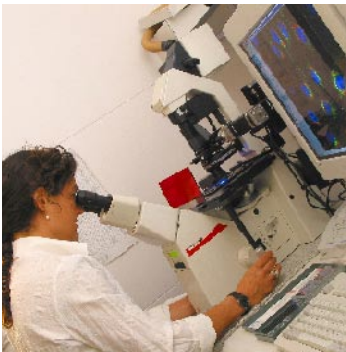


UPF CAMPUS  ICÀRIA INTERNATIONAL PROJECT

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# Building knowledge To build citizens To build cities



**Report on the project**

UPF CAMPUS  ICÀRIA INTERNATIONAL PROJECT

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**Building knowledge**  
**To build citizens**  
**To build cities**

**Report on the project**

Candidacy for the 2010  
International Campus of Excellence

A much more detailed and complete version of this document can be found at:  
[www.upf.edu/icaria](http://www.upf.edu/icaria)



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## RECTOR'S MESSAGE

### *Communis omnium sapientia*

The Icària International Campus of Excellence project presented by Pompeu Fabra University is based, first and foremost, on the experience the university has gained in the twenty years since it was founded. During this short period, UPF has yielded a successful combination of quality and prestige in teaching whilst upholding an unrelenting commitment to become a leading research institution. The results lay testimony to the fact that the university has embarked on precisely the right course. Teaching and research indicators place it among the top universities in Spain and, in recent years, UPF has begun to make a name for itself on the international stage, for instance, figuring prominently in the Shanghai Academic Ranking of World Universities and the Times Higher Education ranking. The university model is primarily based on a policy of being an international institution that is open to the world, incorporating prominent researchers and lecturers in order to strengthen the international range of postgraduate programmes, master's degrees and doctoral studies offered. Furthermore, the university is centred on three main fields: biomedicine, social sciences and humanities and communication and information technologies. Accordingly, this project focuses on specific areas rather than adopting a general approach. The output attained in these three fields demonstrates that by pooling and focussing efforts in this manner UPF has unquestionably adopted the appropriate strategy. Moreover, a host of interdisciplinary areas have been established among these three fields, giving rise to some of the most innovative scientific initiatives the world has witnessed in recent years; for instance, the field of neurosciences and human behaviour is one initiative that constitutes a fusion of all three fields and is one of the main actions envisaged in the project.

The 2010 project strengthens the university's associates. These include the Open University of Catalonia (UOC), an institution with which UPF has already been collaborating successfully – experiences in this regard include the first edition of certain specialist areas in the master's degree for training secondary education teaching staff. Moreover, this cooperation also provides a bimodal teaching format (involving face-to-face education and virtual learning) which is set to become an ever-increasing feature in higher education. In addition, the project also unfolds on the context of an ambitious interuniversity cooperation scheme; namely, the 4 Universities Alliance (A4U) – formed by UPF along with the Autonomous University of Barcelona, the Autonomous University of Madrid and the Carlos III University in Madrid. The aim is to forge an outstanding spiral of academic excellence in Spain. The project also benefits from the involvement of a host of research centres, technological centres and postgraduate platforms that are linked to UPF. These include the newly-established Barcelona Institute for International Studies (IBEI) and Barcelona Beta centre, promoted by the Pasqual Maragall Foundation.

The project's ultimate calling is to create knowledge based on the understanding that knowledge will help to lend our society greater wellbeing and equality. Pompeu Fabra University has always helped to generate knowledge in keeping with the pace of Barcelona's development. The university is intimately tied in with the city fabric: it was a key player in lending a new lease of life to the Ciutat Vella district and in opening up the city to the sea in the nineties in preparation for the Olympic Games. Even now in the 21st century, the institution continues to contribute, for example on the overhaul being carried out in the 22@ knowledge district. Icària International is a project with a highly urban vocation, unfolding right in the heart of the Catalan capital: Mediterranean, Hispanic and international Barcelona, a city that has opened its doors to the world. The project is founded on the firm conviction that, in addition to being a popular location for leisure and business, Pompeu Fabra University can transform Barcelona into an extremely appealing world destination for research and postgraduate education.

**JOSEP JOAN MORESO**

Rector of Pompeu Fabra University





# 1



## OVERALL PROPOSAL

### 1.1 Perspective and mission

The UPF25 YEARS Strategy looking ahead to 2015 was drawn up and approved in the year between the two calls for the Campus of International Excellence programme. This is important because the Icària International project is nurtured by this theoretical framework and, accordingly, both the project and the strategy **share the same vision** looking ahead to 2015.

UPF shall become one of the leading European universities developing a unique identity of its own characterised by quality teaching, proximity to students, a high level of internationalisation and emphasis on research and innovation. The university's three specialist fields – social sciences and humanities, communication and information technologies and biomedicine – place the individual and the relationship between the university and its setting at the heart of the university project.

UPF25 year perspective

The **goal** of the Icària International project is to **speed up this process for attaining excellence and international outreach** to which the university has been committed since it was founded. Indeed, it forms the basis of the UPF25 YEARS Strategy and this goal is **strengthened thanks to the strategic associates highlighted in this project**.

### 1.2 Theoretical framework

The UPF25 YEARS Strategy lays the theoretical foundations for the Icària International project. The strategy focuses on four areas of action – which are efficiently governed and managed – which coincide with the priority areas for action set out in the CEI 2010 programme.

The **five strategic goals** of the UPF25 YEARS Strategy are detailed below under each specific area along with the framework for governance:

#### **Knowledge creation:** research

Establishing UPF as a research institution with a calling for international excellence enabling it to attract talent and strengthen its current standing by improving research infrastructure.

**Knowledge transmission: teaching**

Consolidating the current teaching model in line with the European education framework with an innovative teaching and learning model that underlines the quality and competitiveness of the studies offered by UPF, focusing particularly on setting up suitable support systems.

**Knowledge transfer**

Planning and developing teaching and research to favour knowledge transfer and innovation in society in conjunction with the main social and business players within the university's setting.

**Internationalisation**

Designing a global strategy to enable the university to achieve the international presence, standing and prominence characteristic of an institution with such high quality in terms of research and teaching.

**Framework of governance and efficient management** (*internal action*)

Strengthening an institutional structure that helps to reach the goals set out in the UPF25 YEARS Strategy, reviewing internal governance and the structure of the UPF group. The instruments for management shall also be adapted, promoting greater cohesion in the university model. The goal is also to define a more varied, sustainable funding model.

## 1.3 Campus model and SWOT

### 1.3.1 Introduction

The Icària International project sets out **22 actions** aimed at **reinforcing the goals included in the UPF25 YEARS Strategy**. These include fostering the involvement of the university's associates in the projects (strategic partners in each field: teaching, research and knowledge transfer) and placing greater emphasis on the integration of the campus into its setting (by working with the urban development associate: 22@Barcelona).

With respect to the **associates**, their involvement in the project is **vital to heightening this process for ensuring excellence**. For instance, in terms of teaching they make it possible to incorporate new bimodal teaching models (ensured by the association with UOC) and to enhance the range of postgraduate studies offered (through postgraduate platforms). In terms of research, making a more efficient use of the synergies afforded by the associates is essential in order to build competitive resources that nurture the university model.

Moreover, the project places great emphasis on **integrating the campus into its land setting** (22@Barcelona project) to help consolidate Barcelona's position as the capital for knowledge and innovation.

### 1.3.2 Campus model

The campus model established by the Icària International project stems from UPF's conviction that working to achieve a new sustainable economic model helps to increase social wellbeing, an objective that can be reached on the basis of **two key missions**.

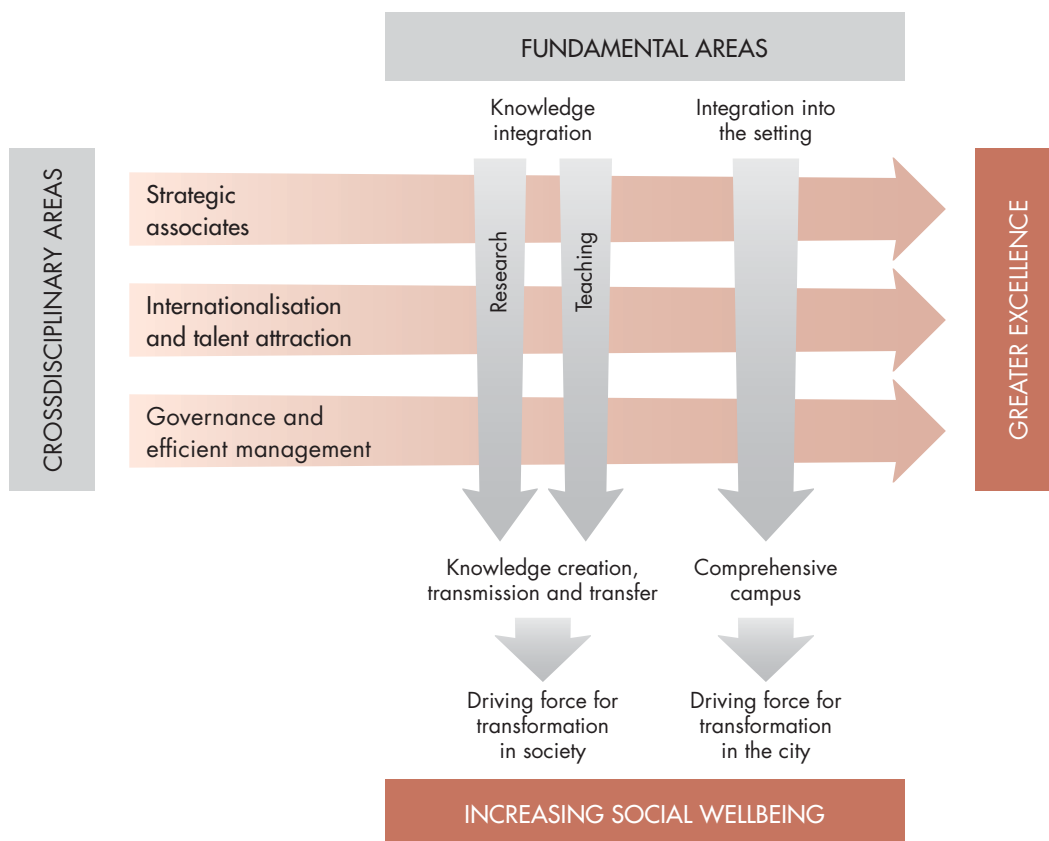
Firstly, by integrating knowledge – illustrating the university’s role as an agent for knowledge creation, transmission and transfer – enabling the institution to act as a driving force for social transformation. Secondly, by fully integrating the UPF campus into its land setting – the expansion of which has lent and continues to lend a new lease of life to rundown areas in the city, leading to UPF becoming a motor for transformation in the city.

Likewise, the project also focuses on **three cross-disciplinary areas** depicting the relations in which the university engages with local agents, along with the institution’s system of internal governance.

As stated, in order to execute the Icària International project the university benefits from the support of a host of strategic associates which lends added value to the project. These are detailed below. Also, in recent years the university has been shaping a policy of alliances in which clear geographical priorities are outlined in order to firmly establish the institution’s position on the international stage, strengthening ties with a network of key partners that make it possible to execute robust, sustainable projects. Lastly, it is worth mentioning that the university is required to report to the society which promotes it and to which the institution is indebted for its success. To do so, in the case of actions such as the Icària International project, it sets out a framework for efficient management and governance, defined in the UPF25 YEARS Strategy.

The following diagram sums up the campus model forged by the Icària International project.

Diagram I. Campus model



### 1.3.3 SWOT UPF CAMPUS - Icària International project

Strengths		Opportunities	
S1	Specialisation in three fields of knowledge	O1	Fostering specialisation in three areas of knowledge as a distinguished feature
S2	High quality levels across all three fields of knowledge. Integration between fields	O2	Encouraging synergies between the three fields of knowledge
S3	Research on the frontier of knowledge having international outreach	O3	Making the most of the activities conducted by the research and knowledge transfer associates
S4	Developed research capacity and competitiveness in certain fields on a European level	O4	Achieving greater presence in Europe through joint research projects with the 4 Universities Alliance
S5	Appealing quality range of studies offered	O5	Heightening the use of ICTs in teaching through a bimodal teaching model (with UOC)
S6	Leading university in adapting the studies offered to the EHEA	O6	Customised monitoring of students in line with the EHEA
S7	High degree of satisfaction among students	O7	Encouraging student participation in the university's activities
S8	High rate of employment integration of graduates	O8	Ensuring the studies offered are suited to market needs
S9	International reputation and standing	O9	Promoting the presence of UPF in international networks and alliances, as well as in leading rankings
S10	Capacity to attract and recruit talent	O10	English as a <i>lingua franca</i> in teaching and research
S11	Teaching staff with international educations and origins	O11	Mobility in the teaching /research career
S12	High presence of international students at bachelor's level and especially at postgraduate level	O12	Specialisation in postgraduate studies having international outreach
S13	High levels of mobility among bachelor's students	O13	New international mobility agreements in geographical priority areas
S14	Campus fully integrated into Barcelona city	O14	Heightening relations with international institutions and companies based in Barcelona, the city of knowledge
S15	Modern, quality university infrastructure	O15	UPF campus growth strategy: new infrastructure expansion plans
Weaknesses		Threats	
W1	Size and young age: limiting presence in rankings (that do not take size into consideration)	T1	Economic downturn and the drop in public spending
W2	Early stages of knowledge transfer	T2	Funding distribution criteria based on volume and not achievements
W3	Low student participation	T3	Competition to attract talent
W4	Early stages of assistance for graduates	T4	Increased competition to secure research funding
W5	Underuse of funding lines (except for research)	T5	Increased competition in securing private funds and engaging in dealings with companies
W6	Few European projects (Erasmus Mundus)		
W7	Few institutional relations on an international level (technical and academic relations instead of political ones)		

## 1.4 Summary of associates and goals

### 1.4.1 Introduction

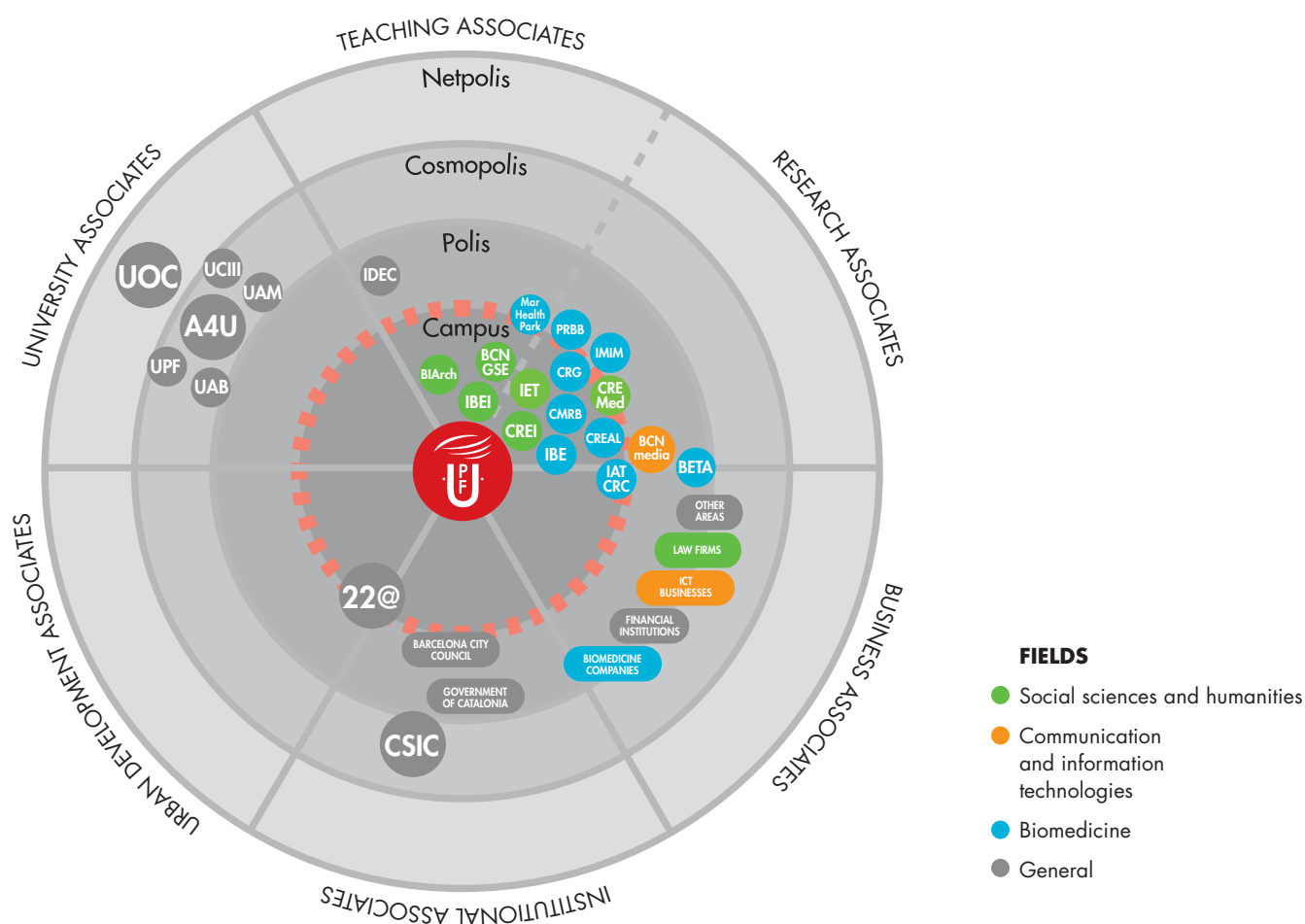
The Icària International project is supported by strategic partners operating on **six levels: university associates, teaching associates, research associates, urban development associates, institutional associates and business associates**.

Firstly, ever since it was founded in 1990, UPF has built on participation in a broad host of institutions enabling it to establish itself in the fields of teaching, research and knowledge transfer. For this reason, the university already defined its governance model with these institutions beforehand and this cooperation is established through several mechanisms: **framework agreements and/or pacts**; presence on the **boards of trustees** of the institutions and, in the case of the A4U alliance (bringing together four universities) by establishing an **association** (forged at the end of 2008).

Likewise, the university has been actively involved in urban development projects to lend a new lease of life to the city – working with the Government of Catalonia and Barcelona City Council – and on this occasion this cooperation is again illustrated by the involvement of 22@Barcelona – the foremost urban, economic and social transformation project Barcelona has embarked on in recent years – as an urban development associate with the Icària International project.

Diagram II shows the various associates involved in the project:

Diagram II. Associates



Below are some of the foremost alliances along with some of the joint cooperation projects promoted on the context of the Icària International project.

## 1.4.2 Main alliances and cooperation projects

### University associates



#### Open University of Catalonia (UOC)

As leading institutions in their fields, UOC and UPF have already engaged in cooperation within the framework of an educational agreement. For instance, as of the 2009-2010 academic year, both universities offered the university master's degree in Teaching of Compulsory Secondary Education and Baccalaureate, Professional Training and the Teaching of Languages. This cooperation also includes the scientific field with the presence of UOC research groups operating at Barcelona Media technological centre and the presence of UPF teaching staff on the Scientific Committee for Research and Doctoral Studies of UOC.

For this project, both universities have forged projects in the field of teaching (benefitting from UOC's online education experience to develop joint programmes in UPF's three knowledge fields) and with regard to research (where cooperation focuses on information and communication technologies as well as possible cooperation in social sciences).

Specifically, this cooperation is illustrated in two joint projects:

- Bimodal teaching cooperation projects on interuniversity undergraduate and postgraduate programmes (UPF-UOC)
- Set-up of a UPF-UOC interuniversity centre for research on moral and political theory



#### 4 Universities Alliance (A4U)

The 4 Universities Alliance (A4U) was borne out of the desire on the part of the four universities (the Autonomous University of Barcelona, the Autonomous University of Madrid, the Carlos III University in Madrid and Pompeu Fabra University) to conduct joint projects initially in the fields of research, exchange of doctors and international outreach.

A framework agreement from 2008 regulates this calling, and specific agreements are signed for each individual project. This calling for teamwork led to the alliance being established in December 2008 as an association and subsequently in May 2009 it was recorded in the national registry of associations.

At present, the A4U organises its activity for six independent working groups managed by a vice-rector at each university: academic career; research; international relations; bachelor's degrees/postgraduate programmes; students; and university extension.

While the last three group areas, established in December 2009, are still being determined, through the Icària International project, UPF is presenting three actions that foster the working lines of the first three groups:

- European A4U Office in Brussels (OPERA)
- Mobility programme for young PhD holders as part of the A4U
- A4U International project

## Teaching and research associates

### Scientific Research Council (CSIC)

CSIC and UPF have signed an agreement to set up the Evolutionary Biology Institute (IBE), a mixed institution jointly owned by both whose goal is to promote quality, multidisciplinary research aimed at solving scientific problems in the field of evolutionary biology.



The IBE – which is fully operational – plans to transfer its premises to the UPF Social Sciences and Humanities Park once established. Similarly, the development of the park – one of the key actions set out in the Icària International project – is backed by financial support from the CSIC to promote the construction of the building that will house the IBE.

Accordingly, the involvement of the CSIC in the project relates to the following initiative:

- UPF - Social Sciences and Humanities Research Park

### Research and transfer centres and postgraduate platforms

Ever since it was founded, UPF has built its participation in several institutions and centres specialising in teaching, research and knowledge transfer. The university is a member of the boards of trustees of these institutions who are once again involved in the Icària International project by undertaking an explicit commitment to cooperation.

This host of institutions enables UPF to be a prominent player in highly specialised research fields, often in conjunction with other universities and institutions, providing its research staff with excellent facilities and an ideal environment to conduct their activities.

In the field of teaching, the postgraduate platforms – two internationally renowned centres of outstanding quality – supplement the studies offered with a wide range of specialist master's degrees. Likewise, the location of the IBEI at the UPF Social Sciences and Humanities Park – where it will share infrastructure and resources with Barcelona GSE – will undoubtedly help to establish UPF as the leading postgraduate platform with international outreach in Barcelona.

In addition, as well as cooperating with UOC, the Icària International project includes several actions aimed at improving teaching quality and learning in line with the standards of the European Higher Education Area (EHEA). In accordance with these guidelines, these actions focus on monitoring students more closely during their education process (and also boosting relations between the university and its graduates) and training teaching staff in the use of new teaching methods. Furthermore, an initiative is also implemented to increase the number of international academic cooperation projects promoted by the university by strengthening the institution's networks and alliances.

Attention should be drawn to the following actions:

- UPF - Social Sciences and Humanities Research Park
- Plan for promoting postgraduate schools in the UPF group
- Tutorial plan of action
- UPF Alumni programme
- Learning and teaching support programme
- UPF Global Network Initiative project



## Institutional, urban development and business associates



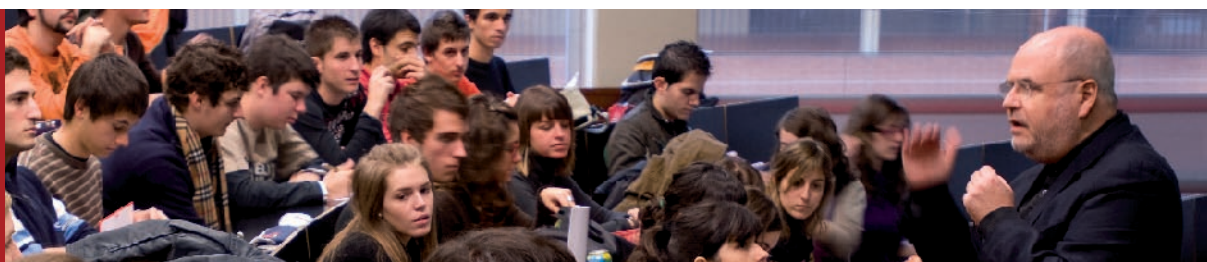
### Barcelona City Council and the 22@Barcelona project

ICària International benefits from the support of 22@Barcelona as an urban development associate. Indeed, this urban, economic and social renewal project in Barcelona – promoted by the City Council – is yet another example of the university's close ties with institutional bodies (the Government of Catalonia and, in particular, Barcelona City Council) when it comes to executing urban development and overhaul projects in the city.

22@ the foremost urban, economic and social transformation project Barcelona has embarked on in recent years. In line with a sustainable economic model, it sets out a new urban model (for an area of nigh on 200 hectares). In this new environment – known as the innovation district – production forums (more than 1500 companies) coexist with universities and research, continuing education and technology transfer centres.

The creation of this hub for business, research and knowledge transfer activity will boost synergies among the agents at the heart of the change in economic model. All in all, this collaborative effort will help meet the challenges posed by the knowledge society and establish Barcelona's image as a leading international platform for innovation and the knowledge economy.

# 2



## PROJECT REPORT

# A

## TEACHING IMPROVEMENT AND ADAPTATION TO THE EHEA

### I. Starting point

#### 0. Introduction

Education at **UPF** is centred on three fundamental fields of knowledge (social sciences and humanities, communication and information technologies and biomedicine) and the range of courses and programmes are comprehensively offered on the basis of a twofold aim:

**Structural integration**, by jointly arranging the offer in the following manner:

- strengthening **interrelations and synergies** among the three fields
- establishing **cross-border centres of knowledge** between the fields

**Integration of the teaching model** through:

- innovation
- research
- proximity to students
- a high degree of internationalisation

This twofold integration has a positive effect on the quality of the teaching model implemented by **UPF** as demonstrated by the following:

- the institution's **ability to draw the best upper secondary education students** (during the 2009-2010 academic year, more than three hundred students were admitted having received the top grade honours)
- the **excellent achievements of students**, with the highest rate of graduation in the Catalan university system (60% compared with 32%)
- the increased speed with which **graduates adapt** to the social fabric

These are all aspects that are directly related to the **creation of citizenship**, one of the university's goals.

**Knowledge transmission (teaching):** to strengthen the current teaching model in line with the European educational framework by applying a quality, innovative teaching and learning model to ensure the competitiveness and robustness of the courses offered, lending particular emphasis to the establishment of support systems that are better tailored to suit each context.

Goal 2. UPF25 YEARS Strategy

## 1. Characteristics of the UPF teaching model

- Full commitment to the European Higher Education Area (EHEA) which has led to the implementation of all the bachelor's degrees in the 2009-2010 academic year, one year ahead of the deadline set by current legislation.
- Studies with a major emphasis on internationalisation, a factor certified by several external assessments. UPF has the highest level of mobility of all Spanish State universities and is the third largest institution in terms of the number of foreign students it receives.
- International dimension to all master's degree and doctorate programmes in which international students account for 34% and 46% respectively. All doctorate programmes can be followed entirely in English as can 32% of master's degree programmes. A further 32% employ English alongside the use of Spanish and Catalan.
- Syllabi adapted to the needs of society giving rise to a high level of employment integration on the part of UPF graduates. Education plans include internships in companies and institutions.
- Customised student support that improves day-by-day thanks to the implementation of more developed tutorial models.
- Syllabi offered in conjunction with other institutions within the UPF group making it possible to heighten the specialized nature of the courses offered.
- Major emphasis placed on the quality of teaching clearly demonstrated by the networking of USQUID (Support to Quality and Teaching Innovation) units within each centre which are institutionally organised by the Centre for Teaching Quality and Innovation (CQUID). This structure addresses all education, innovation support activities and other initiatives that ensure the quality of teaching.
- A constant mission for improvement and modernisation that is demonstrated by the range of courses offered to suit a more dynamic and competitive setting. The implementation of cross-disciplinary bachelor's and postgraduate degrees is being examined in order to provide comprehensive interdisciplinary education characteristic of universities that constitute international benchmarks.

## 2. Organisation of teaching

### 2.1 Structure

The courses offered at UPF are structurally organised by 7 faculties, 1 polytechnic school, 8 departments, 4 affiliated centres, 4 postgraduate platforms and 3 university research institutes.

#### Faculties

- Health and Life Sciences
- Economic and Business Sciences
- Political and Social Sciences
- Communication
- Law
- Humanities
- Translation and Interpretation

### Schools

- Polytechnic School

### Departments

- Experimental and Health Sciences
- Political and Social Sciences
- Law
- Economics and Business
- Humanities
- Communication
- Information and Communications Technologies
- Translation and Language Sciences

### Affiliated centres

- School of International Trade (ESCI)
- School of Design (Elisava)
- Maresme University School of Business Studies (EUM)
- Mar University School of Nursing (EUM)

### Postgraduate platforms<sup>1</sup>

- Barcelona Graduate School of Economics (Barcelona GSE)
- Barcelona Institute of Architecture (BIArch)
- Barcelona Institute for International Studies (IBEI)
- Continuing Education Institute (IDEC)

### University research institutes

- University Institute of Culture (IUC)
- Jaume Vicens i Vives University Institute of History (IUHJVV)
- University Institute for Applied Linguistics (IULA)

## 2.2 Courses offered

### Bachelor's degrees

UPF offered **25 bachelor's degrees** (19 at the institution's own centres and 6 at affiliated centres) during the 2009-2010 academic year. Table I below also includes the courses planned up to 2011.

Table I. Bachelor's degrees offered (April 2010)

Bachelor's Degrees	Up to 2008-2009	2009-2010 academic year	Planned for 2010-2011	Under proposal	Total
UPF	5	13	0	1	19
Interuniversity degrees	1	0	0	0	1
UPF affiliated centres	0	6	2	0	8
<b>TOTAL</b>	<b>6</b>	<b>19</b>	<b>2</b>	<b>1</b>	<b>28</b>

1. See action A10.

### Postgraduate studies: master's degrees and doctoral studies

During the 2009-2010 academic year, a total of **25 university master's degrees** and **9 doctoral studies programmes** (7 receiving a quality mention from the ministry) were offered by the 8 UPF departments and the Jaume Vicens i Vives University Institute of History. Table II shows the university master's degrees offered according to the coordinating institution and it also details the courses envisaged up to 2011.

Table II. University master's degrees offered (April 2010)

University Master's Degrees	Up to 2008-2009	2009-2010 academic year	Planned for 2010-2011	Under proposal	Total
Fully taught by UPF	19	2	16	1	38
Coordinated by UPF	3	1	3	0	7
Not coordinated by UPF	10	2	1	4	17
<b>TOTAL</b>	<b>32</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>62</b>

Table II shows that the number of university master's degrees offered for the 2010-2011 academic year is much higher than previous years. This is because a total of 44 university master's degrees will be offered under the coordination of UPF once ANECA – the Spanish National Agency for Quality Assessment and Accreditation – has carried out verifications. Further courses will be offered thanks to the institution's participation in 13 more university master's degrees coordinated by other universities, meaning that UPF's involvement in university master's degrees will result in the university participating in a total of 60 degrees, in other words, looking ahead to 2010-2011, 7 in every 10 official degrees will be master's degrees.

These ties between undergraduate and postgraduate programmes will be possible owing to the policy implemented by UPF in terms of university master's degrees which shows a commitment to courses fully taught by UPF whilst strengthening relations with the various teaching centres attached to the UPF group (Barcelona GSE, IBEI, EUM, Elisava, IDEC) with the aim of transforming some of the current training-oriented master's degrees into university-based courses.

## 2.3 Demand and registration

### Bachelor's degrees

During the 2009-2010 academic year, **2428 new students registered with the university and 6096 from other courses**. Furthermore, UPF has witnessed the greatest increase in demand for first choice of all universities in the Catalan system (19% compared with 9.2%) (Uneix, April 2009). This means, on average, that two first choice applications were submitted for every place on offer as table III below shows.

Table III. Ratio of first choice places offered/demand for places (2009-2010 academic year)

Bachelor's Degree	Offered	First choice demand	O-D	O-D
TOTAL degree courses at UPF centres	2315	4156	-1841	1.8

### Postgraduate studies: master's degrees and doctoral studies

During the 2009-2010 academic year, a total of **725 new students registered for university master's degrees** taught at UPF centres meaning that the total number of students following a master's degree at the university stood at **893**. Similarly, during the aforementioned academic year a total of **851 doctoral students** were studying with the university including students who had embarked on their courses (257), those who are studying a doctoral programme envisaged in Royal Decree 778/1998 (61) and students who had registered for their thesis tutorial (556). As far as doctoral theses are concerned, it is worth highlighting the fact that the number of theses presented for approval in 2009 was **103**, in line with the increase witnessed the previous year when the figure came to 115.

Table IV shows the number of UPF university master's degrees offered and the demand for places (pre-enrolment and registration of new students) at the UPF's own centres during the 2009-2010 academic year.

Table IV. University master's degrees (at UPF centres) offered, demand for places and registration (2009-2010)

	Places offered (O)	Pre-enrolment (D)		Registration of new students (R)		Total registration
		Total	D/O	Total	R/O	
TOTAL (UPF centres)	940	1778	1.9	725	0.8	893

## 3. Academic achievement

### Bachelor's degrees

An analysis of academic achievement at UPF using data from the 2008-2009 academic year shows that, generally speaking, most of the university's indicators (achievement, efficiency, graduation, dropout) remain steady with a slight improvement being witnessed.

Table V. Change in achievement and efficiency rates (2004-2009)

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
<b>Achievement rate</b> (credits successfully completed as a percentage of all credits registered by students)	81.2	80.5	81.5	82.9	83.1
<b>Efficiency rate</b> (this figure is obtained by dividing the credits envisaged in the syllabus by the average total of credits for which students who have successfully completed their studies registered and then multiplying by one hundred)	89.18	89.42	90.11	89.69	90.02

Moreover, a slight improvement is shown for the second consecutive year when it comes to the indicators referred to for the system as a whole, especially with regard to graduation and achievement, as shown in table VI.

Table VI. Change in graduation and dropout rates (2004-2009)

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
<b>Graduation rate</b> (the number of students who graduate within the time envisaged in the syllabus or within one extra year as a percentage of all students who embarked on their studies in the same year)	61.84	58.54	57.78	57.83	59.35
<b>Dropout rate</b> (the number of students who drop out during the time envisaged in the syllabus or within one extra year as a percentage of all students who embarked on their studies in the same year)	23.9	28.0	28.0	27.3	27.2

In addition, this year, the number of students graduating within the precise time envisaged remained high as it was last year, even showing a slight improvement, meaning that the figures have returned to the levels attained 7 years ago, as shown in table VII.

Table VII. Change in graduation rate within the time envisaged (2004-2009)

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
<b>Graduation rate within the time envisaged</b> (students graduating within the time envisaged in the syllabus)	41.6	38.8	39.8	43.5	43.7

The same is the case with dropout due to failure to meet continuance standards during the first year, the rate for which remains at 13%, its lowest level in recent years.

Table VIII. Change in dropout due to failure to meet continuance standards during the first year (2004-2009)

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
<b>Dropout due to failure to meet continuance standards during the first year (%)</b>	16.0	16.6	14.3	13.1	13.0

Lastly, it is necessary to point out that the analysis of all information concerning academic achievement has been incorporated into the protocols of the Internal Quality Assurance System – a requirement by ANECA (within the VERIFICA programme) for all new degrees adapted to the EHEA – in order to assess data in terms of strengths and weaknesses, to examine potential causes and, if necessary, to put forward suggestions for improvement.

## 4. Teaching quality support units

The CQUID (Centre for Teaching Quality and Innovation) was set up in November 2007 in accordance with the previous Programme for Educational Quality (PQE) in order to address the latest teaching needs stemming from aspects such as the implementation of new bachelor's degrees adapted to the European education area by providing support, training and advice to teaching staff and projects that include innovation for university teaching.

### Strategic functions:

- Assuring the organisation and development of a pedagogical training plan for teaching staff (initial and continuing education).
- Offering a pedagogical advice service.
- Promoting and supporting actions for pedagogical renewal and teaching innovation among teaching staff to improve educational models.
- Providing technical assistance for teaching innovation projects that are of institutional interest owing to their scope, characteristics or cross-disciplinary nature.
- Conducting research to improve teaching and learning methods in terms of theory and from the standpoint of its application to UPF as a whole.
- Assisting with processes for assessing lecturers' teaching activities with the exception of managing the satisfaction survey.

## 5. Full commitment to the European Higher Education Area

UPF is fully committed to the European Higher Education Area (EHEA) meaning that for the 2009-2010 academic year the university had already **completed the implementation of its own new bachelor's degrees** a year ahead of the deadline stipulated in current legislation.

Moreover, since April 2009 the first **European Diploma Supplements** (EDS) were issued to accompany official university degrees which are valid nationwide.

The adaptation of degrees has been a gradual process:

- 2007-08 academic year: adaptation of 13 of the 18 UPF studies and 49% of subjects. This means that 73% of new students to the university and 50% of the UPF's undergraduate students were following degrees that were fully adapted to the EHEA.
- 2008-09 academic year: the launch of 6 bachelor's degrees adapted to the EHEA making UPF a leading university in adapting to the European education area.
- 2009-2010 academic year: all bachelor's degrees were adapted to the EHEA.

In addition, UPF has been engaged in the process for adaptation to the EHEA in several ways:

- Call of pilot tests to promote the process for adaptation to the EHEA (bachelor's and master's degrees) in Catalan universities at undergraduate level and for European master's degrees (Department for Universities, 2004-05 academic year): participation with 6 degrees.
- Institutional Plan for Adaptation to the EHEA: UPF strategic plan to promote gradual adaptation of all degrees to the EHEA.



- Plan of Action for Innovation and Improvement in Teaching Quality (2001). Annual programme promoting teaching innovation initiatives on the part of lecturers wishing to engage in innovation activities in their subjects. The programme envisages a range of measures including “Bologna Experimentation” set up for lecturers who could begin to experiment with activities linked to the Bologna teaching requirements in certain subjects.

## 6. Postgraduate and Doctoral Studies Office

The adaptation of postgraduate degrees, master’s degrees and doctoral studies to the EHEA required major changes that have a direct bearing on the programming, teaching and management processes to be conducted at universities.

UPF is highly aware of the significance of master’s degrees and doctoral studies in shaping a strategic range of educational courses with emphasis being placed on academic quality, internationalisation, research, talent attraction, employment integration for postgraduates and doctors and the need to engage in robust interuniversity alliances. It is also necessary not to overlook the mission to enhance relations with the various centres and institutions within the UPF group, at an institutional level, many of which play a prominent role in postgraduate studies.

In order to make it easier to manage this organisational network and provide it with the support it requires, UPF has set up the Postgraduate and Doctoral Studies Office, a specialised unit within the teaching area which is responsible for carrying out the tasks and duties of several management units in terms of supporting and fostering continuing education. It will be incumbent on this office to coordinate the management of postgraduate and doctoral studies, as well as activities linked to “life-long learning” within the EHEA, taking into consideration the specific characteristics and respecting the independent operation of university departments and institutes.

## 7. Library/CRAI

The UPF library has a useful area of 11,067 sq. m. distributed over its three locations (linked to the university’s three fields of knowledge).

The university’s current commitments include the construction of the CRAI (Learning and Research Resource Centre), a new model of a centre offering services for teaching and learning which incorporates all teaching support, learning and research services related to new technologies and information resources. Librarians, computer technicians and audiovisual technicians are among the many members of staff working at the CRAI.

### Key indicators (June 2010)

- Student capacity: 1795 study places
- Monographs: 594,840 copies
- E-journals: 13,532 titles
- Bibliographical collection: 23,603 linear metres

### Assessment and accreditation processes

The UPF library operates in a highly efficient manner, a fact confirmed by the following assessment processes:

- ANECA quality certificate (2003).
- Two institutional assessments conducted by AQU Catalunya (1999 and 2006).
- The leading Spanish university library according to the *Atlas digital de la España universitaria: bases para la planificación estratégica de la enseñanza superior* (2007). The *Atlas* was prepared by specialists from the University of Cantabria with the support of the University Coordination Board (CCU), the Conference of Rectors of Spanish Universities (CRUE) and the Botín Foundation.

- A prominent position in the indicators prepared yearly by REBIUN (the Network of University Libraries), in particular with regard to the use of services and resources.

#### **Cross-disciplinary research and teaching support services.**

- **La Factoria (2007):** support service for teaching and research staff and students in carrying out their academic activities in line with the new European framework. La Factoria also provides assistance with the use of the teaching platform (Aula Global Moodle) and in preparing teaching materials and academic articles.
- **Scientific Output Portal:** support service for researchers. This is a database compiling the scientific output of the university's lecturers with two main aims: to disseminate information on the research conducted at the university and to generate and manage researchers' CVs.
- **Digital repositories:** this information system compiles, conserves and allows access to the intellectual output in a digital format (full text documents) produced by the university, generally with open access for the entire scientific community. As well as the institutional repository, the university is also involved with other cooperative repositories.

## **8. Scholarships**

During the 2009-2010 academic year, demand for scholarships among UPF students grew by 44% (from 1611 applications handled by AGAUR for 2008-2009 to 2326 for the current academic year). 204 of these were for master's degrees. In addition, 45 have applied to pursue a university master's degree at UPF under the new scholarship scheme addressed to unemployed students and called by the Ministry of Education and Science.

## **9. Languages**

### **9.1 Plan of Action for Multilingualism (2007-2013)**

The university's institutional language policy is set out in the Plan of Action for Multilingualism, which can be accessed on the university website and which centres on four goals:

- Fostering the Catalan language in all spheres of the university's activity (primarily within the bachelor's degree).
- Lending English the status of a working language in the university.
- Assuring the principle of 'linguistic security' (the language for academic activities is public and binding for everyone, students and teachers alike).
- Implementing a protocol for management of multilingualism in the classroom that seeks to strike a balance between the linguistic rights and obligations of the entire UPF community.

### **9.2 Language Teaching Programme (PEI)**

This programme was set up in 1999 with the primary aim of providing members of the university community with skills in foreign languages (average number of participants: 1500). Main actions:

- The academic programme (following a level test) includes German, English, Arabic, Catalan, Spanish, French, Japanese, Italian and Chinese. There are various levels pertaining to an academic year enabling students to sit external diploma examinations pertaining to foreign institutions. Courses can also be followed to prepare for specific diplomas.
- At the same time, language education (English and Catalan) is provided for teaching and research staff and there are a range of Catalan and Spanish courses for students and lecturers.

## 10. Key teaching quality indicators

The quality of teaching at the institution is demonstrated by various indicators (in which it is compared to the system as a whole). Its position in national and international rankings, as well as in external assessments, is also a significant indicator.

This latter group includes the final institutional report prepared by the **European University Association** (EUA, July 2008) where one of the university's strengths highlighted is the “**high degree of attention to teaching quality**, as reflected in teachers' comments and considerations and in student comments and surveys” and it goes on to state that “Not only is UPF able to attract many of the brightest students in the region or exchange students from abroad, at undergraduate level, or in some of its most internationally oriented graduate programmes, graduates also show remarkable success in labour market insertion, which sees around 90% of graduates find a job within six months of graduation. Moreover, the review team found out during its interviews, students are also clearly pleased and proud to be at UPF”.

As far as the indicators are concerned, below is a breakdown of some of the key statistics in relation to demand, achievement, satisfaction and employment integration.

### Demand for studies

- Within the Catalan public system, UPF is the university that witnessed the greatest increase in first choice demand during the 2009-2010 academic year at 22%.
- For all studies as a whole, 1.8 applications were submitted for every place on offer (2009-2010 academic year).
- Of the 10 highest cut-off marks in the system, 3 pertained to UPF degrees (2009-2010 academic year).

### Academic achievement

- The highest graduation rate in the Catalan system: 59.4% (system average 29%) (UNEIX, 2009-2010 academic year):
  - Graduation rate: four-year degrees (59.1%), three-year degrees (55%), second cycle (79.9%).
  - 43.7 % of students graduated within the time envisaged.
- The highest rate of achievement within the Spanish system: 83.1% (CyD report, 2009).
- The lowest dropout rate in the Catalan system: 8.4% (2006-2007 academic year) (the average for the Catalan system was 11.7%).

### Level of satisfaction

- Student satisfaction: 7.26/10 (in response to the question “Are you happy with the teaching given?” from a quarterly survey assessing teaching as a whole at the university; internal statistics from the 3rd term of the 2009-2010 academic year).
- Level of satisfaction of graduates: 7.8/10 (Study on the employment integration of UPF graduates, 2006).
- 90% of graduates would study again at the same university (Third study on the employment integration of graduates of Catalan public universities, AQU Catalunya, 2008).

### Employment integration

- Level of employment integration: 93% (60% employed in jobs relating to their degrees) (2004 cohort; 3rd AQU study, 2008).
- Swiftiness of integration: 87% found their first employment within 6 months of graduating (2004 cohort; 3rd AQU study, 2008).

## 11. Teaching rankings

- **First** Spanish university in the field of social sciences according to the Times Higher Education Supplement (2009), holding position 62 worldwide, and the **fifth** in arts and humanities. The university also holds **first place** nationally for the teaching staff indicator. Overall, UPF holds **fifth place** for Spanish institutions and 138th within European institutions.
- **First** position in the University Quality Assessment Ranking prepared by the University of Santiago and published in *Social Indicators Research* (September 2008). UPF shares this position with four other universities.
- **Top** Spanish university library (*Atlas digital de la España universitaria: bases para la planificación estratégica de la enseñanza superior*, 2007).
- **Second** Spanish university in terms of teaching quality (CyD report, 2008)
- **Fifth** Spanish university in the 50 degrees ranking (*El Mundo*, 2010) holding the top position for five degrees: Political Sciences, Audiovisual Communication, Economics, Humanities and Labour Relations. Since 2002 UPF has always figured in the top ten.
- **Fifth-seventh** Spanish university and the 124-168th European university in the Academic Ranking of World Universities prepared by the University of Shanghai (ARWU 2010), an increase of one percentile over the 2009 position in this ranking. It is worth drawing attention to this fact because the ARWU does not weight the indicators according to the size of the institution. Indeed, the Spanish National Statistics Institute (2009) has determined that, according to size (i.e., number of students) UPF is at position 42 of the 48 institutions in the Spanish State system. Moreover, the university is also the youngest (with 25 years in existence) of all those figuring in the ranking. The only indicator that weights data on research results according to full-time staff at the institution (Score PCP) rates UPF as the leading Spanish university with a score of 24.4 compared to 16.6 and 16.2 held by the next institutions.
- UPF is part of the **Excellence Group** in the fields of economics and business and in political and social sciences according to the CHE-Excellence Ranking (2009).

## 12. Indicators of teaching improvement and adaptation to the EHEA

Table IX. Indicators of teaching improvement and adaptation to the EHEA (2010-2015)

Ref.	Indicator	2009-2010 academic year	Target for 2015
1.1	Number of students following bachelor's degrees	8711	10,000
1.2	Number of students following master's degrees	893	1500
1.3	Number of students following doctoral studies	874	1500
1.4	Percentage of foreign students following master's degrees	36%	40%
1.5	Percentage of foreign students following doctoral studies	39%	40%
1.6	Number of accredited degrees	19 (100%)	22
1.7	Number of accredited master's degrees	24 (30%)	50
1.8	Number of foreign lecturers	15.1% <sup>2</sup>	20%
1.9	Percentage of master's degrees offered in English	66.66% <sup>3</sup>	75%
1.10	Average number of doctoral theses in the last three years	95	150
1.11	Number of internships offered at institutions linked to the university	1044	2500
1.12	Percentage of adapted classrooms	80%	100%
1.13	Percentage of classrooms with Internet connection	100%	100%
1.14	Percentage of classrooms with a video projector	100%	100%
1.15	Percentage of areas with Wi-Fi coverage	100%	100%
1.16	Percentage of subjects including virtual education	100%	100%
1.17	Number of videoconferencing halls	4	8
1.18	Number of smaller halls for smaller groups	66	80
1.19	Number of laboratories with IT and audiovisual equipment	30	36

2. Teaching and research staff as at 1/1/2010, excluding scholarship holders and teaching assistants, who are not Spanish nationals.

3. 33.3 % offered entirely in English.

## II. Actions

The proposal to make UPF a campus of international excellence constitutes a new challenge for a university that is used to witnessing change and whose guiding mission is to achieve excellence. Internationalisation, strategic differentiation, interuniversity cooperation, research having international outreach, continuing education for society as a whole and academic excellence all form the foundations of a university model that constantly endeavours to adapt itself to suit new demands and the expectations of society.

Adaptation to the EHEA called for major educational changes involving a new way of conducting all manner of processes relating to learning, teaching, tutorials and teaching assessment, among others. The actions planned seek to consolidate this change and to provide teaching staff and students with the tools needed to successfully adapt to the changes. UPF applies these tools as the foundation to a comprehensive plan for improving teaching and learning on the basis of the following commitments:

- Education forming the essence of individual and collective progress.
- Continual pedagogical innovation and renewal.
- Postgraduate studies forming a future commitment.
- An international calling: mobility and specific programmes for foreign students.
- Integration of resources and educational technology aimed at improving quality.
- Opening up to the business world and strategic associates.
- Linguistic skills as the key to personal, academic and professional development.
- Awareness of society's other continuing education demands.

This section envisages thirteen actions within four key areas:

### **Teaching quality and improvement of learning**

- A1: Learning and teaching support programme
- A2: Tutorial plan of action
- A3: Promotion of internships
- A4: Modernisation of the services and facilities at the library/CRAI

### **Internationalisation and multilingualism. Strategic alliances**

- A5: Plan of Action for Multilingualism
- A6: UPF International Experience project
- A7: UPF Global Network Initiative project
- A8: A4U International project

### **Promotion of postgraduate studies**

- A9: Promotion of postgraduate studies and the establishment of the Postgraduate and Doctoral Studies Office
- A10: Plan for promoting postgraduate schools in the UPF group

### **Association with the UOC and new projects within the framework of the EHEA**

- A11: Implementation of cross-disciplinary bachelor's degrees
- A12: Continuing education: recognition of professional skills
- A13: Bimodal teaching cooperation projects on interuniversity undergraduate and postgraduate programmes (UPF-UOC)

# A1: LEARNING AND TEACHING SUPPORT PROGRAMME

## 0. Introduction

The principles enshrined in the European education area make it necessary to implement a programme that helps the university as a whole to take on new challenges, competences and functions brought about by this educational framework.

This programme is considered vital as part of the commitment to transforming UPF into a campus of international excellence. It will incorporate a host of activities in various fields to support quality teaching: education, innovation, assessment and monitoring of teaching quality, taking into consideration the specific characteristics of each syllabus and the application of new teaching methods at all times.

In order to carry out the educational activities envisaged in this programme and to raise awareness of the Centre for Teaching Quality and Innovation (CQUID) among teaching staff, UPF plans to build a facility equipped with the latest technologies to foster training, the sharing of experiences, the exchange of best practices and teaching advice.

## 1. Mission

Providing teaching staff with a comprehensive learning and teaching support programme endowing them with the tools needed to provide quality teaching in keeping with the European model to achieve academic excellence.

## 2. Goals

- Implementing a teaching staff training model with emphasis on internationalisation and excellence in teaching in a setting that encourages the sharing of ideas, group work and use of the latest technologies for face-to-face training or distance education.
- Fostering participation in interuniversity innovation projects.
- Providing the support needed to engage in new projects linked to teaching.
- Benefitting from a suitable environment in order to conduct the activities envisaged in the training plan.

## 3. Actions

- Setting up, adapting and equipping a setting for fostering teaching innovation and quality.

UPF has planned a major teaching improvement project in the form of the QUID (teaching quality and innovation) system. This network structure incorporates a Centre for Teaching Quality and Innovation (CQUID), the heart of the project from which all training, innovation and quality actions in relation to teaching are organised. The network is formed by USQUID (Support to Quality and Teaching Innovation) units at each faculty providing specific support for teaching staff working at the centre in conjunction with the CQUID in developing the QUID plan for teaching quality and innovation.

This network of organisation requires an area that is conducive to carrying out activities. For this reason, UPF plans to set up the “QUID Area” where lecturers can benefit from a comprehensive centre for training, for conducting methodological workshops and for receiving advice on all aspects relating to teaching quality.

- Fostering a grants programme for the best innovation and teaching improvement projects prepared by teaching staff. In order to encourage innovation and teaching improvement projects to be carried out, UPF offers a range of grants to teaching staff who submit the best projects in the following areas:
  - Projects for innovation or teaching and learning improvement
  - Studies for quality, innovation and educational research
  - Dissemination of training experiences
  - Organisation of interuniversity meetings
- Implementing a specific, cross-disciplinary protocol for the integration and training of teaching and research staff with an intensive plan for receiving new teaching staff and assistants.
- Diversifying the Initial Training in University Teaching (FIDU) programme, ensuring it is tailored to suit new learning trends and internationalisation and mobility needs, and ensuring it receives recognition or accreditation from an external quality assessment agency.
- Disseminating excellence in innovation and teaching quality at UPF and obtaining recognition for the best teaching practices in line with international standards by setting up a UPF Observatory that will include computer and teaching resources in keeping with exemplary teaching practices.



## 4. Indicators and forecast

Goals	2010-2011	2011-2012	2012-2013	2013-2014
Setting up and adapting a setting for fostering teaching innovation and training activities			X	
Plan for training on new teaching methods	X			
Number of teaching support courses	60	70	80	80
Number of grants for teaching innovation projects	80	90	90	100
Setting up the UPF Observatory on best teaching practices			X	
Number of interactive UPF Aula Global platforms	900	1000	1000	1200
Number of pilot classrooms with intensive use of educational technology prior to becoming the standard for the UPF model	3	3	4	7
E-learning and e-teaching environment: a host of strategies and resources for the integration of new technologies into the classroom: collaborative digital tools			X	X
A host of multilingual materials and resources available (see section on Multilingualism)			X	

## A2: TUTORIAL PLAN OF ACTION

### 0. Introduction

In line with EHEA guidelines, UPF is committed to quality teaching based on close relations with students. As part of this philosophy, reflected in the UPF25 YEARS Strategy, the Icària International project envisages implementing a coordinated and integrated system for offering students assistance, monitoring and guidance throughout their time at the university.

This tutorial plan of action will be founded on an analysis and assessment of existing tutorial programmes applied at several centres and it will include those practices which prove to be most effective. In addition, it will help to coordinate the various activities the university conducts for new students (university introduction courses, relations with upper secondary centres, and so on) all under a single programme that will be constantly monitored.

### 1. Mission

Developing an innovative, quality teaching and learning model, ensuring that the necessary support systems are put in place to suit each specific context. This will allow for a comprehensive, overall approach to teaching and learning.

### 2. Goals

- Promoting an integrated, coordinated system for assisting and guiding students throughout their academic career ensuring they can adapt to university life, taking into consideration their origin and educational needs.
- Integrating the various actions carried out by the university in this regard, especially when it comes to relations with upper secondary education centres.
- Identifying potential shortcomings in the initiatives implemented to date and incorporating improvements.

### 3. Actions

- Presenting and approving a tutorial plan of action implementing process-based tutorials (in line with the Cambridge and Oxford model), as well as a personal development plan before the end of 2010.
- Defining and implementing this comprehensive tutorial model so it incorporates information, management, communication and education processes.
- Defining a process for continually assessing the tutorial plan of action which will make it possible to examine potential shortcomings and strengths in the plan at the end of the academic year for all syllabi, working in conjunction with the academic staff at each centre to address shortcomings and implement the suggestions for improvement.

## 4. Indicators and forecast

Goals	2010-2011	2011-2012	2012-2013	2013-2014
Approval of the tutorial plan of action and the regulations for the tutorial model at UPF	X			
Implementation of a pilot scheme for the tutorial plan of action for two degrees	X			
Monitoring, assessment and implementation of improvements based on the results of the pilot scheme		X		
Percentage of degrees for which the tutorial plan of action is implemented		25%	45%	70%
Monitoring, assessment and implementation of improvements based on the results of the tutorial plan of action		X	X	X

## A3: PROMOTION OF INTERNSHIPS

### 0. Introduction

Quality education should enable graduates to succeed in finding employment in their specific fields of knowledge. To achieve this, professional internships provide students with an ideal opportunity to apply their knowledge they have acquired during undergraduate and postgraduate studies.

UPF is only too familiar with the importance of this background of knowledge as part of comprehensive education. Accordingly, in order to become a campus of international excellence, the university envisages focussing on the design, implementation and monitoring of new internship models suited to each specific syllabus, encouraging greater student involvement and fostering internationalisation as a major asset.

## 1. Mission

Implementing internship models to suit the various fields of knowledge aimed at fostering students' professional acknowledgment and integration and promoting internationalisation to the greatest extent possible.

## 2. Goals

- Increasing student participation in current calls for internships during undergraduate and post-graduate studies.
- Encouraging students to undertake internships in an international environment.
- Consolidating external professional networks with the involvement of the Board of Trustees by signing agreements with companies, organisations and institutions ensuring the quality of internships.

## 3. Actions

- Defining the management protocol for international internships and the scheme for customised guidance and advice during the placement.
- Promoting international internships by means of internal and external calls (UPF, Leonardo scheme, etc.) with grants for students who choose the international option.
- Expanding on internships for students using mechanisms and resources that allow for the practical training needed whilst fostering mobility in accordance with EHEA standards.
  - Signing agreements with companies, institutions and organisations in a range of fields assuring the quality of internships.
  - Signing agreements with institutions having extensive experience in managing internships and which are closely linked to the business world.
  - Conducting a pilot test between UPF and the Catalonia Board of Chambers of Commerce to devise, develop and endorse a methodology and specific system for providing support in the management, monitoring and assessment of internships in the university community. This system should envisage mechanisms for approving companies, assessing satisfaction among the main parties involved (university centres, companies and students), and so on.
  - Promoting interactive relations between companies, universities and students by using web 2.0 technology: social networking, social bookmarking, media sharing, blogging and syndication.
  - Based on information compiled on the operation of the system, building a knowledge base to help monitor how the demand for professional profiles on the part of companies evolves with regard to the education offered through university studies.
- Defining specific internship models as part of postgraduate programmes (for master's degrees and doctoral studies).
- Involving the Board of Trustees in encouraging representatives from the international scene to take part in the programme.

## 4. Indicators and forecast

Goals	2010-2011	2011-2012	2012-2013	2013-2014
Defining the UPF internship map with an international outlook	X			
Conducting a pilot project in association with the Catalonia Board of Chambers of Commerce to develop a methodology and specific system for providing support in managing, monitoring and assessing internships in the university community		X		
Developing a computer application for management and tutorials for internships		X		
Setting up the regulatory framework for international internships and making internships generally applicable for all new degrees			X	
Number of agreements signed and yearly increase in the number of internships as part of studies adapted to the EHEA		300	500	700
Number of credits successfully completed by means of internships undertaken as part of studies adapted to the EHEA		3000	5000	7000
Defining specific internship models for postgraduate programmes (master's degrees and doctoral studies)		X		

# **A4: MODERNISATION OF THE SERVICES AND FACILITIES AT THE LIBRARY/CRAI**

## **0. Introduction**

The social sciences and humanities library/CRAI, annexed to the Social Sciences and Humanities-UPF Research Park, is a powerful instrument that is widely used by UPF researchers in this particular field, and it constitutes a benchmark for external scholars and researchers.

This library will be transformed into a strategic service of the Social Sciences and Humanities-UPF Research Park which can be freely accessed by researchers from the research centres located in the park.

The project includes completing the indoor refurbishment of the Dipòsit de les Aigües building and the modernisation and expansion of the bibliographical collection, along with the improvement of information retrieval and e-resource access systems.

## **1. Mission**

To support and make known the activities of the Social Sciences and Humanities-UPF Research Park.

## **2. Goal**

To transform the UPF social sciences and humanities library/CRAI into a benchmark in the field, holding a prominent position within the European university system.

## **3. Actions**

- Completing the refurbishment of the Dipòsit de les Aigües.
- Enhancing the bibliographical collection and make it more specialised.
- Modernising the management of bibliographical collections by incorporating technologies and equipment making it possible to improve control and management processes.
- Improving information resource access systems, in particular e-systems, by incorporating new instruments and computer applications (Discovery Tools, ERM, etc.) to make it easier for users to retrieve information.

## 4 Indicators and forecast

Goals	2010-2011	2011-2012	2012-2013	2013-2014
Documents with RFID tags	150,000	350,000	550,000	750,000
Donations included in the collection	10,000	40,000	70,000	90,000
Number of digitised documents	1000	4000	7000	9000

## A5: PLAN OF ACTION FOR MULTILINGUALISM

### 0. Introduction

One of UPF's outstanding features is the emphasis the university has placed on internationalisation ever since it was founded. The institution has offered education based on the academic and research-related endeavours of lecturers from all over the world for the benefit of students from all manner of nationalities. This characteristic has heightened over the years to the point where during the 2009-2010 academic year students graduating from the university came from some 37 different countries.

To foster and encourage a genuinely international environment, the necessary support structure must be in place to promote language learning. To achieve this, UPF has prepared a plan of action for multilingualism incorporating a range of initiatives intended for the university community as a whole.

### 1. Mission

Consolidating the university's multilingual model by implementing the strategy enshrined in the Plan of Action for Multilingualism as a key instrument for encouraging internationalisation among the university community.

### 2. Goals

- Establishing English as regular working language at the university, particularly for postgraduate studies.
- Fostering the use of Catalan in all spheres of university life.
- Ensuring linguistic security for students and lecturers whereby the language in which activities are conducted shall be public and binding for everyone.

### 3. Actions

- Setting up the Pompeu Fabra Language Learning Centre fitted with all the resources needed to encourage self-learning.
  - This centre will make it easier to support and strengthen linguistic training initiatives for the university community as a whole and encourage the implementation and consolidation of the UPF Plan of Action for Multilingualism.
- Implementing and consolidating the Plan of Action for Multilingualism (2007-13) (PAM) at an institutional, academic and administrative level using instruments for comprehensive action (in statutory, informational and educational terms and with respect to support and encouragement).
  - Consolidating the Catalan language at UPF ensuring also that English is present as a lingua franca for international communication and that Spanish is present as a jointly official and useful language for many incoming students, whilst assuring the presence of other languages.
  - Organising institutional language programmes and services to ensure the implementation of the plan.
  - Providing information about the implementation and development of the PAM among the university community.
- Managing multilingualism within the EHEA with a specific plan for training bachelor's degree teaching staff and students in a third language (English).



## 4. Indicators and forecast

Goals	2010-2011	2011-2012	2012-2013	2013-2014
Number of English and Catalan language education courses for lecturers and students	22	22	23	24
Setting up the Pompeu Fabra language self-learning centre		<b>X</b>		
Linguistic welcome programme for bachelor's degree students	All degrees	All degrees	All degrees	All degrees
Percentage of students taking the Language Assessment Exam (PDL) during their first year of bachelor's degree studies	50%	60%	70%	75%
Minimum number of ECTS credits in English offered throughout third and fourth year in all bachelor's degree studies		16	16	16
Presence of English in master's degrees	60%	70%	70%	75%
Percentage of subjects for which the teaching language is announced on the website	100%	100%	100%	100%
Percentage of teaching staff qualified to give teaching in English	20%	25%	30%	40%

# A6: UPF INTERNATIONAL EXPERIENCE PROJECT

## 0. Introduction

As a university with a high international profile UPF includes internationalisation as one of the key goals in its 25YEARS Strategy in order to attract greater talent year-by-year in terms of quality and numbers whilst promoting mobility within the university community. The university has set itself the target of ensuring that 50% of students graduate having attained international experience in their fields. Indeed, UPF is committed to consolidating and building on this trait that enables the university to stand out, lending it added value.

## 1. Mission

Increasing the intensity and scope of international “experience” (personal, academic and professional experiences) in relation to the mobility of incoming students and the university community at large.

## 2. Goals

- Improving the quality of international reception, enhancing services with a view to promoting genuine integration and extending them to apply to all profiles (students, teachers and researchers alike), meeting new needs in terms of demand and expectations.
- Promoting various kinds of “international experience” among all groups making up the university community (students, graduates, doctors, postdoctoral degree holders, lecturers, researchers and administrative and service staff), fostering the internationalisation of the UPF university community.
- Appealing to the best international candidates to incorporate them within academic programmes of excellence and promote strategic research projects.

## 3. Actions

- **International Helpdesk** programme laying the structural foundations for developing the reception plan envisaged in the UPF25 YEARS Strategy:
  - Integrating services intended for the international community into a multi-purpose environment to provide a single highly customised helpdesk service.
  - Providing internal training in English, as well as training of front line assistance staff in intercultural skills.
  - Designing an online website-based communication strategy, as well as promotion materials addressing the informational needs of the various profiles within UPF’s potential international group (exchange students, prospective students, visiting scholars/professors, calls to recruit international teaching staff, etc.).
  - Developing interdepartmental management and communication tools for the exchange of information and automated, comprehensive processing of incoming students, lecturers and researchers.
- Implementing the **reception plan** in coordination with the mobility plan by means of initiatives that promote relations and exchanges between the international group and the remainder of the university community:
  - Promoting the mentor as a figure for liaising local and international students encouraging the integration of international students whilst involving local students in international mobility.
  - Involving students’ groups and associations in the organisation of activities.

- Coordinating an international mobility exhibition where international students introduce their universities and sessions are organised under the themes 'Studying & Living in...' and 'Working in...' to lend new impetus to mobility.
- Expanding on the studies offered within the Language Training Programme which currently offers Catalan and Spanish courses free of charge (in full or in part) for international students. Likewise, the PEI also offers training in 8 international languages.
- Implementing the **mobility plan** creatively to enable the greatest number of individuals to benefit from an international experience:
  - Launching an international internship programme for students and graduates making use of scholarship programmes and relations in which UPF engages with local companies and multinationals.
  - Preparing a call for the mobility of the more *sedentary* groups, such as administrative and service staff, who play a vital role in managing UPF's transformation into a university of international excellence.
  - Preparing a call for the academic and professional mobility of postdoctoral students and junior teaching staff.
  - Acknowledging local students and lecturers who take part in customised courses or programmes intended for foreign universities and students, as well as administrative and service staff (International Staff Days) in order to promote internationalisation at UPF.
- **Talent** programme
  - Making efficient use of existing channels for relations (22@ and other areas of cooperation at an institutional level) and communication.
  - Incorporating online tools for recruitment and marketing.
  - Ensuring presence at international higher education and employment exhibitions.

## 4. Indicators and forecast

Goals	2010-2011	2011-2012	2012-2013	2013-2014
Number of individuals assisted	2500	3000	3500	4000
Percentage of graduates with international experience	32%	34%	37%	40%
Number of UPF students on mobility by means of international internships	15	25	30	50
Number of UPF administrative and service staff on mobility	7	10	15	25
Number of participants on language courses	800	850	900	1000
Number of non-Spanish teaching and research staff and research support staff	175	180	200	225
Percentage of foreign students following master's degrees (registration)	36%	38%	40%	42%

## A7: UPF GLOBAL NETWORK INITIATIVE PROJECT

### 0. Introduction

Despite its relative size and age, UPF has established a place for itself on the international map by forging a dense network involving more than 300 bilateral and multilateral cooperation agreements with universities of acknowledged prominence, and the institution is present in all continents and plans to expand with regard to Asia.

Aside from traditional academic mobility, UPF has ventured towards implementing double degrees and applying for European projects in order to carry out joint programmes, in addition to continuing with international development cooperation initiatives. Unquestionably, these are future areas that should be developed based on the experience and opportunities afforded by institutional participation in interuniversity cooperation networks:

- CASB (the Consortium for Advanced Studies in Barcelona, in which the main universities of the Ivy League are represented), organised locally through the Barcelona Group (UB, UAB and UPF).
- The Maastricht Group in Europe (negotiating a merger with the RISE Consortium – Raising the Impact of Socio-Economic Sciences).
- ERACOL Erasmus Mundus, Colombia, Costa Rica and Panama group, fostering the mobility of students in the field of health sciences.
- A4U Alliance as a springboard for Spanish universities.

Accordingly, UPF must take advantage of its current position and set itself in good stead for providing a response to the wealth of possibilities arising in this field.

## 1. Mission

Ensuring UPF attains international presence, importance and standing owing to the quality of its teaching and research.

## 2. Goals

- Raising the quality and appeal of UPF studies offered by engaging in a series of privileged dealings that will lead to the promotion of joint programmes.
- Forging educational cooperation and research projects within the framework of international and European calls to give the activities being carried out by UPF, in conjunction with other universities from other parts of the world, a seal of quality.
- Engaging in institutional cooperation in Asia.

## 3. Actions

- **Enhancing** institutional cooperation with the universities chosen in the **USA** (Brown, Boston, Cornell, Chicago, Pennsylvania, SUNY, NYU, among others), **Europe** (Maastricht, Toulouse, CEU Budapest, University College Dublin, Mannheim, Trento, Sciences Po, among others) and in **Latin America**:

### Projects:

- Preparation of an Erasmus Mundus project, action 2 (part of the North America package), fostering the mobility of doctoral and postgraduate students, as well as teaching staff.
- Preparation of an Atlantis project on Independent Studies (mobility for the purposes of research) in the field of humanities.
- Curricular development in conjunction with European universities in the field of biomedical engineering.
- Boost for setting up a network of medical research centres and schools in Canada.
- Promotion of joint master's degrees in the field of business under the auspices of the Maastricht Group.
- Fostering of the CIEL master's degree (Comparative International and European Law) as a future Erasmus Mundus master's degree.
- Coordination of the Ibero-American network of law faculties under the auspices of the 4 Universities Alliance.
- ALFA project at the Department of Law.

### Programmes:

- Legal studies programmes offered as pre-law education for North-American universities (first edition: spring 2011).
- Organisation of semesters abroad as initial steps on the path to double degrees in the field of economics (NYU), communication/journalism (Albany-SUNY) and humanities (Binghamton-SUNY).
- **Positioning in Asia** by implementing actions in individual countries under a new leadership position: rector's delegate for relations with Asian universities.
  - Korea: definition of cooperation projects with the Korea Foundation and KOFAC, as well as SKY (Seoul National, Korea and Yonsei) universities.

- China: definition of participation in Confucius Institutes and development of agreements with C9 (Zhejiang, Fudan, Tsinghua, Nanjing) universities.
- Japan: definition of cooperation projects with the Japan Foundation and with certain renowned universities (Keio, Hitotsubashi, Tokyo, Kobe).
- Exploration of interests and existing ties with other countries on the continent.
- Implementing information management and coordination tools (map of international partners incorporating mobility, cooperation and research).
- Designing and organising an **International Graduate Summer School** using cooperation with international partners to reshape the current range of summer schools offered by institutions in the group (CREI and the Barcelona GSE, for instance) into an integrated project to appeal to prominent researchers.
- **BCN-NYC programme** to implement privileged two-way dealings with universities from New York city, expanding on ties that transcend the centres themselves in order to incorporate the cities, their values and their economic, political and social agents based on the idea that universities also help to shape the city.

## 4. Indicators and forecast

Since this is a medium- and long-term strategy, quantitative indicators will only gain relevance over the course of a greater timescale as the projects need time to bear fruit. Nonetheless, in the short-term, monitoring the situation, taking into consideration the qualitative indicators, is a worthwhile task.

Goals	2010-2011	2011-2012	2012-2013	2013-2014
Number of double/joint degrees	5	6	8	10
Number of projects submitted to European and international bids	5	7	10	15
Number of customised academic programmes shared with foreign universities	3	5	7	10
Number of schemes for cooperation with Asia	6	10	12	15
Number of participants in the Barcelona IGSS	0	25	35	50

## A8: A4U INTERNATIONAL PROJECT

### 0. Introduction

The UPF internationalisation strategy is highly dependent on its international alliances, though it also depends on the approach it makes to engaging in national alliances. This area of action is enshrined in UPF's participation in the 4 Universities Alliance (A4U) and the university's highly active international relations working group.

Formed by the vice-rectors and those in charge of international relations at the four universities in the alliance (UAM, UAB, UC3M and UPF), this working group conducts its activities thanks to sponsorship from ICEX in countries that are priorities for Spain, engaging in commercial strategies and institutional relations in higher education. Indeed, the A4U acts as a springboard for Spanish universities and its mission is forged by the role played by the Universidad.es Foundation to help Spanish universities achieve greater standing abroad.

### 1. Mission

The aim of the A4U international is to help the universities in the alliance to obtain a privileged position in strategic countries.

### 2. Goals

- Engaging in institutional cooperation with emerging countries in order to take advantage of opportunities in the field of teaching and research.
- Encouraging the best students to register on the postgraduate programmes offered by the universities in the alliance.
- Strengthening the image and renown of universities abroad by means of joint, coordinated actions with other institutions.

### 3. Actions

- **Foraying into and implementation in** emerging countries, especially the **BRIC** (Brazil, Russia, India and China), with enormous potential for growth and talent attraction. On account of their complex nature and size, these countries form part of the A4U's goals for action, adopting an approach to its missions in a joint fashion.
  - Signing framework cooperation agreements with the main institutions and universities in each country.
  - Promoting and laying out cooperation projects between research groups.
  - Submitting Erasmus Mundus bids.
- **Joint promotion** as a core of Spanish excellence in international forums and congresses:
  - Shared stands and conferences.
  - Dealings with other national alliances (C9 China, Go8 Australia, etc.).

## 4. Indicators and forecast

Goals	2010-2011	2011-2012	2012-2013	2013-2014
Number of joint missions	2	3	4	6
Number of new institutional cooperation agreements signed by the A4U	4	6	8	10
Number of new institutional cooperation agreements signed by UPF	2	4	6	8

## A9: PROMOTION OF POSTGRADUATE STUDIES AND THE ESTABLISHMENT OF THE POSTGRADUATE AND DOCTORAL STUDIES OFFICE

### 0. Introduction

As defined in the UPF25 YEARS Strategy document, one of the key challenges the university has set itself for the future is to offer a range of distinguished postgraduate studies, in line with the Lisbon agenda. To achieve this, the university has implemented educational programmes in line with its exceptional quality standards, focussed on research and taking into consideration the diverse range of students to which they are addressed.

The UPF's characteristics (drawing in a high number of students from increasingly further afield, having a broad number of interuniversity programmes and a major degree of internationalisation) place the institution in a privileged position when it comes to the postgraduate studies offered. Indeed, it is the field of study in which the university will witness the greatest level of growth in the coming years and, accordingly, UPF needs to place particular emphasis on this area in the goals and actions forming part of its project to become a campus of international excellence.

### 1. Mission

Developing and building on postgraduate and doctoral programmes as an appropriate setting for the fusion of teaching, research and transfer, educating and training professionals to a high level of specialisation and experience.

### 2. Goals

- Building on a firm, articulated range of programmes with a commitment to developing interuniversity strategies and lines.
- Benefitting from a management core specialised in postgraduate and doctoral programmes to firmly establish and boost the internationalisation of such programmes whilst providing support to other projects in the sphere of continuing education.
- Managing the existing range of postgraduate studies offered according to criteria of internationalisation and excellence (quality standards as per the EHEA).



### 3. Actions

- Setting up a Postgraduate and Doctoral Studies Office as a technical body to provide support in the management of postgraduate and doctoral programmes, helping to promote internationalisation through international interuniversity programmes. This office will also be responsible for organising actions to foster all aspects of continuing education.
- The office will coordinate postgraduate studies (master's degrees and doctoral programmes) offered by UPF departments directly or those offered by all the institutions in the UPF group, including renowned centres with an international calling:
  - The Barcelona Graduate School of Economics (Barcelona GSE)
  - The Barcelona Institute for International Studies (IBEI)
  - The Continuing Education Institute (IDEC)
- Designing and presenting a range of postgraduate programmes adapted to new needs in the professional and research setting.
  - In terms of master's degrees for professional development, particularly noteworthy is the implementation of the **master's degree for Preparation of Professional Legal Practice** (2010-11 academic year), in cooperation with the Association of Lawyers of Barcelona, with the participation of some of the foremost law and legal consultancy firms in Spain (Cuatrecasas, Garrigues, Roca Junyent, Uría). This master's degree will entail a highly intensive programme in terms of knowledge transfer with the emphasis on professional practice in top international settings. The programme strives to meet legal requirements (which as of 2011 demand that postgraduate studies for educating future lawyers be monitored) and it also unfolds through a modular design meaning it can be combined with other programmes in order to meet the training needs of those already practising the profession (lifelong learning) and of graduates from other countries interested in professional practice in Spain and Europe.
- Reviewing and assessing the postgraduate programmes offered at an international level and in terms of their suitability to European quality standards.
- Establishing new interuniversity alliances and strengthening those already in place with respect to postgraduate programmes. Work is currently underway on the presentation of Erasmus Mundus master's degrees and doctoral studies in the following interdisciplinary areas:
  - Erasmus Mundus master's degree in Biocomputing.
  - Erasmus Mundus master's degree/doctorate in IT Management (UPF-Stuttgart-Trondheim-Tampere Univ. of Technology-TELECOM Bretagne-Twente-UC3M).
  - Erasmus Mundus master's degree in Bioengineering.
  - Erasmus Mundus master's degree in History and Colonialism.
  - Erasmus Mundus master's degree in Political Science (University of Konstanz).
- Defining and integrating an authentic UPF teaching and learning model within the process for preparing, drawing up and presenting the PhD dissertation.
- Planning actions for postdoctoral education and training in teaching in cooperation with other universities.
- Providing professional and skills-related guidance to those taking part in the programme.

## 4. Indicators and forecast

Goals	2010-2011	2011-2012	2012-2013	2013-2014
Setting up the Postgraduate and Doctoral Studies Office	X			
Setting up environments for learning and working through networking (with UPF's virtual environment) specifically for master's degrees and doctoral studies		X		
Number of actions for training and ongoing, customised advice for teaching in postgraduate programmes	0	10	12	14
Number of interuniversity alliances with institutions in which the UPF participates for offering master's degrees	24	26	28	30
Number of interuniversity alliances with institutions for offering master's degrees coordinated by UPF	8	10	12	14
20% increase in the educational programmes taught at institutes offering official postgraduate programmes		X		
Number of doctoral students with cross-disciplinary training: skills assessments and optional training programmes	0	20	40	60
Professional guidance plan: PhD holders and doctoral students		X		

# A10: PLAN FOR PROMOTING POSTGRADUATE SCHOOLS IN THE UPF GROUP

## 0. Introduction

As detailed in the UPF25 YEARS Strategy, the university “strives to attain acknowledgment as a research-based university and, with regard to teaching, it endeavours particularly to place emphasis on postgraduate and doctoral studies”. To do so, in addition to its own departments, UPF counts on the support of exceptional partners: affiliated centres in the UPF group.

These centres all have acknowledged prestige on the international stage and they are vital parts in the jigsaw, forging teaching of excellence and building an exceptional acquaintance of educational needs in the business spheres.

UPF is only too familiar with the importance of this background of knowledge nurtured by cooperation with its strategic partners for the benefit of the university as a whole. Accordingly, it envisages implementing a promotion plan to enhance existing relations and cooperation, strengthening and optimising the capabilities of all players involved in offering a range of postgraduate programmes of excellence which stands out owing to the exceptional levels of professionalism and internationalisation.

## 1. Mission

Increasing the university’s support and cooperation with education centres offering postgraduate studies within the UPF group.

## 2. Goals

- Contributing to international talent attraction by incorporating junior lecturers and senior visiting lecturers with prominent international profiles to take part in master’s degree programmes and supervise research projects.
- Improving strategies for appealing to, assisting and educating students in order to continue to foster quality postgraduate and doctoral studies.

## 3. Actions

- Designing a plan for promoting the postgraduate schools in the UPF group which envisages relations between the university and the postgraduate platforms pertaining to the UPF group and which stand out owing to their international outreach and calling, and also on account of their alliance with other universities, for instance<sup>4</sup>:
  - Barcelona Graduate School of Economics (Barcelona GSE)
  - Barcelona Institute for International Studies (IBEI)
  - Continuing Education Institute (IDEC)

4. See section E) Associates for an in-depth description of these institutions and the improvements these associates are expected to bring about in the Icària International project.

## 4. Indicators and forecast

Goals	2010-2011	2011-2012	2012-2013	2013-2014
Preparation and implementation of the UPF group promotion plan		X		
The incorporation of junior lecturers and senior visiting lecturers to take part in master's degree programmes and supervise research projects		X	X	X
The analysis of strategies for appealing to, assisting and educating students		X		
Implementation of a gradual improvement and follow-up plan			X	

## A11: IMPLEMENTATION OF CROSS-DISCIPLINARY BACHELOR'S DEGREES

### 0. Introduction

Adaptation to the EHEA has led to much debate and consideration about how the range of studies offered by university institutions is suited to and meets the needs of the society into which graduates are required to integrate. The examination of this dichotomy was decisive in UPF embarking on a project that has a broad tradition in renowned western universities: implementing cross-disciplinary bachelor's degrees.

UPF has laid firm foundations for planning cross-disciplinary studies thanks to the various fields of knowledge that easily complement one another. This enables the university to make appropriate use of existing resources and strengths in those disciplines in which UPF has built up extensive experience, offering widely acknowledged quality. Such a cross-disciplinary scheme will be promoted by combining existing degrees under a range of various organisational forms (simultaneous studies, consecutive studies, double degrees, etc.), whilst organising and implementing new degrees having interdisciplinary characteristics.

### 1. Mission

Forging an appealing range of cross-disciplinary bachelor's degrees for students in order to meet the needs of society along the lines of those offered by international benchmark universities.

## 2. Goals

- Offering comprehensive, multi-faceted interdisciplinary education.
- Generating new professional graduate profiles with huge prospects for employment integration.

## 3. Actions

- Preparing a framework document establishing the academic characteristics of cross-disciplinary bachelor's degree studies and defining a management protocol for these degrees.
- Planning the bachelor's degree in Biomedical Engineering (for the 2010-2011 academic year) and two new cross-disciplinary bachelor's degrees by 2013 and assessing the potential to offer two more looking ahead to 2015.
- Approving specific bachelor's degree programmes combining existing studies to provide for multi-faceted, innovative profiles based on the disciplinary affinities among those studies (for instance: Law and Business Management and Administration/Economics; Law and Political Sciences; Law and Criminology; Journalism and Humanities, Journalism and Economics; Journalism and Political Sciences, and so on).
- Assessing the results of the first degrees.

## 4. Indicators and forecast

Goals	2010-2011	2011-2012	2012-2013	2013-2014
Number of newly-planned cross-disciplinary degrees	1	0	2	0
Preparation of the framework document, management protocol and follow-up plan	X			
Implementation of specific bachelor's degree programmes offered	0	2	3	5

# A12: CONTINUING EDUCATION: RECOGNITION OF PROFESSIONAL SKILLS

## 0. Introduction

Article 6 of Royal Decree 861/2010 incorporates a provision which, despite being new in Spain, has been successfully applied for a number of years in several European countries: “Certified vocational and work experience may also be acknowledged in the form of credits calculated in order to obtain an official qualification, provided the experience is related to the skills of each specific qualification”.

This provision is based on one of the main pillars of the European education area: “lifelong learning”. It entails a major effort when it comes to the curricular design of the syllabus, the analysis of skills that can be validated, methods for assessing those skills and so on.

On account of its international calling and its ability to spearhead innovative projects, UPF strives to become a benchmark institution in combining the academic and labour-related worlds. To achieve this, in seeking to become a campus of international excellence, the university is planning to examine this provision in practice and, in conjunction with the centres, to prepare a protocol that will make it possible to implement the changes brought about by the Royal Decree in an efficient manner.

## 1. Mission

Increasing the university’s appeal to people from the business world, allowing them to validate their professional skills for credits in official university undergraduate and postgraduate syllabi.

## 2. Goal

Developing the necessary protocol to ensure work experience can receive recognition in all UPF syllabi in conjunction with the centres after studying the scope of the project and the methodology needed.

## 3. Actions

- Defining the skills to be assessed in each syllabus
- Offering subjects/credits that are likely to be validated due to them matching the skills obtained through work experience
- Defining methods for assessing these skills
- Implementing the project

## 4 Indicators and forecast

Goals	2010-2011	2011-2012	2012-2013	2013-2014
Study and design of a protocol for action	X			
Implementation of the project		X		

## A13: BIMODAL TEACHING COOPERATION PROJECTS ON INTERUNIVERSITY UNDERGRADUATE AND POSTGRADUATE PROGRAMMES (UPF-UOC)

### 0. Introduction

The Open University of Catalonia and Pompeu Fabra University have considered joining forces to gradually increase the programmes offered in a bimodal manner, thereby making the most of each university's strengths and fostering greater efficiency of resources. The experience built up from the interuniversity master's degree in Teaching of Compulsory Secondary Education and Baccalaureate, Professional Training and the Teaching of Languages offered by the two universities as of the 2009-2010 academic year constitutes a major first step to consolidating this project.

### 1. Mission

Consolidating a range of joint university (undergraduate and postgraduate) degrees based on a bimodal format that can be adapted to suit various groups of students and meet their needs.

The bimodal educational model is flexible and allows for a combination of traditional educational activities (master classes, internships, tutorials) to be conducted with the possibilities provided by information and communication technologies (face-to-face classes/interactive classrooms, videos, virtual classrooms, etc.). Beyond the traditional distinction of face-to-face programmes, blended learning and virtual studies, these activities make it possible to improve the quality of teaching and learning and, first and foremost, to meet the needs of various groups of students.

### 2. Goals

The general goal of this action is to consolidate a range of **joint university – undergraduate and postgraduate – degrees in a bimodal format**. The studies offered will be defined in the next five years and will at least involve:

- Consolidating the UPF-UOC interuniversity master's degree in Teaching of Compulsory Secondary Education and Baccalaureate, Professional Training and the Teaching of Languages, which was launched in the 2009-2010 academic year.
- A joint UPF-UOC bachelor's degree in Criminology based on the bachelor's degree in Criminology and Public Prevention Policies taught face-to-face by UPF and the bachelor's degree in Criminology to be offered by UOC as of the 2010-2011 academic year in a virtual environment (envisaged for the 2011-2012 academic year). A preliminary agreement has been signed with the Catalan Public Security Institute in order to extend this bachelor's degree – with an ad hoc speciality – to the ISPC's own group, linked to a scholarship programme offered by the institute.

- Preparation of a new joint UPF-UOC bachelor's degree programme.
- Preparation of a new joint UPF-UOC postgraduate programme.

### 3. Actions

- Setting up a UPF-UOC working group to examine the studies offered by both universities in order to assess which programmes offer the most suitable synergies to be re-conceived in terms of bimodality.
- Preparing a protocol for action on models and strategies that will form the basis for implementing the UPF-UOC bimodal programmes to be offered.
- Preparing the syllabus for a joint UPF-UOC bachelor's degree in Criminology (or altering the current syllabus, if applicable), for it to be checked by the Universities Board.
- Designing, preparing and providing the learning resources needed for the bimodal scheme and the launch of the joint UPF-UOC bachelor's degree in Criminology.
- Preparing a report for a new joint bachelor's degree and processing it for the course to be offered for the first time during the 2012-2013 academic year.
- Designing, preparing and providing the learning resources needed for the bimodal scheme and the launch of the new joint bachelor's degree.
- Preparing the report for a new joint interuniversity master's degree for the programme to be offered for the first time during the 2012-2013 academic year.
- Designing, preparing and providing the learning resources needed for the bimodal scheme and the launch of the new interuniversity master's degree.

### 4. Indicators and forecast

Goals	2010-2011	2011-2012	2012-2013	2013-2014
Set up of working groups/strategy preparation groups	X			
Preparation of a protocol on bimodality	X			
Syllabus report for the joint studies in Criminology: design and preparation	X			
Launch of the bachelor's degree in Criminology		X		
Syllabus report for the new bachelor's degree: design and preparation		X		
Launch of the new bachelor's degree			X	
Syllabus report for the new master's degree: design and preparation			X	
Launch of the new master's degree				X







# B

## SCIENTIFIC IMPROVEMENT AND KNOWLEDGE TRANSFER

### I. Starting point and current strengths

#### 0. Introduction

##### Developing research to progress in terms of knowledge transfer

UPF adopts a comprehensive, excellent quality teaching model based on research that is:

- **Comprehensively** structured around the three fundamental fields of knowledge (social sciences and humanities, communication and information technologies and biomedicine).
- Acknowledged as **leading research** in key international rankings.

This is because, ever since its inception, as a **non-generalist university** UPF has been highly **committed to research** and **international outreach**, enabling the university to:

- Achieve and consolidate a **distinguished project**.
- Promote research on the **frontier of knowledge** in its three fields.
- Foster the **transfer of scientific results** to companies working in sectors relating to its three fields of knowledge.

In this respect, research and knowledge transfer take on a major role that is set out in the **two strategic goals** of UPF's strategy at an institutional level:

**Knowledge creation (research):** establishing the university as a research institution with a mission of achieving international excellence to enable it to attract and retain talent and reaffirm its current position by improving research infrastructure.

Goal 1. UPF25 YEARS Strategy

**Knowledge transfer:** planning and developing teaching and research to promote knowledge and encourage innovation in society in conjunction with the players from the social and business world that are linked to the university.

Goal 2. UPF25 YEARS Strategy

Accordingly, in light of the demands stemming from the new global outlook, UPF has defined a strategy looking ahead to 2015 to foster **research and knowledge transfer having international outreach** enabling the institution to shape itself as:

- **A focal point for the creation, transmission and transfer of knowledge**
- **A magnet for talent in southern Europe**

## 1. Organisation of research

When it comes to research, UPF is organised into a network structure which counts on the participation of **eight departments**, **three university research institutes** and several **mixed research centres**, in which UPF plays a major role and all of these centres and departments form part of the university's strategic associates.

Indeed, one of the distinguishing characteristics of UPF is the commitment the university has made since being founded to comprise a **limited number of departments of significant proportions**. This organisation encourages contact between the departments and, by extension, fosters interdisciplinary research.

A policy of restriction has also been applied for the establishment of **institutes**. They are only set up when the structure of the respective department is insufficient, in order to conduct specific research, or when a research team has such a prominent standing that it is necessary to individually identify research groups. It is necessary to point out that the departments and institutes have organised research in a coherent manner, defining their respective goals in terms of disciplines and taking part on the selection of research staff. This has enabled the university to grow in terms of academic quality, establishing research teams of excellence in the respective fields.

### Departments

- Economics and Business
- Law
- Political and Social Sciences
- Humanities
- Experimental and Health Sciences
- Information and Communications Technologies
- Communication
- Translation and Language Sciences

### University research institutes

- University Institute of Culture (IUC)
- Jaume Vicens i Vives University Institute of History (IUHJVV)
- University Institute for Applied Linguistics (IULA)

Lastly, UPF also holds a stake in several **institutions having their own legal status**, aimed at promoting research and knowledge transfer in several scientific fields. These institutions enable UPF to be a prominent player in highly specialised fields of research, often in cooperation with other institutions and universities, allowing its teaching and research staff to conduct their activities in first-rate conditions and facilities.

According to areas of knowledge, the main institutions are detailed below:

### Biomedical field

- Barcelona Biomedical Research Park (PRBB)
- Municipal Institute of Medical Research (IMIM)
- Mar Health Park (formerly IMAS – Hospital del Mar)
- Centre for Genomic Regulation (CRG)
- Centre for Environmental Epidemiology Research (CREAL)
- Barcelona Centre for Regenerative Medicine (CMRB)
- Evolutionary Biology Institute (IBE) (CSIC-UPF)
- High Technology Institute – CRC
- Pasqual Maragall – BarcelonaBeta foundation

### Social sciences and humanities field

- Research Centre for International Economics (CREI)
- Research Centre for Mediterranean Economies (CREMed)
- Institute for Territorial Studies (IET)
- Barcelona Graduate School of Economics (Barcelona GSE)
- Barcelona Institute for International Studies (IBEI)

### Communication and information technologies field

- Barcelona Media – Innovation Centre

## 2. Scientific and technological parks

In order to foster knowledge transfer and lend greater prominence to the university's research on the international stage, UPF has ventured for an institutional strategy the structure of which is based on the set-up of three scientific parks in the university's own research fields.

Indeed, the establishment of one of these parks – the Social Sciences and Humanities-UPF Research Park – is one of the foremost actions (B1) in this project.

### 2.1 UPF - Social Sciences and Humanities Research Park

#### Description

This park was set up in 2007 with the mission of becoming the backbone for research and knowledge transfer in the field of social sciences and humanities.

The implementation of this park is defined in the UPF25 YEARS Strategy and the **promotion and development of the park is one of the foremost actions set out in the Icària International project.**

The park will be implemented in two stages:

- **Icària I** (2007 – 2012), which will give rise to three interconnected buildings for projects in the fields of social sciences and humanities. The first of these three buildings is currently fully operational at the park.
- **Icària II** (2012 – 2016)

All information concerning this project can be found in action B1. However, it is worth summarizing that the park already houses the following institutions:

## Institutions hosted

### Pompeu Fabra University

- Departments: Economics and Business; Law; Political and Social Sciences; Humanities.
- Institutes: Jaume Vicens i Vives Institute of History (IUHJVV); University Institute of Culture (IUC)

### Mixed research centres and institutes

- Research Centre for International Economics (CREI)
- Research Centre for Economics and Health (CRES)
- Research Centre for Mediterranean Economies (CREMed)
- Barcelona Graduate School of Economics (Barcelona GSE)

## Institutions that will be transferred to the park

### Mixed research centres and institutes

- Institute for Territorial Studies (IET)
- Evolutionary Biology Institute (IBE) (CSIC-UPF)
- Spanish Foundation for Applied Economics (FEDEA)
- Experimental Economics Laboratory (Leex)
- Applied Economics Institute

### Research Centre for International Economics (CREI)

The CREI is a research institute funded by the Government of Catalonia and Pompeu Fabra University (UPF). Directed by Jordi Galí, this centre seeks to establish itself as a high level research institution, fully integrated into the network of leading centres worldwide in its field of specialisation.

The centre benefits from the work of prominent researchers whose standing can be certified by the two starting grants and the two advanced grants obtained from the ERC thus far (as of July 2010). The main research lines include macroeconomics (growth, economic cycles, monetary economics, macroeconometrics) and international economics (trade, international finance) under the umbrella of a theoretical and empirical approach.

The centre aims to become a benchmark for **generating new knowledge** having an internationally recognised impact both in academic terms and with regard to the **design of economic policy**, when relevant, thanks to the endeavours of its researchers. Generally speaking, this new knowledge results in articles published in specialised journals. In addition, the CREI helps to foster quality economic research in Catalonia, to promote ties with the international scientific community and to strengthen the image of Catalonia as a catalyst for the knowledge society.

## 2.2 Barcelona Biomedical Research Park (PRBB)

### Description

A joint initiative of the Government of Catalonia, Barcelona City Council and UPF led to the launch in May 2006 of this park in order to become one of the largest cores for biomedical research in Southern Europe.

Research is conducted at this park on the frontier of knowledge in the fields of biomedicine and health sciences, ensuring that the results of its findings can be conveyed to industry and businesses in the sector. It currently hosts more than 1,200 researchers from 50 countries and more than 100 research groups with prominent international researchers (30% from abroad) who conduct cutting-edge research and publish their findings in some of the foremost international scientific journals (with more than 600 scientific articles having been published in international journals).

Moreover, it is worth highlighting the fact that the PRBB is also part of several strategic initiatives in the pharmaceutical and biotechnical fields:

- It is one of the key institutes fostering the Catalan **bioregion** (BioCAT).
- It is a founding partner of the **Barcelona Biomedical Alliance (ABB)** in conjunction with Barcelona Science Park and the IDIBAPS, linked to the University of Barcelona.
- It spearheads the **Spanish technological platform Innovative Medication**.

## Institutions hosted

### Pompeu Fabra University

- Department of Experimental and Health Sciences (DCEXS)
- Scientific technical services: genomics service; proteomics service; peptide synthesis service; flow cytometry service; confocal microscopy service

### Mixed research centres and institutes

- Municipal Institute of Medical Research (IMIM)
- Centre for Genomic Regulation (CRG)
- Barcelona Centre for Regenerative Medicine (CMRB)
- Hospital del Mar Health Research Institute
- High Technology Institute (IAT)
- Centre for Environmental Epidemiology Research (CREAL)
- Occupational Health Research Centre (CISAL)

### Spin-offs

- q-Genomics, SL
- Chemotargets, SL

### Centre for Genomic Regulation (CRG)

The CRG is an innovative basic research centre that was set up in December 2000 by the Government of Catalonia, based on a non-civil servant model for organising research. It strives to become an international benchmark for basic biomedical research, especially in the fields of proteomics and genomic regulation.

The excellent findings attributed to the centre make it a major player on the world stage, with the potential to radically transform the current outlook in terms of biomedical research. Testimony to this fact lies in the **three starting grants** and the **advanced grant** that have been awarded by the **ERC** to date (July 2010).

The CRG comprises researchers (group leaders) recruited from all over the world who are assessed regularly by an external Scientific Advisory Board composed of 12 leading experts in various fields from all over the world. This ensures the mobility and renewal of the staff. The mobility and internationalisation criteria governing the CRG are the same as those governing the EMBL, an institute with which it cooperates thanks to an international agreement sponsored by MICINN. This has enabled both centres to work together in developing a greater understanding of complex biological systems.

## 2.3 Barcelona Media Research Park (PBM)

### Description

Launched in February 2009, this is a joint initiative by the Government of Catalonia, Barcelona City Council (through the 22@Barcelona municipal corporation), Pompeu Fabra University and companies in the media industry. It offers a comprehensive service in all areas of the media industry ranging from content to technology.

The PBM is an urban setting that is open to the public. It combines modern technological areas with offices, research and innovation, university education (IDEC/UPF, IL3/UB, FUPC and UOC), media company formation services and residence areas for entrepreneurs, students and lecturers involved in the communications industry. It also houses major infrastructure, such as the Centre for Audiovisual Production (CPA) and the Resource Centre for Learning and Research (CRAI / UPF).

### Institutions hosted

#### Pompeu Fabra University

- Departments: Information and Communication Technologies; Communication and Translation and Language Sciences
- University Institute for Applied Linguistics (IULA)

#### Technological centres

- Barcelona Media – Innovation Centre
- Barcelona Digital

#### Companies and institutions

- The media: MEDIAPRO, LAVINIA, Cromosoma, RBA, RNE, CAC, BTV, TIC-Media centre
- IT: T-SYSTEMS, INDRA, Orange, the CMT, among others.

#### Spin-offs

- Barcelona Music & Audiovisual Technologies (BMAT)
- Reactable Systems

#### Barcelona Media – Innovation Centre

The centre was set up in order to improve the competitiveness of companies in the audiovisual and communication fields with respect to technology and content.

It is the first Spanish technological centre to offer a **comprehensive service** for all areas of the media industry, making it an **international standard** in the field of communications (for instance, it hosts the Yahoo research centre in Europe, one of its latest achievements in its network of international relations). The centre has reached these goals because it also benefits from contributions from educational institutions (the Open University of Catalonia, La Salle) and private companies spearheading the sector (Alcatel, Anima Graphics, Fairplay Films, Grup Godó, Indra, Lavinia, Mediaplanning Group, Telefónica, T-Systems and TVC Multimedia).

Lastly, it is also worth underlining that the centre was a major player in the set-up of the **Barcelona Media Association of Innovative Companies** cluster, the scope of which will be expanded in order to allow production companies to enhance dealings with the respective institutions enabling them to improve their competitiveness.

### 3. Talent attraction

Ever since it was established UPF has stood out thanks to a policy for recruiting teaching and research staff with a prominent research profile and international experience. In areas where the quality of teaching has already been well-established – but regular scientific output has not – endeavours have been made to promote the recruitment of teaching and research staff with major research potential or with a solid track record and experience in research on an international level.

By hiring researchers with proven excellence, the university seeks to strengthen the research groups' strategic areas, fostering the internationalisation of UPF's research. The talent attraction policy adopted has also been boosted thanks to national and international programmes:

Noteworthy aspects on a **national scale** include the Ramón y Cajal, ICREA and ICREA-Academia programmes. Between 2001 and 2009 UPF was awarded 83 contracts within the Ramón y Cajal call and it incorporated 31 ICREA researchers into its team. Moreover, the university received 21.4% of all grants awarded in the first two ICREA Academia calls (15 of the 70 places on offer), a fact which lays testimony to the university's research quality.

Noteworthy aspects on an **international scale** include the success of researchers linked to UPF in the IDEAS programme under both schemes, arranged by the European Research Council (ERC) accounting for 21% of starting grants and 31% of advanced grants awarded to Spain (in the first edition). The second edition of the starting grants (decided in September 2009) resulted in awards for two CREI researchers – the CREI being one of UPF's strategic associates – accounting for 17% of the awards granted to Spain. Also worth mentioning is the grant awarded through the EURYI (European Young Investigator) programme to a UPF biomedicine researcher.

Moreover, UPF is actively involved in the People programme within the seventh framework programme, which allocates more than 1.6 million euros for eleven initiatives for attracting, training and fostering the pre- and post-doctoral mobility of researchers. Specifically, the international training networks (ITN) in which UPF participates (3) account for half this budget. These networks are the ideal instrument for promoting UPF internationally to appeal to prominent young researchers who have achieved outstanding careers.

Table X. Incorporation of staff according to programme and field of knowledge (June 2010)

Staff incorporation	Communication and information technologies	Social Sciences and Humanities	Life Sciences
Ramón y Cajal	27	34	22
ICREA	11	17	3
ICREA Academia	5	6	4
Starting grants	0	4	3
Advanced grants	0	4	1
EURYI	0	0	1
Total	43	65	34



## 4. Internationalisation of research

One of the key features of UPF – and indeed of the institutions’ strategic associates – is that it has taken part in the European Union Framework Programme thanks to the exceptional level of its researchers and the university’s high degree of internationalisation.

According to the report prepared by the Centre for the Development of Industrial Technology (CDTI) “Analysis and results of Spain’s participation in the 6th Framework Programme”, despite its relative size within the system, UPF held seventh place among all Spanish institutions with a total of 49 proposals being approved, 7 of which would be coordinated by UPF.

### UPF’s results

The positive results achieved in the 6th Framework Programme are undoubtedly being improved on for the 7th Framework Programme. Indeed, by June 2010 a total of 24 cooperation projects had been secured, 6 of which would be coordinated by the university; 4 in the Ideas programme, 11 in the People programme and 5 in the Capacities programme.

The following table shows the results obtained by UPF in the various programmes:

Table XI. 7th Framework Programme. UPF’s results according to programmes and themes (June 2010)

Programmes	Themes	Number of projects (coordinated by UPF)	Results(€)
Cooperation	Health	6	2,507,000
	Information and communication technologies	16 (6)	8,373,000
	Socio-economic sciences and humanities	2	243,000
	Sub-total	24 (6)	11.123.000
Ideas		4	5,560,000
People		11	1,623,000
Capacities	Research infrastructures	2	73,000
	SMEs/Regions	1	220,000
	Science in society	2	616,000
	Sub-total	5	909,000
Total		44	19,215,000

## Results in relation to associates

As far as the institutions that constitute UPF's strategic associates are concerned, the results have also been noteworthy:

### Cooperation programme

As a result of participation in the cooperation programme, 31% of proposals are spearheaded by researchers pertaining to UPF or its affiliates.

Table XII. 7th Framework Programme (Cooperation programme). Results attributable to strategic

Institutions	Number of projects	Projects as coordinator
Universitat Pompeu Fabra (UPF)	24	6
Centre for Genomic Regulation (CRG)	17	7
Barcelona Media Technological Centre	14	6
Municipal Institute for Medical Research (IMIM)	5	0
Total	60	19

### Ideas programme

Participation in the Ideas programme, organised by the European Research Council (ERC), has been especially prominent with a total of 12 grants having been awarded in this area to date:

Table XIII. 7th Framework Programme (Ideas programme). Results attributable to strategic associates (June 2010)

Institutions	Starting grants	Advanced grants
Universitat Pompeu Fabra (UPF)	2	2
Centre for Genomic Regulation (CRG)	3	1
Research Centre for International Economics	2	2
Total	7	5

### Capacities programme

The university and a number of its strategic associates have been involved in setting up three research infrastructures with the support of the European Strategy Forum on Research Infrastructures (Roadmap 2008):

- CLARIN: research infrastructure aimed at making language technologies and resources available to scholars in all fields.
- European Social Survey: research infrastructure aimed at monitoring trends in social values in the long-term.
- EuroBioImaging: research infrastructure aimed at applying imaging technologies to biological and biomedical sciences.

### Participation in joint technological initiatives (JTIs)

UPF and its strategic associates are active members of IMI (Innovative Medicines Initiative) one of the few JTIs launched Europe-wide.

IMI is a public/private partnership (PPP) between the European Union, the European Commission and the European Federation of Pharmaceutical Industries and Associations (EFPIA). Its goal is to overcome research hurdles identified in the process for developing medicines and to improve their efficiency and effectiveness to enable the pharmaceutical industry to produce safer, innovative and better drugs. We are a prominent member on the small scientific committee.

### Income obtained

Lastly, it is worth mentioning that according to the report “Provisional results of Spain’s participation in the 7th Framework Programme (2007-2009)” (CDTI, April 2010), five of UPF’s strategic associates were among the top 20 Spanish institutions in terms of income obtained:

**Pompeu Fabra University:** 10th position among all institutions and 6th position among Spanish universities with 24 projects (6 as coordinator).

**Centre for Genomic Regulation (CRG):** 13th position among all institutions and 1st position among all other institutions with 17 projects (7 as coordinator).

**Barcelona Media Technological Centre:** 17th position among all institutions and 2nd position among innovation centres with 14 projects (6 as coordinator).

**Research Centre for International Economics (CREI):** 9th position among all research centres with 3 projects approved (3 as coordinator).

**Municipal Institute of Medical Research:** 10th position among all other institutions with 5 projects approved.

## 5. Funding for research

UPF has witnessed substantial growth in terms of funding secured through competitive bids and contracts with companies during the last four years (2006-2009). Specifically, overall growth for 2009 compared to 2006 (according to the table below) stands at 78.7%, in other words, 16% year-on-year growth. Moreover, in terms of the activity funded, both **projects in competitive bids** (104%) and **research activities** (148%) have witnessed the greatest levels of growth.

It is also worth noting that an exponential leap took place in 2009 compared to 2008 where growth stood at 42.6%.

Table XIV. Funding for research (June 2010)

	2006	2007	2008	2009
Projects in competitive bids	11,753,633	16,730,465	17,495,107	24,035,432
Mobility	2,604,625	2,493,200	2,638,547	2,404,459
Infrastructure	0	253,350	330,038	0
Contracts with companies	6,956,370	10,316,688	8,571,202	10,713,243
Scholarships	2,236,880	2,463,024	2,295,132	2,936,892
Research activities + other grants <sup>5</sup>	2,892,800	3,157,372	1,793,974	7,163,966
Total	26,444,307	35,414,099	33,124,000	47,253,992
Growth 2009 vs. 2006	79%			
Growth 2009 vs. 2008	43%			

5. Research activities and others: conferences (organisation/participation), courses, themed networks, education networks, integrated/state-subsidised actions, access to research infrastructure, support to research groups, awards, publishing of results, etc.

## 6. R&D&I training

The UPF **Continuing Education Institute (IdEC)** is developing a Science Management Programme in order to train professionals who may then be charged with administering R&D units in public and private centres. These professionals may become the driving forces behind the research, development, innovation and knowledge and technology transfer policies for the 21st century. The programme incorporates:

- The master's degree in Management in Science and Innovation.
- The postgraduate programme in the Management of the Business Aspects of Science and Technology.
- The master's degree in Intellectual Property Law.

In addition to the above programmes, it is worth mentioning the Master in the Economics of Science and Innovation, taught at the **Barcelona Graduate School of Economics** (Barcelona GSE).

Lastly, in order to promote relations between the park and leading experts in biotechnology and to draw international postgraduate students in the sector to Barcelona, as well as with the aim of training its users in areas such as professional development, management and teamwork, the following science and technology management and training actions are being carried out at the **PRBB**:

- Science and Innovation Management Studies (SIMS). The aim is to foster a world framework for quality in Barcelona in order to set up a centre for learning and knowledge in enterprising initiative and innovation for emerging technologies, focussing on biotechnology.
- PRBB Intervals Programme. This is a supplementary training programme aimed at encouraging best practices in the various fields in the scientific community.

## 7. Support to research and knowledge transfer

The university has arranged a host of services for supporting and promoting research and transfer, including the following:

- The Research Service: 1) providing support to the university's strategic projects and scientific policy; and 2) promoting and encouraging the participation of teaching and research staff in research projects.
- The Projects Office, which is acknowledged by the Ministry of Science and Innovation through the Eurociencia programme (2006 and 2008 calls), offering strategic funds to university bodies that boost Spain's involvement in the 7th Framework Programme.
- The Innovation and Research Parks Unit that is one of the many units that helped prepare the Strategic Transfer Plan 2009-2012 (which received a positive assessment in the call of the Sub-programme for Support to Transfer OTRI).

At the same time, and on the context of the 4 Universities Alliance (A4U)<sup>6</sup>, the following have been set up:

- The Office for the Promotion of European Research Activities (OPERA), based in Brussels, in order to support European research activities conducted by the four universities in the alliance and to increase the number of projects submitted as part of European research promotion programmes. The office works in conjunction with the UPF Projects Office which channels and fosters the key actions<sup>7</sup>.
- The Office for the Assessment and Marketing of Research Results, whose aim is to boost critical mass and provide a forum for the exchange of experiences and procedures to foster the marketing of the research results of the four universities. Currently a virtual forum, the office is formed by experts in transfer from the four universities. It currently has two envisaged courses of action for the period between 2010 and 2011: the assessment and marketing of R&D&I results, and the assessment of research results in social sciences and humanities.

6. The A4U is one of the strategic associates of this project. For an in-depth description of the alliance and other initiatives aimed at promoting research and knowledge transfer, see section E) Associates.

7. See action B5.

Lastly, another aspect worth highlighting is the involvement, on the part of the university and other institutions among its strategic associates, in developing three infrastructures for research under the auspices of the European Strategy Forum on Research Infrastructures (Roadmap 2008):

- CLARIN: research infrastructure aimed at making language technologies and resources available to scholars in all disciplines.
- European Social Survey: research infrastructure set-up in 2001 aimed at monitoring changes in social values on a long-term basis.
- EuroBioImaging: research infrastructure aimed at applying imaging technologies to biomedical and biological sciences.

## 8. Rankings

- **First** Spanish university in the SCImago Institutions Rankings (SIR World Report 2009) for cites per document, international collaboration and field normalised citation score. The three quality indicators of UPF's scientific production are within the top 10% percent of higher education institutions in the world from a total of 1513.
- **First** position in the Ranking of Spanish Universities owing to Research Quality. SCImago Ranking (2003-2007).
- **First** position in the 2009 ranking on research productivity at Spanish State universities (Gualberto Bucla-Casal/University of Granada, 2010, Psicothema, vol. 22, issue no. 2, pp. 171-179).
- **First** university in Ibero-America and Spain for average scientific quality and international collaboration (Ibero-American Ranking SIR 2010):
- **First** university in Ibero-America and Spain for social sciences in terms of international collaboration, average scientific quality and percentage of publications in journals listed in the first quartile of the most influential journals in the world (Ibero-American Ranking SIR 2010).
- **First** university in Ibero-America and Spain for health sciences in terms of average scientific quality and percentage of publications in journals listed in the first quartile of the most influential journals in the world. In terms of international collaboration, UPF is the top Spanish university and the fifth in Ibero-America (Ibero-American Ranking SIR 2010).
- **First** university in Ibero-America and Spain for life sciences in terms of percentage of publications in journals listed in the first quartile of the most influential journals in the world and the top university in Spain (and sixth in Ibero-America) for international collaboration. With regard to average scientific quality, UPF is the second university in Spain and in Ibero-America (Ibero-American Ranking SIR 2010).
- **First** Spanish university, seventh in Europe and thirty-fifth worldwide for research in economics according to the research ranking prepared by the University of Tilburg (2009) in a database compiling articles published in the 68 foremost journals in the fields of econometrics, economics, statistics and finance for the period between 2004 and 2008.
- **Third** position among Spanish universities in the ARWU ranking of the University of Shanghai with regard to the number of publications in the journals *Nature* and *Science* (ARWU, 2010).

## 9. Indicators of scientific improvement and knowledge transfer

Table XV. Indicators of scientific improvement and knowledge transfer (2010-2015)

Ref.	Indicator	Academic year 2009/2010	Target for 2015
2.1	Number of indexed publications	496	600
2.2	Number of indexed publications in the first quartile	16.2%	20%
2.3	Number of officially approved research programmes	671	850
2.4	Number of European projects awarded (7th FP accumulated)	24	64
2.5	Number of European projects coordinated (7th FP accumulated)	6	16
2.6	Number of researchers on stays abroad	40	60
2.7	Number of researchers from other institutions	100	140
2.8	Number of pre-doctoral scholarships	162	200
2.9	Number of spin-offs (accumulated)	3	8
2.10	Number of users of the scientific and technical services	623	10% growth
2.11	Number of technological offers disseminated	20	40
2.12	Number of transfer agreements and licences	8	16
2.13	Number of contracts with companies and institutions	100	200
2.14	Income from licences	€120,000	€400,000
2.15	Number of registered patents	6	10
2.16	Number of service requests	89,814	10% growth
2.17	Number of leaders trained	20	36
2.18	Number of investee companies	3	6
2.19	Number of companies situated on the campus	1502 <sup>8</sup>	- <sup>9</sup>

8. Geographically speaking, the Icària International project is based at 22@, the new innovation district where more than 1500 companies have been set up since 2000 according to the study “22@Barcelona: 10 years of growth” prepared by Barcelona City Council and 22@Barcelona (April 2010) with data from December 2009. According to the study “22@Barcelona: 10 years of growth” prepared by Barcelona City Council and 22@Barcelona (April 2010), during the first three years 489 companies were set up, between 2004 and 2006 more than 550 were set up and between 2007 and 2009, the period affected by the economic downturn, the figure came to 461.

9. According to the same study, during the first three years 489 companies were set up in the vicinity of 22@, between 2004 and 2006 more than 550 were set up and between 2007 and 2009, the period affected by the economic downturn, the figure came to 461. Nonetheless, as of July 2010, no information is available regarding the forecast looking ahead to 2015.

## II. Actions

### 0. Introduction

This section details six actions aimed at fostering and showcasing the research activities conducted on the Icària International project. Four of these actions will be jointly implemented with the university's associates in the project (one with the UOC and three as part of the A4U):

- B1: UPF–Social Sciences and Humanities Research Park
- B2: Set-up of a UPF-UOC interuniversity centre for research on moral and political theory
- B3: Talent attraction and transnational mobility project
- B4: Mobility programme for young PhD holders as part of the A4U
- B5: European A4U Office in Brussels (OPERA)
- B6: Strategic knowledge transfer plan

## B1: UPF–SOCIAL SCIENCES AND HUMANITIES RESEARCH PARK

### 0. Introduction

UPF has three research parks, two of which are fully established – Barcelona Biomedical Research Park and Barcelona Media Park – with another in the initial stages of development – UPF–Social Sciences and Humanities Research Park – all of which form part of this action.

The strategic commitment to the development and consolidation of this technological and scientific park has been based on its research potential, its possibilities for expansion and its high international profile. Testimony to this is the fact that UPF is the top Spanish university in social sciences according to the prominent Times Higher Education Supplement (2009) and it holds position number 62 in the world. Its researchers in the field of social sciences and humanities were awarded 4 starting grants and 3 advanced grants in the first two ERC calls.

### 1. Mission

Promoting social commitment with an emphasis on research, innovation, knowledge transfer and scientific progress to become a social and economic driving force for relations between the university, public authorities and companies.

This mission is achieved thanks to the following **strategic actions**:

- The promotion of excellence in research in line with the social and economic needs of the setting.
- The promotion of cooperation among the various agents in the research and innovation system: public authorities, companies, universities, research centres and intermediary bodies.
- The boosting of the critical research mass by incorporating new institutions in the park and appealing to researchers with acknowledged prestige and excellence.
- A striking environment and an excellent level of service provided to institutions seeking to set up business in the park.



## 2. Goal

Establishing itself as a benchmark for research and knowledge transfer in the fields of social sciences and humanities, bringing together university research groups, internationally renowned mixed centres and prestigious institutions to become a leading centre for social sciences and humanities in southern Europe.

## 3. Actions

The action involves developing and consolidating the park to provide a significant critical mass with a common physical environment with the following **aims**:

- To make it easier for researchers from the university community and various specialties to work together, conduct **interdisciplinary projects** and **achieve greater competitiveness** internationally.
- To serve as the seat for **Centres for Excellence in Research** hosting research groups with a calling for internationalisation and multidisciplinary activities. This will help to train a major critical research mass whilst encouraging participation in theme-based networks in line with the model for excellence in centres applied in Scandinavian countries. Such centres tend to secure their resources (premises and services) through competitive bids having limited timeframes, though they can apply for renewal depending on their results, one of the many mechanisms compelling researchers to adopt a proactive approach in presenting innovative projects.
- To house multi-purpose facilities for conducting unique projects, such as the new groups and centres stemming from the **starting grants** and **advanced grants** awarded by the European Research Council who embarked on their activities throughout 2009.
- To promote the set-up of an **Open Research Center** for the development of specific programmes fostering certain fields of interdisciplinary research and new lines of applied scientific research in social fields, encouraging interdisciplinary debates or setting groups to explore potential areas. It will also be necessary to consider whether the centre can draw in researchers from other national and international universities in order to conduct specific projects.
- To arrange areas for **institutional and/or business initiatives** in the fields of social sciences and humanities, making the most of synergies and proximity to a university campus having acknowledged international prestige, and likewise for multidisciplinary scientific projects linking the fields of social sciences and humanities, biomedicine and communication and information technologies.
- To establish itself as a **forum for social debate** and an opportunity to bridge the gap between research and the public. In the case of a social science park, business incubators, as they are simply known in other fields of knowledge, become forums for creativity and the hatching of ideas, leading to the preparation of public policies and decision-making in the economic and social spheres.

Furthermore, the **establishment of the park** is divided into two distinct stages and this particular action (B1) only relates to the first.

- First stage
  - Expected completion date: 2012
  - Total surface area: 16,065 sq. m.
- Second stage
  - Expected completion date: 2016
  - Total surface area: 15,000 sq. m.

On completion of the first, three interconnected buildings will be constructed which will form part of a scientific action unit, inasmuch as there will be dealings taking place between the transfer and research groups.

The first research building, Wellington 1, with a total area of 3550 sq. m., has been operational since July 2008 and it already houses centres of acknowledged international prestige.

- Research Centre for International Economics (CREI)
- Barcelona Graduate School of Economics (Barcelona GSE)
- Economy and Health Research Centre (CRES)
- Center for Research on the Economies of the Mediterranean (CREMed)

With this action, this first stage will be completed thanks to the construction of the two remaining buildings (with a total surface area of 12,515 sq. m.).

Some of the institutions and initiatives that are expected to be hosted at the park (during the first and second stages) are:

- Institute for Territorial Studies (IET)
- Barcelona Institute for International Studies (IBEI)
- Evolutionary Biology Institute (IBE) (CSIC-UPF)
- Experimental Economics Laboratory (Leex)
- Spanish Foundation for Applied Economics (FEDEA)
- Applied Economics Institute
- Centre for Research on Life Course Dynamics
- Research and Expertise Centre for Survey Methodology (RECSM)
- Brain and Cognition Research Centre
- Regulatory Impact Analysis Centre
- State Building Process in Latin America

## **4. Centres and initiatives to be located at the park**

Firstly, it is necessary to highlight the fact that the existence of centres dealing with varying disciplines in the same setting makes it possible to address socially significant topics, such as the design of policies on dependency, equality, education, the labour market, immigration and health, from a variety of standpoints. The research lines stemming from this synergy will provide a greater understanding of social mechanisms and, accordingly, they will act as a guide for the implementation of public policies and decision-making in economic and social terms.

All the centres and initiatives to be housed at the park will benefit from internationally renowned researchers working on the frontier of knowledge on specific lines of applied research.

Below is a description of the centres and initiatives that have been set up at the park or are expected to be housed there in the future.

### **4.1 Institutions currently housed at the park**

The UPF–Social Sciences and Humanities Research Park, promoted by Pompeu Fabra University, already benefits from the support of scientific institutions having acknowledged international prestige and the following are already operating at the park:

### Research Centre for International Economics (CREI)

- Directed by Jordi Galí, one of the most cited economists, this centre seeks to establish itself as a high level research institution, fully integrated into the network of leading centres worldwide in its field of specialisation.
- Main research lines: macroeconomics (growth, economic cycles, monetary economics, macroeconometrics) and international economics (trade, international finance) under the umbrella of a theoretical and empirical approach.
- Strategic goals:
  - To attain excellence in scientific output: the research conducted by the centre must generate new knowledge having an internationally recognized impact both in academic terms and with regard to the design of economic policy, when relevant. Generally speaking, this new knowledge results in articles published in specialised journals.
  - To foster quality economic research in Catalonia.
  - To promote ties with the international scientific community and to strengthen the image of Catalonia as a catalyst for the knowledge society.

### Barcelona Graduate School of Economics (Barcelona GSE)

- An institution fostering scientific cooperation among the UPF Department of Economics and Business, the UAB Unit of Economic Analysis, the CSIC Economic Analysis Institute and the Research Centre for International Economics (CREI). The school is promoted and chaired by Andreu Mas-Colell, upon whom it is incumbent to boost scientific activities without replacing the four groups comprising the school.
- In the coming years, Barcelona GSE seeks to establish itself as the foremost non-Anglo-Saxon academic body in the world in terms of economics by blending three vital elements: critical mass, internationality, and depth and impact in terms of excellence in research.
- Main achievements:
  - Ranking for scientific production: holds a position between the second and third place in the European ranking of economics departments (*Journal of the European Economic Association*, May 2007).
  - Excellence in research that addresses practically all sub-disciplines within the field of economics. The researchers associated with Barcelona GSE include fellows from the Econometric Society, the European Economic Association and CEPR, to mention just a few of the scientific societies.
  - International community: 145 affiliated professors – from the four participating institutions – in a highly international community (there are natives of 20 different countries and 64 individuals were born outside Spain. Of all the professors, 63 obtained their PhDs in North-American universities, 54 in universities in other European countries and 28 in Spanish universities).
  - Internationally competitive range of postgraduate programmes: six master's degree programmes focussed on the labour market and research in economics, fully taught in English, for which 80% of students enrolled are foreign nationals.

### Economy and Health Research Centre (CRES)

- Through university research this centre strives to contribute to changing and improving the way health services are managed and training is given.
- Three basic research lines:
  - The health funding system, along with a theoretical and practical analysis of policies for the effective purchase of health services.
  - The retrospective assessment of organisational reforms, as well as a theoretical exploration of new organisational scope at any of the macro-, meso- and micro-levels of health service management.
  - The methodological development of economic assessment as a means of supporting decision-making in the health industry.

- Two research goals:
  - To analyse changes in the regulation of national health systems along with the implications entailed for the financial, organisational and managerial capacity of the system.
  - To explore responses to issues such as the mechanisms for incorporating public competence into health management processes; the introduction of social assurance notions in the national health system; and the application of methods for assessing effectiveness and equality in health service provision.

#### **Centre for Research on the Economies of the Mediterranean (CREMed)**

- Barcelona GSE and the European Institute of the Mediterranean joined forces in late 2008 to promote knowledge on the situations of Euro-Mediterranean economies and hence set up the Center for Research on the Economies of the Mediterranean (CREMed). The centre will be a focal point for research into the economic problems witnessed by Mediterranean countries, especially in the southern region, with particular emphasis being placed on relations between the Mediterranean zone and the European Union.
- CREMed's mission is to spark interest in high level academic circles in order for greater knowledge to be gained and economic activities to be given impetus. This project has a clear European and international calling in striving to achieve excellence in the academic sphere.

## **4.2 Institutions that will be transferred to the park**

UPF's associates include mixed research centres and institutions that have expressed an interest in transferring their premises to the park:

#### **Institute for Territorial Studies (IET)**

- This institute identifies and resolves problems in terms of territorial planning and seeks to promote research on topics that have remained virtually untouched in this regard. The IET conducts these activities while fulfilling its mission to support the public authorities in their day-to-day activities, both with regard to territorial planning in Catalonia and their involvement in international, cross-border projects.
- Lines of action:
  - Territorial information: compiling, processing and analysing data of a social, economic, urban planning, infrastructure-related and environmental nature having a bearing on the setting, as well as territorial planning in order to establish itself as a benchmark centre of guidance in this field.
  - Territorial planning: defining goals in terms of territorial balance which are useful in order to directly contribute to work included in the territorial planning programme of the Department of Territorial Planning and Public Works of the Government of Catalonia, as well as contributing to other institutions with territorial planning authority.
  - Territorial strategy: preparing proposals and strategies for reflection on the current situation, trends and challenges of a territorial nature affecting Catalonia and the larger regions it forms part of.
- Development of methodologies in topics that have remained virtually untouched:
  - The economic assessment of territorial planning and infrastructure.
  - The design of infographic tools for analysing territorial problems of a large scale (microfields) and a smaller scale affecting Catalonia.
  - The creation of map bases based on the superposition of hitherto unexplored layers which are complex to process.
  - The study of logistics activities taking place over the land.

### **Barcelona Institute for International Studies (IBEI)**

- This interuniversity research institute is promoted by the foundation Centre for International Documentation and Information in Barcelona (CIDOB) and it benefits from the participation of several of the main Catalan universities in the field of social sciences (UPF, UAB, UB, UPC and UOC). It was set up to promote advanced training and research in politics and international relations.
- The institute seeks to establish itself as a leading centre in the field of postgraduate teaching in international studies. To do so, it is committed to maintaining its own core academic staff formed by post-doctoral lecturers and researchers and to hiring visiting professors and other scholars from various universities.
- Similarly, the IBEI has conducted a joint research programme with the involvement of researchers from the universities and the institute's own core research staff, largely funded through competitive Spanish and European programmes (Ramón y Cajal, Juan de la Cierva, Marie Curie, ICREA, etc.).
- As a postgraduate school, the IBEI offers an interuniversity master's degree in International Relations (UPF-UAB-UB) which draws in many international students (65% of students were foreign and came from 26 different countries during the 2009-2010 academic year).
- It also takes part in the Erasmus Mundus along with the University of York, the Hague Institute of Social Studies and the Central European University in Budapest.

### **Evolutionary Biology Institute (IBE) (CSIC-UPF)**

- A research institute set up by the Scientific Research Council (CSIC) and UPF in 2008 to provide research infrastructure for evolutionary biology in Catalonia.
- It seeks to become an international leader in biodiversity studies and their development, from a molecular and genomic standpoint, particularly focussing on human diversity.
- It is formed by research groups from the Department of Molecular Biodiversity and Evolution (DFBM) (formerly attached to Barcelona Molecular Biology Institute [IBMB] of the Higher Council of Scientific Research) and the Evolutionary Biology Unit (UBE) of the UPF Department of Experimental and Health Sciences. The institute has 17 lead researchers and a scientific, technical and support team of nigh on 80 people.
- The institute stands out thanks to its ability to approach studies on functional and genome evolution and studies describing biodiversity from a range of observational scales including a molecular, biochemical, genomic, physiological, morphological and ethological (cognitive) standpoint. It promotes the use of its highly sophisticated technologies, especially encouraging use of major genome sequencing projects.
- It is a pioneer for cooperation with UPF experimental economics groups on a project that looks into human genetic architecture in socio-economic terms, covering aspects such as risk preferences, altruism and strategic behaviour.
- Research lines:
  - Computational and comparative genomics programme.
  - Population genetics and genetic epidemiology programme.
  - Complex systems programme.
  - Functional evolution in insects programme. Animal systematic and phylogeny programme.

### **Experimental Economics Laboratory (Leex)**

- Set up in May 1992, it was the first laboratory in Spain and constituted a pioneer in Europe. It has produced scientific works in experimental economics which have achieved international renown. It is witnessing a period of expansion in which it is considering broadening the range of studies conducted thus far in the field of economics in order to encompass works in collaboration with scientists from other fields.
- Specifically, it has embarked on a joint project in conjunction with an evolutionary biology research group from UPF and the CSIC (IBE), which is being conducted in collaboration also with the Ernst Ferh laboratory in Zurich and involves researchers in psychology, anthropology and genetics. The study is a pioneering interdisciplinary initiative in this field and it examines human genetic architecture in socio-economic terms, such as risk preferences, altruism or strategic behaviour.

### **Spanish Foundation for Applied Economics (FEDEA)**

- This is a research centre whose goal is an applied economic analysis conducted objectively with independent judgment which seeks to use its research to address the problems facing Spanish society. Its Board of Trustees is formed by the Bank of Spain and a broad host of major banks and Spanish companies.
- FEDEA chairs, which fund quality research in applied economics conducted by resident lecturers in Spanish research centres and universities, have led the foundation to begin cooperation with lecturers from the UPF Department of Economics.
- In 2009, FEDEA and UPF signed an agreement whereby FEDEA would be able to set up its first centre outside Madrid, home to the foundation's headquarters and main region of activity to date. The location chosen for the centre is Pompeu Fabra University in Barcelona and it represents FEDEA's intent to embark on transfer and dissemination activities in Barcelona, whilst offering resources to support applied research, especially with respect to database processing.
- The FEDEA-UPF cooperation projects include a study on education in Spain for which a group of researchers in Madrid is working in tandem with a group of researchers in Barcelona in order to consider various issues and a methodology. Likewise, they are undertaking preparations for compiling new data from their respective autonomous communities on school results and student traits in order to work together to provide new perspectives for understanding a problem that is central to Spain's society and economy.

### **Applied Economics Institute**

- The goal of this institute is to foster and develop applied research in economics stemming from a group of lecturers from the Department of Economics and Business examining major problems in economic policy and issues arising in the preparation of public policies on education, the labour market, gender equality, dependence, pensions and economic growth.
- Some of these lecturers cooperate very closely with the FEDEA (Spanish Foundation for Applied Economics) by means of FEDEA chairs which, along with the agreement signed by UPF and FEDEA, provide them with funding and research assistants.
- In addition to this initiative, professor Antonio Ciccone, director of the institute, recently obtained the Caixa Manresa chair by means of an agreement with Barcelona GSE, underlining the applied work of this research group and making it possible to boost the volume of work carried out by the professors involved in terms of volume and nature. Cooperation with professors from the CREI and the incorporation of Marta Reynal (UPF) thanks to an ERC starting grant will make it possible to broaden the field of study to encompass issues relating to globalisation, development and growth. Furthermore, synergies have been established in the use of data and methodology, as well as common research topics, between the institute and the Centre for Research on Life Course Dynamics, which is also located in Icària I.
- The nature of applied analysis conducted by the institute calls for heightened work involving the search, processing and analysis of huge databases. One of the institute's goals is to organise a structure for supporting quality applied research whilst strengthening the transfer of results by means of projects in conjunction with public institutions or companies, thereby following in the footsteps of FEDEA and Caixa Manresa.

## **4.3 Unique projects and new initiatives**

The park will also be home to other transfer and research groups that are currently in the early stages of development, albeit well-defined:

### **Centre for Research on Life Course Dynamics**

- This centre brings together scientists who conduct research into the dynamics of the course of life under the leadership of Gosta Esping-Andersen, a sociologist of acknowledged international academic prestige.



- The group is producing a survey for Spain – the Spanish Cohort Study – which is similar to the ones conducted in other European countries to examine how living conditions in early periods of life affect school results, living conditions and family formation, as well as employment opportunities during adulthood. Given the significance of immigration in recent years and the problems entailed, the survey seeks to include a greater number of immigrant families in the sample to analyse the reactions of second generation immigrants with respect to the questions posed to the population as a whole.
- In cooperation with other European centres and as part of the 7th Framework Programme, a Spanish version of the Gender and Generations survey is being conducted which will develop studies on family formation and decisions concerning fertility, aspects that have witnessed major changes in Southern Europe.
- In tandem with the development of databases, the centre aims to advance in methodological research on the analysis of longitudinal data and microdata-based assessment.
- The activities carried out by this centre are closely tied to the methodology and goals of the group of economists at the Applied Economics Institute. Research topics with common elements include the analysis of employment opportunities, gender discrimination in employment and glass ceilings on women, as well as the relationship these elements have with traits of early age, and social, economic and educational factors. There is also potential for interdisciplinary research on studies looking into school failure, the quality of education and its economic impact, as well as the problems with the pension system for a population that is living longer whilst witnessing a greater influx of immigrants.

#### **Research and Expertise Centre for Survey Methodology (RECSM)**

- The main goal of this centre is to become an international multidisciplinary leader on survey methodologies.
- The centre plays a key role in the European Social Survey (ESS), which looks into the design of a useful, rigorous methodological instrument for the comparative study of beliefs, attitudes and individual conduct of Europeans. The ESS is one of the European Union's four ESFRI projects, and is the foremost comparative survey project in the world, certified by the Descartes Award for Science granted in 2005.
  - Methodological research: increase in the response rate, error of measurement, consequences of non-response or the development of major comparative surveys.
  - Applied research: electoral behaviour, vote mediation, public opinion and European integration, and attitudes having an influence on political participation.
  - New projects: new ESS panel study, bringing about a qualitative change with an international bearing; multidisciplinary research with areas using the survey as a methodological instrument, and specifically with the UPF Applied Economics Institute and the Centre for Research on Life Course Dynamics.
  - Survey methodology transfer: training for experts in Spain and Europe; consultation centre for companies and other institutions.
- The centre has been promoted by Mariano Torcal, a lecturer from the UPF Department of Political and Social Sciences and the national ESS coordinator in Spain, and it is directed by Willem Saris, a worldwide expert in survey methodology and a member of the ESS Central Coordination Team. The centre regularly collaborates with Spanish universities and the Sociological Research Centre (CIS).

#### **Brain and Cognition Research Centre**

- UPF benefits from internationally renowned research groups in the fields of cognitive sciences (for instance, neurobiology, language sciences, experimental economics and interactive technologies). Accordingly, this CEI project seeks specifically to foster this emerging multidisciplinary area, one that is highly neglected on a national scale, though it does have major precedents in Europe (the University of Edinburgh – the Human Communication Research Centre; and the University of Trento – the Centre for Mind/Brain Sciences).
- The Brain and Cognition Research Centre, which seeks to boost and offer perspectives on co-operational scientific activity in this field, already benefits from the involvement of three emerg-

ing research groups who currently conduct their activities at the Poblenou area and are expected to move to the Ciutadella area once the centre has been set up.

- Groups and research lines:
  - Speech Acquisition and Perception Research Group: this group looks into the perception and production of speech in segmental, suprasegmental and prosodic terms, specifically analysing babies and bilingual patients.
  - Bilingualism and Speech Research Group: this group looks into the effect of bilingualism on 1) various aspects of cognition, such as learning and attention; and 2) the production of speech. These studies are particularly relevant for individuals who suffer brain injuries and they also provide other areas of application.
  - Multisensory Research Group: this group looks into the cognitive and neurological basis for perception and attention in multisensory environments, in other words, how the brain organises, represents and processes information stemming from various perceptive means (vision, hearing, touch, etc.).
  - Computational Neuroscience Research Group: this group conducts a quantitative study on precognitive (perception) and cognitive activity using computational models.
- Methodology: various experimental studies (eye-tracking, ERP, fMRI, etc.), analysis on the speech of individuals with brain injuries, and the development and preparation of computational models of brain activity, among other methods.

### **Regulatory Impact Analysis Centre**

- The goal of the centre is the application of instruments for analysing regulatory impact in order to improve public decision-making on a national, autonomous regional and local scale. The set-up of a leading centre for analysing legislative policies in Spain and serving all public authorities, as well as private agencies interested in adapting their activities in line with the various impact and effectiveness scenarios considered in the new regulations, will bring about major changes compared to current circumstances.
- The UPF Law Department has formal experience in legislative techniques and can make the most of its relations with the Department of Economics and the Department of Political Sciences, in addition to the experience provided by the new bachelor's degree in Criminology and Public Prevention Policies intended to train criminology experts in empirical analysis and in assessing public policies in the field of crime.

### **State Building Process in Latin America**

- This is a research project that arose from an advanced grant awarded by the European Research Council (ERC) (one of two that have been awarded to Spain for history) which will give rise to one of the largest online documentary corpora on Latin America (nigh on 20,000 photographs of original archive documents).
- Launched in January 2009, the project examines the building of the State in Latin America from the standpoint of fiscal policy, using the example of seven Latin American countries (Argentina, Chile, Colombia, Costa Rica, Ecuador, Guatemala and Uruguay). Spearheaded by Juan Carlos Garavaglia (UPF/ICREA/EHESS) and with the scientific coordination of Claudia Contente (UPF/EHESS), the group also has four associate researchers (from Spain, France and Argentina). The final stage of the project envisages posting online the documents compiled and photographed during the first stage of research, which is currently underway, concerning reports from the tax authorities, war documents and government papers from 1820 to 1870.
- The project likewise involves training and educating Latin American researchers (five are studying the master's degree in World History at UPF and will then prepare their PhD dissertations, while another researcher is studying her PhD jointly supervised by UPF and the EHESS in Paris), as well as organising conferences and two workshops (one in Europe and another in Latin America).



## B2: SET-UP OF A UPF-UOC INTERUNIVERSITY RESEARCH CENTRE ON MORAL AND POLITICAL THEORY

### 0. Introduction

There are research groups and lecturers at UPF and UOC devoted to studying current problems in democracy and justice in globalised societies, and generally studying issues related to philosophy and moral and political theory.

In recent years, these groups have been working closely together on joint projects, seminars, lectures and collaborative work between researchers from both universities. As a result, both institutions think it is highly beneficial to join forces and set up an interuniversity centre as a joint platform so that the research they conduct in these fields can attain greater international significance.

### 1. Mission

The aim is to set up and firmly establish a **leading international centre** in an emerging field of study on matters relating to **global justice and democracy**. In the medium-term, the priority will be on research, though the centre will also offer advanced education (a university master's degree and/or doctoral studies) in these fields.

### 2. Goals

The UPF-UOC university centre will be focussed on the following four key areas:

- **Basic research:** the aim is to achieve excellence for research at international level by organising series of seminars, sessions, workshops and conferences and producing international publications.
- **Education:** the centre will offer postgraduate degrees in its fields of research both individually and in conjunction with other academic centres, mainly attached to UOC and UPF. There may be scope for offering joint master's degrees or more specific courses in a bimodal format<sup>10</sup>, combining face-to-face classes with online education.
- **Applied research or consultancy:** at a later stage the centre may offer its applied research services to other institutions or bodies (on its specific issues including democracy, justice, administration, human rights, etc).
- **International observatory:** in the mid-term the centre will also serve as an international observatory for democracy, human rights and social justice. This and the above goal may help to fund the centre in the future.

10. See project A13.

### 3. Actions

During the first three years of the project the following actions will need to be carried out:

- To prepare and define the centre's structure, goals and method of organisation, operation and funding.
- To establish the agreements needed between the promoting universities and, if applicable, other institutions or companies contributing to the goals of the centre.
- To set up the centre and arrange a basic structure in terms of organisation and materials.
- To appoint UPF and UOC researchers and an academic management team.
- To define a five year working plan.
- To launch the centre's regular activities.
- To organise an initial international symposium on "global justice and democracy", to make the centre known on the international stage.

### 4. Indicators and forecast

Goals	2010-2011	2011-2012	2012-2013	2013-2014
Preparation and definition of the centre's structure, goals and method of organisation, operation and funding	X			
Establishment of the agreements needed between the promoting universities and, if applicable, other institutions or companies contributing to the goals of the centre	X			
Set-up of the centre and the arrangement of a basic structure in terms of organisation and materials		X		
Appointment of UPF and UOC researchers and an academic management team		X		
Definition of a five year working plan		X		
Launch of the centre's regular activities		X		
Organisation of an initial international symposium on "global justice and democracy", to make the centre known on the international stage			X	

## B3: TALENT ATTRACTION AND TRANSNATIONAL MOBILITY PROJECT

### 0. Introduction

UPF strives to attract talent and promote transnational education to appeal to, incorporate and further the professional careers of the most competitive Spanish and European researchers. To achieve this, the university has endeavoured to set up an ambitious programme, earmarking UPF funds as well as securing finances through other European competitive funds in line with its general aims.

COFUND is one of the Marie Curie initiatives established in the People programme of the 7th Framework Programme which aims to jointly finance existing and newly-established programmes for hiring doctor researchers under a scheme of transnational mobility. 40% of the total budget will be funded by the European Commission with a total cost of 5 million euros over a maximum period of ten years.

The university also plans to seek funding for the various potential schemes: for hiring researchers abroad (re-integration) wishing to return to UPF; to arrange post-doctoral placements abroad (out-going mobility) with the requirement for the individuals to return to UPF after a year; and for the direct recruitment to UPF of foreign researchers who are not resident in Spain (incoming mobility).

### 1. Mission

Promoting the attraction of talent and transnational mobility in a highly competitive environment characterised by a shortfall in resources, adopting an appealing and innovative scheme. The initiative is intended for internationally prominent researchers to enable them to become spearheads world-wide in their respective fields thanks to their scientific track record and the quality of the research projects and the publications on which they have worked.

### 2. Goals

The operational goals of the project looking ahead over the next five years are as follows:

- Promoting the reintegration and recruitment of researchers.
- Fostering the mobility of researchers, supplementing their training and enabling them to develop a striking professional career.
- Helping to develop researchers' abilities and skills.
- Establishing agreements and alliances with other institutions to stabilise the situation for researchers providing them with internationally competitive salaries.
- Increasing the impact of scientific productivity in the long-term (as of five years from now) along with the university's position, particularly on the international stage.

### 3. Actions

Work during the first two years of the project will focus on:

- Specifically defining mobility actions, defining the timetable for execution of the project and the budget required.
- Designing and agreeing on the method for assessing eligible candidates, vital in choosing the best researchers based on scientific excellence, suitability and opportunity. Highly competitive international assessment panels will conduct this task with the participation of experts from UPF.
- Submitting a request for partial funding for hiring researchers through the 7th Framework Programme COFUND scheme in early 2011 (deadline for submission: 17 February 2011) including the aforementioned aspects.

- Preparing and promoting calls for candidates, selecting candidates and then appointing them in line with the respective mobility scheme.
- Defining the methodology for assessing and monitoring candidates.
- Identifying other institutions and negotiating agreements with them to stabilise the longer term situation for researchers and allow them to remain in their posts when they pass their assessments, for instance allowing them to apply to calls to become ICREA researchers or submit bids to the Ideas programme with the assurance of success enabling the beneficiaries to supplement their salaries.

## 4. Indicators and forecast

The appointment of researchers is expected to heighten UPF's scientific output in the medium- and long-term, improving the university's international standing, achieving the same success as attained through the appointment of ICREA researchers with prominent profiles.

Goals	2010-2011	2011-2012	2012-2013	2013-2014
Definition of the project	X			
Submission of a bid to CO-FUND: bid preparation	X			
Calls for selection		X	X	X
Number of researchers to be selected		4	4	6
Number of Spanish researchers to return to UPF		2	2	3
Number of researchers through ICREA contracts (long-term)				25%

Up to four doctors are expected to be appointed during the first two years of the programme with up to six being incorporated in subsequent years with an average yearly cost of 60,000 euros for each doctor with a maximum placement period of two years. Once the scheme is complete the aim is to have appointed 20 doctors with approximately a quarter of them being incorporated for the long-term (5 doctors) through ICREA programmes and similar schemes.  
(5 doctores) a través de programas ICREA u otros similares.

## **B4: YOUNG DOCTORS' MOBILITY PROGRAMME AS PART OF THE A4U**

### **0. Introduction**

The A4U does not usually directly hire its own doctors; rather, it seeks to appoint teaching staff from international circles, an initiative that is in keeping with the UPF strategy.

To do so, the A4U has promoted a post-doctoral scholarship programme to encourage the mobility of young doctors between the universities in the alliance and, by extension, on exchanges between Madrid and Barcelona.

### **1. Mission**

Fostering international academic excellence in promoting academic careers and mobility among teaching and research staff.

### **2. Goals**

The young doctors' mobility programme has two key goals:

- Promoting the mobility of teaching staff by introducing selection mechanisms that are suited to the practices applied in internationally renowned universities.
- Undertaking a commitment to excellence in doctoral programmes, receiving students who choose mobility according to quality options, regardless of future professional choices.

### **3. Actions**

- The first joint call of the four universities was announced in 2008 with three places being made available at each institution for young doctors from the other universities, thus encouraging mobility. A total of twelve places were announced for two-year placements with annual remuneration equal to that provided under the Juan de la Cierva programme.
- The number of places offered in the 2009 and 2010 calls doubled with each university signing six contracts. Two doctors from each of the other three universities were appointed. Accordingly, the programme offered 24 two-year post-doctoral contracts.
- Each year, UPF receives six young doctors, two from each of the three other institutions in the alliance for a two-year placement who between them sign contracts for six young doctors from UPF. What is more, the number of places called each year may be increased to as much as 48 (12 for UPF) looking ahead to 2015.

## 4. Indicators and forecast

Goals	2008 -2009	2009 -2010	2010 -2011	2011 -2012	2012 -2013	2013 -2014
Total number of doctors in the programme	12+12	24+24	24+24	36+36	36+36	48+48
Number of doctors appointed by UPF	3+3	6+6	6+6	9+9	9+9	12+12

First year + Second year

## B5: EUROPEAN A4U OFFICE IN BRUSSELS (OPERA)

### 0. Introduction

The A4U Alliance was set up in 2008 to promote internationalisation and excellence in the activities of the four universities in the alliance. To do so, mobility is encouraged among lecturers and doctors from the institutions and projects are fostered on the context of the European Higher Education Area (EHEA) and the European Research Area (ERA).

The universities in the 4 Universities Alliance all adopt strategies for internationalisation and excellence at their institutions. For instance, up to the end of 2009, **as a whole the universities in the alliance had engaged in some 168 research projects as part of the 7th Framework Programme** of initiatives for research and technological development, a specific EC instrument for fostering research and development and the chief pillar in the European Research Area. This has led to a financial allocation of nigh on 51 million euros. As a whole, **the alliance has been awarded 20% of the total funds granted to the Spanish university sector** in the EC 7FP.

This action aims to earn the universities in the A4U greater international prominence by setting up an office in Brussels (the OPERA office, Office for the Promotion of European Research Activities).

### 1. Mission

The European OPERA office is intended to support the A4U universities in achieving renown within the European Research Area on the context of the European Union 2020 strategy.

### 2. Goals

The operational goals set out in the project are as follows:

- Furthering the interests of the universities in the A4U in preparing and deciding on EU policies on R&D&I, as well as in preparing and deciding on the EC working programmes to encourage R&D&I.
- Boosting the leadership profile and involvement of A4U researchers in European programmes to encourage R&D&I.

### 3. Actions

In the case of the first goal, the actions will focus on the following areas:

- Incorporating scientific topics of interest into future working programmes by adopting specifically planned lobbying actions.
- Involving research staff from the universities on European Union think tanks and advisory groups.
- Working to ensure the universities in the alliance have a place on and take part in the discussions for preparing the 8th Framework Programme.
- Monitoring and anticipating the developments that are to be expected from the European R&D&I policy.
- Promoting the goals and representative mission of the OPERA office among key stakeholders (the European Commission, CDTI, MICINN, etc.) and working to showcase the results of the universities in the alliance.
- Preparing a cooperation agreement for the alliance and the CDTI as well as other institutions of interest.
- Engaging in networking with the alliance (representation on networks, platforms, etc.).

In the case of the second goal, the actions will focus on the following areas:

- Encouraging the participation of researchers as experts on the Framework Programme assessment committee by drawing up lists of eligible candidates and giving a defence of them before EC officials.
- Anticipating priorities and future scope for funding from the Framework Programme, reporting them to the researchers of the universities.
- Identifying and promoting funding niches of interest jointly with the universities.
- Providing logistical support to staff from the universities in Brussels (reserving space for project kick-off meetings, etc.).
- Organising a common learning exercise based on the sharing of best practices among the universities in the alliance and other European universities.
- Providing support to and advising researchers who are embarking on or conducting European projects.
- Engaging in relations with other institutions to carry out joint projects and initiatives.

The following action is envisaged for both goals:

- Preparing a joint strategic plan for the A4U universities along with an individual plan of action.

## 4. Indicators and forecast

Goals	2010-2011	2011-2012	2012-2013	2013-2014
Number of researchers as assessors or on think tanks	10	12	14	16
Collaborative projects with UPF participation	24	40	60	60 <sup>11</sup>
Collaborative projects coordinated by UPF	6	10	15	15
% of projects coordinated by UPF	25%	25%	25%	25%
Income for 7FP projects (cumulative sum)	24,000,000	28,000,000	33,000,000	38,000,000
Preparation of strategic plan	X			
Preparation and annual assessment of UPF plan of action	X	X	X	X
Promotion initiatives (visits, meetings, events)	30	35	40	45

11. The 7FP ends in 2013. As a result, this period refers to the transition to 8FP and a slight period of stagnation takes places in terms of calls for bids and awards for projects.



## B6: STRATEGIC KNOWLEDGE TRANSFER PLAN

### 0. Introduction

The university's scientific policy is specified in the UPF25 YEARS Strategy document setting out the outlook for 2010-2015. As mentioned, knowledge transfer takes on a significant role in the document and it is one of the five key areas of action.

To encourage knowledge transfer and innovation in society in conjunction with other players in the social and business communities, the university strengthened its OTRI mission (June 2007) by setting up the Innovation and Research Parks Unit with the aim of lending value to the research conducted by the university, managing the transfer of knowledge as a strategic institutional resource.

The main activities carried out to date include the preparation of a strategic knowledge transfer plan for the period between 2009 and 2012. This plan received a positive assessment in the Sub-programme for Support to Transfer OTRI and is the backbone to this specific area of action.

### 1. Mission

The Strategic Transfer Plan seeks to lend value to the research conducted by the university, managing the transfer of knowledge as a strategic institutional resource.

### 2. Goals

The main goals of the plan are as follows:

- Placing UPF's scientific capacities and knowledge potential at the disposal of the social and economic fabric and increasing funding for R&D&I activities.
- Promoting the use of research results and encouraging enterprising spirit and the start-up of technological and/or intensive knowledge-based companies.

To achieve this goal, the following operational aims are set out in the plan:

- Identifying and assessing those technologies and knowledge areas having the greatest innovation and market potential.
- Improving and strengthening the protection of research results on campus.
- Raising earnings from industrial property and operating licences for research results.
- Increasing the level of knowledge and involvement of companies in the various funding programmes organised by the public authorities, whilst encouraging the submission of projects prepared in conjunction with research groups.
- Fostering the start-up of technological and/or intensive knowledge-based companies.
- Improving the training and user-friendliness of staff from the institutions among UPF's associates involved in assessment and transfer.

### 3. Actions

The plan includes three main lines of action as follows:

- Identifying and assessing results.
- Protecting and marketing research results (including signing contracts for collaborative R&D, technology or knowledge licences, and the set-up of technology-based companies).
- Promoting knowledge transfer.

#### Actions to lend value to research results

This comprises all activities to identify technologies and knowledge and to protect results, along with access to funds and assessment projects.

The strategic associates are responsible for first-rate research that has the potential to be transferred. In order to explore the potential for transfer, this area of action seeks to systematically organise and foster the process for identifying new research capacities and results stemming from the output of the research groups pertaining to UPF's strategic associates. It also aims to showcase these results to enable them to be transferred to the socio-economic fabric.

In order to disseminate research results, to encourage the business sector to cooperate on R&D&I and to foster knowledge transfer, it is vital to engage in efforts to improve preliminary internal assessment processes and protect new results, as well as to develop methodologies and tools and improve access to databases and resources. Doing so would help to lend value to the results identified.

One specific area of action that is currently being developed is to prepare a **commercial catalogue on the usable technologies and knowledge** of the strategic associates. This would provide society with a structured range of scientific and technological abilities and research results, whilst ensuring the quality of scientific productions that are intended for assessment and marketing.

#### Transfer actions

These activities are traditional transfer actions such as agreements with companies and other institutions, knowledge transfer contracts and licences and the promotion and monitoring of university spin-offs.

As well as acting as a driving force for innovation and for improving competitiveness in their respective sectors, the set-up of companies creates jobs and wealth in the community in socio-economic terms.

Priority will be lent to hiring the services of agents with expertise in assessment and protection in order to negotiate contract licences, joint ownership agreements and to identifying and hiring the services of technological brokers and expert consultants from companies in order to market research results with greater efficiency.

#### Promotion actions

Promotion activities are aimed at fostering strategic alliances for assessment and transfer, for preparing a marketing and communications plan (websites, bulletins, leaflets, databases, etc.) and for training staff from the university's strategic associates on knowledge transfer.

The university aims to engage in cooperative schemes with other strategic associates working on knowledge transfer in order to organise joint transfer conferences in which companies and financial institutions will take part. Specialist training will be given to transfer technicians from the various institutions on areas such as the financial assessment of R&D results, the assessment of the potential of innovation (market prospects and industrial application) and the preparation and negotiation of knowledge licences and contracts. Efforts will also be made to ensure R&D results achieve greater international outreach by collaborating with other agents and networks on knowledge transfer (Re-dOTRI, APTE, IASP, ICEX, madri+d system, ACC10, etc.)<sup>12</sup>. The aim is to work on joint policies to promote the internationalisation of patents and other research results or capacities.

Lastly, it is worth pointing out that, under the auspices of the A4U an **Office for the Assessment and Marketing of Research Results** has been set up. The office, which currently operates online, is formed by transfer experts from the four universities and is coordinated by the individuals in charge of transfer functions in each university. It was set up on 6 October 2009 and the following areas of action have been envisaged for 2010 and 2011:

#### **The assessment and marketing of R&D&I results**

This entails 1) coordinating the development of skills and training in assessment and transfer; 2) identifying procedures and methodologies for improving internal assessment processes at each university; 3) fostering the adaptation of internal regulations (article 83 and IPR); 4) appointing and coordinating a panel of experts according to fields supplemented by hiring technology intelligence services, protection services and technological brokers; 5) coordinating subscriptions to access databases and management tools; and 6) organizing the technological management platform: preparing a common website to showcase technological possibilities on the A4U website.

#### **Assessing research results in social sciences and humanities**

Implementing a joint project to promote knowledge transfer in social sciences and humanities.

12. See section H) Alliances and networks.

#### 4. Plan of action indicators and forecast (2009-2014)

Activities	Goals	2010	2012	2014
Identification	Number of inventions identified per year	20	28	40
Protection	Number of national priority patent applications per year	6	8	10
	Number of international extension applications (PCT) per year	4	5	7
Contracts	Number of R&D contracts with companies and institutions per year	100	140	200
	Value of contracts with companies	7,000,000	9,000,000	12,000,000
Licences	Number of knowledge transfer or licence contracts per year	8	12	16
	Value of knowledge transfer or licence contracts per year	120,000	130,000	400,000
TBC start-up	Number of technology-based companies (cumulative)	3	5	8





# C

## TRANSFORMATION OF THE CAMPUS INTO A COMPREHENSIVE, SOCIAL MODEL AND ITS INTEGRATION WITHIN ITS LAND SETTING

### I. Starting point and strengths

#### 0. Introduction

##### **Integrating settings to create an urban environment**

Ever since the university was founded, the urban planning and development of the UPF Campus has taken place in close conjunction with the **Government of Catalonia** and **Barcelona City Council**.

These authorities have cooperated with the following tasks:

- Lending a **new lease of life** to run down areas in Barcelona city centre
- Establishing **new magnets** for knowledge creation and transfer

All in all, the aim is to **create an urban setting**.

At present, and thanks to the university's land development associate **22@Barcelona project**, UPF continues to work closely with the authorities in converting the run down industrial neighbourhood of Poble Nou into the new **22@ innovation** district. However, the project has led to changes in the production model meaning that all the information on this conversion is detailed in section G) The university campus' participation in a new sustainable economic model. In addition, a summary of the project can be found in section E) Associates, for details on the land development associate for the Icària International project.

This section sums up the following areas:

- The three urban development projects the university has promoted in cooperation with the authorities.
- The main links established between UPF and its socio-economic setting.
- The commitments taken on by the university in exercising social responsibility.

These are three key issues to which the university is dedicated in order to establish itself as a **campus that is fully integrated into its land setting and the local community**. However, the participation of UPF in the 2010 Campus of International Excellence will help to speed up this process by carrying out specific actions and benefitting from the involvement of its associates.

## 1. A key campus in transforming Barcelona as a platform for innovation and the knowledge economy on the international stage

In just twenty years, UPF has promoted the establishment of three scientific parks (linked to its three fields of knowledge), three vital components in transforming the city into a platform for innovation and the knowledge economy.

This is first and foremost on account of the scientific output and the transfer they produce; however, it is also because the emergence of such infrastructure with the activity they create helps to lend the areas in which they are located a new lease of life in terms of their effect on society, the economy and urban development.

These three urban development projects are set out below:

### 1.1 Main urban development projects<sup>13</sup>

Connections linking the three UPF campus areas (with a total area of 138,955 sq. m.) are provided by means of a dense urban and metropolitan transport network (tram, underground, buses, cycle lanes and commuter trains). Moreover, the UPF campus is in a privileged location for national and international connections (since it is cheek-by-jowl to the future high-speed train station and will be directly connected to the airport).

#### 1.1.1 Biomedicine

Area: 65.000 sq. m.

##### Research project: Barcelona Biomedical Research Park (PRBB):

- Consortium developed by UPF in conjunction with the Government of Catalonia and Barcelona City Council (2006).
- More than 1200 researchers from 50 countries. Groups at the forefront of their field (for instance, from Harvard, Salk and the European Molecular Biology Laboratory (EMBL)).
- Physically connected to the Hospital del Mar, the park plays host to highly coordinated public research centres: the UPF Department of Experimental and Health Sciences (CEXS-UPF), IMIM, CRG, CMRB, CREAL, IAT.

##### Continued urban development of the park:

- Stage I of work to comprehensively refurbish the Dr Aiguader building, which was assigned to UPF by the former IMAS, was completed in summer 2009, with the building housing studies in medicine for the 2009-2010 academic year. Stage II is about to be awarded (and is forecast to be completed in July 2011) so that the building can house all teaching areas by the 2011-2012 academic year.
- Linked to the refurbishment of the Hospital del Mar, the work to be carried out involves an area of more than 16,000 sq. m. and a total investment exceeding 27 million euros.

##### Urban development awards:

- Ciutat de Barcelona Award for International Renown granted for the PRBB (2006).

13. All the information on activities conducted at the UPF research parks are set out in section B) Scientific improvement and knowledge transfer.

## 1.1.2 Communication and information technologies field

Area: 33,977 sq. m.

### Research project: Barcelona Media Park (PBM):

- Urban complex of 60,000 sq. m. developed by UPF and the company Mediacomplex (formed by the 22@Barcelona municipal corporation and Grupo MediaPro).
- It offers equipment and services focussing on audiovisuals and communication in a sphere centred on training, research and innovation – led by UPF – and another sphere more closely related to audiovisual production and services for the industry – led by Grupo Mediapro and the Barcelona22@ district, the urban development associate involved in the Icària International project.

### Continued urban development of the park:

The implementation of UPF in the 22@Barcelona district directly stems from the cooperation agreements with the City Council and a noteworthy aspect is the 75-year land use right that 22@Barcelona has granted to UPF.

### Town planning awards:

Ciutat de Barcelona Award for Architecture and Town Planning granted for the Ca l'Aranyó block (February 2009) owing to a project that blends the refurbishment of the ancient Ca l'Aranyó factory in with new architecture. The building, which is complemented by the Imagina tower (the headquarters of the production company Mediapro), is one of the three that form Barcelona Media Park.

## 1.1.3 Social sciences and humanities field

Area: 76,590 sq. m.

### Research project: UPF-Social Sciences and Humanities Research Park:

- The current UPF25 YEARS Strategy constitutes a commitment to the promotion and implementation of the Social Sciences and Humanities-UPF Research Park, once the PRBB and the PBM have been well-established.
- Alliances: Promoted by UPF, with initial support from the CREI, the Barcelona GSE, the IET and CREMed.
- Strengths: this commitment embodies academic potential, since UPF is the first Spanish university in the Top 100 in the field of social sciences according to the *Times Higher Education Supplement* (2009), holding position 62 worldwide, and scope for expansion, because 60,000 sq. m. remain to be developed and could be used for establishing ties with other internationally renowned institutions.
- The promotion of the Social Sciences and Humanities-UPF Research Park is one of the foremost initiatives in this project and further details can be found in section B).

### Town planning awards:

- Ciutat de Barcelona Award for Architecture and Town Planning granted for the refurbishment of the Jordi Rubió i Balaguer Agora (1996).
- Ciutat de Barcelona Award for Architecture and Town Planning granted for the refurbishment of the former Roger de Llúria barracks (2001). The project has already been nominated in the 44 ADI-FAD Awards for Architecture and Interior Design.
- Década de Arquitectura Award (from the Oscar Tusquets Blanca foundation) granted for the UPF library thanks to the refurbishment of the Dipòsit de les Aigües library in Parc de la Ciutadella (2009).

## 2. A campus that is linked to its social and business environment

Ever since UPF was founded the university has engaged in close ties with **companies and institutions** that contribute to teaching and research activities (ties are currently held with more than 80 entities). A detailed list of these and the various forms of cooperation can be seen in section E) Associates.



## 2.1 University-company

At the same time, UPF helps to engage with society through the university foundation and, in particular, thanks to the Promotion and Business programme and the UPF Alumni programme (one of the key actions set out in this proposal).

**Promotion and Business programme**, which focuses its activities on the following areas:

- Promoting the **employment integration and professional career development** of final year students and graduates (10,000 CVs prepared and 5000 companies recorded. In 2009 nigh on 1000 job offers were processed and the university has record of 250 graduates being hired). Also, every year the **UPFeina Employment Exhibition** is organised (the fifth edition was attended by 1500 people, as well as 5 sponsors and 44 leading companies in the employment sector who had their own stand during the entire exhibition).
- Managing the **UPF Business chairs** (at present the Telefónica Social Media chair; the Rafael del Pino Foundation chair; the BANCAJA Young Entrepreneurs chair – which embarked on a renewed commitment to UPF this year – and the more recent UPF-SEMG-Grünenthal chair of Family Medicine and Health Economics).
- Signing **agreements with companies and institutions**, including prominent entities such as *El País*, *La Vanguardia*, Universia-Movistar, the Manpower Foundation, Deloitte, Toshiba and several hotel chains.

**The UPF Alumni programme** was organised in 2008 to promote the university nationally and abroad and it envisages the following goals:

- Organising a network for former students (a database of former students has been created which is linked to the university's records and ever since a campaign has been underway to help locate former students).
- Setting up the channels needed to encourage communication between the university and former students (website, e-magazine and newsletters on activities and services).
- Setting up a professional career service to provide former students with professional guidance and job offers.
- Organising activities that encourage relations between university community members.

## 2.2 Museums and university halls of residence

Promotion of university museums is driven by means of cooperation agreements with centres in the setting (Contemporary Art Museum of the Vila Casas Foundation) and the potential for setting up a museum of modern art on the first floor of the Imagina Mediapro building (agreement with the Ministry of Culture of the Government of Catalonia).

Moreover, UPF is engaged in agreements with several halls of residence: agreement with RESA for exclusive use. "University Services and Housing" (250 places in the Ciutadella area and 150 in the Mar area); agreement with Melon District for preferential use of a residence (between 500 and 600 places in the centre of the 22@Barcelona district as of September 2009, and 1010 places at Poble Sec); use of the Àgora residence (280 places, 10% preference for UPF) and ONIX residence (280 places, 70% preference for UPF).

## 2.3 Social institutions

The university strategy includes creating an area open to the neighbourhood, to companies and to institutions in its setting by means of countless academic, cultural and scientific activities.

As a result of the close ties UPF embarks on with the various campus settings, **in cooperation with the public authorities** the university has organised several economic **promotion and innovation**

**activities**, particularly on the context of the 22@Barcelona project (22@Network association of companies, 22@Update Breakfast, 22@Voluntariat and the Digital District programme, all of which are detailed in section G)).

As far as **cultural institutions** are concerned, agreements have been signed with the Vallés Symphonic Orchestra (for the organisation of various activities, such as concerts, workshops, courses, music in classrooms); the Vila-Casas Foundation (specific agreement with the Faculty of Humanities for jointly organising conferences) and the School of Music of Catalonia (cooperation agreement and plans for the joint programming of regular music activities open to the public at the UPF venue).

Lastly, the university has been involved in many activities with local **secondary school centres** such as informative sessions on the UPF bachelor's degrees in schools and colleges; talent reward and recruitment programmes (for instance, involving financial awards for the best upper secondary school research projects) and there are also plans for the signing of agreements with state secondary schools in the geographical area (for instance, IES Salvador Espriu; IES Icària; IES Verdaguer) in order to develop the future university master's degree in Teacher Training for Secondary Education, Vocational Training and Language Teaching in cooperation with these centres. Moreover, consideration is being given to the possibility of students in the various UPF disciplines undertaking internships in some of these schools.

### 3. A campus that invests in the community that promotes it

The university is engaged in efforts to promote distinguished activities that are more aligned to the interests of the various groups in the university community and society in general.

#### 3.1 Services and opportunities for the UPF community

##### 3.1.1 Student support programmes

Noteworthy programmes include the assistance service for special needs students, the psychological counselling service, the 'In Complete Control' programme (information and advice on drugs and sexuality), the high performance sportsmen programme, as well as the organisation of various cultural and sporting activities.

##### 3.1.2 Student participation on the main governing bodies of the university

The significance the current management lends to students is demonstrated by the set-up of the **Office of the Vice-rector for Students** following the recent rector elections held on 26 February 2009. This decision laid the foundations for the notion that student participation and representation constitutes a backbone to university policy in line with the goal of assuring the presence of students in university life.

During this period, the Office of the Vice-rector for Students has focussed its strategy of action on four main goals:

- Providing the conditions needed for open discussion and dialogue among the entire university community.
- Strengthening student involvement by reviewing student organisation and representation as it currently stands in the university.
- Formally arranging and expanding on internal and external channels for communication with students.
- Improving and expanding the services offered to students.

In line with this idea, the recent UPF25 YEARS Strategy benefits from student contributions by means of a working committee established to this end.

### 3.1.3 Training activities for teaching and research staff

Worth highlighting in this area are the **Initial Training in University Teaching programme (FIDU)** the aim of which is to provide basic teacher training for new lecturers in accordance with the EHEA; training activities on the **use of technologies and languages**; or the preparation by the university of useful **informative materials** for teaching staff wishing to find out about the methodologies adopted by UPF and the opportunities the university offers.

### 3.1.4 Occupational hazard prevention

During the 2009-2010 academic year, the Technical Office for Occupational Hazard Prevention has worked with 2514 protected individuals and conducted a total of 898 health checks. The actions carried out by the office include the establishment of the Committee for Coordinating and Monitoring Infectious Outbreaks (which prepared a proposal of actions aimed at preventing the flu pandemic H1N1 from spreading at UPF) and the development of an organizational model for action in emergencies at the campuses (which included three general drills).

### 3.1.5 Online access to university services

To ensure citizens' right to organise their dealings with the public authorities online and to improve relations between students and teaching staff with the university, the services UPF offer are made available online.

In addition, the project for the **implementation of e-Administration** is another priority action in this proposal.

### 3.1.6 International research conferences

The university's significance in terms of research and its privileged location in Barcelona have resulted in UPF hosting and organising countless international conferences on research thanks to arrangements made with other higher education institutions and bodies. The most recent conferences include the following:

- First ISA Forum of Sociology, Dept. of Political and Social Sciences, September 2008.
- International Conference on Information Visualisation, Dept. of Information and Communication Technologies, July 2009.
- Congress of the European Economic Association and the Econometric Society European meeting, Dept. of Economics and Business – Barcelona GSE, August 2009.
- International Conference of Architectures and Mechanisms for Language Processing, Dept. of Information and Communication Technologies – ICREA, September 2009.
- Meeting of Faculties of Law from Spain and Ibero-America: new opportunities for legal education in Spain and Ibero-America, Dept. Law, March 2010.
- International Conference on Eclipse of Empires. Colonial Resistance, Metropolitan Decline and Imperial Crises in the 19th and 20th Centuries, Dept. Humanities, May 2010.
- Biotechnological research in a complex world, as part of the 20th anniversary of the EC-US Task Force, PRBB, June 2010.

### 3.1.7 Summer camps

To help strike a balance between family and working life, UPF has promoted two summer camps for children of members of the UPF community which are close to the facilities comprising the campus. To do so, the university has signed an agreement with CEIP Antoni Brusi primary school (pedagogical proposal from the Pere Tarrés foundation) and CEIP Bogatell (pedagogical proposal from the association Serveis d'Esplai).

## 3.2 University social responsibility

### 3.2.1 Integration plan for disabled persons at UPF

The integration plan for disabled persons at UPF was submitted to several UPF groups and representative sector organisations in 2009 for consultation. It was approved by the UPF Board of Governors on 27 January 2010 once the changes and suggestions received had been included. It was also resolved to set up a monitoring committee with representatives from all groups in the university community and representative sector organisations. In 2009 the university has already begun to foster the plan through the following actions:

- Setting up the Support to Special Programmes Unit upon which it is incumbent to draw up the integration plan.
- Preparing an accessibility plan for Ciutadella area and the Mercè building.
- Purchasing materials and hiring the technical support needed by submitting bids in the call for grants for university actions aimed at supporting disabled students.
- Preparing a new website with useful information on what the UPF has to offer in terms of supporting special needs students.
- Embarking on dealings with administrative and academic areas in order to conduct specific actions.

### 3.2.2 Isabel de Villena Gender Equality Plan

In 2009 work began on implementing the Isabel de Villena Gender Equality Plan (2008-2010), which was approved in the meeting of the Board of Governors held on 15 December 2008. During this period, a Standing Committee for Gender Equality Policies has been set up and is chaired by the respective vice-rector. Also, the Support to Special Programmes Unit has been set up as a unit for equality which, in line with current legislation, is required to conduct its duties based on the principle of gender equality whilst supporting the aforementioned standing committee. Likewise, at the end of November 2009, a UPF agent for equality between men and women was appointed.

The actions carried out in 2009 include the publication of separate statistic according to gender in *La UPF en Cifras* statistical information publication, the creation of a new website, the organisation of activities such as theme-based presentations (Breaking the Silence and Afghanistan Wants to be Alive) and conferences (the presence or lack of presence of women in science: the situation in and challenges facing Catalonia); and the preparation and dissemination of new recommendations for using non-sexist language.

During the coming months, an assessment will be conducted on the current gender equality plan and the next plan will be drawn up for the period from 2011 to 2012.

### 3.2.3 Cooperation and solidarity

The UPF Solidaria platform works on three main lines of action:

**Networking with other universities**, which has given rise to the following:

- The adherence of UPF to the universities code of conduct for development cooperation promoted by the CRUE / CEURI (approved in the meeting of the Board of Governors held on 27 January 2010).
- Participation in the ACUP project to strengthen the impact and quality of university development cooperation and involvement in the diga programme (Catalonia-Africa).
- The organisation of the stay at UPF (from 28 September to 10 October 2009) of a lecturer from the Sociology Department of the University of Oran) to cooperate with the UPF Department of Humanities on a joint study on “Migratory imagery: models and representations” (an initiative that forms part of the “Economy and local development” project from the Algeria-Universities Programme [PAU] of the Vives network).

**Fostering the participation of the university community**, which has given rise to the following:

- The start of work to prepare the UPF Development Cooperation and Solidarity Map (which will make it possible to set up a coordinated network and information system among members of the university community who work in these fields).
- The subsidisation of 5 projects (from 15 applications), with a total investment of 50,000 euros (an annual call for grants is announced for projects involving actions of solidarity in 2010, which benefits from major financial contributions from the Board of Trustees).
- The publication of a new UPF Solidaria website (work is also underway to publish an electronic newsletter on UPF’s activities for solidarity).
- The organisation (in cooperation with external NGOs and institutions) of activities to raise awareness on current issues (the lecture “Haiti after the earthquake. The perspective in terms of development cooperation”, the exhibition “Paintings for climate change” in conjunction with Intermón-Oxfam, the campaign to combat the death sentence with the Community of Sant’Egidio, the photographic exhibition “Afghanistan Wants to be Alive” in conjunction with ACAF, the blanket collection campaign, the blood donation campaigns in conjunction with the Banc de Sang i Teixits, etc.).
- The participation of 555 members of the university community in the 0.7% campaign at UPF (2009), with a total value of 10,085 euros (513 members were students who made a contribution of 3905 euros).

**Promoting volunteering among UPF students** has required the following actions:

- To expand on the current volunteering pool (which compiles volunteering places called for by external institutions).
- To plan the future UPF volunteering classroom (to contribute to the comprehensive education of students and raise awareness regarding the situation in society and show the effects that solidarity and social justice can bring about).
- To manage UPF’s participation in the UN University Volunteers programme (for the 2009 edition one student was already assigned to a placement in Nicaragua and shortly the 2010 edition will be underway and UPF will again take part).

### 3.2.5 Agenda 21

The UPF Agenda 21 proposal was approved in the 2007-08 academic year and enshrines the commitments taken on by the institution in terms of the environment. Thanks to a process that was open to the university community and channelled by the Commission for the Environment, the Agenda 21 includes an assessment of the university’s situation as well as a plan of action.

Similarly, as part of the goals set out in this Agenda 21, a study has been drawn up on the possibility of installing photovoltaic energy cells in the Ciutadella area. The study looked into the roof conditions in the Roger de Llúria building and it was calculated that there could be a facility of some 1441 sq. m. covered by 1488 panels. It has been calculated that the power produced could bring some 111,488 euros in income per year (approximately 11% of average annual consumption in this area). At the present, the university is examining the scope for commissioning the technical plans that will specify the costs and the economic and environmental benefits to be gained from the facility, as well as the rate of return needed on the investment.

### 3.2.6 UNESCO Chairs

Various activities are organised within the framework of the UNESCO chairs granted to UPF:

- The **UNESCO chair in Ibero-American culture** covers all manner of activities and interests such as colonialism, Hispano-American literature, culture and marginality, modernity and the turn of the century, pre-Columbian art and Indigenismo.
- The **UNESCO chair in Intercultural Studies** strives to raise awareness among the university community and society in general with regard to issues stemming from current migratory processes which have transformed Catalonia and Spain into receiving destinations.
- The **UNESCO chair in the Environmental Life Cycle** which was recently established.

### 3.2.7 UPF Senior and classrooms for senior citizens

The unique aspect about the UPF Senior programme, which has 21 registered students this year, is that the students are not separated from the other UPF members by means of ad hoc courses; rather, they are able to register for subjects on official syllabi offered each year on a list approved by the UPF Academic Planning Committee. The list is proposed by the programme coordinator who consults the respective dean's offices beforehand on the matter.

As part of the classrooms for senior citizens scheme, two visits were organised at the Poblenou communication area (April 2010) and one to the PRBB facilities (May 2010). A total of nine classrooms are assigned to UPF under the scheme.

#### 4. Indicators of the transformation of the campus into a comprehensive, social model and its integration within its land setting

Table XVI. Indicators of the transformation of the campus into a comprehensive, social model and its integration within its land setting (2010-2015)

Ref.	Indicator	2009-2010 academic year	Target for 2015
3.1	Number of student meeting points	7	10
3.2	Number of individuals who use the sports facilities	1085	1300
3.3	Number of participants in virtual learning environments	100%	100%
3.4	E-administration management processes	71 processes / 50,697 steps	100%
3.5	Number of visitors to the dissemination website	9,081,523 visits / 3,532,361 different visitors	20% increase
3.6	Number of cultural activities	21 activities <sup>14</sup>	20% increase
3.7	Percentage of the campus that does not have architectural barriers	100%	100%
3.8	Percentage of the campus that has adopted an emergency plan	100%	100%
3.9	Extent of water monitoring	100%	100%
3.10	Extent of gas monitoring	100%	100%
3.11	Extent of electricity monitoring	100%	100%
3.12	Number of special waste collection centres	266	20% increase
3.13	Places in university residences	1471	20% increase
3.14	Number of student job offers	1758	20% increase
3.15	Size of funding for solidarity projects	€50,000	€100,000
3.16	Number of volunteering, solidarity and cooperation programmes in which UPF is involved	15	20% increase
2.17	Number of students, teaching and research staff and administrative and service staff involved in volunteer programmes	770	20% increase
2.18	Number of individuals specifically devoted to promotion actions	2 full time	3
2.19	Number of shared urban facilities	6	8
2.20	Dealings established with residents' associations and social institutions	10	20

14. It is necessary to consider that most of these involve several actions or sessions. For instance, the "Òpera oberta" activity involves 6 auditions; the university choir and orchestra conduct several actions throughout the academic year.



## II. Actions

### 0. Introduction

This section details three actions aimed at ensuring the UPF campus is integrated into society and its land setting.

- C1: UPF Alumni programme
- C2: E-administration implementation project
- C3: Plan of action for a comprehensive model of student participation

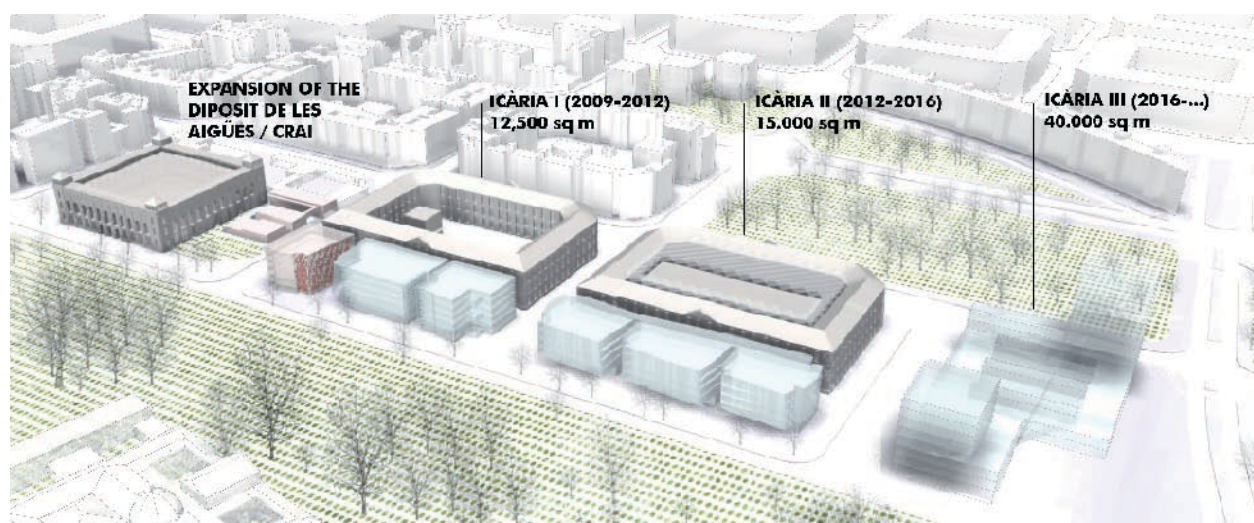
Nonetheless, before addressing these three actions it is necessary to highlight two projects that also help to reach this goal:

- E. Urban development associate: 22@Barcelona project
- B1. UPF-Social Sciences and Humanities Research Park

All the associates involved with the project seek to contribute to the social, economic and urban integration of the campus. The **22@Barcelona** project – the Icària International urban development associate – is especially noteworthy. The project will help to transform the rundown Poble Nou industrial neighbourhood (the old Manchester of Catalonia) into the current 22@ innovation district in accordance with the new economic model. This is the perfect illustration of the change of economic model that emerged at the turn of the 21st century: from the industrial economy to the knowledge economy, establishing a new academic, scientific, enterprising and innovative environment of quality which is fully integrated into society whilst having a significant international calling<sup>15</sup>.

Moreover, the consolidation of the **UPF-Social Sciences and Humanities Research Park** (which has been included in section B owing to its potential when it comes to scientific output and knowledge transfer<sup>16</sup>) is also another major infrastructure facility (in terms of material and human resources); therefore, it has a direct impact on the social and territorial setting of the UPF campus.

Map of the UPF–Social Sciences and Humanities Research Park



15. Project detailed in section E) Associates and G) Participation in a sustainable economic model.

16. See action B1.



# C1: UPF ALUMNI PROGRAMME

## 0. Introduction

The former students and friends of UPF programme – UPF Alumni – was established by the university in July 2009. During the 2009-2010 academic year, the basic aspects of the programme were developed (database, UPF Alumni web page and the newsletter). This will help to organise the UPF Alumni community and promote the launch of services and activities addressed to this group.

The implementation of the programme as part of the 2010 Campus of International Excellence project will help to raise the profile of the campus as a setting for coexistence and integration with society.

## 1. Mission

The mission of the programme is threefold:

- Establishing and strengthening ties between the university and all groups with which it engages in dealings.
- Fostering and conveying the image of the university as an institution of the utmost quality to similar groups: former students, lecturers, prospective students, companies and institutions, both nationally and internationally, who interact with UPF.
- Setting up a platform that makes it possible in the medium-term to embark on the tasks of seeking out external funding enabling the university to carry out new projects.

## 2. Goals

- Developing a network of contacts among former students, and between former students and the university.
- Ensuring members of the UPF Alumni community are informed as to new developments and projects being conducted by the university.
- Enhancing the professional careers of former students both nationally and internationally by offering the tools needed (employment service, career guidance courses, mentoring, etc.).
- Promoting continuing education for former students, working with various UPF faculties and centres to offer suitable postgraduate courses.
- Transforming the UPF Alumni community into a leading group in the fields of social sciences, communication and biomedicine.

## 3. Actions

- Locating former UPF friends and students (7500 for the 2014-2015 academic year).
- Network arrangement: online directory, clubs according to sectors and international chapters of societies.
- Entering into agreements with local, autonomous regional, national and international bodies making it possible to establish relations between the UPF network and other networks.
- Setting up a professional careers service allowing for access to job vacancies, customised career guidance and career guidance courses.
- Developing a basic range of services: email, access to library services, university card, company products and service discounts, etc.
- Organising activities (courses, sessions, meetings, etc.) to promote the professional careers of former students.
- Developing the strategic plan for fundraising addressed to former students.

## 4. Indicators and forecast

Goals	2010-2011	2011-2012	2012-2013	2013-2014
UPF Alumni members	3000	4000	5000	6200
Clubs	6	8	10	12
International chapters of societies	8	12	14	16
Number of users of the personal guidance services	40	50	65	80
Career guidance courses	8	12	15	18
UPF Alumni activities	10	14	18	20
Agreements with institutions	4	6	8	10

## C2: e-ADMINISTRATION IMPLEMENTATION PROJECT

### 0. Introduction

The e-administration project stems from a legal requirement (set out in Law 11/2007) to ensure students and lecturers can engage in online dealings with the university and benefit from the same levels of service and legal security as they would when dealing with the institution in person. Similarly, the project underlines the profile of the Internet as a global communication channel that constitutes a highly popular aspect in the behaviour of new generations. Lastly, the UPF conceives this project as a tool for improving administrative procedure by reducing processing times and processing costs, thereby improving efficiency in the university's internal management.

### 1. Mission

Ensuring the right of teaching staff and students to engage in dealings with the university over the Internet.

### 2. Goals

#### Strategic goals

- Fostering and setting up channels for interoperability between UPF, other universities, the public authorities and citizens to allow the latter to carry out their formalities with the university online, if they wish.

- Setting up a reliable environment in technical and legal terms that allows dealings to be conducted between the various university groups via the Internet.
- Improving administrative management based on computerising administrative procedures for all areas admissible by law.
- Encouraging interuniversity cooperation when it comes to jointly developing e-administration. The Catalan Association of Public Universities (ACUP) is working with UPF to develop electronic administration platforms, services and products: document management platforms, e-signatures, e-voting, online registration, etc.

#### **Operational goals**

- Ensuring that 80% of services are made available to the university community over the Internet.
- Continuing to develop digitisation of academic and administrative transcripts.
- Incorporating ITCs into all administrative procedures.
- Broadening online dealings between students and lecturers, on the one hand, and the university, on the other.
- Encouraging university groups to become involved with this new online method for dealings with the institution.
- Improving administrative steps by reducing processing times and costs.

### **3. Actions**

During the first two years endeavours will focus on:

- Launching mechanisms for digital identity and e-signatures for groups which have at their disposal services where these legal and technical tools are paramount.
- Fostering e-documentation (in preference over the use of paper) by setting up a document management system and tools for the signature and preservation of e-documents.
- Promoting online dealings with companies by means of projects such as the business services folder, the online invoice, e-procurement, etc.
- Developing a host of processes and services using online means providing full legal assurance based on the electronic transcript.
- Implementing e-voting tools in the university's election procedures.
- Promoting inter-administrative dealings with other universities and the public authorities over the Internet.

## 4. Indicators and forecast

Goals	2010-2011	2011-2012	2012-2013	2013-2014
Launch of the e-transcript	X			
Digital certificates distributed	250	1000	5000	5000
Online procedures	5	20	50	75
E-transcripts	50	1000	5000	10,000
E-voting in election procedures	0	3	5	10
Interoperability documents transmitted	0	1000	5000	10,000

## C3: PLAN OF ACTION FOR A COMPREHENSIVE MODEL OF STUDENT PARTICIPATION

### 0. Introduction

Student participation and representation is one of the university's major goals and students must play an active role in university life.

In order to encourage student participation and help to build an environment that allows individuals to work in an atmosphere of dialogue and open debate, this plan of action has been proposed and it focuses on three main areas: representation, the academic sphere and culture and sports.

### 1. Mission

Ensuring active student participation in university life to build an environment that allows individuals to work in an atmosphere of dialogue and cooperation.

### 2. Goals

- Strengthening student representation mechanisms.
- Encouraging dialogue between the student community and the academic sphere.
- Fostering cultural and sporting activities organised on the UPF campus, especially those promoted by students.

### 3. Actions

#### Area 1: Representation

- Increasing student participation on committees dealing with specific university issues to supplement their regular levels of representation on the university's various governing bodies, statutory and sectoral committees.
- Improving the dynamics of student participation on the university's main representative bodies by organising preparatory meetings where the items put forward are reviewed in advance and students can provide a well-documented point of view.
- Carrying out a reform on regulations and the organisation of the Student Council to improve and heighten participation by setting up a committee for the reform of its structure and organisation (advice).
- Strengthening student associations:
  - Setting up a working board (formed by individuals in charge of all the university associations) to review regulations.
  - Establishing new channels for informing students so that associations can give an explanation as to the activities they conduct and their goals (website, conferences).
  - Improving the services and means the university offers associations to carry out their projects and activities.

#### Area 2: The academic sphere

- Improving coordination between the Office of the Vice-rector for Students, the various faculty deans and school directors and students by coordinating a common system for student organisation which sets out the main problems faced by students on each degree in order for the issues to be passed on to a common committee.
- Reconsidering and strengthening the figure of the delegate by establishing a new delegation structure to allow the delegate to have greater power in his duties.

#### Area 3: Culture and sports

- Strengthening channels for student assistance and communication.
- Pursuing the policy for providing institutional support to initiatives promoted by students (cultural or sporting activities, conferences, exhibitions, etc.).
- Promoting culture by showcasing activities planned through a new campaign to attract students with a view to heightening participation (the choir, chamber orchestra and drama) and by launching new initiatives (such as the voice workshop).
- Fostering sports by raising student participation (especially among female students), by varying sporting practice, offering assistance for minority sports and improving the extent to which student sportsmen and sportswomen are acknowledged and made known.

## 4. Indicators and forecast

Goals	2010-2011	2011-2012	2012-2013	2013-2014
Representation				
Achieving maximum representation of students in the university's decision-making processes	X			
Improving the dynamics of student participation on the university's main representative bodies	X			
Carrying out a reform on regulations and the organisation of the Student Council	X			
Strengthening student associations		X		
Àmbit acadèmic				
Improving coordination between the Office of the Vice-rector for Students, the various faculty deans and school directors and students	X			
Reconsidering and strengthening the figure of the delegate	X			
Àmbit cultural y deportiu				
Pursuing the policy for providing institutional support to student activities	X			
Strengthening channels for student assistance and communication	X			
Promoting culture	X			
Fostering sports		X		





# D

## SPECIALIST FIELDS

### 0. Introduction

#### Striking a balance between specialist fields: UPF's true specialty

UPF is a State university that was founded by the Government of Catalonia in 1990 in order to **modernise** Catalonia's university system and lend it a new lease of life.

This perspective led to the formation of a university which, unlike the rest of the system, structured its studies around **three highly linked specialist fields of knowledge** having **cross-border cores of knowledge**:

- Social sciences and humanities
- Communication and information technologies
- Biomedicine

Likewise, the university was conceived with the following aims:

- Combining **quality teaching and research** having international outreach.
- Organising a model that currently culminates in the planning of leading postgraduate studies on the three aforementioned scientific fields.

### 1. A campus conceived on the basis of three specialist fields

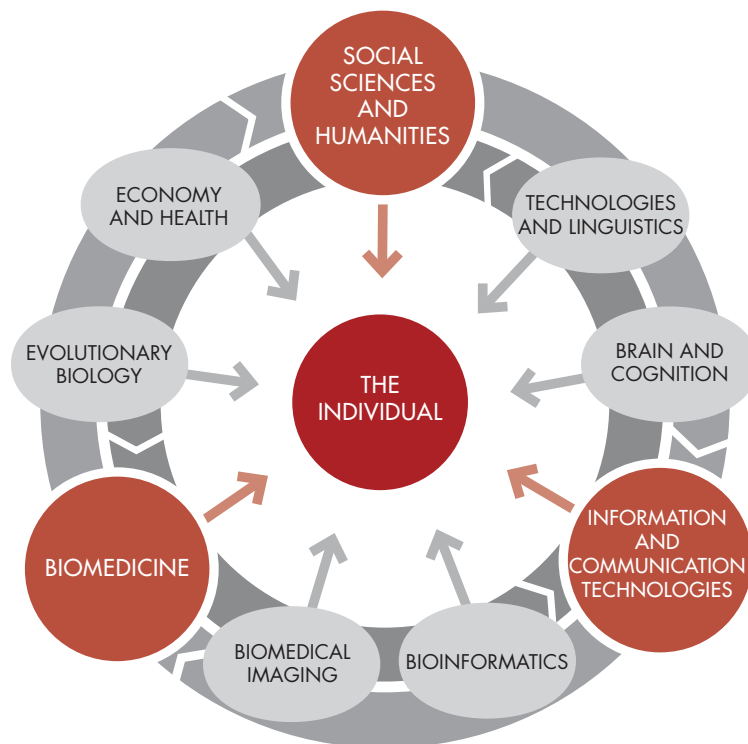
UPF's founding commitment was to establish itself as a university specialising in three fields of knowledge. Accordingly, in the space of just twenty years, the university has built sufficient experience and a solid critical mass in order to be a competitive institution on the international stage in its three specialist areas: social sciences and humanities, communication and information technologies, and biomedicine.

As a result, on the context of the 2010 Campus of International Excellence project, the UPF25 YEARS Strategy intends to **foster these three fields of knowledge** to which the university is devoted by **encouraging synergies** among the three areas. Indeed, at an international level these three fields of knowledge are also developing towards interaction.

The following diagram portrays the Icària International project, which establishes cross-disciplinary relations among all the university's scientific fields in order to ensure that individuals are placed at the heart of the institution's teaching and research activities.



Diagram III. Chart of synergies and interaction



Lastly, in order to lay testimony to the university's strengths in each of these fields along with existing synergies, several international rankings according to fields of knowledge are given below in addition to a brief list of interdisciplinary projects on which the university is working.

### 1.1 Rankings<sup>17</sup> according to fields of knowledge

- **First** Spanish university in the field of social sciences according to the Times Higher Education Supplement (2009), holding position 62 worldwide, and the fifth in arts and humanities.
- **First** Spanish university, seventh in Europe and thirty-fifth worldwide for research in economics according to the research ranking prepared by the University of Tilburg (2009) in a database compiling articles published in the 68 foremost journals in the fields of econometrics, economics, statistics and finance for the period between 2004 and 2008.
- UPF is part of the **Excellence Group** in the fields of economics and business and in political and social sciences according to the CHE-Excellence Ranking (2009).
- **First** university in Ibero-America and Spain for social sciences in terms of international collaboration, average scientific quality and percentage of publications in journals listed in the first quartile of the most influential journals in the world (Ibero-American Ranking SIR 2010).
- **First** university in Ibero-America and Spain for health sciences in terms of average scientific quality and percentage of publications in journals listed in the first quartile of the most influential journals in the world. In terms of international collaboration, UPF is the top Spanish university and the fifth in Ibero-America (Ibero-American Ranking SIR 2010).
- **First** university in Ibero-America and Spain for life sciences in terms of percentage of publications in journals listed in the first quartile of the most influential journals in the world and the

17. Rankings for teaching can be seen in the section A) Teaching improvement and the EHEA and rankings for research can be seen in section B) Scientific improvement and knowledge transfer.

top university in Spain (and sixth in Ibero-America) for international collaboration. With regard to average scientific quality, UPF is the second university in Spain and in Ibero-America (Ibero-American Ranking SIR 2010).

- With regard to IT, UPF was the top Spanish State university and **among the top 100** in the world according to the Ranking of World Universities of the University of Shanghai (ARWU, 2009), which does not weight rankings according to university size.

## 1.2 Interdisciplinary projects

### 1.2.1 ICT–BIO

#### Biomedical imaging technologies

Biomedical imaging technologies are a vital component in the increasing technical approach adapted to biomedical processes and the customisation of health systems. UPF currently has a technological research group that works with researchers from the biomedical area in order to set up a biomedical imaging technology centre. Developed by UPF, this centre will work to improve healthcare through research, development and innovation in medical technologies (and in biomedical imaging in particular).

#### Bioinformatics

One of the purposes of bioinformatics is the application of advanced information technologies and calculation methods to health and life sciences. A UPF research group is currently working on these areas in conjunction with researchers from the IMIM-Hospital del Mar. This is a multidisciplinary team (involving biologists, chemists, pharmacists, doctors, computer technicians and information specialists) of more than seventy scientists organising their activities in six laboratories (in accordance with the group's main lines of activity): computational genomics, structural bioinformatics, computational biophysics and biochemistry, chemogenomics, computer-assisted drug design and integrative biomedical informatics.

### 1.2.2 ICT–SS&H

#### Language resources and technologies

Language resources and technologies (LRTs) – which include machine translation, extraction of information from texts, the detection of opinions or readers for the visually impaired – make it possible to progress in terms of research in fields of knowledge involving textual data where the use of technologically advanced instruments is still in the very early stages. The LRT skills centre aims to ensure access and maximise the use of cutting-edge technologies as needed to perform research that is competitive on an international level, whilst generating new innovative services that meets the needs of the business sector and society.

#### Brain and cognition research

UPF has research groups with a prominent international profile in the field of cognitive sciences (including neurobiology, language sciences, experimental economics and interactive technologies); therefore, the consolidation of the centre will help to showcase and promote these collaborative scientific activities. Practical applications include research on perception and production of speech (especially in bilingual patients and babies); the effect of bilingualism on learning, attention or speech production (with implications for the treatment of brain injuries, among other areas); perception in multisensory environments; and a quantitative study on precognitive (perception) and cognitive activity using computational models.

### 1.2.3 SS&H–BIO

#### Research on economics and health

The Research Centre for Economics and Health (CRES) assists a UPF research group which, through university research, strives to contribute to changing and improving the way health services are managed and training is given. The practical applications include analysing changes in the regulation of national health systems (along with the implications entailed for the financial, organisational and managerial capacity of the system). The centre also addresses issues such as the mechanisms for incorporating public competence into health management processes; the introduction of social assurance notions in the national health system; and the application of methods for assessing effectiveness and equality in health service provision.

#### Evolutionary biology

The Evolutionary Biology Institute (IBE) – a joint initiative of the CSIC and UPF – has become an international leader in biodiversity studies and their development, from a molecular and genomic standpoint, particularly focussing on human diversity. The institute stands out thanks to its ability to approach studies on functional and genome evolution and studies describing biodiversity from a range of observational scales including a molecular, biochemical, genomic, physiological, morphological and ethological (cognitive) standpoint. It promotes the use of its highly sophisticated technologies, especially encouraging use of major genome sequencing projects.

Similarly, the UPF Experimental Economics Laboratory (LeeX) has been working with the IBE – and in conjunction with the Ernst Ferh laboratory in Zurich – on a joint project which involves researchers in psychology, anthropology and genetics. The study is a pioneering interdisciplinary initiative in this field and it examines human genetic architecture in socio-economic terms, such as risk preferences, altruism or strategic behaviour.

## 2. A campus clearly focussed on postgraduate studies

The university strategy essentially aims to promote postgraduate studies in the coming years<sup>18</sup>. Nonetheless, the synergies emerging among the three fields of knowledge are also taking place with regard to **bachelor's degrees**. In this respect, looking ahead to the 2011-2012 academic year, the university plans to offer a **bachelor's degree in Biomedical Engineering** jointly organised by the Department of Information and Communications Technologies and the Department of Experimental and Health Sciences.

**Postgraduate studies** form a context for the fusion of excellence in teaching and research to which UPF has been committed ever since it was founded. For instance, quality research inevitably brings with it the preparation of doctoral programmes of excellence. Moreover, the education of leading doctoral students helps to ensure the research conducted by the university will also be first class.

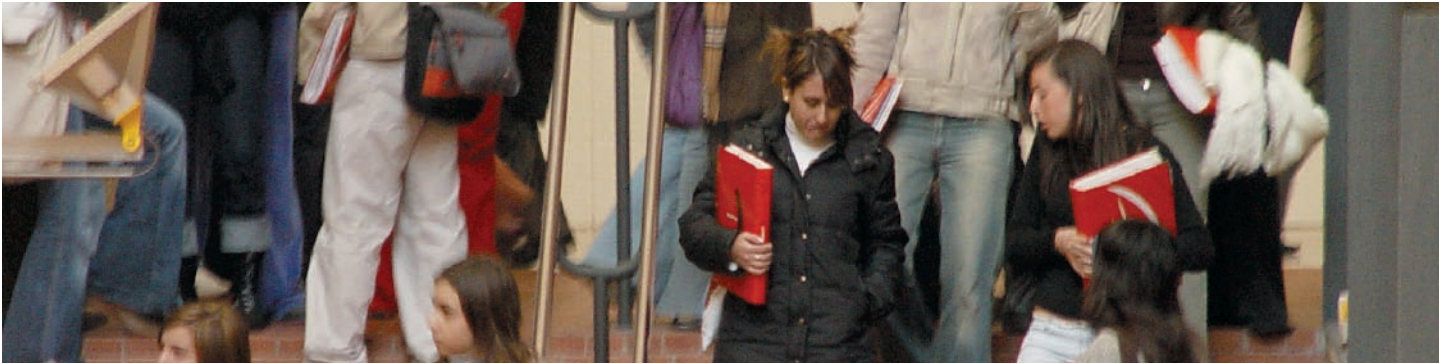
With regard to this objective, it is worth highlighting the role played by UPF's two **interuniversity postgraduate platforms** (Barcelona Graduate School of Economics and the Barcelona Institute for International Studies), two internationally renowned centres of outstanding quality which constitute the essence of the project's **associate network in terms of teaching**.

The active involvement of both platforms – who focus their activities on social sciences and humanities<sup>19</sup> – is intended to consolidate UPF's standing as a leading centre for postgraduate platforms in Barcelona. Initially, the location of the IBEI at the UPF Social Sciences and Humanities Park (action B1) will help to merge capacities (infrastructure, materials, human resources, etc.). Consequently, it will boost the synergies arising between both institutions. At a later stage, this postgraduate platform model may be applied to other scientific fields at the UPF campus.

18. See section A) Teaching improvement and EHEA.

19. See action A10.





# E

## ASSOCIATES

### 0. Introduction

#### **Bringing together capacities to raise excellence**

UPF has a long-standing history of associating with institutions and organisations that contribute to the university's activities. Even so, to ensure the optimal development of the Icària International project, **new associates** have been secured because the **multiplier effect** of all of them is vital to **heightening excellence**.

Indeed, the Icària International project benefits from the participation of strategic partners that can be grouped into **six different categories**.

Table XVII. Associates according to categories

<b>Institutional associates</b>
Barcelona City Council
Government of Catalonia
<b>University associates</b>
Open University of Catalonia (UOC)
4 Universities Alliance (A4U)
<b>Urban development associate</b>
22@Barcelona project
<b>Teaching associates: postgraduate platforms</b>
Barcelona Graduate School of Economics (Barcelona GSE)
Barcelona Institute for International Studies (IBEI)
Continuing Education Institute (IDEC)
<b>Research associates</b>
Scientific Research Council (CSIC)
Research Centre for International Economics (CREI)
Research Centre for Mediterranean Economies (CREMed)
Institute for Territorial Studies (IET)
Evolutionary Biology Institute (IBE) (CSIC-UPF)
Barcelona Biomedical Research Park (PRBB)
Municipal Institute of Medical Research (IMIM)
Mar Health Park
Centre for Genomic Regulation (CRG)
Pasqual Maragall - BarcelonaBeta Foundation
Centre for Environmental Epidemiology Research (CREAL)
Barcelona Centre for Regenerative Medicine (CMRB)
High Technology Institute – CRC
Barcelona Media – Innovation Centre
<b>Business associates</b>
Companies in the fields of social sciences and humanities, biomedicine and communication and information technologies.

## 1. Institutional associates



Firstly, the project benefits from the support of the **local and autonomous regional authorities** (Barcelona City Council and the Government of Catalonia). Ever since the university was founded, both institutions have been closely involved with the urban development and planning of UPF.

Indeed, the preparation and development of the UPF campus has been essential to the progress of Barcelona's urban development projects since it has helped to lend a new lease of life to historic areas of the city that were becoming run down (Ciutat Vella). It also contributed to promoting new areas for creation and innovation (Villa Olímpica or the more recent 22@ district). On account of all of these aspects, both of the aforementioned authorities have worked closely with the UPF on this project.

## 2. University associates

UPF is supported by the Open University of Catalonia (UOC) and the 4 Universities Alliance (A4U).

### 2.1 Open University of Catalonia



The **Open University of Catalonia (UOC)** is a knowledge society-based institution whose mission is to provide lifelong education. The UOC is a pioneer in virtual education by fostering intensive use of the Internet and new technologies to overcome the hurdles of time and space and to provide an educational model founded on customisation and comprehensive student backing. The virtual education models offered by UOC are constantly undergoing change and are developing towards ever more flexible learning models.

One of UOC's main challenges is ensuring its teaching model encourages ongoing innovation in new technologies in order to make the most of the benefits afforded by the current information age. On the context of such progress UOC takes part in countless research and development cooperation projects.

Similarly, at UOC the aim is to encourage the creativity of individuals and to contribute to the advancement of society by promoting specialised research on the knowledge society and engaging in alliances with universities and institutions from all over the world which have similar values and goals. This will help to build a global knowledge environment.

UOC focuses most of the research activities conducted by its teaching and research staff on the ties between digital information and communication technologies (ITCs) and the various social spheres. The institution has three clearly distinguished areas of research. In terms of technology, the university focuses on software engineering projects, security in communication networks and grid computing – the field known as networking technologies. In addition, the university conducts studies on the use of technology in educational environments as part of its e-learning sphere. Lastly, the institution analyses the impact of these technologies on the various social fields, chiefly from sociological, economic, legal and political standpoints. This is the area that has been coined network society.

A major part of this research activity is conducted by two specific institutes: the **Internet Interdisciplinary Institute (IN3)** and the **eLearn Center (eLC)**.

The Internet Interdisciplinary Institute (IN3) conducts basic applied research activities in the fields of network societies and networking technologies. There are currently 15 research groups at the institute working on various projects and interdisciplinary activities. Three of these groups conduct



research on technologies in the aforementioned fields and the remaining groups examine the impact of ICTs in areas such as the health system, the education system, political processes and the public authorities, law, immigration, gender and the new economy. In recent years the IN3 has embarked on various programmes and initiatives in favour of the internationalisation of its activities with the aim of substantially boosting the quality of the research it conducts as well as the global impact it brings about. In particular, the visiting lecturers programme has been strengthened in order to encourage the continued presence of renowned international researchers at the institute. Lastly, the IN3 has been actively involved in setting up the first worldwide network of research centres on ITCs and society.

The eLearn Center is the second of the UOC's research centres that was set up recently. It conducts research and innovation activities in the field of e-Learning. Six research groups currently operate at the centre along with internationally acknowledged visiting researchers. Innovation and research are key areas at the centre when it comes to tackling the three fundamental e-learning spheres: teaching and learning processes; educational policies, organization and management; and technological resources for support to learning.

Furthermore, teaching staff assigned to the various university departments also carry out noteworthy research activities in relation to their teaching duties. Several research groups work in fields such as knowledge management, digital culture and communication in the information society.

#### **Facts and figures (2008-2009 academic year):**

- More than 54,000 students and 22,500 graduates
- More than 200 lecturers and 2300 collaborating professors
- In all, the UOC community includes more than 100,000 students, graduates, lecturers, researchers and collaborators in more than 87 countries
- 1274 courses divided into master's degrees, postgraduate studies and extension programmes
- 2302 virtual classrooms
- Publications: more than 1,721,958 downloads of teaching material and articles from the Campus Virtual; 122 books released by the UOC publishing house (2008-2009) and 12,357 readers subscribed to digital publications
- More than 125 companies are part of the UOC associated companies network that has signed more than 600 agreements with universities, institutions and companies from around the world
- 86 research and innovation projects
- Scientific publications: 117 articles in scientific journals, 23 books published, 93 chapters in books and 246 contributions to conferences
- 28 doctoral scholarship holders and 11 doctoral theses

#### **Joint UOC-UPF cooperation projects:**

Both universities will engage in projects in the field of teaching (benefitting from the online education experience of UOC to develop joint programmes in UPF's three fields of knowledge) and in the field of research (where cooperation will focus more on communication and information technologies, as well as the consideration of possible collaboration in social sciences).

**In terms of teaching,** UOC and UPF have already engaged in cooperation within the framework of an educational model that combines face-to-face teaching with virtual education in a bimodal format. During the 2009-2010 academic year, both universities offered the joint blended learning programme for the university master's degree in Teaching of Compulsory Secondary Education and Baccalaureate, Professional Training and the Teaching of Languages. This year, given the success of the programme (125 students with plans to expand the number of places to 150 for the forthcoming academic year), the aim is to consider extending this pilot project to bachelor's degree studies. Specifically, consideration is being given to adapting the model to the bachelor's degree in Criminology and Public Prevention Policies taught at UPF in a face-to-face format which UOC could embark on in an online format for the 2010-2011 academic year. A preliminary agreement has been signed

with the Catalan Public Security Institute in order to extend this bachelor's degree – with an ad hoc speciality – to the ISPC's own group, linked to a scholarship programme offered by the institute. The aim is to gradually extend the range of joint bimodal programmes offered<sup>20</sup>.

Similarly, **in terms of research**, given the university's commitment to society with regard to the output and sharing of knowledge, thus assuring the achievement of excellence in research, the strategic alliance between UOC and UPF focuses on two projects.

Firstly, there will be greater scope for research cooperation in leading environments such as Barcelona Media technological centre, the Board of Trustees of which is chaired by UPF; the IN3 institute for research (Internet Interdisciplinary Institute) attached to UOC; and, lastly, the research activities and endeavours conducted in the departments and divisions of both universities (studies in communication and information sciences at UOC, the Department of Information and Communication Technologies at UPF and other UPF departments linked to social sciences). It is worth highlighting that the advantages of this cooperation would favour both institutions since they are spearheads in the fields. An initial stage of cooperation has begun with the involvement of the scientific committee of IN3 which includes the participation of Dr Vicente López, professor of computing at the UPF Department of Technology and director of Barcelona Media Innovation Centre and Dr Vicenç Navarro, professor of political and social sciences at UPF. Moreover, cooperation is also underway on joint IN3 – Barcelona Media research project coordinated by the IN3 research group.

Secondly, cooperation between both universities in the field of science is also giving rise to the possibility of setting up a research centre on political and moral theory<sup>21</sup>. This centre, affiliated with both universities, would host researchers from both institutions. Although talks and agreements are still in very early stages, there is currently a draft plan for what this new research centre is likely to be. Beyond doubt, the success of the Icària International project would help to promote the initiative.

## 2.2. 4 Universities Alliance



The 4 Universities Alliance (A4U) was borne out of the desire on the part of the four universities (the Autonomous University of Barcelona, the Autonomous University of Madrid, the Carlos III University in Madrid and Pompeu Fabra University) to conduct joint projects.

A framework agreement from 2008 regulates this calling, and specific agreements are signed for each individual project. This calling for teamwork led to the alliance being established in 2008 as an association and subsequently in May 2009 it was recorded in the national registry of associations.

### Joint cooperation projects

The A4U organises its activity for six independent working groups managed by a vice-rector at each university (the last three group areas stated below are still being determined; therefore, they have not yet carried out any specific activities):

- Academic career
- Research
- International relations
- Teaching
- Students
- University extension and gender equality policies

20. See action A13.

21. See action B2.

### Academic career

The Academic career group seeks to foster mobility and employment integration for its doctors by conducting two main activities:

- Annual call of **24 two-year post-doctoral placements**<sup>22</sup> that can be held at any one of the three universities other than the doctor's university of origin (to date, three calls have been announced – in the first only 12 places were offered – and a total of 60 placements have been organised (15 by each university).
- The organisation of **training actions** to encourage the employment integration of this group (the range of training to be offered is being defined).

### Research

Under the auspices of this working group a joint office has been opened in Brussels (OPERA: the Office for the Promotion of European Research Activities) and a joint assessment and transfer system has been launched.

- The **OPERA**<sup>23</sup> office has two main goals: furthering the interests of the universities in the A4U in preparing and deciding on EU policies on R&D&I, as well as in preparing and deciding on the EC working programmes to encourage R&D&I; and boosting the leadership profile and involvement of A4U researchers in European programmes to encourage R&D&I in cooperation with the European project offices of the universities in the A4U.
- A **virtual office for the assessment and marketing of R&D&I results** has been set up with the aim of boosting critical mass and providing a forum for the exchange of experiences to foster the marketing of the research results of the four universities. The actions envisaged include implementing a joint project to promote knowledge transfer in social sciences and humanities.

### International relations

The signing of a specific agreement with the ICEX which jointly funds 50% of the activities planned in order to promote **joint international outreach activities**<sup>24</sup>, has allowed the alliance to be present in leading university forums in regions that constitute a geographical priority for UPF. In the coming years, countries with which the alliance wishes to engage in joint institutional projects are **Brazil** and **Russia** with a view to taking advantage of these emerging economies and their enormous potential, particularly in the field of postgraduate studies and research. To date, the following activities have been carried out, among others:

**Asia.** UPF coordinated and moderated two sessions within the official programme of the APAIE conference (Asia-Pacific Association for International Education) (Beijing, April 2009) showcasing its scientific park model and its plan of action for multilingualism.

**India.** The alliance undertook a visit to the main higher education institutions and universities in Delhi and Bangalore to identify cooperation projects.

**USA.** A joint event was organised to present the A4U on the context of the NAFSA conference (North American Association of International Educators) (Los Angeles, May 2009).

**Latin America.** As a result of a visit made by UPF to Chile negotiations are underway for an agreement with Becas Chile scholarships to acknowledge the A4U universities as preferential institutions in Spain. Through the scheme financial support would be given to students who want to follow postgraduate studies. At the same time, and thanks to the organisation at UPF of the 1st Spanish/ Ibero-American Conference of Law Faculties (18 and 19 March 2010), an international association for legal education was set up.

**Europe.** Thanks to the organisation at UC3 of the One-Day Rectors' Conference, the rectors in the alliance had the opportunity to debate with five of their European counterparts on the strategies for excellence being implemented in Europe, particularly when it comes to research.

22. See action B4.

23. See action B5.

24. See action A8.

### 3. Urban development associate

#### 3.1. 22@Barcelona project<sup>25</sup>



22@Barcelona is the largest urban, economic and social transformation project to be promoted by Barcelona<sup>26</sup> in recent years.

With a public infrastructure plan investment of **180 million euros** and the mission of bringing a major overhaul to industrial areas transforming them into a magnet for business, scientific, technological and cultural activity, 22@Barcelona entails the conversion of 200 hectares of industrial land in the city centre (equivalent to 115 blocks in the Eixample district) into a zone with excellent infrastructure aimed at becoming a strategic hub for knowledge-based institutions and companies linked to **five key industries**: the media, ICTs, MedTech, energy and design. Accordingly, the area around 22@Barcelona is also known as the **innovation district**.

##### Main project specifications

- Area: 198.26 Ha (115 blocks)
- Dwellings: 4614 pre-existing dwellings. 4000 new state-subsidised dwellings will be built (25% at least for rental)
- Green areas: 114,000 sq. m. of land
- New facilities: 145,000 sq. m. of land (10% of the land developed will be for public facilities)
- Infrastructure plan investment: 180 million euros
- Strategic industries: the media, ICTs, MedTech, energy and design
- 1502 businesses<sup>27</sup> set up or being established (December 2009)
- Turnover: nigh on 6 billion euros (December 2009)
- 44,600 employees (December 2009)
- More than 70% of employees hold a university degree (December 2009)

##### A new urban model

22@Barcelona is a global project based on carrying out an overhaul of this old industrial area in order to design a new comprehensive, integrative urban model that fits in with the new sustainable economy. It involves creating a quality academic, scientific, enterprising and innovative environment that is fully integrated into society and has international outreach.

To do so, 22@Barcelona encompasses three project areas (for urban, economic and social renewal) to create an environment where the various agents linked to this economic model can coexist (universities, technologically-developed companies, continuing education centres and technology transfer and research centres). With all these agents being brought together in the same setting it will be possible to blend capacities and, accordingly, build on synergies to consolidate Barcelona's image as a major platform for innovation and the knowledge economy on an international level.

##### Joint cooperation projects

Two goals lie behind the alliance between the Icària International project and its urban development associate:

Firstly, it seeks to showcase the active role the university has always played in urban development projects and plans to lend the city a new lease of life. Ever since UPF was founded in 1990, the development of the university campus in Barcelona has led to the overhaul of areas that had been suffering degradation (Ciutat Vella where the rector's office and several UPF affiliated centres are lo-

25. This section generally sets out the (comprehensive integrative) urban model embodied in 22@Barcelona, the Icària International urban development associate. However, the project has led to changes in the production model meaning that all the information on this conversion is detailed in section G) Participation in a new sustainable economic model.

26. The project is managed by the municipal corporation 22 ARROBA BCN, S.A.U., set up by Barcelona City Council in 2000.

27. For an in-depth list of the institutions present see section G) Participation in a new sustainable economic model.

cated) and it has also given rise to new hubs for creation and innovation (Villa Olímpica where UPF has set up its teaching and research centres in social sciences and humanities and in biomedicine; and more recently in the Poblenou neighbourhood, the location for studies on communication and information technologies).

Secondly, as mentioned, on account of the fact that universities, companies, public organisations and leading scientific and technological centres in the aforesaid five strategic industries are all brought together in one single environment, new projects will arise to promote the competitiveness and international outreach of the companies and institutions present, transforming them into driving forces for the economic development of this new hub of production in Barcelona.

## 4. Teaching associates: postgraduate platforms

In addition to four affiliated teaching centres and the university's core continuing education institute (IDEC)<sup>28</sup>, UPF currently benefits from two leading interuniversity postgraduate platforms with an international calling whose activities are centred on social sciences and humanities:

- Barcelona Graduate School of Economics (Barcelona GSE)
- Barcelona Institute for International Studies (IBEI)

The involvement of these institutions in the project and their location at the UPF Social Sciences and Humanities Research Park – the development of which is one of the principle actions of this project – will make it possible to pool capacities (infrastructure and human resources) and thereby increase synergies.

The close cooperation of these institutes on the project is based on the university model UPF seeks to promote: a model founded on close ties between scientific research and teaching. As detailed in the UPF25 YEARS Strategy, the university “strives to attain acknowledgment as a research-based university and, with regard to teaching, it endeavours particularly to place emphasis on postgraduate and doctoral studies” (Programme 1.1).

The active participation of both institutions in the Icària International project seeks to consolidate UPF's position as the leading postgraduate platform for social sciences and humanities in Barcelona<sup>29</sup>.



### 4.1 Barcelona Graduate School of Economics (Barcelona GSE)

- An institution fostering scientific cooperation among the UPF Department of Economics and Business, the UAB Unit of Economic Analysis, the CSIC Economic Analysis Institute and the Research Centre for International Economics (CREI) with the aim of fostering research and postgraduate studies of excellence in economics and social sciences at an international level.
- Promoted and chaired by Andreu Mas-Colell, Barcelona GSE seeks to establish itself as the foremost non-Anglo-Saxon academic body in the world in terms of economics by blending three vital elements: critical mass, internationality, and depth and impact in terms of excellence in research.
- Ranking for scientific production: holds a position between the second and third place in the European ranking of economics departments (*Journal of the European Economic Association*, May 2007).
- Excellence in research that addresses practically all sub-disciplines within the field of economics. The researchers associated with the Barcelona GSE include fellows from the Econometric Society, the European Economic Association and CEPR, to mention just a few of the scientific societies.

28. School of International Trade (ESCI); Elisava School of Design; University School of Business Studies of the Maresme (EUM); Mar University School of Nursing (EUIM) and the Continuing Education Institute (IDEC) (see section A. Teaching and the EHEA).

29. See action A10.

- International community: 145 affiliated professors – from the four participating institutions – in a highly international community (there are natives of 20 different countries and 64 individuals were born outside Spain. Of all the professors, 63 obtained their PhDs in North-American universities, 54 in universities in other European countries and 28 in Spanish universities).
- Internationally competitive range of postgraduate programmes: six master's degree programmes focussed on the labour market and research in economics, fully taught in English, for which 80% of students enrolled are foreign nationals.

Barcelona GSE is a key strategic alliance for UPF when it comes to developing postgraduate studies and strengthening research in the field of economics and related areas. This is achieved thanks to the cooperation of all the academic groups at the Icària International project. The ultimate goal of the school is to establish a cluster that is at the forefront of the international stage for research and postgraduate studies in economics.

## 4.2 Barcelona Institute for International Studies (IBEI)

- This interuniversity research institute is promoted by the Foundation Centre for International Documentation and Information in Barcelona (CIDOB) and it benefits from the participation of several of the main Catalan universities in the field of social sciences (UPF, UAB, UB, UPC and UOC). It was set up to promote advanced training and research in politics and international relations.
- The institute seeks to establish itself as a leading centre in the field of postgraduate teaching in international studies. To do so, it is committed to maintaining its own core academic staff formed by post-doctoral lecturers and researchers and to hiring visiting professors and other scholars from various universities.
- Similarly, the IBEI has conducted a joint research programme with the involvement of researchers from the universities and the institute's own core research staff, largely funded through competitive Spanish and European programmes (Ramón y Cajal, Juan de la Cierva, Marie Curie, ICREA, etc.).
- As a postgraduate school, the IBEI offers an interuniversity master's degree in International Relations (UPF-UAB-UB) which draws in many international students (65% of students were foreign and came from 26 different countries during the 2009-2010 academic year).
- It also takes part in the Erasmus Mundus along with the University of York, the Hague Institute of Social Studies and the Central European University in Budapest.



The strategic line of the IBEI unfolds in tandem with that of Pompeu Fabra. In the coming years it plans to broaden the range of quality postgraduate studies offered with close links to research and internationalisation. The institute will transfer its premises (currently in Ciutat Vella) to new buildings in the UPF Social Sciences and Humanities Research Park so it will share infrastructure and resources with Barcelona GSE. This will enable UPF to build on (and showcase) the range of leading postgraduate studies offered in this field.

## 4.3 Continuing Education Institute (IDEC)

- The Continuing Education Institute is a private foundation that was set up by UPF and a host of leading companies and institutions to offer a wide range of university master's degrees with an exceptional level of training. This founding commitment has led to IDEC establishing a prominent standing for itself thanks to a range of postgraduate studies offered in line with the educational needs the market demands.
- Offerings are structured into several areas focussing on four themes: business (60% of the total), public management/law, communication, and design and architecture (developed through the





Elisava School of Design). General programmes are supplemented with tailored courses developed for and in conjunction with businesses in accord with their strategic goals.

- A clear international profile, with teaching staff and students from more than fifty countries. In addition, the range of studies offered carry a major international component, mainly related to the Mediterranean and Latin America and featuring double degree programmes and student mobility schemes (MBA), but also noteworthy is the establishment of cooperation agreements with prestigious universities in the USA.

The involvement in the project of IDEC – whose postgraduate education programmes focus on professional training through master's degrees and lifelong learning – helps the university to fulfil its mission as a driving force for the economy and society.

In short, the programmes offered by IDEC in addition to the courses planned by the various departments and centres affiliated with UPF contribute to building a campus that actively participates in the new sustainable economic model.

## 5. Research associates

The campus project also benefits from the unwavering support of countless research and transfer centres helping to improve the university's potential.

These centres – which sometimes host researchers from other universities – promote the presence of UPF in highly specialist fields of research on the context of cross-border collaboration, achieving international outreach and having a major impact nationally in economic and social terms.



### 5.1 Scientific Research Council (CSIC)

- This is a national agency fostering scientific research and technological development, attached to the Ministry of Education and Science through the Secretariat of State of Universities and Research.
- Goal: promoting, coordinating, developing and disseminating scientific and technological research of a multidisciplinary nature in order to contribute to the advancement of knowledge and to economic, social and cultural development, fostering staff training and providing advice for public and private institutions operating in these fields.

CSIC and UPF have worked together to set up the Evolutionary Biology Institute (IBE), a mixed institution jointly owned by both whose goal is to promote quality, multidisciplinary research aimed at solving scientific problems in the field of evolutionary biology.

The IBE is an evolutionary biology research institute whose strategy has a twofold foundation: firstly, it shall conduct research activity of excellence having international prominence and, secondly, it shall promote the transfer of results and technology to society and the production sector.

This cooperation has five fundamental aims: 1) contributing to the advancement of research and technological development in evolutionary biology, including functional genomics and biodiversity studies; 2) training research staff and supporting the postgraduate teaching offered by UPF; 3) coordinating general and instrumental services to make efficient use of resources; 4) working with the public authorities and contributing to progress in industry through knowledge transfer and the transfer of research results; and 5) encouraging relations with other national and international centres.

## 5.2 Research Centre for International Economics (CREI)



- Directed by Jordi Galí, this centre seeks to establish itself as a high-level research institution, fully integrated into the network of leading centres worldwide in its field of specialisation.
- The quality of its researchers has been clearly certified by the two starting grants and the two advanced grants obtained from the ERC thus far (as of July 2010).
- Main research lines: macroeconomics (growth, economic cycles, monetary economics, macroeconomics) and international economics (trade, international finance) under the umbrella of a theoretical and empirical approach.
- Strategic goals:
  - To attain excellence in scientific output: the research conducted by the centre must generate new knowledge having an internationally recognized impact both in academic terms and with regard to the design of economic policy, when relevant. Generally speaking, this new knowledge results in articles published in specialised journals.
  - To foster quality economic research in Catalonia.
  - To promote ties with the international scientific community and to strengthen the image of Catalonia as a catalyst for the knowledge society.

The participation of the CREI in the Icària International project is another example of the potential of the project in terms of internationalisation when it comes to social sciences and humanities, both in the centre's capacity as a leading research centre for studies on international economic policy and development, and with regard to its ability to improve and strengthen the range of postgraduate studies offered.

## 5.3 Research Centre for Mediterranean Economies (CREMed)



- Barcelona GSE and the European Institute of the Mediterranean joined forces in 2008 to promote quality economic research on development, especially in relation to the Mediterranean region.
- The centre is directed by José García Montalvo, director of the UPF Department of Economics, and it is also supported by Barcelona Development Research Group.
- Several research lines are tackled, including structural reforms and economic growth in Mediterranean countries; the influence of the institutional framework and capacity building on economic development in the region; and several issues relating to energy and the environment addressed from an economic standpoint (water, food safety, energy cooperation, migration, etc.).

CREMed's contribution to the project will make it possible to promote cooperation among economic research centres in the Mediterranean wishing to conduct empirical and theoretical research, thereby encouraging academic dialogue and networking.

## 5.4 Institute for Territorial Studies (IET)



- A consortium with its own legal status formed by the Government of Catalonia (the Department of Territorial Planning and Public Works) and Pompeu Fabra University.
- This institute identifies and resolves problems in terms of territorial planning while fulfilling its mission to support the public authorities in their day-to-day activities, both with regard to territorial planning in Catalonia and their involvement in international, cross-border projects.
- The three main lines of action are as follows:
  - Territorial information: compiling, processing and analysing data of a social, economic,



urban planning, infrastructure-related and environmental nature having a bearing on the setting, as well as territorial planning in order to establish itself as a benchmark centre of guidance in this field.

- Territorial planning: defining goals in terms of territorial balance which are useful in order to directly contribute to work included in the territorial planning programme of the Department of Territorial Planning and Public Works of the Government of Catalonia, as well as contributing to other institutions with territorial planning authority.
- Territorial strategy: preparation of proposals and strategies for reflection on the current situation, trends and challenges of a territorial nature affecting Catalonia and the larger regions it forms part of.

Thanks to its specialisation in territorial planning and the urban setting, the IET contributes a unique perspective to a project such as the Icària International seeking to bring together its urban, academic and economic project in the same setting: the 22@Barcelona innovation district.



## 5.5 Barcelona Biomedical Research Park (PRBB)

- A joint initiative of the Government of Catalonia, Barcelona City Council and UPF led to the launch in 2006 of this park in order to become one of the largest cores for biomedical research in Southern Europe.
- Physically connected to the Hospital del Mar in Barcelona and brings together closely coordinated public research centres.
  - Department of Experimental and Health Sciences, Pompeu Fabra University (CEXS-UPF)
  - Municipal Institute of Medical Research (IMIM)
  - Centre for Genomic Regulation (CRG)
  - Barcelona Centre for Regenerative Medicine (CMRB)
  - Centre for Environmental Epidemiology Research (CREAL)
  - High Technology Institute (IAT)
  - Hospital del Mar (IMAS)
- Technological platforms:
  - Spanish National Genotyping Centre (CEGEN)
  - Spanish National Bioinformatics Institute (INB)
  - Antidoping Laboratory of Catalonia (IMIM)
  - Spanish National Proteomics Institute (Proteored)
- Total annual expenditure on research: 70 million euros.
- Critical mass of 1,200 individuals from 50 countries. More than 100 research groups with prominent international researchers (30% from abroad). More than 600 scientific articles published in international journals during 2008.
- Groups at the forefront of their fields, with connections to such institutions as Harvard, Salk and EMBL.
- Main fields of research: bioinformatics and systems biology, epigenetic and gene regulation, development and cell biology (including regenerative medicine), pharmacology and clinical pathophysiology, human genetics and evolutionary biology, and epidemiology and public health.

The PRBB fosters scientific coordination among its participating centres and institutes in order to promote the highest levels of competitiveness, to achieve scientific excellence and to ensure that the results and applications of its research activities have the greatest impact on society, thereby encouraging relationships with related industries and the creation of or participation in new business initiatives.

## 5.6 Municipal Institute of Medical Research (IMIM)



- It operates under the auspices of UPF and is attached to Mar Health Park and since 2006 has been located in the PRBB.
- It has more than 350 researchers among hired and collaborating staff (including clinical researchers from the Hospital del Mar, the Hospital de la Esperanza and the Fórum Centre).
- Its multidisciplinary programmes are organised around five main themes: cancer, epidemiology and public health, cardiovascular and inflammatory processes, biomedical computing and neuropsychopharmacology.
- The IMIM-Hospital del Mar is the Spanish health research centre that conducts the greatest proportion of scientific works in international cooperation and its numerous annual indexed publications place it in a privileged position in the national rankings of centres with the highest research output in biomedicine.

The involvement of the IMIM and the participation of its researchers in the Icària International project are key elements in two of the fundamental objectives of the project: to develop basic applied research in the field of biomedicine and health sciences and to widen the range of doctoral, post-graduate and specialised studies offered. On a broader level, it constitutes an additional component in the interdisciplinary and inter-institutional structure whose goal is to improve both scientific and informational exchange and institutional cooperation in the area of research.

## 5.7 Mar Health Park



- MAR Health Park Consortium in Barcelona replaced the Municipal Healthcare Institute in February 2010 (IMAS) when it comes to providing public healthcare services. The IMAS was a major component among the UPF campus strategic associates for the 2009 call, and Mar Health Park has renewed its involvement for this call.
- This organisation offers a broad portfolio of healthcare services covering all levels of care: acute care, medical and social care, mental health and first aid.
- The Hospital del Mar is the main healthcare unit within the institution offering a complete range of medical services (in the districts of Ciutat Vella and Sant Martí) as well as tertiary activity. The hospital is currently undergoing expansion and has 400 regular beds, 20 intensive care beds, 35 outpatient places, 21 multipurpose emergency booths, 69 clinics, 21 diagnosis offices, 10 operating theatres and 2 birthing rooms.
- The research activity is coordinated in conjunction with the IMIM and has among the highest yields in Spain in terms of research output, despite its relatively small size.
- In terms of university education, especially noteworthy are studies in Medicine (2008-2009) jointly offered by UAB and UPF which are fully adapted to the EHEA; studies in Human Biology at UPF and the Mar University School of Nursing (attached to UPF). In addition there is also the UAB's medical teaching unit, Vocational Health Training (Escuela Bonanova) and a MIR programme, which covers virtually all medical and surgical specialities.

The participation of this institute in the Icària International project makes it possible to promote, manage and disseminate research in the field of health sciences within the framework of calls for proposals which are specific to healthcare research institutes. With this aim in mind, relations and the exchange of knowledge between researchers, research groups and scientific and technical services will be promoted and strengthened, with priority going to international projects having an effect on clinical activity. The various forms of management applied at the park and the development of technological and strategic alliances with other centres in the city and in Catalonia at large mean that this associate plays a fundamental role in fostering enterprising business policies in the health sector.



## 5.8 Centre for Genomic Regulation (CRG)

- A centre for basic biomedical research set up on the initiative of the former Department of Universities, Research and the Information Society (DURSI) with the participation of the Department of Health of the Government of Catalonia, Pompeu Fabra University (UPF) and the Spanish Ministry of Science and Innovation (MICINN).
- It has operated under a system of public funding since 2008.
- Its research focus is biomedicine, especially in the fields of genomics and proteomics. The research activity is grouped into three areas: epigenetics, computational biology and illness genetics.
- It has 293 researchers under the direction of Miguel Beato, an internationally recognised scholar in the field.
- The quality of its researchers is certified by the starting grants and the advanced grant obtained from the ERC thus far (as of July 2010).
- Its knowledge transfer has been attested to in the form of eleven patent applications and the creation of a spin-off (qGenomics).

The goal of the CRG is to become an international leader in the development of genomic research, with a special focus on the human genome. The CRG participates in UPF's doctoral programmes in the fields in which it carries out research and it collaborates in the teaching of bachelor's and post-graduate courses as well as with dissertation supervision.



## 5.9 Evolutionary Biology Institute (IBE) (CSIC-UPF)

- A research institute set up by the Scientific Research Council (CSIC) and UPF in 2008.
- Its goals include studying the processes and mechanisms involved in the generation of biological diversity, with the aim of analysing the genetic basis for differences (between species and within each species), placing particular emphasis on how these differences are established and transmitted, and how they interact with the environment.
- It is provisionally located at the premises of the CMIMA (Mediterranean Marine and Environmental Centre) and of the PRBB institutes.
- The strength of the IBE lies in its ability to examine these phenomena on different scales of observation: morphology, physiology and genomics. To do so, it has four research programmes (animal phylogeny and systematics; computational genomics; functional evolution in insects and genetics) and some fifteen research groups coordinated by Xavier Bellés and Jaume Bertranpetit.

The Evolutionary Biology Institute (IBE) makes it possible to coordinate the participation of the CSIC in the Icària International project in order to conduct specific quality multidisciplinary research projects in the field of evolutionary biology.

The participation of the IBE is based on a strategy that rests on two major pillars: first, internationally-recognised excellence in research; and, second, the promotion of transfer of results and technology to society and the production sector.

In academic terms, this participation will also involve the training of research staff and the support of postgraduate teaching conducted on the campus. Its future location in the Icària-I multidisciplinary building will facilitate cooperation with the experimental economics group with which it has already embarked on research into human genetic architecture in socio-economic terms, covering aspects such as risk preferences, altruism and strategic behaviour.

## 5.10 Pasqual Maragall - BarcelonaBeta Foundation



- Set up in 2008, the foundation works to promote scientific research of excellence in areas relating to Alzheimer's disease and related neurodegenerative disorders, basing part of its strategy on establishing alliances with leading international centres.
- The director of the foundation is Jordi Camí, a UPF professor and director general of the Barcelona Biomedical Research Park (PRBB), the scientific infrastructure that houses the headquarters of the foundation.
- The foundation has received initial support from 17 companies and institutions which make up its Board of Sponsors.
- The foundation's research activity will be carried out at BarcelonaBeta (Barcelona Research Complex for Better Aging), a scientific complex of 30,000 sq. m. that will be operational by the end of 2012. In addition to studying the diagnosis, treatment and cure of Alzheimer's disease and other neurodegenerative disorders, its researchers will be attempting to discover solutions to cognitive problems associated with aging. To achieve this, the publicly and privately funded complex will be structured into two main areas: the Pasqual Maragall Research Institute (conducting programmes on transformational research, early diagnosis and development and innovation) and the Memory Clinic (with a diagnosis, clinical research and neuroimaging unit).

The incorporation of the Pasqual Maragall Foundation into the Icària International project will allow strategic alliances to be set up between private initiatives and research programmes related to the prevention and cure of Alzheimer's, creating a research centre of excellence focussed on diagnosis, care and innovation.

## 5.11 Centre for Environmental Epidemiology Research (CREAL)



- A joint initiative by the Municipal Institute of Medical Research (IMIM-Hospital del Mar), Pompeu Fabra University (UPF) and the Government of Catalonia (2005) in order to promote and develop advanced epidemiological research on environmental factors affecting human health in order to prevent and control the adverse effects.
- Its research focus is the study of respiratory diseases, cancer and environmental pollutants in children's health (a key international sphere of research).
- 32 researchers conduct activities at the centre under the auspices of director Josep M. Antó.
- The centre has inherited the Environmental and Respiratory Research Unit (URRA) of the IMIM.

The CREAL offers a top quality research environment for work in the field of biomedicine and, following the philosophy of the Icària International project, places the individual at the core of its research.

## 5.12 Barcelona Centre for Regenerative Medicine (CMRB)



- This is an initiative for scientific cooperation between the Department of Health of the Government of Catalonia and the Carlos III Health Institute (ISCIII) of the Spanish Ministry of Science and Innovation (2004).
- Its research focus is the field of stem cells, regeneration and embryonic development, cooperating on cutting-edge projects with the Salk Institute, and with the universities of Harvard, Cambridge, Tokyo and Kobe, among others.
- Directed by Juan Carlos Izpisua, the centre has 66 researchers who are developing cutting-edge research in the area of regenerative medicine.
- Knowledge transfer has resulted in one patent.

With a team of researchers with major international standing, the CMRB establishes ties among the various scientific fields operating within the UPF campus and allows for the development of leading research projects nationally and internationally.



### 5.13 High Technology Institute – CRC

- The High Technology Institute (IAT) is a private foundation which, along with the Mar Health Park, the IDIBAPS and the Hospital Vall d'Hebron, participates in research projects developed by scientific teams based in the Barcelona Biomedical Research Park. CRC Corporación Sanitaria is committed to early detection techniques and preventive medicine for common illnesses such as prostate cancer, colon cancer and Alzheimer's disease.
- The group is formed by thirteen companies which together manage twenty diagnosis services in public and private clinics and hospitals, and it has the largest team in Catalonia in its area of speciality with a total of 640 employees, 130 of which are specialist doctors in radiology and nuclear medicine.

The integration of the IAT into the group of strategic associates makes it possible to offer the scientific community and the pharmaceutical industry positron emission tomography (PET) and magnetic resonance-based molecular imaging services. The participation of the IAT ranges from basic research to preclinical and clinical development.



### 5.14 Barcelona Media – Innovation Centre

- A joint initiative by the Government of Catalonia, Barcelona City Council and Pompeu Fabra University to set up an area for research and cooperation between the business and academic sectors in the field of media covering some 7,000 sq. m. in order to improve the competitiveness of businesses in the sector.
- Located at Barcelona Media Park, this is the first Spanish technology centre offering comprehensive services in all areas of the media sector (ranging from content to technology). This is thanks to the contribution on the project of other academic institutions (Open University of Catalonia, La Salle) and leading private companies in the industry (Alcatel, Anima Graphics, Fairplay Films, Grup Godó, Indra, Lavinia, Mediaplanning Group, Telefónica, T-Systems and TVC Multimedia).
- The centre promoted the establishment of the Barcelona Media Innovative Business Association, the scope of which will be expanded in order to allow production companies to enhance dealings with the respective institutions enabling them to improve their competitiveness.

This centre brings together business and academics, helping the university to transfer knowledge to society and raise the competitiveness of companies in the sector.

In addition, the centre also embodies all areas of the media industry (UPF offers comprehensive education through its three departments: Information and Communication Technologies; Communication; and Translation and Language Sciences) meaning that the projects carried out cover a wide range of spheres: animation, film, publishing houses, editorials, videogames, discography, press and radio, theme parks, advertising and television.

## 6. Business associates

UPF has built on close ties with companies and institutions that help the university to carry out its teaching, research and transfer activities. These relationships go beyond merely entering into contracts for projects or the development of joint projects; rather, they entail ongoing participation in defining future proposals. For instance, company representatives (appointed by the UPF Board of Trustees) are present on all committees that have drawn up the new university syllabi.

We should also draw attention to other means of cooperation, such as the ties stemming from the existence of the Board of Trustees Business Forum; the formation of the Boards of Trustees of the institutions comprising the strategic group (IDEC, BGSE, Barcelona-Media, etc.); companies participating on the advisory boards for certain faculties; company chairs, or the active presence of these companies in employment exhibitions promoted by the UPF each year (UPFeina).

Below is a list of the companies and institutions with which UPF holds ongoing cooperation activities, grouped according to academic area:

### Communication and information technologies

Alcatel; Alpi; Apuntolapospo; Asimelec; Barcelona Digital Centro Tecnológico; Corporació Catalana de Mitjans Audiovisuals; Grupo Planeta; Grupo Godó; Grupo RBA; Havas Media; Hewlett-Packard España; IBM; Indra; La Vanguardia; Lavinia; Mediapro; Microsoft; Productors Audiovisuals de Catalunya; Radiotelevisión Española; Secartys; Sogecable S.A.; Sony España; Telefónica; TVC Multimedia; Vodafone; Yahoo España.

### Biomedicine

Bayer España, S.L.; Cruz Roja Catalunya; Ferrer Grupo; Fundación Grífols i Lucas; Laboratorios Dr. Esteve S.A.; MC Mutual; Novartis Pharma; Prous Science; Sanofi-Aventis.

### Law firms

Accenture; Cap Gemini; Centro de Estudios Monetarios; Cuatrecasas Gonçalves Pereira; Deloitte España; Echevarria y Asociados Asesores S.L.; Ernst & Young España; Garrigues Abogados y Asesores Tributarios; Grupo Mercados Financieros; IOR Consulting S.A.; KPMG Internacional; M.C. Asociados; PriceWaterHouseCoopers España; Bufete Roca Junyent.

### Financial institutions

Banc Sabadell; Bancaja; Caixa Catalunya; Caixa Manresa; Grupo Santander; La Caixa.

### Other sectors

Abertis Infraestructuras, S.A.; ADIF; AGBAR; Agencia de Patrocinio y Mecenazgo; Autoritat Portuària de Barcelona; Barcelona Activa; Bonpreu S.A.U.; Cámara de Comercio de Barcelona; Chupa Chups; Codorniu; Corporación Agrolimen S.A.; Consorcio Zona Franca de Barcelona; Ercros; Fem-CAT (Fundación Privada de Empresarios); Fira de Barcelona; Fútbol Club Barcelona; Grupo Damm; Grupo Nutrexpa; Henkel Ibérica S.A.; Racef (Real Academia de Ciencias Económicas y Financieras); RACC (Real Automóvil Club de Cataluña); Reckitt Benckiser; Sara Lee; Seat; Siemens; Unilever.







# F

## INTERNATIONALISATION

### 0. Introduction

#### **Internationalisation: a measure of excellence at UPF**

In recent years, UPF has earned a prominent international profile and outreach thanks to the following:

- Teaching staff with an international profile
- Research having international outreach
- Quality doctoral programmes
- Joint degrees and projects with other universities
- Unhindered incorporation of English in the teaching programmes offered
- Postgraduate studies having excellent quality at international level
- Students from a wide range of backgrounds
- Heightened level of international mobility
- Presence in leading international academic forums

The privileged position held by the university since it was founded has been essential when it comes to:

- **Attracting and securing the loyalty of talent**
- Consolidating UPF's leadership **quality in keeping with a Campus of International Excellence**

On account of a founding commitment, which is again given new impetus through the university strategy looking ahead to 2015, UPF deems the internationalisation of knowledge to be one of its five central goals.

**Internationalisation of knowledge:** designing a global strategy to enable the university to attain the international presence, structure and standing befitting a university that provides teaching and research of such a high quality.

Goal 4. UPF25 YEARS Strategy



This section sets out the main indicators of the university's internationalisation:

- Internationality of teaching and research staff
- A broad, increasing range of mobility options
- A welcoming host university for international students
- Students from a wide range of backgrounds
- A multilingual range of teaching options
- Promotion of joint degrees

Nonetheless, it is worth drawing attention to the fact that, in line with the CEI 2010 instructions, all the information regarding the establishment of **national and international knowledge and innovation alliances and networks** – which allow the university to take part in strategic projects and/or to engage in networking with other institutions – can be seen in section H) Alliances and networks.

## 1. An international team of teaching staff and researchers

Teaching and research staff come from a broad range of international backgrounds owing to the university's specific efforts to attract and recruit talent. The recruitment policy adopted by departments has led to an increasing number of foreign individuals being hired whilst the number of nationals with training abroad who return to UPF has also risen.

### Indicators of the level of internationalisation of teaching staff

- Top Spanish university in the THES world ranking (Times Higher Education Supplement) in the indicator "International faculty" (2009).
- 15% of teaching and research staff are foreign nationals (2009).
- 25% of research assistants are foreign nationals (2009).
- 40% of teaching and research staff have prior experience or education from overseas (2009).

In addition, teaching and research staff take part in countless mobility initiatives for teaching and research, either by undertaking short stays, by being involved in research projects or by assigning lecturers to conduct education programmes specific to UPF or jointly with other institutions.

## 2. A wide range of quality mobility options encouraging students to gain international experience

UPF has developed collaborative ties leading to a broad catalogue of mobility placements for its students who, by and large, have availed themselves of this opportunity to supplement their education becoming ambassadors for UPF abroad.

The International Relations Service has taken full advantage of the opportunities offered by the Erasmus programme in Europe and it has forged a network of universities of excellence in North and South America and in Asia Pacific. This has led to a host of bilateral agreements being signed and a highly diverse range of mobility options being offered in terms of destinations, study options and profiles.

Similarly, the university hopes to continue to foster the quality of these international experiences (for both incoming and outgoing students)<sup>30</sup>.

30. See action A6.

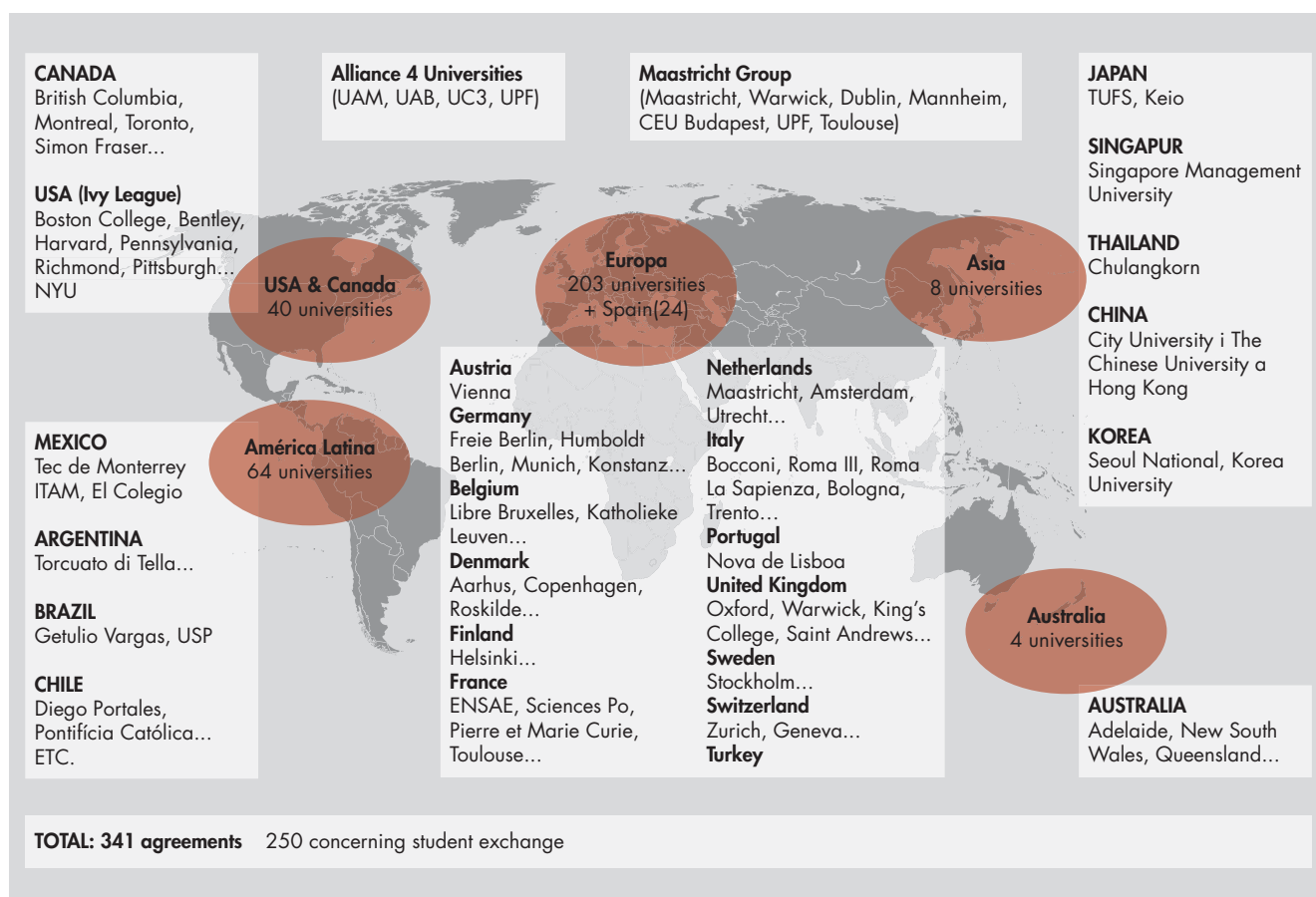
### Indicators of international mobility

- **280 mobility agreements** with foreign universities (2010-2011 academic year).
- **1000 exchange places** offered (2010-2011 academic year).
- International mobility support scholarship programme (2009-2010 academic year): **75 UPF scholarships and 386 Erasmus scholarships** granted.

As a result of this wealth of places offered, **709 academic placements and internships were granted in Europe** (an increase of 33% over the 2009-2010 academic year). Placements will mainly be taken in Europe, although places are available in Asia and America as a result of the increasing demand for places and changes in the call making it possible to fill as many places as possible. This figure may increase further on account of mobility between Spanish universities and Erasmus internships.

**Erasmus Mundus.** UPF secured an Erasmus Mundus project in 2009. The project is **ERACOL, Erasmus-Columbus**, which provides scholarships for mobility in the field of health sciences between Europe and three countries in Latin America: Colombia, Costa Rica and Panama. The project is spearheaded by the Dutch Erasmus Rotterdam University and envisages organising and funding up to 139 mobility placements for bachelor's degree, master's degree, doctoral and postgraduate students along with teaching staff.

Diagram IV. Map of international relations



Although mobility percentages over the total number of students vary each year, there has been a general increase year-by-year in the number of graduates who have been on a placement away from UPF.

#### **UPF student mobility indicators**

- Position 113 in the ranking of European universities according to the official figures of the Erasmus programme for the indicator “outgoing students” in absolute terms (2007-08).
- 29.83% of graduates during the year undertook a placement away from UPF (2008-2009 academic year).
- 5.58% of UPF students on mobility (2009-2010 academic year).

These indicators have made UPF a leading university, in relative terms, when it comes to mobility, lending its graduates a prominent level of prospects for the national and international job market and in pursuing their education abroad.

### **3. A host university for international mobility students**

Demand from students worldwide to undertake a period of study or to follow a research placement at UPF has continued to grow over the years. This huge level of demand has also led to the creation of a new *visiting student* profile for those who are unable to join exchange programmes.

Three aspects have given rise to UPF being a leading host university (in relative terms):

- It offers privileged learning and research environments with a high number of international teaching staff and students.
- The studies offered are tailored according to language level, accessible and integrative when it comes to receiving international students with highly varied profiles.
- A reception, guidance and welcome programme is commenced even before the student’s arrival and it continues to operate until students return to their home institutions, thereby providing them support in all aspects of their stay.

#### **International student mobility indicators**

- Position 82 in the ranking of European figures according to official figures from the Erasmus programme for the indicator “incoming students” in absolute terms (2007-2008 academic year).
- Almost 16% of UPF students are on mobility schemes (2009-2010 academic year).

This 16% includes exchange students who come to UPF drawn by its quality as well as 900 students on the Study Abroad Programme. This programme is fully integrated into the university. This enables students to follow regular subjects and supplement their education with an ad hoc interdisciplinary programme: the Hispanic and European Studies Programme.

#### **The Hispanic and European Studies Programme (PEHE)**

The PEHE is intended to provide greater insight into the varying realities that coexist in Barcelona: the city feeds on its unique Catalan identity, it is nurtured through its historical attachment to the Mediterranean and it also forms part of Spain and engages in transatlantic relations. What is more, the city is also party to European integration and is a cultural melting pot. This background and context is conveyed through specifically designed subjects with an interdisciplinary approach. The programme covers Catalan, Hispanic and European studies. The teaching is given in Spanish and English and is supported by lecturers from the various faculties of the university (Health and Life Sciences, Humanities, Philology, Communication, Law, Business), with particular emphasis on learning Spanish.

## 4. Students with a wide range of origins

The policy for drawing in students varies depending on the cycle:

**Bachelor's degrees:** priority is lent to drawing in local and national students (in line with the university's duty as a State education institution) even though 8% of students at degree level stem from other education systems while 4% are foreign nationals.

**Postgraduate studies:** the university strategy with regard to postgraduate studies is focussed on attracting and securing excellence by conducting a heightened, albeit selective policy of promotion overseas (showcasing the university and provoking interest surrounding the master's degrees and doctoral studies offered). The admissions office filters transcripts prior to selecting the best candidates. At the end of the process, these programmes show that other nationalities are widely represented in the classroom.

### Indicators of internationalisation on postgraduate studies

- 37% of students on official master's degrees have undertaken prior education in systems outside Spain.
- 34% of students on official master's degrees are foreign nationals.
- 46% of doctoral students are foreign nationals.
- 43% PhD qualifications awarded are for researchers with prior education in systems outside Spain.

## 5. A multilingual range of studies offered along with newly-established joint degrees

### 5.1. Multilingual teaching offered

The university has gradually been incorporating English as a teaching language thanks to international teaching staff, though not to the detriment of the range of studies offered in Catalan and Spanish. Indeed, the number of subjects taught in English at bachelor's degree level is increasing (although at varying rates depending on the faculty). At postgraduate level, programmes are prepared to be fully taught in English.

### Indicators of the use of English in teaching

- 7% of theory class hours in English at bachelor's degree level (2009-2010 academic year).
- One bachelor's degree: International Business Economics, taught entirely in English (2009-2010 academic year).
- 8 master's degrees taught entirely in English and 16 use English combined with Catalan and/or Spanish (out of a total of 24 official master's degrees, 2009-2010 academic year).
- All doctoral studies can be conducted in English.

Consequences:

- This encourages the internationalisation of local students in their own setting who are familiarised with the use of English and can improve their skills in the language.
- This increases the number of international students attracted to UPF and admitted to the university who are less familiar with the local language upon their arrival (without overlooking learning of Spanish and Catalan undertaken by them at the same time).

Moreover, the **Plan of Action for Multilingualism**<sup>31</sup> (PAM) acknowledges English as a working language at UPF enabling students and lecturers to use English to communicate. Accordingly, both the university and the classroom mirror the students' and lecturers' varied backgrounds.

31. See action A5.

## 5.2 Double and joint degrees

Double and joint degrees, which may include jointly supervised PhD theses, are organised in conjunction with other universities; therefore, this section sums up the universities initiatives in this regard. For further details, please see section H) Alliances and networks.

It is worth highlighting the increasing range of double degrees offered in conjunction with other European universities, illustrating the extent to which UPF has engaged in relations with other chiefly European higher education institutions.

### Double degrees

- Master in European Government (Konstanz-UPF)
- Master in Bioinformatics (Bologna-UPF)
- International Master in Biomedicine (UPMC-UPF)

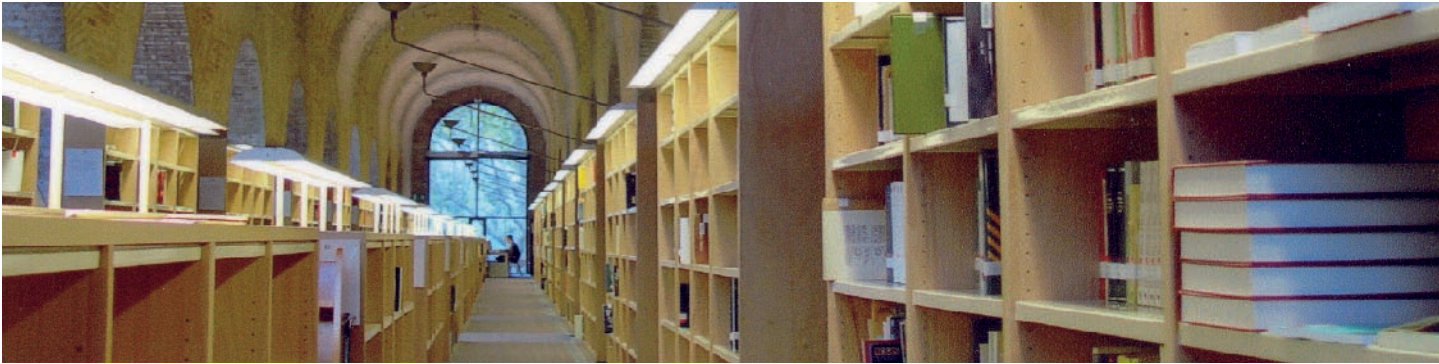
Moreover, UPF currently offers two Erasmus Mundus master's programmes and it submitted three draft master's degree and doctoral studies programmes to the 2010 call, building on the double degrees already offered.

### Erasmus Mundus master's

- Master Program in Public Policy, MAPP (IBEI-CEU Budapest-ISS The Hague, Univ. of York) (coordinator: IBEI).
- Master in Learning and Teaching of Spanish in Multilingual and International Contexts, MULTIELE (Deusto-UB-UPF-Univ.Groningen-Univ.Estocolmo-Freie Univ.Berlin- Univ. Iceland) (coordinator: Deusto).

### Erasmus Mundus projects submitted to the 2010 call

- Master in Europeanisation, EMME (Erasmus Mundus Master of Arts in Europeanisation): Konstanz, Siena, Essex, UPF (Konstanz-Siena-Essex-UPF).
- Master in Bioinformatics (Bologna-Helsinki-UPF).
- Joint PhD Program on Sound and Music Computing (Padova-Royal Institute of Techn. Stockholm, Queen Mary Univ. of London-UPF).



# G

## PARTICIPATION IN A SUSTAINABLE ECONOMIC MODEL

### 0. Introduction

#### A spearhead of innovation to transform the economic model

UPF has been actively involved in urban development and overhaul projects in the city which have been carried out ever since the institution was founded in 1990. This involvement is also demonstrated by UPF's participation in the 22@Barcelona project, an excellent example of a change of economic model brought about by the transition from the industrial economy to the knowledge economy. In line with a sustainable economic model, the project is conceived as a new city model to promote:

- Excellent quality
- Greater ecological efficiency
- A balance between neighbourhood life and business, scientific, technological and university activities

This new urban model entails three renewal projects (for urban, economic and social renewal) in order to achieve the following goals:

- Addressing the new challenges brought about by the **knowledge society**.
- Establishing Barcelona as a major **platform for innovation and the knowledge economy** on the international stage.

The public infrastructure plan investment for the project stands at **180 million euros** with the aim of having a positive effect on:

- The **change in the production model** by transforming some 200 hectares of industrial area into a hub for business, scientific, technological and cultural activity.
- **Five strategic sectors** (the media, ITCs, MedTech, energy and design); hence, 22@Barcelona is also known as the **innovation district**.



## 1. A new urban model

The starting block for the 22@Barcelona project was to carry out a major overhaul of a former industrial area (the Poblenou neighbourhood, the driving force behind Catalonia and the epitome of a Barcelona industrial neighbourhood for more than 100 years) in order to design a new urban model that would entail renewal on three levels (in urban, economic and social terms). Indeed, this urban project is a shining example of the change in economic model brought about by the transition at the turn of the 21st century from the industrial economy to the knowledge economy. The aim is to create a quality academic, scientific and enterprising environment that is integrated into society and has an international calling.

**The role of the Icària International project in the 22@ is essential because**, once again, the university's involvement in the urban regeneration project goes beyond carrying out certain actions with respect to the local area: **the university is conceiving and creating an urban setting in line with a new quality model that strikes a balance between the new activities of the production sector and the university and neighbourhood life.**

**In this comprehensive setting** – where production centres operate alongside universities, research centres, continuing education centres and technology transfer agents - **the UPF campus conducts its teaching, research and transfer activities in accordance with the leading role taken on by the university as part of the new economic model.** Similarly, the location of key agents in this new model in the same area **encourages synergies** and, accordingly, ensures that an extensive network of highly qualified human capital is available whilst fostering cooperation between research teams and the companies located in 22@. The **increasing rate at which new companies are being set up** in the 22@ district with the **creation of job opportunities calling for high qualifications** is one of the possible factors in coming out of one of the most severe economic downturns in the last seventy years.

## 2. Main characteristics of the project

### 2.1 Urban renewal

22@Barcelona envisions a new urban model for strategically bringing together knowledge-intensive businesses and institutions linked to five strategic sectors (the media, ICTs, MedTech, energy and design).

#### Main project specifications

- Area: 198.26 Ha (115 blocks)
- Dwellings: 4614 pre-existing dwellings. 4000 new state-subsidised dwellings will be built (25% at least for rental)
- Green areas: 114,000 sq. m. of land
- New facilities: 145,000 sq. m. of land (10% of the land developed will be for public facilities)
- Infrastructure plan investment: 180 million euros

As the following map shows, the UPF campus is spread out across the entire innovation district and, by being involved in the project, it is helping to establish a hub for knowledge and innovation, thereby **consolidating Barcelona's position as a key platform for innovation and the knowledge economy on the international stage.**



## 2.2 A project for economic renewal

On a context that encompasses all the activities of the agents working to foster a change in the production model, the Icària International project is forging its duties as an institution for basic and applied research by conducting projects and initiatives in cooperation with the private sector. This cooperation will make it possible to increase the competitiveness of the business fabric and, accordingly, will have a positive effect on the quality of life of citizens.

Set out below are some of the indicators attesting to the economic strength of the project:

### Economic indicators<sup>32</sup>

- 1502 companies set up (an increase of 4.2% over 2008).
  - 75% of companies in the district operate in knowledge and technology intensive sectors. The percentage for Catalonia as a whole stands at 58%.
  - 1 in every 2 companies (54%) is part of or linked to one of the five clusters in the 22@ Barcelona district.
  - 1 in every 4 companies conducts R&D activities. ITCs and medical technologies are the two strategic sectors in which most companies operate (4 in every 10).
- Turnover: high on 6 billion euros (an increase of 5.4%).
- 44,600 employees (an increase of 5.6%).
- More than 70% of employees hold a university degree.

32. According to the “22@Barcelona: 10 years of growth” study conducted by Barcelona City Council and 22@Barcelona (April 2010) with data taken from the latest census on companies (December 2009). The study can be downloaded from the council website.



## Main institutions present at 22@ (according to category and sector)

### The media

Companies	MediaPro, Lavinia, Cromosoma, Yahoo R+D
Institutions	RNE, CAC, Barcelona TV
Specific areas	Barcelona Media Park
Universities	UPF, UB, UOC
Technological centres	Barcelona Media – Innovation Centre
Incubators	Media – ICT building
Residences	Melon District / Ciutadella
Dissemination	Media factory

### ICTs: a network of R&D centres linked to ICTs

Companies	T-Systems, Indra, Telefónica
Institutions	CMT, FBD, Localret
Specific areas	Interface building, Media – ICT building
Universities	UPF, UB, UPC, La Salle
Technological centres	ICT technology centre
Incubators	Media – ICT building
Residences	Melon District
Dissemination	ICT house

### Medical technologies – MedTech

Companies	Matachana, Gaes, Sanofi Aventis, Isdin, Telemedicine
Institutions	CatSalut, Banc de Sang i Teixits
Specific areas	Health building, BIO business park
Universities	UPF, UB, UPC
Technological centres	TecMed 22@ laboratory
Incubators	Health building
Residences	Nido
Dissemination	Health building

### Energy

Companies	Endesa, Ecotècnia, Agbar
Institutions	ITER, Catalan Institute of Climate Sciences (IC3), CETAQUA
Specific areas	Campus services
Universities	UB, UPC
Technological centres	IREC
Incubators	b_TEC incubator
Residences	b_TEC residence
Dissemination	Campus services

### Design

Companies	G-Star Raw, ADD, Node, Morera Design, ruiz+company, Estudio Arola
Institutions	BCD
Specific areas	Palo Alto, PBM, Hub Design
Universities	Vic University, UPC, IAAC
Technological centres	Barcelona Media – Innovation Centre
Incubators	Media – ICTs, Bressol Moda project
Residences	Melon District / Ciutadella
Dissemination	Hub Design

In addition to the foregoing, the following **R&D and technology transfer institutions** should be mentioned: Barcelona Digital – Technology Centre ICT; UOC R+D; Barcelona Media – Innovation Centre; DTIC; Orange R+D; PRBB; KIM BCN; Health building; LEITAT Technological Centre; Alstom R+D; IREC+ITER; Telefónica R+D.

Lastly, in 2010 **new companies** are hoping to open in 22@Barcelona, including: National Geographic, Aenor, Marcus Evans, Quantum Solutions, Bassat Ogilvy, CMT and Telefónica.

## 2.3 A project for social renewal

The association between the Icària International project and 22@Barcelona is also aimed at fostering **relations between the various professionals** working in the area. Consequently, new formal and informal networks have been set up to establish (local and international) business cooperation projects, to improve social and business cohesion and to increase the quality of life and the working conditions of citizens. The following projects are worth mentioning:

- **22@Network Association of Companies**, to increase the competitiveness and international standing of companies in the district.
- **22@Update Breakfast**, a meeting point and forum for sharing innovative ideas among directors and professionals linked to innovation and knowledge that has been organised every month since 2004.
- **22@Voluntariat**, a volunteering initiative open to all individuals in the 22@Network who wish to support social, educational and cultural projects carried out by the institutions and associations in the district.
- **Digital District programme**, which promotes and supports innovative projects encouraging the use of new information and communication technologies.

Furthermore, it is also necessary to draw attention to the activities UPF carries out in accordance with its commitment to **social responsibility**, which include the following<sup>33</sup>:

- **Integration plan for disabled persons at UPF and Isabel de Villena Gender Equality Plan (2008-2010)**, both currently being implemented. In the coming months an assessment is expected to be carried out on the current equality plan and the next plan will be drawn up for the period between 2011 and 2012.
- **Cooperation and solidarity activities**, organised by the UPF Solidaria platform, which works on three main lines of action: networking with other universities; fostering the participation of the university community; and promoting volunteering among UPF students.
- Environmental commitments set out in the **Agenda 21** proposal.
- Various activities (lectures, exhibitions, etc.) on the context of the three **UNESCO chairs** (Ibero-American culture; Intercultural Studies and the recent Environmental Life Cycle).
- Adult education offered through the **UPF Senior programme** (which includes subjects from official syllabi) and visits to allow people to find out about UPF's facilities as part of the classrooms for senior citizens scheme.

33. A more in-depth account of these activities and future expectations in relation to them can be seen in section C) Transformation of the campus into a comprehensive, social model and its integration within its land setting.





# H

## ALLIANCES AND NETWORKS

### 0. Introduction

**Alliances and networks: a form of international association**

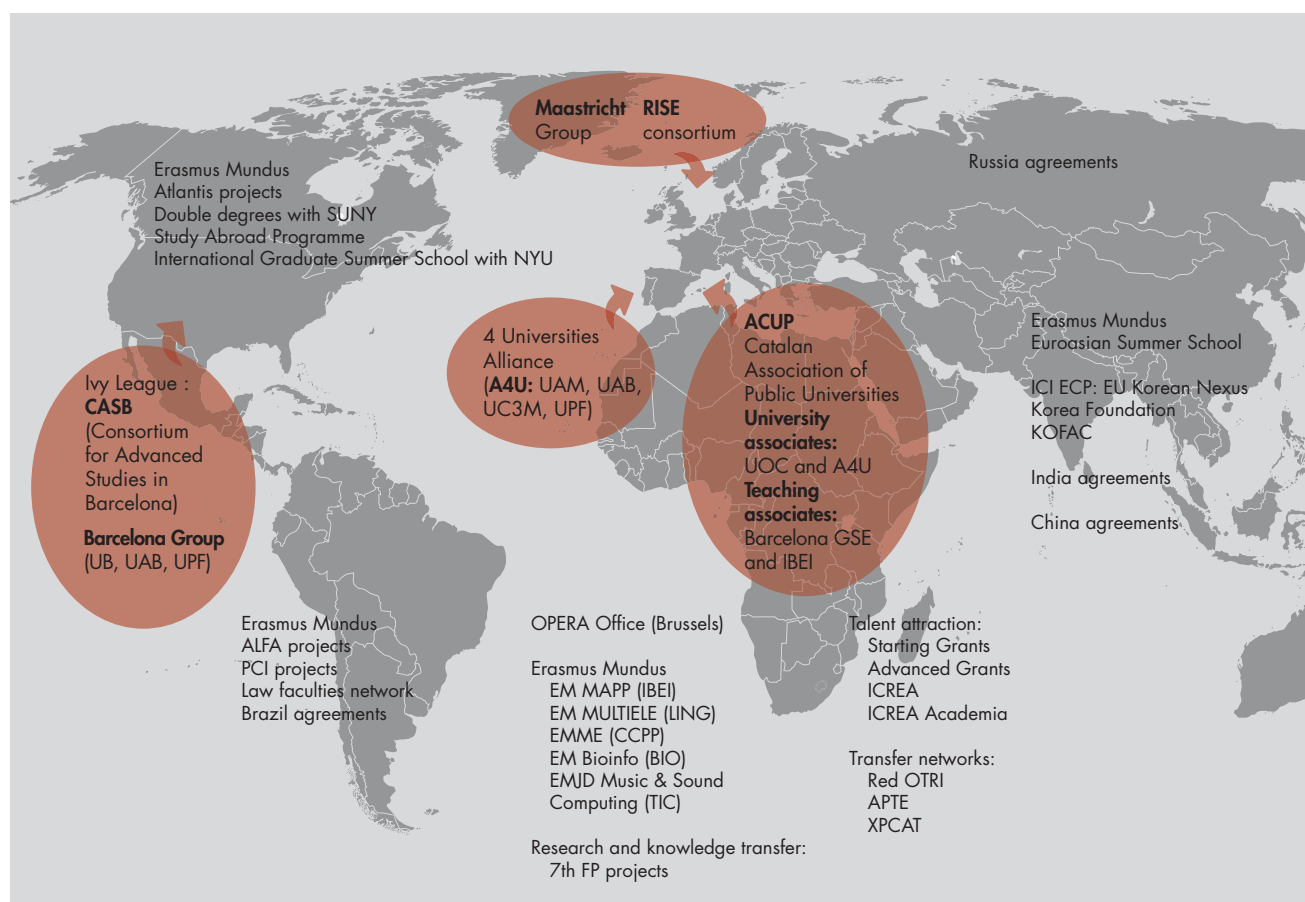
The current **policy of alliances** has clear geographical priorities with the following aims:

- **To firmly establish UPF's** standing on the international stage.
- To strengthen ties by forging a **network of preferred partners**.
- To create **robust, sustainable projects**.

Moreover, UPF has been actively involved in the following:

- European calls for **educational cooperation projects**
- **Competitive research and transfer programmes**

Diagram V. Map of alliances and projects according to geographical location



## 1. In Europe

### 1.1 Maastricht group

Formed by the universities of Maastricht, Mannheim, Toulouse, Central Budapest, Warwick, University College Dublin and UPF.

A merger is currently being negotiated with the **RISE consortium** – Raising the Impact of Socio-Economic Sciences – (Mannheim, CEU Budapest, London School of Economics, Sciences Po, Bocconi, Tilburg, Deusto, Stockholm School of Economics). Proposals are underway for joint degrees and cooperation for postgraduate studies in the fields of legal sciences, biomedical research and business. In addition, most of the institutions comprising both groups are part of consortiums with which UPF applies to European schemes such as the Erasmus Mundus.

### 1.2 European University Association (EUA)

UPF is present on the Management Committee of the Council for Doctoral Education, CDE, helping to shape the doctoral education model on a European level from the standpoint of the Catalan and Spanish system. Accordingly, the university seeks to be actively involved in shaping European policy in a key area such as doctoral studies while incorporating the innovations and best practices it identifies into its own model.

## 2. In North America

### 2.1 Consortium for Advanced Studies in Barcelona (CASB)

Formed by American universities from the Ivy League (Brown, Northwestern, Cornell, Harvard, Chicago, Princeton), the University of Stanford and the Barcelona group (UB, UAB and UPF). On the context of this programme, the universities in Barcelona receive some one hundred bachelor's degree students each year who can follow subjects on any degree indistinctly so they can be completely immersed. Likewise, a postdoctoral scholarship programme has been set up to encourage students from Barcelona universities to undertake placements at partner universities in the USA.

### 2.2 Network of universities in the Study Abroad Programme

This network has lent UPF presence in the USA (Boston, Pennsylvania, Richmond, Chicago, Northwestern and Georgetown, among other institutions) and in Canada (British Columbia, for instance).

## 3. Spain reaching out to the world<sup>34</sup>

### 3.1 University associate A4U

Formed by the Autonomous University of Barcelona, the Autonomous University of Madrid, the Carlos III University in Madrid and Pompeu Fabra University, the A4U is consolidating its standing as an individual and collective platform for presence in and becoming part of other leading networks. Set up in 2007, the alliance is organised into six independent working groups. The first three have already carried out several activities as summarized below:

#### Academic career

The aim is to encourage the mobility of doctors and promote their employment integration in companies. In the case of the former, the postdoctoral scholarship programme has been set up<sup>35</sup> (24 two-year post-doctoral placements that can be held at any one of the three universities other than the doctor's university of origin). Likewise, to promote the employment integration of doctors in organisations in the university community and in the private sector, the alliance has created the training programme for the employment integration of doctors.

#### Research and knowledge transfer

With regard to research, the **Office for the Promotion of European Research Activities (OPERA)**<sup>36</sup> has been set up with the aim of boosting the leadership profile and involvement of the universities in European programmes and the aim of furthering the interests of the universities in the A4U in preparing and deciding on EU policies on R&D&I. When it comes to knowledge transfer, the **office for the assessment and marketing of research results** has been set up in Brussels with the aim of boosting critical mass and providing a forum for the exchange of experiences to foster the marketing of the research results of the four universities.

34. For further information on the associates (university, teaching and research partners) described in this section, see section E) Associates.

35. See action B4.

36. See action B5.

### International relations

A specific agreement has been signed with **ICEX** to obtain funding for 50% of the activities planned<sup>37</sup>. This made it possible during the 2008-2009 academic year for the alliance to give a presentation in **China**, and in the 2009-2010 academic year it led to a launch pad being established in **India**. In the coming years, countries with which the alliance is seeking to embark on joint institutional missions include **Brazil** and **Russia**, with a view to taking advantage of these emerging economies and their enormous potential, particularly in the field of postgraduate studies and research.

The alliance is also keen to promote **relations with Ibero-American and European institutions**. In the case of Ibero-America, thanks to the organisation at UPF of the 1st Spanish/Ibero-American Conference of Law Faculties (18 and 19 March 2010), an international association for legal education was set up. The key goals of the association, which is formed by the nineteen Ibero-American institutions that took part in the meeting (including universities, foundations and institutions) and by the four universities in the alliance, are to forge a shared setting for the mobility of students and lecturers, to promote joint research groups, to create a journal that meets international standards of excellence (along with other means to popularize scientific output) and to organize a system for the accreditation of law faculties and legal education institutions. With regard to European institutions, a One-Day Rectors' Conference was organised at UC3M to enable the rectors in the alliance to engage in discussions with five of their European counterparts on excellence strategies.

### The three remaining groups (undergraduate/postgraduate studies, students and university extension) are still being established

Nonetheless, in relation to the first group, an internal pilot working group has been set up by UPF to plan and define joint degrees to be offered by the universities in the A4U since they have already laid firm foundations in terms of cooperation.

## 3.2 University associate UOC

The participation of UOC as a university associate has helped strengthen the ties that already existed between both universities. Specifically, this cooperation unfolds by means of three projects, one in the field of teaching and two in the field of research.

**In terms of teaching**, UOC and UPF have already engaged in cooperation within the framework of an educational model that combines face-to-face teaching with virtual education in a bimodal format. During the 2009-2010 academic year, both universities offered a joint postgraduate programme (with the university master's degree in Teaching of Compulsory Secondary Education and Baccalaureate, Professional Training and the Teaching of Languages) and now the aim is to consider extending this pilot project to bachelor's degree studies (the bachelor's degree in Criminology and Public Prevention Policies)<sup>38</sup>.

**In terms of research**, firstly, there will be greater scope for research cooperation in leading environments such as Barcelona Media technological centre, the Board of Trustees of which is chaired by UPF; the IN3 institute for research (Internet Interdisciplinary Institute) attached to UOC; and, lastly, the research activities and endeavours conducted in the departments and divisions of both universities (studies in communication and information sciences at UOC, the Department of Information and Communication Technologies at UPF and other UPF departments linked to social sciences). Secondly, cooperation between both universities in the field of science is also giving rise to the possibility of setting up a research centre on political and moral theory. This centre, affiliated with both universities, would host researchers from both institutions<sup>39</sup>.

37. See action A8.

38. See action A13.

39. See action B2.

### 3.3 Teaching associate: postgraduate platforms

The university strategy seeks to foster postgraduate studies in the coming years and to expand on the range of official master's degrees so that by the 2010-2011 academic year, 70% of degrees taught at UPF will be master's degrees<sup>40</sup>. Likewise, the university also seeks to showcase the fact that these are interuniversity degrees.

This is made possible thanks to a policy which, in addition to fostering the studies offered by UPF, lends priority to (interuniversity) postgraduate platforms and other universities (especially local institutions). As stated, the **two UPF interuniversity postgraduate platforms** are active contributors to this institutional policy. These two internationally renowned centres of outstanding quality constitute the essence of the project's associate network in terms of teaching:

- Barcelona Graduate School of Economics (Barcelona GSE)
- Barcelona Institute for International Studies (IBEI)

The close cooperation of these institutes on the project is based on the university model UPF seeks to promote: a model founded on close ties between scientific research and teaching.

The active involvement of both institutions<sup>41</sup> – who focus their activities on social sciences and humanities – is intended to consolidate UPF's standing as the leading postgraduate platform in Barcelona. Their location at the UPF Social Sciences and Humanities Park will make it possible to pool capacities and thereby increase synergies.

### 3.4 Research and knowledge transfer associates

The campus also benefits from the unwavering support of countless research and transfer centres, which sometimes host researchers from other universities. They promote the presence of UPF in highly specialist fields of research on the context of cross-border collaboration, achieving international outreach and having a major impact nationally in economic and social terms.

For instance, according to the report "Provisional results of Spain's participation in the 7th Framework Programme (2007-2009)" (CDTI, April 2010), **five of UPF's strategic associates** were among the top 20 Spanish institutions in terms of income obtained:

**Pompeu Fabra University:** 10th position among all institutions and 6th position among Spanish universities with 24 projects (6 as coordinator).

**Centre for Genomic Regulation (CRG):** 13th position among all institutions and 1st position among all other institutions with 17 projects (7 as coordinator).

**Barcelona Media Technological Centre:** 17th position among all institutions and 2nd position among innovation centres with 14 projects (6 as coordinator).

**Research Centre for International Economics (CREI):** 9th position among all research centres with 3 projects approved (3 as coordinator).

**Municipal Institute of Medical Research:** 10th position among all other institutions with 5 projects approved.

Moreover, UPF and some of its strategic associates are also actively involved in several knowledge transfer networks:

40. See Table II. University master's degrees offered in section A) Teaching improvement and the EHEA.

41. See action A10.



**Network of Offices for the Transfer of Research Results (RedOTRI)**

RedOTRI is the network of offices for the transfer of research results (OTRI) of Spanish universities whose aim is to foster the role of universities as key components in the national innovation system.

**Association of Technological Parks of Spain (APTE)**

The Association of Technological Parks of Spain (APTE) is a vital element in Spain's science, technology and business fabric. The members of the association include scientific and technological parks located in the 17 autonomous communities.

**Network of Catalan Scientific and Technological Parks (XPCAT)**

The network of Catalan scientific and technological parks brings together major production, transfer, dissemination and knowledge use arenas and acts as a broker between the research and innovation communities. The network is a major instrument in the scientific, technological, business and market system since it acts as a formula for networking for Catalonia's scientific, technological, economic and social future.

### 3.5 The Catalan Association of Public Universities (ACUP)

UPF has been working with the other Catalan State universities to define a joint strategy of internationalisation. This has led to the plan to earn Catalan State universities international outreach 2010-2012 which has given rise to the Catalan system as an educational body taking part in international higher education exhibitions. This platform has also allowed Catalan institutions to take part in an OECD programme on how universities contribute to regional development (Reviews of higher education institutions in regional development 2008-2010).

Table XVIII. Summary of international degrees and projects according to fields

SS&H	BIO	ICTs
<b>Double degrees</b>		
Master in European Government (Konstanz-UPF)	International Master in Biomedicine (UPMC-UPF)	
	Master in Bioinformatics (Bologna-UPF)	
<b>Erasmus Mundus</b>		
Masters Program in Public Policy, MAPP (IBEI-CEU Budapest-ISS The Hague, Univ. of York)	ERACOL (Erasmus-Columbus), Colombia, Costa Rica and Panama group for mobility scholarships in the field of public health (coordinator: Rotterdam)	Master in Learning and Teaching of Spanish in Multilingual and International Contexts, MULTIELE (Deusto-UB-UPF-Univ. Groningen-Univ. Estocolmo -Freie Univ. Berlin- Univ. Iceland)
Master in Europeanisation, EMME (Konstanz-Siena-Essex-UPF)*	Master in Bioinformatics (Bologna-Helsinki-UPF)*	Joint PhD Program on Sound and Music Computing (Padua-Royal Institute of Techn. Stockholm, Queen Mary Univ. of London-UPF)*
<b>Other education cooperation projects</b>		
ICI ECP, EU-Korean Nexus on International Economy and Governance (Sciences Po-CBS-Bocconi-UPF-SNU-KU)	LLP Syllabus development Europin for doctoral studies in Bioinformatics (Vienna-UPF-Parma-Martin Luther Univ.)	Erasmus Network ESTIA-Earth for the promotion of women's careers in engineering and technologies (coordinator: National Technical University of Athens)
Erasmus Network on European History, CLIOHWORLD (coordinator: Univ. Pisa)	LLP Syllabus development for Biomedical Engineering (Univ. Nottingham, UPF, Univ. College London, Univ. Amsterdam)*	
Erasmus Network on Geography, HERODOT (coordinator: Univ. Hope Liverpool)		
Pre-Law programme (US universities)	Pre-Med programme* (US universities)	
PhD in Economics, Finance and Management as part of the European Doctoral Program (EDP) in Quantitative Economics (London School of Economics - European University Institute de Florence - Université Catholique de Louvain - the École des Hautes Études en Sciences Sociales (Paris) - Universität Bonn - UPF)		
<b>International chairs</b>		
2 Jean Monnet chairs		
3 UNESCO chairs		
<b>Research and talent attraction</b>		
4 Starting Grants 4 Advanced Grants 17 ICREA 6 ICREA Academia	3 Starting Grants 1 Advanced Grant 3 ICREA 4 ICREA Academia	11 ICREA 5 ICREA Academia
7th FP: 56 projects in the Cooperation programme and 11 projects in the Ideas programme (according to data on associates as of June 2010)		
<b>Transfer networks</b>		
RedOTRI APTE XPCAT		

\* Projects submitted and/or being prepared.

## ANNEXES

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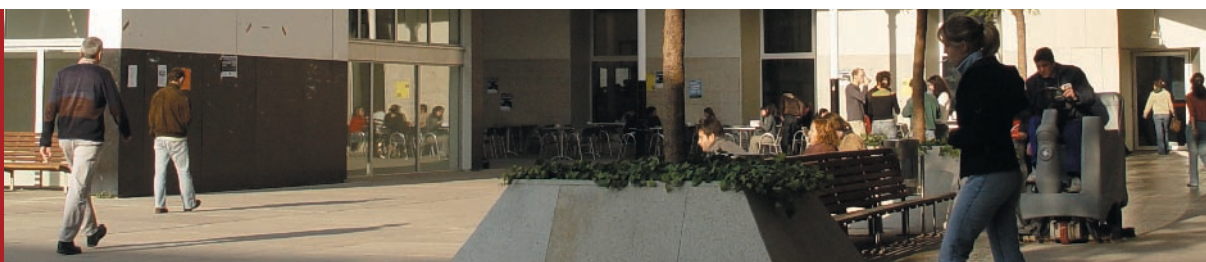
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# 3



## ECONOMIC REPORT

### 3.1 Summarised budget

The actions pertaining to the strategic plan for making the university a campus of international excellence – “UPF-Icaria International Campus” – have an overall budget of €24,588,000. In this year’s edition, UPF is applying to the **CEI-2010** for the sum of **€17,211,600**.

The table below shows the overall budget for the actions to be carried out and the funding put forward by UPF. The table also sets out the actions that are part of this project but for which funding will be sought through the INNOCAMPUS programme.

SUMMARISED BUDGET CEI-2010		Budget	UPF contribution	Grant applied for
<b>TOTAL ACTIONS</b>		<b>€24,588,000</b>	<b>€7,376,400</b>	<b>€17,211,600</b>

<b>Total for teaching improvement and adaptation to the EHEA</b>		<b>€13,845,000</b>	<b>€4,153,500</b>	<b>€9,691,500</b>
A1	Learning and teaching support programme	€1,415,000	€424,500	€990,500
A2	Tutorial plan of action	€155,000	€46,500	€108,500
A3	Promotion of internships	€230,000	€69,000	€161,000
A4	Modernisation of the services and facilities at the library/CRAI	€5,630,000	€1,689,000	€3,941,000
A5	Plan of Action for Multilingualism	€650,000	€195,000	€455,000
A6	UPF International Experience project	€1,335,000	€400,500	€934,500
A7	UPF Global Network Initiative project	€1,120,000	€336,000	€784,000
A8	A4U International project	Funding is sought through INNOCAMPUS		
A9	Promotion of postgraduate studies and the establishment of the Postgraduate and Doctoral Studies Office	€400,000	€120,000	€280,000
A10	Plan for promoting postgraduate schools in the UPF group	€1,060,000	€318,000	€742,000
A11	Implementation of cross-disciplinary bachelor's degrees	€750,000	€225,000	€525,000
A12	Continuing education: recognition of professional skills	No funding is applied for		
A13	Bimodal teaching cooperation projects (UPF-UOC)	€1,100,000	€330,000	€770,000

<b>Total for scientific improvement and knowledge transfer</b>		<b>€6,240,000</b>	<b>€1,872,000</b>	<b>€4,368,000</b>
B1	UPF–Social Sciences and Humanities Research Park	Funding is sought through INNOCAMPUS		
B2	Set-up of a UPF-UOC interuniversity centre for research on moral and political theory	€1,300,000	€390,000	€910,000
B3	Talent attraction and transnational mobility project	€2,400,000	€720,000	€1,680,000
B4	Mobility programme for young PhD holders as part of the A4U	€2,540,000	€762,000	€1,778,000
B5	European A4U Office in Brussels	Funding is sought through INNOCAMPUS		
B6	Strategic knowledge transfer plan	Funding is sought through INNOCAMPUS		

<b>Total for transformation of the campus into a comprehensive, social model and its integration within its land setting</b>		<b>€4,503,000</b>	<b>€1,350,900</b>	<b>€3,152,100</b>
C1	UPF-Alumni programme	€1,545,500	€463,650	€1,081,850
C2	E-administration implementation project	€2,957,500	€887,250	€2,070,250
C3	Plan of action for a comprehensive model of student participation	No funding is applied for		

### 3.2 Detailed budget

This section shows the budget of funds applied for within the framework of CEI-2010 in accordance with the user guide format.

FUNDS REQUESTED FROM CEI 2010						
A) Teaching improvement and adaptation to the EHEA						
	2011	2012	2013	2014	2015	TOTAL
Staff	€359,100	€481,600	€516,600	€513,100	€506,100	€2,376,500
Building construction and start-up	€210,000	€350,000	€1,400,000	€490,000	€0	€2,450,000
Equipment	€245,000	€147,000	€434,000	€42,000	€0	€868,000
Direct execution expenses and other expenses	€548,800	€746,900	€865,900	€910,700	€924,700	€3,997,000
<b>TOTAL</b>	<b>€1,362,900</b>	<b>€1,725,500</b>	<b>€3,216,500</b>	<b>€1,955,800</b>	<b>€1,430,000</b>	<b>€9,691,500</b>
B) Scientific improvement and knowledge transfer						
	2011	2012	2013	2014	2015	TOTAL
Staff	€504,000	€714,000	€861,000	€945,000	€812,000	€3,836,000
Construction	€0	€0	€0	€0	€0	€0
Equipment	€70,000	€28,000	€0	€0	€0	€98,000
Direct execution expenses and other expenses	€28,000	€238,000	€56,000	€56,000	€56,000	€434,000
<b>TOTAL</b>	<b>€602,000</b>	<b>€980,000</b>	<b>€917,000</b>	<b>€1,001,000</b>	<b>€868,000</b>	<b>€4,368,000</b>
C) Transformation of the campus into a comprehensive, social model and its integration within its land setting						
	2011	2012	2013	2014	2015	TOTAL
Staff	€77,000	€85,400	€92,400	€98,000	€98,000	€450,800
Construction	€0	€0	€0	€0	€0	€0
Equipment	€211,050	€176,400	€176,400	€177,100	€107,100	€848,050
Direct execution expenses and other expenses	€329,000	€393,750	€388,500	€381,500	€360,500	€1,853,250
<b>TOTAL</b>	<b>€617,050</b>	<b>€655,550</b>	<b>€657,300</b>	<b>€656,600</b>	<b>€565,600</b>	<b>€3,152,100</b>
<b>TOTAL FUNDS REQUESTED CEI 2010</b>	<b>€2,581,950</b>	<b>€3,361,050</b>	<b>€4,790,800</b>	<b>€3,630,900</b>	<b>€2,846,900</b>	<b>€17,211,600</b>



On the following pages there is a detailed budget for all actions. It is necessary to point out that the timing for distribution of the budget for each action matches the timeline for carrying out said action (see 3.3 Timetable of actions). Also, information is given on actions for which no funding is requested in this year's CEI-2010 due to being included in the INNOCAMPUS scheme.

## **A. TEACHING IMPROVEMENT AND ADAPTATION TO THE EHEA**

Adaptation to the EHEA called for major educational changes involving a new way of conducting all manner of processes relating to learning, teaching, tutorials and teaching assessment, among others. The actions planned seek to consolidate this change and to provide teaching staff and students with the tools needed to successfully adapt to the changes.

### **A1: LEARNING AND TEACHING SUPPORT PROGRAMME**

This section details thirteen actions arranged into in four specific categories:

The goal of this programme is to provide teaching staff with a comprehensive learning and teaching support programme endowing them with the tools needed to provide quality teaching in keeping with the European model to achieve academic excellence.

The following actions are envisaged:

- Setting up, adapting and equipping a setting for fostering teaching innovation and quality.
- Fostering a grants programme for the best innovation and teaching improvement projects prepared by teaching staff in order to encourage innovation and teaching improvement projects to be carried out.
- Implementing a specific, cross-disciplinary protocol for the integration and training of teaching and research staff with an intensive plan for receiving new teaching staff and assistants.
- Diversifying the Initial Training in University Teaching (FIDU) programme, ensuring it is tailored to suit new learning trends and internationalisation and mobility needs, and ensuring it receives recognition or accreditation from an external quality assessment agency.
- Disseminating excellence in innovation and teaching quality at UPF and obtaining recognition for the best teaching practices in line with international standards by setting up a UPF Observatory that will include computer and teaching resources in keeping with exemplary teaching practices.

The aim of this plan is to develop an innovative, quality teaching and learning model, ensuring that the necessary support systems are put in place to suit each specific context. This will allow for a comprehensive, overall approach to teaching and learning.

A1: Learning and teaching support						
	2011	2012	2013	2014	2015	TOTAL
Staff	€90,000	€50,000	€50,000	€50,000	€50,000	€290,000
Building construction and start-up	€0	€0	€0	€0	€0	€0
Equipment	€0	€0	€300,000	€0	€0	€300,000
Direct execution expenses and other expenses	€145,000	€145,000	€245,000	€145,000	€145,000	€825,000
<b>TOTAL</b>	<b>€235,000</b>	<b>€195,000</b>	<b>€595,000</b>	<b>€195,000</b>	<b>€195,000</b>	<b>€1,415,000</b>

## A2: TUTORIAL PLAN OF ACTION

The following actions are envisaged:

- Presenting and approving a tutorial plan of action implementing process-based tutorials (in line with the Cambridge and Oxford model), as well as a personal development plan before the end of 2010.
- Defining and implementing this comprehensive tutorial model so it incorporates information, management, communication and education processes.
- Defining a process for continually assessing the tutorial plan of action which will make it possible to examine potential shortcomings and strengths in the plan at the end of the academic year for all syllabi, working in conjunction with the academic staff at each centre to address shortcomings and implement the suggestions for improvement.

A2: Tutorial plan of action						
	2011	2012	2013	2014	2015	TOTAL
Staff	€0	€0	€10,000	€10,000	€0	€20,000
Building construction and start-up	€0	€0	€0	€0	€0	€0
Equipment	€0	€0	€0	€0	€0	€0
Direct execution expenses and other expenses	€25,000	€25,000	€25,000	€30,000	€30,000	€135,000
<b>TOTAL</b>	<b>€25,000</b>	<b>€25,000</b>	<b>€35,000</b>	<b>€40,000</b>	<b>€30,000</b>	<b>€155,000</b>

## A3: PROMOTION OF INTERNSHIPS

This action will lead to the implementation of internship models to suit the various fields of knowledge aimed at fostering students' professional acknowledgment and integration and promoting internationalisation to the greatest extent possible.

The following actions are envisaged:

- Defining the management protocol for international internships and the scheme for customised guidance and advice during the placement.
- Promoting international internships by means of internal and external calls (UPF, Leonardo scheme, etc.) with grants for students who choose the international option.
- Expanding on internships for students using mechanisms and resources that allow for the practical training needed whilst fostering mobility in accordance with EHEA standards.
- Defining specific internship models as part of postgraduate programmes (for master's degrees and doctoral studies).

A3: Promotion of internships						
	2011	2012	2013	2014	2015	TOTAL
Staff	€0	€0	€10,000	€10,000	€10,000	€30,000
Building construction and start-up	€0	€0	€0	€0	€0	€0
Equipment	€0	€0	€0	€0	€0	€0
Direct execution expenses and other expenses	€10,000	€30,000	€50,000	€80,000	€30,000	€200,000
<b>TOTAL</b>	<b>€10,000</b>	<b>€30,000</b>	<b>€60,000</b>	<b>€90,000</b>	<b>€40,000</b>	<b>€230,000</b>

## A4: MODERNISATION OF THE SERVICES AND FACILITIES AT THE LIBRARY/CRAI

The social sciences and humanities library/CRAI, annexed to the Social Sciences and Humanities-UPF Research Park, is a powerful instrument that is widely used by UPF researchers in this particular field, and it constitutes a benchmark for external scholars and researchers. The following actions are included:

- Completing the refurbishment of the Dipòsit de les Aigües.
- Enhancing the bibliographical collection and make it more specialised.
- Modernising the management of bibliographical collections by incorporating technologies and equipment making it possible to improve control and management processes.
- Improving information resource access systems, in particular e-systems, by incorporating new instruments and computer applications (Discovery Tools, ERM, etc.) to make it easier for users to retrieve information.

A4: Modernisation of the services and facilities at the library/CRAI						
	2011	2012	2013	2014	2015	TOTAL
Staff	€30,000	€40,000	€50,000	€30,000	€30,000	€180,000
Building construction and start-up	€300,000	€500,000	€2,000,00	€700,000	€0	€3,500,000
Equipment	€50,000	€200,000	€100,000	€50,000	€0	€400,000
Direct execution expenses and other expenses	€180,000	€280,000	€280,000	€380,000	€430,000	€1,550,000
<b>TOTAL</b>	<b>€560,000</b>	<b>€1,020,000</b>	<b>€2,430,000</b>	<b>€1,160,000</b>	<b>€460,000</b>	<b>€5,630,000</b>

## A5: PLAN OF ACTION FOR MULTILINGUALISM

The goal of this plan is to consolidate the university's multilingual model by implementing the strategy enshrined in the Plan of Action for Multilingualism as a key instrument for encouraging internationalisation among the university community. The following actions are included:

- Setting up the Pompeu Fabra Language Learning Centre fitted with all the resources needed to encourage self-learning.
- Implementing and consolidating the Plan of Action for Multilingualism (2007-13) (PAM) at an institutional, academic and administrative level using instruments for comprehensive action (in statutory, informational and educational terms and with respect to support and encouragement).
- Managing multilingualism within the EHEA with a specific plan for training bachelor's degree teaching staff and students in a third language (English).
- Carrying out actions for supporting and strengthening educational teaching and linguistic training of students.

A5: Plan of Action for Multilingualism						
	2011	2012	2013	2014	2015	TOTAL
Staff	€0	€0	€0	€0	€0	€0
Building construction and start-up	€0	€0	€0	€0	€0	€0
Equipment	€0	€0	€200,000	€0	€0	€200,000
Direct execution expenses and other expenses	€90,000	€90,000	€90,000	€90,000	€90,000	€450,000
<b>TOTAL</b>	<b>€90,000</b>	<b>€90,000</b>	<b>€290,000</b>	<b>€90,000</b>	<b>€90,000</b>	<b>€650,000</b>

## A6: UPF INTERNATIONAL EXPERIENCE PROJECT

The aim of this action is to increase the intensity and scope of international “experience” (personal, academic and professional experiences) in relation to the mobility of incoming students and the university community at large. The following actions are envisaged:

- **International Helpdesk** programme laying the structural foundations for developing the reception plan envisaged in the UPF25 YEARS Strategy.
- Implementing the **reception plan** in coordination with the mobility plan by means of initiatives that promote relations and exchanges between the international group and the remainder of the university community.
- Implementing the **mobility plan** creatively to enable the greatest number of individuals to benefit from an international experience.
- **Talent** programme:
  - Making efficient use of existing channels for relations (22@ and other areas of cooperation at an institutional level) and communication.
  - Incorporating online tools for recruitment and marketing.
  - Ensuring presence at international higher education and employment exhibitions.

A6: UPF International Experience project						
	2011	2012	2013	2014	2015	TOTAL
Staff	€50,000	€80,000	€80,000	€80,000	€80,000	€370,000
Building construction and start-up	€0	€0	€0	€0	€0	€0
Equipment	€0	€10,000	€20,000	€10,000	€0	€40,000
Direct execution expenses and other expenses	€125,000	€180,000	€187,000	€214,000	€219,000	€925,000
<b>TOTAL</b>	<b>€175,000</b>	<b>€270,000</b>	<b>€287,000</b>	<b>€304,000</b>	<b>€299,000</b>	<b>€1,335,000</b>

## A7: UPF GLOBAL NETWORK INITIATIVE PROJECT

This action strives to ensure UPF attains international presence, importance and standing owing to the quality of its teaching and research. The following actions are envisaged:

- **Enhancing** institutional cooperation with the universities chosen in the **USA** (Brown, Boston, Cornell, Chicago, Pennsylvania, SUNY, NYU, among others), **Europe** (Maastricht, Toulouse, CEU Budapest, University College Dublin, Mannheim, Trento, Sciences Po, among others) and in **Latin America**.
- **Positioning in Asia** by implementing actions in individual countries under a new leadership position: rector's delegate for relations with Asian universities.
- Implementing information management and coordination tools (map of international partners incorporating mobility, cooperation and research).
- Designing and organising an **International Graduate Summer School**.
- **BCN-NYC programme** to implement privileged two-way dealings with universities from New York city.

A7: UPF Global Network Initiative project						
	2011	2012	2013	2014	2015	TOTAL
Staff	€73,000	€73,000	€73,000	€73,000	€73,000	€365,000
Building construction and start-up	€0	€0	€0	€0	€0	€0
Equipment	€0	€0	€0	€0	€0	€0
Direct execution expenses and other expenses	€69,000	€142,000	€165,000	€182,000	€197,000	€755,000
<b>TOTAL</b>	<b>€142,000</b>	<b>€215,000</b>	<b>€238,000</b>	<b>€255,000</b>	<b>€270,000</b>	<b>€1,120,000</b>

## A8: A4U INTERNATIONAL PROJECT

This action supplements the foregoing action, whereby the aim of the A4U international is to help the universities in the alliance to obtain a privileged position in strategic countries. The joint actions envisaged are as follows:

- **Foraying into and implementation in** emerging countries, especially the **BRIC** (Brazil, Russia, India and China), with enormous potential for growth and talent attraction. On account of their complex nature and size, these countries form part of the A4U's goals for action, adopting an approach to its missions in a joint fashion.
- **Joint promotion** as a core of Spanish excellence in international forums and congresses.

A8: A4U international project						
	2011	2012	2013	2014	2015	TOTAL
Staff	€7000	€7000	€7000	€7000	€7000	€35,000
Building construction and start-up	€0	€0	€0	€0	€0	€0
Equipment	€0	€5000	€5000	€0	€0	€10,000
Direct execution expenses and other expenses	€21,000	€21,000	€21,000	€21,000	€21,000	€105,000
<b>TOTAL</b>	<b>€28,000</b>	<b>€33,000</b>	<b>€33,000</b>	<b>€28,000</b>	<b>€28,000</b>	<b>€150,000</b>

An application has been submitted to the INNOCAMPUS 2010 programme for funding for this action.



## A9: PROMOTION OF POSTGRADUATE STUDIES AND THE ESTABLISHMENT OF THE POSTGRADUATE AND DOCTORAL STUDIES OFFICE

The aims of this area include developing and building on postgraduate and doctoral programmes as an appropriate setting for the fusion of teaching, research and transfer, educating and training professionals to a high level of specialisation and experience. The following actions are envisaged:

- Setting up a Postgraduate and Doctoral Studies Office.
- Designing and presenting a range of postgraduate programmes adapted to new needs in the professional and research setting.
- Reviewing and assessing the postgraduate programmes offered at an international level and in terms of their suitability to European quality standards.
- Establishing new interuniversity alliances and strengthening those already in place with respect to postgraduate programmes.
- Defining and integrating an authentic UPF teaching and learning model within the process for preparing, drawing up and presenting the PhD dissertation.
- Planning actions for postdoctoral education and training in teaching in cooperation with other universities.
- Providing professional and skills-related guidance to those taking part in the programme.

A9: Promotion of postgraduate studies and the establishment of the Postgraduate and Doctoral Studies Office						
	2011	2012	2013	2014	2015	TOTAL
Staff	€0	€0	€0	€0	€0	€0
Building construction and start-up	€0	€0	€0	€0	€0	€0
Equipment	€300,000	€0	€0	€0	€0	€300,000
Direct execution expenses and other expenses	€20,000	€20,000	€20,000	€20,000	€20,000	€100,000
<b>TOTAL</b>	<b>€320,000</b>	<b>€20,000</b>	<b>€20,000</b>	<b>€20,000</b>	<b>€20,000</b>	<b>€400,000</b>

## A10: PLAN FOR PROMOTING POSTGRADUATE SCHOOLS IN THE UPF GROUP

The aim of this action is to increase the university's support and cooperation with education centres offering postgraduate studies within the UPF group. The following actions are envisaged:

- Designing a plan for promoting the postgraduate schools in the UPF group which envisages relations between the university and the postgraduate platforms pertaining to the UPF group and which stand out owing to their international outreach and calling, and also on account of their alliance with other universities, for instance:
  - Barcelona Graduate School of Economics (Barcelona GSE)
  - Barcelona Institute for International Studies (IBEI)
  - IDEC Continuing Education Institute

A10: Plan for promoting postgraduate schools in the UPF group						
	2011	2012	2013	2014	2015	TOTAL
Staff	€80,000	€120,000	€140,000	€140,000	€140,000	€620,000
Building construction and start-up	€0	€0	€0	€0	€0	€0
Equipment	€0	€0	€0	€0	€0	€0
Direct execution expenses and other expenses	€60,000	€80,000	€100,000	€100,000	€100,000	€440,000
<b>TOTAL</b>	<b>€140,000</b>	<b>€200,000</b>	<b>€240,000</b>	<b>€240,000</b>	<b>€240,000</b>	<b>€1,060,000</b>

## A11: IMPLEMENTATION OF CROSS-DISCIPLINARY BACHELOR'S DEGREES

The goal is to forge an appealing range of cross-disciplinary bachelor's degrees for students in order to meet the needs of society along the lines of those offered by international benchmark universities. The following actions are envisaged:

- Preparing a framework document establishing the academic characteristics of cross-disciplinary bachelor's degree studies and defining a management protocol for these degrees.
- Planning the bachelor's degree in Biomedical Engineering (for the 2010-2011 academic year) and two new cross-disciplinary bachelor's degrees by 2013 and assessing the potential to offer two more looking ahead to 2015.
- Approving specific bachelor's degree programmes combining existing studies to provide for multi-faceted, innovative profiles based on the disciplinary affinities among those studies (for instance: Law and Business Management and Administration/Economics; Law and Political Sciences; Law and Criminology; Journalism and Humanities, Journalism and Economics; Journalism and Political Sciences, and so on).

A11: Implementation of cross-disciplinary bachelor's degrees						
	2011	2012	2013	2014	2015	TOTAL
Staff	€50,000	€150,000	€150,000	€200,000	€200,000	€750,000
Building construction and start-up	€0	€0	€0	€0	€0	€0
Equipment	€0	€0	€0	€0	€0	€0
Direct execution expenses and other expenses	€0	€0	€0	€0	€0	€0
<b>TOTAL</b>	<b>€50,000</b>	<b>€150,000</b>	<b>€150,000</b>	<b>€200,000</b>	<b>€200,000</b>	<b>€750,000</b>

## A12: CONTINUING EDUCATION: RECOGNITION OF PROFESSIONAL SKILLS

The goal of this action is to increase the university's appeal to people from the business world, allowing them to validate their professional skills for credits in official university undergraduate and postgraduate syllabi.

The following actions are envisaged:

- Defining the skills to be assessed in each syllabus.
- Offering subjects/credits that are likely to be validated due to them matching the skills obtained through work experience.
- Defining methods for assessing these skills.
- Implementing the project.

No application for funding has been submitted for this action.

## A13: BIMODAL TEACHING COOPERATION PROJECTS ON INTERUNIVERSITY UNDERGRADUATE AND POSTGRADUATE PROGRAMMES (UPF-UOC)

The aim of this action is to consolidate a range of joint university (undergraduate and postgraduate) degrees based on a bimodal format that can be adapted to suit various groups of students and meet their needs.

The bimodal educational model is flexible and allows for a combination of traditional educational activities (master classes, internships, tutorials) to be conducted with the possibilities provided by information and communication technologies (face-to-face classes/interactive classrooms, videos, virtual classrooms, etc.). Beyond the traditional distinction of face-to-face programmes, blended learning and virtual studies, these activities make it possible to improve the quality of teaching and learning and, first and foremost, to meet the needs of various groups of students.

- Setting up a UPF-UOC working group to examine the studies offered by both universities in order to assess which programmes offer the most suitable synergies to be re-conceived in terms of bimodality.
- Preparing a protocol for action on models and strategies that will form the basis for implementing the UPF-UOC bimodal programmes to be offered.
- Preparing the syllabus for a joint UPF-UOC bachelor's degree in Criminology (or altering the current syllabus, if applicable), for it to be checked by the Universities Board.
- Designing, preparing and providing the learning resources needed for the bimodal scheme and the launch of the joint UPF-UOC bachelor's degree in Criminology.
- Preparing a report for a new joint bachelor's degree and processing it for the course to be offered for the first time during the 2011-2012 academic year.
- Designing, preparing and providing the learning resources needed for the bimodal scheme and the launch of the new joint bachelor's degree.
- Preparing the report for a new joint interuniversity master's degree for the programme to be offered for the first time during the 2012-2013 academic year.
- Designing, preparing and providing the learning resources needed for the bimodal scheme and the launch of the new interuniversity master's degree.

A13: Bimodal teaching cooperation projects on interuniversity undergraduate and postgraduate programmes (UPF-UOC)						
	2011	2012	2013	2014	2015	TOTAL
Staff	€140,000	€175,000	€175,000	€175,000	€140,000	€770,000
Building construction and start-up	€0	€0	€0	€0	€0	€0
Equipment	€0	€0	€0	€0	€0	€0
Direct execution expenses and other expenses	€60,000	€75,000	€75,000	€60,000	€60,000	€330,000
<b>TOTAL</b>	<b>€200,000</b>	<b>€250,000</b>	<b>€250,000</b>	<b>€200,000</b>	<b>€200,000</b>	<b>€1,100,000</b>

## B. SCIENTIFIC IMPROVEMENT AND KNOWLEDGE TRANSFER

This section sets out six actions aimed at promoting and showcasing the research activities conducted at UPF. Four of these actions are carried out in conjunction with the project associates (one with UOC and three on the context of the A4U).

### B1: UPF–SOCIAL SCIENCES AND HUMANITIES RESEARCH PARK

The **goal** of this action is to **build** two buildings with a total surface area of 12,515 sq. m. **to encourage and foster R&D&I activities in the fields of social sciences and humanities**. These buildings will form part of the UPF–Social Sciences and Humanities Research Park.

B1: UPF–Social Sciences and Humanities Research Park						
	2011	2012	2013	2014	2015	TOTAL
Staff	€0	€0	€0	€0	€0	€0
Building construction and start-up	€9,478,422	€12,578,116	€5,668,462	€0	€0	€27,725,000
Equipment	€0	€0	€0	€0	€0	€0
Direct execution expenses and other expenses	€0	€0	€0	€0	€0	€0
<b>TOTAL</b>	<b>€9,478,422</b>	<b>€12,578,116</b>	<b>€5,668,462</b>	<b>€0</b>	<b>€0</b>	<b>€27,725,000</b>

Joint funding						
Catalonia competitiveness programme	€0	€6,000,000	€1,200,000	€0	€0	€7,200,000
Contribution from the CSIC: Evolutionary Biology Institute	€0	€2,500,000	€3,000,000	€0	€0	€5,500,000
ACTE-PARQ-09	€5,089,752	€0	€0	€0	€0	€5,089,752
<b>TOTAL joint funding</b>	<b>€5,089,752</b>	<b>€8,500,000</b>	<b>€4,200,000</b>	<b>€0</b>	<b>€0</b>	<b>€17,789,752</b>
<b>TOTAL</b>	<b>€4,388,670</b>	<b>€4,078,116</b>	<b>€1,468,462</b>	<b>€0</b>	<b>€0</b>	<b>€9,935,248</b>

An application has been submitted to the INNOCAMPUS 2010 programme for funding for this action.

## B2: SET-UP OF A UPF-UOC INTERUNIVERSITY CENTRE FOR RESEARCH ON MORAL AND POLITICAL THEORY

The aim of this action is to set up and firmly establish a **leading international centre** in an emerging field of study on matters relating to **global justice and democracy**. In the medium-term, the priority will be on research, though the centre will also offer advanced education (a university master's degree and/or doctoral studies) in these fields.

Las following actions are envisaged:

- To prepare and define the centre's structure, goals and method of organisation, operation and funding.
- To establish the agreements needed between the promoting universities and, if applicable, other institutions or companies contributing to the goals of the centre.
- To set up the centre and arrange a basic structure in terms of organisation and materials.
- To appoint UPF and UOC researchers and an academic management team.
- To define a five year working plan.
- To launch the centre's regular activities.
- To organise an initial international symposium on "global justice and democracy" to make the centre known on the international stage.

B2: Set-up of a UPF-UOC interuniversity centre for research on moral and political theory						
	2011	2012	2013	2014	2015	TOTAL
Staff	€60,000	€120,000	€120,000	€120,000	€120,000	€540,000
Building construction and start-up	€0	€0	€0	€0	€0	€0
Equipment	€100,000	€80,000	€80,000	€80,000	€80,000	€420,000
Direct execution expenses and other expenses	€40,000	€300,000	€0	€0	€0	€340,000
<b>TOTAL</b>	<b>€200,000</b>	<b>€500,000</b>	<b>€200,000</b>	<b>€200,000</b>	<b>€200,000</b>	<b>€1,300,000</b>

## B3: TALENT ATTRACTION AND TRANSNATIONAL MOBILITY PROJECT

This action aims to promote the attraction of talent and transnational mobility in a highly competitive environment characterised by a shortfall in resources, adopting an appealing and innovative scheme. The initiative is intended for internationally prominent researchers to enable them to become spearheads worldwide in their respective fields thanks to their scientific track record and the quality of the research projects and the publications on which they have worked.

The following actions are envisaged:

- Specifically defining mobility actions, defining the timetable for execution of the project and the budget required.
- Designing and agreeing on the method for assessing eligible candidates, vital in choosing the best researchers based on scientific excellence, suitability and opportunity. Highly competitive international assessment panels will conduct this task with the participation of experts from UPF.
- Submitting a request for partial funding for hiring researchers through the 7th Framework Programme COFUND scheme in early 2011 (deadline for submission: 17 February 2011) including the aforementioned aspects.
- Preparing and promoting calls for candidates, selecting candidates and then appointing them in line with the respective mobility scheme.
- Defining the methodology for assessing and monitoring candidates.
- Identifying other institutions and negotiating agreements with them to stabilise the longer term situation for researchers and allow them to remain in their posts when they pass their assessments, for instance allowing them to apply to calls to become ICREA researchers or submit bids to the Ideas programme with the assurance of success enabling the beneficiaries to supplement their salaries.

B3: Talent attraction and transnational mobility project						
	2011	2012	2013	2014	2015	TOTAL
Staff	€240,000	€480,000	€600,000	€720,000	€360,000	€2,400,000
Building construction and start-up	€0	€0	€0	€0	€0	€0
Equipment	€0	€0	€0	€0	€0	€0
Direct execution expenses and other expenses	€0	€0	€0	€0	€0	€0
<b>TOTAL</b>	<b>€240,000</b>	<b>€480,000</b>	<b>€600,000</b>	<b>€720,000</b>	<b>€360,000</b>	<b>€2,400,000</b>

## B4: YOUNG DOCTORS' MOBILITY PROGRAMME AS PART OF THE A4U

The A4U has promoted a post-doctoral scholarship programme to encourage the mobility of young doctors between the universities in the alliance and, by extension, on exchanges between Madrid and Barcelona. The goal of the programme is to foster international academic excellence in promoting academic careers and mobility among teaching and research staff.

This specific action continues the programme and increases the mobility of doctors.

- The first joint call of the four universities was announced in 2008 with three places being made available at each institution for young doctors from the other universities, thus encouraging mobility. A total of twelve places were announced for two-year placements with annual remuneration equal to that provided under the Juan de la Cierva programme.
- The number of places offered in the 2009 and 2010 calls doubled with each university signing six contracts. Two doctors from each of the other three universities were appointed. Accordingly, the programme offered 24 two-year post-doctoral contracts.
- Each year, UPF receives six young doctors, two from each of the three other institutions in the alliance for a two-year placement who between them sign contracts for six young doctors from UPF. What is more, the number of places called each year may be increased to as much as 48 (12 for UPF) looking ahead to 2015.

B4: Young doctors' mobility programme as part of the A4U						
	2011	2012	2013	2014	2015	TOTAL
Staff	€420,000	€420,000	€510,000	€510,000	€680,000	€2,540,000
Building construction and start-up	€0	€0	€0	€0	€0	€0
Equipment	€0	€0	€0	€0	€0	€0
Direct execution expenses and other expenses	€0	€0	€0	€0	€0	€0
<b>TOTAL</b>	<b>€420,000</b>	<b>€420,000</b>	<b>€510,00</b>	<b>€510,000</b>	<b>€680,000</b>	<b>€2,540,000</b>



## B5: EUROPEAN A4U OFFICE IN BRUSSELS (OPERA)

This action aims to earn the universities in the A4U greater international prominence by setting up an office in Brussels (the OPERA office, Office for the Promotion of European Research Activities).

B5: European A4U Office in Brussels (OPERA)						
	2011	2012	2013	2014	2015	TOTAL
Staff	€0	€0	€0	€0	€0	€0
Building construction and start-up	€0	€0	€0	€0	€0	€0
Equipment	€0	€0	€0	€0	€0	€0
Direct execution expenses and other expenses	€30,000	€50,000	€60,000	€60,000	€60,000	€260,000
<b>TOTAL</b>	<b>€30,000</b>	<b>€50,000</b>	<b>€60,000</b>	<b>€60,000</b>	<b>€60,000</b>	<b>€260,000</b>

An application has been submitted to the INNOCAMPUS 2010 programme for funding for this action.

## B6: STRATEGIC KNOWLEDGE TRANSFER PLAN

The Strategic Transfer Plan seeks to lend value to the research conducted by the university, managing the transfer of knowledge as a strategic institutional resource.

The main goals are as follows:

- Placing UPF's scientific capacities and knowledge potential at the disposal of the social and economic fabric and increasing funding for R&D&I activities.
- Promoting the use of research results and encouraging enterprising spirit and the start-up of technological and/or intensive knowledge-based companies.

The plan involves three areas of action as follows:

- Identifying and assessing results.
- Protecting and marketing research results (including signing contracts for collaborative R&D, technology or knowledge licences, and the set-up of technology-based companies).
- Promoting knowledge transfer.

B6: Strategic knowledge transfer plan						
	2011	2012	2013	2014	2015	TOTAL
Staff	€0	€0	€0	€0	€0	€0
Building construction and start-up	€0	€0	€0	€0	€0	€0
Equipment	€0	€0	€0	€0	€0	€0
Direct execution expenses and other expenses	€0	€50,000	€50,000	€50,000	€50,000	€200,000
<b>TOTAL</b>	<b>€0</b>	<b>€50,000</b>	<b>€50,000</b>	<b>€50,000</b>	<b>€50,000</b>	<b>€200,000</b>

An application has been submitted to the INNOCAMPUS 2010 programme for funding for this action.

## C. TRANSFORMATION OF THE CAMPUS INTO A COMPREHENSIVE, SOCIAL MODEL AND ITS INTEGRATION WITHIN ITS LAND SETTING

### C1: UPF ALUMNI PROGRAMME

The programme has the following aims: establishing and strengthening ties between the university and all groups with which it engages in dealings; fostering and conveying the image of the university as an institution of the utmost quality to similar groups (former students, lecturers, prospective students, companies and institutions); and setting up a platform that makes it possible in the medium-term to embark on the tasks of seeking out external funding enabling the university to carry out new projects.

- Locating former UPF students (7500 for the 2014-2015 academic year).
- Network arrangement: online directory, clubs according to sectors and international chapters of societies.
- Entering into agreements with local, autonomous regional, national and international bodies making it possible to establish relations between the UPF network and other networks.
- Setting up a professional careers service allowing for access to job vacancies, customised career guidance and career guidance courses.
- Developing a basic range of services: email, access to library services, university card, company products and service discounts, etc.
- Organising activities (courses, sessions, meetings, etc.) to promote the professional careers of former students.
- Developing the strategic plan for fundraising addressed to former students.

C1: UPF Alumni programme						
	2011	2012	2013	2014	2015	TOTAL
Staff	€110,000	€122,000	€132,000	€140,000	€140,000	€644,000
Building construction and start-up	€0	€0	€0	€0	€0	€0
Equipment	€1500	€2000	€2000	€3000	€3000	€11,500
Direct execution expenses and other expenses	€120,000	€150,000	€180,000	€210,000	€230,000	€890,000
<b>TOTAL</b>	<b>€231,500</b>	<b>€274,000</b>	<b>€314,000</b>	<b>€353,000</b>	<b>€373,000</b>	<b>€1,545,500</b>

## C2: E-ADMINISTRATION IMPLEMENTATION PROJECT

The e-administration project stems from a legal requirement (set out in Law 11/2007) to ensure students and lecturers can engage in online dealings with the university and benefit from the same levels of service and legal security as they would when dealing with the institution in person. Similarly, the project underlines the profile of the Internet as a global communication channel that constitutes a highly popular aspect in the behaviour of new generations. Lastly, the UPF conceives this project as a tool for improving administrative procedure by reducing processing times and processing costs, thereby improving efficiency in the university's internal management. Its goal is to ensure the right of teaching staff and students to engage in dealings with the university over the Internet.

The actions envisaged are as follows:

- Launching mechanisms for digital identity and e-signatures for groups which have at their disposal services where these legal and technical tools are paramount.
- Fostering e-documentation (in preference over the use of paper) by setting up a document management system and tools for the signature and preservation of e-documents.
- Promoting online dealings with companies by means of projects such as the business services folder, the online invoice, e-procurement, etc.
- Developing a host of processes and services using online means providing full legal assurance based on the electronic transcript.
- Implementing e-voting tools in the university's election procedures.
- Promoting inter-administrative dealings with other universities and the public authorities over the Internet.

C2: E-administration implementation project						
	2011	2012	2013	2014	2015	TOTAL
Staff	€0	€0	€0	€0	€0	€0
Building construction and start-up	€0	€0	€0	€0	€0	€0
Equipment	€300,000	€250,000	€250,000	€250,000	€150,000	€1,200,000
Direct execution expenses and other expenses	€350,000	€412,500	€375,000	€335,000	€285,000	€1,757,500
<b>TOTAL</b>	<b>€650,000</b>	<b>€662,500</b>	<b>€625,000</b>	<b>€585,000</b>	<b>€435,000</b>	<b>€2,957,500</b>

### **C3: PLAN OF ACTION FOR A COMPREHENSIVE MODEL OF STUDENT PARTICIPATION**

The aim of this plan is to ensure active student participation in university life to build an environment that allows individuals to work in an atmosphere of dialogue and cooperation.

The goals are as follows: strengthening student representation mechanisms; encouraging dialogue between the student community and the academic sphere; and, fostering cultural and sporting activities organised on the UPF campus, especially those promoted by students.

No application for funding has been submitted for this action.



### 3.3. Chart of actions

[illegible]

[illegible]



[illegible]

[illegible]

[illegible]





UPF CAMPUS  ICÀRIA INTERNATIONAL PROJECT

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[www.upf.edu/icaria](http://www.upf.edu/icaria)

