licence for the website. The computer equipment needed for full implementation has also been provided.

- **ICT Classroom**

The ICT classroom offers management and support services for the introduction of new teaching-learning technologies. The service is available on both the Bilbao and Donostia-San Sebastián campuses, with the aim of:

- Training teachers who have not yet incorporated ICTs in their teaching strategies.
- Stimulating and facilitating the creation of top quality online courses by giving course designers training and guidance.
- Encouraging the evaluation and development of new courses.
- Acquired knowledge pooling among participants in specific projects.

■ **Training users in the use of new technologies**

Teaching processes have been complemented by various courses on the use of new technologies held in both campuses:

- Making the most of the educational potential of the ALUD 2.0 platform.
- Using digital whiteboards.
- New presentation programmes: prezi.
- Design and development of online courses.

Various **training courses** have been organised to increase Deusto's contribution to innovative teaching in the ACM's campus of excellence. These activities are part of the University of Deusto Training Model (MFUD, in Spanish) for faculty staff and students, and include: creation of training programmes, teaching guides, good academic practices, teaching values, skills, use of the ALUD platform, ICTs for teaching, tutorials and career guidance systems, multilingual training, etc.

The following are the most important actions undertaken in 2013:

- A guidance and support service for implementing the MFUD has been set up.
- New courses in developing and evaluating a series of generic skills have been organised, such as project management and planning.
- The Label 2 evaluation process has been set up. In the context of degree programme quality certification, which is based on evaluating programmes to ensure they meet a series of requirements, the Universidad de Deusto has been testing procedures for obtaining Label 2 Practical Teaching Excellence certification. Following the work done in 2012 and 2013, Label 2 is now at the dissemination and implementation stage, following publication of the results of the preliminary tests conducted in 2012. The procedure has been fully documented and has been published, and academic directors and faculties have been given basic information on the certification process. In addition, the testing carried out in 2012 has been extended to include another small group made up of representatives from all schools and faculties, and the first institutional accreditation process using this extended group has been carried out. The evaluation process has involved 23 members of the Universidad de Deusto faculty, all of whom have been passed by an ANECA evaluation board.
- Deusto representatives have attended meetings of Spanish networks of centres and/or units attached to universities in charge of training teachers to implement student skills development and evaluation systems.

Since EHEA undergraduate and postgraduate degrees were first

introduced, MFUD has gradually been implemented among faculty staff to ensure that they work in harmony to organise and run their respective degree programmes. To achieve this goal, support structures and processes have been created and implemented for several years, and are now gradually being consolidated:

- **Innovation coordinators**: These individuals are in charge of coordinating the teaching staff involved in innovation processes in their respective programmes. Coordinators receive regular training updates and guidance, and act as liaisons between the degree programme staff and the Vice-Rector's office to implement and monitor development of the innovation plan in their respective programmes.
- **Innovation committee**: This committee meets each month to organise its activities. It is chaired by the head of Teaching Innovation of the Innovation and Quality Unit, and includes the coordinators of different Universidad de Deusto schools and faculties.
- **Call for innovation projects**: The tenth call for projects was launched in 2013, and resources, in the form of time and materials, were awarded to several projects undertaken by members of the academic staff. These projects are published and disseminated throughout the university as examples of good practices.
- **Creation of materials and resources for innovation**
- **Actions, structures and processes associated with the career guidance and mentoring**. Deusto continues to implement its first year student mentoring programme. This year, the programme has been extended to include all courses. Students are initially given help with their academic performance and achievements and then are offered career guidance. Our University Career Guidance Service has helped organise and coordinate the work of tutors.

As a result of the foregoing activities, 91.9% (aggregated total) of all teachers have taken part in courses under the new EHEA teaching system.

Ramon Llull Campus Mundus:

Best practices implemented at the URL include a **review and in-depth analysis of the university's methodology based on workshops on cooperative working and simulation in order to adjust the methodology to the increasingly international student profile**.

The following is a summary of the some of the most important activities undertaken by the university's schools and faculties.

- In Blanquerna, the committee of tutors created to analyse methodology, organise seminars, etc. in order to present and share these experiences with other universities remains in force.

  The following are some of the good practices implemented in this faculty:

  - Welcome events for foreign students.
  - Individual care and follow-up of foreign students by organising intensive courses in Spanish or Catalan in September.
  - Personalised care of foreign students from the Catalan Foundation

for Research and Innovation (FCRI, in Catalan). Welcome and farewell events attended by the dean and alumni are organised exclusively for these students.

■ The Fundación Pere Tarrés, meanwhile, organises experience-pooling groups in English for new students and all undergraduates. These events in themselves are an important example of good practices, and are used to develop further good practices in student welcoming events.

A further good practice involves integrating international students in all the scheduled course modules and implementation of the Social Action International Module, worth 30 ECTS credits, in Spanish and English with the aim of helping international students integrate with the day-to-day activity of the university.

■ ESADE has consolidated the structure of the Teaching and Learning Innovation department under the Management and Law faculty deans in charge of planning, implementation and evaluation of teaching models. Their work is mainly focussed on detecting good practices and aspects of teaching that can be improved.

An international version of the inter-programme and inter-university integration module (MET Fund Project) in partnership with NYU Stern (USA), SDA Bocconi (Italy) and Sogag University (South Korea) has also been introduced. This programme brings together undergraduate, postgraduate and MBA students from different schools and faculties into working teams that explore how companies can help eradicate inequality in the world. The first programme has yielded good results, and a second programme is planned for the 2014-2015 academic year.

■ It is also important to note that the Institut Químic de Sarrià has formed an International Relations Unit that will:
  ▪ Organise welcome events for international students (mentorships, cultural cafés, etc.).
  ▪ Promote exchange programmes among IQS students.

■ La Salle, meanwhile, has introduced a series of good practices aimed at introducing international teaching activities, in collaboration with research groups. For this purpose, La Salle has organised two courses (in English) in the URL's Universitat d'Estiu (UeRL) 2014. These courses are vocational, and are aimed at international students:
  ▪ Caring Robots (2 weeks)
  ▪ Architecture and Urbanism: Sustainability Aspects (2 weeks).

The courses are the result of close collaboration between research and working groups from La Salle - URL and La Salle Ambers, and with them La Salle has consolidated its strategy of internationalising the management of all undergraduate programmes (taught in English).

Another good practice worthy of mention involves **individual student monitoring to adapt study programmes to their personal circumstances**.

Some of the activities undertaken in this context include:

■ Blanquerna has assigned tutors to monitor students' academic progress, and higher education and research methodology modules are taught in all programmes. Conferences and workshop are also

organised periodically for students to allow them to present the results of their work and research. Specifically: The Students' Congress at the FPCEE, Blanquerna Communication Seminar at the School of Communication and International Relations (FCRI, in Spanish) and Student Workshops at the School of Health Sciences (FCS, in Spanish).

Also important has been the introduction last year in the School of Media Studies of a computer application to protect the intellectual property rights to the product of research and knowledge transfer of both students and faculties.

- A good practice aimed at facilitating student participation and individualised mentoring, the Borja School of Bioethics (IBB, in Spanish) offers part of its courses online (Moodle platform). This year, IBB has continued to offer online courses to cater for foreign students unable to study in person at the university.
- ESADE, meanwhile, offers an individualised service to help students overcome their particular problems.
- IQS also offers personalised tutoring starting in the second year, and specialised tutoring for students with some kind of disability, elite athletes and other exceptional circumstances. Next year, it also plans to include a mentor management module in its academic management programme.
- La Salle has implemented a number of good practices aimed at adapting the postgraduate study programme to the personal circumstances of each student, by creating:

    - Online course material for blended and distance learning programmes, and also to complement classroom-based programmes.
    - Modular courses and topics, allowing postgraduate students to adapt the content of study programmes to meet their needs. (The online platform has been adapted to cater for modular programmes.)
    - A student-centred online teaching methodology.

- The Pere Tarrés faculty facilitates student access and adapts its programmes to individual needs by offering evening and weekend programmes. Its e-learning plan is designed to boost the number of online courses, and uses online resources to complement the study material assigned to existing classroom-based and blended learning programmes.

ACM action	C.1.1.f. Organise meetings between quality assurance units from all three universities to ensure that official degrees are duly accredited, particularly joint degrees, and improve quality monitoring processes.
Linked ISP actions	*C.5.1 DCM Use the Verifica, Audit and Docentia programmes as quality assurance systems*

Deusto Campus Mundus:

Deusto contributes to the ACM campus of excellence by improving the accreditation of official degree programmes and quality monitoring processes.

In 2008, the Universidad de Deusto submitted all its degree programmes to ANECA's VERIFICA programme for approval before launching the new programmes in the 2009-2010 academic year. In 2012-2013, all its undergraduate courses were adapted to the four-year syllabus,

and a new programme, BA in International Relations, was launched and duly approved. The new programme was introduced in the 2013-2014 academic year.

Last year, the boards, committees and departments of schools and faculties have been engaged in launching and monitoring the quality of new degree programmes, Quality-monitoring, introduced some years ago, has required a major investment in human resources from each faculty. Quality managers from the Innovation and Quality Unit (UTIC, in Spanish) have taken part in several quality assessment forums where they have analysed programme monitoring.

Quality processes at Deusto are managed by a computer programme, AURAPORTAL, in which quality indicators are entered for subsequent evaluation by the Basque Quality Agency (UNIBASQ, in Spanish). This application is now fully developed.

The **AUDIT programme** is designed to assess the methods used by universities to guarantee compliance with the teaching targets of the programmes they offer. Official, publicly available Internal Quality Assurance Systems (SGIC, in Spanish) are also used to ensure ongoing improvement. Five staff members from five Deusto faculties undertook this project in 2012, resulting in one faculty being submitted to UNIBASQ for experimental accreditation in 2013.

In 2013, the most important actions undertaken have been:

- **Guidance service** set up in the Innovation and Quality Unit.
- Several **staff** from the Innovation and Quality Unit have attended meetings on this subject at other universities and the quality agency itself.
- Deusto's student-based teacher assessment **application has been improved**. The university has introduced a teaching skills

development system on which all teacher evaluations are based. This year, the application on which this feedback system is based has been further developed to give faculty staff permanent (online) access to both student feedback and their own self-evaluation process. In 2013, this process was extended to include feedback from both on-campus and distance learning postgraduate students. The application will soon be used to obtain 360-degree feedback that will include evaluations from students, from the teachers themselves, their peers, and the dean and faculty managers.

Under the **DOCENTIA** programme, Deusto is evaluating the performance of both undergraduate and postgraduate teaching staff, based on the Teaching Skills Development system. One of the priority actions implemented in 2007 was the creation of a teaching quality indicator system through the publication of Teaching Guides. The system was developed and subsequently managed and overseen by the UTIC.

Over the years, the first-, second-, third-, and fourth-year teaching guides for newly launched programmes have been evaluated; all have been awarded **Label 1** status. Both external and internal mixed evaluation committees were in charge of this assessment.

In 2013, the **Label 1** teaching evaluation process for postgraduate programmes was introduced. Once this process has been become standard in all degree courses, it will be evaluated for accreditation.

The first **Label II** evaluation of first- and second-year undergraduate courses was also conducted in 2013.

ACM action	C.1.2.a Analyse the skills- and values-based strategies developed by the three universities for each degree programme for the purpose of establishing a comparison that can ultimately lead to improvement
Linked ISP actions	*C.2.1 DCM Develop the 35 generic or interdisciplinary skills: scope, assessment indicators and descriptors.*
	A.5.1 RCM Explore several aspects of the practicum, adapting it to the student's educational requirements and to the demands of society and the job market. (Linked in so far as it analyses skills-based models.)
	A.5.2 RCM Promote Careers Guidance and Entrepreneurship Services (SOPP, in Spanish) to continue to improve students' employability (particularly in the international market) (Linked in so far as it analyses skills-based models)

Deusto Campus Mundus:

In the context of the ACM campus of excellence strategy of improving skills- and values-based teaching systems, the Universidad de Deusto has completed development of its MFUD educational model based on experience (Kolb et al, 1976), and on St Ignatius' teaching methods (Gil Coria, 1999). This highlights some interesting aspects that strengthen internal reflection and awareness of learning itself and its consequences. The MFUD is made up of five stages: experiential context, thoughtful observation, conceptualisation, active experimentation, and personal, educational and summative evaluation.

A programme of **35 generic or interdisciplinary operationally defined skills** was created, with each skill being given three levels. Each level is assessed through five indicators, and each indicator has five skills assessment descriptors. Several editions of this skills assessment manual have been published in Spanish, and it is currently being used by several Spanish and Latin American universities.

In 2013, a collaboration initiative was launched to subject new Deusto students to a series of tests designed to evaluate their skills at the start of their degree programme.

The University of Deusto has been conducting research into the **development of values** for more than thirty years. At present, research is still being carried out on values based on the Ledesma-Kolvenbach Paradigm, which assigns four main dimensions: utilitas, iustitia, humanitas and fides. Based on this paradigm, a four-dimensional work plan has been devised based on institutional, curricular, extracurricular and research plans. This project has enabled us to involve the whole University Community in the development of values from different perspectives in a common and shared project.

Consequently, the intersection of **plans and values** gives rise to the discussion forums, working groups and master plans to be implemented in coming years. The discussion forums have enabled managers, teachers, researchers, administrative staff and students to debate issues and exchange experiences. Working groups facilitate the practical implementation of conclusions reached in workshops and discussion forums in each campus.

Ramon Llull Campus Mundus:

The URL **is engaged in an ongoing analysis and evaluation of particular aspects of the practicum, adjusting it systematically to meet the needs of students and the demands of society and the job market, with particular focus on skills- and values-based models**.

Some of the activities undertaken in this context include:
- Blanquerna analyses and incorporates training in ethics through specific credits developed within the framework of the practicum. It offers specific training for future tutors, and includes ethics-related topics in all its programmes.
- This year, the Pere Tarrés Foundation updated its Undergraduate Practicum Framework Document, and has organised an annual workshop for staff in charge of organising practicums in which participants pool experiences and focus on skills- and values-based models. It also conducts research and knowledge transfer activities related to training in practicum-related professional skills and the correlation between the evaluation of communication skills in undergraduate programmes and assessment of faculty management personnel in a professional context.
- ESADE Business School will continue to increase the number of students engaged in practicums during their programmes - MBA (summer/autumn), MSc (summer/autumn) BBA (over one calendar year when the practicum is scheduled), and to increase the number of Spanish and international companies that advertise work experience vacancies.
  This year, 90 students have obtained work experience positions (78% of students seeking such activities. The recruitment period is still open). Of these, 52% are doing their work experience abroad.
  For students studying the Master of Laws (MUA, in Spanish) programme, work experience continues to be mandatory, and the number of students engaged in practicums has increased by 53.6% (106 students).
  The number of students doing their work experience abroad has also increased as a result of agreements reached between the Spanish Ministry of Foreign Affairs and embassies and consulates located abroad).
- IQS has designed a number of training activities taught over the four-year undergraduate programme. These courses aim to improve the employability of future graduates.

The institute is also working on **improving the employability of students by promoting its Careers Guidance and Entrepreneurship Services (SOPP, in Spanish), particularly in the international market**.

- Blanquerna includes modules that introduce students to the job market by analysing the ethical issues inherent to specific professions.
  It also organises a series of activities for this purpose:
    - Orienting final projects as entrepreneurial projects for future alumni.
    - Maintaining an effective job pool. This is particularly important in so far as it offers students the opportunity to work before they finish their studies, thereby building on their entrepreneurial spirit: "El Suro".
    - An online newsletter is sent out to all alumni.
    - Design and implementation of a new alumni portal containing the alumni service and the job pool.
    - A new alumni-job pool portal will be launched in June 2014.
- ESADE Business School aims to have 90% of graduates employed within 3 months following graduation. A secondary aim, considering students' nationalities, is to increase the number of students securing international jobs: 80% of MBA graduates, 50% of MSc graduates, and 20% of BBA graduates (91% of full time MBA graduates find a job within 3 months of graduation, 83% of MBA graduates find international jobs).

  In the Law faculty, 86.4% of MUA graduate manage to find a job. In this context, activities such as including web 2.0 job seeking skills in career guidance sessions, motivation and networking have been organised, and the number of offices taking part in the Career Forum has increased by 15%, while the number of head-hunters and/or contacts has also increased.

  International placement has been encouraged by increasing contacts with job and recruitment agencies outside Spain, and by promoting international work experience programmes and entry-level jobs.

  Finally, students are given access to work experience and international placement websites (Iagora, Going Global etc.).
- La Salle, meanwhile, has offered 614 students and alumni the opportunity of individualised mentoring as a good practice aimed at improving their employability. Each year it organises workshops and open days for companies with the aim of promoting work experience. The staff of the careers guidance and communication teams from the professional guidance, work experience and employment area has been increased.
- IQS has created the Careers Department to help students complete their practicum successfully, ensuring that they learn all that can be learnt from a mentored work experience.
  This service is available to students of all three undergraduate programmes, and also, on request, to students of masters or shorter programmes.
- The Pere Tarrés Faculty has intensified coordination between the SOPP and the International Mobility Department and the Undergraduate and Postgraduate Coordination Teams, while promoting international postgraduate work experience.

The URL has consolidated the Teaching Quality Improvement Project (MQD, in Spanish), sponsored by l'AGAUR (*Agència d'Ajuts Universitaris i de Recerca*) by launching a call for proposals (reference 2010MQD00106) for a tool for evaluation undergraduate student skills by areas of

expertise.

It has also organised courses and training activities aimed at improving the teaching skills and capacity of faculty staff.

ACM action	C.1.2.b. Use the Deusto International Tuning Academy (DITA) as a platform to extend the scope of analysis to include a comparison of systems developed in each university with other international strategies.
Linked ISP actions	*C.8.1 DCM Design the Deusto International Tuning Academy (DITA) project*

Deusto Campus Mundus:

The innovative teaching model of the Deusto International Tuning Academy has turned it into an international centre of reference, and the system is now in use in several different countries. The different divisions of the Academy: training, research, analysis and educational policy, dissemination and communication, greatly contribute to the success of knowledge transfer initiatives.

The Academy is built on the knowledge and experience accumulated by the Universidad de Deusto in the development of its MFUD, which has already been implemented in several national and international universities, and on the experience accumulated through the Tuning initiative. This initiative led by Deusto and Groningen was launched in 1999 in the context of the Bologna Process, and aims to ensure that degree courses are comprehensible and comparable throughout the EU.

Tuning started off in 15 countries, and then expanded to include the 27 Member States of the European Union implicated in the Bologna Process. The project was later exported to Eastern Europe (Ukraine, Georgia, Kazakhstan, Russia) and Latin America (19 countries including their Ministries of Higher Education and National Council of University Chancellors). It is currently in force in Africa, the USA and China. Plans are currently under way to extend the Tuning Project to Australia, Japan and India, countries that have expressed an interest in implementing the process. The project so far involves 58 countries and 34 thematic areas, 98 university networks and over 100 virtual communities, not to mention results published in 17 languages.

In 2013, we have been working on building a **virtual library** for doctoral and post-doctoral students working, or aiming to work, on certain lines of research.

This year, Tuning Academy projects published over 50 **scientific articles** in English, French, Russian, Spanish and Portuguese, and 15 **international meeting**s have been held in Europe, Africa, Latin America and Asia.

Work has started on the **DITA portal** (http://tuningacademy.org/) housing project, research and training divisions and information about all Tuning projects, all articles published and the Tuning Journal. Access to the site is restricted to members and experts.

ACM action	C.2.1.a Establish jointly new training programmes and actions in focus areas with the quality and scope needed become international benchmarks
Linked ISP actions	*A.3.4 CCM A new dimension in vocational training courses.*
	A.2.4 RCM Gradually increase the number of programmes taught entirely in English, especially postgraduate programmes with an international content and approach. (Linked in so far as it precedes the generation of teaching initiatives focused on becoming international benchmarks).
	A.2.2 RCM Gradually increase the number of continuing professional development courses in URL focus areas, with particular emphasis on programmes with a clear international dimension. (Linked in so far as it precedes the generation of teaching initiatives focused on becoming international benchmarks).
	A.2.3 RCM Maximise existing programmes aimed at improving our faculty members' educational, linguistic and technical skills. (Linked in so far as it precedes the generation of teaching initiatives focused on becoming international benchmarks)

Comillas Campus Mundus:

With regard to the development of Lifelong Learning programmes, in the last few years Comillas has worked on:
- Flexible continuing professional development programmes with a comprehensive approach.
- Personalised mentoring programmes, aimed fundamentally at new graduates, as a means of giving them support at the start of their career.
- Coaching programmes in companies and institutions that make up the Campus' network of alliances.

Based on these objectives, the following programmes have been developed and taught during the last two academic years (2011-2012 and 2012-2013):
- Advanced Specialisation Programme in Coaching and Emotional Intelligence with NLP
- Advanced Programme in Security Administration and Management
- Master's Degree in Auditing and Accounting, Comillas PWC
- Telecommunications networks. Design, Cloud Computing and Security

- Advanced Programme in Pastoral Care
- Specialist Degree in the Management of State-Assisted Schools
- Specialist Degree in Methodology and Assessment of Teaching English in the Classroom
- Bilingual Master's Degree in Accounting and Finance, Comillas – Ernst and Young
- Master's Degree in Auditing, Advanced Accounting,, KPMG – Comillas ICADE
- Master's Degree in Auditing and Management, Comillas-Deloitte
- Master's Degree in Business Consultancy, Management Solutions
- Master's Degree in Comprehensive Project Management
- Master's Degree in International Industrial Project Management
- MBA in the Global Energy Industry
- Certificate in Educational Environments
- Certificate in Technical Environments

Ramon Llull Campus Mundus:

At the URL, **prior to the generation of joint training programmes and actions focusing on internationalisation**, we have **progressively increased the number of programmes taught entirely in English**, particularly postgraduate programmes with an international content and approach.

In this respect, the following activities have been carried out in the different university schools:

- In Blanquerna:
  - Half of all subjects are taught in English in the first year of the BA in International Relations, and 60% in the second year.
  - Modules are taught in English in the third year of all PFCEE undergraduate programmes under the Integrated Learning of Contents and Foreign Language (AICLE, in Spanish) system.
  - In the second year of all FPCEE undergraduate course, 82 modules are taught in English.
  - Optional subjects are taught in English in the fourth year of the MA in Nursing (1 subject), in the fourth year of the MA in Physiotherapy (2 subjects) and in the fourth years of the BA in Nutrition (2 subjects).
  - One master's degree programme is taught entirely in English (MA-Strategic management in global communication).
- ESADE offers 14 degree programmes in English, one module of the BBA is taught entirely in English, and the CIM programme. A bilingual double MNG and LAW degree, with 50% of subjects being taught in English, and 3 study experiences abroad.
  The Master in International Law has also been organised this year, with 50% of credits taught in English/
- IQS teaches part of all its master's programmes introduced in 2012-2013 and 2013-2104 in English.
- La Salle, meanwhile, offers the following courses entirely in English:
  - BA in Management of Business and Technology
  - BA in Architecture
  - Master in project Management
  - Master in SAP Consultancy
  - Master in International Business Administration and Innovation Technology Management.

Also, prior to the joint creation of training programmes and actions

focused on internationalisation, the **URL is gradually increasing the number of continuing development courses in focus areas with particular emphasis on programmes with a clearly international dimension**.

The following is a summary of the main activities undertaken in this regard:

- Blanquerna continues to implement its specific communication plan for attracting foreign students, and has created a new institutional website with improved data management and organic positioning.
  University representatives have attended 10 student fairs in Latin America, Europe and Asia, and have signed an agreement with Oxford University Press.
  Internationalisation strategies remain in force, and the university has established contacts with 7 new foreign universities, bringing the total number of contact to 29. Universities contacted: Hubei University (China) Kyonggi University (South Korea), Manchester University, University of Ankara, Izmir University of Economics, Universidad Externado of Colombia, Fordham University (USA).
- The Pere Tarrés Foundation has signed a collaboration agreement with the Universidad Andrés Bello of Chile to organise a postgraduate programme in Personal Autonomy and the Prevention of Dependency.
- Following the efforts made last year to publicise its courses in bioethics, the Borja Bioethics Institute has designed new courses on research ethics, aimed specifically at Latin American researchers.
- ESADE has stepped up its continuing professional development courses, adapting them to the needs of potential students or alumni. These courses take place in one of the ACM's focus areas, namely Management and Social Responsibility.
  ESADE continues to give prioritise internationalisation strategies.
- La Salle, meanwhile, offers courses for international students that combine lectures and visits to industry companies. It links it courses with postgraduate programmes in Latin America, and has obtained international academic and professional accreditation. It also offers blended learning and distance learning postgraduate programmes and online masters with an international dimension.

The foregoing international programmes and courses are being analysed in depth by the ACM to determine their suitability as joint programmes.

Also important in this context are actions designed to **maximise existing programmes aimed at improving our faculty members' educational**, **language and technical skills**, since the development of skills mainly concerns language skills, an important element the internationalisation of training programmes

- Blanquerna periodically organises English courses for faculty members such as the "Introduction to course management using Moodle as a complement to blink", "English for teachers", etc.
- The Pere Tarrés Foundation also has a teacher-training plan with modules on ICTs and English, and has signed agreements with the Institute of North American Studies and ESADE.
- At ESADE, one of the four central themes in the Teacher Training Plan is improving language skills. Likewise, the Harvard Business School Global Colloquium on Participant-Centred Learning programme has continued this year. Other important actions include specialised courses in Delivery, advance language learning, analysis of teaching strategies in ESADE, socialisation seminars, the programme for

welcoming new students, and the delivery development programme to improve teaching quality. Seminars on Liberal education.

- La Salle is a member of the Certificat de Llengües de les Universitats de Catalunya: el CLUC d'anglès English certification programme, and has organised the EAIE Academy Internationalisation Management Workshop.
- IQS, meanwhile, has taught an intensive English course to improve the classroom communication skills of all IQS faculty members.

ACM action	C.2.2.a Develop joint international degrees, capitalising on the extensive international teaching and research cooperation networks developed separately by the three universities, in addition to the potential of the Jesuit and La Salle university networks
Linked ISP actions	*A.2.2 CCM Consolidation a portfolio of joint world-class degree programmes*
	A.2.5 RCM Selectively increase the number of agreements on double degrees and jointly taught postgraduate programmes with internationally renowned institutions in Europe and other countries (Linked in so far as it is a first step towards establishing such agreements in ACM universities and creating jointly taught international degrees)

Comillas Campus Mundus:

Comillas organises several international programmes in partnership with foreign universities:

- **Erasmus Mundus Joint Doctorate in Sustainable Energy Technologies and Strategies (SETS)**, in partnership with:
  - Delft University of Technology (Delft, The Netherlands)
  - KTH Royal Institute of Technology (Stockholm, Sweden)
  - The Johns Hopkins University (Baltimore, USA)
  - Paris Sud 11 University (Paris, France)
  - Florence School of Regulation (Florence, Italy)

- **Erasmus Mundus International Master in Economics and Management of Network Industries (EMIN)** in partnership with:
  - Delft University of Technology (The Netherlands)
  - Paris-Sud 11 University (France)
  - Florence School of Regulation of the European University Institute (Italy)
  - Catholic University of Leuven (Belgium)
  - The Johns Hopkins University Whiting School of Engineering (Baltimore, USA)
  - The University of Texas at Austin (USA)
  - Federal University of Rio de Janeiro (Brazil)
  - The Lawrence Berkeley Lab (California, USA)
  - Harbin Institute of Technology (China)

- **BA in Law and Diploma in Business Law of the Universidad Pontificia Comillas**, *which in turn is linked to two Joint Global Programmes:*
  - **French**. Under an agreement signed with the Université Paris X-Nanterre and the Université de Strasbourg.
  - **American**. Under an agreement signed with various leading universities in the USA in which the student studies for part of the course.
    - Fordham University (New York, USA)

- Boston University (Boston, USA)
- De Paul University (Chicago, USA)
- Pace University (New York, USA)
- Brooklyn Law School (New York, USA)
- Case Western University (Ohio, USA)
- University of International Business and Economics (Beijing, China)
- KoGuan Law School (Shanghai, China)

■ **BA in Business Administration**, **with international recognition**. Taught in the Universidad Pontificia Comillas in partnership with a number of foreign universities in which students study for two academic years:
   ▪ North-eastern University, Boston (USA)
   ▪ Lancaster University (UK)
   ▪ Dublin City University (Ireland)
   ▪ NEOMA Business School (Reims, France)
   ▪ ESB Business School, Reutlingen University (Germany)
■ **BA in Translation and Interpreting from the Universidad Pontificia Comillas and BA in Multilingual Communication from the University of Geneva**. This is a double BA in which students study two courses in the School of Translation and Interpreting of the University of Geneva (Switzerland), under a signed agreement.

Ramon Llull Campus Mundus:

The URL is **selectively increasing the number of agreements on double degrees and jointly taught postgraduate programmes with internationally renowned institutions in Europe and other countries**. These actions undertaken in this context will be shared with the ACM in order to detect synergies that can generate joint international degrees.

In this respect, the following activities have been carried out in the different university schools:

■ Blanquerna has increased the number of agreements with European and international institutions (7 new agreements with respect to 2012-2013) bringing the total to 29. Universities contacted: Hubei University (China) Kyonggi University (South Korea), Manchester University, University of Ankara, Izmir University of Economics, Universidad Externado de Colombia, Fordham University (USA).
A collaboration agreement has also been reached with the Universidad Mexicoamericana del Golfo (UMAG) in Mexico.
In the context of the agreement signed with the Universidad del Desarrollo (UDD) of Chile in 2012-13, the Borja Bioethics Institute has organised a classroom-based module of the Master's Degree in Bioethics UDD-URL.
■ ESADE has 144 exchange agreements with international universities, 5 more than the previous year.
■ In the IQS, the international master's programme has been successfully organised with the universities of Fu Jen and San Francisco, while the Master in Sales Management and International Marketing is taught jointly with the ESC of Grenoble and the ESC of Clermont.
■ La Salle has created a triple degree programme involving members of the La Salle, MGA and MIB network, and a double degree programme in Robotics and Multimedia with a US university. It has also linked its

architecture degree programmes with leading institutions in the USA and UK, and is currently in the process of organising other activities with universities in China, Mexico, the Dominican Republic, the Philippines and the USA.

ACM action	*C.3.1.a Coordinate doctoral programmes under a Doctoral School network based in subject specialisation areas*
Linked ISP actions	*B.6.1 DCM **Set up the Deusto International Research School (DIRS): team, equipment and resources***

Deusto Campus Mundus:

Deusto International Research School (DIRS) is part of the ACM campus of excellence strategy of setting up doctoral schools, training new researchers and improving researchers' skills.

DIRS is in charge of organising the Universidad of Deusto's doctoral programmes and coordinating training activities for researchers. It aims to create an intellectual forum where young researchers can train in a context of excellent research and creativity, interdisciplinary approach and teamwork, where independence and individual initiatives are encouraged.

As a doctoral school, it has created a general framework for doctoral programmes, guaranteeing their academic quality while gradually developing research skills. These skills are achieved by means of a training programme and by developing a research plan within a research team.

Many of the training activities carried out in the doctoral programmes are cross-cutting and interdisciplinary. This, along with a strong emphasis on internationalisation, enriches the learning experience.

Young researchers can benefit from an excellent scientific environment in which they can develop their potential and achieve their academic goals. To do this, they will join research teams and participate in their projects and transfer activities. Pre-doctoral research students also have access to an economic aid programme consisting of employment contracts awarded to pre-doctoral researchers, grants for international research stays and presentations at congresses.

DIRS also encourages advanced researcher training and promotes initiatives to reinforce specific or generic skills in both doctoral students and experienced researchers.

DIRS has established stringent standards that set out objectives, basic regulations and excellence guidelines as well as best practice for doctoral programmes. Doctoral programme managers and thesis directors have held regular meetings to implement this process, establishing the skills that pre-doctoral and post-doctoral researchers should acquire and laying the foundations for implementing and organising the activity.

Special coordination support has been developed for the two joint doctoral programmes: PhD in Commercial and Economic Law, in which all three ACM universities participate, and the PhD in Business and Territorial Competitiveness, Innovation and Sustainability, taught by Deusto and Comillas- ICADE.

Many different project have been undertaken in 2013. One of the most important results has been the **approval of seven doctoral programmes** in the framework of RD99/2011.

The number of students taking part in **doctoral programmes** this year is as follows: 12 in Business and Territorial Competitiveness, Innovation and Sustainability, 9 in Economic Law, 25 in Human Rights: Ethical, Social and Political challenges, organised by the Universidad de Deusto, 15 in Education 10 in Engineering for the Information Society and Sustainable Development, 9 in Leisure, Culture and Communication for Human Development, and 15 in Psychology.

Several different courses have also been organised to give pre- and post-doctoral researchers the skills needed to support and reinforce their work.

it is also important to mention the **Research Group Start-up Grants**. This year's grants are open to officially approved R2008 ad R2010 research groups and aim to help young graduates and engineers launch their research career by studying a master's degree at the Universidad de Deusto, followed by a doctoral programme.

Other important grants are the **Researcher Training Grants**, the aim of which is to promote researcher training in the framework of Universidad de Deusto doctoral programmes by aiding research activities undertaken in UD research groups. In this context, resources have been set aside to boost the number of grant holders working towards defending, in due time and manner, their doctoral thesis.

ACM action	C.3.1.b. Design and set up joint doctoral programmes.
Linked ISP actions	*B.3.3 CCM Joint doctoral programmes*

Comillas Campus Mundus:

Following on from the launch of its joint doctorate in Sustainable Energy Technologies and Strategies, and in line with the strategy of increasing the number of international joint doctoral programmes, the University School of Migration Studies and the University School of Family Studies of Comillas are working with Boston College and the Universidad de Deusto, in collaboration with the Banco Santander, to launch a new joint international doctoral programme on social work.

This programme is currently being tested in Latin America, and if successful could be offered in the 2014-2015 academic year.

ISP ACTIONS

ISP ACTIONS LINKED TO JOINT PROJECTS

Project C.1.1. ACM Good practices

Project C.1.2. ACM Skills and values

Project C.2.1. ACM Joint degrees

Project C.3.1. ACM Doctoral School

In this section, we would draw attention to the fact that ACM 2015 presents a Joint Collaboration Plan involving Deusto, Pontificia Comillas and Ramon Llull universities, based on the three universities' Individual Strategic Plans (ISP). Thus, ACM is made up of the Joint Collaboration Plan, the ISP of the participating universities and their links to the Joint Plan.

For this reason, in this section we list all the actions derived from the ISP of each of our universities that have been completed successfully, and while not directly linked to the aforementioned actions, conform to the overall objectives in this area and are linked to joint plans.

ACM project	Project C.1.1. ACM GOOD PRACTICES
Linked ISP actions	**C.2.2. DCM Dissemination of the skills model** **C.7. DCM Adaptation of governance bodies, faculties, schools, institutes, departments, functional areas and services to the new context** **C.3.3. DCM Experience in applying models used in other universities** **A.1.2. CCM Strengthen the Continuous Improvement of Training and Assessment of Teaching Quality Programme.** **A.1.4. CCM Introduce advanced ICTs into university teaching methodologies in all educational and extension areas** **A.1.2. RCM Set up, develop and implement free online platforms to support blended and distance learning courses** **A.6.1.RCM Work with secondary schools specialising in vocational guidance to create joint training and information programmes**

ACM project	Project C.1.2. ACM SKILLS AND VALUES
Linked ISP actions	**C.3.1. DCM Develop the values-based curricular, extracurricular, institutional and research plans** **C.3.2. DCM Evaluation of the model applied to the four plans** **C.8.2. DCM Development of the action plan and the programme of activities** **A.1.3. CCM Increase penetration of the participative and cooperative learning methodology**

ACM project	Project C.2.1. ACM JOINT DEGREES
Linked ISP actions	**C.1.1. DCM Organise the 19 adapted undergraduate degree programmes, 33 official master's degrees and 10 official doctoral programmes** **C.1.2. DCM Submit new undergraduate and postgraduate degree programmes for official approval** **D.6.1. DCM Teach at least 15% of ECTS credits in English in undergraduate programmes, and up to 30% of postgraduate programmes (masters and doctoral) entirely in English** **D.5.1. DCM Organise courses for the university community (faculty, PAS and students) in both interpersonal communication and professional activities in languages other than their mother tongue** **A.3.1. CCM Create the ICADE Business School**

ACM project	Project C.3.1. ACM DOCTORAL SCHOOL
Linked ISP actions	*B.3.4. CCM Interdisciplinary and continuous seminars* *B.4.2. RCM Attract students, especially international students, through the university's own grants and those offered by institutions*

ANNEXE

AREA D

THE AGGREGATION PROJECT'S INTERNATIONALISATION

AREA D. INTERNATIONALISATION OF THE
ACM PROJECT

INTRODUCTION

In this area, ACM 2015 seeks to internationalise its research groups, faculty and management teams, as well as its students in the various undergraduate, Master's and PhD programmes. It also aims to broaden the integral ACM concept to other universities which, due to their identities, similar projects and prestige, would like to join this project.

In broad brushstrokes, the integrated action plan encompasses:

a) The development of measures to increasingly attract and retain prestigious teaching and research staff as well as administrative and service personnel with global experience.
b) International promotion with the aim of attracting students.
c) The presence in international teaching and research collaboration networks.
d) Expanding the advanced ACM project to increasingly include a limited number of other prestigious universities.

To implement this Area, the following objectives have been defined:

Objective D1. Promote measures to support as well as train in-house talent. Successfully incorporate prestigious researchers, teachers and managers, as well as students with future projection.

Objective D2. Optimise our presence and participation in international university networks, especially Society of Jesus and La Salle university institutions.

Taking into account that Aristos Campus Mundus is the result of a Joint Collaboration Plan between the three universities and linking them to the three Individual Strategic Plans of the three universities (PEI) Ramon Llull Campus Mundus (RCM), Deusto Campus Mundus (DCM) and Comillas Campus Mundus (CCM), this document aims to detail actions carried out as part of the Joint Collaboration Plan as well as the Individual Strategic Plans.

The document is organised as follows:

- An analysis of objective-based actions based on the projects originally defined. This analysis focuses on the following aspects:
  - Objective
  - Progress towards objectives
  - Work carried out and the role of participants
  - Most significant results
  - Use of human, material and economic resources
  - Most significant deviations from progress towards objectives

- Proposed corrective measures

■ Description of the ISP actions linked to Joint Plan actions.
■ Description of the ISP actions linked to Joint Plan projects.

OBJETIVE D1

FOSTER COORDINATED PROMOTIONAL ACTIVITIES AND OTHER ACTIONS TO ATTRACT AND CAPTURE TALENT FOR THE ACM UNIVERSITIES

Project D.1.1. ACM Promotion

Project D.1.2. ACM Talentia

Project D.1.1. ACM Promotion

ACTION   **D.1.1.a**

Incorporate marketing and communications professionals specialised in the international promotion of universities.

OBJECTIVE

The aim of the Project in which this first action is encompassed is to adopt measures to support the international promotion of ACM, all as a complementary means to attract and retain talent. The final objective is to improve its international positioning and recognition.

In particular, this first action aims to incorporate marketing and communications professionals specialised in the international promotion of universities.

PROGRESS TOWARDS OBJECTIVES

The objectives set for this period are achieved satisfactorily, having incorporated an expert in international promotion of the ACM universities.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- The three ACM universities currently have personnel specialised in marketing and communications within the international relations framework, who were hired once the joint project started, being one of its main missions, though not the only one, to enhance and improve the ACM's positioning internationally.
- Incorporation in 2011 of a person specialising in the international promotion of universities, working within the Servicio Online Identity Service in Universidad de Deusto's Institutional Communications and Social Transferal Office.
  This person's competence is the development of the Aristos Campus Mundus' website www.aristoscampusmundus.net, as well as other marketing and communications media at international level, such as social networks and the Google Adwords international campaign developed during this period.
- Incorporation in the year 2012/13 of the Vice Rector of International Relations and Students at Universitat Ramon Llull, a person with ample experience in the international promotion of universities who is also a member of the bodies and structure of the ACM 2015 Association.
  His specific role is to define the policy and promote the internationalisation of Universitat Ramon Llull and ACM, as well as promoting and coordinating the various mobility programmes and related services.
- Incorporation in the year 2013/14 of an expert in marketing at the Service Management at the Universidad Pontificia Comillas, with a wide national and international experience in this field.
  One important function is to promote and strengthen the image and external knowledge of the University and ACM, the international promotion of the activities and the undergraduate and postgraduate

programmes, as well as coordinating the communications, advertising and relationship actions with other national and international institutions that are being carried out.

MOST SIGNIFICANT RESULTS

- Keeping the recruitment policy on personnel specialising in the international promotion of universities in this period, by hiring a marketing professional in the management of Marketing Service at Universidad Pontificia Comillas, with a wide experience in this field both nationally and internationally.
- Resulting from the hiring of these professionals, we currently have the results from actions led by them. In this respect, we stress the work done in web positioning and the development of promotional actions led by Universidad de Deusto that have caused a relevant impact on our target audience. The signature of agreements between ACM and the international universities of UNISINOS and Católica de Córdoba (Argentina) is also significant, the latter led by the Vice Rector of International Relations and Students at Universitat Ramon Llull, Dr Carlo Gallucci, who is also member of the Coordination Team in the International field.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Financing has come exclusively from the three universities' own funds.

The material resources used are those pertaining to the three universities' own facilities.

In terms of human resources, we have used the three institutions' own personnel.

MOST IMPORTANT DEVIATIONS IN THE PROGRESS TOWARDS OUR OBJECTIVES

No deviations have occurred as the objective set of incorporating marketing and communications experts has been fulfilled.

PROPOSED CORRECTIVE MEASURES

The foreseen actions have been carried out. Consequently, no corrective measures on deviations in the progress towards the objectives are required.

Project D.1.1. ACM Promotion

ACTION **D.1.1.b**

Design initiatives to promote greater international visibility for the ACM universities.

OBJECTIVE

The second action included in this project encompasses a set of initiatives to further the ACM's visibility around the world.

PROGRESS TOWARDS OBJECTIVES

We have continued to develop and further joint initiatives to ensure greater international visibility for Aristos Campus Mundus 2015.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF THE PARTICIPANTS

Since launching the various initiatives as part of the Aristos Campus Mundus 2015 strategic project, the three universities have participated and undertaken various actions to achieve greater joint visibility. Over the last period of 2013-2014 the following actions have been carried out:

- **Institutional visits by the three university Rectors, various Vice Rectors and other authorities from Universidad de Deusto, Universidad Pontificia Comillas and Universitat Ramon Llull to Georgetown, Boston College and Fordham**: meetings were organised with the Presidents of the three North American universities throughout 2011, 2012, 2013 and 2014. During these years meetings were also held with the lead researchers of their teams with major projection.
- **Face-to-face meetings and work sessions were held**, at the research group level, both in Spain and the United States, centring on various focus areas and sub-focus areas.
- **Participation in and contribution to the 20th Annual World Forum IAJBS** (International seminar of the managers of the Business Schools at Jesuit Universities), on "Mobilizing the Worldwide Jesuit Network: Collaboration for Global Sustainability" held in Seoul (Korea) from 20 to 22 July 2014.
- **Participation in NAFSA**: International fair of universities to jointly promote the ACM universities' offering of undergraduate and graduate programmes, the last edition of which was held in San Diego from 26 to 31 May 2014. The three universities attended this edition under the brand of Aristos Campus Mundus 2015– Campus of International Excellence as they did in the previous edition, which was held in St. Louis (Missouri) from 26 to 31 May 2013.
- **Participation in the AJCU Meeting, Association of Jesuit Colleges and Universities**: international meeting that was held on the first day of the NAFSA Fair on 26 May 2014, aimed at the Jesuit universities attending the Fair.
- **2013 China Annual Conference for International Education**: the three universities, bearing in mind the strategic interest, decided to

attend this International Fair together. It was held in Beijing from 1 to 3 November 2013.

In addition to these actions, the three universities have implemented three other actions aimed at greater international visibility of ACM:

- **Creation of the ACM Sports Team**: This team, formed by authorities in charge of sports from the three ACM universities, has drafted a **Sports Master Plan** in which the main work lines have been established regarding the projection of ACM as a brand within the context of university sports abroad. One of the most significant actions is the creation of an ACM indoor football team, with the aim of participating in the Euro Roma indoor football championship, which will be held in Rome from 13 to 16 November 2014.
- **Google Adwords campaign**: with the aim of promoting the ACM's educational offer internationally, in 2014, the Google Adwords campaign started in order to promote the Aristos Campus Mundos brand on the Internet. In this way, anyone who does an online search entering certain keywords will be able to see the ACM adverts and have direct access; e.g. possibility of downloading the ACM degree joint catalogue, both in English and Spanish.
- **Establishment of the International ACM Team** with the aim of committing to the International ACM project and as a result of the consolidation of the relationship between the three universities pertaining to the Society of Jesus' network of centres, with high prestige and internationally recognised centres like **Georgetown**, **Boston College and Fordham**.

  This ACM team is formed by people representing each university member:

  - Dr Samuel Wagner. Catholic & Jesuit Initiatives Interreligious Dialogue Office of the President. Georgetown University.
  - Dr. Patricia DeLeeuw. Vice Provost for Faculties. Boston College.
  - Dr Nancy A. Busch, Ph.D. Dean, Graduate School of Arts and Sciences. Chief Research Officer/Associate Vice-President for Academic Affairs. Fordham University.
  - Dr Pedro Linares Llamas. Vice Rector of Research and Internationalisation. Universidad Pontificia Comillas. Member of the ACM Management Board.
  - Dr Álvaro de la Rica Aspiunza. Vice Rector of International Relations and Students. Universidad de Deusto. Member of the ACM assembly.
  - Dr Carlo Maria Gallucci: Vice Rector of International Relations and Students. Universitat Ramon Llull.

MOST SIGNIFICANT RESULTS

Development of the following actions for greater international visibility of the ACM universities:

- Institutional visits by the three Rectors, various Vice Rectors and other authorities from the universities of Deusto, Pontificia Comillas and Ramon Llull to Georgetown, Boston College and Fordham.

- Face-to-face meetings and work sessions held, at a research group level, both in Spain and the United States, on various focus areas and sub-focus areas.
- Participation in NAFSA 2013 and 2014.
- Participation in and contribution to the 20th Annual World Forum IAJBS.
- Participation in the AJCU meeting, the Association of Jesuit Colleges and Universities.
- Preparation of an agenda of congresses, conferences, forums and international fairs where attendance is considered in representation of ACM.
- Creation of the ACM Sports Team, in charge of promoting several actions in the sports field through the drafting of the Sports Master Plan.
- Establishment of the ACM football team and coordination of the participation of the team in the Euro Roma 2014 tournament.
- Launch of the Google Adwords campaign to promote the brand online.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Financing comes exclusively from the three universities' own funds.

The material resources used are those pertaining to the universities' own facilities, as well as those belonging to the institutions where the different events and meetings were held.

In terms of human resources, the three universities' own personnel has been used, as well as those employees pertaining to the institutions where the different events were held.

MOST IMPORTANT DEVIATIONS IN THE PROGRESS TOWARDS THE OBJECTIVES

No noteworthy deviations have occurred in the progress towards the objectives.

PROPOSED CORRECTIVE MEASURES

The planned actions have been developed, so corrective actions concerning deviations in the progress toward the objectives are not planned.

Project D.1.1. ACM Promotion

ACTION **D.1.1.c**

Design and develop a quality orientation protocol for new talent.

OBJECTIVE

Establish the common framework for the welcome of new incorporations that ensures its quality and fosters their welfare and therefore a better recruitment of talent by ACM.

PROGRESS TOWARDS OBJECTIVES

Satisfactory progress has been made towards these objectives. The Aristos Campus Mundus 2015 has worked on developing a single orientation protocol that includes the guidelines to be considered when welcoming incoming and foreign students as well as visiting staff, faculty and administrative staff (PAS) and teaching staff recruited abroad.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF THE DIFFERENT PARTICIPANTS

Aristos Campus Mundus 20015 has worked on developing a single and quality orientation protocol for ACM 2015 as a whole.

The three universities systematically carry out different welcome activities for new talent incorporations. Below are details of the most relevant:

- They have a specific unit dedicated to welcoming and orientating students for all their needs.
- Joint sessions, focus groups and individual sessions are frequently organised to identify possible improvements in the welcoming process.
- Students on each programme can contact each degree management directly for any queries and suggestions.
- The incorporation of PAS and research staff follows an established orientation protocol, including a Welcome Manual that is provided to new incorporations regardless of their position.
- In all cases, Spanish language classes are offered to foreign students and faculty, taught at the Language Schools and Institutes.
- We also organise orientation sessions for foreign students who come to our universities as part of an exchange programme (Erasmus or bilateral agreements). These students are informed about accommodation, services and functioning of the university, etc.
- Other types of activities are the guided tours for new incorporations to discover the city and organisations through which they can meet students from our country.

An ACM Orientation protocol has been designed using this set of common activities in the three universities and analysing the opportunities for improvement and extension of these protocols, considering in particular the feedback from incoming and foreign students and the research staff.

This protocol takes into account the new talent incorporations, valid for incoming and foreign students, as well as visiting staff, faculty and administrative staff (PAS) and teaching staff recruited abroad.

The proposed orientation protocol has been shared and had the consensus of faculty and students, who have taken part proactively in the final definition of the protocol.

MOST SIGNIFICANT RESULTS

- Orientation activities carried out at the three universities.
- Implementation of coordination processes at the aggregate level to define an orientation protocol for the whole of ACM.
- Various meetings held with people directly involved (students and faculty) to complete the definition of the orientation protocol.
- Draw up of the single orientation protocol for the three universities.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Financing has come exclusively from the three universities' own funds.

The material resources used are those pertaining to the three universities' own facilities, as well as those belonging to the institutions where the different events and meetings were held.

In terms of human resources, we have used the three institutions' own personnel, as well as those pertaining to the institutions where the different events were held.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No noteworthy deviations have occurred in the progress towards the objectives.

PROPOSED CORRECTIVE MEASURES

The planned actions have been developed, so corrective actions concerning deviations in the progress toward the objectives are not planned.

Project D.1.1. ACM Promotion

ACTION	D.1.1.d

Strengthen mobility programmes and international training of own talent.

OBJECTIVE

The increase of mobility programmes and international training of own talent serves a double purpose: on the one hand, foster valuable learning and promote an international experience for the whole of the ACM university community, and on the other, boast an increasing number of "ambassadors" of the brand as a whole as well as the three universities.

PROGRESS TOWARDS OBJECTIVES

The three universities within the Aristos Campus Mundus 2015 initiative are financing mobility programmes for faculty, administrative and service staff and researchers working on teams dedicated to the project's focus areas.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

With the aim of further supporting the teaching and research staff training, stays at other institutions are promoted. These visits have two objectives that are regarded as fundamental:

- Contribute to the national and international development of our own universities.
- Train our faculty and researchers within the framework of and with the means (academic, scientific, technological, etc.) of the institutions they visit.

In this respect, the three universities promote and finance mobility programmes for their personnel. Some of the mechanisms used for this include:

- Funding provided by the three universities for these types of actions.
- Their recognition within faculty promotion systems.
- Facilitate replacements, support and the needed resources for faculty to opt for these international mobility and training actions.

Below we detail some of the mobility actions promoted by the ACM 2015:

- Faculty attendance at international conferences.
- Erasmus scholarships for PAS and PDI staff: the aim is to promote short-term stays for teaching and research staff and administrative and service staff at companies and higher education institutions with educational or teaching aims. As of the date of this report **507** members of the ACM's university community have participated in mobility programmes.
- Shorter-term leaves of absence to study or work elsewhere.

- Sabbaticals: to be able to improve academic or research excellence at internationally prestigious centres.
- Stays for researchers-in-training at international universities.

Another clear action by the three universities to promote the international training of its personnel is supporting and financing English language courses for its PAS and research and teaching staff. In this respect, during this period **178** training courses have been organised, in which **827** PAS and research and teaching staff have participated.

The ACM universities as a whole have worked internally and in accordance with their respective Individual Strategic Plans on the common objective of strengthening the mobility actions and international training of their own talent.

Details of these actions can be found in the section dedicated to the description of Individual Strategic Plan actions linked to the Joint Plan.

MOST SIGNIFICANT RESULTS

- The Aristos Campus 2015 includes **507** teachers who have taken part in mobility programmes over the last three years.
- ACM has offered a total of **178** English language courses in which **827** members of PAS and teaching and research staff have taken part during the 2011-12 academic year.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Financing has stemmed primarily from the three universities' own funds, though at times external financing support has been available (from the Autonomous Community European Education Programme Office, the Spanish Ministry of Education, the Contract Programme (Universidad de Deusto) or from La Caixa (Universitat Ramon Llull).

The material resources used are those pertaining to the three universities' own facilities, as well as those belonging to the universities visited.

In terms of human resources, we have used the three institutions' own personnel, as well as those of the universities visited.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No noteworthy deviations have occurred in our progress towards fulfilling our objectives.

PROPOSED CORRECTIVE MEASURES

The planned actions have been developed, so corrective actions concerning deviations in the progress toward the objectives are not planned.

Project D.1.1. ACM Promotion

ACTION   **D.1.1.e**

Strengthen mobility programmes and international training of students.

OBJECTIVE

As in the previous action, this one aims to foster valuable learning and promote an international experience for the students, and boast an increasing number of "ambassadors" of the brand as a whole as well as the three universities.

PROGRESS TOWARDS OBJECTIVES

Progress is made according to plan insofar ACM promotes and funds mobility actions for foreign students through joint actions aimed at this purpose.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

■ **INSIDE Programmes**

The Aggreation, led by Universidad Pontificia Comillas en Madrid, in partnership with Fordham University in New York, Georgetown University in Washington D.C. and The Beijing Center - University of International Business & Economics in Beijing and Shanghai, organises the Inside Programmes, in which nearly 500 ACM students and other Spanish and foreign universities have taken part.

Through this programme, the student attends professional conferences and visits working centres as a full professional and where the economic, political and social situation of the country is presented. In 2014, the INSIDE programme is being developed under the umbrella of ACM, therefore any student from the three universities can participate.

To this end, throughout March 2014, sessions and informative talks were organised at the three universities about the various programmes and options of registration.

■ **Spain INSIDE Programme**
Building on this idea, ACM as a whole is working on the preparation of the Spain INSIDE programme with the aim of promoting and financing mobility actions, in this case intended for foreign students to visit Madrid, Barcelona and Bilbao.

These visits have two objectives that are regarded as fundamental:
- Contribute to the national and international development of our own universities.
- Train our faculty and researchers within the framework of and with the means (academic, scientific, technological, etc.) of the institutions they visit.

MOST SIGNIFICANT RESULTS

- Extension of the INSIDE programme from Universidad Pontificia Comillas to the whole of ACM.
- Design of the Spain INSIDE programme jointly, aimed at foreign students from the three universities.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Financing has come primarily from the three universities' own funds.

The material resources used are those pertaining to the three universities' own facilities, as well as those belonging to the universities visited.

In terms of human resources, we have used the three institutions' own personnel, as well as those of the universities visited.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No noteworthy deviations have occurred in our progress towards fulfilling our objectives.

PROPOSED CORRECTIVE MEASURES

The planned actions have been developed, so corrective actions concerning deviations in the progress toward the objectives are not planned.

Project D.1.2 ACM TALENTIA

ACTION   D.1.2.a

Organise international promotional campaigns on the undergraduate and graduate programmes offered by the ACM universities.

OBJECTIVE

The objective of the first action in the D.1.2. ACM TALENTIA Project is to promote the ACM 2015's offer of undergraduate and graduate programmes internationally as a tool to improve the positioning of ACM and the ACM universities.

PROGRESS TOWARDS OBJECTIVES

The set objectives for this period have been met having developed several joint actions that put ACM on the map internationally, particularly as a result of attending international fairs under the name of Aristos Campus Mundus 2015 and the development of international promotional campaigns online.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- Since December 2012, the three ACM 2015 universities continue to be on the list of universities compiled by the Ministry of Education in the People's Republic of China. This is a recognition that has had its first results in that it has sparked the interest of Chinese students.
  Along with Universidad CEU San Pablo, we are the only 4 private universities boasting this recognition in Spain, which means that the Chinese government officially recommends these universities for Chinese students to study abroad.
- The ACM's strategy of promotion is maintained through the video presenting the Aggreation in English, which is available to everyone on the ACM2015 website.
- The policy of institutional visits has been maintained in order to present and promote the ACM project and make contact with internationally prestigious universities to design projects of collaboration in the field of joint undergraduate and/or postgraduate programmes.
- A map of international fairs to be attended under the Aristos Campus Mundus brand has been defined. In this respect, the following fairs have been attended during the 2013-2014 academic year:

  - **2013 China Annual Conference for International Education**: Fair held in Beijing from 1 to 3 November 2013.
  - **NAFSA 2014**: International fair of universities to jointly promote the ACM universities' offering of undergraduate and graduate programmes, the last edition of which was held in San Diego from 26 to 31 May 2014. The three universities attended this edition under the brand of Aristos Campus Mundus 2015– Campus of International Excellence as they did in the previous edition, which was held in St. Louis (Missouri) from 26 to 31 May 2013.

- A **Google Adwords campaign** has been designed and implemented. Launched in 2014, ACM promotes its offering of prgrammes, as anyone who does an online search will be able to download the ACM degree joint catalogue, both in English and Spanish.
- The ACM universities as a whole have worked internally and according to their Individual Strategic Plan with the common objective of organising campaigns to promote the offering of undergraduate and postgraduate programmes internationally.

MOST SIGNIFICANT RESULTS

- Definition of a map of international fairs to attend under the Aristos Campus Mundus 2015 brand to plan this action.
- Joint participation in **NAFSA 2013 and NAFSA 2014** under the Aristos Campus Mundus – Campus of International Excellence brand.
- The three ACM 2015 universities are now included in the list of recognised universities compiled by the Ministry of Education in the People's Republic of China.
- The number of foreign students on our degree programmes has increased, achieving the following figures in the 2013-2014 academic year in the ACM 2015: **7.8 % in undergraduate programmes, 31 % in Master's programmes and 29.1 % in PhD programmes**.
- Launch of the **Google Adwords campaign**.
- Promotion of the video presenting ACM in English, which is available to the public on the ACM 2015 website, using it as an introduction of the brand's promotional actions.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Financing has come exclusively from the three universities' own funds.

The material resources used are those pertaining to the three universities' own facilities, as well as the installations of the various venues where the different fairs were held.

In terms of human resources, we have used the three institutions' own personnel.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No noteworthy deviations have occurred in our progress towards fulfilling our objectives.

PROPOSED CORRECTIVE MEASURES

The planned actions have been developed, so corrective actions concerning deviations in the progress toward the objectives are not planned.

Project D.1.2 ACM TALENTIA

ACTION	D.1.2.b

Design and develop a pre-doctoral programme, especially linked to the Doctoral School and the research groups centred on the focus areas.

OBJECTIVE

The second action within this project focuses on designing and developing a pre-doctoral programme, linked to the Doctoral Schools and research groups centred on the focus areas.

PROGRESS TOWARDS OBJECTIVES

The ACM 2015 has advanced with the joint design and development of our pre-doctoral programme. The steps taken thus far include:

- Universidad Pontificia Comillas has already registered its new International Doctoral School ("Escuela Internacional de Doctorado Comillas") with the Spanish Ministry of Education.
- In 2012, Universitat Ramon Llull created a Doctoral Work Group to move forward on studying the creation of a Doctoral School in the near future. It has already prepared and approved its General Norms on PhD Organisation.
- In 2012, Universidad de Deusto founded the Deusto International Research School and coordinated the development of PhD programmes within the new legal framework to coordinate and supervise the educational structure of these programmes as of September 2013.

The Doctoral School Network has thus consolidated during this period as a real collaboration between the Doctoral Schools and Doctoral Work Groups at the three universities, which has enabled the creation of three joint doctorates as an evidence of the coordination of the doctoral programmes' in the project's focus areas.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

In fulfilment of the new legal framework affecting doctoral programmes and aware of the fact that they are one of the most important elements for attracting talent, the three universities have worked this last period to consolidate the International Doctoral Schools and Doctoral Work Group already in place in the previous period.

In this respect, the three universities have implemented the norms approved in the previous period, which govern the Doctorate Management Centre. Their primary objective is to coordinate the different PhD programmes, their procedures, training activities and follow-up students' progress. In addition, they represent a key piece in the ACM's research

strategy. The aim is to provide excellent education for new researchers and improve all the researchers' competencies.

This entire process is resulting not only in the design and launch of the joint doctoral programmes, but also bolstering the PhD programmes at each university through actions designed to strengthen their multidisciplinary focus, foment collaboration with society and the business community, provide incentives for their internationalisation, PhD candidates increasingly share their knowledge, interests and competencies and perfect their transversal education by developing their communication and management competencies (all of these are factors which will contribute positively to the employability of the Schools' PhD candidates both in the business community and the university).

The **progress** made by each of the three universities in this area is as follows:

■ Consolidation of the Comillas International Doctoral School, included in the Spanish Ministry of Education's Registry and in charge of organising and managing Universidad Pontificia Comillas' PhD programmes and activities. It depends on the Vice Rector responsible for PhD programmes.
■ Consolidation of the Deusto International Research School (DIRS), a key piece in Universidad de Deusto's research strategy. Its mission is to foment excellent education for new researchers and improve all researchers' competencies.
■ Consolidation the Work Group to check that the doctoral programmes in line with the Doctoral School's spirit.

In addition, as a result of the coordination and collaboration of the ACM Doctoral Network the following Aristos Campus Mundus 2015 PhD programmes are now offered:

■ **PhD in Economic and Business Law**: This PhD programme has been offered historically, and verification of a new programme has recently been obtained.
■ **PhD in Business and Territorial Competitiveness, Innovation and Sustainability**: This PhD programme has been taught jointly since the academic year 2013-2014. Deusto, Pontificia Comillas and Ramon Llull universities are participants.
■ **PhD in Philosophy: Humanism and Transcendence**. This PhD programme has been taught jointly since the academic year 2013-2014. Ramon Llull and Pontificia Comillas universities are participants.

The ACM universities as a whole have continued to work internally and in accordance with their respective Individual Strategic Plans, the aim being to design and develop a pre-doctoral programme together, one that's linked especially to the Doctoral School and the focus area research groups.

MOST SIGNIFICANT RESULTS

■ Consolidation of the new International Doctoral School of Comillas.
■ Consolidation of the Deusto International Research School.

- Consolidation of the Doctoral Work Group at Universitat Ramon Llull that follows up the Phd programmes according to the Doctoral School spirit.
- The Doctoral School Network thus consolidates as a real collaboration between the Doctoral Schools and Doctoral Work Groups at the three universities, which led to the creation of joint PhD programmes.
- Development of three joint PhD programmes as a demonstration of coordinating doctoral programme activities around the project's focus areas.
- Establishment of the ACM Research Recognition Assessement Committee.
- Coordination of the Schools' activities through each area's managers and those in charge of the different PhD programmes (both the joint programmes and those included in each school).

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Financing has come exclusively from the three universities' own funds.

The material resources used are those pertaining to the three universities' own facilities.

In terms of human resources, we have used the three institutions' own personnel.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No noteworthy deviations have occurred in our progress towards fulfilling our objectives.

PROPOSED CORRECTIVE MEASURES

The foreseen actions have been carried out. Consequently, no corrective measures are required in this respect.

Project D.1.2 ACM TALENTIA

ACTION   D.1.2.c

Define and launch a post-doctoral programme linked especially to the research groups based on the project's focus areas.

OBJECTIVE

The third action in this project implies the launch of a post-doctoral programme linked to the ACM's research groups and focus areas.

PROGRESS TOWARDS OBJECTIVES

The strategy based on hiring researchers to integrate in the three universities' research teams has been maintained (linked to the ACM 2015 project's focus areas), thus achieving the set objectives.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

In the process to fulfil objective D.1, Foster coordinated actions to promote, attract and capture talent for the ACM universities, we launched and developed project D.1.2 ACM TALENTIA in the previous period. The aim was to incorporate internationally prestigious researchers, teaching faculty and managers as well as students with promising futures, each from every corner of the world.

Throughout last year, the three universities continued to hire researchers for research groups based on the ACM focus areas over the last three years.

With the pilot programme in the process of recruiting international talent launched by Universidad de Deusto in 2011 through offering a post-doctoral programme for researchers to strengthen the ACM focus areas, 25 post-doctoral positions were offered to researchers trained abroad, for two years subject to extension.

The selection of researchers was carried out according the quality of their CV, always taking into account the focus areas with which ACM wishes to make significant progress in terms of research. An essential condition in the selection process was that the candidates had carried out part of their studies at prestigious and internationally renowned foreign universities.

With the experience gained and success achieved, the three ACM universities continue to commit to hiring teaching staff from abroad, linked to the focus areas' research groups. In addition, in order to facilitate this process, ACM has designed an orientation protocol in which the main guidelines and necessary information are compiled to ensure the personnel are properly incorporated and the students integrate adequately into any of the three universities.

MOST SIGNIFICANT RESULTS

- Experience gained from the pilot programme at Universidad de Deusto to recruit international talent by means of a call for postdoctoral programme researchers to bolster the ACM focus areas, offering a total of 25 new positions.
- Development of a joint orientation protocol between the three centres.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Financing has come exclusively from the three universities' own funds.

The material resources used are those pertaining to the three universities' own facilities.

In terms of human resources, we have used the three institutions' own personnel.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No noteworthy deviations have occurred in our progress towards fulfilling our objectives.

PROPOSED CORRECTIVE MEASURES

The foreseen actions have been carried out. Consequently, no corrective measures are required in this respect.

Project D.1.2 ACM TALENTIA

ACTION   D.1.2.d

Establish a programme dedicated to visiting faculty and researchers, especially linked to the focus area research groups, the Doctoral School and joint international programmes.

OBJECTIVE

The fourth action establishes a programme dedicated to visiting faculty and researchers, linked to the focus area research groups, the Doctoral School and joint programmes.

PROGRESS TOWARDS OBJECTIVES

The continuation of the ACM policies towards recruiting visiting researchers and teachers has favoured the compliance with this objective in that the three universities receive a number of visiting faculty every year, who both teach and carry out research.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- The ACM 2015 has procedures in place to manage the arrival of visiting faculty. During the last academic year (2013–2014) a total of **258 foreign visiting faculty** have taught and carried out research at all the centres.
- In addition, we continuously receive institutional visits from other international universities to negotiate and follow up on existing collaborative agreements.
- The set of ACM universities have worked internally and in accordance with their respective Individual Strategic Plans, the aim being to establish a joint protocol to improve the welcome, infrastructures, the quality of their visit and build their loyalty.

MOST SIGNIFICANT RESULTS

- During the last academic year (2013-2014) the Aristos Campus Mundus welcomed 274 foreign visiting professors.
- Development of a joint welcome protocol between the three centres.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Financing has come from the three universities' own funds and external sources.

The material resources used are those pertaining to the three universities' own facilities.

In terms of human resources, we have used the three institutions' own personnel.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

A scheduled plan for this action has not been created.

PROPOSED CORRECTIVE MEASURES

Define a formal schedule which includes the needs of visiting faculty and researchers linked to the focus area research groups and the Doctoral School.

OBJECTIVE D2

DEVELOP INTERNARTIONAL AGGREGATION PROCESSES WITH PRESTIGIOUS UNIVERSITIES

Project D.2.1 ACM Universitas

Project D.2.1 ACM UNIVERSITAS

ACTION	D.2.1.a

Optimise the extensive network of universities worldwide with which Ramon Llull, Deusto and Comillas have collaboration agreements by the creation of a map.

OBJECTIVE

The first action in this project implies preparing a map of international networks in which the ACM universities participate. The aim is to optimise the universities' future presence in these networks.

PROGRESS TOWARDS OBJECTIVES

A joint map of agreements with foreign universities has been expanded and optimised. Said map can be found on the ACM 2015 website.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

Objective D.2, Develop international aggregation processes with prestigious universities, which consists of project D.2.1 ACM UNIVERSITAS. This project establishes the bases with which to optimise the use of the international university networks in which the ACM universities participate, especially the potential of the Society of Jesus, La Salle and FIUC (International Federation of Catholic Universities) networks around the world.

- In this regard, the commitment to an international aggregation and the consolidation of the relationship with the three member universities of the most prestigious and internationally renowned universities in the Society of Jesus network, Georgetown, Boston College and Fordham was clearly strengthened over the period 2013-2014.
- The agreements signed in 2014 with two universities managed by the Society of Jesus are especially relevant. These universities are **Universidad Argentina de Córdoba and Universidad de Vale do Rio dos Sinos (UNISINOS)** with which collaboration agreements have been signed bilaterally between ACM and the aforementioned universities.
- In sum, over this period 2013-2014, ACM has 1143 agreements with foreign universities, increasing the total of agreements by 44, compared to the number in the last period (2012-2013). All of them can be consulted in the agreement map available on the ACM website.
- The universities with which the three universities have signed new agreements are:
  - EBS Universität für Wirtschaft und Recht (Oestric) – Germany
  - Fachoschule Osnabrück- University of Applied Sciences – Germany
  - Hochschule München - FH- München/ Munich University of Applied Sciences – Germany
  - HS HARZ- University of Applied Sciences – Germany
  - Katholische Fachhochschule Nordrhein-Westfalen, Cologne – Germany

- Otto Beisheim Graduate School of Management- WHU – Germany
- Technical University Kaiserslautern – Germany
- Universität Götingen – Germany
- Wiesbaden Business School, Hochschule Rheinmain – Germany
- Université de Mostaganem – Algeria
- Universiteit Gent – Belgium
- University College Ghent – Belgium
- Pontificia Universidade Católica Minas Gerais – Brazil
- Macau University – China
- Peking University – China
- Shangai Jiao Tong University – China
- University of Tianjin – China
- Universidad de Ibagué – Colombia
- Universidad de Externado – Colombia
- Universidad Externado de Colombia – Colombia
- Incheon National University – Korea
- Kyongii University – Korea
- Universidad Católica de Santiago de Guayaquil – Ecuador
- Universidad Técnica de Ambato – Ecuador
- Turku University of Applied Sciences – Finland
- École Superieure De Commerce De Grenoble – France
- Groupe ESC Toulouse – France
- Nantes Ecole de Management Audencia – France
- Université Victor Segalen Bordeaux 2 – France
- University of Pune – India
- Letterkenny Institute of Technology – Ireland
- Interdisciplinary Center Herzliya – Israel
- Universiti Teknologi Malysia – Malaysia
- University of Bouira – Morocco
- Universidad Católica Santa María la Antigua – Panama
- Politechnika Waeszawska - Warsaw University Of Technology – Poland
- Kingston University – United Kingdom
- University of Liverpool – United Kingdom
- Ihsan Dogramaci Bilkent University – Turkey
- Istanbul Arel University – Turkey
- Brooklyn Law School – USA
- Pace University – USA
- University of San Francisco – USA
- Upper Iowa University – USA
- The relationship between the three Spanish universities and the three American universities has materialised both at top institutional level, through visits and agreements entered into, and in focus areas' research groups identified as a priority.
- The ACM universities as a whole have worked internally and according to their respective to their Individual Strategic Plan with the common objective of consolidating and further expanding the extensive university network worldwide with which have collaboration agreements. Details of these actions can be found in the section dedicated to the description of Individual Strategic Plan actions linked to the Joint Plan.

MOST SIGNIFICANT RESULTS

- A joint map of agreements with foreign universities has been expanded and consolidated.

- The Aristos Campus Mundus 2015 has a total 1143 agreements with foreign universities, increasing by 44 new agreements that represent around 4 % rise compared to the previous period (2012-2013).
- Institutional visits to the universities of Georgetown, Boston College and Fordham.
- New agreements signed with Universidad Argentina de Córdoba and Universidad de Vale do Rio dos Sinos (UNISINOS), managed by the Society of Jesus.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Financing has come exclusively from the three universities' own funds.

The material resources used are those pertaining to the three universities' own facilities.

In terms of human resources, we have used the three institutions' own personnel.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No noteworthy deviations have occurred in our progress towards fulfilling our objectives.

PROPOSED CORRECTIVE MEASURES

The foreseen actions have been carried out. Consequently, no corrective measures are required in this respect.

Project D.2.1 ACM UNIVERSITAS

ACTION   **D.2.1.b**

Increase the value of participating in Society of Jesus and La Salle university universities.

OBJECTIVE

The aim of this action is to optimise the ACM's opportunities as a result of belonging to three extensive university networks: Society of Jesus and La Salle and FIUC (International Federation of Catholic Universities).

PROGRESS TOWARDS OBJECTIVES

The planned objectives have been achieved in developing actions and collaborations together with the university networks to which ACM belongs. In particular, several major events have been organised and there have been various collaborations within the networks of the Society of Jesus, La Salle and FIUC (International Federation of Catholic Universities), linked to the focus areas.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

To fulfil objective D.2, Develop international aggregation processes with prestigious universities, and project D.2.1, ACM UNIVERSITAS, special attention has been paid to the potential of the Society of Jesus, La Salle and FIUC university networks spread out around the world.

However, in addition to the international aggregation process with the three US universities, we are working on a line to interrelate with the 207 Jesuit universities within the ACM project's focus areas.

Since ACM was established, we have organised and participated in **various events** and sectors, in addition to the promotion of different joint initiatives and collaborations within three different networks linked to the focus areas:

Society of Jesus network:

- With regards to future actions, it is worth mentioning **AUSJAL** (Association of Society of Jesus Universities in Latin America) and **AJCU** (Association of Jesuit Colleges and Universities). The aim is to establish strategic areas of collaboration with Society of Jesus universities.
  - AUSJAL: Network for communication rights and democracy. 04-06-2014 - 06-06-2014. Instituto Tecnológico y de Estudios Superiores de Occidente. Guadalajara, Mexico.
  - AUSJAL: Seminar on poverty. 24-09-2014 - 25-09-2014. Universidad Iberoamericana. Mexico City.
  - AUSJAL: Human rights group. 19-11-2014 - 21-11-2014. Human rights group. Instituto Interamericano de Derechos Humanos. San José, Costa Rica.

- ▪ <u>AUSJAL:</u> Environment and sustainability network. 10-11-2014 - 12-11-2014. Environment and sustainability network. Pontificia Universidade Católica do Rio de Janeiro.
- ▪ <u>The Association of Jesuit Colleges and Universities (AJCU)</u>, sponsors of over 30 conferences. These provide a space for the exchange of ideas, information on good practices, support of its members' professional development and offering opportunities in the Jesuit higher education.

■ **Loyola dialogues: a commitment to social action**. This forum was held at the Casa de la Provincia in the Seville Provincial Council in June 2014. Organised by Universidad Loyola Andalucía, saw the participation of Mr José María Vera, managing director of Intermon Oxfam; Ms Pedro Caldentey, director of ETEA Foundation for Cooperation and Development; and Mr Marc Simón Martínez, director of the Social Area at La Caixa Foundation. About a hundred people saw the discussion of aspects such as how inequality is affecting current society in the context of crisis were are experiencing, and what are the actions taken by different entities to fight it.

■ **Collaboration meetings between ACM and UNIJES**. Throughout this period several collaboration meetings have been held, in which different proposals have been agreed, the main ones being:
- ▪ **Inform**, **in both directions**, **of the projects considered of interest and establish**, **through consensus**, **their leadership as well as the potential collaboration towards their materialisation. Currently this collaboration is as follows:**
a. Preparing a <u>Training programme</u> for the programme managers – UNIJES is leading and developing it. ACM is not taking part in its preparation but the rest of the ACM non-UNIJES centres may access the formative content created.
b. Establishment of a <u>Network and repository of Units and/or Departments of Innovation and Teaching Quality</u>– ACM is leading this project and the rest of UNIJES non-ACM centres may access and feed on it.
c. Development of a <u>Research project</u> to undertake the evaluation of the training impact on students – UNIJES is leading it and implementing it at its centres.
d. Organisation of the 2nd Sessions on Quality (July 2014) – ACM is leading it and invites the rest of UNIJES non-ACM centres to take part.
- ▪ **Publish the actions being carried out and led by either one of the groups on the ACM and UNIJES websites.**

■ **4th Congress on Theology "Borders and peripheries in the ethics of the 21st century"**. During the congress, the papers and discussion panels revolved around the different border areas for today's ethics. A new edition of the Specialised Congresses that are held regularly took place on 30 and 31 May at the Faculty of Theology in Granada. This year, the Andalusian Chair for Bioethics was in charge of the organisation, which is a study centre of the Faculty of Theology led by the professor Dr Francisco Alarcos. The congress title, "Borders and peripheries in the ethics of the 21st century", explains the aim of the meeting: to present the state of current ethics by identifying the main areas of controversy and debate.

■ **Participation and presentation at the 20th Annual World Forum IAJBS** (International seminar of heads of Business Schools of Jesuit Universities), focused on "Mobilizing the Worldwide Jesuit Network: Collaboration for Global Sustainability" and held in Seoul (Korea) from 20 to 22 July 2014.

As in previous years, all these meetings were very successful in terms of presenting the ACM project underway, exploring ways to take advantage of area-specific networks, and establishing possible future aggregations.

La Salle network:

During the 2013/2014 academic year, La Salle, a Universitat Ramon Llull's federated institution, has actively taken part in several actions in the La Salle International Network, many of which have led to high impact specific actions.

The most significant actions are as follows:

- Meeting of the IALU International Relations Officers at the Istanbul Saint Joseph Fransız Lisesi in Turkey, one of the three La Salle schools in Istanbul, with the participation of Lasallians from Colombia, Philippines, France, USA, Brazil and Spain. La Salle Campus Barcelona was elected at this meeting the host of IALU Leadership Program for students, which was held in July 2014.
- On the Barcelona campus, "Stage in Innovation" for Unilasalle Canoas, Brazil, was taught.
- Visits to the Unilasalle Canoas and Rio de Janeiro campuses in Brazil, which led to signing an MBA-MIB Specific Collaboration Agreement with Unilasalle Lucas de Rio Verde, as well as a Framework Agreement with La Salle Manaus.
- Proposals presented for an international module course on university expert and international week at Faculdade La Salle Manaus and Faculdade La Salle Lucas de Rio Verde.
- Start of talks with the La Salle Centre for Higher Education (CESLAS) in Monterrey Mexico to launch our online master's programmes.
- Establishment of the agreement for a MIB-MBA dual-degree programme with Christian Brothers University en Memphis, TN, USA. More than 30 students have shown their interest in starting the programme in 2015.
- Visit to 4 campus La Salle Philippines. La Salle University and College of Saint Benilde in Manila, University of Saint La Salle in Bacolod City and La Salle University in Dasmariñas. The staff for a dual-degree programme with College of Saint Benilde is now set. There are projects underway, but they are now on stand-by due to the impact of the Haiyan typhoon, which occurred during the visits.
- Organisation of the student International Service Learning Journey from the School of Education at Manhattan College. The students worked with Fundación Comtal on the refurbishment of a home for homeless young students, as well as teaching English to young people. There was an interaction day with the students of the Faculty of Psychology, Education Science and Sports Blanquerna, at Universitat Ramon Llull.

FIUC (International Federation of Catholic Universities) network:

- The **85th Board of Directors** of the International Federation of Catholic Universities (FIUC) met at Universidad de Comillas, attended by more than 20 chancellors from universities worldwide. The majority of the board's work was dedicated to developing a strategic plan for the federation organised around four priorities: service reorganisation and renewal, collaboration between universities, participation at international board meetings and promotion of solidarity.

- In addition, the **General Meeting** was prepared, which will be held in Melbourne (Australia) in July 2015, and taking advantage of being in Madrid, the FIUC also presented the report: "Young people cultures in catholic universities. A global study".
- Publication of a book by 16 universities: Fernando Vidal & Francois Mabille (2013). A New Social Thought for a New Social Model: Looking for Alternatives. II International Conference IFCU-Social Sciences Bangalore'2013. Paris: FIUC-IFCU. ISBN: 2-911048-69-5.
- Activities of the FIUC Political Science Sectorial Group (2013-2014) with the participation of the three universities in:

  - **Science meetings**
    - "Church and politics: changing paradigm" (Felipe II Hispanic Studies Council, Madrid, 9 October 2013).
    - "Modern freedom of conscience and religion: the problem of its foundation" (Felipe II Hispanic Studies Council, Madrid, 25 January 2014).
    - "Utrumque ius. Law, canon law and natural law " (Universidad Católica de Colombia, Bogotá, 5-7 February 2014).
    - "The problem of Christian public law" (Real Academia de Jurisprudencia y Legislación, Madrid, 11 April 2014).
    - "The Christian res publica as a political problem" (Universidad Antonio de Nebrija, Madrid, 12 April 2014).
    - "Il diritto naturale come criterio" (San Domenico Maggiore, Naples, 10 May 2014).
  - **Publications**
    - Danilo Castellano, "Constitución y constitucionalismo" (Marcial Pons, Madrid, 2013).
    - AA.VV., "Tecnocracia y democracias" ("Verbo", issue 517-518, September-October 2013).
    - Bernard Dumont, Miguel Ayuso and Danilo Castellano, eds., "Iglesia y política: cambiar de paradigma" (Itinerarios, Madrid, 2013).
  - **Research projects**: Launch of the project: "Crisis: an interdisciplinary approach", (scheduled for completion in 2015).

- Participation of Universidad Pontificia Comillas in the **25th ACISE Annual Colloquium**, International Catholic Association of Institutions of Education Sciences, FIUC's education sector, from 23 to 25 April 2014, at Liverpool Hope University. Dr Juan Carlos Torre (Academic responsible for the Faculty of Human and Social Science at Comillas) is currently taking part as president of the ACISE.
- International conference held in October 2013 at the Institute of Family, within Aristós and FIUC.
- The University Family Institute organised, with the collaboration of Family Institute European Network (REDIF), the Aristos Campus Mundus Campus of International Excellence (CEI) and the International Federation of Catholic Universities (FIUC), a **Session under the theme "Vulnerable families, resilient families: Innovation against social vulnerability"**, which was held on 7 November 2013.
- Participation in the **annual meeting of Family Institute European Network**, held on 8 November 2013.
- Annual issue of an e-journal "la revue du redif", within the Family Institute European Network.

MOST SIGNIFICANT RESULTS

- Organisation of and participation in various events and sectors of the Society of Jesus, La Salle and FIUC.
- Attendance at several meetings where new collaboration projects involving the ACM universities and those pertaining to the Society of Jesus, La Salle and FIUC are defined.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Financing has come exclusively from the three universities' own funds.

The material resources used are those pertaining to the three universities' own facilities.

In terms of human resources, we have used the three institutions' own personnel.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No noteworthy deviations have occurred in our progress towards fulfilling our objectives.

PROPOSED CORRECTIVE MEASURES

The foreseen actions have been carried out. Consequently, no corrective measures are required in this respect.

INDIVIDUAL STRATEGIC PLAN ACTIONS

INDIVIDUAL STRATEGIC PLAN ACTIONS LINKED TO JOINT PLAN ACTIONS

D.1.1.c ACM Design and develop a quality orientation protocol for new talent incorporations

D.1.1.d ACM Strengthen the mobility actions and international skills of our own talent

D.1.2.a ACM Organise international promotional campaigns about the ACM universities' offer of undergraduate and graduate programmes

D.1.2.b ACM Design and develop a pre-doctoral programme linked especially to the Doctoral School and the focus area research groups

D.1.2.d ACM Establish a programme for visiting faculty and researchers linked especially to the focus area research groups, the Doctoral School and joint international degrees

D.2.1.a ACM Optimise the extensive network of universities around the world with which Ramon Llull, Deusto and Comillas universities have collaborative agreements and create a map

In this section, we should recall that ACM 2015 includes a Joint Collaboration Plan between Deusto, Comillas and Ramon Llull universities created based on the 3 universities' Individual Strategic Plans. Consequently, ACM consists of the Joint Collaboration Plan, the universities' Individual Strategic Plans and the links between these and the Joint Plan.

For this reason, in this section we detail the actions stemming from the universities' Individual Strategic Plans which have been completed satisfactorily and which are directly linked to the Joint Plan actions described above:

ACM action	*D.1.1.c ACM Design and develop a quality orientation protocol for new talent incorporations*
Linked Individual Strategic Plan Actions	*D.2.3. DCM Enhance the welcome and orientation service provided with a local student accompaniment programme (DeustoKide Project)*
	D.4.2. DCM Propose a protocol to empower and help graduates return to Southern countries
	C.4.1 RCM Improve the orientation and welcome provided for students, faculty/researchers and PAS staff, especially international students and faculty

Deusto Campus Mundus:

The ACM Campus of Excellence project foresees the need to improve the orientation and welcome service provided for talented individuals joining the university as part of the ACM project.

Deusto, through its Welcome, Orientation and Housing Service Office, has launched a series of programmes and activities with the aim of making the professors', students' and researchers' stay both easier, and more pleasant from the very moment they arrive. Worth noting amongst these programmes are the following two due to their importance:

■ **Bilbao BBK Talent House/San Sebastian Talent House**
The wager on research, science and technology as the drivers of this transformation implies **joining together and fomenting those dedicated to R&D+I, retaining and attracting research talent and transferring the knowledge** created to improve the business community's competitiveness and generate wealth and qualified employment.

Donostia-San Sebastián Town Hall, in collaboration with the Gipuzkoa Provincial Council on the one hand, and Kutxabank and Bilbao Town Hall, on the other, place R&D+I at the centre of their transversal strategy to stimulate the traditional and high-potential emerging economic sectors to become the drivers of the local economy. To this end, the university has launched an integral project to attract and welcome research talent to their respective cities. They have created centres offering different services (housing, information, bureaucratic processes, schooling, etc.) to support the new incorporations' integration and professional development as well as transfer the knowledge created and open lines of work with the universities, technology centres, centres of excellence and other institutions striving to generate innovation.
Deusto participates actively in both of these projects.

■ **Buddy Deusto Kide Programme**
As regards to young talent, this programme aims to encourage the contact and integration of both local and international students who are completing a study stay at Universidad de Deusto. The aim is to integrate international students into the local university community and society at large.
The aim is for international students to integrate into the university community and society in order to make a better use of the resources they have available and standardise the use of local languages. On the other hand, the programme aims to foment relations and create opportunities for local students in the countries of their foreign colleagues, also encouraging the use and practice of foreign languages. Both objectives aim to provide students with an integral, long-lasting education.

A significant objective of the ACM is to **incorporate and train talent**, but not only to strengthen the levels of excellence of the universities' faculty bodies and research groups, but also as an exercise in commitment and social responsibility for people from less developed countries.

Within this context, Deustos' participation in the **European Union's Erasmus Mundus Action 2 programme** is especially relevant:

Projects	Countries considered
Basileus IV	Albania, Bosnia & Herzegovina, (FYRO) Macedonia, Kosovo, Montenegro and Serbia
Triple I	Russian Federation
Aurora	Russian Federation
BMU-MID	Belarus, Moldova and Ukraine
MID	Belarus, Moldova, Ukraine, Georgia, Armenia and Azerbaijan
Eulalinks	Honduras, El Salvador, Nicaragua, Guatemala, Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Mexico, Panama, Uruguay and Venezuela
Salam	Iran, Iraq, Yemen
Al Fihri	Tunisia, Morocco, Algeria, Libya and Egypt
Avempace 2	Jordan, Lebanon, Palestine and Syria

Euro-Asia	Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan
Angle	Angola, Cameroon, Cape Verde, Kenya, Madagascar, Mozambique, Republic of Congo, Senegal, Antigua & Barbuda, Bahamas, Barbados, Belize, Dominica, Grenada, Jamaica, St. Kitts & Nevis, St Lucia, St. Vincent & The Grenadines, Trinidad & Tobago, Cook Islands, East Timor, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu
Europlata	Argentina
Iran, Irak, Yemen	Iran, Irak and Yemen
Gulf	Bahrain, Qatar, Oman, Saudi Arabia, United Arab Emirates, and Kuwait

And the previous work developed through Deusto's participation in the **European Union's Erasmus Mundus External Cooperation Windows programme**:

Gulf	Bahrain, Qatar, Oman, Saudi Arabia, United Arab Emirates and Kuwait
BMU	Belarus, Moldova and Ukraine
Asia Regional	Afghanistan, Bhutan, Nepal, Pakistan, Sri Lanka, India, Indonesia, Malaysia, China, Maldives, Philippines, Thailand and North Korea
Triple I	Russian Federation
Iran Irak Yemen	Iran, Irak and Yemen
Arbopeue	Argentina, Bolivia and Peru
Kazakhstan	Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan
Afghanistan	Afghanistan, Bhutan, Nepal, Pakistan, Bangladesh, India and Indonesia
India	India
China	China
Euro Brazillian Windows II	Brazil
Monesia	Brazil, Paraguay and Uruguay
Vecceu	Ecuador, Venezuela, Chile and Cuba
México Regional	Honduras, Guatemala, Nicaragua, el Salvador and México
Coopen	Colombia, Costa Rica and Panama

Ramon Llull Campus Mundus:

URL has also launched coordinated initiatives to attract and capture talent for the ACM universities. Worth noting amongst these is the work carried out to define orientation protocols. These protocols will be evaluated to then be shared at the ACM level.

With the aim of improving the welcome and orientation provided for

students, faculty/researchers and PAS staff, especially foreign students and faculty, the following actions have been developed:

- Welcome days and sessions have been carried out for foreign students exclusively.
- Catalan and Spanish classes for foreign students, faculty/researchers and PAS staff have been offered.
- Personalised service and follow-up: academic orientation, Campus services, assistance with accommodation, advice on bureaucratic processes, etc. This service is carried out for both international students and research staff.
- At **La Salle**, new student accommodation is offered to international students, faculty/researchers and PAS staff.
- **ESADE** has a specific unit to welcome and orient students with respect to all their needs. Joint sessions and focus groups are carried out continuously to identify possible improvements. In addition, student associations have direct contact with the programme management to forward their doubts and questions. Socialisation and integration actions for students PAS staff, and faculty are also carried out.
- **IQS** has a mentoring system with very positive results and it will continue to foment this endeavour.
- The School of Social Education and Social Work "Pere Tarrés" has also implemented the Mentoring Programme to orientate and follow-up international students.
- The Faculty of Tourism "Sant Ignasi" has a Welcome Tutoring Plan accompanied by the Welcome Week for Freshers and the Orientation Week for International Students.

ACM action	D.1.1.d ACM Strengthen the mobility actions and international skills of our own talent
Linked Individual Strategic Plan actions	*D.5.2. DCM Foment the new Language Centre based on the aggregation of the current centres*
	D.6.3. DCM Design a Multilingualism Master Plan in the teaching, research, management and communication areas
	B.2.1.CCM Increase faculty's international mobility
	C.4.2 RCM Foment English as the third vehicular language

Deusto Campus Mundus:

With the aim of achieving greater visibility for the Campus of Excellence project around the world, Deusto felt it was important to give multilingualism a prominent role within the university community while, at the same time, contributing to improving the linguistic skills of its social, business, institutional and local surroundings.

To this end, Rector's Order 17/2011, dated July 15th, adopted the Regulations Governing the Organisation and Functioning of the Language Centre. The latter created the new language centre **Deusto Idiomas-Hizkuntzak-Languages** based on the pre-existing ones, defining it as an autonomous university unit responsible for organising and developing the different educational, translation, teaching support and communication activities needed to ensure a multilingual university community and society.

Within the context of the European Higher Education Area (EHEA), the modernisation of the current university model, the search for teaching and research excellence, internationalisation, greater social projection and the continuous improvement of management structures and processes, the new Language Centre implies the need to improve the multilingual skills of people and professionals and proposes the following strategic objectives:

- Train the university community (faculty, PAS staff and students) as a multilingual human group both in terms of general communication and professional practice in another language.
- Collaborate with centres and services to achieve the optimal integration of languages in the university's teaching, research, management and communication activities.
- Develop language skills and services provided to society.

Another Rector's Order has allowed Deusto to develop a Personalised Activity Plan for faculty and technical staff ascribed to the Language Centre. It includes processes to define, modify, verify and evaluate the centre in terms of: teaching activity, technical-professional activity and teacher training.

Amongst the actions implemented during this period are the design, launch and sustainable development of a support classroom, **Deusto Verbum**, to improve communication competencies in the academic and professional realms, both written and oral, in the university's three vehicular languages: Basque, Spanish and English. It is aimed at students, faculty, researchers, administrative and service staff and professionals.

In 2013 the Language Centre has furthered the development of this classroom with the aim of providing support of both oral and written skills in Basque, Spanish and English.

The international campus ACM project also gives special importance to training the universities' own talent and language skills have their own profile here. Through its **Multilingualism Master Plan**, Deusto analyses, diagnoses and positions the university given the challenge of fomenting multilingualism amongst the university community and promoting multiculturalism on the path towards teaching and research excellence.

A part of this challenge is the need to standardise the use of the Basque Country's own language, Basque or Euskera, achieving a bilingualism in which all the members of the university community have the right to know and use both Basque and Spanish in the university setting, along with the convenience of fomenting the community's knowledge and use of English and other languages in daily life as well as in teaching and research activities. In addition, the aim is to foment multiculturalism as a value which contributes to greater personal development and social cohesion.

The objective is to serve society in general, and the university community (students, faculty, researchers and administration and service staff), in particular, contributing to the education of multilingual people.

Given the Basque Country's socio-linguistic reality, the aim is to:
- Encourage the standardised use of Basque.
- Foment the adequate use of Spanish and its potential as an international language.
- Promote the knowledge and use of English and other languages.

Said Plan has three lines of work:
- Train the university community in multilingual competencies.
- Carry out multilingual teaching and research activities.
- Provide support and translation services to develop university activities.

These lines of work have three areas of application:
- Develop an education-teaching-learning offer with presence in at least the three languages identified in undergraduate, postgraduate, continued education, executive education and lifelong training programmes.

- Promote scientific output in English, Spanish and Basque, including theses, research and knowledge transferal projects, presentations at conferences, and articles in scientific journals, book chapters and books.
- The inherent management and communication processes related to providing services to users in the languages identified and the university's social projection.

During 2013, the Multilingualism Master Plan continued to develop its goals and actions. It is worth mentioning the following actions carried out throughout the year:

- The launch of new subjects taught in Basque or English.
- Training people in their language skills.
- The notable increase of the need to translate, proofread and give advice on teaching material.
- Foment research in English in particular has increased the assistance with advice and translation of research projects and papers, etc.
- The creation of a workshop for students in their learning process with the aim of improving the academic speech or foment the use of Basque on a daily basis at university.
- The relationship with external institutions for the university's social projection: Elhuyar, Euskaltzaidia, Azkue fundazioa…
- Meetings and activities carried out by the Language Management Body. At these meetings the following topics were addressed: the multilingual teaching offer, dealing with several languages in the learning-teaching processes, the need of support in order to implement subjects in Basque or English, the language training at faculties and administration and service areas, hiring protocols and implementation of language criteria, guidelines for training people and meeting the needs of linguistic support.

Comillas Campus Mundus:

Below are details of some actions Comillas has taken to increase its faculty's international mobility:

- Included within the university norm to support its faculty's and researchers' training as much as possible is stays at other institutions. With these visits the aim is to achieve two fundamental objectives:
  - Contribute to the national and international knowledge of our own universities.
  - Train our faculty and researchers within the framework and with the means (academic, scientific, technological, etc.) of those institutions they visit.
- The university provides grants to this end. There are two types of mobility programmes:
  - Study periods: for stays under six months.
  - Sabbaticals: for stays no less than 6 months long or over 12 months.
- Faculty participation in international conferences. In the last years Comillas has supported the granting of scholarships to faculty to participate in international congresses.
- Scholarships for PAS staff and faculty/researchers: The aim is to foment short stays by faculty, researchers and PAS staff in partner European companies and higher education institutions with training or

teaching purposes. From 2011-2012 to the academic year of 2013-2014, a total of 112 scholarships for PAS staff and faculty/researchers have been granted.

■ Stays for researchers being trained for a certain period of time at international universities.

In addition, Comillas is making great efforts to increase the number of degrees taught in English. During the 2011-2012 academic year, 29% of the Masters programmes were taught totally or partially in English, while during the 2012-2013 academic year, 38% of our Master programmes were taught totally or partially in English and 10.43% of the ECTS credits in undergraduate programmes are taught in English compared to 6.25% in the previous academic year.

Ramon Llull Campus Mundus:

Universitat Ramon Llull teaches 30% of its Master programmes totally or partially in English.

URL has fomented English as its third vehicular language. Within this context it has implemented the following actions:

■ **Turism Sant Ignasi** teaches some subjects in English in the first and second year, while the third and fourth year are entirely taught in English, as well as offering extracurricular courses of English on a permanent basis. Also, the linguistic services department (TSILS) has been created during this period.

■ **Blanquerna** organises annual classes to perfect students' knowledge of English. It guarantees the (progressive) increase in the minimum number of classes taught in English each year and it encourages the use of the Language Lab. During 2013-2014, 50% of the first-year and 60% of the second-year undergraduate degree in international relations has been taught in English.

■ Pere Tarrés Faculty of Social Education and Social Work has a specific educational plan for faculty in English. The credits taught in English in the undergraduate programme have increased, and it has developed the Social Action International Module (30 ECTS credits in English and Spanish). The first International Week has been held and a congress in English: "Strategies of intervention and social action with Childhood and Adolescence".

■ Borja Institute of Bioethics incorporates English as a learning language, with a number of teaching material in English, thus raising the required level of both faculty's and students' knowledge of English. It has offered training in English to faculty/researchers and PAS staff.

■ **ESADE** has increased the number of programmes taught entirely in English. In addition, during this period there are 14 degree programmes taught in English and one bilingual degree programme.

■ **IQS** teaches a Master's programme totally in English at the School of Management and 3 Master's programmes taught at least 50% in English at the School of Engineering. The knowledge of English of the entire faculty/researchers and PAS staff as required is promoted.

■ La **Salle** launches the architecture degree programme taught in English. The ADE programme is still being taught totally in English and language courses for students are offered.

ACM action	*D.1.2.a ACM Organise international promotional campaigns about the ACM universities' offer of undergraduate and postgraduate degrees*
Linked Individual Strategic Plan actions	*D.7.2. DCM Direct, E-direct and indirect promotional activities aimed at intermediation agencies, opinion leaders, internationalisation support agencies and communications media*
	A.2.1. RCM Foment the current scholarship programmes as a means to attract talent
	B.4.2 RCM Promote actions to attract students, in particular foreign ones, through its own scholarships and those from other entities

Deusto Campus Mundus:

With the aim of contributing to the ACM Campus of Excellence project in its international promotion, Deusto has participated in **five international fairs** to promote postgraduate degrees (two in China: Beijing and Shanghai; one in Colombia: Bogota; one in Mexico City; and one in India: Delhi).

The university later intensified its activity in Mexico and Colombia, attending **four more fairs in Mexico** (Mexico City, Puebla, Monterrey and Guadalajara) and **two more in Colombia** (Bogota and Medellin). Our participation at these fairs was bolstered by ads about the university in internet search engines in both countries.

This year we participated once more at the *China Education Expo* in Beijing.

The support of Deusto's activity in Colombia has been intensified this year by contracting a delegate to inform about Deusto's offer at educational fairs (five this year), and visiting universities and international baccalaureate schools.

The university also attends the **NAFSA** fair in the United States every year. The aim is to develop its international relations with US universities both at undergraduate and postgraduate levels and in terms of Spanish programmes for foreign students.

Deusto has also signed an agreement with the ***Association of Global Universities* (AGU)** to promote itself internationally. AGU uses a global network which includes professionals in 50 cities in 25 countries to help students of any nationality with whatever they need to be able to complete undergraduate, postgraduate and language studies at the organisation's member universities.

Ramon Llull Campus Mundus:

With the aim of launching coordinated actions to promote its offering, attract and capture talent for the ACM universities and strengthen the current scholarship programmes as a means to attract talent, URL has carried out the following actions:

Foment current scholarship programmes as a means to attract talent

- **Tourism Sant Ignasi** offers scholarships for excellence (covering 100% of recipients' study-related expenses) and talent scholarships (between 30-60%)
- **Blanquerna** has launched a series of initiatives focused on enhancing its current scholarship programmes:
  - Increase the economic resources to ensure a diversity of scholarships. It has granted a total of 4 undergraduate and 2 master's scholarships for academic excellence (totally free of charge) and 5 talent scholarships.
  - Increase the scholarship and grant funds by €590,000 compared to the previous year.
- **ESADE**: during this period the portfolio of scholarships has increased in including exchange programme grants and SUD scholarships to be granted in the 2014-15 academic year. During this period the following have been granted:
  - Scholarships/Need-Based Scholarships
    202 talent scholarships/Need-Based Scholarships.
    13 housing aid grants.
    9 Exchange programme scholarships.
  - Awards and other grants.
    177 awards.
    46 family aid grants.
    Research scholarships: 35
- **IQS** has its own scholarship fund and it is promoted through its website (PEIQS, Castelló and excellence).
- The School of Social Education and Social Work "**Pere Tarrés**" has a scholarship programme which receives at least 1% of the income generated through student registration, and it grants an award for the best undergraduate academic record which consists in postgraduate studies free of charge.

Promote actions to attract students, especially international ones, through its own scholarships and those from other entities

- In the 2011-2013 edition of the Master in Bioethics, the **Borja Institute of Bioethics** granted 2 partial scholarships for international students to complete the programme and managed a third scholarship granted by the Spanish Ministry of Education.
- At **ESADE** the number of pre-doctoral scholarship recipients rose to 30, and it set aside 360,000 euros for PhD programme scholarships.
- **IQS** has promoted the ICREA and Ramon y Cajal programmes amongst its faculty. The 7 PhD theses of the UNESCO – URL Chair doctoral programme are being supervised.
- **La Salle** has organised promotional sessions of the industrial doctoral programme in the field of technologic management, in contact with the Catalonia's Institute of Architects in order to do what is required in the architecture world.

ACM action	D.1.2.b ACM Design and develop a pre-doctoral programme, especially linked to the Doctoral School and focus area research groups
Linked Individual Strategic Plan actions	**B.3.6.CCM** *Attract International talent to the Campus Comillas PhD programme*

Comillas Campus Mundus:

During the last four academic years, Comillas has launched various actions to attract international talent to its PhD programmes. It went from 24% of foreign students in its PhD programmes during the 2011- 2012 academic year to 24% in the 2013-2014 academic year, increasing the figure every year.

This initiative, which already had a precedent in postgraduate programmes such as the Erasmus Mundus Master (EMIN) or the SETS PhD, implies reinforcing actions related to teaching and research excellence and facility quality.

One of the main measures Comillas has taken to achieve this objective represents a great effort to progressively increase the number of degrees taught in English, both undergraduate and postgraduate programmes.

So much so that during the 2011-2012 academic year, 29% of the master's programmes were taught partially or completely in English, while in the 2012-2013 academic year 38% of the master's programmes were totally or partially taught in English. It is also worth noting that during the 2013-2014 academic year, 10.43% of the ECTS of the undergraduate programmes were taught in English, thus increasing the figure of 6.25% in the 2011-2012 academic year.

ACM action	D.1.2.d ACM Establish a programme for visiting faculty and researchers, linked especially to the focus area research groups, the Doctoral School and joint international degrees
Linked Individual Strategic Plan actions	**B.3.4.CCM *Improve the orientation given to visiting faculty, the available infrastructures, the quality of their stay and loyalty***

Comillas Campus Mundus:

During the last academic year (2013–2014) Universidad Pontificia Comillas received a total of 58 visiting foreign professors to teach and carry out research, a figure that is clearly higher than the 44 visiting professors received during the period of 2011-2012.

The visiting foreign professors were distributed as follows by the different schools:

- 27 in the School of Human and Social Sciences
- 5 in the Institute of Technological Research
- 22 in the School of Economics and Business Administration
- 4 in the Law School

In addition, it is worth noting that Universidad Pontificia Comillas receives continuous institutional visits from international universities to negotiate and follow-up on agreements. Evidence of this is the 903 agreements with foreign universities that ACM already held in the period 2013-2014.

ACM action	D.2.1.a ACM Optimise the extensive network of universities around the world with which Ramon Llull, Deusto and Comillas universities have collaboration agreements, creating a map
Linked Individual Strategic Plan actions	*A.4.2.RCM Capitalise as much as possible on the university networks to which it belongs, especially FUCE and IFCU*

Ramon Llull Campus Mundus:

With the aim of developing international aggregation processes with prestigious universities, URL is working on capitalising as much as possible on the university networks to which it belongs, in particular, FUCE and IFCU.

Worth noting in this respect are the following actions:

- **Blanquerna**, in coordination with FIUC has carried out the following activities:
  - Participation of 2 professors in the 25th Colloquium of the International Association of Catholic Educational Institutions (ACISE) organised by FIUC (Liverpool, 23-25 April).
  - Research project: "Education and religion: violence and peace" with the participation of Universitat Ramon Llull, Universidad Católica de Pereira (Colombia), Universidad Católica de Manizales (Colombia), Universidad Católica de Oriente (Colombia), Universidad Técnica Particular de Loja (Ecuador).
- The **School of Social Education and Social Work "Pere Tarrés"** participates actively in the EDUC-EUROPE network and GWICK network. Contact and potential collaborations with UNISINOS and other universities from the FIUC social sectorial.
- The **Vidal i Barraquer** mental health institute participates actively in the European network of partner and family institutes (leadership of the family network) and in the FIUC sectorial group.
- **ESADE** has gone from receiving 30 to 37 visiting professors in 2013-2014.
- **IQS** participates in the executive committee for the organisation of two international congresses in 2017.

INDIVIDUAL STRATEGIC PLAN ACTIONS

INDIVIDUAL STRATEGIC PLAN ACTIONS LINKED TO JOINT PLAN PROJECTS

Project D.1.1. ACM Promotion

Project D.1.2. ACM Talentia

Project D.2.1. ACM Universitas

On this point we should recall that ACM 2015 includes a Joint Collaboration Plan between Deusto, Comillas and Ramon Llull universities. It is based on the three universities' Individual Strategic Plans. Consequently, ACM is a whole consisting of the Joint Collaboration Plan, the participating universities' Individual Strategic Plans and the latter's link to the Joint Plan.

For this reason, we mention the actions stemming from each university's Individual Strategic Plan that have been satisfactorily completed and which, though not directly linked to the previously described actions, fulfil the area's general objectives and are linked to the joint projects:

ACM project	*Project D.1.1. ACM PROMOTION*
Linked Individual Strategic Plan actions	*B.5.1.DCM Organisation of forums, conferences and scientific events* *D.7.1.DCM Support the image and brand's positioning and recognition*

ACM project	*Project D.1.2. ACM TALENTIA*
Linked Individual Strategic Plan actions	*D.3.1.DCM Develop spaces to welcome, meet and interact at different levels* *D.6.2.DCM Adopt measures to support research activity and scientific output in English* *B.1.2.CCM Attract the best talent to the university's faculty and research staff* *A.2.3.CCM Attract international talent* *A.4.1. RCM Intensify the orientation and mobility policies as well as hiring international faculty with clear research potential from internationally prestigious PhD programmes and hiring senior faculty with recognised careers*

ACM project	Project D.2.1. ACM UNIVERSITAS
Linked Individual Strategic Plan actions	D.4.1.DCM Consolidate the UNESCO Chair in Human Capital Training for Latin America B.2.3. CCM Internationalisation of research

ANNEXE

AREA E

CAMPUS TRANSFORMATION AND PARTICIPATION IN THE SUSTAINABLE ECONOMIC MODEL

AREA E. CAMPUS TRANSFORMATION AND PARTICIPATION IN THE SUSTAINABLE ECONOMIC MODEL

INTRODUCTION

In this area, ACM 2015 describes some campuses that serve and benefit their university communities (students, teaching & research staff and administrative & service staff). These campuses are an integral part of the cities and regions in which they are located, working in close collaboration with other organisations and stakeholders in constant pursuit of social transfer and innovation.

Broadly speaking, the Integral Action Plan encompasses:

a) An integrated view of the infrastructure, facilities and spaces of the ACM university campuses
b) Development of projects that reinforce the values of sustainability, accessibility, participation, inclusion, health, equality, employment, multiculturalism, solidarity and cooperation within ACM
c) Construction of a quality network of suitable, sufficient university campuses, based on an integral view of infrastructures, facilities, spaces and the university community
d) Interaction with the cities and regions in which the campuses are located
e) Collaboration with professionals who are graduates of our university institutions
f) Cooperation with institutions, companies, community organisations and the media

The following objectives have been established for the purpose of implementing this Area:

Objective E1. Integrate sector-based sustainability and accessibility plans with plans for spaces, facilities and infrastructures.

Objective E2. Establish strategies and frameworks for collaboration in the area of University Social Responsibility.

Objective E3. Create four knowledge, development, innovation and social transfer centres in the cities and regions where the ACM universities are located.

Bearing in mind that the Aristos Campus Mundus is the result of a Joint Collaboration Plan between the three universities and their respective Individual Strategic Plans (Ramon Llull Campus Mundus (RCM), Deusto Campus Mundus (DCM) and Comillas Campus Mundus (CCM)), this document aims to detail the actions carried out under the Joint Collaboration Plan as well as under the Individual Strategic Plans (ISPs).

The document is organised as follows:

- Objective-based analysis of the actions carried out for the defined projects. This analysis contains the following sections:
  - Objective
  - Progress towards objectives
  - Description of the work carried out and the role of participants
  - Most significant results
  - Use of human, material and economic resources
  - Most significant deviations in our progress towards achieving the objectives
  - Proposed corrective actions
- Description of ISP actions linked to Joint Plan actions
- Description of ISP actions linked to Joint Plan projects

OBJECTIVE E1

INTEGRATE THE APPROPRIATE AND SUFFCIENT FACILITIES, SPACES AND INFRASTRUCTURES BASED ON SUSTAINABILITY AND ACCESSIBILITY

Project E.1.1. ACM HABITAT

Project E.1.1. ACM HABITAT

ACTION	E.1.1.a

Create a forum on sustainability and accessibility for sharing and exchange of experiences involving spaces, facilities, infrastructures and procedures to support people with disabilities

OBJECTIVE

Through this university alliance, our aim is to lay the foundations for construction of a new, inclusive environment that welcomes differences and fosters the strategies necessary to universalise the teaching and learning processes.

PROGRESS TOWARDS OBJECTIVES

Satisfactory process has been made towards achieving our objectives, with the creation and maintenance of the ACM Inclusive Education Forum via the launch of the following blog: http://blogs.upcomillas.es/fei/, whose creation and maintenance represents the realisation of the objective that underpins this action.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- Through creation of the Inclusive Education Forum, we provide the university community and society as a whole with a place to reflect on and participate in envisioning and raising awareness of functional diversity in the university sphere.
  This Forum is designed to provide the ACM universities with a new channel through which to embrace diversity, creating a place where members of the ACM 2015 university community can make contacts and share knowledge and experiences that help to create and establish an inclusive university framework.

  It should be noted that the Forum has also been promoted via the social network Twitter: https://twitter.com/FEI_ACM2015.
- Its main objectives are:
  - To bring the idea of people with disabilities closer to home, with diversity understood as something of value to people and to human nature
  - To foster Universal Accessibility, instilling the principles of accessibility and designs suitable for everybody in the various spheres of the university community
  - To offer up innovative practices in the area of inclusive teaching methodology: best practices, resources and adaptation, communication and teaching experiences, etc., with a view to the creation of collaborative, universal spaces
  - To support teaching staff in the task of assisting disabled students, meeting the Design for Everyone criterion

- With respect to content, it should be stressed that while extensive and thought-provoking literature is available on Inclusive Education (IE) and Education for Everyone (EFE), in the interest of brevity for this short presentation, IE strives not only to universalise education but also to find a way to "*successfully educate all students*", irrespective of their individual traits or weaknesses, or any existing barriers or other characteristic or circumstance with a bearing on the teaching-leaning process. The job and duty of all members of the university community is to act as facilitators of this exciting challenge.

  Given that the main objectives of ACM 2015 include social transfer and the development of innovative social projects, ACM has made a firm commitment to developing a forum reflecting these objectives. This Inclusive Education Forum is a space suitable for people with reduced mobility and differing levels of capability, allowing them the highest possible level of physical, social and communicative access. The blog is a cross-sectional tool that the people in the university community can use in the various aspects of their lives, as it is a place for reflection from different perspectives with an eye to developing an efficient and responsible management model, carrying out actions aimed at control, responsible consumption, conservation and the development of infrastructure appropriate for the environment and the needs of the blog's users. It enables the highest possible degree of physical, social and communicative access.

- This ACM forum was created based on a theoretical model structured into three phases and designed for accessibility. It can also be extrapolated to the whole of the alliance as a framework for sector-specific action, enabling actions to be fully realised in every one of the activities pursued by the University Community (UC), and kept in place over time. The three phases are:

  - Initial phase: this entails the launch of the project and evaluation of the necessary human and material resources and of any associated risks. The main objectives of this phase are:
    - Create a website on disability within Aristos Campus Mundus 2015, in order to raise awareness within the UC
    - Meet disability needs within the framework of the Campus of International Excellence (CIE) project

  - Developmental phase: this consists of expansion to include more stakeholders, stimulating the relevant groups and ensuring that people participate and get involved. Objectives include:
    - Increase participation by stakeholders while linking them to areas of interest and maintaining them over time
    - Specialise our strengths with a view to two areas: the provision of direct care and educational innovation within the sphere of inclusion
    - Share and broaden our specialised areas of knowledge
    - One of the main benefits is the inclusion of specialists in the project, experts on the subject matter who can contribute varied knowledge on behalf of the three ACM universities.

  - Sustainability phase: a project that has been launched and developed must then be consolidated in order to endure over time. This is the aim of this phase, to which end the following objectives have been proposed:
    - Create a permanent space for Inclusive Education knowledge and best practices that can be exported to other centres and specialist related organisations

- Make Inclusive Education a part of the three universities' values of excellence

The phases described above are best represented with the following inverted pyramid. It is also important to note that after it has been ensured that the project is sustainable, it should generate value by being closely tied to the identities of the participating universities.
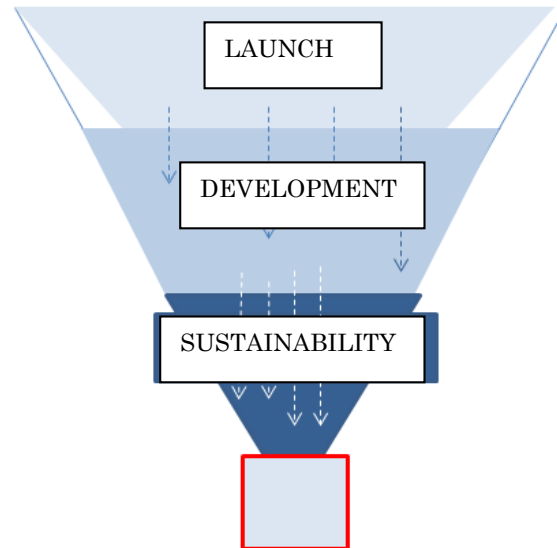
This tool, which has major potential for the exchange and sharing of experiences and best practices, recommends different levels of participation depending on the profile of each person.

- Level I – BLOG: This is a public space open to the entire UC, where awareness of disability in the university setting is fostered through reflection and participation. Experts and members of the ACM UC will participate in this blog. We can thus affirm that Level I has been attained despite some initial funding difficulties, and that the first phase of the project has been completed.
- Level II – UC FORUM: This new level has been created based on a firm conviction that in order to build an inclusive environment, all members of that environment must be aware of and familiar with inclusion and with the factors that can prevent it. Due to this, members of the UC (students, teaching & research staff and administrative & service personnel) will all take part in order to foster a culture of inclusion on the various campuses. To this end, differently themed areas have been created. These include: Accessibility, Grants, Universal Design, Inclusive Education, Talent Management, Employability, Research and Innovation, Innovation and Technology and Workshops and Courses. Similarly, experts from various areas will take part in the project. These include: Ms María Jesús Goicoechea Iturregui (Deusto), Ms Ana María Roca Urgorri (Comillas), Ms Elena Aguirre Fernández-Bravo (Comillas), Mr Nacho Uriarte (Comillas) and Mr Daniel Egido (Comillas).
- Level III – FORUM FOR TEACHING & RESEARCH STAFF: Sensitising and raising the community's awareness of inclusion and the exchange of experiences to foster inclusion are necessary components, but are not in themselves enough to achieve an inclusive environment. We must therefore promote research in this area, capitalising on the

teaching & research staff at the various universities and cities. This forum is devoted exclusively to research that supports teaching and the exchange of best practices in innovative education.

Progress on the path to completing Level III has been made by driving the tool via Twitter.

This description of the various levels of participation illustrates the high potential of the forum for the exchange of experiences, knowledge, ideas and best accessibility practices.

■ **Drivers and contributors to the blog**:

▪ Ms Alejandra Huertas: Head of the Social Work Unit and, for over 14 years, of the Disabled Students Assistance Programme, she earned a diploma in Social Work and a degree in Sociology as well as certification as an expert in the Systemic-Relational model from Universidad Complutense de Madrid. She is also certified as a practitioner of Neurolinguistic Programming by the Instituto de Potencial Humano, and as a coach and expert in Emotional Intelligence by the Instituto de Humanidades y Negocios.

▪ Ms Dolors Armadàs i Font: The various activities performed by Lola Armadàs in the Vice-Rector's Office for International Relations and Students include coordinating the Equal Opportunities Observatory at Universitat Ramon Llull. This body drives and coordinates actions that enable the entire university community (students, teaching & research staff and administrative & service staff) to carry out their activities with equal opportunities.

▪ Mr Ignacio García: Technical Secretary of the Social Work Unit since 2008, he holds a diploma in Social Work and a degree in Sociology, in addition to certification as a specialist in Applied Research and Data Analysis from the Centro de Investigaciones Sociológicas.

▪ Ms Xiomara Martínez Tolnado: Head of the Service for Social Action and Inclusion of the Universidad de Deusto since 2005, she has an undergraduate degree in Social Work and a postgraduate degree in Family Intervention and Mediation from said university. She has extensive training and experience in the area of social action and in attending to a functionally diverse student body.

MOST SIGNIFICANT RESULTS

■ The primary achievement worthy of note is the creation of the Inclusive Education Forum. The Forum is undoubtedly a highly appropriate tool for ACM, providing an efficient means for the exchange of knowledge to enable changes to be instituted in the various universities, facilitating more accessible areas and practices.

The launch of the first level enables identification of strengths as well as areas for improvement, in order to continue to make progress in publicising and opening up the blog and in increasing its level of specialisation. This paves the way for any other phases that may be ready for implementation in the years to come. More specifically, experts and participants from various different disciplines, as well as field leaders from companies and institutions, are being secured as regular contributors to the blog. Progress is also expected in other areas, such as the dissemination of the latest research developments.

■ ACM has successfully publicised this resource, both within the university community and in society as a whole. In terms of the development of the Forum, levels II and III have been attained.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

The resources used belong to the three universities themselves, as no external funding was received. It should be noted that although funding for this project was sought, none was obtained. This difficulty was surmounted, with the three universities making an enormous effort and employing their own resources to make progress towards implementing the project.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

The lack of funding means that we do not possess the resources we need to develop the Forum in the way it was initially envisioned. The current economic situation is not conducive to such initiatives, and the universities have made a firm commitment to launching the tool with their own funds. Whether it is fully developed will depend on the attainment of specific funds for this purpose.

PROPOSED CORRECTIVE MEASURES

The planned actions were carried out. Therefore, no corrective actions are foreseen. We are aware of the effort made and of the absence of resources to provide support for these actions.

Project E.1.1. ACM HABITAT

ACTION	E.E.1.b

Create sector-specific working groups for maintenance, sustainability and universal accessibility

OBJECTIVE

This action is pursued through the creation of working groups focused on the specific needs and requirements of implementing and developing master plans for sustainability and accessibility, as well as other factors and sector-specific groups to implement actions that can be considered cross-sectional, such as those involving the quality of university life and health.

PROGRESS TOWARDS OBJECTIVES

The defined objective was achieved satisfactorily during the previous period, through creation of a team of people working together on areas associated with accessibility.

The definition of internal work protocols, consolidation of the ACM Team and the attainment of specific results represent the satisfactory realisation of the established goal, as can be seen in the table of follow-up indicators.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- The ACM Team for Accessibility held various meetings to define the theoretical focus and scope of the Forum outlined above, in the description of the previous action.

  Its mission during this period was primarily to design the Forum and establish work protocols for appropriate implementation and feedback thereof, in a cooperative manner integrating the different situations of each of the university campuses.

  The main **activities** carried out to ensure that the Forum was launched effectively are listed below:

  - Definition of the various **Forum Sections**, based on documents drafted by technical experts. To this end, an analysis was made of the different situations of the various universities, the information needs that the Forum could meet, the usefulness of the Forum, the type of information desired, the possible spaces suitable for providing information or opinions, and the impact of the Forum on the UC, amongst other factors.
  - Definition of the procedure for **selection and attraction of drivers**: profile of the people who would act as drivers, needs to be addressed and the benefits offered by their collaboration. The Forum's drivers are the people who foster participation therein, providing relevant information and ensuring the accuracy of

information provided by members. They also ensure compliance with the rules governing participation.

- Definition of **administrators** and their duties
- Definition of **user registration** particulars such as the registration procedure, the information to be supplied, the method for storage of users and the means of allowing new users to register
- Analysis of available **resources** and assessment of required resources
- Drafting of projects aimed at securing **funding**. Definition of the wording of the project submitted to various calls for subsidised funding proposals, PORTICUS and the Universia Foundation (although the external funding desired was not obtained).

It is important to note that the ACM Team for Accessibility has updated its Master Plan for the next few periods. This Plan is available on the website.

- The people included in the ACM Team for Accessibility are listed below:

Universitat Ramon Llull	Universidad Pontificia Comillas	Universidad de Deusto
Ms Dolors Armadás	Ms Alejandra Huertas	Ms Xiomara Martínez

- ACM has established a new collaboration framework, creating the **ACM Healthy University Team** based on internal analysis of the universities' health services in full awareness of the importance of a healthy environment and a university community with optimum biopsychosocial health and a growing quality of life, moving towards integrated wellbeing, growth and personal development.

The members of this new ACM Team are:

Universitat Ramon Llull	Universidad Pontificia Comillas	Universidad de Deusto
Ms Imma Palma	Ms Ángela Mora Jiménez	Ms Eider Gaztelu

The ACM Healthy University Team will work to define its Master Plan over the first quarter of the 2014/15 academic year.

- Furthermore, with reference to health, ACM has created a new ACM Team for Sport whose members are listed in the following table:

Universitat Ramon Llull	Universidad Pontificia Comillas	Universidad de Deusto
Mr Alex Martín	Mr Alberto Giménez	Mr Fernando Asenjo

It should be noted that during this period the ACM Team for Sport defined the Master Plan that will guide all activities planned for the coming period.

- The ACM universities have carried out specific coordinated actions stemming from their Individual Strategic Plans (ISPs). The relevant details can be found in the section covering ISP actions.

MOST SIGNIFICANT RESULTS

- Establishment of a coordinated, trained team that welcomes diverse points of view and has worked together since 2012 to improve the accessibility of the ACM university campuses and to provide more accessible services to all students
- Deployment and promotion of the Inclusive Education Forum
- Excellence in the coordination of all activities carried out by the ACM Team for Accessibility
- Creation of two new ACM Teams: the ACM Team for Sport and the ACM Healthy University Team, which will serve as a tool to bolster existing teams, acting within a new frame of reference such as health, which is an underlying cornerstone of many university activities
- Updating by ACM Teams of the Master Plan on Accessibility and creation of the Master Plan on Sport

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Both the human and material resources used belong to the universities themselves, as no external funding was obtained.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No noteworthy deviations arose in our progress towards achieving our objectives.

PROPOSED CORRECTIVE MEASURES

The planned actions were carried out. Therefore, no measures are foreseen to correct deviations with respect to the objectives.

Project E.1.1. ACM HABITAT

ACTION	E.1.1.c

Coordinate the sustainability and accessibility plans for each sector with plans for spaces, facilities and infrastructures

OBJECTIVE

Coordination of the various universities' plans for each sector with the ACM plan for spaces, facilities, and infrastructures

PROGRESS TOWARDS OBJECTIVES

Satisfactory progress is being made towards achieving our objectives. In the past few years the three ACM universities have made a significant push to remodel the various parts of their university campuses in order to better meet any needs which may arise in terms of both sustainability and accessibility.

In addition, as the philosophy underpinning this task is one of continual improvement, the task is not viewed as having been completed. Rather, new objectives and challenges are constantly set in order to establish ACM as a benchmark in this area, too. In this regard, a note should be made of the large investment made in the previous period and the fact that as a result, in the past year actions have focused more on improving and maintaining structures and infrastructure than on building new ones.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

The ACM universities have carried out a number of actions to create and improve spaces and buildings out of a common desire to foster University Social Responsibility in accordance with the criteria for the accessibility and sustainability of spaces, facilities and infrastructures.

A description of the numerous actions carried out under the umbrella of accessibility and sustainability is given below. These actions involve, on the one hand, spaces and infrastructure, and on the other, facilities and building management.

Construction and remodelling of spaces and infrastructure in accordance with accessibility criteria:

- **Adaptation of spaces/remodelling works on university campuses**: The ACM universities have demonstrated their commitment to adapting their facilities to meet accessibility criteria by undertaking numerous renovations. These renovations represent significant and continual progress towards achieving fully accessible facilities that are available to people of varying capabilities. In regard to this, the following issues should be noted:

  - Although it entails a significant investment of human and material resources, the remodelling of facilities is one of ACM's priorities. At

the date of this report, 88% of all campus areas were free of architectural barriers.

- Various remodelling projects have been carried out since 2012, including projects designed to eliminate these sorts of physical barriers through construction of access ramps, installation of automatic doors, escalators and lifts, creation of parking spots for people with reduced mobility, remodelling of lavatories and installation of stair lifts and double railings on ACM university campuses. As the general indicators demonstrate, the level of physical accessibility of the universities is truly high.

- Another set of renovations has focused on redesigning classrooms, reorganising the various Schools, adding new undergraduate and postgraduate programmes and creating and expanding teaching faculty rooms. These transformations aim to further increase levels of accessibility and provide better service to people with reduced mobility and visual, auditory or other difficulties.

- As regards innovation and entrepreneurship, we have created and remodelled labs and research areas. Special mention should also be made of the improvements to our sport facilities and university halls of residence, both of which are key elements in UC life.

- Over the course of 2013/14, in addition to maintaining the actions implemented in previous academic years and expanding these actions (remodelling some lifts, renovating old lavatories to improve their ability to accommodate people with reduced mobility, increased bike racks, video-security, etc.), the universities also developed new strategies and initiatives to enable improvements to facilities in compliance with accessibility and sustainability standards.

- The Pere Tarrés School of Social Education and Social Work at Universitat Ramon Llull has been remodelled to make it a fully adapted, accessible building. As a supplementary measure to the work carried out in this regard, an agreement has been signed with the ONCE Foundation to support visually impaired students.

- The necessary actions have been carried out; no architectural barriers currently exist in the facilities of the Institut Borja de Bioética of the Universitat Ramon Llull.

- The Universidad de Deusto has carried out a diagnostic analysis and has planned some actions which, by the end of 2014, will achieve 100% accessibility in all individual venues, as well as actions that will do the same at its hall of residence.

- **Buildings built by the universities**: The commitment to moving towards integration of all spaces, facilities and infrastructures with a view to accessibility entails the construction of new buildings in addition to the remodelling of existing buildings in compliance with accessibility criteria.

Again, this is an existing challenge requiring an investment of human and material resources, which is a priority area of work for the three universities. Some of the actions that have been carried out in this regard are:

- This academic year (2013-14) saw the opening of the new La Salle hall of residence for Engineering and Architecture students at the Universitat Ramon Llull.
- The Special Urban Reform Plan (PERU) for the Bilbao campus plot of land was approved following a long process of drafting carried out in mutual collaboration between Universidad de Deusto and

the Urban Planning Department of the Bilbao Town Hall. The reform will enable rezoning of the land, with existing buildings legalised and new extensions approved. The land near the old rail tracks will also be approved for building, and the tracks may eventually become a "green route". These endeavours have enabled building work to begin on the new facilities that will be home to the degree in Physical Activity and Sport Science, which will be offered starting in September 2014.

- It should be noted that all of these actions have been designed to enable 100% physical accessibility.

■ **Information and communications accessibility and tools to improve management and learning processes**: Information and communications accessibility, or "info-accessibility", has represented a significant step forward for the ACM centres. Achieving optimal levels of physical accessibility is not sufficient in and of itself, although it is necessary in order to design accessible universities. In this regard, ACM has taken very significant actions, such as creation of the Universal Accessibility, Info-Accessibility and Inclusion Plan (Universidad de Deusto), which includes measures for physical, social and communications accessibility in addition to actions associated with education and raising awareness.

The universities have equipped their campuses with the latest advances in technology to provide the entire UC with the technical means necessary to operate under the best possible conditions. These measures include equipping campuses with Wi-Fi technology covering 100% of their area, updating classroom technology, increasing the number of video conferencing rooms, installing information screens, etc. On the whole, these changes have improved the websites of each School, the intranet and Moodle platforms.

In the 2013-2014 academic year, ACM's lines of action in this area are:

- The ACM universities have continued to **develop learning platforms** to improve the educational process of students with innovative online tools. Universidad de Deusto has the ALUD platform (and is currently developing ALUD 2.0_eval, stemming from the new version of Moodle), which contains a range of diverse content, videos and activities for undergraduate and graduate programmes, and support for distance learning as well as traditional on-campus and part-campus learning. The Pere Tarrés School of Social Education and Social Work (Universitat Ramon Llull) includes an e-learning plan to increase the range of online education available and promote virtual resources for existing on-campus and part-campus learning. The new SIGMA-integrated virtual campus has joined the ranks of these measures. This campus has a specific plan to improve virtual management which includes self-registration, mobile applications and an updated email system.
- **Network accessibility**: Gradual substitution of older Wi-Fi antennas for other, technologically superior models, as well as relocation of some points and an increase in their overall numbers to ensure optimal Wi-Fi coverage on Universidad de Deusto campuses. Significant efforts have been made in this area. Noteworthy actions include: installation of Wi-Fi in teaching & research staff and administrative & service staff areas and

maintenance of the online education options offered by the Institut Borja de Bioética (Ramon Llull). The number of Wi-Fi connection points has also been increased in the Pere Tarrés School of Social Education and Social Work. In the Ebro Observatory (Ramon Llull) the Wi-Fi network settings have been optimised and software, licences and access to libraries updated, and at the Instituto Químico de Sarriá (Ramon Llull) the email service and information storage is being migrated to the cloud while Adobe Connect has been added to facilitate communications between teaching faculty and international contacts.

Furthermore, classrooms are continually being equipped for the use of mobile computing devices, while Network setting optimisation and improvements to the Wi-Fi in various facilities has become a particular focus for ACM. A note should be made of the work carried out in this area during this period in the abovementioned Schools of the Universitat Ramon Lull, where work has also been done to improve network security and power supply systems. Furthermore, bandwidth has been increased and a content management platform launched.

- **Optimisation of management systems**: During this period ACM has made an effort to improve and update internal management. In this regard, attention should be drawn to the advances made by Blanquerna (a Ramon Llull institution), which created the multi-function project OCÉ for the design of a new printing management system providing users with a more efficient service. The service will enable significant savings and facilitate digitalisation of information (scanning). The project consists of installation of multi-function devices for printing, copying and scanning. These will be able to connect to the network and will allow for printing (in colour or black and white), scanning and copying from any point in the network, after the user has been identified.

- **Acquisition of technology**: A note should be made of ACM's investment in acquisitions such as, for instance, the Conceptboard, the Respondus and an App for students allowing them to receive various academic information on their mobile devices (Universidad de Deusto), as well as the renewal of equipment such as cameras, computers, printers and Auren, PGP and Google Cloud, as part of the transformation from local software to online tools, as well as the launch of the Blanquerna Virtual Campus Project, which will integrate the various learning and internal communications tools, and the acquisition of the Anatomage Table. The Anatomage (TM) interactive anatomy visualisation system is a very powerful educational tool for teaching human anatomy on a real, 3D scale (built using a collection of real 2D images) (Blanquerna-URL).

  Also worthy of note is the renewal of campus classroom video projectors, which were replaced with projectors with greater resolution and brightness. This action affected 80 pieces of equipment at the Universidad de Deusto.

- **Technological developments**: At La Salle–URL, we can cite various actions, such as the creation of a learning methodology and online content for the on-campus and distance learning programmes, and modification and adaptation of the information system to enable modular programmes.

  Similarly, integration of the various CRMs into a single CRM, recording of the information in a database (DB) and development of new applications for managing classrooms and campus spaces were some of the actions carried out in this School aimed at

improving information and communications accessibility and providing tools to improve management and learning processes.

Improvement to the use and management of buildings and facilities to consolidate ACM's environmental sustainability model:

ACM is taking significant measures to consolidate the environmental sustainability model.

- **Waste recycling systems**: The measures put in place to move closer to establishing an environmental sustainability model include waste recycling systems to recycle materials ranging from paper to resources such as packaging and food products.

  The three universities have introduced protocols for action, measures and campaigns to raise the university community's awareness of the importance of recycling resources. As a result, all three of them have the means to selectively recycle the waste they generate.

  Some of the specific actions carried out are described below:

  - Renewal of the fleet of document-oriented equipment to improve paper usage management and the efficiency of paper collection and recycling at university centres, management departments and service units, in addition to improving the electricity consumption of equipment used by the university community to save energy and paper. Furthermore, printers for common use have been placed on campuses to reduce the number of individual machines.
  - During 2014, Universidad de Deusto strengthened the institutional Environmental Sustainability Declaration and developed the Master Plan on Environmental Sustainability.
  - Another specific measure carried out in 2014 was the installation of recycling bins at Universidad de Deusto, specifically on the Donostia-San Sebastián campus.
  - Paper and toner recycling systems have been implemented in the Pere Tarrés School of Social Education and Social Work at Universitat Ramon Llull.
  - Announcement of data revealing the amount of paper and cardboard collected by the university for the occasion of World Environment Day.
  - Launch of the "*Deusto Be Green*" campaign in June 2014, consisting of messages aimed at raising the university community's awareness of environmental issues such as the ecological footprint, consumption of paper, water and electricity and the recycling of waste.
- **Energy-efficient campuses**: Proper use of resources is essential and has very important repercussions on the universities' levels of environmental sustainability. Efficient use of lighting, water and air-conditioning also has important effects on the environment.

  ACM is highly aware and conscious of this issue and has launched initiatives including energy-saving measures, drafting of resource usage reports, awareness campaigns and installation of renewable energy systems.

  Some specific measures taken in the 2013-2014 academic year that we can point to are:

- Improvement in electricity consumption through the use of sensors. Improvement to the consumption policy through energy efficiency measures (La Salle–URL). In this regard, Universidad de Deusto changed its corporate electricity purchasing model, adopting an indexed rate plan, and conducted an investigation into adjusting the capacity contracted by the university for its electrical supply points in order to optimise its installed capacity.
- Development of an algorithm to minimise the electricity bill (Universidad de Deusto)
- Strengthening of supplier policies and actions taken in buildings make them more energy-efficient (Universitat Ramon Llull)
- Introduction of LED lighting systems in the universities
- Use of geothermal energy for heating and production of hot water in facilities associated with the Physical Activity and Sport Science degree (Universidad de Deusto)
- Installation of a wind turbine on the roof of the Physical Activity and Sport Science building at the Universidad de Deusto. The energy generated will be used in the building itself. A battery system associated with a supplementary project will enable any unused energy that is generated to be stored.
- Relocation of the hot water production site, moving it closer to consumption points, and replacement of the electrical resistance water heating system with a natural gas boiler. Consumption meters have been installed to show the impact of efforts to use resources efficiently and ethically (Universidad de Deusto).
- It is also important to highlight the research activities carried out in relation to measuring energy consumption, stemming from the work carried out by ACM research teams.

Reports have been published to raise awareness, including the report entitled "*Deusto's Ecological Footprint*", drafted jointly with DeustoTech Energy. The second edition of the report, relating to the '12/'13 academic year, was published in May 2014 and cites the progress made by the university community with reducing CO_2 emissions. It also stresses the need to maintain the commitment to environmental sustainability to reduce the ecological footprint resulting from the university's activity.

- As regards the awareness campaigns carried out, these have had a truly positive effect on the university community, fostering increased knowledge about resource usage and the potential environmental impact of day-to-day activities. Also worthy of note is the "*Deusto Green Campus*" campaign, which aims to foster energy savings and efficiency on both campuses. The plan to achieve a green university consists of three phases: 1) further develop the concept and identify the areas in which it may have a bearing; 2) integrate the sustainability concept into the university; and 3) provide training through educational programmes and research.

Specific communications actions have been carried out in this area, such as the campaign of March 2014 focusing on water in a bid to promote the consumption of water from public sources over that of bottled water, an action that helps lessen the impact on the environment and reduce the ecological footprint. Pitchers of water have been launched as an alternative to bottled water in university canteens where they were not previously available.

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- As regards the use of renewable energy, geothermal energy plants and solar panels have been installed, and the building materials used are environmentally friendly.

  As part of the Action Plan for the 2014/15 academic year, sustainability will be touched on in graduate and undergraduate degree courses at Universidad de Deusto, and topics relevant to sustainability will be included in end-of-degree projects. Sustainability will be included in lines of research and as a consideration for research teams, and the role of university development units (UDUs) in the Sustainability Plan will be redefined (particularly in Research and Transfer). Each UDU is asked to participate planning the contributions it will make to its specific sphere. Networks and partnerships will be reviewed in both Alumni and the Deusto Foundation with a view to helping improve environmental sustainability. Deusto Campus will select and prioritise activities to be carried out in the areas of volunteer work, training, information and awareness-raising, advocacy and public positioning, etc. A website on sustainability will be designed as a platform for publishing environment-related content.

MOST SIGNIFICANT RESULTS

- ACM has made significant progress and improvements in this very important area.
- New buildings and facilities have been designed and an Urban Planning Plan approved. This plan will enable new works to be undertaken.
- Remodelling, expansions and significant improvements have been made to ACM buildings.
- Information and communications accessibility has been improved, and tools introduced to improve management and learning processes. Worthy of note in this area are the actions carried out aimed at developing learning platforms to improve students' educational process, the improvements in network accessibility, the optimisation of management systems and the acquisition of technology and multimedia materials.
- The use and management of buildings and facilities has been significantly improved to strengthen ACM's environmental sustainability model through various actions focused on improving waste recycling systems and setting up energy-efficient ACM campuses.
- In summary, a transformation of the various campuses has been undertaken, improving their infrastructure based on accessibility and sustainability criteria.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Both the human and material resources used belong to the universities themselves, as no external funding was received.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No noteworthy deviations arose in our progress towards achieving our objectives.

PROPOSED CORRECTIVE MEASURES

The planned actions were carried out. Therefore, no measures are foreseen to correct deviations with respect to the objectives.

OBJECTIVE E2

ESTABLISH AN ACM UNIVERSITY SOCIAL RESPONSIBILITY STRATEGY

Project E.2.1. ACM University Social Responsibility

Project E.2.1. ACM USR

ACTION	E.2.1.a

Create a University Social Responsibility (USR) Forum for sharing and exchanging institutional, teaching, training, research and social transfer experiences

OBJECTIVE

The objective of this action is to provide incentives for ACM Teams and their respective communities to share thoughts and reflect on the development of USR values at the institutional, teaching, research and social transfer levels.

PROGRESS TOWARDS OBJECTIVES

Progress has been made, with great success, in creating spaces in which to exchange experiences, best practices and processes relating to University Social Responsibility (USR). We can thus attest to a progressive improvement in the process, with advances made towards conceptualising an ACM-wide strategy in this area. Furthermore, although 2014 has not yet ended we have already achieved the participation of over 600 people, exceeding the proposed target of 150 attendees at the various USR workshops and seminars.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

Some of the workshops and initiatives carried out are described below:

■ **2nd Edition of the ACM Awards**

The Aristos Campus Mundus 2015 Project seeks to strengthen the values of sustainability, accessibility, participation, inclusion, health, equality, employment, multiculturalism, solidarity and cooperation. Developing these values is no easy task, though it is considered to be of absolute importance in order to foster new approaches in which quality, excellence, innovation and efficiency play a part.

To this end, one of the initiatives created is the University Development Cooperation Best Practices (UDC) and Ignacio Ellacuría Social Studies of Social Interests Award. This award is two-pronged. It is a way to foster and incentivise spaces devoted to both reflection and criticism.

Reflection, because the work associated with drafting the reports to be submitted will help students, teaching & research staff and service & administration staff learn about less well-known issues, discuss and think about them, consider possible changes, address social issues, etc.

Criticism, because when this sort of work is presented it brings to light injustices and unmet social needs.

This competition will thus promote knowledge and awareness of social, humanitarian and cooperation issues, as well as education on both the topics covered and on how to submit a report of this sort.

The two categories of the Award are:

- Category 1 - Best UDC Practices: The objective is to gather examples of best practices relating to University Development Cooperation (UDC) so that they can then be recognised and disseminated.

  This category is in turn composed of 3 sub-categories that differ in terms of the type of projects to be submitted and the target audience (recipients) who may enter the competition:
  - Actions already carried out or currently underway which foster UDC, open to the entire UC
  - Postgraduate work relating to UDC
  - End-of-degree projects relating to UDC
- Category 2 - Ignacio Ellacuría Award: The aim of this award is similar to that of the previous category (compile, recognise and disseminate), but it focuses on academic work that fosters social improvement. Due to this, whereas the previous category is open to the entire UC this category is open only to students.

  The sub-categories within this category are:
  - Undergraduate work
  - Postgraduate work

  The topic chosen for this year for the Award focuses on studying the university's interactions with its setting, with the "university" understood as the institution itself as well as its students, and "setting" understood as both the national and international spheres. The topic is formulated as: *"Network of citizens: the university as a social agent"*.

  The assessment criteria that will help determine the recipients of the Award are:
  - The relevance of the work to the given topic
  - Promotion of an alternative culture of solidarity in the university: promote a different way to act in solidarity within the university environment. The academic work submitted may contain initiatives aimed at transferring solidarity to the rest of the university community.
  - Promotion of concern for the interests of the underprivileged: does the report submitted reflect on and aim to help less fortunate groups?
  - Demonstration of a multidisciplinary approach: does it combine multiple disciplines? Does the proposal consider the need to work from a viewpoint encompassing several different perspectives?
  - Degree of thoroughness of analysis of the topic and arguments for any suggestions made
  - Creativity and novelty of the general approach: again, value will be placed on the level of the initiative's innovativeness

  The panels that will evaluate the work submitted were created in June 2014. The people that sit on the two panels are:

UDC BEST PRACTICES PANEL	
Chair	Dr María Rosa Blanco Puga (Universidad Pontificia Comillas) – Coordinator of the University Master's Degree in International Development Cooperation
Secretary	Dr Isabel Pérez (Universitat Ramon Llull) – Vice-Dean of Undergraduate Studies, Quality and Communications at the Blanquerna School of Science and Health – URL
Members	Mr Ricardo Navas Hernández (ICAI Engineers Foundation for Development) – Manager
	Dr Carles Giol (Universitat Ramon Llull) – Head of International Cooperation, La Salle Campus Barcelona – URL
	Mr Mateo Aguirre S.J. (Assistant to General Management at ALBOAN)
	Dr Cristina Churruca (Universidad de Deusto)

IGNACIO ELLACURÍA PANEL	
President	Dr José Luis Fernández Fernández (Universidad Pontificia Comillas) – Department Chair of Economic and Business Ethics
Secretary	Dr Carles Comas (Universitat Ramon Llull) – Honorary Professor at ESADE - URL
Members	Mr Jaime Pons Matilla (EAPN Madrid) – Coordinator of the European Anti-Poverty Network for the Region of Madrid
	Dr Cristina de la Cruz (Deusto) Vice-Dean of Research and Doctoral Studies at the School of Social and Human Science and Professor at the Centre for Applied Ethics
	Dr Martín Iriberri, SJ (former Director of the Ignacio Ellacuría Social Centre and Social Sector Representative)
	Dr Oscar Mateos (Universitat Ramon Llull) – Vice-Dean of International Relations at the Pere Tarrés School of Social Education and Social Work – URL

As can be seen, both panels are composed of individuals with diverse backgrounds who also have extensive experience with the topics chosen for the Award.

8 projects have been submitted in the UDC category and 30 in the Ignacio Ellacuría category, some of which are written in English. Over the next few months the panels will make their decision and the Award Ceremony will be held.

(All of the information on the two categories can be found at the following address: http://www.aristoscampusmundus.net/premios).

■ **2014 Cooperation Conferences**

This seminar, which was held on 27 February 2014 in Barcelona, was opened by Dr Josep M. Garrell i Guiu, Dean of URL and Vice-Chair of the ACM Board of Directors, who has also worked in India.

The seminar featured the participation of:

- Dr Carlo Gallucci, Vice-Dean of International and Student Relations at URL and Director of the UNESCO-URL Chair
- Dr Josep M. Garrell i Guiu, Dean of URL and President of the UNESCO-URL Chair
- Dr Jatinder Jit Singh, professor in the Marketing Management department at ESADE-URL
- Mr Cesar del Valle and Mr Greg Perowne, FT MBA students at ESADE, creators of the "Origin Project" and finalists for the international annual Hult Prize
- Dr Celia Muñoz Ortega, department of Education for Development at the Entreculturas Foundation and Head of Internships for the Master's Degree in Cooperation at the Universidad Pontificia de Comillas
- Ms Ana Lucena Mérida, Nursing student at the Universidad Pontificia de Comillas
- Mr Gipson Varghese, doctoral student at the Universidad de Deusto
- Mr Jaume SanLlorente, founder and president of Sonrisas de Bombay

This is the tenth year in a row that an event of this sort has been held, and the second year that it has been organised within the ACM framework.

The following chart shows the topics from previous years:
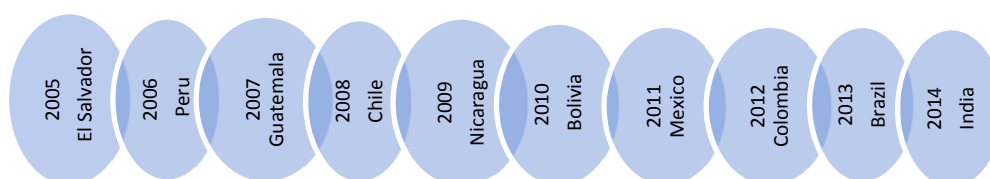
These seminars have furthered and improved relations with the above countries by means of projects on student mobility, doctoral programmes and research and other projects carried out by university staff.

■ **"ACM Experiences: Seminars in the field"**: this programme features two experiences, one in Seville and another in Bilbao (2014).

These are practical experiences gained outside of the classroom, geared towards students from all three universities with the aim of providing them with a new life experience.

Two activities were staged in June 2014, one in Seville (coordinated by Universidad Pontificia Comillas ICAI-ICADE) and another in Bilbao (coordinated by Universidad de Deusto).

The first activity, "**Learning Communities**: a Model for Social and Educational Transformation", took place from 7 to 10 June 2014 in Dos Hermanas (Seville). A trip was taken to the Ibarburu de Dos Hermanas Early Childhood and Primary School in order to learn about and share in the experiences of the centre, a public school that is wholly committed to turning the job of educating into a tool for social change.

"Learning Communities" is a project encompassing a number of actions aimed at social and educational change. This educational model is in line

with international scientific theory, which points to two key learning factors in modern society: community interaction and participation.

The second activity, "**Intervention for the Social Integration of People at Risk of Social Exclusion**", took place from 12 to 14 June 2014 in Bilbao. The objective was to visit, learn about and share in more than five social projects for the social integration of various groups in the city of Bilbao. The sessions took place at the Universidad de Deusto/Centro Loyola in Bilbao and at various associations, so that various projects could be introduced. The Getxo Town Hall also took part.

The main aim of the activity was to encourage recognition of the importance of the social and political reality of various people and groups at risk of exclusion, through reflection on and comparison of citizenship management mechanisms and of diversity in its various facets.

In this regard, it should be noted that over the first six months of the 2014/15 academic year a new "in the field" experience was staged in Barcelona.

■ **Participation in the 1st International USR Workshops**

ACM took part in the workshops via the participation of 4 individuals from Universidad de Deusto (Dr Cristina de la Cruz, Dr Aitor Arbaiza, Dr Luz Maceira and Dr Ana Luisa Jauregi). Two of them gave talks. The aim was to draw attention to the role of universities as stakeholders in USR and to give insight into their institutional viewpoints and contributions to this area.

■ **ACM International Workshop: "The Role of the Humanities in the Promotion of Human Rights"**

This workshop focused on the debate surrounding the importance of the Humanities at a time when the financial crisis and other political and economic issues can cause a model of life to be endorsed which may jeopardise human rights and gender equality. The presentations evaluated the ways in which the Humanities, which stress critical and artistic thinking, encourage more ethical courses of action than those proposed by institutions and governments, and noted that they are often not given much coverage in the media. The workshop's content welcomed any issues relevant to this general subject area and sought to assess the role of artists, intellectuals, teachers and other groups in attaining representation more appropriate for the current world.

The workshop was held on 30 May 2014 at Universidad de Deusto in Bilbao, and featured the participation of not only all three ACM universities and IDC (the Humanitas Integral Development Centre), but also that of Georgetown University. The agenda is provided below:

Agenda:

10:00-11:00 Plenary Lecture – Keynote Speaker: "Beyond Use Value: the Humanities and the Creation of the World", Dr Patricia Vieira, Georgetown University
11:00-13:15 Round-table proposals and debate
▪ Dr José Sols Lucia, Head of the Ethics and Critical Thinking Chair at IQS, Universitat Ramon Llull, Barcelona, Coordinator of the LACS

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(Laboratory of Analysis and Social Criticism) international research group and the Humanitas Network (Aristos Campus Mundus 2015 IDC)

- Dr Juan Luis de León Azcárate, Director of the Department of Theology at the School of Theology of the Universidad de Deusto
- Dr Diego Bermejo, Doctor of Philosophy and principal investigator of the research team "Post-modernism, Diversity and Post-secularism" at the School of Theology of the Universidad de Deusto
- Dr Antonio Manrique de Luna Barrios, Professor of Public International Law and International Organisations, School of Law, Universidad de Deusto
- Dr Cristina de la Cruz Ayuso, Vice-Dean of Research and Doctoral Studies at the School of Social and Human Science, Universidad de Deusto
- Dr María Obieta and Dr José Antonio Marín, Professors and researchers at the Department of Communications of the Universidad de Deusto
- Dr Ana Berastegui Pedro-Viejo, Researcher and Acting Head of the Instituto Universitario de la Familia, Universidad Pontificia Comillas

■ **University Learning-Service ApS(U) National Congress**

The 5th edition of the Spanish Learning-Service University Network was held in Madrid on 30 and 31 May 2014. This year's title was "Learning-Service in Universities: from Personal to Institutional Initiative".

The congress is organised on a yearly basis by the Learning-Service University Network. Roughly 120 people took part this year, participating in the programme's various sessions held at Universidad Autónoma de Madrid and the Escuela Superior de Ingenieros de Minas y Energía of Universidad Politécnica de Madrid.

Lorraine McIlrath gave the background lecture on Learning and Service in Ireland and in the university setting. Her speech touched on both the development of this area at her institution, the University of Galway, and her personal view of civic engagement as the purpose of learning and service.

This congress has provided the ACM universities with a chance to participate in a context of encouragement, internal dialogue and dissemination, furthering the development of the Learning-Service dimension.

■ **Seminar to define the profile of the global lawyer and promote the employability of such lawyers (2013)**

This seminar was held on Wednesday 11 December 2013 as part of the "Employability and the Law in Transnational Society" research project. It was organised by the research groups "Public Power and the Company in a Multilevel and Transnational Context" (UD), "Mediation, Arbitration, Law and the Family" (URL), and "Environmental Law and Sustainable Development" (Comillas), under the umbrella of Aristos Campus Mundus. Funded by the group "Public Power and the Company in a Multilevel and Transnational Context", the objective of "Employability and the Law in Transnational Society, Defining the Profile of the Global Lawyer" was to evaluate the general and specific sills that can make a Law graduate more employable in a context of growing internationalisation.

The seminar thus aimed to further the emergence of a new academic profile based on these skills, taking into account how higher education programmes are organised (Undergraduate, Master's and PhD) as well as the needs of society and of financial stakeholders in the 21st century. To this end a review was made of all of the components of the teaching and learning process, from content to skills, including educational activities and student evaluation.

It was ultimately deemed that an analysis should be made of the current state of the European Higher Education Area (EHEA), with a view to identifying the strengths and stumbling blocks on the path to the desired European educational convergence.

- **Presentation of the book "30 años de VIH-SIDA. Balance y nuevas perspectivas de prevención" (20 Years of HIV/AIDS: Current Status and New Prevention Approaches) (2013)**

On 28 November 2013 the Institut Borja de Bioètica of the Universitat Ramon Llull presented the book "30 años de VIH-SIDA. Balance y nuevas perspectivas de prevención", a work published by the Universidad Pontificia de Comillas as part of the Aristos Campus Mundus 2015 project.

The book is shaping up to be one of the most important products of ACM research in the subject area of Social Values and Ethics. It features input by researchers from fifteen universities around the world, from twelve different countries.

The book was presented by Dr Anna Berga, General Secretary of URL and Secretary to the ACM Board of Directors, as well as by Sister Margarita Bofarull, RSCJ, Chair of the Board of Trustees at the Institut Borja de Bioètica. A round table took place during the academic ceremony, with participation by Dr Joan Bertran, co-author of the book and IBB contributor, Dr Bonaventura Clotet, Director of the IrsiCaixa Research Institute, and Ms Victoria Saura, a social worker in the PSSJD Palliative Care Unit. The table was moderated by Sister Núria Terribas, Director of the IBB.

This project is proof that the "Humanitas Network", an ACM-wide IDC, has moved beyond the ACM universities, bringing into its team members from Fordham University, the Institut Catholique in Paris and the Latin American & Latino Studies Institute, in addition to researchers from Universidad de Deusto, Universidad Pontificia Comillas and Universitat Ramon Llull.

This IDC is an example of a working group comprising, in its own right, a space to gather and exchange experiences concerning social and ethical issues at the inter-university level, particularly those relating to the institutional setting and touching on the study of global democratic governance projects by writers that address Christian social thinking, amongst other areas of research.

- **UNIJES Conferences for young researchers in the areas of Law and Management and Responsibility (2014)**

The UNIJES-ACM 2015 network organised the 1st Conference for Young Researchers, held on 27 and 28 June 2014 in Salamanca.

The conference, aimed at students and recent PhD graduates in Law and Management and Responsibility, had two main objectives:

- Enable the various researchers to introduce themselves and exchange studies and projects
- Begin to create research networks and groups
- Give a voice to qualified researchers who will provide guidance for attendees with their current work

- **Workshops on family resilience in the face of adversity (2013)**

Within the Aristos Campus Mundus framework, in November 2013 the Instituto Universitario de la Familia of Universidad Pontificia Comillas held the "Vulnerable families, resilient families: innovation to combat social vulnerability" workshop, with collaboration by REDIF, the European Network of Institutes of the Family, and support from IFCU, the International Federation of Catholic Universities, as well as from Gedisa publishing house.

The opening lecture on "Resilience as inspiration for intervention with vulnerable families" was given by Mr Stefan Vanistendael, Deputy General Secretary of the International Catholic Child Bureau (BICE).

The workshop also enabled reflection on research and practice concerning various types of vulnerability, and provided the opportunity to inform attendees of the progress of the First Alliance, a pilot programme to strengthen healthy links for families at social risk, launched by the Instituto Universitario de la Familia of Comillas, as well as to address issues such as: resilience and intimate partner violence in various contexts: in immigrant families, in child soldiers, in the face of mourning and death and in the face of abuse.

MOST SIGNIFICANT RESULTS

The following events and activities were organised:

- **1st and 2nd editions of the ACM Award**
- **ACM Cooperation Workshops**
- **ACM Experiences: Seminars in the field**, featuring two experiences, one in Seville and one in Bilbao
- **Participation in the 1st International USR Workshops**
- **ACM International Workshop on the Role of the Humanities in the Promotion of Human Rights**
- **University Learning-Service ApS(U)4 National Congress**
- **Seminar to define the profile of the global lawyer and promote the employability of such lawyers**
- **Presentation of the book "30 años de VIH-SIDA. Balance y nuevas perspectivas de prevención" (20 Years of HIV/AIDS: Current Status and New Prevention Approaches)**
- **UNIJES Workshops for young researchers in the areas of Law and Management and Responsibility**
- **Family resilience in the face of adversity workshops**

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

The majority of the resources originate from the universities' own resources.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No noteworthy deviations arose in our progress towards achieving the objectives.

PROPOSED CORRECTIVE MEASURES

The planned actions were carried out. Therefore, no measures are foreseen to correct deviations with respect to the objectives.

Project E.2.1. ACM USR

ACTION   **E.2.1.b**

Create sector-specific working groups specialising in sustainability, universal accessibility, health & wellbeing, gender equality, participation, employment, multiculturalism, solidarity and development cooperation

OBJECTIVE

As a means of furthering the progress of the ACM university alliance, this action seeks to create working groups focusing on any specific needs and requirements for implementation of the Master Plans for sustainability, universal accessibility, health & wellbeing, gender equality, participation, employment, multiculturalism, solidarity and development cooperation.

PROGRESS TOWARDS OBJECTIVES

ACM has made substantial improvements in this sphere, having created a representative number of ACM Teams focused on areas such as cooperation, health and accessibility, amongst others.

On a related note, in the area of accessibility we can point to ACM's commitment to carrying out activities to help students through study grants and grants for disabled persons, drawn from their own funds.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- ■ **Provision of grants paid for out of the universities' own funds to help with studies and to aid disabled persons**

The current economic situation and the crisis that Spanish society is facing have led the ACM universities to resolve to establish study grants out of their own funds. Raising awareness of social needs is one of the fundamental missions of our universities. For this reason, study grant programmes are being launched to foster equal opportunities and promote access to knowledge irrespective of socio-economic level and personal or family situation.

The ACM universities have contributed roughly 14.5 million euros over the course of the ACM Project. This money has benefited 6,431 students.

- ■ **ACM Team for Cooperation**

During the 2011-2012 academic year a Team for Cooperation was created composed of ACM 2015 representatives, with a view to working together to enrich the universities by producing initiatives to communicate the knowledge taught in the classroom. Since its creation, the team has worked on various different proposals developed through periodic meetings. This led to the planning and implementation of actions in the 2013/14 academic year.

University life offers a wealth of experiences to enjoy and grow from, enabling us to play an active role in the community that we are a part of and enriching us all. The Team for Cooperation, created within the ACM framework, has addressed various issues relating to solidarity, cooperation and volunteering.

The team's shared objective is to promote a greater sense of cohabitation and participation, cooperation and mutual collaboration, opening channels to allow us to develop the most important things in life.

The Team for Cooperation, composed of members from the three universities, has found support in ACM for its communications and for the sharing of best practices. This has led to the creation of avenues that enable participation by teaching & research staff, administrative & service staff and students in the activities carried out and in joint initiatives. ACM has provided a chance to creatively experience university life with greater intensity and depth. That it can do so is a reflection of the very core identities of the universities and the values we want to incorporate into our teaching.

The team has made progress in various areas. One of these is in its unequivocal commitment to the objectives that underpin its actions and to carrying them out jointly, moving in the same direction. Shared spaces have been created for reflection, encouraging analysis and the implementation of strategies to strengthen the social dimension of our universities at the curricular, extracurricular and institutional levels.

The members of this team are:

Universitat Ramon Llull	Pontificia Comillas University	University of Deusto
Ms Dolors Armadás	Mr Carlos Prieto	Ms Idoia Irigaray Mr Aitor Arbaiza

The Team for Cooperation meets to go over various proposals in which the team members from the three universities play a role: social commitment and diversity conferences, the ACM Awards, experiences in the field, etc.

During these meetings, joint action plans are agreed which specifically help instil a culture of teamwork, in order that more systematic and integrated cooperation and solidarity plans can be designed.

The **Master Plan on Cooperation**, which lays down the lines of action for the coming period, can be viewed on the ACM website.

■ **Other USR Intra-University ACM Teams (Accessibility, Sport and Healthy University)**

As we touched on above when describing other actions, there is an ACM Team for Accessibility which, following the completion of a productive joint agenda, has launched the Inclusive Education Forum. This Forum is now the focal point of its endeavours. During this period it also updated its Master Plan. It is now directing its efforts towards strengthening, positioning and broadening the scope of the Inclusive Education Forum.

During this period the ACM Team for Sport and the ACM Team for Nutrition were also created. The first of these has a Master Plan focused on creating joint actions to not only foster sport in the ACM universities but to increase the visibility and recognition of ACM in the international university sphere.

- **University working groups**

In addition to the ACM Teams, it is also important to highlight the internal working teams of each of the ACM universities, which focus on key areas of University Social Responsibility to bolster their image as committed campuses that are actively involved in society.

The other working groups created in the ACM universities are described below. Different levels of detail are given depending on whether the issues they deal with are listed in the final section covering ISP actions:

▪ **Employment**: The three universities have created employment working groups to promote the entry of their graduates into the job market through internships and employment. The tasks carried out by such teams are often similar, as the objective on which the actions are based varies only slightly from university to university.

   As we will see in the description of its ISP actions, Universidad de Deusto has an Employment Plan that serves as a guideline for all minor actions carried out in this area: the Employment Forum, internship and job searches, advice to students, workshops aimed at teaching the key points of how to build a CV, etc.

   Universitat Ramon Llull has a service that provides students with guidance and support in this area, as well as a Job Bank Committee that searches for internships and jobs for students and graduates. Further details of this are given in the section on ISP actions.

   Universidad Pontificia Comillas has an Internship and Employment Office that works to help current and former students enter the job market through internships and employment, and provides assistance to help with their subsequent professional development. It also provides advice to institutions and companies on how to attract candidates, both for internships and standard hiring. Some specific activities carried out by the group each year are: the Comillas Employment Forum, presentations and meetings with companies and institutions, company game management, drafting of annual labour market integration studies, participation in the "Employment Observatory" (RUNAE), signing of education cooperation agreements with companies and institutions to enable students to carry out internships in these organisations, etc.

▪ **Gender equality**: Significant efforts are made to ensure gender equality in all areas of ACM.

   Gender equality is an issue that has become a priority due to the large number of requirements in this area at present, which take the form of multiple regulations and the implementation of political and social agendas.

In addition to such requirements, the multiple international, national and local commitments made to promoting gender equality make it necessary to include a set of measures and actions in university activities and management.

In 2013 Universidad de Deusto created the **Equality Committee**, which is convened by the Vice-Dean of Identity and Mission and presided over by María Silvestre, Doctor of Political Science and Sociology. She has been the Head of the School of Political Science and Sociology of Universidad de Deusto, Director of Emakunde, the Instituto Vasco de la Mujer and of the Master's Degree in Intervention in Cases of Violence against Women. She also led the Deusto Social Values research team that represented Spain in the European Values Survey (EVS). She was co-director of the International Master's Degree in Public Policy and Territory Development, which is taught at Universidad de Deusto in partnership with Universitá digli Studio di Palermo and the Instituto Pedro Arrupe di Palermo.

One of the fundamental tasks carried out by the Committee has been to ensure the participation of various different groups and staff from all Schools, as well as of the office of the ALDEZLE (the university ombudsman), which performs the following duties:

- Receiving and answering complaints by members of the university community concerning the operation of the university's various bodies and services or specific actions by its members
- Drafting proposals on how to resolve issues that have been presented before it
- Making recommendations to correct any weaknesses detected

To date, the main task of the Committee has been to carry out a broad diagnostic analysis of gender equality at Universidad de Deusto.

For its part, Universidad Pontificia Comillas has an **Equality Committee** created to make the right to equal treatment and opportunities between men and women a reality. It consists of three representatives proposed by university management and three others proposed by the Company Committee. This Committee is used by the university as a means to implement measures to help ensure equality between men and women in terms of access to employment, training, job promotions and working conditions. The first and foremost of these measures was to negotiate an Equality Plan, which was hammered out between employee representatives and management. The Committee (consisting of an equal number of men and women) completed this task between July 2009 and June 2010. The functions of the Committee revolve around ensuring equal opportunities and non-discrimination in the workplace.

T**he Equal Opportunities Observatory (EOO)**, created during the 2007-2008 academic year, is a technical body at Universitat Ramon Llull tasked with driving and coordinating actions to ensure that the whole of the university community (students, teaching & research staff and administrative & service staff) can carry out their activities with equal opportunities.

The EOO operates through two committees that meet regularly throughout the academic year:

<u>Gender Equality Committee</u>: The Gender Equality Committee, consisting of one representative from each institution affiliated with Universitat Ramon Llull, works to make equal opportunities between men and women a reality at the university.

The Committee's duties are:

- Participating in drafting the <u>Equal Opportunities Plan</u> and <u>monitoring its measures and actions</u>
- Acting as a liaison and distributing information to the respective centres
- Acting as an intermediary for proposals, requests, enquiries and suggestions from the various centres to the Equal Opportunities Observatory

<u>Committee for Attention to Diversity</u>: The Committee for Attention to Diversity, made up of a representative from each of the centres belonging to Universitat Ramon Llull, works to facilitate the integration of disabled people in the university. It aims to enable people with special needs resulting from disabilities to perform academic and social activities at the university in a normal manner.

The Committees duties are:

- Facilitating the university experience for people requiring specific attention or support due to a disability, whether permanent or temporary
- Acting as a liaison and disseminating information received by the EOO (grant competitions, labour market integration programmes, publications, workshops, etc.) to the respective centres
- Acting as an intermediary for proposals, requests, enquiries and suggestions from the various centres to the Equal Opportunities Observatory

An Equal Opportunities Plan was created at Universitat Ramon Llull (2011-2013). This will be explained in greater depth in the ISP action section.

▪ **Health:** The universities promote health, which is a key issue for the entire UC.

The most notable actions carried out by ACM include the creation of an ACM Team for Health and development of the Healthy Life Plan.

The universities of Ramon Llull, Deusto and Comillas coordinate and work together on actions executed through the health services on each of the universities' campuses, and they carry out various initiatives stemming from their Individual Strategic Plans.

Universidad de Deusto has developed a Health Plan that has enabled it to join REUS, the Spanish Network of Healthy Universities. The objective of the "Healthy Deusto" plan launched by Universidad de Deusto is to make inroads in achieving a healthy environment and a university community with optimal biopsychosocial health, a growing quality of life and its sights set on wellbeing, growth and integral personal development, within the framework of the Universidad de Deusto values.

Similarly, Universidad Pontificia Comillas' Health and Safety Committee is a collegiate participatory body with an equal distribution of members, which carries out regular and periodic checks on the university's actions in the area of occupational risk prevention. It is composed of four employee representatives and four company management representatives.

▪ **Multiculturalism**: The universities have groups devoted to driving multiculturalism by organising activities and initiatives aimed at fostering a multicultural outlook within the university community. Some examples are the Cooperation Conferences (which focus on a different country each year), events held on World Days devoted to issues such as racism, volunteer work with immigrants, etc.

Universidad de Deusto also has an initiative called the **Garate International**, organised by Deusto Campus Fe. It is an interreligious space featuring activities organised by and for students, a place where different cultures, traditions and beliefs can come together for personal and spiritual accompaniment.

Similarly, the large number of foreign exchange students from all over the word helps increase the visibility of different cultures and customs on our campuses.

Universidad Pontificia Comillas, for its part, has a **Chair of Business Internationalisation**, **Diversity and Professional Development**. The Chair is a benchmark for the study of the implications of globalisation and business internationalisation in company human capital management. Its global focus encompasses the international and multicultural aspects in the business sphere.

One of the Chair's lines of research is diversity management in companies. Its aim is to maximise efficiency and effectiveness at work through understanding of and respect for differences. This entails broadening the concept of diversity management in companies, with a view to the integration of professionals from different regions and cultures, with differing backgrounds and training, of varying ages and at different stages of family life, with different lifestyles, etc.

Universitat Ramon Llull, Universidad Pontificia Comillas and Universidad de Deusto all have their own strategic plans. Details of these are provided in the section covering ISP actions linked to the Joint Plan.

■ **UNIJES-ACM Conferences**

Some initiatives that we view as particularly important are the creation of sector-specific working groups and the organisation of workshops on sustainability, universal accessibility, health & wellbeing, gender equality, participation, employment, multiculturalism, solidarity and development cooperation.

In this respect, we would highlight the conferences for the UNIJES network of university centres (universities, Schools or higher education institutions) affiliated with the Society of Jesus in Spain. Its mission is closely linked to the search for excellence in building a more just and

humane world, which entails extensive work to foster University Social Responsibility.

The similarity of the missions of UNIJES and ACM 2015 has enabled ACM to participate in and coordinate many of the network's actions, and vice versa.

The most illustrative of these are cited below:

▪ **Educational actions**:

Each year two meetings of an educational nature are held, attended by the people that work at the network's various centres. Further details are given below on the two types of meetings held in 2011, 2012, 2013 and 2014:

Over the course of the 2013-2014 academic year, the La Salle institution of Universitat Ramon Llull actively participated in several different actions carried out by the International La Salle Network, many of which gave rise to other specific actions with far-reaching consequences.

The most significant of these are cited below:

- Meeting of the IALU International Relations Officers in Turkey at the İstanbul Saint-Joseph Lisesi (Saint Joseph High School), one of the three La Salle schools in Istanbul, with participation by La Salle members from Colombia, the Philippines, France, the USA, Brazil and Spain. At the meeting the La Salle institution of Universitat Ramon Llull was chosen to host the IALU Leadership Programme for students, which will take place in July 2014.
- The "Stage in Innovation" for Unilasalle Canoas, Brazil was held at the Barcelona campus
- Visits in Brazil to the Unilasalle Canoas and Rio de Janeiro campuses, leading to the signing of a Specific MBA-MIB Collaboration Agreement with Unilasalle Lucas de Rio Verde, as well as a Framework Agreement with La Salle Manaus
- Presentation of proposals for an international university expert course module and an International Week at Faculdade La Salle Manaus and Faculdade La Salle Lucas do Rio Verde
- Initial talks with CESLAS (the La Salle Centre of Higher Education) in Monterrey, Mexico, with a view to online teaching of Master's degrees
- Establishment of a dual MIB-MBA degree agreement with Christian Brothers University in Memphis, TN, USA. Over 30 students have already expressed an interest in starting the programme in the 2015 academic year.
- Visit to 4 La Salle campuses in the Philippines: De La Salle University and College of Saint Benilde in Manila, University of Saint La Salle in Bacolod City and De La Salle University in Dasmariñas. Establishment of the model for the dual degree award in collaboration with the College of Saint Benilde. Various initiatives are already underway but have been placed on 'standby' due to the effects of Typhoon Haiyan, which struck land during the visits.
- Organisation of the student International Service Learning Journey for the Manhattan College School of Education. Students worked with the Comtal Foundation to equip a residence for young homeless students and to teach English to young people. They also attended a workshop where they interacted with students from the Blanquerna School of

Psychology, Education and Sport Science of the Universitat Ramon Llull.

- UNIJES LOYOLA I: These meetings are held annually in Loyola (Gipuzkoa-Basque Country-Spain) in the month of November. They alternate between lectures and training sessions taught by experts in the field, and cultural visits are made to emphasise the Ignatian nature of the association. These sorts of meetings undoubtedly increase knowledge of the network, leading to the identification of opportunities for partnership and collaboration and enabling provision of an innovative and higher quality service.

- UNIJES LOYOLA II: The general aim of this meeting is similar to that of the previous one, but it places special emphasis on more specific areas requiring prior knowledge of the Society of Jesus. Working teams may be formed as a result of such conferences, which cover useful and interesting topics and enable people from different centres to meet each other, to address issues such as health and multiculturalism.

- The 6th Interuniversity Loyola II Meeting for employees of UNIJES centres took place from 24 to 27 June 2014 at the San Ignacio spiritual centre in Salamanca. The title of the meeting was "Sharing the Mission", and the aim was to explore the applicability of the four aspects of the "Ledesma-Kolvenbach model" of Jesuit university education (Utilitas–Humanitas–Iustitia–Fides) to university functions, particularly teaching. Special attention was given to how to stimulate students' education processes based on the key factors of Identity and Mission, as well as to the practical implications of teaching projects and teacher training. Workshops on leadership and service and on ethical meaning, as well as presentations on the practical aspects of university education, were the meeting's key components.

- **Joint conferences**:

Each year joint conferences are held to enable people from different parts of the network to meet again and to address a specific topic of interest. The conferences are convened by the ACM universities. Details of the conferences held during this period are given below:

2013 UNIJES Conference on "Measures to prevent legal conflicts in unstable economic environments"

This conference was held on 1, 2 and 3 July 2013 in Barcelona (Spain). It was organised with a view to the crisis currently afflicting European society, and aimed to provide solutions for certain present-day problems.

The aim of the conference was to reflect on how to anticipate potential legal conflicts in order to avoid judicial action. One of the consequences of this lengthy crisis is the emergence of multiple legal conflicts due to the growing number of claims brought before the courts. The associated workload has therefore also grown. Reassessing how we should deal with these conflicts, in a way that doesn't create excess, unmanageable work for the relevant bodies, is of great interest to society today.

Once again, the conference represented a venue to meet and exchange ideas. Its overarching goal, in all discussions and debates, was to demonstrate a responsible attitude of commitment to society.

2014 UNIJES Conference: scheduled for March 2015.

All of these initiatives to promote reflection, formative actions and joint conferences serve as a basis for continual progress with the challenges facing universities today and with their commitment to society. Such progress is the key to thinking in accordance with and making a commitment to University Social Responsibility.

All of this is achieved via working groups that can act, research and participate in society in keeping with the principles of USR.

■ Aristos research groups

The most notable working groups encompass an interesting variety of teams composed of ACM researchers who work jointly on the subject areas addressed in this section.

ACM's research groups are considering or already working on various research projects on subjects such as multiculturalism, employment and health.

Some of these research teams are highlighted below, classified according to their main area of research. It should be noted that although some research could potentially fall under several different categories, it is classified by its primary focus.

- Participation
    - Creating young citizens: the social, political and religious activities of second generation immigrants in Spain
    - Current adoption challenges in Spain: the needs and rights of children in foster care and in adoption
    - Mediation as an out-of-court conflict resolution instrument
- Multiculturalism
    - Research project on immigrants and social services
    - The consequences of the crisis on immigrant socialisation in Spain (2008-2013)
- Employment
    - Comparative analysis of qualified immigration in the United States and Europe
    - Regulatory environment and efficient governance of micro-finance institutions
- Health
    - Neuropsychological rehabilitation after moderate and severe childhood TBI, a randomised study with parent-supported intervention, children with robotic intervention and control group
    - Osteoconductive and biodegradable bone adhesive. Family functioning, cultural values, psychological wellbeing.
    - Health, adoptive status and closeness in adoptive families between teenage sons and daughters
- Sustainability
    - Integrated control systems and methodologies to monitor and improve building energy performance. The European Union-US-China dialogue on climate change: respective policies and mutual synergies for a new world climate order
    - Sustainability through efficient management of the supply chain
    - European Union measures in response to climate change
    - Governance, stability and development: a methodology for the creation of a sustainable model of democracy

▪ Equality
  - Methodological study and design for analysis of gender in communications

As can be seen, the range of topics is broad. Coupled with the fact that these research groups are composed of experts from the three universities, this provides extra value to any research results and to the exchange of information.

MOST SIGNIFICANT RESULTS

■ **Interuniversity ACM teams**: We currently have 4 ACM Teams in this area: the ACM Team for Cooperation, the ACM Team for Sport, the ACM Team for Accessibility and the ACM Healthy University Team. Of these, the first three have already drafted or updated their Master Plans.

■ **University working groups**: The three universities work to foster employment, health, cooperation, accessibility and gender equality. This is the most important achievement to be highlighted, as the existence of these teams paves the way to joint work on these issues.

■ **UNIJES-ACM conferences**: After a period of analysis and reflection, cooperation models have been agreed between ACM and UNIJES. These have enabled collaboration on conferences and formative actions which themselves become opportunities for collaboration on subjects pertaining to USR.

■ **Aristos research groups**: It should not be overlooked that there are a growing number of active interuniversity research projects in the various different fields of study of USR.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Both the human and material resources used belong to the universities themselves, as no external funding was obtained.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No noteworthy deviations arose in our progress towards achieving our objectives.

PROPOSED CORRECTIVE MEASURES

The planned actions were carried out. Therefore, no measures are foreseen to correct deviations with respect to the objectives.

Project E.2.1. ACM USR

ACTION   **E.2.1.c**

Coordinate sector-specific Master Plans

OBJECTIVE

The basic objective of this action is to coordinate ACM's USR actions and sector-specific Master Plans in order to broaden their scope and effects.

PROGRESS TOWARDS OBJECTIVES

ACM has analysed the individual plans to integrate the actions of each university and distinguish, for each university, different levels of collaboration, opening them up to the other ACM universities and drafting a final ACM Master Work Plan for university cooperation. This enabled us to exceed the target set for 2012 in this respect, meeting the targets established for this period very satisfactorily.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

As can be seen throughout this report, in the field of Development Cooperation, as in other areas, specific collaborative working protocols and Master Plans have been defined, leveraging the full potential of ACM in its various different fields of work.

■ To coordinate the Master Plans, we defined various levels of collaboration to enable assessment of the current state of the fields in which work will be carried out jointly, in order to provide suitable guidance for the development of an ACM-wide strategy in this area. The established levels are:

- Level 1: the activities of each university that are open to participation by other universities
- Level 2: the activities of each university that are open to collaboration with professionals and their participation
- Level 3: activities proposed jointly

Given the wide variety of the initiatives launched in the specific field of Cooperation, they have been classified according to their target audiences.

- Students: initiatives encompassing activities designed <u>exclusively</u> for students, a group that includes a range of different profiles due to the diversity of the undergraduate and postgraduate courses taught at member universities
- Teaching & research staff/administrative & service staff: several initiatives have been aimed at Administration & Service staff ("PAS") and Teaching & Research staff ("PDI")

Of the over 20 activities created for the first group (ACM students), some are aimed at students in general while others are more specific in terms of the type of studies or even the programme the students

must be following. These initiatives can be further classified into several different types: awards, courses and seminars, volunteering, internships and other. Both groups are described below, along with the initiatives created:

- **Awards**
  - Ignacio Ellacuría Award (Universidad Pontificia Comillas, Universitat Ramon Llull and Universidad de Deusto). This is an award within the field of development cooperation. Specifically, it focuses on studies of social interest, that is, academic projects that touch on prospects for social improvement (Level 3).
  - Best University Development Cooperation (UDC) Practices (Universidad Pontificia Comillas, Universitat Ramon Llull and Universidad de Deusto). This award is given out to the best practices relating to UDC, seeking to recognise and publicise such actions (Level 3).
- **Courses and seminars — Update UD and URL, Comillas is missing)**
  - Training Sessions (Universidad de Deusto): These consist of sessions dedicated to developing social commitment and diversity. They are held in January, taking advantage of the period between students' exams. They were expected to be offered at a Level 2 collaboration level in the 2013-2014 academic year (they are currently Level 1).
  - Training (field experiences) (Universidad Pontificia Comillas): These are weekend programmes for up to 15 students. They are geared towards students in Social Work, Business Administration and Engineering and are held from late February through early March (Level 2, may be changed to Level 3 next year).
  - Training (internal seminars, Universidad Pontificia Comillas): These seminars aim to offer students the opportunity to complete their university studies while gaining knowledge of social realities that they were previously unaware of (Level 2).
  - Volunteering workshops (Universidad Pontificia Comillas): These training seminars touch on basic concepts pertaining to volunteering with minors, women, disabled people, poverty, the immigrant population and people with social and legal needs (Level 1).
  - Cooperation in Latin America and SUD professional internships (ESADE, Universitat Ramon Llull): This is an elective 2 ECTS credit course for 4th-year Business Administration students who want to discover the realities of life in Latin America and the specific particularities of cooperation. It is mandatory for students who want to do professional internships in the humanitarian sphere. It consists of 2 hours per week over the course of 1 semester (Level 1).
  - International Cooperation (School of Psychology, Education and Sport Science and School of Health Science (Blanquerna, Universitat Ramon Llull): This 3rd year elective course worth 4.5 credits offers a chance to participate through reflection and/or action in various humanitarian intervention projects (conferences, associations, projects). It is aimed at students studying a wide range of degrees: Psychology, Physical Activity and Sport Science, Early Childhood and Primary Education, Speech Therapy, Nursing, Physiotherapy, Human Nutrition and Dietetics (Level 1).
  - Cooperation and Development (Pere Tarrés School of Social Education and Social Work, Universitat Ramon Llull): This is an

elective, on-campus course worth 4.5 credits that aims to introduce the concepts of cooperation and development and their history and role in international relations, civil society and education. It is open to students studying Social Education and Social Work (Level 1).
- Development Cooperation course (Universitat Ramon Llull): This is a meeting place to learn about the key elements of university development cooperation, as well as to share experiences and opportunities to develop projects in the fields of education, health, technology and entrepreneurship (Level 2).
- Learning-Service (Universidad de Deusto): This course is part of the "Training on Values" module and includes the topics "Social Participation and Values" and "Global Development and Migration". It is an elective subject worth 6 ECTS credits offered during the 2nd year, in which students combine service at an association and classroom work addressing a range of topics such as poverty, conflict management, migration and communications, amongst others. It features the participation of expert speakers in the subject area (Level 1).
▪ **Actions: volunteering or internships**
- Cooperation in summer/international work camps (Universidad de Deusto): This is an opportunity for students to participate in various volunteer projects in developing countries during one of the summer months. To participate, students must have completed a course on Development Cooperation, taught during the normal school year (Level 1).
- International volunteering (Universidad Pontificia Comillas): These programmes are held from late June to early September and aim to serve as a platform for students to learn about the realities of life in different developing countries (Peru, Chile, Kenya and India). This contributes to their personal development and increases their engagement with the real issues faced by disadvantaged people around the world. It is expected that an exchange programme for students from the three universities will be considered in the future, as one of the planned activities (Level 1).
- Learning-Service (Universidad Pontificia Comillas): The needs of various social organisations are matched to the skills of students at the university, under the supervision of private sector professionals: Legal Clinic, social company consultancy, Human and Social Science Learning Service and Learning Service in Computer Engineering (Level 1).
- Promotion of volunteering in Madrid and outside Spain (Universidad Pontificia Comillas). Students are informed of the various initiatives in Madrid requiring support from volunteers for groups suffering from or at risk of social exclusion: RAIS, Soñar Despierto Foundation, Pueblos Unidos, Amigos de los Mayores Foundation, A Moverse, Jesuit Volunteer, Barretstown, Mensajeros de la Paz Argentina (Level 1).
- Professional internships/volunteering in Asia, Africa and Latin America (Pere Tarrés School of Social Education and Social Work, Universitat Ramon Llull). This is a mobility programme. Prerequisites include completion of the "International Development Cooperation" class in the 3rd year and the intensive training seminar. It is aimed at 4th year Social Education and Social Work students (Level 1).

- Blanquerna Solidarity Action – professional internships and volunteer work in Asia, Africa and Latin America (Universitat Ramon Llull). This is a university development cooperation programme in the field of education (Nampula orphanage in Mozambique), with supporting activities in organisations and associations in Calcutta, India (Mother Theresa's House, K'harma Dance School, Daya Dan Orphanage, Kanna Girls' School and Julien Day School). It is geared towards students in the 3rd year of Psychology, Physical Activity and Sport Science, Early Childhood and Primary Education, Speech Therapy, Nursing, Physiotherapy, Human Nutrition and Dietetics (Level 1).
- New infrastructure: "Projects to support cooperation" - La Salle Architecture (Universitat Ramon Llull). This is an optional 6-ECTS credit class offered annually. Its objective is for students to learn by completing an architectural project associated with cooperation. The class simulates an architectural firm and an NGO devoted to promoting cooperation. Students must be in the 3rd year of the Advanced Architecture programme (Level 1).
- SUD-ESADE - Professional internships/volunteering in Latin America (Universitat Ramon Llull). These are professional internships (from 9 July to 31 August) in the legal field that strengthen the rule of law and the promotion of justice and human rights) through projects in Guatemala (Cobán, Xela, Huehuetenago and San José). Given the nature of this initiative, only law students are eligible (Level 1).
- SUD-ESADE - Professional internships/volunteering in Latin America (Universitat Ramon Llull). These are professional internships in business and consultancy projects in Bolivia, El Salvador, Guatemala, Honduras and Nicaragua to promote values such as social responsibility and professional commitment. Depending on the type of student, the periods can vary from 17 September to 14 December for undergraduate students and from 9 July to 31 August for Master's Degree students (Level 1).
- PROYDE La Salle - Professional internships/volunteering in Africa and Latin America (Universitat Ramon Llull). This is an association that works to contribute to building a world where everyone can live with dignity, establishing channels for active participation by those who wish to participate in a genuine humanitarian experience and are able to commit to building a more just world. To fulfil this mission, PROYDE will work on: development programmes and projects in impoverished countries and transformation of the social, political and economic structures responsible for inequalities, injustice and exclusion. In the association, students are given the choice of performing either internships or volunteer work (Level 1).

▪ **Other**

- Cultural, humanistic, scientific and technological actions in various countries in Latin America (Universitat Ramon Llull), including training, research and knowledge transfer conducted in partnership with other participating universities. Activities are also carried out to motivate young entrepreneurs who wish to start competent and imaginative businesses based on the realities of their countries. These initiatives take place in summer (Level 1).
- Promotion of social organisations from various spheres (Universidad Pontificia Comillas), with the aim of giving a voice to such organisation by designing events at the university to serve as a venue for reflection for and with students (Level 1).

- Creation of a blog (Universidad Pontificia Comillas, Universitat Ramon Llull and Universidad de Deusto), as a platform for sharing information on activities, training and experiences, taking advantages of the synergies stemming from ACM (Level 3).

On a related note, the initiatives proposed for university staff are described below. These will be classified similarly to the method used for the initiatives described above.

- **Awards**
  - Best University Development Cooperation (UDC) Practices Award (ACM). This award is given out to the best practices relating to UDC, with a view to recognising and publicising such actions (Level 3).
- **Courses and seminars**
  - 10th URL (Universitat Ramon Llull) Cooperation Conference. The conference aims to introduce the university community to the realities of life in a Latin American country, providing an overview of the political, social and economic situation. The last conference was held on 27 February 2014 (Level 2).
  - UNESCO-URL Chair PhD Programme (Universitat Ramon Llull). This is a training programme for teaching staff, researchers and professionals, which encourages them to undertake doctoral theses on topics of interest of particular relevance to their countries of origin. It is geared towards teaching & research staff and administrative & service staff at the universities, and is given over the course of one year (Level 1).
- **Other**
  - Creation of a blog (Universidad Pontificia Comillas, Universitat Ramon Llull and Universidad de Deusto), as a platform for sharing information on activities, training and experiences, taking advantage of the synergies stemming from ACM (Level 3).
  - Solidarity Study Olympiad (Universidad de Deusto). This initiative transforms the university's study halls into places devoted to solidarity for a period of 1 month (5 November to 5 December) to raise money for educational projects in disadvantaged countries. The initiative stems from Coopera, a development NGO, and celebrated its eleventh edition in 2013 (Level 1).

	LEVEL 1	LEVEL 2	LEVEL 3
STUDENTS	Training workshop; International volunteering; Summer cooperation, international work; International cooperation (FPCED and; Cooperation and; Solidarity Study Olympiad; Blanquerna Solidarity; Latin American cooperation and SUD professional; Internships/Vol. in Asia, Africa and Lat. Am.; Internships/Vol. in Lat. Am. - Law; Projects to support cooperatio; Internships/Vol. in Lat. Am. and Africa; Internships/Vol. in Lat. Am. - Company; Promotion of social organisations; Volunteering workshops; Learning-Service	Training (experiences in the field); Training (internal seminars); 10th Cooperation Conference	Ignacio Ellacuría Award; UDC Best Practices Award; Creation of a blog
Teaching & Research Staff/Administrative & Service Staff	Creation of a blog; Solidarity Study Olympiad; UNESCO Chair doctoral programme	Development Cooperation; 10th Cooperation Conference	Best UDC Practices Award; Creation of a blog

MOST SIGNIFICANT RESULTS

The most significant result is the wide range of initiatives suitable for collaboration between the three ACM members, which demonstrates the great potential of this project. Attention should also be drawn to the existence of activities at levels 2 and 3 (which require a higher degree of integration), and the desire to increase the number of initiatives offered at these levels over the next few years.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Both the human and material resources used belong to the universities themselves, as no external funding was received.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No noteworthy deviations arose in our progress towards achieving our objectives.

PROPOSED CORRECTIVE MEASURES

The planned actions were carried out. Therefore, no measures are foreseen to correct deviations with respect to the objectives.

OBJECTIVE E3

**CREATE A SOCIAL TRANSFER NETWORK IN
ACM PROJECT LOCATIONS**

Project E.3.1. ACM 4C

PROJECT E.3.1. ACM 4C

ACTION   E.3.1.a

Launch a knowledge, innovation development and social transfer centre, in the style of a think tank, in each of the 4C cities (Madrid, Barcelona, Bilbao and Donostia-San Sebastian).

OBJECTIVE

Create four knowledge, innovation development and social transfer centres in the cities where the ACM universities are located, as well as in other regions. The aim is to contribute to environmental, social, economic, political and cultural development, to meet the challenges and problems posed by the current situation and globalisation.

PROGRESS TOWARDS OBJECTIVES

The Bizkaia Provincial Council and Universidad de Deusto in Bilbao have worked together to create the first of knowledge centre as part of the Bizkailab initiative. This initiative is an innovative experience in collaboration wherein the two institutions work together to create knowledge in diverse areas, which can then be transferred to society.

We have thus met our objective of creating a knowledge centre, and paved the way for the creation of similar centres in the other key cities (Madrid, Barcelona and San Sebastian).

Furthermore, Universidad de Deusto and the Bilbao Town Hall have expanded their joint collaboration with the Bilbao Next Lab knowledge centre.

Universitat Ramon Llull has created a knowledge centre in collaboration with the Barcelona Town Hall and other associations. This will be the second of ACM's regional centres for innovation, growth and development.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- **BIZKAILAB initiative: a knowledge centre in Bizkaia**

Today's society is facing problems and challenges that can only be solved through collaboration between institutions from different spheres, working together to **create knowledge**. Stakeholders from various spheres must coordinate and collaborate to create new solutions and innovative ways to move forward. Areas such as science, society, politics or technology must not evolve in isolation. They need to interact with each other so that we can build a more promising future.

The Provincial Council of Bizkaia, desirous of stimulating economic and social progress that can be sustained over time, has made innovation and development a priority. To this end, it makes use of new technologies, modernisation of the production system and adaptation of public services to suit citizens' needs. The key to achieving improved public services is

interaction and cooperation between social stakeholders from various institutions, to create valid knowledge that can be transferred to society to benefit public organisations, private entities and the production sector.

The project, which was already underway in 2012, remains in place in 2014. Its aim is to create a knowledge, development and social innovation centre for certain primary areas of interest. This framework for action allows research groups to undertake specific projects each year, in addition to promoting job creation and strengthening the industrial and business fabric of Bizkaia. This will lead to social and economic progress in the surrounding area, in addition to furthering joint and global development.

The main areas of study are listed below:

- Bizkaia Talentua: employability and training
- Bizkaia Ekintzailea: entrepreneurship and innovation
- Bizkaia Sortzailea: creative industries
- Bizkaia Euskalduna: Basque language and bilingualism
- Bizkaia Izan: memory and history
- Bizkaia Solidarioa: social action and citizenship
- Bizkaia Iraunkorra: sustainable development
- Bizkaia Gobernantze Onerako: governance, participation, rights and obligations
- Bizkaia Aktiba: the current situation and competitiveness
- Bizkaia Zabalkundea: protection and internationalisation
- Bizkaia Azpiegiturak: infrastructure and facilities

ACM's role is essential in the planning and analysis of the implementation of actions undertaken jointly with social stakeholders from the education and business spheres, creating added value through analysis, drafting and assessment of the strategies implemented.

In the near future, ACM will be able to consolidate its position in its cities and regions, devising a wide spectrum of training, communication and knowledge transfer actions while contributing to society's wellbeing and improved quality of life (http://www.bizkailab.deusto.es/es).

It should once again be stressed that the ACM universities are carrying out actions defined in their respective Individual Strategic Plans which aim to achieve the goals set by ACM. Further details are provided in the section describing the universities' ISP actions that are linked to the ACM Joint Plan actions.

■ BILBAO NEXT LAB initiative: a knowledge centre in Bilbao

The goals of this initiative are identical to those described for the above initiative, but it arose out of an agreement between the Bilbao Town Hall and Universidad de Deusto which led to the launch of Bilbao Next Lab at the end of 2012.

The first few collaborative projects carried out have focused on issues associated with the city's economic production model, social cohesion and urban land development. All of the projects are in line with the RIS3 smart specialisation strategy philosophy of the European Union.

■ **Knowledge District Project - Universitat Ramon Llull**

Universitat Ramon Llull has spearheaded the creation of a knowledge centre – a project backed by the Barcelona Town Hall – featuring the participation of 140 professionals from 80 institutions with ties to the district of Sarrià-Sant Gervasi. The centre will be the second of the ACM Aggregation's regional innovation, growth and development centres.

The initiative aims to get participants from the academic, medical and financial sectors involved in the identification, design and implementation of the actions necessary to develop the district's talent and economy, with a view to fostering quality employment in Sarrià-Sant Gervasi and in the city.

The initiative has been underway since the end of 2012. It was officially launched on 13 December 2013 in collaboration with organisations located in or linked to the district of Sarrià-Sant Gervasi from the university, healthcare and financial sectors, as well as professional schools and the consular corps. The first few projects were deployed in February 2014. Its main areas of focus are healthcare and education, with a particular emphasis on entrepreneurship and innovation.

The Knowledge District encompasses 140 professionals from 80 diverse companies and institutions, including the US Embassy, the Consulate General of Mexico in Barcelona, Official Language School III-Sant Gervasi, CosmoCaixa, the Pere Tarrés Foundation, Invenio, the Menéndez y Pelayo Institution, Acc1Ó, Universitat Ramon Llull, the Privada Collserola Foundation, the BCN Professional Training Foundation and the Blanquerna School of URL.

The months in the run-up to its official launch saw the creation of four committees to undertake projects identified as strategic, which the institutions classify based on their common interests and spheres of action: the Knowledge Campus Committee, the Entrepreneur and Innovator District Committee, the Healthy District Committee and the Governance Committee. These working groups also draw on the talent, companies, innovation and assets present in the city that are associated with each of the spheres, with a view to jointly launching the initiative within each sphere.

During this phase, each committee worked on one or two projects, giving consideration to both the common interests of all stakeholders and the technical viability of the projects' implementation:

Knowledge Campus Committee: includes all stakeholders in projects associated with Edutainment (Education and Entertainment) desirous of transforming the district into a true knowledge campus. The initiatives undertaken are:

▪ Promotion of scientific and technical vocations: a platform will be created to support and add value to projects that foster scientific and technological vocations amongst students and eliminate self-imposed barriers that can limit their aspirations. Secondary schools in the district and their students will be involved, and participants will be given training on public speaking and the use of technical language in Catalan, Spanish and English.

- Secondary/University/Professional Job Training/Company ties: a platform to strengthen ties between education stakeholders in the secondary, university and professional job training spheres and companies, to foster professional vocations amongst secondary school students, provide them with insight into higher education and promote academic institutions externally.

Entrepreneur and Innovator District Committee: includes institutions that will work to create the conditions necessary to make the district a benchmark for entrepreneurship and innovation. This committee will implement two projects:

- Sarrià-Sant Gervasi Networking Breakfast: programme of networking events to foster relations between stakeholders in the district and facilitate business and professional contacts, as well as to promote entrepreneurship and business, professional and other growth.
- Financial district for entrepreneurs: platform to support and promote investment activities in the district, such as forums and training activities. The aim is to bring the district's various investors into contact with each other in a network, creating synergies and increasing the number of investors.

Healthy District Committee: includes all stakeholders in projects associated with Wellness (Health, Sport and other). Two initiatives have been proposed:

- Medical Work Space: programme of conferences and debates focusing on issues faced by the healthcare sphere, aiming to identify new opportunities in the sector and provide a venue for the sharing of knowledge and experiences
- Sarrià-Sant Gervasi Living Health: programme in which pharmacies, primary healthcare centres and other stakeholders can enrol in a healthcare knowledge platform for the collaborative dissemination of healthcare information

Governance Committee: this committee will create ties between parties that wish to create an association of institutions in Sarrià-Sant Gervasi linked to the Knowledge District, and to undertake projects relating to communications and to promoting a sense of belonging within the district. The following project will be developed: Sarrià-Sant Gervasi Knowledge District Association. The project will be an organisational framework for participating institutions and will represent them to defend their interests before governments, other institutions and economic, political and social organisations.

MOST SIGNIFICANT RESULTS

Three knowledge centres were successfully launched, enabling us to strengthen the universities' commitment to social, economic, technological, scientific and innovative development.

Over time, this will allow ACM to make each of the centres a benchmark in their respective cities (Bilbao and Barcelona, for the time being), helping to further the growth and development of knowledge in the surrounding areas.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Agreements are in place with the Provincial Council of Bizkaia and the Bilbao Town Hall for the purpose of developing the areas of study described above.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

No noteworthy deviations arose in the progress made towards achieving our objectives.

PROPOSED CORRECTIVE MEASURES

The planned actions were carried out. Therefore, no measures are foreseen to correct deviations with respect to the objectives.

PROJECT E.3.1. ACM 4C

ACTION   **E.3.1.b**

Sign collaboration agreements with local and regional stakeholders in the 4C cities

OBJECTIVE

Enter into collaboration agreements with social and regional stakeholders to work together on the convergence of innovation and transfer objectives.

PROGRESS TOWARDS OBJECTIVES

The ACM universities have excellent relationships with their surrounding environments, a fact reflected by the number of agreements signed with various different social stakeholders. These agreements are closely linked to the universities' Master Plans, conceived as part of their strategies in areas such as health, gender equality, sustainability and employment, amongst others.

During this period, in addition to the establishment and maintenance of collaboration agreements between the ACM universities and regional stakeholders, 3 collaboration agreements have been signed by the Aristos Campus Mundus Association. We are thus making satisfactory progress towards our objectives.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- The universities' relationships with their surroundings are extremely important, as they affect the quality of their work as a whole. Without such ties, for example, there would be fewer internship opportunities for students, fewer job opportunities for graduates and certain research and projects would not be viable.

  The ACM universities are well positioned within their environments, having signed agreements with a wide range of stakeholders including government bodies, higher education schools and centres, businesses and social organisations.

  It should also be noted that the number of agreements signed by the universities has grown since ACM's creation and is expected to continue to grow due to recognition of ACM's outstanding potential.

- One of the most significant steps forward is the successful establishment of ACM Framework Agreements with stakeholders in the surrounding environment. Universidad de Deusto has signed a framework agreement on behalf of the Association with the Fine Arts Museum of Bilbao, Universitat Ramon Llull has signed an agreement on behalf of the Association with MACBA (the Barcelona Contemporary Art Museum Consortium), and Universidad Pontificia de Comillas has signed an agreement on behalf of the Association with Casa Asia in Madrid.

These framework agreements may eventually be expanded upon or broken down into specific agreements, depending on the collaboration requirements and opportunities that may arise between the various organisations.

■ Particularly worthy of note are the agreements in place with some of the universities' Research Chairs. Each of the Chairs are led by a single university, but endeavours are carried out jointly with the other ACM universities:

- Telefónica–Repsol Family and Disability Foundation Chair: This Chair was recently created to research and promote the quality of life and wellbeing of people with intellectual disabilities and their families, using a multidisciplinary, innovative, critical approach based on a commitment to society (Universidad Pontificia Comillas).

- Economic and Business Ethics Chair: This is a forum for reflection, debate and research on topics associated with business ethics, Corporate Social Responsibility (CSR) and enterprise citizenship. It brings together academics, business owners, executives, managers and other professionals with an interest in promoting ethical leadership in organisations, within our current global economic context (Universidad Pontificia Comillas).

- Chair of Science, Technology and Religion: This chair promotes and facilitates rigorous, in-depth debate between the world view propounded by science and technology and the view espoused by philosophical and theological reflection, transmitted through cultural and religious tradition (Universidad Pontificia Comillas).

- Bioethics Chair: This Chair was founded by P. Javier Gafo in 1987 to shed light on the moral issues raised by advances in biomedical sciences (Universidad Pontificia Comillas).

- BP Chair of Energy and Sustainability: This Chair has three objectives in regard to sustainable development: to serve as a meeting point for debate, to provide training and create knowledge, and to promote and create social awareness (Universidad Pontificia Comillas).

- Ethos Chair: This Chair supports research groups in the area of applied ethics, providing advice to businesses and public bodies and offering a range of activities aimed at transfer, such as seminars and conferences. All of its actions focus on ethics within organisations, at work and in the media, as well as bioethics, Corporate Social Responsibility and educational strategies to promote ethics.

- UNESCO-URL Chair in Education, Development and Technology: This Chair was created to promote an integrated research, training and knowledge transfer system for education, science and technology, to be created between URL centres and universities in developing countries. It collaborates with FASSIV (The Saint Ignatius Social Aid Foundation) and the Observatory of Social Responsibility for the Tourism Industry in Peru, amongst other organisations. It receives support from Santander Universities (Universitat Ramon Llull).

- Entertainment and Disability Chair: This Chair is a part of the Entertainment Studies Institute, which defends the right of all citizens to entertainment. It is a place where proposals can be shared concerning how to enable people with disabilities to enjoy their leisure time and pursue outdoor and recreational activities. It carries out initiatives in collaboration with the Bilbao Town Hall,

- the ONCE Document Centre (Madrid), the Multiple Sclerosis Association (Bizkaia) and the European Disability Forum (Brussels), amongst others (Universidad de Deusto).
- Entertainment and Knowledge Chair: The driver behind this Chair is the Institute of Leisure Studies. Since its creation in 2004, its aim has been "*to capture, manage, create and disseminate knowledge on the leisure and entertainment phenomenon, both in general and in relation to the areas in which it arises (culture, tourism, sports and recreation)*" *(http://www.ocio.deusto.es/)*. It receives support from the Santander Group (Universidad de Deusto).
- Telefónica Chair: This is a new technology research and development centre for education. It receives support and funding from Telefónica Móviles España and conducts research into various areas associated with the development of new technologies with applications for education (Universidad de Deusto).
- UNESCO-URL Chair in Human Resources for Latin America: The main goal of this Chair is to foster an integrated research, training and documentation system as an efficient vehicle for development in Latin America. It maintains close ties to Banco Santander (Universidad de Deusto).

  This year, in 2014, all stakeholders in areas associated with measuring poverty were invited to participate in the conferences held on 29 and 30 May at Universidad de Deusto, entitled "Measuring Poverty and Inequality in Latin America".

  Although the Chair's work focuses on Latin America, the conferences were multidisciplinary with no geographic restrictions. All research and educational projects with a bearing on the subject matter of the conference were included, even if they had no direct relation to Latin America.

MOST SIGNIFICANT RESULTS

The most significant of all noteworthy achievements was the signing of ACM Framework Agreements between ACM and important stakeholders in its surrounding area.

Due to this, it should be noted that the universities are in a strong position in their surrounding areas, with numerous agreements in place to promote research and the transfer of knowledge to society.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

The material and human resources used came from both the universities themselves and from external funding.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

There were no notable deviations. The three universities are well known and are in a strong position, enabling them to establish ACM agreements with stakeholders in their respective surroundings.

PROPOSED CORRECTIVE MEASURES

The planned actions were carried out. Therefore, no measures are foreseen to correct deviations with respect to the objectives.

PROJECT E.3.1. ACM 4C

ACTION	E.3.1.c

Coordinate the sharing and communication of experiences

OBJECTIVE

Through this action, the universities aim to communicate and transfer their knowledge creation and innovation activities.

PROGRESS TOWARDS OBJECTIVES

Activities have been organised in mutual coordination to provide information on the initiatives carried out by ACM and to transfer the knowledge it creates.

DESCRIPTION OF THE WORK CARRIED OUT AND THE ROLE OF PARTICIPANTS

- **Registration of the Aristos Campus Mundus brand and digital and communicative identity manual**

The ACM Team for Communications has registered ownership of the ACM brand and drafted a digital and communicative identity manual. This manual is a style guide that lays down guidelines to be followed for each communicative element: logo to be used, image, language, etc.

- **ACM communications protocol**

The ACM Team for Communications has also established a protocol for the publication of news and press releases, setting out procedures for these types of coordinated publication.

- **Aristos Campus Mundus website**

Today, the use we make of Information and Communications Technologies (ICT) determines the degree to which our projects can be publicised and brought to the public's attention. Proper use can boost such publicity, while improper use may be a limiting factor. Due to this, Aristos Campus Mundus decided to create a website (http://www.aristoscampusmundus.net/es) with the following traits:

- Functional, serving as a tool to publicise the ACM project and all of the events and opportunities it organises
- Attractive design, with careful consideration to layout and to how information is presented
- Accurate, publishing important and truthful information

The website aims to serve as a platform to provide information on ACM's events, initiatives, activities and experiences. ACM 2015 organises activities in various diverse areas (teaching, research, University Social Responsibility, internationalisation, etc.). The platform allows these to be properly communicated and publicised.

The universities had to agree on numerous factors when creating and launching the website. These included:

- Website target audience
- Website content
- Content classification and grouping

- Website sections
- Content language or languages: due to the international focus the universities decided to publish content in Spanish as well as in English
- Website design
- Update protocols: who updates the content and when, how, etc.

Below is a screen shot of the site that eventually emerged out of this agreement between the universities:

Another tool used to publicise ACM's activities online is the **Google Adwords campaign**, which is mentioned in the Internationalisation appendix.

■ **Cross-cutting actions to publicise ACM's various activities**

ACM has taken various actions to publicise its conferences, seminars, congresses, awards and other initiatives. Adequate publicity of these actions has been a crucial factor in ensuring good results.

In general, the actions taken to inform the ACM UC and the public about the various conferences, seminars and congresses organised include:

- Internal communication in the ACM universities, irrespective of who has taken on the task of organising such actions. It is particularly important to foster participation in these actions through the traditional channels used by the universities and the channels that the respective university communities are accustomed to.
- Coordinated communication: Similarly, we have coordinated communication channels, content and ACM action messages regarding:
  - News and press releases on university websites
  - News and press releases on the ACM website
  - Coordinated emails: bulk sending of information by email. The universities also occasionally send specific emails aimed at a given target audience chosen based on the main topic of the event in question.
  - Use of the screens located around campuses
  - Coordinated use by ACM universities of social networks, mainly *Twitter*, to reach a wider audience

- Use of ACM social networks
- Coordination of offline media distribution and the associated communications strategy, e.g. leaflets, brochures and signs providing information

In summary, it should be noted that the communications protocols defined by the ACM Team have become a very useful tool for adequately distributing ACM content to the relevant public in each individual case.

■ **Publicising specific actions:**

Below we give some examples of the communications and dissemination processes used in some of the actions falling within this area:

ACM Awards and supplementary communications media:

The joint distribution of information about the competitions in both categories of the Aristos Campus Mundus 2015 Awards was achieved through various activities carried out by ACM. These are detailed below:

- Information pamphlet: It was decided to create a pamphlet as a means of announcing the initiative to the entire UC. Design work and selection of what information should be included was carried out jointly, in order to give weight to all of ACM's views and assessments. Photos were taken from real ACM experiences in the area of development cooperation, sustainability and humanitarian aid.
- Joint announcement of projects: Although it is very important that competitions are correctly announced, it is equally important to announce the outcome of the competitions. For this reason, it was agreed that the winning projects would be published in their entirety and brief summaries would be given of all other projects entered in the competition. Similarly, a CD will be released featuring a selection of the projects entered that are considered by the judges to be of the best quality within the framework of the terms defined for the competition. The media chosen for publication of these materials are the libraries and other media commonly used by the three universities.
- Delivery of awards: Another key factor in ensuring adequate broadcasting of this event is the delivery of awards to the winners of the various categories. Since the ACM universities are all located in different cities it was decided that awards would be handed out in one of the cities, with a video link established to broadcast the opening ceremony. All of the universities will be represented, regardless of where the award ceremony is held.
- Aristos Campus Mundus website: A prominent display will be used as a means of providing information on the Aristos Campus Mundus alliance website, in order to help promote this communicative forum and ensure continual visibility of the ACM Awards.

Cooperation Conferences
As a series of seminars organised by prestigious institutions featuring topics of great social interest, both conferences are a solid platform for social transfer. Their impact and repercussions are far-reaching.

In terms of organising the conferences, the three universities showed a high level of coordination in determining and designing all of their features, including:

- The general and overarching focus of the gatherings
- Session content
- Speakers
- Media used to provide information about the event. This generally included the creation of pamphlets, and the events were announced on the universities' respective websites.

The ACM universities each work actively on their Individual Strategic Plans, which include a wide variety of actions and objectives. Their individual initiatives include some actions which are then proposed by the universities to the rest of ACM, as they are closely associated with the joint aims of ACM.

Further details on initiatives associated with the ISPs are provided in the section describing university ISP actions linked to ACM Joint Plan actions.

MOST SIGNIFICANT RESULTS

During this period, significant progress was made in coordinating actions geared towards disseminating information on experiences. Particularly noteworthy in this regard was the guidelines project completed by the ACM Team for Communications, which registered the ACM brand, drafted the ACM digital and communicative style manual and defined and implemented an ACM Communications Protocol.

Also worth noting is the successful coordination of dissemination via the Google Adwords campaign, as well as of the use of the online platforms and social networks of ACM and the universities.

USE OF HUMAN, MATERIAL AND ECONOMIC RESOURCES

Both the human and material resources used belong to the universities themselves, as no external funding was obtained.

MOST SIGNIFICANT DEVIATIONS FROM PROGRESS TOWARDS OBJECTIVES

There were no noteworthy deviations in our progress towards achieving our objectives.

PROPOSED CORRECTIVE MEASURES

The planned actions were carried out. Therefore, no measures are foreseen to correct deviations with respect to the objectives.

ISP ACTIONS

ISP ACTIONS LINKED TO JOINT PLAN ACTIONS

E.1.1.c ACM Coordinate the sustainability and accessibility plans for each sector with plans for spaces, facilities and infrastructures

E.2.1.b ACM Create sector-specific working groups specialising in sustainability, universal accessibility, health & wellbeing, gender equality, participation, employment, multiculturalism, solidarity and development cooperation

E.3.1.a ACM Launch a knowledge, innovation development and social transfer centre, in the style of a *think tank*, in each of the 4C cities

E.3.1.b ACM Sign collaboration agreements with local and regional stakeholders in the 4C cities

E.3.1.c ACM Coordinate the sharing and communication of experiences

In this section, we reiterate that ACM 2015 includes a Joint Collaboration Plan between the universities of Deusto, Comillas and Ramon Llull, created based on the Individual Strategic Plans (ISPs) of the 3 universities. ACM thus consists of the Joint Collaboration Plan, the participating universities' ISPs and the links between these and the Joint Plan.

Due to this, in this section we detail the actions stemming from each of the universities' ISPs that have been completed satisfactorily and are directly linked to the Joint Plan actions described above:

ACM Action	*E.1.1.c ACM Coordinate the sustainability and accessibility plans for each sector with plans for spaces, facilities and infrastructures*
Linked ISP Actions	*C.4.4 RCM Improve virtual environments to facilitate information on the various SOEs as well as their processing and management*
	D.1.1 CCM Enlarge the Cantoblanco Green Campus
	D.1.3 CCM Expand the offering of university housing
	D.1.4 CCM An ecological campus
	D.1.5 CCM An accessible campus
	E.1.1 DCM – E.1.16 DCM Integrate spaces, facilities and infrastructures to ensure adequacy and sufficiency according to sustainability and accessibility criteria. Include text based on news about new buildings to be built by UD.

Ramon Llull Campus Mundus:

All of URL's centres and Schools have implemented a specific plan to improve their online environments to enable processes and procedures to be carried out that could previously only be performed in person. In this regard, attention should be drawn to the changes made to the websites of each School, the creation of intranets and Moodle platforms enabling greater interaction with students, mobile applications and a significant streamlining of processes, including, for example, processes relating to registration, fee payment, etc.

The improvements to the online environments and the ability to carry out formal processes online provide students with a new way to participate and become involved in these processes. The ability to use the internet

for formal procedures allows for a more adaptable and flexible schedule than direct and in situ services. Even so, online tools and other online platforms are backed by staff that provide support to guarantee the tools function properly and to provide meaningful content to ensure that users/students' questions and doubts are adequately resolved.

In addition to online management of student registration and administrative processes, the improvements to the various online student guidance services should also be noted, as should the reorganisation and updating of the virtual campus of the Sant Ignasi School of Tourism.

Comillas Campus Mundus:

Universidad Pontificia Comillas has demonstrated its commitment to creating accessible and sustainable spaces with a wide range of endeavours carried out in the past few years, all of which are in compliance with the established accessibility and sustainability standards.

These endeavours stem from various policies implemented in the university that reflect its clear commitment to a more sustainable and accessible campus:

New constructions and remodelling

Since the new Cantoblanco academic building, referred to as the "Green Campus", was built in 2012, the university has been committed to ensuring that all new buildings constructed or remodelling work carried out meet the standards required to make them accessible to people with disabilities, and comply with a clear set of criteria established to maximise energy savings and minimise environmental impact.

It should be noted that in all partial remodelling work carried out, such as the remodelling of the ICADE classrooms and the first floor of the Rey Francisco building, the same energy saving and accessibility criteria have been used.

Expand the offering of university housing

In regard to the initiative by Comillas to provide more university housing, progress has been made in the following areas:

- Agreement signed with the Rais hall of residence: Rais-Comillas project for a student hall of residence with social value. In collaboration with the RAIS Foundation, the university offers its students a chance to live in a hall of residence of social value. This high-quality hall of residence has everything necessary to allow students to make the most of their studies while acquiring life experiences based on living together and building personal and social relationships and interactive community skills. With this partnership, the university aims to provide students with formative experiences linked to the development of personal skills, and knowledge of social environments of particular social and professional interest.

- Launch of the Domus project: The Down Syndrome Foundation of Madrid and Universidad Pontificia Comillas have partnered together on this project, which offers students at our university a chance to share a home with 8 intellectually disabled people.
- Launch of a grant programme for places in halls of residence, consisting of a discount of 40% off the annual fee charged by the various different halls of residence with which the university has agreements: Alcalá, Aquinas, Berrospe, Jaime del Amo and Erasmo.

An ecological campus

For many years, Comillas has been aware of the importance of energy efficiency and waste recycling to help the environment. Over the last few years it has taken various measures to contribute to its goal of achieving an ecological campus, and it aims to continue working in this direction. The most notable of the main measures taken in this area are:

- Water savings: installation of automatic electrical taps, ecological urinals and drip irrigation systems, planting of species that require little water, improvements to Cantoblanco's sewage treatment plant, etc.
- Electricity savings: progressive replacement of conventional light bulbs with more efficient lighting options (LED), installation of solar panels on some university buildings, motion detectors for lighting, systems that regulate light in classrooms by taking maximum advantage of natural light and contributing to energy savings, temperature controls (via either thermostats or computers)
- Gas savings: use of natural gas in almost the entire university and installation of PVC or aluminium windows (which provide better thermal insulation)
- Paper recycling and selective collection of different types of waste
- Less paper consumption: launch of the "Paperless University" project, which includes initiatives to produce online reports, online admissions and registration procedures, communication with students via SMS and email, etc.
- The university is also considering replacing its vehicles with others that use LPG fuel
- Less use of bottled water: replacement of bottles with pitchers of water at all official events

An accessible campus

In terms of accessibility, Comillas has been improving access to its buildings in recent years with the installation of mechanisms to facilitate access for people with disabilities. For two years now, 97.33% of the university's facilities have been accessible via: access ramps, automatic doors, reserved parking spots, lifts providing access to various areas, wheelchairs available on campus, specially adapted bathrooms for the handicapped, stair lifts, etc. The aim is to continue working on this,

ultimately achieving 100% accessibility.

Deusto Campus Mundus:

As part of its social responsibility strategy and within the context of maintenance, sustainability, and universal accessibility to its spaces, facilities and infrastructure, during this period Deusto contributed to the ACM Campus of Excellence with the following actions:

▪ **Remodelling and new buildings:** Remodelling of the La Comercial building, the Literaria building, the ESIDE building and the Centenario building (Bilbao campus); remodelling of the Mateo Ricci building, the CRAI library (Donostia-San Sebastián campus), the lecture hall, Deusto Business School buildings and Deusto Entrepreneurship Centre (Donostia-San Sebastián campus)

▪ **Development of the E-campus** (for both campuses): Improvement of network connection points and 100% Wi-Fi coverage, increased numbers of video conferencing rooms, multimedia library projects, information screens, and online classroom support

▪ **Improvements to meeting points and sports facilities (both campuses):** Work on the new sport facilities for the Bilbao campus will be completed in September 2014

After a long process of drafting carried out in mutual cooperation between Universidad de Deusto and the Bilbao Town Hall, **in 2013 the Special Urban Reform Plan ("PERU") was approved** for the Bilbao campus plot of land. This will enable the land to be rezoned, with existing old buildings legalised and new extensions approved. The land near the old rail tracks will also be approved for building, and in the future the tracks may become a "green route".

The special plan for urban reform allows for the **creation of places in which to teach the new undergraduate degree in Physical Activity and Sport Science ("CADYF")**.

New actions launched by Universidad de Deusto, to be completed by late 2014 and early 2015, include:

- **Deusto FabLab**: In the next academic year the Deusto FabLab will be up and running to drive the creation and design of products, services and experiences. This will pave the way to the future undergraduate degree in Design Engineering that the university plans to offer.
- **Deusto Social Lab**: In the next academic year, centres that foster creativity, learning, employability and social innovation – DIS (Deusto Investigaciones Sociales), Deusto Entrepreneurship Centre and Deusto Alumni-Empleo – will be grouped together to take advantage of synergies and meet demands in a more integrated fashion.
- **Electrical installations**: Significant renovations are also planned for the oldest electrical installations, to ensure their total compliance with applicable regulations in a bid to increase energy efficiency and sustainability.

- ▪ **Fire equipment**: A plan is in place to broaden coverage and adapt fire detection equipment in some university buildings on the three campuses.
- ▪ **UPS (Uninterrupted Power Supply) Systems**: Some of the UPS systems on the various campuses will be replaced in summer 2014 with new equipment to ensure the quality and stability of the electrical power supply.
- ▪ **Safety and emergency Plans**: The safety and emergency plans for all of the buildings on the university's campuses will have been drafted and implemented by December 2014.
- ▪ **Video surveillance**: In the next academic year, a significant number of video surveillance cameras will be installed on the Bilbao campus to ensure the safety of its facilities and their users.

ACM Action	E.2.1.b ACM Create sector-specific working groups specialising in sustainability, universal accessibility, health & wellbeing, gender equality, participation, employment, multiculturalism, solidarity and development cooperation
Linked ISP Actions	C.2.1 RCM Continue to promote gender equality with special attention to academic career development
	C.4.3 RCM Develop projects to promote integration at the student support level as well as throughout URL
	C.5.1 RCM Consolidate and expand the current model for internal job offers between the university's various units
	E.2.1 DCM A Sustainable Campus. Master Sustainability Plan: measures regarding transport, mobility, access and parking, the use of facilities, energy consumption monitoring and alternative energy sources, resource management involving waste collection, recycling and reuse, sustainability criteria for building works, use and conservation of the campus' natural environment, communications and public awareness campaigns
	E.2.2 DCM An Accessible Campus. Master Plan on Universal Accessibility, Info-Accessibility and Inclusion: measures regarding physical, social and communicative accessibility, communications and awareness campaigns
	E.2.3 DCM A Healthy Campus. Master Plan on Health: protocols for health and safety at work, promotion of sport, communications and awareness campaigns
	E.3 DCM Campus Employment. Master Plan on Employment: DeustuLan job orientation and integration services, Employment Forum, annual report by the Employment Observatory, Job Bank, University-Enterprise, entrepreneurship programmes (Ingenio and Innovandis)

Ramon Llull Campus Mundus

Universitat Ramon Llull has actively endeavoured to establish and consolidate working teams in various areas associated with University Social Responsibility, as detailed below:

Continue to foster gender equality, with special attention to academic career development

In accordance with its ISP, URL aims to "continue to foster gender equality with special attention to academic career development", and it has a specific working group devoted to Equality. This action is thus linked to the joint ACM project, as a means of creating an ACM working group for the three universities during the next period.

In terms of promoting gender equality, Universitat Ramon Llull has an Equal Opportunities Plan (2011-2013) consisting of the following 5 strategic pillars:

- Promote the equal representation of men and women at the university
- Publicise and distribute information about URL's goal of equal opportunities and raise awareness amongst the university community
- Encourage and provide training and research from a gender perspective
- Ensure equality between men and women in terms of working conditions and career development
- Prevent and combat discrimination, harassment, and gender-based violence at the university

URL has created a working group consisting of representatives from each of its Schools. This group participated in drafting the Equal Opportunities Plan and monitoring its measures and actions. In addition, it acts as a liaison and provides information to the respective centres while also conveying specific proposals, requests, questions and suggestions concerning this subject area.
The working group is currently updating the Equal Opportunities Plan. The updated version will remain in effect until 2016.

Within the framework of the Equal Opportunities Plan (2011-2013), URL has defined specific actions for each of the strategic pillars described above, e.g. creation of an area on the URL website devoted to the issue of equality. This action aims to make the work being done in this area visible, and contribute to raising general awareness in the university community.

As regards the final strategic pillar, it should be noted that URL has approved protocols to prevent and combat gender-based violence (June 2012). These protocols apply to all university workers. Nevertheless, some URL institutions also have their own protocols in place, stemming from their respective equality plans. These individual protocols are more specific in nature. The various university Schools have carried out and monitored actions within the framework of their own equality plans. With work and actions such as these, the aim is to ensure that equal opportunities are a reality for the university as a whole.

In terms of academic activities associated with gender equality, in collaboration with the Instituto Catalán de las Mujeres, the IQS has designed a conference for teaching staff and high school students that will take place at the end of 2014.

Develop projects to promote integration at the student support level as well as throughout URL

Essentially, each of the Schools that comprise the university provides URL students with the guidance and support they require to further their integration. The various Schools' support services have a direct relationship with students, allowing them to detect needs, problems, weaknesses, etc., and to act on them. However, the URL Dean's Office can also provide support and guidance if so requested by students or by the individual Schools.

In this respect, attention should be drawn to the work carried out by the student support service of the Blanquerna School of Education and Sport Science. The service provides support to students from the Blanquerna School of Communications and International Relations and the Blanquerna School of Health Sciences, as well as students from other URL institutions with which agreements have been signed.

The Personal Orientation Service consists of a multidisciplinary team of counsellors providing free advice to students who request assistance from the office of their own volition, in order to help solve any personal, academic or social problems they may have. The aim of this office is to provide students with the resources they need to be able to make their own decisions and ensure their personal wellbeing. The office has a special service devoted exclusively to students with specific needs.

In addition to this specific service, the university's various Schools have areas where students can request information and make enquiries directly. They are then referred to the relevant department, depending on their questions or needs.

The following actions have been carried out at **Blanquerna**:

- Increase of the grant and financial aid fund by €590,000 with respect to the previous academic year
- Maintenance of the Agreement with FMS Activa for free rental of sport facilities for students; agreement signed with Eucagest, membership fees paid for all students enrolled in the Physical Activity and Sport Science undergraduate degree

Psychological support is offered to all URL students at the Instituto Universitario de Salut Mental **Vidal i Barraquer**.

La Salle offers shared lectures on cross-cutting subjects and the Breakfast La Salle programme open to the public (with an invitation) has taken root.

Consolidate and expand the current internal job offers model between the university's various units

URL has a working group consisting of representatives from its various Schools and centres, which addresses issues such as career development

and job banks. The group also promotes the exchange of experiences between the various professional services in the university's Schools and centres, and encourages joint actions in this area.

Attention should be drawn to the collaboration between different URL centres in terms of the joint training options available at the postgraduate level:

- The Master's degree offered by the Vidal i Barraquer Foundation and Blanquerna
- The Master's and PhD degrees offered jointly by the Pere Tarrés School of Social Education and Social Work and Blanquerna
- Now in its first year, the Master's degree in Development, Cooperation and Community Action offered by Blanquerna and Pere Tarrés
- The Study Tour in Morocco (international experience organised jointly by Sant Ignasi Tourism, Blanquerna and Pere Tarrés)
- The postgraduate degree offered by Institut Borja de Bioètica and Pere Tarrés

This trend towards collaboration is not only continuing, it is growing. Moreover, collaboration has been included as one of the strategies for the future defined by the various Schools and centres. Carrying out work jointly also facilitates collaboration and synergies between the different university units in another field: professionalisation and job market linkage. It is thus an approach that is linked to the joint ACM project, given the desire to create a joint employment group for the three universities in the next period.

Deusto Campus Mundus:

Universidad de Deusto has created teams to define master plans for the following:

■ **A Sustainable Campus. Master Plan on Sustainability**.

The university is the ideal setting in which to develop and implement techniques, methodologies and behaviours that help build a sustainable setting that is committed to the environment. This is the spirit of a campus of excellence such as ACM, which is committed to socially responsible, sustainable innovation.

Deusto has launched its Green Campus initiative, the aim of which is to define and carry out actions in the areas of economic, social and environmental sustainability. The initiative consists of the following three development phases:

- Phase 1: Further the green and sustainable university concept and identify areas to work on in order to improve this concept
- Phase 2: Integrate the sustainability concept within the university itself, implementing the main lines of action: reduce the impact of the university's activities and raise awareness amongst its members through conferences and campaigns (measurement and monitoring will be carried out via sustainability indicators such as the ecological footprint):
    - Pillar 1: Buying green, environmental criteria in calls for tenders, fair trade and responsible consumption

- Pillar 2: Energy: energy savings and efficiency, and use of renewable energy sources
- Pillar 3: Consumption of materials and waste management
- Pillar 4: Buildings and campuses: campus planning and management: outdoor facilities and green areas, building remodelling and refurbishment, facilities and equipment suitability and maintenance, building operations log
- Pillar 5: Sustainable mobility and campus accessibility
- Pillar 6: Communication, dissemination and awareness-raising

- Phase 3: Socialisation through educational and research programs with the aim of training people and professionals who can reproduce and transfer the knowledge acquired, as well as the defined environmental management model

In 2014 the Institutional Environmental Sustainability Declaration will be strengthened and the Master Plan on Environmental Sustainability will be developed around 4 pillars, 11 strategic lines and 37 specific actions.

Waste recycling systems

Campaigns were carried out to raise awareness, taking advantage of World Environment Day in Universidad de Deusto libraries.

Another specific measure carried out in 2014 was the installation of recycling bins on the Donostia campus.

Energy-efficient campuses

Some of the most notable specific measures taken in 2014 are:

- Changes to the corporate electricity purchasing model; as of 1 July 2014 an indexed rate plan will be used
- Investigation into adjusting the capacity contracted for the university's electricity supply points to optimise its installed capacity
- Development of an algorithm to minimise the electricity bill
- Renewal of the fleet of document-oriented equipment, entailing management of paper usage and more efficient paper collection and recycling at university centres, management departments and services, as well as improved energy consumption by equipment used by the university community, resulting in energy and paper savings. Printers for common use have been placed on campuses to reduce the number of individual machines.
- Use of geothermal energy for heating and production of hot water in facilities associated with the undergraduate degree in Physical Activity and Sport Science
- Installation of a wind turbine on the roof of the future Physical Activity and Sport Science building, to be used for educational purposes for postgraduate programmes in the School of Engineering. The energy generated will be used in the building itself. A battery system that is part of a supplementary project will enable storage of any unused energy.
- Jesuit Community:

  - Relocation of the hot water production site, moving it closer to consumption points, and replacement of the electrical resistance water heating system with a natural gas boiler
  - Modernisation of the lift, which was replaced with one with a

better energy rating

Significant measures are planned for the 2014/'15 academic year to improve heating and cooling equipment regulation and control systems in campus buildings, to boost their performance and optimise energy, reducing consumption and improving comfort levels for users.

Ecological footprint

Reports have been published to raise awareness, including a report entitled "Deusto's Ecological Footprint", drafted in collaboration with DeustoTech Energy. The second edition of the report, relating to the 2012/'13 academic year, was published in May 2014 and cites the progress made by the university community in reducing CO_2 emissions. It also stresses the need to maintain the commitment to environmental sustainability in order to reduce the ecological footprint resulting from the university's activities.

Specific communications initiatives

In March 2014 a water campaign was carried out with the aim of promoting the consumption of water from public sources over that of bottled water to help lessen the impact on the environment and reduce the ecological footprint. Pitchers of water were offered as an alternative to bottled water in university canteens that did not already have this option.

For the occasion of World Environment Day, numbers and data were announced showing the amount of paper and cardboard collected by the university.

Similarly, in June 2014 the "Deusto Be Green" campaign was launched. The campaign consists of messages designed to raise the UC's awareness of environmental issues such as the ecological footprint, consumption of paper, water and electricity and the recycling of waste.

Under the 2014/'15 Action Plan, codes of best practices for energy savings and efficiency and for paper usage will be reviewed and disseminated.

Planning to encourage reflection on the following areas will be undertaken:

- Focus on sustainability in undergraduate and postgraduate degree modules; inclusion of topics relating to sustainability in end-of-degree projects

- Inclusion of sustainability in all research teams and lines

- The role of University Development Units (UDUs) in the Sustainability Plan (particularly in Research and Transfer); each UDU is asked to participate in planning the contributions it will make in its specific sphere

Networks and partnerships will be reviewed in both Alumni and the Deusto Foundation with the aim of helping to improve environmental sustainability.

Deusto Campus will select and prioritise activities to be carried out in the

areas of volunteering, training, information, awareness-raising, advocacy and public positioning, etc.

A website on sustainability will be created as a platform for publishing and disseminating environment-related content.

■ **An Accessible Campus. Master Plan on Universal Accessibility, Info-Accessibility and Inclusion**.
In order to develop the ACM Campus of Excellence alliance process it is necessary to address the area of USR and, in particular, universal accessibility, info-accessibility and inclusion.

In coordination with the other ACM universities, Deusto has established four spheres of action focusing on: people and organisation; teaching; research; and innovation and social outreach.

The first of these, people and organisation, has taken very important measures to improve physical accessibility in all remodelling or new building work carried out in recent years. Similarly, it has also launched training initiatives for university employees who interact with people with disabilities, and it has improved the info-accessibility of written and online information.
At the teaching level, the university has consolidated the Social Action and Inclusion Service, devoted to accompanying students with disabilities during their learning process and helping teaching staff with their educational duties.

In terms of innovation and social outreach, Deusto has expanded the number of stable collaborative framework agreements in place with institutions, businesses and social organisations regarding issues such as disabilities and inclusion. These include agreements with EDEKA, CERMI, the ONCE Foundation, FEKOOR, EuskalGorrak, ASPACE, FEVAS, FEDEAFES, FEATECE and Elkartean.

At the research level, the university has fomented research groups that make issues such as disabilities, accessibility and inclusion part of their scientific, transfer and innovation agendas. These groups deal with all areas of knowledge (technology, education, leisure, etc.) and are multidisciplinary in nature (projects involving researchers specialising in different areas of knowledge).

■ **A Healthy Campus. Master Plan on Health**.
Universidad de Deusto belongs to REUS (the Spanish Network of Healthy Universities), a fact which demonstrates its strong performance in the area of health.

With its Master Plan on Health, Universidad de Deusto has demonstrated its commitment to furthering the promotion of health within the university culture, in its institutional policies, structures, processes and curricula, identifying the university community's needs, areas for work and intervention strategies. We thus meet the criteria established by REUS (the Spanish Network of Healthy Universities) for participation in its forums.

The current Master Plan on Health consists of four main pillars:

▪ Healthy institution, people and organisation: This pillar encompasses four lines of action with a total of ten specific actions. The aim is to

make inroads in creating a healthy environment and a university community with optimal biopsychosocial health, improved quality of life and a focus on personal growth and development.
- Line 1: Deusto healthy environment
- Line 2: Occupational risk prevention
- Line 3: Promotion, prevention and primary healthcare
- Line 4: Quality of life and psychosocial wellbeing
- Research, development, innovation and transfer in the field of health: This line consists of two actions aimed at raising awareness of the value of health-related research and transfer and of fomenting research in this field, including studies on the community itself to enable better monitoring of the Master Plan.
- Line 5: Promotion of R&D&I on health issues

- Teaching and learning: This includes two lines of work and four actions aimed at identifying health-related educational programmes to enable Deusto's teaching activities to begin to include health as an important issue, and provide teaching staff with the resources they need to become promoters of health.
  - Line 6: Health programmes and degrees
  - Line 7: Health in teaching and learning
- Social outreach: The last pillar consists of two lines and four specific actions aimed at positioning Universidad de Deusto and, by extension, ACM as a whole, as a promoter of health which, as such, is considered to be socially responsible at the local, national and international levels.
  - Line 8: Participation in networks and alliances
  - Line 9: Social outreach and communication

The Gosasun Seal

Universidad de Deusto has been recognised with the GOSASUN Seal for its commitment to fostering Healthy Life Habits in the Basque Country in regard to food, physical activity and emotional health. This seal recognises the activities that bear it and the agents that sponsor such activities. It also serves to publicise them through Innobasque and other agents in Basque society.

Awareness campaigns in collaboration with various associations

Various awareness campaigns were carried out for the World Days recognised by the World Health Organisation (World Food Day, World Cancer Day, World No Tobacco Day, World Heart Day, etc.). To make the campaigns as visible as possible, all campaigns are held in the cloisters of Universidad de Deusto, and posters and tables are set up. A distinction is made between campaigns that are solely informative and those that feature participation by professional experts in various fields (psychologists, doctors, social workers). These professional experts often perform diagnostic tests (skin tests, CO-measurement, glycaemic index, etc.) and provide assistance throughout the campaign for people interested in the relevant area.

Health, Wellbeing and Psychosocial Risk Surveys

Universidad de Deusto conducts studies and surveys of the university community on general health, health resources and the health setting, as well as on stressful events, mental health and psychological wellbeing, sleep and academic performance, diet and physical exercise, etc.

■ **Campus Employability. Master Plan on Employment**.
Universidad de Deusto has an Employability and Entrepreneurship System designed to help recent graduates, alumni and citizens in general to find work.

To this end, Universidad de Deusto has created a Master Plan on Employment and Entrepreneurship that includes actions aimed at: the university's self-organisation and governance (both internally and in its external network), education for employment and entrepreneurship, research on employability and entrepreneurship, and orientation, intermediation, job placement and entrepreneurship.

▪ Universidad de Deusto has designed actions to provide pre-university guidance to early and senior secondary school students, as well as actions geared towards alumni. It also provides assistance to students in official undergraduate and postgraduate degree programmes.
▪ Job training: a programme aimed at unemployed recent graduates as well as working professionals who have detected weaknesses in their training that represent an obstacle in the performance of their current jobs or any tasks they may need to perform in the future
▪ Entrepreneurship training: centred on training programmes for entrepreneurs and advice on the creation of companies
▪ Integral Employment Centre: orientation, intermediation and job placement. The Integral Employment Centre is recognised as an employment centre by Lanbide, the Basque government's Employment Office, and offers a professional orientation service supplemented by intermediation actions (e.g. the Employment and Entrepreneurship Forum, presentations by employers) and job placement (Job Bank).
▪ Deusto Entrepreneurship Centre: an entrepreneurship centre which, in addition to the educational programmes mentioned above, features business incubators, the seed capital fund, business angels, consulting services, etc.
▪ Research on employability and entrepreneurship: studies on integration into the job market with a view to the employability and job prospect situation
▪ Employability and Entrepreneurship Observatory

ACM Action	E.3.1.a ACM Launch a knowledge, innovation development and social transfer centre, in the style of a think tank, in each of the 4C cities
Linked ISP Actions	E.5.1 DCM Bilbao NextLab/Bizkailab: creation and development of knowledge, development and innovation centres focused on the problems of Bilbao and the historic region of Bizkaia (university community, knowledge, creativity and innovation)

Deusto Campus Mundus:

At present, Universidad de Deusto contributes to the ACM Campus of Excellence alliance with two knowledge centres born out of the **Bizkailab initiative**, an innovative experience in collaboration between the Provincial Council of Bizkaia and Universidad de Deusto, as well as the **Bilbao NextLab initiative** and Bilbao Town Hall.

Both projects were launched with the aim of creating knowledge, development and social, technological and economic innovation centres in certain areas of prime interest. This framework allows them to carry out specific projects annually for the university's research groups, with participation by policy makers and experts as well as social stakeholders and users. The projects are agreed on by sector-specific work committees and the monitoring committee for the relevant initiative. The ultimate goal of these initiatives is sustainable human, economic, social, cultural, and environmental development through innovative projects.

The primary areas of research, education and innovation include: employability and entrepreneurship; entertainment and creative industries; the Basque language and bilingualism; memory and history; social and civic action: sustainable development and territory: governance, participation, rights and obligations; the current situation and economic competitiveness; social outreach and internationalisation; and infrastructure and facilities.

Furthermore, the **DeustoBide - Citizenship School** has also been launched. This joint initiative between La Caixa and the La Caixa Foundation aims to offer educational programmes with a dual objective: fostering personal development and empowering citizens by giving them a critical voice in the community. The new Citizenship School was unveiled on 23 June 2014 on the Bilbao campus of Universidad de Deusto, and will begin to offer classes after the summer.

DeustoBide has been created with the aim of facilitating lifelong learning with methodologies and topics designed to disseminate knowledge, foment dialogue and offer people resources with which to develop a more responsible and sustainable society. Subjects are linked to the humanities, social sciences, psychology and economics, amongst other areas, although the school plans to broaden its educational offering to suit the needs of the people who choose to attend it. Programmes are open to anyone who wishes to join, irrespective of their age, qualifications or prior training.

ACM Action	*E.3.1.b ACM Sign collaboration agreements with local and regional stakeholders in the 4C cities*
Linked ISP Actions	*C.1.2 RCM Increase the number of collaboration agreements with professional bodies for the ongoing training of their employees*

Ramon Llull Campus Mundus:

URL has been working to improve collaboration with local and regional stakeholders, particularly through signing collaboration agreements with professional bodies for the ongoing training of their employees. In this respect, the university has had very satisfactory results from its partnerships with prestigious organisations such as the International Business Training Association.

Particularly noteworthy amongst the work carried out by centres affiliated with URL are the following:

■ The **Sant Ignasi School of Tourism** organises on-going education courses focusing on various aspects of the hotel and tourism industry to help improve professional settings and strengthen ties between the university and companies. Actions are underway in this respect with the International Business Training Association (IBTA), with courses offered for its members. A specialisation course was offered in restaurant management, geared towards companies in that industry.

■ The **Pere Tarrés School of Social Education and Social Work** foments postgraduate programmes and courses in collaboration with governments, social organisations and professional associations (7 agreements are currently in force).

■ The **Vidal y Barraquer Foundation** also offers a continuing education plan.

■ For its part, **ESADE** has stepped up its endeavours with leading Spanish and international companies, establishing collaborative relationships with such firms. Its work has also been recognised in by the Financial Times, which declared ESADE the 5th best business school in the world for custom programmes for businesses, and by Business Week, which ranked it 7th.

ACM Action	*E.3.1.c ACM Coordinate the sharing and communication of experiences*
Linked ISP Actions	*C.1.3 RCM **Foster networking with an increased number of events***
	*C.9.1 RCM **Organise regular debates on issues of great social impact within the URL's areas of specialisation and encourage them to be held at its own facilities***
	*C.9.2 RCM **Strengthen the policy in regard to participation in internationally prestigious professional and knowledge networks***

Ramon Llull Campus Mundus:

This university has progressed satisfactorily in coordinating initiatives to exchange and disseminate experiences as a means of social transfer. To this end it has implemented three lines of action:

■ Foster networking with an increased number of URL events
■ Organise regular debates on issues of great social impact within the URL's areas of specialisation and encourage them to be held at its own facilities
■ Strengthen the policy in regard to participation in internationally prestigious professional and knowledge networks

Foster networking with an increased number of events

■ Blanquerna holds alumni chapter meetings in Madrid, New York, China and Barcelona.
■ The **Pere Tarrés School of Social Education and Social Work** organised the 5th Pere Tarrés Social Forum, 57 round tables and presentations by professionals on various subjects.
■ The **IBB (Institut Borja de Bioética)** continues to collaborate with two international networks; its events are attended by the European Network of Clinical Ethics and the European Forum for Good Clinical Practices.
■ The **Vidal y Barraquer Foundation** held workshops and congresses for the occasion of the Institution's 50th anniversary.
■ **ESADE's** figures rose by 10%, with a network of over 50,000 alumni across the five continents, of whom more than 17,656 are members of the Alumni Association. The actions carried out this academic year were aimed at fostering member networking and updating as well as support for entrepreneurs (350 projects considered, 23 awarded funding), supplying talent for humanitarian projects (37 projects) and strengthening the network of international alumni through the 32 chapters of ESADE-Alumni located around the globe. Last year 155 sessions were held in these chapters, attended by 5,103 people. It also fosters close ties to the business world through its 12 regional clubs (74 sessions with 3,520 attendees) and 20 functional/sector-

specific clubs (136 sessions with 9,617 attendees). Furthermore, 96 refresher sessions were held on the latest trends and developments in business sectors. These were attended by 9,357 people.

- **IQS** made a significant increase to the number of events organised to foster exchange and awareness of its formative activities and fields of research.
- La Salle held events through La Salle Breakfast, La Salle Alumni and La Salle Talento. Networking events (Bes La Salle Networking) were held for students studying dual degrees, and online networking events were set up.
- **TSI** hosted Trends Conferences, the 7th Responsible Tourism in Destination Congress, Hospitality Leader Week, two meetings between professionals organised by a consultancy firm and study trips associated with the sector and shared with other schools.

Organise regular debates on issues of great social impact within the URL's areas of specialisation and encourage them to be held at its own facilities

URL has carried out the following activities with the aim of consolidating its active presence in academic and professional networks connected to its areas of knowledge to facilitate interconnections with international knowledge clusters to ensure the transfer of knowledge within its territory:

- **Pere Tarrés FESTES** held the 5th Social Forum and round tables and presentations by professionals on topics of great social impact.
- The **Institut Borja de Bioética** regularly organises activities to communicate and debate bioethical issues of great social import. It also participates as a leading authority in many other events organised by other parties and in social media. In the 2013-14 academic year a debate was held on an issue of great bioethical and social impact: "Ethical issues in chronic disease".
- Social outreach is a mission for **ESADE**, and it works to transfer knowledge to society and promote debate on legal and management issues. To this end it organises events of the highest quality in terms of both content and speakers. Its key objective in this area is to bring about a measurable increase in such events and their compliance with ESADE's strategy to improve the spread of knowledge creation. In the last academic year, 1,161 events were held. These were attended by 78,758 participants.
- **IQS** organises events at the internal level as well as for alumni and professional groups.
- The **Vidal i Barraquer Foundation** continues to organise and participate in conferences for IACFP (International Association of Couple and Family Psychoanalysis) and REDIF (European Network of Institutes of the Family).
- **La Salle** has organised:
  - Debates within the framework of the "Society, Belief and Thought" seminars
  - Tech Demo Day, an event organised by the La Salle "Technova La Salle Barcelona" Innovation Park
  - The "LStartupLab" workshop to foster entrepreneurship, featuring participation by students in Engineering, Architecture and Business Administration
  - Debates and addresses organised by the La Salle Innova Institute Innovation Club

- For its part, the **Ethos Ramon Llull Chair's** priority lines of research and work are organisational ethics, professional ethics, bioethics, ethics and the media, Corporate Social Responsibility and educational strategies to instil ethics. To this end, it has organised the following events and debates:
  - Organisation of the 22nd EBEN Congress, "Ethics, Emotions, Economics. Organisational Management Today" (19 and 20 June 2014)
  - Participation in the 1st International Workshop on education and leadership, "Educational Leadership. Four Challenges in a Networked Society" (7 and 8 November 2013)

Strengthen the policy in regard to participation in internationally prestigious professional and knowledge networks

URL has carried out the following activities with the aim of consolidating its active presence in academic and professional networks connected to its areas of knowledge to facilitate interconnections with international knowledge clusters and ensure the transfer of knowledge within its territory:

- The **Pere Tarrés School of Social Education and Social Work** participates in EASSW (European Association of Schools of Social Work), the European Social Work Network, EDUC-EUROPE and the AIEJI (International Association of Social Educators). It has also taken an active role in the social sectoral unit of IFCU (International Federation of Catholic Universities) and in FESET (Association of European Social Educator Training).
- The **Institut Borja de Bioética** belongs to three thematic networks at the European level, including: EACME (European Association of Centres of Medical Ethics), ECEM (European Clinical Ethics Network) and EFGSP (European Forum for Good Scientific Practices).
- **ESADE** participates in 22 highly prestigious international networks, has signed 144 collaboration agreements with foreign universities and has two strategic alliances, with Georgetown University (USA) and HEC (France). This line of work is a priority focus for ESADE, in terms of both teaching and research.
- **La Salle** participates in events organised by Professional Associations (COETTC, COET, COE, COETIC, the College of Architects and Colleges of Building Surveyors and Engineers.
- **TSI**, for its part, has taken part in HOSCO, the tourism round table of the Government of Catalonia.

ISP ACTIONS

ISP ACTIONS LINKED TO JOINT PLAN PROJECTS

Project E.1.1. ACM Habitat

Project E.2.1. ACM University Social Responsibility

Project E.3.1. ACM 4C

In this section, we reiterate that ACM 2015 includes a Joint Collaboration Plan between the universities of Deusto, Comillas and Ramon Llull, developed based on the Individual Strategic Plans (ISPs) of the 3 universities. ACM thus consists of the Joint Collaboration Plan, the participating universities' ISPs and the links between these and the Joint Plan.

In this section we detail the actions stemming from the ISPs of each university which have been completed satisfactorily and which, though not directly linked to the actions described above, are in line with the area's general objectives and are linked to joint projects:

ACM Project	*E.1.1. ACM HABITAT*
Linked ISP Actions	*A.7.1. RCM Construct new buildings and remodel and modernise spaces* *A.7.2. RCM Build 3 new university halls of residence* *A.7.3. RCM Finish eliminating architectural barriers and ensure the removal of sensory and psychological barriers* *C.3.1. RCM Continually update classroom technology and access to the network, making Wi-Fi widely available* *C.3.2. RCM Update software (online campus and web platform, academic management, databases, libraries, access to buildings, payment for services, etc.), ensuring optimal use of these by staff*

ACM Project	*E.2.1. ACM University Social Responsibility*
Linked ISP Actions	*C.2.1. CCM Increase the campus' involvement in developing the most disadvantaged sectors to further their integration in society* *C.2.2. CCM Community service* *E.2.4. DCM Campus Equality. Master Plan on Equality: academic participation and responsibility; employment; equal pay and working conditions; non-sexist content, advertising and image; actions to raise awareness and prevent gender-based violence; awareness of gender issues and equal opportunities* *E.2.5. DCM Intercultural Campus. Master Plan on*

Multiculturalism: orientation and services for foreign students and teaching staff; spaces to meet and interact; training for teaching & research staff and administrative & service staff; make multicultural experiences more dynamic; commemorative days; communication and public awareness

E.2.6. DCM Campus Solidarity. Master Plan on Solidarity: new system for grants and financial aid; commitment to disadvantaged areas through the grant fund, social internships and extracurricular activities; alliances with social organisations; Youth Centre in Ugasko (Bilbao campus) in collaboration with the Provincial Council of Bizkaia; Red House project in Ugasko (Bilbao campus) for immigrants; and communication and public awareness campaigns

E.2.7. DCM Campus 0.7. Master Plan on Development Cooperation: 0.7 Social Capital Fund; 0.7 Economic Fund; communication and awareness campaigns

E.4. DCM Campus Dinamia. Master Plan on University Community Dynamism and Participation: student service, participation and representation; participation by teaching, administrative and service staff; employee labour union representation

TABLE II

PRIMARY RESULTS ACHIEVED

MAIN RESULTS

CLUSTERS, ALLIANCES, NETWORKS AND CLUSTER CLOUDS

No.	Strategic Area	Description	Format	Date
1	Governance	Consolidation of the Aristos Campus Mundus 2015 and its governing bodies: General Assembly, Board of Directors, General Secretariat, and the Executive Management and Distributed Technical Secretariat.	Web link	Academic year 2013-14
2	Governance	Creation of a common economic and financial framework that gives the ACM 2015 Association the status of a self-governing, solvent organisation while strengthening the commitment of the ACM universities.	Web link	Academic year 2013-14
3	Governance	Registration of the ACM 2015 trademark and creation of the Corporate Visual Identity Manual.	Web link	Academic year 2013-14
4	Governance	Consolidation of the eight area coordination teams (Clusters, Research, Teaching, Internationalisation, Campus Transformation, Indicators, Resources and Communication) and the ten ACM teams.	Web link	Academic year 2013-14
5	Governance	Addition of new ACM teams with the creation of the ACM Sports, Healthy Lifestyle, Alumni and USA-ACM teams.	Web link	Academic year 2013-14
6	Governance	Extension of the internal structure of the ACM with the creation of the ACM Scientific Committee, in charge of evaluating and recognising DRCs.	Web link	Academic year 2013-14
7	Governance	Improvement of governance, coordination and management structures with the incorporation of a Human Resources department (25.4% increase).	Web link	Academic year 2013-14

8	International Clusters	Consolidation of International clusters with Georgetown University, Boston College and Fordham University by generating specific results such as student exchange agreements or joint degree programmes.	Web link	Academic year 2013-14
9	International Clusters	Extension of the international collaboration system resulting from the agreement signed between the ACM and the universities of Córdoba (Argentina) and UNISINOS (Brazil).	Web link	Academic year 2013-14
10	Alumni	Consolidation of the "Alumni Business Meeting Deusto-Comillas ICADE-ESADE" as a forum for periodic meeting and collaboration initiatives between Business School alumni associations.	Web link	Academic year 2013-14
11	Alumni	Creation of a new periodic joint activity - the "Investment Forum of the Club Empresarial ICADE and ESADE Alumni Entrepreneurship" - involving Business School alumni associations and aimed at encouraging entrepreneurship within the ACM.	Web link	Academic year 2013-14
12	Alumni	Creation of the new ACM Alumni Team representing alumni associations from all three universities.	Web link	Academic year 2013-14
13	Net-Cluster Cloud	Creation of three agreements between the ACM and its social and institutional partners.	Web link	Academic year 2013-14
14	Net-Cluster Cloud	Creation of a specific teaching and research collaboration framework between the ACM and UNIJES.	Web link	Academic year 2013-14
15	Net-Cluster Cloud	Increased sponsorship and active participation in ACM initiatives by social, business and institutional partners.	Web link	Academic year 2013-14

FOCUS AREAS, SCIENTIFIC IMPROVEMENT
AND TRANSFER

No.	Strategic Area	Description	Format	Date
1	DRCs	Enlargement of the map of excellence teams, increased number of researchers and PhDs in focus areas.	Web link	Academic year 2013-14
2	DRCs	Implementation of the 15 long-term joint DRC scientific endeavour plans created the previous year.	Web link	Academic year 2013-14
3	DRCs	Creation of four new long-term joint DRC scientific endeavour plans. We now have a total of 19 long-term DRCs, 10 of which are candidates for official recognition as Emerging or Consolidated DRCs.	Web link	Academic year 2013-14
4	DRCs	Ten inter-university seminars aimed at strengthening the international dimension of the ACM and its links with the FIUC, UNIJES and REDIF networks on an organisational and participative level.	Web link	Academic year 2013-14
5	DRCs	Design of the first jointly funded research grants for DRCs.	Web link	Academic year 2013-14
6	DRCs	Launch of five research grants prioritising ACM actions.	Web link	Academic year 2013-14
7	DRCs	Addition of new DRCs, with 51 pilot DRCs and 69 ACM research groups.	Web link	Academic year 2013-14
8	DRCs	Creation and publication of the Rules for the Recognition of DRCs.	Web link	Academic year 2013-14
9	DRCs	Significant increase in the number of ISI-indexed publications as a result of increased funding, additional research support staff, and joint and individual	Web link	Academic years 2012-14

		strategies to encourage scientific activity in the ACM.		
10	DRCs	Increase in the number of active projects and European projects approved.	<u>Web link</u>	Academic years 2012-14
11	International Research Alliances	Consolidation of the international alliances and creation of new research agreements and frameworks.	<u>Web link</u>	Academic year 2013-14
12	International Research Alliances	Consolidation of the 22 international inter-university projects set up last year, with the addition of 2more this year, bringing the total to 24 international ACM inter-university projects.	<u>Web link</u>	Academic year 2013-14
13	Scientific Evaluation	Implementation of mechanisms to evaluate scientific collaboration and the potential of research groups.	<u>Web link</u>	Academic year 2013-14
14	Scientific Evaluation	Creation of the ACM Scientific Committee in charge of recognising pilot DRCs as Emerging or Consolidated DRCs on the basis of the Rules for the Recognition of DRCs.	<u>Web link</u>	Academic year 2013-14
15	Transfer	Update of the joint transfer catalogue.	<u>Web link</u>	Academic year 2013-14
16	Transfer	Definition of the ACM Transfer Evaluation System.	<u>Web link</u>	Academic year 2013-14
17	Transfer	Definition of the ACM Transfer Management Protocol.	<u>Web link</u>	Academic year 2013-14
18	Transfer	Update of the joint scientific and technical resources catalogue.	<u>Web link</u>	Academic year 2013-14

MAIN RESULTS

20	Transfer	Improved transfer results with an increase both in the number of business located on campus and the number of spin-offs.	Web link	Academic years 2012-14
21	Park Network	Update and extension of the map of parks and services.	Web link	Academic year 2013-14
22	Park Network	Introduction of entrepreneurial services in the park network through links with Esade Ban.	Web link	Academic year 2013-14
23	Park Network	Active dissemination of the catalogue of services among scientific-technological, business and innovation partners.	Web link	Academic year 2013-14
24	E-Parks	Update and extension of the contents and services offered over the virtual e-park platform.	Web link	Academic year 2013-14

IMPROVEMENT IN TEACHING AND ADAPTATION TO THE EHEA

No.	Strategic Area	Description	Format	Date
1	Good practices	Implementation of joint protocols and evaluation systems and collaboration initiatives involving the ACM faculties and schools in charge of the eight joint programmes.	Web link	Academic year 2013-14
2	Good practices	Design of Inter-University Teaching Innovation conferences.	Web link	Academic year 2013-14
4	Good practices	Second Inter-University Conference on the Quality of University Degrees.	Web link	4 July 2014
5	Good practices	Update of the joint ACM catalogue of degree programmes and training courses.	Web link	Academic year 2013-14
6	Skills and values	Analysis and study of skills- and values-based systems in ten ACM research groups.	Web link	Academic years 2012-14
7	Skills and values	Use of the Deusto International Tuning Academy (DITA) as a platform to extend the scope of analysis to include a comparison of systems developed in each university with other international strategies.	Web link	Academic year 2013-14
8	Skills and values	Additional studies based on innovative teaching platforms, thereby stimulating the development of skills in this area.	Web link	Academic years 2011-14
9	Joint Degree Programmes	Positive evaluation of the academic results of degree programmes and identification of potential new joint programmes.	Web link	Academic year 2013-14
10	Joint Degree Programmes	Design of the first ACM undergraduate programme titled "BA in Political Philosophy", scheduled to be approved in 2014/2015.	Web link	Academic year 2013-14

11	Joint Degree Programmes	Increased number of student enrolled in masters and doctoral programmes since the start of the project.	Web link	Academic years 2011-14
12	Joint Degree Programmes	Master in Adoption and Foster Care. Cross-disciplinary Intervention.	Web link	Academic year 2013-14
13	Joint Degree Programmes	Schedule and scope of joint degree programmes: ▪ Masters Degree in Commercial Law ▪ Masters Degree in Research in Legal Sciences ▪ Double postgraduate Lawyering Program ICADE-ESADE (Master in Applied Taxation and Master in Global Business Law).	Web link	Academic year 2013-14
14	Leading international doctorate programmes	Schedule and scope of joint ACM doctoral programme: ▪ PhD in Economic and Commercial Law ▪ PhD in Philosophy: Humanism and transcendence.	Web link	Academic year 2013-14
14	Leading international doctorate programmes	Schedule and scope of the "PhD in innovative and sustainable business and territorial competitiveness". Following the incorporation of the URL in this programme, it underwent a re-approval process and is now offered by all three universities.	Web link	Academic year 2013-14

INTERNATIONALISATION OF THE ACM PROJECT

No.	Strategic Area	Description	Format	Date
1	Promotion	Recruitment of marketing and communication experts specialised in the international promotion of universities.	Web link	Academic year 2013-14
2	Promotion	Institutional visits and meetings with Georgetown University, Boston College and Fordham University to draw up new collaboration frameworks.	Web link	Academic year 2013-14
3	Promotion	Additional grants available to enable faculty and research staff to participate in mobility programmes.	Web link	Academic years 2012-14
4	Promotion	Significant increase in the number of English courses available to administrative, faculty and research staff, and higher enrolment figures.	Web link	Academic years 2012-14
5	Promotion	Definition of an ACM protocol for welcoming international students and academics joining the three universities.	Web link	Academic year 2013-14
6	Promotion	Launch of a Google Adwords campaign to attract international students.	Web link	Academic year 2013-14
7	Promotion	Creation of the ACM Sports Team that will prepare to take part in the EuroRoma tournament with the aim of improving the ACM's international standing.	Web link	Academic year 2013-14
8	Promotion	Design and implementation of the INSIDE programme in collaboration with foreign universities.	Web link	Academic year 2013-14
9	Talentia	Presence of the Aristos Campus Mundus in international trade fairs: NAFSA, China Annual Conference for International Education.	Web link	Academic year 2013-14

10	Talentia	Implementation of an active strategy to internationalise ACM educational activities, with a significant increase in the number of foreign lecturers teaching in ACM universities and the number of international students enrolled in undergraduate, masters and doctoral programmes.	Web link	Academic years 2012-14
12	Universitas	Update of the map of ACM agreements with international universities and significant increase in the number of agreements signed over the academic year.	Web link	Academic year 2013-14
13	Universitas	Creation of new ACM agreements with the Universidad de Córdoba in Argentina and the Universidad de Vale do Rio dos Sinos (UNISINOS) in Brazil, and universities run by the Society of Jesus.	Web link	Academic year 2013-14
14	Universitas	Organisation and coordinated participation in congresses and seminars involving Jesuit networks, La Salle, and Georgetown University, Boston College and Fordham University.	Web link	Academic years 2012-14
15	Universitas	Creation of an ACM-USA Team in collaboration with Georgetown University, Boston College and Fordham University.	Web link	Academic year 2013-14
16	Universitas	ACM researchers participate at the highest level in the FIUC (International Federation of Catholic Universities), acting as chairpersons or secretary generals of different sectorial committees.	Web link	Academic year 2013-14

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CAMPUS TRANSFORMATION AND PARTICIPATION IN THE SUSTAINABLE ECONOMIC MODEL

No.	Strategic Area	Description	Format	Date
1	Habitat	Activation of the Inclusive Education Blog as a forum for exchanging experiences on disabilities.	Web link	Academic year 2013-14
2	Habitat	Creation of the ACM Health Lifestyle Team and the ACM Sports Team.	Web link	Academic year 2013-14
3	Habitat	Adaptation of buildings and facilities to conform to accessibility regulations, increasing the percentage of barrier-free campuses, online access, and improving environmental management and sustainability.	Web link	Academic years 2011-12 2012-13 2013-14
5	Habitat	Increased number of vacancies in halls of residence.	Web link	Academic year 2012-14
6	USR	Annual ACM Cooperation Seminar	Web link	February 2014
7	USR	ACM award for Good Practices in Development Cooperation.	Web link	June 2014
8	USR	ACM Ignacio Ellacuría award for Studies of Social Relevance.	Web link	June 2014
9	USR	Second "ACM Experiences: field seminars".	Web link	June 2014
10	USR	Organisation and/or participation in eight USR-related inter-university conferences.	Web link	Academic year 2013-14
11	USR	Increase in the number of self-funded scholarships and scholarship applications as a result of increasing the ACM's budget in this area.	Web link	Academic years 2012-14

12	USR	Design of the new Sports Master Plan.	Web link	Academic year 2013-14
13	USR	Renewal of the Cooperation Master Plan and the Accessibility Master Plan.	Web link Web link	Academic year 2013-14
14	USR	The ACM now has 15 research groups working on issues related to sustainability, health and well-being, gender equality, participation, employment and cultural exchange.	Web link	Academic year 2013-14
15	USR	Consolidation of internal ACM working groups in key USR-related areas as a first step towards creating new ACM teams.	Web link	Academic year 2013-14
16		Significant increase in the number of volunteer, solidarity and cooperation programmes offered, and the number of members enrolled.	Web link	Academic years 2012-14
17	4C	Consolidation of Bizkailab as a knowledge hub in Bizkaia and Bilbao.	Web link	Academic year 2013-14
18	4C	Development of the "Knowledge District" project as an ACM knowledge hub in Barcelona.	Web link	Academic year 2013-14
19	4C	Creation of new ACM agreements with the Museum of Fine Arts, Bilbao, the MACBA (Barcelona Museum of Modern Art) and Casa Asia in Madrid.	Web link	Academic year 2013-14
20	4C	Coordinated dissemination of the ACM 2015 and development of an ACM communication protocol.	Web link	Academic year 2013-14

ANNEXE

TABLE III

INDICATORS BY FOCUS AREA

PROGRESS INDICATORS BY FOCUS AREA

The Progress Indicators by Focus Area collected up to 30 July 2014 are presented below.

THEMATIC FOCUS AREAS, SCIENTIFIC IMPROVEMENT AND TRANSFER

Action	Indicator	Initial situation	Current situation	Δ
Coordinate research activity through Distributed Research Centres (DRC) to develop the focus areas.	Number of well-known research groups in any of the Focus Areas	64	139	+75
	Number of researchers in well-known research groups integrated in a FA	704	1.492	+788
	Number of doctors working in an FA	415	1015	+600
	Number of indexed ISI publications	118	683	+565
Coordinate existing transfer systems, capitalising on ACM strength	Number of Administrative and Service staff supporting the research	80	163	+83
	Number of active projects	268	612	+344
	Number of European projects coordinated	6	5	-1
	Number of European projects granted	37	45	+8
	Number of pre-doctoral grant holders	185	227	+42
	% of the university's global budget allocated to R+D+i	9%	19.72%	+10.72%

Action	Indicator	Initial situation	Current situation	Δ
Promote new transfer structures based on scientific, technological, business and innovation parks	Number of research projects in collaboration with companies or institutions	401	378	-23
	Number of spin-off companies	7	20	+13
	Number of patents registered	27	30	+3
	Number of companies based on Campus	29	116	+87

IMPROVEMENT IN TEACHING AND ADAPTATION TO THE EHEA

Action	Indicator	Initial situation	Current situation	Δ
Consolidate and improve the skills- and values-based teaching system	Number of undergraduate students (including those taking diploma courses, honours degree courses, technical engineering degree courses and EHEA Bachelor's degree courses)	26,542	26,216	-326
	Number of Master's students (EHEA)	3,097	4,023	+926
	Number of students taking their university's own Master's degree courses	2,926	5,208	+2282
	Number of lifelong learning students	5,204	6,193	+989
	Number of faculty members	4,057	3,996	-61
	Number of full-time equivalent (FTE) faculty members	1,304	1,406	+102
	Rate of student satisfaction with the university	7.2	7.4	+0.2
	C.16-% rate of programmes using innovative learning platforms	70%	100%	+30%

Action	Indicator	Initial situation	Current situation	Δ
Increase the number of joint degrees and training actions with international benchmark status	Number of Bachelor's degree programmes verified positively (EHEA)	68	77	+9
	Number of accredited Official Master's degree programmes (EHEA)	99	117	+18
Create an internationally recognised doctoral programme	Number of PhD students	923	1,346	+423
	Percentage of international students taking PhD courses	27%	29.1%	+2,1%

INTERNATIONALISATION OF THE ACM PROJECT

Action	Indicator	Initial situation	Current situation	Δ
Foster coordinated promotional activities and other actions to attract and capture talent for the ACM universities	Percentage of international students taking Bachelor's degree courses	6,6%	7,8%	+1,2%
	Percentage of international students taking Master's degree courses	29%	31,0%	+2%
	Percentage of international students taking PhD courses	27%	31.3%	+4.3%
	Number of "Erasmus Mundus" Master's degree courses	7	9	+2
	Number of foreign visiting professors	350	258	-92
	Number of training courses and nurturing actions carried out in English for PAS and PDI	68	178	+110
	Number of PDI and PAS taking training courses and benefiting from nurturing actions carried out in English	440	827	+387

Action	Indicator	Initial situation	Current situation	Δ
Develop international aggregation processes with prestigious universities	Number of international professors	136	244	+108
	% CREDITS (ECTS) taught in English in Bachelor's degree courses	8%	16.7%	+8.7%
	Number of professors taking part in mobility programmes over the last three years	442	507	+65
	Number of international agreements with universities	940	1143	+203

PROGRESS INDICATORS BY FOCUS AREA

CAMPUS TRANSFORMATION AND PARTICIPATION IN THE SUSTAINABLE ECONOMY MODEL

Action	Indicator	Initial situation	Current situation	Δ
Integrate the appropriate and sufficient facilities, spaces and infrastructures based on sustainability and accessibility	Percentage of the campus without architectural barriers	40%	88%	+44%
	Number of buildings with facilities using renewable energy*	9	12	+3
	Percentage of students using innovative learning platforms	70%	100%	30%
	Number of beds in student accommodation	592	916	+324
Establish an ACM university social responsibility strategy	Number of voluntary work, solidarity and cooperation programmes ACM participates in	110	366	+256
	Number of members of the university community (students/PDI/PAS) who participate in voluntary work, solidarity and cooperation actions	1,286	2,726	+1,440

Action	Indicator	Initial situation	Current situation	Δ
Create a social transfer network in ACM project locations	Number of job offers processed through the job bank	6,218	21,527	+15.309
	Own resources earmarked for grants (in euros)	5,000,000	14,540,462	+9,540,462
	Number of students awarded grants by the university itself	2,685	6,431	3,746

TABLE IV

FUTURE MILESTONES

FUTURE MILRSTONES

CLUSTERS, ALLIANCES, NETWORKS AND CLUSTER CLOUDS

Goal	Strategic Area	Description	Scheduled date	Verified by
1	International Cluster	Continue to consolidate the ACM's coordination and management units and the new ACM Scientific Committee created in this period	Academic year 2014-15	ACM 2015 Website
2	International Cluster	Consolidate and extend the international ACM teams in the Focus Area and the remaining ACM areas.	Academic year 2014-15	ACM 2015 Website
3	International Cluster	Increase the number of DRCs and joint programmes with Georgetown, Boston College and Fordham.	Academic year 2014-15	ACM 2015 Website
4	International Cluster	Bring a new leading international university into the project and draw up specific partnership agreements with the new universities joining the ACM in this period: UNISINOS (Brazil) and Universidad de Córdoba (Argentina).	Academic year 2014-15	ACM 2015 Website
5	Alumni	Implement the new ACM Alumni team action plan.	Academic year 2014-15	ACM 2015 Website
6	NET-Cluster Cloud	Continue to work on the cluster clouds involving social, institutional and corporate partners, both in terms of organising activities and maximising communication flows, and of both creating new ACM cooperation agreements and capitalising on the momentum generated.	Academic year 2014-15	ACM 2015 Website
7	NET-Cluster Cloud	Draw up a map of the social, institutional and corporate network	Academic year 2014-15	ACM 2015 Website

FOCUS AREAS, SCIENTIFIC IMPROVEMENT
AND TRANSFER

Goal	Strategic Area	Description	Scheduled date	Verified by
1	Distributed Research Centres	Continue to extend the map of DRCs, creating and consolidating teams and inter-university projects (by organising meetings and grants to support ACM scientific endeavour), drawing up joint long-term scientific projects, thereby improving the international standing of the ACM.	Academic year 2014-15	ACM 2015 Website
2	International Research Alliances	Consolidate existing international inter-university research projects and encourage the creation of new projects.	Academic year 2014-15	ACM 2015 Website
3	International Research Alliances	Continue to organise the ACM's participation in Society of Jesus, La Salle and FIUC university networks.	Academic year 2014-15	ACM 2015 Website
4	Scientific Evaluation	Regularly evaluate the DRCs using the new Recognition Rules and by forming the new ACM Scientific Committee.	Academic year 2014-15	ACM 2015 Website
5	Scientific Evaluation	Continue to consolidate the research manager's forum in the form of the ACM team in charge of managing the ACM's joint calls for proposals and knowledge transfer programmes.	Academic year 2014-15	ACM 2015 Website
6	Scientific Evaluation	Draw up the ACM research ethics code.	Academic year 2014-15	ACM 2015 Website
7	Transfer	Continue to periodically update the joint transfer catalogue.	Academic year 2014-15	ACM 2015 Website
8	Transfer	Drive the use and dissemination of the ACM's single transfer window.	Academic year 2014-15	ACM 2015 Website

FUTURE GOALS

9	Transfer	Follow-up and implement the ACM's new long-term joint transfer plan and transfer protocol.	Academic year 2014-15	ACM 2015 Website
10	Transfer	Develop the ACM Transfer Protocol	Academic year 2014-15	ACM 2015 Website
11	Transfer	Implement the new transfer evaluation mechanism.	Academic year 2014-15	ACM 2015 Website
12	Park Network	Continue to regularly update the parks map and to extend their services by including a schedule of joint activities.	Academic year 2014-15	ACM 2015 Website
13	Park Network	Continue to disseminate the e-park catalogue to corporate and entrepreneurial scientific and technology partners and involve them in the development of the catalogue.	Academic year 2014-15	ACM 2015 Website
14	Park Network	Create collections of scientific articles with a potential impact on society.	Academic year 2014-15	ACM 2015 Website
15	Park Network	Create a library of ACM scientific articles on the ACM website.	Academic year 2014-15	ACM 2015 Website

FUTURE GOALS

IMPROVEMENT IN TEACHING AND ADAPTATION TO THE EHEA

Goal	Strategic Area	Description	Scheduled date	Verified by
1	Good practices	Continue to work on joint collaboration mechanisms and to promote existing good teaching practice groups.	Academic year 2014-15	ACM 2015 Website
2	Good practices	Continue to organise annual Inter-University Degree Quality seminars and bi-annual ACM Teaching Innovation workshops.	Academic year 2014-15	ACM 2015 Website
3	Skills and values	Pool the results of analysing skills- and values-based models, using the DITA Deusto International Tuning Academy as a platform for contrasting the models developed by each university and skills-teaching systems an international level.	Academic year 2014-15	ACM 2015 Website
4	Joint Degree Programmes	Identify further opportunities for launching new joint degree programmes and prepare the new BA in Political Philosophy for submission to the Evaluation Agency for approval.	Academic year 2014-15	ACM 2015 Website
5	International Degrees	Create new joint international degrees, lifelong learning and executive programmes, taking advantage of international networks, particularly the Society of Jesus and La Salle university networks. Evaluate the academic results of these programmes.	Academic year 2014-15	ACM 2015 Website
6	Leading international doctorate programmes	Improve the excellence and international dimension of joint and individual doctoral programmes and create new joint doctoral programmes.	Academic year 2014-15	ACM 2015 Website

INTERNATIONALISATON OF THE ACM PROJECT

Goal	Strategic Area	Description	Scheduled date	Verified by
1	ACM Promotion	Strengthen and increase activities aimed at facilitating the mobility and international qualifications of our own talent.	Academic year 2014-15	ACM 2015 Website
2	ACM Promotion	Continue to develop initiatives to raise the profile of the ACM universities worldwide by involving the ACM Sport Team and the ACM-USA Team in the activities.	Academic year 2014-15	ACM 2015 Website
3	ACM Promotion	Continue to implement the new ACM protocol to welcome new staff members.	Academic year 2014-15	ACM 2015 Website
4	ACM Promotion	Consolidate the new ACM INSIDE programmes	Academic year 2014-15	ACM 2015 Website
5	ACM Talentia	Continue to promote ACM services in the international market, following the existing strategy of taking part in international trade fairs and online promotion.	Academic year 2014-15	ACM 2015 Website
6	ACM Talentia	Maintain efforts to attract, recruit and promote internationally recognised academics and researchers and continue to recruit foreign pre- and post-doctoral researchers.	Academic year 2014-15	ACM 2015 Website
7	Universitas	Continue to update and extend the map of agreements with foreign universities and consolidate new agreements between the ACM and the international universities of Cordoba and UNISINOS.	Academic year 2014-15	ACM 2015 Website
8	Universitas	Consolidate agreements and synergies generated in this period with UNIJES, and generate new synergies with the La Salle and FIUC networks.	Academic year 2014-15	ACM 2015 Website

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CAMPUS TRANSFORMATION AND PARTICIPATION IN THE SUSTAINABLE ECONOMIC MODEL

Goal	Strategic Area	Description	Scheduled date	Verified by
1	ACM Habitat	Promote the Comprehensive Education Blog as a forum for pooling experiences, knowledge and good practices in the sphere of university accessibility.	Academic year 2014-15	ACM 2015 Website
2	ACM Habitat	Continue to coordinate sectorial master plans.	Academic year 2014-2015	ACM 2015 Website
3	ACM USR	Continue to generate USR forums on the subject of institutional, teaching, training, research and social transfer programmes.	Academic year 2014-15	ACM 2015 Website
4	ACM USR	Create sectorial work groups on sustainability, gender equality, participation, employment, cultural exchange and solidarity.	Academic year 2014-15	ACM 2015 Website
5	ACM USR	Consolidate the new ACM teams created this year: Health and Well-being, and Sports. Set up specific Operational Plans to implement and manage existing Master Plans and continue to coordinate and generate new master plans linked to future ACM teams.	Academic year 2014-15	ACM 2015 Website
6	ACM 4C	Consolidate the new Knowledge District (Barcelona) and Bilbao Next Lab knowledge hubs, and continue to extend the BizkaiLab as a knowledge, development, innovation and social transfer (CDIT, in Spanish) think tank in Madrid, Barcelona, Bilbao and Donostia-San Sebastián.	Academic years 2014-15 and 2015-16	ACM 2015 Website
7	ACM 4C	Increase the number of cooperation agreements with local and regional institutions in 4C cities.	Academic year 2014-15	ACM 2015 Website
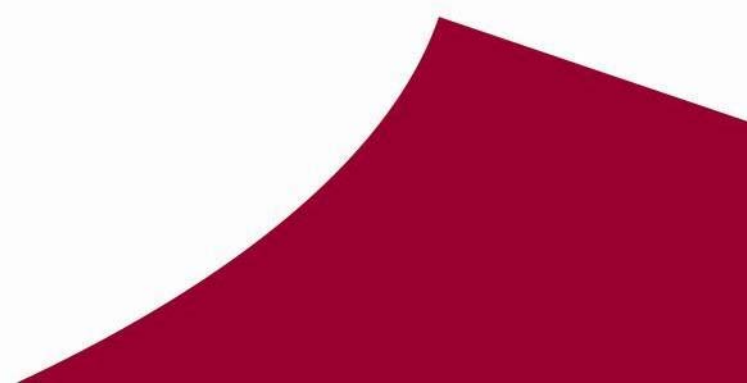
| 8 | ACM 4C | Continue to coordinate exchange and dissemination of know-how. | Academic year 2014-15 | ACM 2015 Website |

TABLE V

RESOURCES

RESOURCES

Strategic Area	Action	Financing	Personnel	Current Costs	Investment	Total
AGGREGATIONS, ALLIANCES, NETWORKS AND LINKAGE CLUSTERS	Constitute and develop Area Coordination Units (Research, Teaching, Internationalisation and Campus Transformation)	Own funds	91.807 €	532 €	0 €	92.338 €
	Constitute and develop Aggregation Teams by Areas (Research, Teaching, Internationalisation and Campus Transformation)	Own funds	40.280 €	0 €	0 €	40.280 €
	Establish the joint research groups around the ACM project focus areas	Own funds	72.297 €	0 €	0 €	72.297 €
	Extend the ACM project to Georgetown University, Boston College and Fordham University with the signing of a memorandum and respective aggregation plans	Own funds	1.975 €	0€	0 €	1.975 €
	Extend the aggregation project to other prestigious world-class universities that want to join the ACM Project	Own funds	2.700 €	0 €	0 €	2.700 €
	Organise events, activities and meetings with the social, business and institutional agents	Own funds	9.193 €	11.485 €		20.678 €
	Foment information flows and communication with social, institutional and business agents	Own funds	0,00 €	0 €	1.440 €	1.440 €
	Launch and develop the ACM Project's Management Board and Technical Secretariat	Own funds	156.800 €	1.702 €		158.502 €
	Total Joint Plan actions		**375.053 €**	**15.158 €**	**0 €**	**390.211 €**
	Implement the CIE Project Quality Assurance Plan	Own funds	0 €	25.285 €	0 €	25.285 €
	Total RCM actions		**0 €**	**25.285 €**	**0 €**	**25.285 €**
	Capture public and private funds to finance the projects and actions considered	Own funds	9.055 €	0 €	0 €	9.055 €

Configure the external aggregation cluster of alumni based on strategic alliance processes, project and programme cooperation and specific collaboration efforts	Own funds	46.563 €	0 €	0 €	46.563 €
Configure the external aggregation cluster of universities, institutions, companies, social organisations and R&D+I centres based on strategic alliance processes, project and programme cooperation and specific collaboration efforts	Own funds	5.273 €	0 €	0 €	5.273 €
Configure the internal aggregation cluster of schools, functional areas and services from the point of view of the strategic objectives considered	Own funds	14.366 €	0 €	0 €	14.366 €
Configure an online communication space which incorporates web 1.0 solutions with social networks (web 2.0) along with our own and aggregated communications media, information flows, spaces for periodic meetings and proximity activities	Own funds	60.371 €	15.416 €	0 €	75.788 €
Create a Stable Collaboration Framework which strives to obtain complicity from the aggregations, strategic alliances, social forums with social organisations, agreements regarding strategic or specific projects and funds for scholarships, projects and development cooperation	Own funds	50.585 €	0 €	0 €	50.585 €
Provide services to develop loyalty amongst users: service catalogue presentations in teaching-learning-training and research-knowledge-transferal	Own funds	5.273 €	12.504 €	0 €	17.776 €
Total DCM actions		**191.485 €**	**27.920 €**	**0 €**	**219.405 €**
Implement and develop Advisory Councils in the university's centres	Own funds	18.664 €	1.104 €	1.147 €	20.915 €
Intensify the relation with alumni through the various existing associations	Own funds	31.722 €	368 €	765 €	32.855 €
Total CCM actions		**50.386 €**	**1.473 €**	**1.911 €**	**53.770 €**
TOTAL AGGREGATIONS, ALLIANCES, NETWORKS AND LINKAGE CLUSTERS		616.924 €	69.835 €	1.911 €	688.671 €

Strategic Area	Action	Financing	Personnel	Current Costs	Investment	Total
FOCUS AREAS, SCIENTIFIC IMPROVEMENT AND RESEARCH RESULTS TRANSFERAL	Define the map of excellence teams by focus areas	Own funds	3.371 €	0 €	0 €	3.371 €
	Foment new interuniversity teams	Own funds	0 €	138.478 €	0 €	138.478 €
	Total Joint Plan actions		**20.978,60 €**	**418.174,45 €**	**0,00 €**	**439.153,05 €**
	Increase funds dedicated to intensify faculty/researchers' scientific activity	Own funds	526.426 €	169.576 €	0 €	696.002 €
	Consolidate the current URL park coordination model and its associated units and broaden the range of services to the entire URL community	Own funds	45.000 €	40.415 €	0 €	85.415 €
	Consolidate the distributed transferal structure and evaluation model	Own funds	400 €	0 €	0 €	400 €
	Consolidate and broaden the professionalization and specialisation model of the R&D+I management offices	Own funds	72.000 €	10.000 €	0 €	82.000 €
	Coordinate the different specialised units' service portfolio and prepare a catalogue of offering	Own funds	20.000 €	57.000 €	0 €	77.000 €
	Develop aggregation policies and concentrate research activity in groups of increasing critical mass	Own funds	407.293 €	1.000 €	0 €	408.293 €
	Encourage participation in larger and longer-lasting projects, especially those co-financed by public funds (CENIT, the EU's FP etc.)	Own funds	0 €	43.150 €	0 €	43.150 €
	Foment active policies to increase and diversify R&D+I funds	Own funds	35.267 €	134.620 €	0 €	169.887 €
	Create incentives for faculty/researchers' scientific production, linking assigned university resources to academic merit and through productivity complements. Provide research funds for young professors based on their potential	Own funds	500 €	263.781 €	0 €	264.281 €
	Prioritise initiatives with an international component and include participation in international projects, mobility and PhD completion at foreign universities	Own funds	14.699 €	751.143 €	0 €	765.842 €
	Promote transferal in sectors with little activity in this respect	Own funds	40.300 €	190.781 €	0 €	231.081 €
	Promote active hiring policies for scientific profiles	Own funds	133.228 €	0 €	0 €	133.228 €

Improve research activity and scientific production results: books and book chapters	Own funds	35.267 €	134.620 €	0 €	169.887 €
Publish articles in national and international scientific, ISI and high-impact journals	Own funds	35.267 €	134.620 €	0 €	169.887 €
Incorporate park network services	Own funds	95.000 €	4.900 €	50.000 €	149.900 €
Carry out studies to identify URL's scientific-technological capacities and adapt them to meet demand	Own funds	0 €	20.000 €	0 €	20.000 €
Total RCM actions		**1.460.645 €**	**1.955.607 €**	**50.000 €**	**3.466.253 €**
Educational actions for R&D+I and knowledge transfer managers with the DBS	Own funds	84.805 €	0 €	0 €	84.805 €
Support research management (DEIKER) and transferal (Fundación Deusto) processes	Own funds	132.954 €	7.140 €	0 €	140.094 €
Design and launch the Deusto Advanced Research Centre (DARC): team, equipment and resources	Own funds	98.351 €	5.599 €	0 €	103.951 €
Design and launch the knowledge transferal plan in the Deusto International Tuning Academy (DITA) research units	Own funds	98.351 €	5.599 €	0 €	103.951 €
Design and launch the knowledge transferal plan in the Deusto Advanced Research Centre (DARC) research units	Own funds	29.473 €	3.392 €	0 €	32.865 €
Prepare the Annual Research Report	Own funds	132.954 €	7.140 €	0 €	140.094 €
Prepare an annual study on research results and impacts	Own funds	132.954 €	7.140 €	0 €	140.094 €
Prepare the Annual Catalogue of Scientific Services	Own funds	132.954 €	7.140 €	0 €	140.094 €
Foment business parks and incubators in Bilbao and Donostia-San Sebastián (DEUSTO KABI)	Own funds	0 €	12.504 €	0 €	12.504 €
Organise scientific forums, fairs and conferences	Own funds	9.055 €	8.002 €	0 €	17.057 €
Offer research awards and incentives	Own funds	231.305 €	98.351 €	0 €	329.657 €
Participate in competitive projects: Framework Programme, National R&D+I Plan, Basque Government calls for projects	Own funds	75.036 €	21.158 €	0 €	96.194 €
Foment the 21st Universitas Research Portal	Own funds	132.954 €	0 €	0 €	132.954 €
Speeches and communication efforts	Own funds	0 €	5.599 €	0 €	5.599 €

Aggregation and research unit design processes: TECH, BUSINESS, LEX, PSICO, EDU, TRENDS and DIVERSITAS	Own funds	132.954 €	0 €	0 €	132.954 €
Launch the Deusto International Research School DIRS): team, equipment and resources	Own funds	68.322 €	0 €	0 €	68.322 €
Total DCM actions		**1.394.071 €**	**183.167 €**	**0 €**	**1.577.238 €**
Foment and reorient research groups	Own funds	181.159 €	61.254 €	21.164 €	263.577 €
Internationalise research	Grant	43.011 €	11.822 €	5.504 €	60.337 €
Foment global transferal strategies through the different modes	Own funds	47.055 €	31.537 €	6.116 €	84.708 €
Internationalise research publication and communication	Own funds	40.137 €	40.831 €	8.089 €	89.057 €
Develop outreach activities	Own funds	25.371 €	4.418 €	1.147 €	30.936 €
Intensify, plan and evaluate faculty research dedication and quality	Own funds	59.018 €	10.500 €	2.556 €	72.074 €
Total CCM actions		**395.751 €**	**160.361 €**	**44.576 €**	**600.688 €**
TOTAL FOCUS AREAS, SCIENTIFIC IMPROVEMENT AND TRANSFERAL		3.253.838 €	2.437.614 €	94.576 €	5.786.028 €

Strategic Area	Action	Financing	Personnel	Current Costs	Investment	Total
PEDAGOGICAL IMPROVEMENT AND ADAPTATION TO EHEA	Create the doctoral school	Own funds	17.597 €	0 €	0 €	17.597 €
	Define collaboration protocols and systems between centres at the three universities in charge of educational programmes in similar subject areas	Own funds	9.841 €	0 €	0 €	9.841 €
	Evaluate the academic results of the degrees implemented (as well as their contribution to the fulfilment of the strategic objectives set) and identify opportunities to launch additional joint programmes and actions	Own funds	17.586 €	0 €	0 €	17.586 €
	Create new educational programmes and actions in the focus areas and define the necessary quality and projection traits to become international references	Own funds	0 €	0 €	0 €	0 €
	Identify the good practices implemented at each centre and create a descriptive inventory of said practices. Those in charge of their implementation shall also detail the factors (personnel and material) that have contributed to their success.	Own funds	0 €	0 €	0 €	0 €
	Obtain the quality certifications and recognitions (PhDs with Quality mentions and Erasmus Mundus PhDs), reinforcing and learning from the process already initiated via the Erasmus Mundus PhD, SETS, coordinated by Comillas	Own funds	190.251 €	0 €	0 €	190.251 €
	Organise periodic interuniversity meetings on educational innovation and with an international focus to present and jointly implement good practices	Own funds	0 €	0 €	0 €	0 €
	Organise periodic inter-university meetings between quality assurance units to move forward jointly on ensuring that official degrees are accredited, especially the joint degrees, and improve quality monitoring processes	Own funds	0 €	2.263 €	0 €	2.263 €
	Publish a manual of good practices which systematically includes results of the entire process	Own funds	0 €	0 €	0 €	0 €

RESOURCES

Total Joint Plan actions		235.274 €	2.263 €	0 €	237.537 €
Configure, develop and implement free online work platforms which also support partial in-class and distance learning	Own funds	158.501 €	150.325 €	61.500 €	370.326 €
Develop collaborative educational and information programmes with high schools, especially dedicated to those with a vocational/professional focus.	Own funds	125.520 €	47.090 €	5.000 €	177.610 €
Foment organisation under the Doctoral School concept	Own funds	193.756 €	81.866 €	0 €	275.622 €
Selectively increase the double degree and joint postgraduate programme agreements with internationally recognised and prestigious institutions	Own funds	235.000 €	2.417 €	0 €	237.417 €
Progressively increase the number of programmes taught entirely in English, especially postgraduate programmes, with global content and focuses	Own funds	853.041 €	0 €	0 €	853.041 €
Gradually increase the offering of on-going education programmes in the URL's strategic focus areas, with special emphasis on programmes with a clear international focus	Own funds	257.137 €	265.227 €	2.331 €	524.695 €
Promoting the "networking" through a greater number of events	Own funds	5.500 €	61.242 €	0 €	66.742 €
Maintain and increase national and international accreditations	Own funds	230.000 €	31.300 €	0 €	261.300 €
Offer students personalised follow-up to adapt the postgraduate programmes to their personal circumstances (place of residence, flexible schedules, online services, etc.)	Own funds	104.500 €	40.000 €	7.500 €	152.000 €
Foment current pedagogical, linguistic and technique improvement programmes amongst our faculty	Own funds	149.230 €	101.541 €	0 €	250.771 €
Foment the Career Services office to continue improving the quality of job insertion programmes for students (attention to the international market)	Own funds	226.578 €	59.742 €	3.528 €	289.848 €

	Further some aspects of the internship programme, adapting it constantly to students' educational needs, social demands and the job market	Own funds	105.640 €	26.300 €	3.528 €	135.468 €
	Promote actions to attract students, in particular international students, through scholarships, own funds, and funding from other institutions	Own funds	44.000 €	3.375 €	0 €	47.375 €
	Revise and further our own methodology based on seminars with cooperative work and simulations, adapting it to the growing international character of the student body	Own funds	100.000 €	127.349 €	30.000 €	257.349 €
	Total RCM actions		**2.788.403 €**	**997.775 €**	**113.387 €**	**3.899.565 €**
	Actions to communicate and spread the competency-based model created	Own funds	27.414 €	0 €	0 €	27.414 €
	Apply the Verifica, Audit and Docentia programmes as the quality assurance system	Own funds	65.116 €	0 €	0 €	65.116 €
	Continue incorporating ITs in the teaching-learning model: ALUD Platform, online campus, etc.	Own funds	64.955 €	0 €	0 €	64.955 €
	Develop the 35 generic or transversal competencies: reach levels, evaluation indicators and descriptors	Own funds	0 €	14.923 €	0 €	14.923 €
	Develop the value-based model at the curricular, extracurricular, institutional and research levels	Own funds	27.414 €	0 €	0 €	27.414 €
	Develop the action plan and activities programme	Own funds	29.473 €	3.391 €	0 €	32.864 €
	Design the Deusto International Tuning Academy (DITA) project: internal and external aggregation processes, structures, space assignment, facilities, infrastructures, etc.	Own funds	0 €	0 €	0 €	0 €
	Model evaluation at the four levels	Own funds	27.414 €	0 €	0 €	27.414 €
	Experiences applying the model at other universities	Own funds	29.473 €	0 €	0 €	29.473 €
	Faculty, PAS staff and student training in: MFUD (Universidad de Deusto Educational Model), values, competencies, methodologies, ITs, evaluation and quality	Own funds	42.786 €	0 €	0 €	42.786 €

	Transformation process in governance and management bodies, schools, institutes, departments, functional areas and services in accordance with the new context	Own funds	27.414 €	0 €	0 €	27.414 €
	Organisational process for the development of 19 adapted undergraduate degrees, 33 official Master's and 10 official PhD programmes	Own funds	41.377 €	0 €	72.761 €	114.137 €
	Propose new undergraduate and postgraduate programmes for the verification process	Own funds	48.507 €	1.035 €	0 €	49.542 €
	Total DCM actions		**431.342 €**	**19.349 €**	**72.761 €**	**523.451 €**
	Actions aimed at attracting international talent	Own funds	101.656 €	46.755 €	0 €	148.411 €
	Consolidate the offering of joint degrees with international reach	Own funds	62.541 €	18.807 €	0 €	81.348 €
	Create the International Doctoral School along with Universidad de Deusto and Universitat Ramon Llull	Own funds	242.686 €	26.822 €	0 €	269.508 €
	Create the ICADE Business School	Own funds	132.514 €	13.733 €	128.439 €	274.686 €
	Further develop a participatory and cooperative learning methodology	Own funds	202.914 €	9.346 €	4.420 €	216.680 €
	Joint PhDs	Own funds	118.380 €	14.927 €	18.116 €	151.423 €
	Foment postgraduate activities aimed at instilling greater connection with prestigious and strategically important institutions	Own funds	160.481 €	24.899 €	7.258 €	192.638 €
	Improve the PhD pedagogical-educational process	Own funds	19.949 €	48.506 €	9.174 €	77.629 €
	New dimension to continuing education programmes for professionals	Own funds	277.599 €	11.236 €	1.529 €	290.364 €
	Perfect postgraduate activity by optimising the level and quality of graduates' job insertion	Own funds	253.516 €	2.646 €	9.205 €	265.367 €
	Further the on-going improvement in teaching quality and education programme	Own funds	81.798 €	12.096 €	5.164 €	99.057 €
	Further and extend the pedagogy and internationalisation of university internships	Own funds	194.878 €	18.766 €	27.972 €	241.616 €

	Use advanced ITs in the teaching methodology in all university teaching and extension areas	Own funds	37.115 €	7.082 €	7.082 €	51.279 €
	Total CCM actions		**1.886.027 €**	**255.621 €**	**218.358 €**	**2.360.006 €**
	TOTAL TEACHING IMPROVEMENT AND ADAPTATION TO EHEA		5.341.046 €	1.275.008 €	404.506 €	7.020.560 €

Strategic Area	Action	Financing	Personnel	Current Costs	Investment	Total
	Develop initiatives to achieve greater international visibility for the aggregated universities	Own funds	0 €	5.030 €	0 €	5.030 €
	Optimise the extensive network of universities that have a collaborative agreement with URL, UD and UPCO, creating a map of this network	Own funds	650 €	0 €	0 €	650 €
	Elevate the perceived value of participating in Society of Jesus and La Salle university networks	Own funds	7.918 €	0 €	0 €	7.918 €
	Total Joint Plan actions		**8.569 €**	**5.030 €**	**0 €**	**13.599 €**
	Capitalise on the university networks it belongs to as much as possible, especially the Society of Jesus and La Salle networks as well as the FUCE and IFCU networks	Own funds	20.660 €	0 €	0 €	20.660 €
AGGREGATION PROJECT INTERNATIONALIS A-TION	Intensify welcome and mobility policies as well as hire international faculty with clear research potential and senior faculty with recognised trajectories	Own funds	337.747,39 €	7.992 €	0 €	345.739,39 €
	Intensify welcome and mobility policies as well as hire international faculty with clear research potential and senior faculty with recognised trajectories	Grant	118.668,00 €	2.808,00 €	0	121.476,00 €
	Improve the welcome and orientation given to students, researchers/faculty and PAS staff, especially international students and faculty	Own funds	296.608 €	4.400 €	0 €	301.008 €
	Foment English as the third vehicular language	Own funds	115.000 €	4.840 €	0 €	119.840 €
	Strengthen the current offering of training programmes, with emphasis on international audiences	Own funds	75.000 €	0 €	0 €	75.000 €
	Strengthen the current scholarship programmes as an element to attract talent	Own funds	765.000 €	4.234.719 €	0 €	4.999.719 €
	Total RCM actions		**1.728.683 €**	**4.254.759 €**	**0 €**	**5.983.442 €**

	Direct, E-direct and indirect promotional actions geared towards intermediation agencies, opinion leaders, internationalisation support agencies and the communications media	Own funds	0 €	41.772 €	0 €	41.772 €
	Educational actions based on multiculturalism for faculty and PAS staff	Own funds	2.365 €	0 €	0 €	2.365 €
	Multilingual training for the university community (faculty, PAS staff and students), both in terms of interpersonal communication as well as professional practice in a language other than one's own	Own funds	1.686 €	1.802 €	0 €	3.488 €
	Consolidate the experience of the UNESCO Chair in Human Capital Training for Latin America	Own funds	2.365 €	907 €	0 €	3.272 €
	Consolidate the 7 Erasmus Mundus Master's programmes, with the possible recognition of other programmes	Own funds	8.850 €	1.126 €	0 €	9.977 €
	Foment multicultural, communication and awareness experiences	Own funds	0 €	907 €	0 €	907 €
	Design a Multilingualism Master Plan in the teaching, research, management and communication areas	Own funds	42.786 €	0 €	0 €	42.786 €
	Foment a new Language Centre based on the aggregation of current centres	Own funds	77.422 €	15.480 €	0 €	92.902 €
	Adopt support measures for research and scientific production activities in English	Own funds	38.515 €	0 €	0 €	38.515 €
	Have at least 30% of ECTS credits in the undergraduate programmes taught in English and increase the postgraduate degrees (Master's and PhDs) taught entirely in English	Own funds	38.515 €	0 €	0 €	38.515 €
	Foment the welcome and orientation service with accompaniment by local students (DeustoKide Project))	Own funds	224.491 €	0 €	0 €	224.491 €
	Support the university's image and brand positioning and recognition	Own funds	0 €	9.055 €	0 €	9.055 €
	Total DCM actions		**436.993 €**	**71.050 €**	**0 €**	**508.043 €**
	Attract international doctoral talent to the Comillas Campus	Own funds	10.188 €	2.364 €	1.006 €	13.559 €
	Attract the best talent to the university's faculty and research teams	Own funds	61.385 €	26.822 €	8.762 €	96.969 €
	Increase international mobility amongst faculty	Grant	62.965 €	9.984 €	0 €	72.949 €

	Improve the welcome, available infrastructures, quality of stay and loyalty amongst visiting professors	Own funds	32.394 €	3.639 €	2.294 €	38.327 €
	Total CCM actions		**166.932 €**	**42.809 €**	**12.062 €**	**221.803 €**
	TOTAL AGGREGATION PROJECT INTERNATIONALISATION		436.993 €	71.050 €	0 €	508.043 €

Strategic Area	Action	Financing	Personnel	Current Costs	Investment	Total
CAMPUS TRANSFORMATIO N AND PARTICIPATION IN THE SUSTAINABLE ECONOMIC MODEL	Create a USR Forum to present and exchange experiences at the institutional, teaching, training, research and social transferal levels	Own funds	0 €	14.979 €	0 €	14.979 €
	Create a forum on sustainability and accessibility to present and share experiences in terms of spaces, facilities, infrastructures and disability support procedures	Own funds	0 €	8.806 €	0 €	8.806 €
	Launch a centre for knowledge, development, innovation and social transferal (CDIT) similar to a think tank in each of the four cities (Madrid, Barcelona, Bilbao and Donostia-San Sebastián)	Own funds	19.952 €	0 €	0 €	19.952 €
	Total Joint Plan actions		**19.952 €**	**23.785 €**	**0 €**	**43.737 €**
	Constantly update classroom technology as well as network access, extending Wi-Fi-enabled spaces	Own funds	46.000 €	200.938 €	523.255 €	770.193 €
	Update computer support services (online campus, web platform, academic management, databases, libraries, building access, service payments, etc.), ensuring personnel make optimal use of these services	Own funds	50.000 €	356.950 €	2.350 €	409.300 €
	Further the policy encouraging participation in internationally prestigious professional and knowledge networks	Own funds	1.350 €	0 €	0 €	1.350 €
	Consolidate and expand the current model of internal job offers between the university's different units	Own funds	20.200 €	0 €	0 €	20.200 €
	Construct new buildings and remodel and modernise spaces	Own funds	30.000 €	284.940 €	31.929 €	346.870 €
	Build 3 new university residence halls	Own funds	20.000 €	0 €	0 €	20.000 €
	Develop integrating projects to provide support to students and all of URL	Own funds	66.701 €	162.142 €	0 €	228.843 €
	Design and implement an Institutional Communications Plan on URL and CIE. It should be unique and innovative, fomenting students' involvement and those of the entire academic community	Own funds	3.000 €	10.000 €	0 €	13.000 €

RESOURCES

Evaluate and improve actions on sustainability issues	Own funds	40.468 €	25.363 €	15.000 €	80.831 €
Increase collaboration agreements with professional entities to provide on-going education to its workers	Own funds	6.000 €	0 €	0 €	6.000 €
Improve online settings to facilitate both the information as well as the processes and management of the different SOEs	Own funds	8.000 €	24.000 €	0 €	32.000 €
Organise periodic debates on topics of great social impact within the URL's areas of specialisation and encourage their organisation on the university's own premises	Own funds	5.500 €	31.900 €	4.000 €	41.400 €
Promote the recognition of credits to carry out extracurricular activities within the framework of EHEA-adapted studies, especially in terms of volunteerism	Own funds	51.025 €	48.964 €	0 €	99.989 €
Total RCM actions		**348.244 €**	**1.145.198 €**	**576.534 €**	**2.069.976 €**
Bilbao Think Tank: created and develop a knowledge, development and innovation centre focused on the problems faced by the city of Bilbao and the historic area of Bizcaia (Vizcaya), including the university centre, knowledge, creativity and innovation	Own funds	470.722 €	38.154 €	0 €	508.876 €
Campus 0.7. Development Cooperation Master Plan: Social Capital 0.7Fund; 0.7 Economic Fund; communication and awareness raising actions	Own funds	2.365 €	0 €	0 €	2.365 €
Accessible Campus. Universal Accessibility Master Plan, Info-Accessibility and Inclusion: physical, social and communicative accessibility measures; communication and awareness raising actions	Own funds	2.365 €	907 €	0 €	3.272 €
Dynamic Campus. University Community Dynamisation and Participation Master Plan: student care, participation and representation; faculty and PAS staff participation; union representation for workers	Own funds	2.365 €	0 €	0 €	2.365 €
Employment Campus. Employment Master Plan: Professional Orientation and Job Insertion Service (DeustuLan), Employment Forum, Employment Observatory annual report, job bank, University-Company, Entrepreneurship Programmes (Ingenio and Innovandis)	Own funds	46.609 €	0 €	0 €	46.609 €

Equal Campus. Equality Master Plan: academic participation and co-responsibility; employment, salary equality and job conditions; non-sexist content, advertising, image and language; awareness raising and prevention actions regarding domestic violence; awareness regarding gender issues and equal opportunities	Own funds	2.365 €	0 €	0 €	2.365 €
Multicultural Campus. Multiculturalism Master Plan: foreign student and faculty orientation and care; space for meetings and interaction; formative actions for researchers/faculty and PAS staff; multiculturalism stimulation experiences; commemorative days; communication and awareness actions	Own funds	2.365 €	0 €	0 €	2.365 €
Healthy Campus. Health Master Plan: protocol on health and safety at work; encourage the practice of sports; communication and awareness actions	Own funds	2.365 €	0 €	0 €	2.365 €
Solidarity-Minded Campus. Solidarity Master Plan: new scholarship and grant system; commitment to disadvantaged settings through the scholarship fund, social internships and extracurricular activities; alliances with social organisations; Children's Shelter in Ugasko (Bilbao Campus) through an agreement with the Bizkaia Provincial Council; Casa Roja Project in Ugasko (Campus Bilbao) for immigrants; communication and awareness actions	Own funds	33.103 €	0 €	0 €	33.103 €
Sustainable Campus. Sustainability Master Plan: transportation, mobility, access and parking measures; the use of spaces; tracking energy consumption and alternative energy sources; waste collection, recycling and reutilisation management; sustainability criteria in construction projects; use and conservation of the campuses' natural environment; communication and awareness actions	Own funds	2.365 €	907 €	0 €	3.272 €
Improvements in meeting spaces and sports facilities (gyms, roof and closing off tracks; open-air circuits; improve locker rooms, etc.) at both campuses	Own funds	0 €	0 €	500.000 €	500.000 €
Total DCM actions		**566.986 €**	**39.968 €**	**500.000 €**	**1.106.954 €**
Adaptation to EHEA	Own funds	121.405 €	3.378 €	920.973 €	1.045.755 €

Campus adaptation	Own funds	116.612 €	2.605 €	380.061 €	499.278 €
Expand Cantoblanco's Green Campus	Other financing sources	107.125 €	7.363 €	1.298.049 €	1.412.537 €
Increase the campus' impact on developing the most disadvantaged sectors for their incorporation within society	Own funds	140.114 €	2.885 €	40.201 €	183.200 €
Greater offering of university housing	Own funds	65.585 €	2.473 €	7.485 €	75.543 €
Community services	Own funds	53.127 €	8.498 €	9.603 €	71.229 €
An accessible campus	Own funds	63.583 €	7.363 €	162.542 €	233.488 €
Total CCM actions		**667.551 €**	**34.564 €**	**2.818.913 €**	**3.521.029 €**
TOTAL CAMPUS TRANSFORMATION AND PARTICIPATION IN THE SUSTAINABLE ECONOMIC MODEL		1.602.733 €	1.243.516 €	3.895.447 €	6.741.696 €

	Personnel	**Current costs**	**Investment**	**Total**
TOTAL ECONOMIC REPORT	11.251.534 €	5.097.022 €	4.396.440 €	20.744.997 €