

## TABLES

**Table I. Description of the work performed by strategic line of the project**

<b>Strategic line</b>	<b>Improvements in teaching and adaptation to the EHEA</b>
<b>Action</b>	<b>A1: Support for Teaching and Learning Programme</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Develop a teacher training model geared towards internationalization and excellence in teaching using a platform that enables and facilitates the exchange of ideas, collaborative work, and the use of the latest technology for the provision of both face-to-face and distance training.</li> <li>- Increase participation in interuniversity innovation projects.</li> <li>- Provide the necessary support to undertake new teaching projects.</li> <li>- Ensure that there is a suitable place to carry out the activities envisaged in the training plan.</li> </ul>
<b>Initial goals set in the 2010 proposal</b>	
See previous section.	
<b>Summary of the work performed</b>	
<p>Special attention should be called to the actions related to the implementation of massive open online courses (MOOCs) and to teacher education and training.</p> <ul style="list-style-type: none"> <li>- The CEI has encouraged the implementation of <b>MOOCs</b>. To this end, the <b>TecnoCampus Foundation, one of the CEI's main strategic teaching partners (aggregation)</b> and a pioneer in the field of MOOCs (as witnessed by the more than 10,500 students registered for the fourth edition of its 'Innotools' course, held in April 2015) played an important role. Efforts were likewise made to ensure the MOOCs' dissemination worldwide (they can currently be taken via multiple platforms, including MiríadaX, P2P, Coursera and, since March 2015, the British platform FutureLearn). As testament to the courses' quality, of the nine new MOOCs to be launched in September 2015, six have been awarded funding by the Catalan Agency for Management of University and Research Grants (AGAUR), equal to 19% of all courses to receive such funding.</li> <li>- The <b>University Education Videos project</b> (or 'VEU project', from the Catalan) was launched to encourage the creation of multimedia teaching materials.</li> <li>- <b>Teacher training</b> consisted primarily of specialized courses tailored to meet specific needs identified by the teaching staff. In this regard, attention should be called to the language courses and courses on the use of new teaching methodologies. For the last two academic years, these courses have also been successfully offered to the strategic partners (aggregation).</li> </ul>	

**Role of the strategic partners (aggregation)**

- With regard to MOOCs, attention should be called to the role played by the TecnoCampus Foundation, the CEI's main strategic teaching partner (aggregation). The foundation is a pioneer in the field. By way of example, more than 10,500 students signed up for the fourth edition of its 'Innotools' course, which began in April.
- Efforts were also made to boost the presence of strategic partners' MOOCs on international platforms, such as MiríadaX, P2P, Coursera and, since March 2015, the British platform FutureLearn.
- Additionally, teacher training is also offered to the strategic partners.

**Most significant outcomes achieved**

- Positioning of the MOOCs on leading international platforms (MiríadaX, P2P, Coursera and FutureLearn).
- Six of the nine new MOOCs for 2015 have been awarded funding by AGAUR.
- Increase in and specialization of courses aimed at promoting the use and implementation of new teaching methods for teaching staff.
- Increase in the number of specific and tailored training actions.
- Larger offer of courses in English within the continuing education programme.
- Launch of the VEU project.

**Internationalization activities**

Joining of international platforms to boost the MOOCs' visibility.  
Training offer in English for teaching staff.

**Most significant gaps between the initial goals and the outcomes achieved**

No gaps were detected.

<b>Strategic line</b>	<b>Improvements in teaching and adaptation to the EHEA</b>
<b>Action</b>	<b>A2: Tutorial Action Plan</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Promote a coordinated and comprehensive student assistance and guidance system to support students throughout their studies and to ensure they make a smooth transition and adapt to university life taking into account their origin and educational needs.</li> <li>- Integrate the university's various actions in this regard, placing particular emphasis on relations with secondary schools.</li> </ul>
<b>Initial goals set in the 2010 proposal</b>	
See previous section.	
<b>Summary of the work performed</b>	
<p>The Tutorial Action Plan, first undertaken in relation to new students, has now been expanded to cover all years of the bachelor's degree programmes.</p> <p>Future challenges are related to planning and expanding the Mentor Project, involving mentoring between students, a pilot trial for which is currently being conducted at certain centres. Likewise, the 'Introduction to the University' course (or 'CIU', from the Catalan), designed to provide new students with useful information about the institution, continues to be offered successfully.</p>	
	
<p><i>Conference on teaching innovation and quality at UPF</i></p>	
<b>Role of the strategic partners (aggregation)</b>	
Contact with secondary schools was relevant to this action.	
<b>Most significant outcomes achieved</b>	
<ul style="list-style-type: none"> <li>- The Tutorial Action Plan has now been implemented for all bachelor's degree programmes.</li> <li>- The 'Introduction to the University' course is held regularly and includes new subjects.</li> </ul>	
<b>Internationalization activities</b>	
The campus has a specific reception programme for its international students (see also Action A6).	
<b>Most significant gaps between the initial goals and the outcomes achieved</b>	
No gaps were detected.	

<b>Strategic line</b>	<b>Improvements in teaching and adaptation to the EHEA</b>
<b>Action</b>	<b>A3: Promotion of external and internal internships</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Increase the number of students doing internships during their studies, the number of agreements signed and the number of internships in EHEA-adapted study programmes, at both the national and international level.</li> <li>- Raise awareness of the university's Career Services office and internship offer within the university community.</li> <li>- Enhance students' practical training and future employment prospects.</li> <li>- Streamline the management of internship agreements and communication between UPF and the host companies.</li> <li>- Improve the assessment of internship periods.</li> </ul>
<b>Initial goals set in the 2010 proposal</b>	
See previous section.	
<b>Summary of the work performed</b>	
<p>Since the 2012/13 academic year, various actions have been carried out to encourage students to do external academic internships:</p> <ul style="list-style-type: none"> <li>- Adaptation of internships to the regulatory framework and implementation of a new management model (pilot project with the General Council of Catalan Chambers of Commerce and the Catalan government).</li> <li>- Improved coordination between all CEI agents, including quarterly internship coordination sessions with the various people in charge.</li> <li>- Increased and improved relations with national and international companies in order to raise awareness, find new partners and offer more and better national and international internship opportunities.</li> <li>- Improvement of students' skills in the internship positions. Creation of the SKILLS UPF programme, consisting of courses and professional training workshops, as well as of a career guidance service, both targeting the student body as a whole (see Action C1).</li> <li>- Participation in the different activities offered by the faculties to raise students' awareness of the importance of internships.</li> <li>- Promotion of international internships.</li> <li>- Development of the internship management software, with a view to adapting it to users' needs, in conjunction with the host companies, school secretary's offices, IT area and students.</li> <li>- Quarterly mailing of assessment surveys to students and host companies to obtain a clear profile of their needs.</li> <li>- Participation in the Spanish Ministry of Foreign Affairs and Cooperation (MAEC) internships at embassies and consulates. Pre-selection of students by UPF.</li> </ul>	
<b>Role of the strategic partners (aggregation)</b>	
<ul style="list-style-type: none"> <li>- Participation of different strategic partners (ESCI, TecnoCampus and IDEC) in the Banco Santander-CRUE-CEPYME internship scholarship programme. Both ESCI and IDEC students have access to the university's job bank.</li> <li>- Creation of a single job bank platform for all strategic partners (aggregation) to participate in independently.</li> </ul>	

- The new external internship management model was the result of a joint pilot trial conducted with the General Council of Catalan Chambers of Commerce and the Catalan government.
- Participation in the Spanish Ministry of Foreign Affairs and Cooperation's (MAEC's) programme for internships at Spanish embassies and consulates (four calls for applications over the 2014/15 academic year).

**Most significant outcomes achieved**

- More flexible procedures. Incorporation of students in internships in less than 72 h.
- Improved relations between UPF's Career Services and the host companies (average satisfaction score of 4 on a scale of 5). More flexible, more professional and placements more closely tailored to the profiles sought.
- More than 4,000 internship offers published each academic year.
- More than 2,500 internship agreements signed each academic year: 80% of undergraduate students, 15% of master's degree students and 5% of doctoral students.
- More than 1,500 active companies in the job and internship bank.
- Increase in company satisfaction with the internship periods: 93% of the student host companies would repeat the experience.
- Improved graduate employment rate: nearly 16% of students who do internships are offered a job by the host company at the end of the internship period.
- Media campaign to recruit and raise awareness of the programme among more than 20,000 companies, conducted as part of the pilot test carried out in conjunction with the General Council of Catalan Chambers of Commerce and the Catalan government.
- Enhanced university-industry communication channels, as a result of the new communication channels with companies and the regular dispatch of satisfaction surveys.



*Some of the companies offering internships to students*

**Internationalization activities**

- Participation by UPF in the Spanish Foreign Ministry's internship programme at Spanish embassies and consulates (15 agreements signed each academic year).
- Launch of the English-language version of the Career Services website and translation of the internship management software and job bank.
- Prospecting and contacting of international companies to increase the number of international opportunities offered.

(For additional information on international internships, see Action A6).

**Most significant gaps between the initial goals and the outcomes achieved**

No gaps have been detected.

<b>Strategic line</b>	<b>Improvements in teaching and adaptation to the EHEA</b>
<b>Action</b>	<b>A4: Modernization of the services and facilities of the Library/CRAI</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Enhance the library's collections and increase the specialization thereof.</li> <li>- Modernize the collections' management by acquiring and incorporating the necessary technology and equipment to improve the management and control processes.</li> <li>- Improve the systems for accessing information resources, especially digital ones, by incorporating the necessary tools and software to make it easier for users to retrieve information.</li> <li>- Include information and computer literacy training (C12) in the course plans for undergraduate and postgraduate study programmes.</li> <li>- Offer new research support services.</li> <li>- Provide support services for creating teaching materials and writing papers.</li> </ul>
<b>Initial goals set in the 2010 proposal</b>	
In addition to the aforementioned goals, complete the renovation of the Dipòsit de les Aigües building.	
<b>Summary of the work performed</b>	
<b>Enhancement of the library's collections and increased specialization thereof</b>	
Highlights include the purchase of e-books (especially recommended reading and reference works) and subscriptions to databases and e-journals for teachers and researchers. In the same vein, the donated specialized bibliographic collections have been catalogued. Additionally, new digital collections have been created in the Digital Memory of Catalonia (MDC) repository from the Library's ancient and heritage collections.	
<b>Modernization of the management of the library's collections by adding the necessary technology and equipment to improve the management and control processes</b> was given less priority.	
Nevertheless, support was obtained from GEPA (the cooperative low-use document repository operated by the Catalan University Services Consortium (CSUC)). Because a large share of the low-use documents were sent to GEPA, the Library's open-access collections could be updated; moreover, the documents held at GEPA can now be requested by interlibrary loan (through the automatic inclusion of the catalogue data in the interlibrary loan form).	
<b>Improvement of the systems for accessing information resources</b>	
Several actions were taken. First, the Library's website was upgraded to facilitate access from mobile devices, and, second, a new version of the link resolver, with a new interface for viewing e-books that includes more comprehensive search and retrieval options, was implemented, thereby increasing the visibility of both purchased and free e-books. The implementation of the new e-book search feature required the redesign of	

certain web pages (the home page and subject guide pages) and has increased the visibility of books in this format. It is worth noting that the implementation of the consortium-wide borrowing service (PUC) between CSUC member institutions has been a model of efficiency in terms of the shared use of information resources and user satisfaction. Off-campus access to electronic resources has likewise been enhanced (through the EZproxy program, which enables authentication at any point during browsing).

### **Inclusion of information and computer literacy training (C12) in the course plans for undergraduate and postgraduate study programmes**

The training was consolidated and strengthened and expanded from just the first year of undergraduate programmes to include other years in those programmes, as well as all years of postgraduate programmes. Over the period, different tutorials and video tutorials were created to supplement and reinforce this training.

### **Support services for publishing papers**

The Library created a new service catalogue and assessment tools for measuring the impact of research. It likewise developed a website to disseminate these services and provide information to research and teaching staff on how to manage their CVs, how to sign their publications, the main tools for evaluating and accrediting research, etc.

### **Support services for creating teaching materials and writing papers**

The Library created a new catalogue. It also organized the 12<sup>th</sup> Learning and Research Resource Centre (CRAI) Conference ‘MOOCs and CRAIs: The Future Is Now’ in May 2014, in conjunction with the Spanish University Library Network (REBIUN) and the ICT committee of the Conference of Rectors of Spanish Universities (CRUE-TIC).

### **Role of the strategic partners (aggregation)**

The work methodology used was vital to meeting the stated goals. To this end, three main aspects stand out:

- Teamwork, especially in the *ad hoc* working groups to implement new software and services.
- The joint and coordinated action of the Library and the Computing Service, which are organizationally combined in a single management area.
- The cooperative context for work and resource-sharing offered by the CSUC, of which all Catalan public universities, as well as other institutions, are members. UPF’s participation in the CSUC’s working groups (in some cases as the group leader) to promote new consortium



*Main Library*

services is especially important.

### **Most significant outcomes achieved**

- Implementation of the consortium-wide borrowing service (PUC) among CSUC member institutions.
- Transfer of documents to the low-use consortium repository (GEPA).
- Implementation of MetacercadorPlus, an information retrieval tool.
- Purchase of e-documents.
- Cataloguing of donated holdings: 7,000 documents of and about Hispanic literature; 2,250 documents about public law and international relations; and 1,800 documents about the literature, language, geography and history of Tibet.
- Integration of the Barcelona Centre for International Affairs (CIDOB) library (664 journals and 2,350 books).
- Creation of new collections of historical pamphlets in the Digital Memory of Catalonia (MDC) cooperative repository.
- Roll-out of a mobile version of the catalogue (LibraryANYWHERE).
- Creation and adaptation of different tutorials and video tutorials.
- Consolidation of information and computer literacy training.
- Implementation of loan-history and wish-list features.
- Implementation of the reference manager Mendeley.
- Implementation of new features in the Scientific Output Portal (PPC).
- Campaign to support the creation of author identifiers (ORCID, Research ID, Scopus, Google Scholar).
- Implementation of software enabling users to access UPF's digital repository (e-Repositori) from their mobile phones.
- Improved system for off-campus access to electronic resources (EZproxy): new SARE system.
- Holding of the 12<sup>th</sup> Learning and Research Resource Centre (CRAI) Conference 'MOOCs and CRAIs: The Future Is Now'.

### **Internationalization activities**

- Attention should be called to library staff stays at other institutions: the University of Sydney (2011), Delft University of Technology (2015) and the University of Copenhagen (2015).
- Likewise, the UPF Library hosted visiting staff from other institutions, such as the digital and archival resources coordinator from Koç University in Istanbul (2011), the Library Service director at the School of Allied Health Technologies (ESTSP) in Porto (2012), staff from Vilnius University Library (2013) and the director of the Istanbul Bilgi University Library (2013).

### **Most significant gaps between the initial goals and the outcomes achieved**

As a result of the economic recession, certain actions had to be prioritized, and the completion of the renovation work on the Dipòsit de les Aigües building, one of the goals set in the original project report, had to be omitted.

<b>Strategic line</b>	<b>Improvements in teaching and adaptation to the EHEA</b>
<b>Action</b>	<b>A5: Plan of Action for Multilingualism</b>
<b>Objectives</b>	Consolidate a multilingual university model, implementing the strategy contained in the Plan of Action for Multilingualism (PAM) as a key instrument for facilitating the university community's internationalization.
<b>Initial goals set in the 2010 proposal</b> See previous section.	
<p><b>Summary of the work performed</b></p> <p>The CEI UPF-Icària campus promotes a policy that supports the natural coexistence of three working languages (Catalan, Spanish and English). This policy is governed by the Plan of Action for Multilingualism (PAM).</p> <p>Work is currently being done on the plan's second stage, which, among other things, includes the requirement to <b>certify knowledge of a foreign language</b>: under current Catalan law (Act 2/2014, of 27 January), all students who have begun their undergraduate studies at a Catalan university in the 2014/15 academic year or later must certify, upon completion of their programme, that they have attained a level equivalent to B2 in the Common European Framework of Reference (CEFR) in a foreign language. Efforts have thus focused on the implementation of the Language Diagnostic Test (PDL), for students seeking to determine their level of English, and the Certificate of Language Proficiency Test (PCCL), for students seeking to certify their level of English during their undergraduate studies. To this end, multiple informational campaigns and language surveys were carried out among first-year students in order to obtain a clearer picture of students' existing language skill levels that would make it possible to take specific measures and actions to improve them. With regard to the teaching staff, the university offered a total of 23 language training actions (9 for Catalan and 14 for English) to both its own teaching staff and that of its strategic partners (aggregation).</p>	
<p><b>Role of the strategic partners (aggregation)</b></p> <ul style="list-style-type: none"> <li>- The language training actions (for both students and teaching staff) and the campaign to collect language data were expanded to include all strategic teaching partners (aggregation). In this case, 21% of students already have a level of B2 or higher, 18% have a level between B1 and B2, and 22% have a level lower than B1 (no data are available on the remaining 39%).</li> <li>- In light of the PCCL results, UPF participated in a pilot test, together with the University of Barcelona (UB), Rovira i Virgili University (URV) and the University of Lleida (UdL), intended to establish a correlation between PDL scores and the marks earned on the university entrance exams (PAU). This study should make it possible to use first-year students' marks on the PAU to determine their level in a third language. The Directorate General for Universities is currently evaluating the report to confirm its use beginning in the 2015/16 academic year.</li> <li>- UPF is a member of the Vives University Network and sits on its Language Committee. In its capacity as a committee member, it participates in conferences and congresses.</li> </ul>	

### **Most significant outcomes achieved**

- Analysis of students' existing skill levels in languages subject to certification in order to take specific measures and actions to improve them. As of June 2015, 56% of students enrolled at UPF, and 21% of students enrolled at its strategic partners (aggregation), already had a level of B2 or higher.
- Implementation of the PDL.
- The PCCL certifies that students have attained a level of knowledge of the English language equivalent to level B2 of the CEFR. In the 2014/15 academic year, the exam was offered six times and was sat by a total of 387 students (the June sitting was still pending at the time of the writing of this report).
- As part of the PAM, the University has offered a total of 23 language training actions (9 for Catalan and 14 for English) aimed at improving spoken and written fluency in the two languages among its teaching and research staff.



*Teacher training and multilingualism, under debate*

### **Internationalization activities**

UPF has participated in and actively and enthusiastically organized multilingual events and conferences. Highlights include:

- European Language Council: UPF has been a founding member of this association since 1997. As such, it participates in language projects funded by the European Commission. UPF is currently part of the management committee for the most recent project 'IntlUni: The Challenges of the Multilingual and Multicultural Learning Space', which is now in its final stage.
- The Third Fiesole International Group Symposium, held in March 2015: The main topic of the symposium was multilingualism in higher education and the training of (post)doctoral researchers as future teachers. The event included plenary lectures and group sessions, as well as guest talks by international experts and various members of the university community.
- Attendance of the presentation of the report 'Acreditación de la lengua inglesa en las universidades españolas' (Certification of English language skills at Spanish universities), commissioned by the British Council, on 21 April 2015 at the British Embassy in Madrid.
- Attendance of the 5<sup>th</sup> International Workshop on Higher Education, organized by the University of Vic, in June 2015.

### **Most significant gaps between the initial goals and the outcomes achieved**

No gaps were detected.

<b>Strategic line</b>	<b>Improvements in teaching and adaptation to the EHEA</b>
<b>Action</b>	<b>A6: ‘UPF International Experience’ project</b>
<b>Objectives</b>	UPF, a university with a strongly international profile, has made internationalization a mainstay of its strategy with the aim of continuing to grow in terms of both recruiting top talent and promoting international mobility within the university community itself.
<p><b>Initial goals set in the 2010 proposal</b></p> <ul style="list-style-type: none"> <li>– Improve the quality of the international reception, enhancing the services to promote genuine integration and expanding them to include all profiles (students, as well as lecturers and researchers), thereby meeting new demands and expectations.</li> <li>– Promote different kinds of ‘international experience’ among all segments of the university community (students, alumni, doctoral students, postdoctoral fellows, lecturers, researchers, and administrative and service staff), thereby furthering the UPF community’s internationalization.</li> <li>– Attract the best international candidates to incorporate them into academic programmes of excellence and promote strategic research projects.</li> </ul>	
<p><b>Summary of the work performed</b></p> <p>The work performed over the 2010-2015 period as part of the ‘UPF International Experience’ project fell into two main areas:</p> <p><b>Improvement of the international reception</b></p> <ul style="list-style-type: none"> <li>– Creation of the International Helpdesk, an information and reception service for international lecturers and researchers.</li> <li>– Reorganization of the Mobility and Reception Office, which offers services to international students and students interested in studying abroad.</li> <li>– Joining of the Euraxess network.</li> </ul> <p><b>Promotion of the internationalization of the UPF community</b></p> <p>Information and dissemination mechanisms:</p> <ul style="list-style-type: none"> <li>– New International section on the website, including a map of the strategic partners’ (aggregation’s) international agreements;</li> <li>– The consolidation of the UPF International Days international mobility fair, the fifth edition of which was held in October 2015. The event is the direct result of the CEI’s goals of promoting the UPF community’s internationalization and encouraging immersion and exchange between the university’s international students and staff and the rest of the university community.</li> </ul> <p>New international mobility grants:</p> <ul style="list-style-type: none"> <li>– Consolidation of an international internship programme, with a specific and differentiated call for applications through the Erasmus+ Traineeship Programme and increased student participation;</li> </ul>	

- Consolidation of a mobility programme for administrative and service staff and teaching and research staff and increased participation by both groups.

### **Role of the strategic partners (aggregation)**

The strategic partners share the international contact network, cooperate on the preparation of joint agendas for international fairs and the reception of institutional visits, and pool their best practices in international mobility management.

### **Most significant outcomes achieved**

- 1,110 international mobility grants offered for the 2015/16 academic year.
- 912 mobility grants awarded for the 2015/16 academic year.
- 41 mobility grants awarded to students for Erasmus+ traineeships in the 2014/15 academic year.
- Call for applications for Erasmus+ mobility grants for teaching staff and administrative and service staff (8 and 12 grants awarded respectively in the 2014/15 academic year).
- New 'International' section on the website.
- Mentoring programme with the Erasmus Student Network (ESN).
- Consolidation of UPF International Days (the fifth edition of which will be held from 26 to 30 October 2015).
- Grant programmes (Aurora Bertrana and Passport to the World, in addition to European funding).
- Conclusions of the working group on the reception of teaching and research staff.
- University guides for students and international staff at UPF.
- Talent recruitment programmes (UPFellows) (see Action B3).

### **Internationalization activities**

#### **International Helpdesk**

In order to lay the structural foundations for the implementation of the envisaged Reception Plan, UPF has carried out various actions since 2010 to create an International Helpdesk:

- Improved coordination and reorganization of the Mobility and Reception Office, which offers services to international students and students interested in studying abroad from the university and its strategic partners (aggregation).
- Creation of an information and reception service for international lecturers and researchers (in 2012, UPF also joined the Euraxess network). Likewise, a mixed human resources and international relations working group was set up to outline the services to be provided to this group. The result was the establishment of a basic protocol for all centres that host international lecturers and researchers, with a view to ensuring the quality of the stay and facilitating their integration.
- Launch of a new 'International' section on the website, containing a map of the university's international agreements and projects (see Action

A7). The section contains information on opportunities to study and work abroad and at UPF.

### **Reception plan**

The university consolidated its international mobility fair ‘UPF International Days’, the fifth edition of which will be held in October 2015. The fair is intended to encourage UPF students to participate in mobility programmes while at the same time helping international and UPF students to connect. Additionally, over the 2010-2015 period, UPF began to collaborate with the Erasmus Student Network association.

### **Mobility plan**

The 2015/16 call for international mobility grants was marked by the record numbers of grants offered (1,110), applications received (1,102) and grants ultimately awarded (933). The call for applications for Erasmus+ traineeships likewise reached a record high, with 41 UPF students undertaking such mobility periods in the 2014/15 academic year. In May 2015, in keeping with the CEI’s goals, a new call for applications was published for 2015/16 Erasmus+ Traineeships. In relation to the call, information and training sessions have been held on finding internships and jobs abroad (this plan rounds out Action A3).

### **Talent programme**

In addition to participating jointly with its strategic partners (aggregation) in student fairs and incorporating client research management (CRM) systems into its postgraduate admission process, the university has launched specific programmes to recruit distinguished researchers. To this end, attention should be called to the UPFellows and Distinguished Visiting Professors programmes (see sections A9 and A10 for more information on postgraduate fellows and section B3 for information on researcher mobility programmes).

### **Most significant gaps between the initial goals and the outcomes achieved**

No gaps have been detected.



*The International Mobility Fair includes information and presentations on benchmark international universities.*



<b>Strategic line</b>	<b>Improvements in teaching and adaptation to the EHEA</b>
<b>Action</b>	<b>A7: UPF Global Network Initiative</b>
<b>Objectives</b>	Through its international positioning, UPF aims to strengthen its network of alliances with key partners, embarking on new forms of cooperation beyond academic mobility, so as to boost the quality and appeal of its study programmes and enhance its international presence and dimensions.
<b>Initial goals set in the 2010 proposal</b>	
<ul style="list-style-type: none"> <li>- Increase the quality and appeal of UPF study programmes by fostering a series of strategic relationships to provide impetus for joint programmes.</li> <li>- Seek out educational and research cooperation projects within the framework of international and European grant programmes to lend a seal of quality to the activities already being carried out with other universities around the world.</li> <li>- Foster the university's institutional cooperation in Asia.</li> </ul>	
<b>Summary of the work performed</b>	
<p>Over the last five years, the CEI UPF-Icària has undertaken the following lines of action with regard to the UPF Global Network Initiative project:</p> <ul style="list-style-type: none"> <li>- Creation of strategic networks: <ul style="list-style-type: none"> <li>- Multilateral: founding of the Young European Research Universities Network (YERUN) in 2015 and joining of Europaeum in 2012.</li> <li>- Bilateral: in Europe, double bachelor's and master's degree programmes with internationally renowned universities (Toulouse I Capicole, Trento, Liège, Warwick, Munich, Stirling, Tilburg, Groningen and Konstanz) and creation of a structured mobility programme in the field of law with a selection of first-class European partners (including, among others, Oxford, Leicester, Mannheim and Bonn). In the US, strengthened cooperation with Johns Hopkins, the University of North Carolina (Chapel Hill), Brown, the University of Chicago, UCLA, Georgetown and Northwestern.</li> </ul> </li> <li>- Increased involvement in competitive international projects: through the dissemination of the programmes, advice on the submission of proposals, and support throughout the duration of the project, should it be approved.</li> <li>- Consolidation of the UCLA-UPF 'Global Cities' International Summer School, the fourth consecutive edition of which took place in summer of 2015.</li> <li>- Positioning in Asia, including, within the context of the coordinated activities undertaken with other Catalan universities and the CEI's strategic partners (aggregation), through annual participation in the Asia Pacific Association for International Education (APAIE) conference. The CEI UPF-Icària project has broadened and deepened its relations with institutions in the region. It currently has cooperation and exchange agreements with 22 institutions and is in the process of negotiating and studying nearly 10 more.</li> </ul>	
<b>Role of the strategic partners (aggregation)</b>	

In this area of the CEI UPF-Icària's action, the strategic partners play a key role through their joint work on preparing and participating in international fairs. Likewise, they share information on potential international partners and put together joint agendas for receiving institutional visits.

#### **Most significant outcomes achieved**

- Founding of YERUN.
- Joining of Europaeum.
- Europaeum Classics Colloquium in Barcelona (fourth quarter of 2015).
- Europaeum Summer School in Barcelona (September 2013).
- 8 double master's degree programmes, 1 double bachelor's degree programme, and 1 proposed double degree programme under study (with Aarhus University in Denmark).
- Participation in the 1<sup>st</sup> Annual Conference of the International Association for the Promotion and Development of Joint International Programmes (ProDeJIP) (June 2015).
- Participation in an average of 14 academic cooperation proposals a year since 2011.
- Submission of 15 proposals within the framework of the Erasmus+ 2015 programme.
- New agreements in the US: Brown University, Johns Hopkins University, University of North Carolina (Chapel Hill), etc.
- New tailored programmes for the University of Chicago, Queens College, CUNY, and the University of Missouri, among others.
- 4<sup>th</sup> edition of the joint international summer school with UCLA.
- Participation in the APAIE conference (March 2015).
- New agreements in Asia-Pacific: Seoul National University, Hong Kong University, East China University of Political Science and Law, Royal Melbourne Institute of Technology (Australia) and Waseda University (under negotiation). Contacts with the Shanghai Academy of Social Sciences and Beijing Normal University (Business School).

#### **Internationalization activities**

**Network of strategic relationships:** The Young European Research Universities Network (YERUN) was founded in January 2015. It is a new partnership of young European universities that seeks to promote joint initiatives in the areas of research, teaching and mobility. What makes the network unique is that it is made up of universities under fifty years old with a documented history of inclusion in various international rankings. Additionally, in 2012, UPF joined Europaeum, a network of elite European universities (Oxford, Leiden, Bologna, Bonn, Paris 1 Panthéon-Sorbonne, Karlova (Prague), Helsinki, and Jagiellonian (Krakow)).

UPF will be hosting the upcoming Europaeum Classics Colloquium in the final quarter of 2015. In September 2013, it hosted the Europaeum

Summer School on Human Rights, one of the CEI's most important actions in relation to the initial International Graduate Summer School proposal. At the bilateral level, UPF signed its first agreement for a double bachelor's degree programme, to be offered in economics in conjunction with the University of Toulouse I Capitole. Likewise, UPF has continued to increase the number of double master's degree programmes it offers, most recently through agreements with the universities of Trento, Liège, Warwick and Munich. The new programmes build on the existing offer of programmes with the universities of Stirling, Tilburg, Groningen and Konstanz. In 2015, as an initial pilot programme limited to the field of law, UPF published the first call for applications for a structured mobility programme with key partners in four language regions (German, English, French and Italian). Moreover, outside of Europe, it has deepened its relations with US universities, including through: strengthened cooperation with Johns Hopkins University, the University of North Carolina at Chapel Hill, and Brown University, the creation of the Johns Hopkins-UPF Public Policy Centre on the UPF campus, and the organization of tailored programmes with various US universities, such as the University of Chicago, UCLA, Georgetown and Northwestern.

**International projects:** Over the period, UPF has remained active with regard to European grant programmes, participating in an average of 14 academic cooperation proposals a year since 2011. Among the approved projects, attention should be drawn to five Erasmus Mundus mobility consortia, of which four are still active – two with South African institutions, one with institutions in Canada and the US, and one with institutions in the Balkans. The fifth programme, conducted with institutions in Latin America, concluded in 2014. Three Jean Monnet programmes, including one *ad personam* chair, an ALFA project on human rights, and other cross-cutting or consortium-based projects within the EU's Lifelong Learning Programme were also approved.

To date, and in keeping with the CEI UPF-Icària's goals, fifteen proposals have been submitted to the 2015 Erasmus+ call for proposals, including, among others, one for a Jean Monnet chair for the institution, two to undertake joint master's degree programmes, seven related to the Strategic Partnerships line of action, and two global mobility packages, one as part of the Alianza 4 Universidades (4 Universities Alliance, A-4U) consortium. UPF has thus consolidated its commitment to active involvement in international projects.

**'Global Cities': UCLA-UPF International Summer School:** This is one of the CEI's flagship projects in this area

The screenshot shows the website for the Global Cities Summer Program. At the top, there is a navigation bar with the program logo on the left and the logos for UCLA and UPF (Universitat Pompeu Fabra Barcelona) on the right. Below the navigation bar is a grid of four images showing students in various settings, with labels 'BARCELONA' and 'LOS ANGELES' under each image. Below the images, there is a section titled 'Global Cities' with a description of the program. To the right of this section is a table titled 'List of courses and session dates'.

UPF Summer Session courses	UCLA Summer Session courses (to be confirmed)
Dates: June 23- July 30 2015	Dates: August 3- September 11 2015
-Society and Politics in Catalonia	-Sociology of Crime

of action. The fourth consecutive edition of the summer school was held in summer of 2015. The initiative has achieved a stable participation rate of around 100 students, including 15 from UPF, who complete the combined Barcelona-LA experience with a mobility and exchange grant. In the last two editions, the programme's academic offering was expanded and enriched, and the academic profiles and geographic origins of the participating students were further diversified. Therefore, the most recent editions of the programme have drawn the interest of students and universities in Europe and Latin America, who, in conjunction with their Spanish and US counterparts, have helped to establish the school's reputation as a truly international project.

**Positioning in Asia:** Within the context of the coordinated activities undertaken with other Catalan universities and the CEI's strategic partners (aggregation), UPF has participated in various editions of the APAIE conference, the most recent of which took place in March 2015 in Beijing. Its participation in these conferences has allowed it to broaden and deepen its relations with institutions in the region. It currently has cooperation and exchange agreements with 22 universities and is in the process of negotiating and studying nearly 10 more. Additionally, in 2014, a cooperation agreement was signed with the Confucius Institute of Barcelona for the joint organization of cultural and teaching activities related to Chinese culture and language.

**Most significant gaps between the initial goals and the outcomes achieved**

Over the last five years, UPF has managed to establish a presence and achieve a degree of recognition among Asian universities. Nevertheless, some of the contacts with universities, especially in China, have ground to a halt. In other cases, progress can be slow, often requiring institutional visits to and from the potential partner until an agreement can be reached.

<b>Strategic line</b>	<b>Improvements in teaching and adaptation to the EHEA</b>
<b>Action</b>	<b>A8: A-4U International Project</b>
<b>Objectives</b>	<p>The general and strategic objectives of the A-4U are:</p> <ul style="list-style-type: none"> <li>- Enhance the international mobility of students, researchers and academics.</li> <li>- Establish research partnerships with leading international institutions.</li> <li>- Promote the English-language programmes offered by the Alliance.</li> <li>- Raise the international profile of the A-4U universities.</li> </ul>
<b>Initial goals set in the 2010 proposal</b>	
<ul style="list-style-type: none"> <li>- Establish collaborative relationships with institutions in emerging countries to take advantage of teaching and research opportunities.</li> <li>- Attract the best students to the postgraduate programmes offered by the Alliance's member universities.</li> <li>- Strengthen the university's image and brand abroad through joint and coordinated action with other institutions.</li> </ul>	
<b>Summary of the work performed:</b>	
<p>The work performed over the 2010-2015 period fell into four main areas:</p> <ul style="list-style-type: none"> <li>- Establishment of relations with the leading universities in the BRICS and other emerging countries (Philippines, Turkey and Iran) and signing of specific and framework agreements with them to encourage non-European mobility. The target countries for 2015 are: Saudi Arabia, Qatar and the United Arab Emirates.</li> <li>- Organization of reciprocal visits and thematic workshops to foster mutual knowledge of researchers from the A-4U members and various international universities and lay the foundations for future teaching and research collaborations.</li> <li>- Promotion of the academic programmes offered by the A-4U and talent recruitment through institutional missions, promotional events and fairs.</li> <li>- Creation of high-level contact networks through institutional collaborations with ICEX, embassies, the Cervantes Institute, and the Spain-India and Spain-China council foundations.</li> </ul>	
<b>Role of the strategic partners (aggregation)</b>	
<p>The involvement of the consortium's other member universities encourages reflection with regard to each member's goals and internationalization strategies and promotes both the exchange of information and best practices and the pooling and leveraging of institutional contacts. Additionally, it makes it possible to pool efforts aimed at international audiences and optimize the use of institutional resources.</p>	
<b>Most significant outcomes achieved</b>	
<ul style="list-style-type: none"> <li>- A-4U and UPF-specific framework agreements in India: Indian Institute of Science, Bangalore (IISc); Indian Institute of Foreign Trade (IIFT) in New Delhi; Indian Institute of Technology, Madras (IIT).</li> <li>- A-4U and UPF-specific framework agreements in Brazil: University of São Paulo (USP); University of Campinas (Unicamp); Pontifical</li> </ul>	

Catholic University of Rio de Janeiro (PUC Rio). These agreements were signed in addition to the existing agreements with the Getulio Vargas Foundation, the Brazilian Institute of Education and Research (INSPER), and the University of Brasilia (UnB).

- A-4U and UPF-specific framework agreements in Russia: the Higher School of Economics (HSE), in the field of social sciences; the St. Petersburg National Research University of Information Technologies, Optics and Mechanics (University ITMO), in the field of technology.
- A-4U and UPF-specific framework agreements in the Philippines: Ateneo de Manila University.
- A-4U framework agreements in South Africa: Stellenbosch University (SU); University of Pretoria (UP).
- New UPF-specific agreements in China: Hong Kong University (HKU); East China University of Political Science and Law (ECUPL). These agreements were signed in addition to the existing agreements with City University of Hong Kong (CityU), the Chinese University of Hong Kong (CUHK), the Beijing Foreign Studies University (BFSU), Nanjing University (NJU), and the Shanghai University of Finances and Economics (SUFU).
- A-4U framework agreements with leading Turkish universities: Sabanci University (SU); Boğaziçi University (BU).
- A-4U framework agreements with leading Iranian institutions: the Iranian Research Organization for Science and Technology (IROST); the K. N. Toosi University of Technology (KNTU).
- A-4U cooperation agreement with the Cervantes Institute and its global network of centres.
- Improvement of the English-language communication skills of the A-4U international committee's members.
- Establishment of contact with key representatives from the Indian education sector through participation in the Spain-India Council Foundation's 'Future Leaders' programme.
- Promotion of institutional and academic relations between research groups from the four universities and distinguished Indian and Russian researchers.
- Edulink 2012 project awarded for cooperation with South Africa.
- Founding, at the A-4U's initiative, of the Young European Research Universities Network (YERUN), a network of young European universities included on the QS Top 50 Under 50 ranking (January 2015).



*The YERUN network was founded in Brussels in January 2015*

### **Internationalization activities**

- Scientific mission to India in the field of technology (October 2012).

- Spanish Law Week in Russia (November 2012).
- Scientific mission from Russia in the field of technology and humanities (October 2012).
- Scientific mission from India (October 2012).
- Institutional mission to the Philippines (February 2013).
- Institutional mission to Turkey and follow-up visit (February and November 2013).
- Hispanic Cultures Week in Russia (September 2013).
- Two 'International Pitching' training sessions, in Madrid and Barcelona, aimed at improving communication skills with regard to giving presentations to an international audience (February 2014).
- Panel discussions, on 'The future of education: MOOCs, Internet platforms and online communities' and 'Teacher education', held at UPF, with the participation of leading Indian education professionals (July 2014).
- Institutional mission to Iran (November 2014).
- Follow-up visit to India and promotion and student recruitment at the FICCI Higher Education Summit and the European Higher Education Fair (November 2014).
- Presentation of the 2015 Erasmus Mundus mobility project for Russia and South Africa, as well as of the Strategic Partnership project, also within the context of the Erasmus Mundus programme, with the other YERUN universities (March 2015).
- Dissemination of the four universities' summer course offering through Cervantes centres around the world (May 2015).

**Most significant gaps between the initial goals and the outcomes achieved**

Depending on the country, the exact definition of the collaboration project and specific agreement can be subject to different levels of funding pressure; likewise, different specific steps may be required as part of the signing process, in keeping with the counterpart institution's organizational culture. The lack of funding for incoming students to Spain is an obstacle to enabling student mobility with India and South Africa.

<b>Strategic line</b>	<b>Improvements in teaching and adaptation to the EHEA</b>
<b>Action</b>	<b>A9: Promotion of postgraduate studies and creation of the Postgraduate and Doctoral Studies Office</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Benefit from a core management unit specialized in postgraduate and doctoral programmes.</li> <li>- Develop a specific learning and collaborative work environment (within the university's virtual campus) for master's degree and doctoral programmes.</li> <li>- Provide cross-disciplinary training for all doctoral students.</li> </ul>
<b>Initial goals set in the 2010 proposal</b>	
See previous section.	
<b>Summary of the work performed</b>	
<ul style="list-style-type: none"> <li>- The programme has been carried out in accordance with the proposed objectives. Over the last five years, the Postgraduate and Doctoral Studies Office was set up (2010) as the administrative unit responsible for managing master's and doctoral programmes, and, in 2011, the university's Board of Governors approved the Doctoral School's regulations. The school's steering committee was officially set up in July 2012. The Postgraduate and Doctoral Studies Office is the Doctoral School's management unit.</li> <li>- Over the 2012/13 academic year, all doctoral programmes were adapted to Spanish Royal Decree 99/2011; today, all doctoral programmes are fully adapted to this new regulation, at both the academic and administrative levels.</li> <li>- The Doctoral School's steering committee assessed the status of doctoral studies at UPF in January 2014 and approved a road map that included a study of the duration of doctoral programmes, the recognition of teaching and research staff in management and training activities, assessment of the results obtained by the university's PhDs, the suitability of the study spaces for doctoral students, and a review of the HR resources allocated to the management of doctoral studies.</li> <li>- In 2013, the university's Board of Governors approved the new regulations to govern university master's degree programmes, thereby enabling the programmes' adaptation to the terms of Spanish Royal Decree 1393/2007 and all subsequent amendments thereto.</li> </ul>	
<b>Role of the strategic partners (aggregation)</b>	
<ul style="list-style-type: none"> <li>- The creation of the Doctoral School has made it possible to strengthen the relationship with the CEI's strategic research partners (aggregation). Specifically, the Doctoral School's steering committee includes a representative of both the Centre for Genomic Regulation (CRG) and the Research Centre for International Economics (CREI).</li> <li>- The number of university master's degree programmes offered by the strategic partners (aggregation) has increased considerably. Over the 2014/15 academic year, a total of 26 such programmes were offered at UPF-affiliated centres (15 at the Barcelona School of Management/IDEC; 3 at the Barcelona School of Economics; 1 at the Elisava School of Design; 2 at the Tecnocampus; 3 at the Barcelona Institute for International Studies; 1 at the Mar Nursing School; and 1 at the School of International Trade).</li> <li>- Over the 2010-2015 period, UPF maintained its relationship with the Open University of Catalonia (UOC) with regard to the joint university</li> </ul>	

master's degree programme in Teacher Training for Secondary Education, Baccaulaureate and Professional Training.

### **Most significant outcomes achieved**

- Implementation of the new computer software for managing doctoral studies.
- Increase in the number of theses defended.
- New website for the doctoral programmes offered by the Doctoral School
- New enrolment website for master's degree and doctoral programmes.
- Good performance in the call for proposals for the Industrial Doctoral Studies grant programme sponsored by the Catalan government.
- Excellent response to Rin4 (Research in 4 Minutes), a competition for doctoral students intended to foster communication skills and promote the dissemination of research.
- Increase in the number of agreements signed for joint and double university master's degree programmes.
- Increase in the number of agreements for the joint supervision of doctoral theses.



*The rector of UPF with the participants and finalists of the first edition of Rin4, in which doctoral students have to present their research project in the record time of a maximum of four minutes*

### **Internationalization activities**

Together with the International Relations Service, support was provided to the university master's degree programme coordinators to implement international agreements leading to double and joint degrees.

The percentage of theses defended in English at the university, out of the total number of theses read, was more than 55% throughout the entire five-year period. In 2014, the figure was 63%.

### **Most significant gaps between the initial goals and the outcomes achieved**

The specialization in Mathematics for the university master's degree programme in Teacher Training for Secondary Education, Baccaulaureate and Professional Training has, since the 2014/15 academic year, been taught jointly by all the universities in the Catalan university system and has thus ceased to be part of the exclusive UPF-UOC master's degree programme offer.

<b>Strategic line</b>	<b>Improvements in teaching and adaptation to the EHEA</b>
<b>Action</b>	<b>A10: Plan to promote the UPF Group's postgraduate programmes</b>
<b>Objectives</b>	Enhance the national and international profile and visibility of the university master's degree programmes offered by the UPF Group.

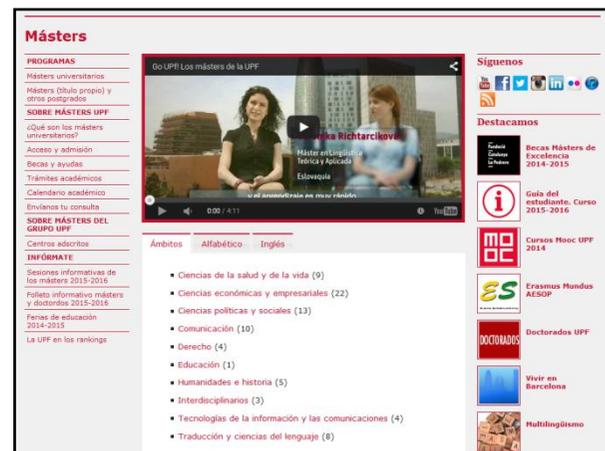
### Initial goals set in the 2010 proposal

See previous section.

### Summary of the work performed

The plan to promote the postgraduate programmes offered by the UPF Group (which includes all of the CEI UPF-Icària's strategic teaching partners (aggregation)) was launched in February 2012 with the organization of the **1<sup>st</sup> Meeting of UPF Group Postgraduate Promoters**.

Prior to that meeting, the meetings between the university and its strategic teaching partners had been few and far between and the joint communication efforts virtually non-existent. In this regard, **the joint preparation of the CEI UPF-Icària project helped to render these relations more fluid and to give rise to new joint initiatives**. Among these, special attention should be called to the development of a **single postgraduate website** (in three languages), featuring all the programmes offered by the group; the preparation and publication in September 2015 of a **joint catalogue** of all the partners' programmes (bachelor's degree, master's degree and doctoral degree); and joint attendance with all strategic partners, for the first time and via a single stand, of the **2015 Future Fair**, showcasing master's degree and doctoral programmes, in which more than 100 contacts were made and nearly 500 people served.



### Role of the strategic partners (aggregation)

These actions were made possible, in part, by the contacts initiated in 2011 between UPF and the respective heads of communication and marketing at the following strategic partners: Barcelona GSE, IBEI, IDEC, ESCI, Elisava, EUM and Tecnocampus.

### Most significant outcomes achieved

- Development of a single postgraduate website (in three languages), featuring all the programmes offered by the group.
- Preparation and publication in September 2015 of a joint catalogue of all the strategic partners' (aggregation's) programmes (bachelor's degree, master's degree and doctoral degree).
- Joint attendance by the strategic partners, for the first time and via a single stand, of the 2015 Future Fair showcasing master's degree and doctoral programmes.

**Internationalization activities**

Following the successful joint attendance of the Future Fair (Spain), the possibility of expanding the practice to include international fairs is being weighed.

**Most significant gaps between the initial goals and the outcomes achieved**

None are expected.

<b>Strategic line</b>	<b>Improvements in teaching and adaptation to the EHEA</b>
<b>Action</b>	<b>A11: Implementation of cross-disciplinary bachelor's degree programmes</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Offer comprehensive, versatile and interdisciplinary training.</li> <li>- Create new graduate professional profiles with a clear capacity to facilitate employment.</li> </ul>
<b>Initial goals set in the 2010 proposal</b>	
See previous section.	
<b>Summary of the work performed</b>	
<p>Within the framework of the CEI UPF-Icària project, and within the area of teaching and learning, an ambitious programme was created and carried out aimed at offering new, innovative, multidisciplinary and future-oriented curricula organized according to EHEA guidelines and adapted to society's needs.</p>	
<p><b>The following cross-disciplinary bachelor's degree programmes, in terms of both content and organization, have been implemented:</b></p> <ul style="list-style-type: none"> <li>- Bachelor's degree programme in Philosophy, Politics and Economics: This programme, created within the context of the A-4U project and offered for the first time in the 2013/14 academic year, is coordinated by UPF and includes internal mobility between the partner universities in Madrid and Barcelona, as well as international mobility options.</li> <li>- Special bachelor's degree programmes: <ul style="list-style-type: none"> <li>- Journalism (25% of the course load is drawn from the syllabi of other undergraduate programmes – in Economics, Political Science, Law or Humanities, depending on the chosen track);</li> <li>- Biomedical Engineering (interdepartmental).</li> </ul> </li> </ul>	
<p>Additionally, in the coming academic years, <b>new multi-disciplinary bachelor's degree programmes with a clearly international focus will begin to be offered</b>, including the:</p> <ul style="list-style-type: none"> <li>- Bachelor's degree programme in Bioinformatics (a joint initiative of UPF and Bioinformatics Barcelona, an institution backed by the Autonomous University of Barcelona (UAB), the Polytechnic University of Catalonia (UPC), UPF, and 11 research centres), to be taught exclusively in English and have a clear international focus, slated to be rolled out in the 2016/17 academic year.</li> <li>- Bachelor's degree programme in Global Studies: Global studies is a popular and well-established area of study in benchmark countries, such as the US. The programme will take an interdisciplinary approach to politics, international relations, contemporary history, communication in multicultural societies, international economics, and European and international law, incorporating a humanistic perspective that will make all lessons cross-disciplinary. Students will examine everything from the global to the specific and will analyse the interrelations between the various players in today's networked world. Expected to be launched in the 2016/17 academic year.</li> </ul>	

Another **example of a cross-disciplinary programme**, albeit not an official bachelor's degree, is UPF's Open Programme, a completely innovative initiative within the Spanish university system, involving a new means of admission to university aimed at students interested in multiple disciplines who would like to acquire a cross-disciplinary background before choosing the specific degree they wish to pursue.

#### **Role of the strategic partners (aggregation)**

- With regard to the bachelor's degree programme in Philosophy, Politics and Economics, the A-4U partner universities play an important role in all aspects of teaching and management, as they not only helped to design and launch the programme, but have also remained equally involved in all areas of decision-making over the course of the programme itself (e.g. in the award of Obra Social "la Caixa" mobility grants). Students' internal mobility between the A-4U universities bears witness to these universities' high level of engagement with the joint project.
- The bachelor's degree programme in Bioinformatics involves cooperation between UPF and Bioinformatics Barcelona, a joint initiative of UAB, UPC, UPF and 11 research centres.

#### **Most significant outcomes achieved**

The newly implemented bachelor's degree courses have achieved excellent results to date (2014/15):

- Bachelor's degree in Philosophy, Politics and Economics:
  - Admissions outcomes:
    - o Demand: average of 5.5 applicants listing the programme as their first choice per place offered.
    - o Minimum entrance mark: 11.9 out of 14.
  - Academic performance:
    - o Achievement rate (percentage of courses passed out of those taken): 85.9%.
- Special bachelor's degree programmes:
  - Journalism:
    - o Admissions outcomes: average of 4 applicants per place offered and minimum entrance mark of 11.5 out of 14.
    - o It has a graduation rate of 65% and an achievement rate of 90%.
  - Biomedical Engineering:
    - o Admissions outcomes: average of 1.4 applicants per place offered and minimum entrance mark of 11.1 out of 14.
    - o It has an achievement rate of 85%.



#### **Internationalization activities**

One of the main objectives of the new bachelor's degree programmes is to attract a high percentage of international students, as can be seen in both the programmes' curricular content and the use of English as the main language of instruction.

#### **Most significant gaps between the initial goals and the outcomes achieved**

No significant gaps have been detected.

<b>Strategic line</b>	<b>Improvements in teaching and adaptation to the EHEA</b>
<b>Action</b>	<b>A12: Bimodal teaching cooperation projects (UPF-UOC)</b>
<b>Objectives</b>	Establish a range of joint university degree programmes (undergraduate and postgraduate) with a bimodal format that can be adapted to suit different groups of students and their respective needs.
<b>Initial goals set in the 2010 proposal</b> See previous section.	
<b>Summary of the work performed</b> Since the 2009/10 academic year, UPF and UOC have jointly taught the university master's degree programme in Teacher Training for Secondary Education, Baccalaureate and Professional Training, with UPF as the coordinating university. Currently, the programme offers the following specializations: English, Natural Sciences (Biology and Geology; Physics and Chemistry), Vocational Training and Guidance, and Educational Orientation. In addition, since the 2013/14 academic year, both universities have participated in the Mathematics specialization (coordinated by UAB in conjunction with UB).	
<b>Role of the strategic partners (aggregation)</b> In addition to the master's degree programme in Teacher Training for Secondary Education, efforts have been made to promote cooperation between the two universities (and other partner universities) on the following master's degree programmes: <ul style="list-style-type: none"> <li>- University master's degree programme in Criminology and Criminal Justice System (UPF, University of Girona (UdG), UAB, UOC)</li> <li>- University master's degree programme in Computer Vision (UAB, UOC, UPC, UPF)</li> <li>- University master's degree programme in Wireless Communications (UPF, UPC)</li> </ul>	
<b>Most significant outcomes achieved</b> <ul style="list-style-type: none"> <li>- Implementation and consolidation of the UPF-UOC interuniversity master's degree programme in Teacher Training for Secondary Education. The programme is well regarded by secondary schools.</li> <li>- Implementation of joint master's degree programmes between UOC, UPF and other Catalan universities.</li> </ul>	
<b>Internationalization activities</b> Not applicable.	
<b>Most significant gaps between the initial goals and the outcomes achieved</b> The UPF-UOC interuniversity master's degree programme in Teacher Training for Secondary Education has been successfully consolidated, and participation in the Mathematics specialization (coordinated by UAB) and the other projects is proceeding apace. New means of collaboration are being studied.	

<b>Strategic line</b>	<b>Scientific improvement and knowledge transfer</b>
<b>Action</b>	<b>B1: UPF Research Park</b>
<b>Objectives</b>	<p>Serve as a benchmark institution in the field of research and knowledge transfer in the social sciences and humanities, bringing together in a single space university research groups, internationally renowned mixed centres, and prestigious institutions with a view to becoming a leading centre in southern Europe.</p> <p>The action consists in implementing and consolidating the park, which will provide a common physical environment to achieve the necessary critical mass.</p>
<b>Initial goals set in the 2010 proposal</b>	
See previous section.	
<b>Summary of the work performed</b>	
<ul style="list-style-type: none"> <li>- The action consisted of the construction of an 8,768 m<sup>2</sup> research building to form a part of the UPF Research Park.</li> <li>- The park already had one finished building, the <b>Mercè Rodoreda Building</b> (Wellington I), with a built-up area of 3,550 m<sup>2</sup>. The Wellington I building has been operational since July 2008 and houses several internationally renowned centres. <ul style="list-style-type: none"> <li>- The second building (Wellington II) is physically connected to the first. Together, they make up a scientific action unit insofar as they enable cooperation and exchange among the different research and knowledge transfer groups. <b>The building for which the grant was received</b> houses internationally acclaimed centres of excellence and UPF research groups, thereby bringing together in a single physical space a significant critical mass in terms of research, making it possible to work together, undertake interdisciplinary projects and become more competitive at the international level.</li> <li>- Future developments in the park will include the construction of a new building, Wellington III, to have a built-up area of 4,268 m<sup>2</sup>. This building will host the new head offices of the <b>Pasqual Maragall Foundation</b> for Research on Alzheimer's, a strategic partner (aggregation), as well as the future Barcelonaβeta Research Centre on neurodegenerative diseases. The foundation will invest a total of 14 million euros (7.5 million for construction work and installations and 6.5 million for the purchase of scientific equipment). The building and its equipment will be financed with the university's own resources and a credit from the Spanish Ministry of Health, Social Services and Equality. Work on the building is well underway, and it is expected to open its doors in July 2016.</li> </ul> </li> </ul>	

- With regard to the completed building, the coexistence in a single space of centres and groups specialized in a variety of disciplines will make it possible to address issues of societal interest, such as the design of dependency, equality, education, labour market, immigration and health policy from multiple perspectives. The lines of research deriving from these synergies will provide insight into social mechanisms and, therefore, should serve as a guide both for implementing public policy and for decision-making in economic and social matters. Additionally, attention should be called to the growing importance of the postgraduate programme, an area in which new ideas are stimulated, cutting-edge research is presented and discussed, and new lines of research are undertaken by doctoral students. Researchers and doctoral students in the area of the social sciences do not need laboratories, but rather individual and group work areas, seminar halls and classrooms in which to present and discuss the results of their research, where they can report on their progress to other researchers, including both postgraduate students and lecturers.
- The building has been equipped with appropriate spaces to enable these different activities: the classrooms have an amphitheatre format, well-suited to workshops, seminars and special sessions by guest lecturers, as well as to encouraging interaction between postgraduate students and lecturers. Smaller spaces have also been created, for subgroup discussions and smaller seminars, as well as different-sized work rooms, for the different postgraduate and doctoral groups linked to the UPF research centres and centres of excellence.



*From left to right, the UPF Research Park's three buildings: Wellington I (red), Wellington II (white) and, on the far right, a partial glimpse of Wellington III (under construction).*

### **Role of the strategic partners (aggregation)**

In addition to various UPF research centres, the UPF Research Park is also home to several strategic partners (aggregation) considered to be centres of international excellence in their own right, thereby enabling it to achieve an even greater critical mass in terms of research in the social sciences and humanities:

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

Barcelona GSE is an institution for scientific cooperation made up of four academic units: the UPF Department of Economics and Business, the UAB Unit of Economic Analysis, the Spanish National Research Council's (CSIC's) Institute for Economic Analysis, and the Research Centre for International Economics (CREI). Founded by Prof. Andreu Mas-Colell, its mission is to promote postgraduate education and cutting-edge research in economics, thereby strengthening the scientific action of all four academic units.

### **Research Centre for International Economics (CREI)**

The CREI is a research institute jointly sponsored by the Catalan government and UPF. It is headquartered at the UPF Research Park in Barcelona. Its research activities focus on international economics and macroeconomics, understood in the broadest sense.

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

The IBEI is an interuniversity institute co-founded in 2004 by five public universities in the Barcelona metropolitan area to promote postgraduate training and research in politics and international relations. The initiative was subsequently endorsed by five more institutions, which also believed in the institution's mission and the importance of its work, namely, to promote scientific knowledge with a view to fostering greater understanding of the global challenges facing governance in the world. The IBEI is a well-established centre and is highly acclaimed for its research at both the European and international levels.

### **Institute of Political Economy and Governance (IPEG)**

Founded in Barcelona in February 2013, the IPEG is a research centre that focuses on the interaction between politics (political regimes and institutions, political order and conflict, the clustering of preferences and interests) and economics (development, the economic cycle, redistribution and welfare). In addition to producing and disseminating research with an international impact, the IPEG's strategic objectives include fostering greater integration of the various parties involved in the social sciences in Barcelona, especially with regard to political science, economics, sociology and history.

### **JHU-UPF Public Policy Center**

The JHU-UPF Public Policy Center was co-founded by UPF and the US-based Johns Hopkins University (JHU). The centre will promote joint research projects and host international events. It will also offer face-to-face academic programmes and online programmes (with a face-to-face segment in Barcelona). The centre includes researchers from other of the CEI's strategic partners (aggregation), such as the Centre for Research in Environmental Epidemiology (CREAL) or the Barcelona City Council, through, for example, the Barcelona Public Health Agency (ASPB).

### **Pasqual Maragall Foundation**

The park's future will include the construction of a new building to house the **Pasqual Maragall Foundation** for Research on Alzheimer's, a strategic partner (aggregation), as well as the future **Barcelonaβeta Research Centre** on neurodegenerative diseases. Work on the building is well underway, and it is expected to open its doors in July 2016.

### **The Park is also home to the following research groups:**

- Experimental Economics Laboratory (LeeX)
- Research and Expertise Centre for Survey Methodology (RECSM)
- Centre for Research on Life Course Dynamics
- Interdisciplinary Research Group on Immigration (GRITIM)
- Health Inequalities Research Group (GREDS-EMCONET)
- Complexity and Socio-Ecological Dynamics (CaSEs)

At present, the shared space has achieved a critical mass of more than 300 researchers, 50% of whom are international.

### **Most significant outcomes achieved**

The UPF Research Park was brought online in 2014; since then, it has achieved excellent results in the Horizon 2020 programme. The integration in a single physical space of a critical mass of researchers and the visibility offered by the park have served as a plus that is reflected in the excellent performance of the various institutions it hosts in the first call for proposals under the Horizon 2020 grant programme. As of June 2015, and solely under this programme, the following funding had been obtained in the area of social sciences and humanities:

- 3 Marie Skłodowska-Curie grants for a total of €365,100.
- 1 ERC Starting Grant for the amount of €1,170,600.
- 3 ERC Consolidator Grants for a total of €3,820,000.
- 1 coordinated project (EURATOM) for a total amount of some €3,052,000.

Additionally, several existing prestigious centres have relocated to the park, such as Barcelona GSE and the CREI. It has managed to attract the IBEI and was instrumental in the founding and bringing to the Park of two new initiatives: the JHU-UPF Public Policy Centre and the Institute of Political Economy and Governance (IPEG).



*Professor Vicenç Navarro, Jaume Casals, the rector of UPF, and Dr Michael Klag, the dean of Johns Hopkins Bloomberg School of Public Health, at the inauguration of the JHU-UPF centre.*

**Internationalization activities**

The research park is home to multiple world-renowned centres that have made internationalization one of their hallmarks. In the social sciences, the strengthening of the postgraduate programme is of utmost importance.

To this end, attention should be drawn to the presence of two powerful postgraduate platforms:

- The highly internationalized postgraduate programme at Barcelona GSE, including master's degree programmes in Economics and Finance, Specialized Economic Analysis, and Data Science. By way of example, of the 218 students enrolled in the postgraduate programme in the last academic year, 85% were international, hailing from 52 countries. Likewise, some 75% of alumni (1,300) have found jobs outside of Spain. With regard to research, the centre has 162 researchers, of whom 81% hold a non-Spanish doctoral degree and 46% are of non-Spanish nationality. In the research rankings, Barcelona GSE is the top institution in the field of economics in Spain, one of the top 5 in Europe and one of the top 15 worldwide. The institution has also been designated a 'Severo Ochoa' centre of excellence.
- The IBEI's postgraduate offer, including 3 accredited master's degree programmes in the field of international studies: the master's degree programme in International Relations, the master's degree programme in International Security, and the Erasmus Mundus master's degree programme in Public Policy. Some 60% of the students are international, hailing from 35 countries. With regard to research, the institute has 25 researchers, of whom 60% are international.

Finally, mention should also be made of the work of the JHU-UPF Public Policy Centre. The centre is home to researchers from both sides of the Atlantic and focuses on three areas in particular: climate change, European integration, and economic and financial crisis. The agreement is the result of both institutions' desire to conduct public policy analysis (including economic, political, social, cultural, environmental and employment policy) in order to enhance the social welfare and quality of life of people who live in countries with varying degrees of economic development.

**Most significant gaps between the initial goals and the outcomes achieved**

No gaps have occurred and the projected goals have been fully achieved.

<b>Strategic line</b>	<b>Scientific improvement and knowledge transfer</b>
<b>Action</b>	<b>B2: Creation of a UPF-UOC interuniversity research centre on moral and political theory</b>
<b>Objectives</b>	Set up and consolidate a leading international centre in the field of global democracy and justice.
<b>Initial goals set in the 2010 proposal</b> See previous section.	
<b>Summary of the work performed</b> The two universities maintained senior-level institutional contacts to define a preliminary agreement to enable the creation of the interuniversity centre. Ultimately, the agreement was not possible due to the lack of targeted funding for the centre and the difficult economic situation in which the institutions leading the action found themselves. Therefore, efforts have been redirected towards other CEI actions. Nevertheless, within the context of these disciplines, a bachelor's degree programme in Philosophy, Politics and Economics has been launched, taught by A-4U alliance members in both Barcelona and Madrid. The programme is partially sponsored by Obra Social "la Caixa", which provides funding for mobility grants (see Action A11).	
<b>Role of the strategic partners (aggregation)</b> The action was not carried out.	
<b>Most significant outcomes achieved</b> The action was not carried out.	
<b>Internationalization activities</b> The action was not carried out.	
<b>Most significant gaps between the initial goals and the outcomes achieved</b> The action was not carried out. Efforts (and financial resources) were redirected towards other CEI actions. This notwithstanding, a joint bachelor's degree programme in Philosophy, Politics and Economics, offered by the A-4U member universities, was launched (see action A11).	

<b>Strategic line</b>	<b>Scientific improvement and knowledge transfer</b>
<b>Action</b>	<b>B3: Talent recruitment and transnational mobility project</b>
<b>Objectives</b>	The primary mission of this action is to promote talent recruitment and transnational mobility in a highly competitive environment characterized by a shortfall in resources and to do so in an innovative and appealing way. The initiative is aimed at internationally prominent researchers who have both the potential to become global leaders in their fields and an outstanding scientific track record and history of quality research and publications.
<p><b>Initial goals set in the 2010 proposal</b> See previous section. The project's operational goals for the next five years are as follows:</p> <ul style="list-style-type: none"> <li>- To promote the return and recruitment of researchers.</li> <li>- To encourage mobility among researchers to supplement their training and help them pursue an attractive career.</li> <li>- To hone researchers' skills and abilities.</li> <li>- To enter into agreements and partnerships with other institutions to ensure stable positions with internationally competitive salaries for researchers.</li> <li>- In the longer term (beginning five years from now), to increase the impact factors of the CEI's scientific output and improve its positioning, especially at the international level.</li> </ul>	
<p><b>Summary of the work performed.</b> The actions and work performed can be summarized as follows:</p> <p><b>HR work for the UPFellows international talent recruitment programme:</b> UPFellows is an ambitious programme for recruiting talent and promoting transnational mobility. It was created with a view to facilitating the pursuit of attractive careers for the most competitive Spanish and European researchers. UPFellows was awarded a competitive grant by the European Commission under the <b>COFUND programme, part of its 7<sup>th</sup> Framework Programme (FP7)</b>, to co-fund 40% of the programme's overall cost, or €2,193,175 out of a <b>total budget of €5,482,937</b>. This funding will enable the selection and engagement of 24 outstanding postdoctoral fellows by means of two competitive calls for applications. To raise awareness of the programme, a website was launched and an external company was engaged to design the marketing and dissemination material. The calls for applications were well planned and widely publicized. Among other channels, announcements were placed in academic journals and on select websites (e.g. the EC's Euraxess portal). The complete information can be found at <a href="http://www.upf.edu/upfellows">www.upf.edu/upfellows</a>.</p> <ul style="list-style-type: none"> <li>- The first call for applications, for a total of 12 vacancies, was published on 1 May 2013, with an application deadline of 1 July 2013. Ten candidates of different nationalities and specializing in different areas of knowledge were selected. The two positions that remained unfilled were re-offered in the second call. As of April 2015, three fellows had renounced their fellowships. The second call for applications, for a total of 14 places, was published on 14 March 2014, with an application deadline of 14 May 2014. Eleven candidates were selected, of whom</li> </ul>	

one declined the grant because he had received another offer. The other 10 candidates have all since taken up their positions.

- Authorization was requested from the EC to hold a third call for applications (to cover the vacancies and renunciations) and to extend the final period by nine months to 31 January 2019. It was granted.
- The third call for applications, for a total of six positions, was published on 20 February, with an application deadline of 20 April. The selection process was completed in late May and the six positions were filled with six candidates who will begin between June and October 2015. Thus, all of the offered positions have been filled.
- Finally, on 21 April 2015, the **Mid-Term Review Meeting for the UPFellows programme** was held. It was attended by a representative of the EC. The first part of the meeting consisted of a progress report on the programme by the UPF representatives. In the second part, the EC official interviewed the selected UPFellows without the presence of the UPF representatives. The results were quite positive and UPF was congratulated on its programme management.



#### **Incorporation of researchers through HR calls (Ramon y Cajal, ICREA, Marie Curie, etc.) at strategic partners (aggregation):**

- The university engaged in intense efforts to promote the return and recruitment of talent. To this end, it took advantage of the opportunities afforded by the most important HR calls in the field: Marie Curie at the European level, Ramón y Cajal at the national level, and ICREA at the regional level. The success with which these efforts met bears witness to the university's appeal and prestige among the researchers who choose UPF as their preferred workplace.
- In all, 53 postdoctoral fellows were engaged by strategic members (aggregation) in 2012, 58 in 2013, and 91 in 2014. The increase is mainly due to UPF's strong performance in the EU's Marie Curie programme, which accounted for 31 engagements over the 2012-2014 period (5 in 2012, 10 in 2013, and 16 in 2014), and to the fact that, unlike in 2012, when no such calls were published, both Ramón y Cajal and Juan de la Cierva calls were published in 2013 and 2014. It is also worth noting the good results achieved in the regional Beatriu de Pinós programme, under which UPF was awarded 10 grants in 2014 to contract researchers. Finally, the data include the 4 fellows engaged in 2013 and the 12 fellows engaged in 2014 through the UPFellows programme.

### **Human Resources Strategy for Researchers (HRS4R):**

- In January 2011, UPF officially endorsed the principles of the European Charter for Researchers and the Code of Conduct for their Recruitment, thereby becoming the only Spanish university to publicly endorse the Charter and Code to date.
- UPF and the Centre for Genomic Regulation (CRG) were members of the **third cohort of the Institutional Human Resources Strategy Group promoted by the EC for the purpose of implementing the Human Resources Strategy for Researchers** at the European level. In January 2012, they took part in the group's first meeting, which was held in Barcelona, at which the various phases of the HRS4R were explained. Following the meeting, they conducted a gap analysis and, based on the identified shortcomings, drew up a two-year action plan as part of the process of the internal HR strategy with the aim of improving the conditions for the recruitment, professional development and career opportunities of researchers who have already been contracted, or may be contracted in future, by the university's strategic partners (aggregation). The CRG presented its plan in late 2013, and UPF, in March 2014.
- **Both plans were approved, and the EC awarded both institutions the right to use the 'HR Excellence in Research' badge, identifying them as leading institutions in the area of HR in research.**
- Finally, different people from UPF and the CRG were invited to attend the second and third (and final) follow-up meetings on behalf of their institutions. The meetings were held in Louveigné (Belgium) on 4 and 5 February 2013 and in Heraklion (Crete-Greece) on 27 and 28 March 2014, respectively. The Louveigné meeting focused on the process of preparing the Action Plan, while the Heraklion meeting centred on the process of assessing the approved Action Plan, after which the institutions could choose to reapply for the badge. At the meetings, experiences were shared with other European universities and centres that have already earned the badge and are currently in the process of implementing the HRS4R.



### **Role of the strategic partners (aggregation)**

- The strategic partners played an active role in achieving the goals set for this action. For example, researchers from various strategic partners (the CSIC, the Municipal Institute of Medical Research (IMIM), the CRG, Barcelona GSE) participated as evaluators in the calls for applications for the UPFellows programme. Additionally, the CRG, which had managed a similar programme funded under the COFUND initiative in the past, offered its invaluable experience and assistance.
- With regard to the HR calls, the strategic partners shared talent recruitment strategies and worked together to optimize their performance in the various grant programmes (e.g. with the Marie Curie actions).
- Finally, as noted above, UPF and CRG were part of the third cohort of the Institutional Human Resources Strategy Group, in which they were able to work together and share their experiences to design their action plans. The fact that the two institutions had signed a strategic

partnership (aggregation) agreement facilitated this collaborative work and allowed them to share information.

#### **Most significant outcomes**

- Implementation of the **UPFellows programme**, which awards postdoctoral contracts to young researchers of any nationality working outside Spain, and closing of the negotiations to fund the programme under the EU FP7's COFUND scheme. The programme offers competitive three-year contracts with supplementary research grants (€3,000 a year) and travel allowances.
- Launch and execution of the **three calls for applications for the UPFellows programme** and incorporation of the chosen candidates, who are assigned a supervisor and required to draft a 'Career Development Plan'.
- **Mid-Term Review Meeting**. Recognition of the programme's good management and implementation by the EC, which conducted the mid-term review on 21 April 2015 at the UPF facilities. The review included interviews with some of the successful UPFellows candidates.
- **Incorporation of 202 postdoctoral research fellows** at various strategic partners (aggregation): 53 in 2012, 58 in 2013, and 91 in 2014.
- **Award of the 'HR Excellence in Research' badge** to UPF and the CRG, two of the CEI project's strategic partners, which have designed their own institutional HR strategies. Both institutions were moreover **members of the third cohort of the Institutional Human Resources Strategy Group promoted by the EC**, in which they were invited to participate by the Commission itself.

#### **Internationalization activities**

- Most of the activities for this action were carried out in an international context, as attracting talent involves recruiting the world's top researchers. To this end, the calls for applications for the UPFellows programme were open to researchers of any nationality, provided they met a strict mobility requirement (they could not have spent more than one of the last three years in Spain). They were moreover widely published through various international channels chosen for their importance in the area of knowledge in question (e.g. the journal *Nature*, which has a wide international circulation, Euraxess, etc.).
- With regard to the HR calls, many of the candidates (approx. 30%) were not of Spanish nationality.
- Networking and profile-raising, at both the European level and, through the participation in the third cohort for the Institutional Human Resources and Strategy Group and by earning the 'HR Excellence in Research' badge, the international one have helped to increase the project's internationalization and visibility.

#### **Most significant gaps between the initial goals and the outcomes achieved**

The UPFellows programme was successfully completed, although authorization had to be requested from the EC to hold a third call for applications in order to fill the places that could not be filled in the first two calls and to cover positions that had been renounced. Once the authorization had been obtained, the third call was completed without any gaps. The university expects to be able to implement the approved budget in full.

<b>Strategic line</b>	<b>Scientific improvement and knowledge transfer</b>
<b>Action</b>	<b>B4: Mobility programme for young PhDs within the framework of the A-4U</b>
<b>Objectives</b>	<p>Foster international academic excellence in the areas of academic career development and teaching and research staff mobility. To this end, the programme meets two objectives:</p> <ul style="list-style-type: none"> <li>- It promotes mobility among teaching staff by introducing selection methods more in keeping with those used at the most internationally prestigious universities.</li> <li>- It promotes excellence in the university's doctoral programmes, attracting students who choose mobility based on quality, regardless of future career options.</li> </ul>
<b>Initial goals set in the 2010 proposal</b>	
See previous section.	
<b>Summary of the work performed</b>	
<ul style="list-style-type: none"> <li>- In January 2008, the Autonomous University of Barcelona (UAB), the Autonomous University of Madrid (UAM), Carlos III University of Madrid (UC3M) and Pompeu Fabra University (UPF) signed a cooperation agreement under the name Alianza 4 Universidades (Alliance 4 Universities, A-4U), the aim of which was to foster mobility among lecturers and PhDs between the member institutions, promote projects within the framework of the European Higher Education Area (EHEA) and the European Research Area (ERA), and raise the international profiles of all four universities. Through this project, the four universities sought to consolidate their modernization in order to achieve their maximum potential and make the greatest possible contribution to a competitive, knowledge-based society and economy.</li> <li>- Since 2008, the A-4U has managed a joint mobility programme aimed at promoting the exchange of young PhDs among the Alliance's four universities and facilitating the exchange and transfer of knowledge among the universities of Madrid and Barcelona.</li> <li>- In the first joint call for applications, published in 2008, each university offered three fellowships for young PhDs from the other universities, for a total of 12 such positions. In the subsequent calls, the number of fellowships was doubled, with each university offering six contracts for two PhDs from each of the other three universities. In the 2011 call, greater emphasis was placed on fomenting exchanges between Madrid and Barcelona, with each university offering two fellowships for PhDs from each of the universities in the other city and two for researchers from other countries, one of whom was preferably to come from one of the A-4U's partner universities in India.</li> <li>- In the 2012 call, the programme's international dimension was strengthened, and PhDs from the A-4U's partner universities in India and Russia were given priority for the fellowships reserved for foreign researchers.</li> <li>- In the 2013 call, the mobility objective was maintained, but the number of contracts offered was reduced. Each university offered two contracts for PhDs from the universities of the other city and one for a young PhD from any other university.</li> </ul>	



- No call was published in 2014.

**Role of the strategic partners (aggregation)**

The A-4U is one of UPF's strategic partners, and it has been crucial to launching and managing the joint mobility programme to encourage the exchange of young PhDs between its member universities.

**Most significant outcomes achieved**

Within the framework of the programme for young PhDs, UPF has hosted a total of 30 postdoctoral fellows, 28 from the other A-4U universities and 2 from foreign universities (USA and India). The fellows have joined various areas in the Humanities, Economics and Business, Experimental and Health Sciences, Information and Communication Technologies, Law, Political and Social Sciences, and Translation and Language Sciences.

**Internationalization activities**

The programme has been open to young PhDs from the A-4U universities, regardless of nationality, since it was first launched in 2008. Moreover, in 2011, the programme was internationalized, and two fellowships at each university were reserved for foreign researchers from other countries, one of whom was preferably to come from one of the A-4U's partner universities in India. In 2012, Russia was also included as a potential country of origin for these fellows, following an agreement between universities in that country and the A-4U. Consequently, the two reserved fellowships were preferably to be awarded to young PhDs from either India or Russia.

**Most significant gaps between the initial goals and the outcomes achieved**

No gaps have been detected.

<b>Strategic line</b>	<b>Scientific improvement and knowledge transfer</b>
<b>Action</b>	<b>B5: A-4U European Office in Brussels (OPERA)</b>
<b>Objectives</b>	Creation, by the A-4U, of the Office for the Promotion of European Research Activities (OPERA), to position its member universities within the European Research Area (ERA) and EU strategy.
<p><b>Initial goals set in the 2010 proposal</b></p> <p>See previous section. The action also has the following operational objectives:</p> <ul style="list-style-type: none"> <li>- To further the interests of the A-4U member universities in the preparation and definition of EU R&amp;D and innovation policy and EU working programmes to promote R&amp;D and innovation.</li> <li>- To boost and enhance the leadership and participation of researchers from the A-4U member universities in European R&amp;D and innovation programmes.</li> </ul>	
<p><b>Summary of the work performed</b></p> <ul style="list-style-type: none"> <li>- Implementation of OPERA. In October 2010, the office, which is located in Brussels, engaged a director, who is tasked with identifying new political and funding opportunities of interest to the A-4U member universities and their researchers and representing the members' institutional interests before European organizations. UPF's strategic partners (aggregation) can also benefit from OPERA's activities.</li> <li>- OPERA coordinates its activities with EUROCIENCIA, UPF's office for European projects, on a permanent basis. Its main activities in Brussels are channelled and implemented through this latter office. Information flows easily in both directions to reach the main players and, in particular, researchers in order to promote their research projects.</li> <li>- OPERA has played, and continues to play, a prominent role with regard to anticipating opportunities for European funding and, especially, reporting on the new Horizon 2020 programme. All of this has allowed it to consolidate its role and strengthen its operational objectives. In late 2014, the office's original director voluntarily stepped down. She was replaced by Stefanie Ubrig in January 2015.</li> <li>- The UPF-A-4U collaboration takes place within the context of an <b>Action Plan</b> intended to increase the focus on actions of interest to UPF. The plan is updated annually and is accompanied by a roadmap including a series of progress indicators for each action. At the same time, UPF stays in permanent contact with OPERA through visits and/or meetings between the OPERA director and staff from the UPF project office, thereby enabling the two-way exchange of relevant information, whether in Barcelona or Brussels or remotely (via Skype). For one of the most recent meetings, the new director undertook a two-day visit to Barcelona to learn more about UPF's most active groups and set participation priorities.</li> </ul> <p>Among the actions carried out under the Action Plan, attention should be drawn to:</p> <ul style="list-style-type: none"> <li>- <b>Liaising</b> with the EC: OPERA set up a series of meetings and contacts with the EC for various purposes: preparation of proposals, submission of institutional initiatives, lists of experts, etc.</li> </ul>	

- Participation in **strategic European networks and networking initiatives**: Ongoing participation of OPERA in the Informal Group of RTD Liaison Offices (IGLO) and the European Regions Research and Innovation Network (ERRIN). In IGLO, OPERA participates in the following working groups (WGs) under a cooperation agreement with the Spanish Centre for Technology and Industrial Development (CDTI): the WG on Structural Funds, the WG on FP7 Implementation, the WG on Marie Curie Grants, and the WG on the European Research Council (ERC). OPERA moreover co-chairs the WG on Structural Funds.
- **Selection of research staff** to participate as experts, evaluators and in advisory groups.
- **Identification of consortia** seeking partners to participate in projects and identification of potential partners.
- Receipt of **newsletters** with key information for the design of short-, medium- and long-term actions and strategies.
- **Support for the organization of events and conferences**, within the framework of the standing A-4U/OPERA cooperation, hosted and/or sponsored by A-4U member institutions. Highlights in this area include:

#### **Conference: ‘Enhancing the Attractiveness of European Universities as a Destination for World-Class Researchers’**

The conference ‘Enhancing the Attractiveness of European Universities as a Destination for World-Class Researchers’ was held on 5 November 2012. The conference was sponsored by UPF in conjunction with the ERC within the framework of the standing cooperation with OPERA. The purpose of the event was to offer a platform for the discussion and exchange of ideas on strategies and good practices for retaining and attracting talent in a global world, encouraging competition and rewarding excellence.

The conference, conducted entirely in English, was held at UPF and featured European authorities, such as Dr Helga Nowotny, President of the European Research Council, or Dr Octavi Quintana, Director of the European Research Area; Spanish authorities, such as Ms Carmen Vela, Secretary of State for Research, Development and Innovation at the Spanish Ministry of Economy and Competitiveness (MINECO); and regional authorities, such as Dr Andreu Mas-Colell, Catalan Minister of Economy and Knowledge. More detailed information about the conference can be found at [www.upf.edu/ercday](http://www.upf.edu/ercday).

#### **Conference: ‘Discover, innovate, be global’**

This A-4U/OPERA initiative, hosted by UC3M and UAM, sought to bring industry and academia together at three events with a view to sounding out new opportunities for cooperation in the new European framework programme.



*Participants in the conference. From left to right: Helga Nowotny; Carmen Vela; Andreu Mas-Colell; Josep Joan Moreso, the rector of UPF; and Octavi Quintana.*

### **Workshop Mainstreaming Social Sciences and Humanities in Horizon 2020**

The Welsh Higher Education Brussels (WHEB) association and the A-4U, including UPF, which attended the preparatory meeting in July 2013, planned a workshop within the Universities sub-group of the ERRIN Innovation Funding working group that focused on the integration and mainstreaming of social sciences and humanities (SSH) and STEM in Horizon 2020. A core part of the workshop consisted of investigating how social scientists can work with their science, technology, engineering and maths (STEM) colleagues to build successful consortia. The event took place in November 2013 in Brussels and focused on the integration of SSH in the area of 'Active and Healthy Ageing'. The meeting provided an excellent opportunity for STEM and SSH researchers to come together to discuss best practice and potential collaboration in this area.

### **Role of the strategic partners (aggregation)**

OPERA is an A-4U initiative, and the A-4U, one of UPF's strategic partners (aggregation), was the primary party responsible for implementing and achieving the goals of this action. The collaboration of other strategic partners added value to the organization of certain events, such as the conference organized in conjunction with the ERC, on which these partners (e.g. the CRG, CREI or IMIM) collaborated and for which they played a decisive role.

### **Most significant outcomes achieved**

- Enhancement of the information on European funding for research and of the liaising with key EC players.
- 2012-2015 Action Plan, including annual road maps and the strategy for the main actions to be carried out.
- Proposed lists of experts from the research staff to participate, as experts, in evaluations, advisory groups, etc.
- Substantially improved rankings with regard to European funding. UPF ranks second among Spanish universities in terms of the absolute value of funding received under the FP7 (data from the CDTI, FP7). It also ranks third among Spanish institutions and first among Spanish universities in terms of the number of projects funded and funding specifically from the ERC's Ideas programme. **UPF currently receives nearly as much funding from Europe as it does from Spain. It is the only Spanish university to reach this major milestone.** Additionally, the CRG tops the rankings of research centres in terms of European research funding received.

### **Internationalization activities**

OPERA conducts its business in an international environment, as it was founded for the purpose of helping the A-4U member universities position themselves within the EU's 2020 strategy. As explained above, its activities are geared towards promoting internationalization and go beyond the Spanish context. In short, from the start OPERA has had an international focus and all the tasks included in its Action Plan are geared towards achieving this goal.

### **Most significant gaps between the initial goals and the outcomes achieved**

No gaps were detected in the progress on the objectives.

<b>Strategic line</b>	<b>Scientific improvement and knowledge transfer</b>
<b>Action</b>	<b>B6: Strategic Knowledge Transfer Plan</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Make the aggregation's knowledge and scientific capacity available to its social and business community and increase funding for R&amp;D and innovation activities.</li> <li>- Promote the commercialization of research results and foster an entrepreneurial spirit and technology and/or knowledge-intensive start-ups.</li> </ul>
<b>Initial goals set in the 2010 proposal</b>	
<ul style="list-style-type: none"> <li>- Identify and assess the technologies and knowledge with the greatest innovation and market potential.</li> <li>- Improve and strengthen the protection of the results of research conducted on campus.</li> <li>- Increase income from industrial property and operating licences for research results.</li> <li>- Increase companies' knowledge of and involvement in the funding programmes organized by different public authorities and encourage the submission of joint projects with research groups.</li> <li>- Increase the number of technology and/or knowledge-intensive start-ups.</li> <li>- Enhance the training and user-orientation of strategic partner (aggregation) staff involved in assessment and transfer activities.</li> </ul>	
<b>Summary of the work performed</b>	
<p>Within the activities included in the project, special attention should be called to the following:</p> <ul style="list-style-type: none"> <li>- <b>Identification and monetization of results:</b> Over the course of the project, the contract modules and several types of transfer agreements (licences, marketing agreements, NDAs, etc.) were completed for inclusion in the management tool. The process of identifying and protecting research results was standardized, the software registration process was improved, and licensing models were developed for marketing software that could potentially be of great interest to all of the strategic partners (aggregation). Finally, work began on the preparation of action frameworks for issues related to protecting research results and tech start-ups.</li> <li>- <b>Commercialization of research results:</b> Priority has been given to making regular visits to biotech and ICT companies with a view to increasing the cooperation between the university's research groups and industry. Despite the current economic context, neither the number nor the value of the contracts signed with companies has fallen, but rather both have remained stable since 2010. The decline in the indicators for the 2013-2014 period can be attributed to the contracts with non-profit organizations and government institutions. Revenue from licences and royalties gradually increased compared to previous years. Over the course of the project, UPF launched 24 spin-offs and start-ups, consolidated the coordination of the activities to promote entrepreneurship carried out in the university's different departments and units, and strengthened the cooperation between the strategic partners (aggregation)</li> <li>- <b>Promotion of knowledge transfer:</b> With the aim of making the strategic partners' (aggregation's) research more accessible to companies</li> </ul>	

and society at large, technologies and projects have been presented at different forums and congresses. In the area of communication, the information and content offered on the website continued to be improved. Additionally, work was completed on the online platform that will host the catalogue showcasing those results and technologies produced by any of the strategic partners that could potentially be brought to market. Efforts were also made to promote the strategic partners' communication and support tools, including the INNOinfo e-newsletter, which targets both entrepreneurs and researchers, and the CEI's social media accounts, where it currently has more than 870 followers on Facebook, 950 on Twitter, and 350 on LinkedIn.

- **Networking:** Cooperation was strengthened with the transfer and assessment units at other Catalan universities and in the respective communities of the strategic partners (aggregation). Previously launched activities related to networking and cooperation with organizations involved in transfer, assessment and start-ups were consolidated. Specifically, several cooperation agreements were signed with institutions from the investment, mentoring, biotech and e-commerce sectors. The investor network was expanded, and two investment forums were held, drawing 10 investment funds and business angel networks and featuring the presentation of various business projects linked to the different strategic partners (aggregation). Cooperation was likewise strengthened with business idea validation and coordination programmes coordinated by other organizations and public and private players, with a view to increasing the chances of success for CEI spin-offs and start-ups.
- **Entrepreneurship.** In 2011, UPF launched the **UPF Business Shuttle Incubation Spaces** for CEI start-ups and spin-offs, in collaboration with several of its strategic partners (22@Barcelona, Barcelona Activa, etc.). Various strategic partners put together a new lecture series called 'Tardes de Emprendimiento - UPF Business Shuttle' (UPF Business Shuttle Entrepreneurship Evenings). The series aims to foster an enterprising spirit within the UPF community and its strategic partners by facilitating the sharing of experiences and content of great interest to entrepreneurs. The university has consolidated its cooperation with its strategic partners (aggregation) on the organization of specific training opportunities for entrepreneurs (on finding funding, starting a business, negotiating with investors, etc.). It has also enhanced its communication with its strategic partners' researchers and entrepreneurs, launching the monthly newsletter INNOinfo and setting up various groups on social media (Facebook, Twitter, LinkedIn). For additional information on this action, see the 'Local, business and social community outreach' section of this report.

#### **Role of the strategic partners (aggregation)**

Over the course of the project, the university has strengthened its cooperation with several of its strategic partners in the area of knowledge transfer and entrepreneurship. Specifically, it has focused on:

- Improving knowledge transfer and coordination processes with its strategic partners (regulations governing intellectual property rights and tech start-ups, agreements for the joint ownership of results, cooperation agreements, etc.).
- Implementing and consolidating the advisory service for entrepreneurs from the university and its strategic partners.
- Designing and implementing a Knowledge Portal, intended to showcase the campus's technology offer and spin-offs (initially to focus on

UPF's output, it will gradually be expanded to include that of the other strategic partners as well).

- Improving the marketing of software-based technologies by preparing a set of software licensing models of great interest to most of the strategic partners due to their technological potential, e.g. in the open-source sector.
- Partnering with the 22@ District via the 22@Network business association through the creation of three new committees – on entrepreneurship, innovation, and cooperation between universities, technology centres and industry (the latter coordinated by UPF) – as well as with the municipal agency Barcelona Activa through the facilitation of the incubation spaces.

**Most significant outcomes achieved**

- Creation of the UPF Business Shuttle Incubation Spaces, which are now operating at full capacity and are home to nine companies spun-off by the university itself or its strategic partners (aggregation). The project's most significant milestone was the sale, in June 2012, of the spin-off IMM Sound, started by the Barcelona Media - Innovation Centre (BM), to Dolby Laboratoire.
- Finally, the most significant outcomes achieved by the strategic partners (aggregation) can be summarized as follows: the registration of a cumulative total of 73 patents and software copyrights, the signing of 65 licensing agreements, and the founding of 6 partially owned spin-offs and 18 start-ups.

**Internationalization activities**

Most of the patents filed for have been European and PCT and international extensions. The R&D contracts with companies and, especially, the technology licences and most of the transfer agreements (MTAs, confidentiality, etc.) were undertaken with international companies, which is consistent with the high level of R&D internationalization found at the various strategic partners (aggregation).

**Most significant gaps between the initial goals and the outcomes achieved**

None

<b>Strategic line</b>	<b>Comprehensive social model</b>
<b>Action</b>	<b>C1: UPF Alumni programme</b>
<b>Objectives</b>	<p>From the start, the programme has set itself the following objectives:</p> <ul style="list-style-type: none"> <li>- To develop a network of contacts among alumni themselves and between alumni and the university.</li> <li>- To keep members of the alumni community apprised of the latest developments and projects at the university.</li> <li>- To help promote alumni's careers, both in Spain and abroad, by offering the necessary tools (job bank, career guidance courses, mentoring, etc.).</li> <li>- To promote continuing education among alumni, working with different faculties and centres from the UPF Group to offer suitable postgraduate courses.</li> <li>- To transform the UPF alumni community into a leading group in the fields of social sciences, communication and biomedicine.</li> </ul>
<b>Initial goals set in the 2010 proposal</b>	
See previous section.	
<b>Summary of the work performed</b>	
<p>The UPF Alumni programme has focused its efforts on meeting its founding goals.</p> <p>The first, <b>tracking and recruitment</b>, has played a prominent role, and the following actions have been taken to achieve it:</p> <ul style="list-style-type: none"> <li>- Multiple telephone campaigns, carried out between 2010 and 2015, to track down the members of the earliest graduating classes. The most recent campaign was conducted in the context of UPF's 25<sup>th</sup> anniversary celebrations with the assistance of a call centre belonging to a company specialized in such campaigns.</li> <li>- Direct mailing campaign targeting the classes of 1992 to 2009 (January 2011).</li> <li>- Attendance of the graduation ceremonies for all CEI study programmes (since 2010), organizing the end of the event (glass of cava, music, and photo call) and facilitating online registration for UPF Alumni through the attendance form.</li> <li>- Presence and communication actions during the registration and welcome week for new students (encouraging new CEI UPF-Icària students to join the Alumni Friends programme via the registration website).</li> </ul>	
<p><i>Image from the meeting for members of the first graduating class in Law, held in December 2014.</i></p>	

- Participation in different university activities and fairs: UPFeina, the UPF Postgraduate Fair, the ESCI graduation ceremony, information sessions for students, the International Conference of Alumni Organizations (as founding members), etc.
- Class meetings at dinners organized by different study programmes intended to serve as platforms for networking and contact between both the alumni themselves and the alumni and the university.

Its main lines of action also include **communication** initiatives to keep alumni apprised of the latest developments in the programme and at the university itself.

- In 2010, a new, more intuitive and more contemporary website was rolled out. In 2012, the website was updated again, to enhance its functionality.
- Based on the responses to the survey conducted among all programme members in 2013, and on the conclusions derived from a study on a potential communication plan commissioned by the Foundation, the two newsletters (*UPFlaix* and the activities newsletter) were merged in order to concentrate all news in a single publication, including: alumni interviews, UPF and UPF Alumni activities, job offers, and lists of grants and scholarships.
- In 2012, the programme also launched a print magazine. It is sent to all programme members and has a circulation of 10,000. In December 2014, a special issue of the *upf.edu* magazine was handed out to recent graduates at the graduation ceremony.
- In 2011, the association created accounts on various social networks: Facebook, Twitter, LinkedIn and YouTube. It uses them to facilitate the dissemination of UPF Alumni announcements.

It likewise strives to help alumni with their **careers**:

- Career guidance, personal skills and job-searching activities, offered within the context of the UPF Skills programme in collaboration with the CEI's Career Services office.
- A new personalized career guidance service, launched in 2014, which PREMIUM alumni (UPF graduates who pay an annual fee) can use to



*The programme holds job fairs, such as UPFeina (see above), and actively participates in the graduation ceremonies for all CEI study programmes (see image below).*



help them define, orient or re-orient their careers.

- Strengthening of the job bank as one of the flagship services offered in the PREMIUM version of the programme.

The fourth objective involves promoting **continuing education** among alumni. This has been achieved by offering discounts on master's degree and postgraduate programmes at the CEI's different member institutions (IDEC, Barcelona School of Management, ESCI, etc.) and on language courses at the university. Finally, in order to better reward those alumni who pay an annual fee, in 2013, the *Avantatges UPF* (UPF Benefits) website was launched, offering more than 200 discounts at different companies.

#### **Role of the strategic partners (aggregation)**

- From the start, the Alumni programme has provided for the participation of the CEI's main institutions (ESCI and IDEC-BSM) in both its management bodies and the programme itself. Additionally, it signed an agreement with ESCI in 2011, and has undertaken one-off actions with IDEC, to offer the programme's services and activities to the other strategic partners as well, on a reciprocal basis.
- Likewise, it has sought to reach agreements with the postgraduate schools in order to offer programme members discounts on postgraduate and master's degree programmes with a view to encouraging alumni to pursue continuing education.

#### **Most significant outcomes achieved**

- The programme now has more than 11,000 members (9,800 alumni and 1,300 UPF 'Friends'), accounting for 30% of all UPF graduates. Of the total number of members, 824 have signed up for PREMIUM status, 78% more than in 2013.
- The last two dinners for the earliest classes were attended by 33% of class of '94 Economics and Business graduates and 50% of class of '94 Law graduates, respectively.
- Constant growth in the number of followers on social media.
- Nearly 80 career guidance activities offered through the UPF Skills programme, attended by 600 alumni, equal to 20% of the total number of 3,000 participants registered in the last academic year (2014/15).
- Some 50 alumni have taken advantage of the personalized career guidance service since it was launched in October 2014.
- As for the job bank, around 1,200 job offers are posted for alumni each year.

#### **Internationalization activities**

- Campaign to track down UPF alumni living abroad and compilation of an International Alumni directory, to serve as the seed for future international chapters. In all, the campaign located some 350 alumni, living in 46 foreign countries, who are members of the International Alumni Network.

#### **Most significant gaps between the initial goals and the outcomes achieved**

Future challenges will involve building on the groundwork that has been laid for a strategic fundraising plan targeting alumni in all areas of the CEI.

<b>Strategic line</b>	<b>Comprehensive social model</b>
<b>Action</b>	<b>C2: E-administration implementation project</b>
<b>Objectives</b>	Ensure students' and lecturers' right to conduct their business with the university online.
<p><b>Initial goals set in the 2010 proposal</b></p> <p>See previous section. This action also has the following strategic objectives:</p> <ul style="list-style-type: none"> <li>- Promote and establish channels for interoperability between universities, public authorities, and citizens in order to allow any citizen who so wishes to conduct his or her business with the university online.</li> <li>- Create a technologically and legally reliable environment that allows the different university groups to conduct their business with each other online.</li> <li>- Improve administrative management by automating the administrative procedures in all areas admissible by law.</li> <li>- Foster interuniversity cooperation on the joint development of an e-administration system.</li> </ul>	
<p><b>Summary of the work performed</b></p> <p>Promoting the e-administration model has involved adapting the existing management model to one based on the principles of simplification, standardization, efficiency and effectiveness that places users at the centre of administrative activity, offering them easily accessible, user-friendly and quickly processed services that are available 24 hours a day, 365 days a year, while at the same time maintaining the highest standards of excellence, quality and security.</p> <p>The implementation of e-administration marks a major cultural change, not only with regard to the paradigm shift it entails in the student-university relationship, but also, and especially, with regard to how it is managed. Universities have gradually evolved from a paper-based model to one based on digital documents and files, in which certain parts of the administrative procedure have been automated and interoperability is increasingly attainable.</p> <p>To achieve its goals, the university has carried out a wide range of actions with a view to facilitating its transition to this new administrative model. Indeed, promoting e-administration is one of its strategic goals. Accordingly, it has created an organic structure endowed with the necessary powers to implement it. Technological progress has made it possible to computerize many areas of management and to develop services in keeping with current regulations.</p>	
	
<p><i>In November 2014, UPF became the first Catalan university to use an electronic voting system, for its class delegate elections.</i></p>	

**Role of the strategic partners (aggregation)**

The work of the Consortium of University Services of Catalonia (CSUC) has been crucial to this project, in which UPF is moreover one of the most active institutions in terms of both meeting the proposed joint objectives and using the consortium services and implementing electronic procedures. Among others, UPF has used the following consortium services: the issue of digital certificates, the electronic registry platform, the digital evidence platform, the eArxiu digital archiving platform, and the electronic voting platform. It moreover plans to use the following additional services shortly: the centralized digital certificate platform and the interoperability platform.

**Most significant outcomes achieved**

The outcomes achieved fall into two categories: implemented tools and digitized processes.

- The main implemented tools include: the ID manager, the file processor, electronic records, the online office, the digitization tool, the signature module, the automated signature module, the digital evidence platform, the digital printing tool, the Port@firmas application (enabling digital signatures), and the document manager.
- The digitized processes include, among others: the request and issue of personal undergraduate, master's degree and doctoral transcripts; the issue of academic transcripts indicating class rank; the digital signing of transcripts; laptop loans; audiovisual equipment loans; the digital signing of master's degree transcripts; the digital signing of teaching and research staff contract renewals; the issue of teaching certificates; COFRE grant applications; and the digital signing of new teaching and research staff contracts.

**Internationalization activities**

Not applicable.

**Most significant gaps between the initial goals and the outcomes achieved**

Delay in the implementation of new procedures for various reasons, chiefly:

- Regulatory: changes in the law entailing the need to review the procedures and tools already in use.
- Technological: fairly immature software, especially that related to digital signatures.
- Organizational: fear of change on the part of some of the groups involved in the project.

<b>Strategic line</b>	<b>Comprehensive social model</b>
<b>Action</b>	<b>C3: Plan of Action for a Comprehensive Model of Student Participation</b>
<b>Objectives</b>	This action's mission is to ensure that students actively engage in university life by building an environment that makes it possible to work in an atmosphere of dialogue and cooperation while at the same time promoting comprehensive training for students. Participation is considered a key strategic line for promoting a sense of belonging and conveying values, as well as fundamental to producing good citizens and professionals.
<b>Initial goals set in the 2010 proposal</b>	
<ul style="list-style-type: none"> <li>- Strengthen the mechanisms for student representation and participation.</li> <li>- Facilitate dialogue between the student community and academic figures, bodies and authorities.</li> <li>- Promote the cultural, sport and social activities held on campus, in particular those organized by students themselves.</li> </ul>	
<b>Summary of the work performed</b>	
<p>In the area of student representation, efforts have been made to ensure students' effective participation. The university has considerably strengthened the mechanisms for student participation, offering assistance and support to student associations and stable groups; approving and implementing new Student Council regulations; holding electronic elections for class delegates and approving new regulations that strengthen students' position from an institutional point of view; and increasing student representation on committees and in the governing bodies, as well as on regional and national committees such as the Student Council for Catalan Universities (CEUCAT) and the Student Council for National Universities (CEUNE). All of these regulations were reformed by means of working groups that included students, and together they have enabled a qualitative increase in the university's information circuits, both horizontally (i.e. among students themselves) and vertically (i.e. between students and academic figures, bodies and authorities). The university likewise encouraged the use of social networks as key communication tools. In order to enhance student representatives' skills and abilities, the university has launched new activities, such as the <i>Aula de la Participació</i> (Participation Workshop) programme, designed to hone communication skills. It has also consolidated the UPF debate league model. Finally, the number of student-organized activities is constantly growing, in direct relation to the increase in the number of registered associations, the reactivation of the Student Council, and the greater efficiency of the communication and support resources and systems.</p>	
	 <p><i>The women's beach handball team, bronze medallists in the Spanish University Championship</i></p>

In the area of culture, the selection of activities intended to encourage participation was likewise considerably expanded, especially in the areas of dance, photography, cooking and music. To this end, the university has partnered with cultural organizations such as Teatre Lliure, Mercat de les Flors, Teatre Nacional de Catalunya, the Vila-Casas Foundation, Mercat del Born, Gran Teatre del Liceu, the María Canals Music Competition, Pastoral Universitaria, and the Vives University Network.

In the area of sport, the university has increased the number of training activities offered both on campus and through agreements with sport facilities. It has also increased the number of opportunities to compete, organizing the Barcelona University Leagues and participating in Catalan and Spanish university championships for both individual and team sports. The university moreover played an important role in the drafting of the Strategic Plan for Catalan University Sport and has joined the Catalan Network of Healthy Universities. Additionally, the Elite Athlete Programme currently receives

support from the Catalan High-Performance Centre (CAR).



*The UPF chorus performing at the 2014 Christmas party*



*Participants in the 2014/15 Debate League discussed whether the need for security justifies limiting freedom*

In the social arena, in keeping with the Social Responsibility Programme, volunteering opportunities have been expanded and volunteer programmes are now being offered in conjunction with the Canpedró Service Centre, AIESEC, AFEV, Fundación Servicio Solidario, the Jaume Bofill Foundation and IES Milà i Fontanals secondary school in Barcelona. The university continues to implement its Inclusion Plan with a view to achieving the full and real participation of students with disabilities and special needs; in recent years, it has supported actions to boost mobility among them, increase the number of internships available to them, and facilitate their job placement. It has also promoted knowledge of sign language by offering free courses in it. Over the 2014/15 academic year, an agreement was signed with the Catalan Directorate General of Correctional Services to organize sport and cultural activities.

**Role of the strategic partners (aggregation)**

- With regard to student participation, an agreement was signed with the Catalan Parliament to hold model parliament courses. The UPF Student Council has participated in both the CEUCAT and the CEUNE.
- With a view to encouraging participation in cultural activities, UPF has partnered with cultural organizations such as Teatre Lliure, Mercat de les Flors, Teatre Nacional de Catalunya, the Vila-Casas Foundation, Mercat del Born, Gran Teatre del Liceu, the María Canals Music Competition, Pastoral Universitaria and the Vives University Network. Agreements have likewise been signed to offer discounts and other benefits at more than 20 theatres, cinemas and museums.
- With regard to sport, UPF collaborates with the province of Barcelona's other universities on the Barcelona University Leagues. It also participates in Catalan, Spanish and European university championships for both individual and team sports. UPF's Elite Athlete Programme receives support from the Catalan High-Performance Centre (CAR). It currently has agreements with more than 30 sport facilities to offer discounts and other benefits.
- It offers volunteering programmes in conjunction with the Canpedró Service Centre, AIESEC, AFEV, Fundación Servicio Solidario, the Jaume Bofill Foundation and the IES Milà i Fontanals secondary school in Barcelona. Over the 2014/15 academic year, an agreement was signed with the Catalan Directorate General of Correctional Services to organize sport and cultural activities.
- Finally, the campus offers more than 1,900 places in student housing through agreements with 10 university halls of residence.

**Most significant outcomes achieved**

Highlights include the following:

- Strengthening of the role of student delegates.
- New Student Council regulations.
- New regulations governing student delegates for UPF undergraduate programmes and the holding of electronic elections to choose them (50% of delegates are women).
- Some 90% of the positions reserved for students on specific, statutory and sectorial committees, as well as in the university's various governing bodies, have been filled.
- New regulations governing UPF student associations.
- Development of websites and social networks to encourage student participation.
- Creation of online institutional workshops for delegates and representatives to the governing bodies.
- Organization of the 'Semana del Parlamento Universitario' (University Parliament Week).
- Organization of the UPF Debate League and the secondary school and baccalaureate league.
- Consolidation and dissemination of UPF's *Aula d'Escena* (Stage Workshop) programme.
- Creation of *Àgora Teatral UPF* with Mercat de les Flors.

- Holding of new cultural facilitation courses.
- Consolidation of the UPF Battle of the Bands.
- Organization of the Barcelona University Leagues.
- Consolidation of the women's sport teams.
- Consolidation of the Elite Athlete Programme (which benefits nearly 50 students).
- Holding of the UNIRUN interuniversity race (with more than 2,500 runners).
- Promotion of sport activities (more than 1,100 participants last year).
- Membership in the Catalan Network of Healthy Universities and establishment of Health Week.
- Support for more than 85 students with disabilities.
- Completion of the efforts to ensure the information accessibility of the Ciutadella campus auditorium.
- Launch of the Volunteering and Participation workshops.
- Publication of the study 'La participació estudiantil a la UPF' (Student participation at UPF).
- Promotion of six UPF-sponsored volunteering programmes.
- Increase in the number of places available at university halls of residence (1,929 in all).

#### **Internationalization activities**

In addition to the special welcome sessions for foreign students, which include specific information on the university's academic and extracurricular activities, attention should be called to the following:

- In the collaborative context of Catalan university-level sport, in the 2014/15 academic year, an international sport day was held in Turin.
- Grants for 10 international volunteering projects in the 2014/15 academic year. In this regard, it should be noted that some registered student associations are oriented towards international students and broaden their scope of action with international projects.
- Volunteering projects designed to encourage international student participation (learning support in English).
- Sport and cultural activities have been defined as tools to integrate international students.

#### **Most significant gaps between the initial goals and the outcomes achieved**

No significant gaps were observed; however, the following challenges will need to be addressed in future:

- The new higher education model leaves students little time for active participation in extracurricular activities. Therefore, efforts must be made to make it easier for students to balance their academic life with participation.
- At present, the Student Council still focuses more on student representation than on organizing activities.
- Greater efforts must be made to strengthen the representativeness and recognition of students' elected representatives and to make information about the university's governing bodies and means of participation even more accessible. Likewise, greater emphasis must be placed on actions intended to promote participation among women, especially in the sphere of formal student representation.

<b>Strategic line</b>	<b>Community outreach</b>
<b>Action</b>	<b>Actions undertaken to consolidate a campus integrated with its local and business communities</b>
<b>Objectives</b>	Consolidate an urban campus, closely tied to the city of Barcelona, that is fully integrated in its regional and business communities.

**Initial goals set in the 2010 proposal**

The information in the section on ‘Local and business community outreach’ was first requested in the 2012 progress report. (This information was included in the section ‘Comprehensive social model’ in both the 2010 project report and the 2011 progress report.) Therefore, this section does not include actions for which funding was requested. However, it does list other actions carried out to strengthen the campus’s ties with its community, primarily in relation to three main action lines: the UPF Business Shuttle Incubation Spaces, the initiatives to facilitate employment for graduates, and the activities carried out in the 22@ district, aimed at reinforcing the district’s positioning as a knowledge cluster. With all of these lines, UPF has worked closely with its strategic partners (aggregation).

**Summary of the work performed**

**UPF Business Shuttle Incubation Spaces:** In 2011, UPF reached an agreement with Barcelona Activa, one of its strategic partners (aggregation), to participate in the Barcelona City Council’s business incubator programme. The goal was to promote the establishment of a business incubator to foster collaboration among various actors (universities, vocational schools, venture capital firms, etc.). Under a cooperation agreement signed on 16 May 2011, UPF manages a floor of the incubator (290 m<sup>2</sup>), known as the UPF Business Shuttle Incubation Spaces, at the Almogàvers Business Factory building in Barcelona’s 22@ innovation district.

As of June 2015, the spaces were wholly occupied by spin-offs and start-ups resulting from research conducted at the university and some of its strategic partners (aggregation), primarily, the CRG and IMIM. Moreover, the facilities have witnessed their first turnover, whereby young companies that had completed the maximum three-year stay in the spaces moved on to make room for new initiatives. In all, 16 business start-ups have been incubated in the spaces over the course of the project.



*Façade of the Almogàvers Business Factory building, home to the UPF Business Shuttle Incubation Spaces*



*The Poblenu Talent Platform is a new specialized job forum, specifically aimed at current students and graduates of programmes in communication, translation and applied languages, and engineering*

**UPF** workshop at the CEI, consisting of an interactive company presentation, a session on how to prepare a good CV, and a select seminar for 40 students and alumni who have been pre-selected by the company itself. Similarly, the renowned chef Ferrán Adrià recruited students (7 out of 10) from the different strategic partners (aggregation) for his Bullipedia project at a conference jointly organized by the CEI and Telefónica's Talentum Startups programme. The CEI has also implemented a **personalized career guidance service** via an agreement with the Catalan Employment Service and the Catalan Secretariat for Universities. Over the course of the agreement's first year, 300 people participated in some sort of group or individual guidance activity. Additionally, within the framework of the agreement signed by the CRUE, Banco Santander and the Spanish Federation of Small and Medium-sized Enterprises (CEPYME), more than 100 **grants** have been processed over the last three years for students seeking to undertake paid professional internships at any of the project's participating companies. Finally, attention should be called to the **company visits** to the CEI, such as that jointly organized with the Catalonia Business Owners Foundation (FemCAT), during which 20 business owners visited the facilities and projects underway with a view to promoting joint ventures between companies and the institution.

**Employment:** Among the many actions taken by the campus to facilitate employment for its graduates, attention should be called to the annual **UPFeina** job fair (a generalist forum aimed at all industries and students, the tenth edition of which was held in 2014) and the second **Poblenu Talent Forum** with companies, especially aimed at students and graduates of communication, translation and applied languages, and engineering programmes. The university has likewise implemented an annual programme of career guidance and professional development activities consisting of four blocks: career guidance, developing and acquiring new skills, active job searching tools and techniques, and support for entrepreneurship.

This activity programme, called **Skills UPF**, is especially intended for final-year students and alumni from all areas of study. Some 75% of the activities are taught by companies seeking to recruit talent at the university. In this regard, the interaction with the local community is clear. By way of example, each year Google holds the **Google Day at**

**The 22@ Project** is the largest urban transformation project to be undertaken in Barcelona in recent years. Promoted by the Barcelona City Council, one of the CEI UPF-Icària's strategic partners, the project aims to revitalize a former industrial district as part of an effort to design a new model of city that concentrates universities, businesses, public bodies, and leading scientific and technology centres in a single area.

With a view to boosting economic activity and innovation in the area, three working and networking committees have been set up with the direct involvement of various strategic partners (aggregation). Likewise, in the last two years, a series entitled 'Mujeres en valor' (Valuing Women) has been offered to encourage reflection on the career obstacles women face and the consequences thereof for companies, organizations and society at large.



*Some of the companies in the innovation district with which the CEI maintains relations*

### **Role of the strategic partners (aggregation)**

- First, in the case of the UPF Business Shuttle Incubation Spaces, the enthusiasm and leadership of the Barcelona City Council (through an agreement with Barcelona Activa) was crucial to managing the incubator. Likewise, the very coexistence of these organizations in a single space fosters the synergies between them. Finally, the 16 business initiatives resulting from the research conducted at the university and its strategic partners that have been incubated in these spaces so far are as follows: Voctrolabs SL, RoomTab SL, The Data Republic, PayRandom, qGenomics, The Crowd of Monsters, LOGIM Solutions SL, MLAB, Chemotargets, vitacare, Mobile Media Content, ASCIDEA, iWanna.travel, Eodyne Systems SL, ZANK and Washrocks.
- Second, numerous companies participate in the job forums held on campus, both as sponsors of the event and with stands. The most recent sponsors, which change each year, include companies such as Janssen, EY, Deloitte, PwC and La Vanguardia, among others. Participants in the last few editions include companies from the CEI's knowledge areas (Cuatrecasas, KPMG, Seat, Lidl, Uría Menéndez, Mango, Nestlé, Everis, BBVA, Roca Junyent, etc.). Moreover, with a view to expanding the number of target industries and reaching students and alumni from all study programmes, recent editions have given priority to tech companies. In this regard, 21 companies from the tech industry were contacted within the context of the Poblenou Talent Forum, including, among others, Google, HP, Microsoft, Ogilvy and TV3.
- Finally, the 22@ project's mission is precisely to generate synergies among the various organizations present in the district. Likewise, some of the activities that it promotes are organized by the 22@Network, an association of businesses and institutions and one of the CEI's strategic partners (aggregation).

**Most significant outcomes achieved**

- Consolidation of the UPF Business Shuttle Incubation Spaces: Full occupancy of the incubation spaces.
- In 2014, the university held the tenth edition of the UPFeina job forum, with the participation of 60 companies and 4,000 students and alumni. The participating companies were from a wide variety of industries, although most provided business services (auditors, consulting firms, ICT companies and law firms, among others). The inclusion of two new activities in the forum (elevator pitches, in which companies have two minutes to present themselves, and talent speed networking, in which individual students interview briefly with several different companies in quick succession) boosted participant satisfaction scores and improved the outcomes achieved (increased recruiting, enhancement of the selected profiles and, in short, higher employment rates for our students and alumni).
- More than 20 companies from the communication, ICT and translation industries participated in the new specialized Talent Forum, interacting with some 200 students and alumni.
- The professional skill-building programme Skills UPF offers more than 80 activities over the academic year, attracting an average of 3,000 participants (out of a total population of 12,000) a year. Of these, some 70% are students and 30% are alumni.
- The Banco Santander grant programme, in which the CEI has participated four times, has allowed more than 50 companies to recruit the talent made available by the CEI for their activities.
- Among the enterprise chairs managed over the last five years, attention should be drawn to the following: the Bancaja Chair (2008-2010), the Grünenthal Chair (sponsored by Grünenthal Pharma, from 2010-2012), the Telefónica Chair (2013), and the Obra Social "la Caixa" Social Diversity Chair (2011-2016).
- Creation of three work committees in the 22@ district with the direct involvement of strategic partners (aggregation): the Entrepreneurship Committee, the Universities and Technology Centres Committee, and the Talent and Human Resources Committee.
- Implementation of the 'Mujeres en valor' (Valuing Women) series to encourage reflection on the career obstacles women face and the consequences thereof for companies, organizations and society at large.

**Internationalization activities**

The CEI has initiated an international prospecting process, contacting multinational companies in conjunction with the project's strategic partners. Additionally, the content of the career and job forum websites has been translated to English. With regard to the fair, in 2013, for the first time ever, a foreign company participated in the fair. That same year, it recruited five UPF graduates for its team. In 2014, this company, First Derivatives, participated again, together with three other companies: Netcentric, Tyba and King. At the same time, efforts are being made to increase international prospecting in order to attract overseas job offers.

**Most significant gaps between the initial goals and the outcomes achieved**

The holding of the specialized job forum (Poblenou Talent Forum) was not included in the initial project report. Separately, the economic context has hindered the completion of certain urban development projects in the 22@ district.

**Table II. Main outcomes achieved**

<b>Outcome No.</b>	<b>Strategic line</b>	<b>Description</b>	<b>Format</b>	<b>Date achieved</b>
1.	Improvements in teaching and adaptation to the EHEA	MOOCs: strategic definition, management, planning and follow-up.	Document, computer application, website	2014/15 academic year
2.	Improvements in teaching and adaptation to the EHEA	Quality assurance activities for postgraduate (master's degree and doctoral) programmes.	Document	2013/14 academic year
3.	Improvements in teaching and adaptation to the EHEA	Incorporation of anti-plagiarism software in the Aula Global platform.	Aula Global	September 2012
4.	Improvements in teaching and adaptation to the EHEA	Implementation of a universal tutorial programme.	Regulations	July 2013
5.	Improvements in teaching and adaptation to the EHEA	Development of a website with resources for students and tutors. The ACTE-Student website is complete, and the ACTE-Tutor website is under construction.	Computer application	July 2013
6.	Improvements in teaching and adaptation to the EHEA	Creation of a mentoring programme for the Faculty of Economics.	Training programme design	January 2013
7.	Improvements in teaching and	Pilot test of a management and promotion scheme for external academic internships in conjunction with the Catalan government and the General	Document	June 2013

	adaptation to the EHEA	Council of Catalan Chambers of Commerce.		
8.	Improvements in teaching and adaptation to the EHEA	Signing of more than 2,000 university-industry framework agreements for external academic internships.	Documents	May 2015
9.	Improvements in teaching and adaptation to the EHEA	Improvements in the library management programme: implementation of loan-history and wish-list features.	Website	2013/14 academic year
10.	Improvements in teaching and adaptation to the EHEA	Improvements in the library management programme: implementation of a new reference manager (Mendeley).	Website	2013/14 academic year
11.	Improvements in teaching and adaptation to the EHEA	Integration of the Barcelona Centre for International Affairs (CIDOB) library and other donated book collections into the UPF Library.	Website	Annual
12.	Improvements in teaching and adaptation to the EHEA	Scientific Output Portal: roll-out of new features.	Website	Annual
13.	Improvements in teaching and adaptation to the EHEA	Implementation of the second stage of the Plan of Action for Multilingualism (PAM) - Horizon 2017.	Redrafting and approval of the PAM.	In progress; expected to be completed in the 2015/16 academic year
14.	Improvements in teaching and adaptation to the EHEA	Consolidation of a specific language policy for undergraduate programmes, in keeping with the guidelines of the Interuniversity Council of Catalonia (CIC) in this area and based on the use of English as the primary foreign language.	Document	July 2013
15.	Improvements in teaching and	Approval of the Multilingualism Support Programme (Catalan) and of the programme for the certification of teaching staff's language skills.	Document/regulations	July 2013

	adaptation to the EHEA			
16.	Improvements in teaching and adaptation to the EHEA	Updating and enhancement of the language website in all three languages.	Website	Annual
17.	Improvements in teaching and adaptation to the EHEA	Publication of the call for applications for postdoctoral fellowships aimed at attracting research talent from the BRICS countries and, specifically, from partner universities, thereby opening up opportunities for cooperation on projects.	Website	2011 and subsequent calls
18.	Improvements in teaching and adaptation to the EHEA	UPF 'International' portal, with information for various profiles and data on the university's international partnerships and cooperation activities.	Website	September 2013
19.	Improvements in teaching and adaptation to the EHEA	UPF International Days international mobility fair for UPF and international students.	Event	November 2012 and subsequent years
20.	Improvements in teaching and adaptation to the EHEA	Mobility grant programme for research and teaching staff.	Document	October 2012 and subsequent calls
21.	Improvements in teaching and adaptation to the EHEA	Membership in the Europaeum association.	Document	October 2012
22.	Improvements in teaching and adaptation to the EHEA	Founding of the Young European Research Universities Network (YERUN).	Document	January 2015
23.	Improvements in teaching and adaptation to the	UPF International Experience: administrative and service staff mobility programme.	Document	2014 and subsequent calls

	EHEA			
24.	Improvements in teaching and adaptation to the EHEA	UPF Global Network Initiative: launch of new double degree programmes.	Website and documents	2015
25.	Improvements in teaching and adaptation to the EHEA	UPF Global Network Initiative: Erasmus Mundus Action 2.	Document	2014 and subsequent calls
26.	Improvements in teaching and adaptation to the EHEA	A-4U International and UPF Global Network Initiative: CEI UPF-Icària-specific agreements with the BRICS (Brazil, Russia, India, China and South Africa) and other emerging countries, especially Turkey, the Philippines and Iran.	Documents	2012/13 and subsequent academic years
27.	Improvements in teaching and adaptation to the EHEA	Approval of the new regulations for the joint supervision of doctoral theses.	Regulations	June 2013
28.	Improvements in teaching and adaptation to the EHEA	Approval of the new regulations for doctoral studies.	Regulations	June 2012
29.	Improvements in teaching and adaptation to the EHEA	Development of the Doctoral School website.	Website	June 2013
30.	Improvements in teaching and adaptation to the EHEA	Participation by the strategic partners (aggregation) in postgraduate fairs.	Fairs	2012/13 and subsequent academic years
31.	Improvements in teaching and adaptation to the EHEA	Implementation of the bachelor's degree in Philosophy, Politics and Economics, an interdisciplinary programme to be jointly offered with the other member universities of the A-4U alliance.	Curriculum	2013/14 academic year

32.	Improvements in teaching and adaptation to the EHEA	Promotion of interuniversity cross-disciplinary undergraduate programmes.	Curricula	2011/12 academic year
33.	Improvements in teaching and adaptation to the EHEA	Implementation of UPF-UOC teaching cooperation programmes.	Curricula	2010 and subsequent years
34.	Scientific improvement and knowledge transfer	Implementation of the UPF Research Park.	Inauguration ceremony	November 2014
35.	Scientific improvement and knowledge transfer	Founding and establishment of the Johns Hopkins-UPF Public Policy Center in the new UPF Research Park.	Cooperation agreement	November 2014
36.	Scientific improvement and knowledge transfer	Founding of the Institute of Political Economy and Governance, a research centre set up as a foundation, resulting from the cooperation between UPF, Barcelona GSE, and Obra Social "la Caixa".	Cooperation agreement	July 2012
37.	Scientific improvement and knowledge transfer	Agreement to locate the Pasqual Maragall Foundation for Research on Alzheimer's on the UPF campus.	Agreement	February 2012
38.	Scientific improvement and knowledge transfer	Adhesion of the Centre for Research in Environmental Epidemiology (CREAL) to the university as a university research institute.	Resolution of the Board of Governors	June 2012
39.	Scientific improvement and knowledge transfer	Improved results under the FP7: - <b>UPF received 10% of all funding awarded to Spanish universities under the FP7 and thus continues to rank second among Spanish universities.</b> - <b>The volume of funding received under the FP7 is equal to that obtained under the Spanish national plan: UPF is the only Spanish university to have achieved this milestone.</b>	Document (2013 Report by the Spanish Secretary General for Science, Technology and Innovation and 2014 data from the CDTI)	2013 and 2014 (final year of data for the FP7)
40.	Scientific	Negotiation and implementation of the UPFellows programme.	Document and	May-June 2013

	improvement and knowledge transfer		website	
41.	Scientific improvement and knowledge transfer	Management of the three calls for applications for the UPFellows talent recruitment programme: selection and incorporation of candidates. - First call: published on 1 May 2013, with an application deadline of 1 July 2013. - Second call: published on 14 March 2014, with an application deadline of 14 May 2014. - Third call: published on 20 February 2015, with an application deadline of 20 April 2015.	Website	From May 2013 to June 2015
42.	Scientific improvement and knowledge transfer	Institutional strategy for participation in Horizon 2020 (Horizon 2020 Strategic Plan). Funding was obtained through the first edition of the 'Europa Redes y Gestores' (Europe Networks and Managers) grant programme to promote institutional strategy activities.	Document	From October 2013 to September 2016
43.	Scientific improvement and knowledge transfer	Strengthening of onsite services for the management and promotion of research: coordination between the campuses' offices/structures and the central structures with a view to achieving greater flexibility, simplifying the system and heading off problems.	Three research offices in operation.	January 2014
44.	Scientific improvement and knowledge transfer	2013 edition of the A-4U postdoctoral fellowships programme. Publication of the call for applications.	Document	June 2013
45.	Scientific improvement and knowledge transfer	Action plans for participation in the FP7/Horizon 2020 programme (road maps and incentive strategy to encourage participation). The action plans are reviewed and revised in the final quarter of each year with a view to improving the planning and implementation of activities.	Document	December 2011 (first version) December 2014 (final version) Revised annually
46.	Scientific improvement and knowledge transfer	Engagement of a new director for the OPERA office in Brussels in January 2015.	Engagement	January 2015
47.	Scientific improvement and knowledge transfer	15% of all 'Severo Ochoa' centres of excellence are CEI members.	Credential	October 2012
48.	Scientific	One of the CEI's member departments awarded the 'María de Maeztu' unit of	Credential	April 2015

	improvement and knowledge transfer	excellence distinction.		
49.	Scientific improvement and knowledge transfer	UPF granted the right to use the 'HR Excellence in Research' badge by the European Commission.	Credential	April 2014
50.	Scientific improvement and knowledge transfer	List of experts for Horizon 2020 Advisory Groups. A strategy was designed and implemented to identify and submit a prioritized list of experts to participate in the EC's Advisory Groups, which are expected to play a key role in the Horizon 2020 strategy.	Document	April 2013
51.	Scientific improvement and knowledge transfer	Conference with the European Research Council (ERC): 'Enhancing the Attractiveness of European Universities as a Destination for World-Class Researchers'.	Institutional event	November 2012
52.	Scientific improvement and knowledge transfer	Workshop (Brussels): 'Mainstreaming Social Sciences and Humanities in Horizon 2020'.	Workshop	November 2013
53.	Scientific improvement and knowledge transfer	Design of a 'Knowledge Portal' website to showcase the university's scientific output and technology resources.	Websites	June 2013
54.	Scientific improvement and knowledge transfer	Organization of the lecture series 'UPF Business Shuttle Entrepreneurship Evenings'.	Launching of lecture series	October 2012
55.	Comprehensive social model	Organization of courses/workshops/sessions on career guidance, finding a job, and professional development.	Activities	2012/13 and subsequent academic years
56.	Comprehensive social model	Significant growth in Alumni programme membership: some 30% of all UPF alumni have joined the programme.	Database	June 2015
57.	Comprehensive social model	Creation of an online directory of alumni around the world to enable programme members to search for and contact other alumni by geographical location.	Website	June 2013
58.	Comprehensive social model	Adaptation of UPF's internal regulations (e-administration) to the current legal framework.	Document	2010/11 academic year
59.	Comprehensive social model	Issue of ID cards equipped with digital certificates to administrative and service staff, research and teaching staff, and students.	Document	Annual

60.	Comprehensive social model	Internal debate league.	Course	Annual
61.	Comprehensive social model	<i>Aula de la Participació</i> (Participation Workshop).	Course	Annual
62.	Comprehensive social model	Creation of profiles on Facebook and Twitter to foster student participation.	Website	January 2013
63.	Comprehensive social model	New Student Council regulations.	Document	March 2014
64.	Comprehensive social model	Student Association Regulations.	Document	October 2013
65.	Comprehensive social model	Electronic election of delegates.	Computer application	November 2014
66.	Comprehensive social model	Healthy University Programme.	Document	June 2013
67.	Comprehensive social model	Àgora Teatral UPF.	Activity	January 2015
68.	Comprehensive social model	Organization of the Barcelona University Leagues.	Activity	Annual
69.	Community outreach	Design and implementation of an online platform encompassing all talent-related initiatives in the 22@ district.	Website	2015
70.	Community outreach	UPFeina job fair: annual organization of the event and promotion of talent speed networking as a recruitment format.	Event	Annual

**Table III. Progress indicators**

Strategic line	Action	Indicator	Initial status (October 2010)	Final status (June 2015)	% Progress
Improvements in teaching and adaptation to the EHEA	A1: Teaching and learning support	Number of courses to support quality in teaching	63	76	21%
Improvements in teaching and adaptation to the EHEA	A1: Teaching and learning support	Number of courses to support quality in language teaching (Catalan and English)	20	25	25%
Improvements in teaching and adaptation to the EHEA	A1: Teaching and learning support	Number of grants for teaching innovation projects (2012/13 QUID Plan)	73	48 (category changed since the call)	-34%
Improvements in teaching and adaptation to the EHEA	A2: Tutorial Action Plan	Percentage of all programmes covered by the Tutorial Action Plan	Just beginning	All	100%
Improvements in teaching and adaptation to the EHEA	A3: Promotion of external and internal internships	Number of agreements signed and yearly increase in internships in EHEA-adapted study programmes	(*) <sup>1</sup>	2,347	56%
Improvements in teaching and adaptation to the EHEA	A3: Promotion of external and internal internships	Number of credits successfully completed through external internships in EHEA-adapted study programmes	(*) <sup>2</sup>	20,670	68%

<sup>1</sup>Recent indicator; data not available for the 2009/10 academic year. The per-cent increase is calculated in relation to the 2012/13 academic year.

<sup>2</sup>Recent indicator; data not available for the 2009/10 academic year. The per-cent increase is calculated in relation to the 2012/13 academic year.

Improvements in teaching and adaptation to the EHEA	A4: Modernization of the services and facilities of the Library/CRAI	Collection: Number of monographs that can be accessed remotely	17,000	26,000	53%
Improvements in teaching and adaptation to the EHEA	A4: Modernization of the services and facilities of the Library/CRAI	Collection: Number of periodicals that can be accessed remotely	14,000	19,200	37%
Improvements in teaching and adaptation to the EHEA	A5: Plan of Action for Multilingualism	Number of students sitting the certificate of language proficiency test (PCCL) at UPF each year	45	387 (following the amendment of the regulations requiring students to certify knowledge of a foreign language)	760%
Improvements in teaching and adaptation to the EHEA	A5: Plan of Action for Multilingualism	Number of language-related queries and complaints	20	15	-25%
Improvements in teaching and adaptation to the EHEA	A6: UPF International Experience project	Percentage of master's degree programme students who are international	34%	36%	6%
Improvements in teaching and adaptation to the EHEA	A6: UPF International Experience project	Percentage of doctoral programme students who are international	49%	52%	6%
Improvements in teaching and adaptation to the EHEA	A7: UPF Global Network Initiative	International university cooperation projects in progress	5	10	100%
Improvements in teaching and	A8: A-4U International Project	Number of countries to and from which institutional missions have been conducted at	2	8	300%

adaptation to the EHEA		the A-4U level			
Improvements in teaching and adaptation to the EHEA	A9: Promotion of postgraduate studies and creation of the Postgraduate and Doctoral Studies Office	Number of theses defended	110	185	68%
Improvements in teaching and adaptation to the EHEA	A10: Plan to promote the UPF Group's postgraduate programmes	Digital materials created featuring the entire group's postgraduate offer (qualitative action)	0 (programmes were not displayed in an organized format)	All	100%
Improvements in teaching and adaptation to the EHEA	A10: Plan to promote the UPF Group's postgraduate programmes	Physical materials created featuring the entire group's postgraduate offer	0	All	100%
Improvements in teaching and adaptation to the EHEA	A10: Plan to promote the UPF Group's postgraduate programmes	Number of jointly organized fairs held to promote the entire group's postgraduate offer	0	1	N/A
Improvements in teaching and adaptation to the EHEA	A11: Cross-disciplinary bachelor's degree programmes	Number of interuniversity bachelor's degrees	0	1	N/A
Improvements in teaching and adaptation to the EHEA	A11: Cross-disciplinary bachelor's degree programmes	Number of cross-disciplinary bachelor's degree programmes (launched or being prepared)	0	5	N/A
Improvements in teaching and	A12: Teaching cooperation projects	Number of UPF-UOC master's degree programmes.	1	4 (includes UPF, UOC)	N/A

adaptation to the EHEA	(UPF-UOC)			and other universities)	
Scientific improvement and knowledge transfer	All actions	Number of papers published in indexed journals (IUNE data for UPF only) (data from late 2013)	605	868	43%
Scientific improvement and knowledge transfer	All actions	Number of papers published in top-quartile journals	304	1,481	N/A <sup>3</sup>
Scientific improvement and knowledge transfer	All actions	Publications involving international cooperation (IUNE data for UPF only) (data from late 2013)	376	597	59%
Scientific improvement and knowledge transfer	All actions	Number of projects awarded grants under EU framework programmes per 100 lecturers (data from IUNE for UPF only) (data from late 2013)	4.53	10.90	141%
Scientific improvement and knowledge transfer	B1: Research Park	First stage: construction of three buildings	1 building built	Construction and installations for the 2 <sup>nd</sup> and 3 <sup>rd</sup> buildings	50%
Scientific improvement and knowledge transfer	B3: Talent recruitment and international mobility	Total number of researchers engaged through HR calls for applications by all strategic partners (aggregation)	26	91	N/A <sup>4</sup>
Scientific improvement and knowledge	B4: Mobility programme for young PhDs within	Cumulative number of researchers from A-4U member universities and/or the BRICS countries hosted on campus	6	30	400%

<sup>3</sup>The data from the initial report are for UPF. In keeping with the International Committee's 2011 recommendations, from that year on, the data for the strategic partners (aggregation) have been included as well. Therefore, the progress made between the first and final year cannot be calculated.

<sup>4</sup> Idem.

transfer	the framework of the A-4U				
Scientific improvement and knowledge transfer	B5: A-4U European Office in Brussels (OPERA)	Number of European projects awarded funding (FP7), partner (cumulative total)	39	284	N/A <sup>5</sup>
Scientific improvement and knowledge transfer	B5: A-4U European Office in Brussels (OPERA)	Number of European projects awarded funding (FP7), coordinator (cumulative total)	5	45	N/A <sup>6</sup>
Scientific improvement and knowledge transfer	B5: A-4U European Office in Brussels (OPERA)	Total funding received for European projects (FP7, cumulative total)	€18.2 M	€173.8 M	N/A <sup>7</sup>
Scientific improvement and knowledge transfer	B5: A-4U European Office in Brussels (OPERA)	Number of European projects (FP7) led under the ERC programme (cumulative total)	5	43	N/A <sup>8</sup>
Scientific improvement and knowledge transfer	B6: Strategic Knowledge Transfer Plan	Value of research contracts with businesses and institutions (annual value)	€7.5 M	€17.4 M	N/A <sup>9</sup>
Scientific improvement and knowledge transfer	B6: Strategic Knowledge Transfer Plan	Number of new technologies identified (cumulative total)	20	97	N/A <sup>10</sup>

<sup>5</sup> Idem.

<sup>6</sup> Idem.

<sup>7</sup> Idem.

<sup>8</sup> Idem.

<sup>9</sup> Idem.

<sup>10</sup> Idem.

Scientific improvement and knowledge transfer	B6: Strategic Knowledge Transfer Plan	Number of patents and software copyrights (cumulative total)	6	73	N/A <sup>11</sup>
Scientific improvement and knowledge transfer	B6: Strategic Knowledge Transfer Plan	Number of licensing and transfer agreements (annual total)	8	12	N/A <sup>12</sup>
Scientific improvement and knowledge transfer	B6: Strategic Knowledge Transfer Plan	Number of tech spin-offs (cumulative total)	3	7	N/A <sup>13</sup>
Scientific improvement and knowledge transfer	B6: Strategic Knowledge Transfer Plan	Number of tech spin-offs + start-ups (cumulative total)	4	23	N/A <sup>14</sup>
Comprehensive social model	C1: UPF Alumni programme	Number of UPF Alumni programme members	6,200	11,227	81%
Comprehensive social model	C1: UPF Alumni programme	Number of users of the personal guidance services and participants in the Skills UPF programme	120	650	442%
Comprehensive social model	C1: UPF Alumni programme	Number of UPF Alumni career guidance courses and activities	41	80	95%
Comprehensive social model	C1: UPF Alumni programme	Number of clubs and chapters	0	Alumni directory: 350 alumni from 46 countries	100%
Comprehensive social model	C2: E-administration	Roll-out of electronic transcripts	0	1	100%

<sup>11</sup> Idem.

<sup>12</sup> Idem.

<sup>13</sup> Idem.

<sup>14</sup> Idem.

	implementation project				
Comprehensive social model	C2: E-administration implementation project	Online procedures available (cumulative total)	5	23	360%
Comprehensive social model	C2: E-administration implementation project	Electronic transcripts issued (cumulative total)	0	8,565	100%
Comprehensive social model	C3: Student Participation Action Plan	Number of sport facility users	1,085	1,100	1%
Comprehensive social model	C3: Student Participation Action Plan	Number of cultural activities	21	42	100%
Comprehensive social model	C3: Student Participation Action Plan	Number of places at university halls of residence	1,471	1,929	31%
Comprehensive social model	C3: Student Participation Action Plan	Number of volunteering, charity and cooperation programmes in which the university participates	15	25	67%
Comprehensive social model	C3: Student Participation Action Plan	Number of students, research and teaching staff, and administrative and service staff participating in volunteering programmes	770	853	11%
Comprehensive social model	C3: Student Participation Action Plan	Number of dedicated full-time facilitators	2	5	150%
Comprehensive social model	C3: Student Participation Action Plan	Number of students with special needs receiving specific support from the university	59	85	44%
Community	All actions	Number of companies located in the UPF	9	11	100%

outreach		Business Shuttle Incubation Spaces			occupancy
Community outreach	All actions	Number of committees set up in the 22@ district with CEI strategic partners (aggregation)	0	3	N/A
Community outreach	All actions	Number of companies and institutions participating in the UPFeina job fair	50	56	12%

**Table IV. Use of Resources**

<b>Strategic line</b>	<b>Action</b>	<b>Funding</b>	<b>Staff</b>	<b>Current expenses</b>	<b>Investment</b>	<b>TOTAL</b>
Improvements in teaching and adaptation to the EHEA	A1. Teaching quality and improvements in learning		0.00	33,691.06	512,915.12	546,606.18
Improvements in teaching and adaptation to the EHEA	A5: Plan of Action for Multilingualism		0.00	204,359.79	0.00	204,359.79
Improvements in teaching and adaptation to the EHEA	A6: UPF International Experience project		179,004.07	197,736.49	0.00	376,740.56
Improvements in teaching and adaptation to the EHEA	A8. A-4U International project		0.00	103,486.89	0.00	103,486.89
Improvements in teaching and adaptation to the EHEA	A4. Modernization and services of the Library/CRAI		0.00	1,152,210.23	0.00	1,152,210.23
Improvements in teaching and adaptation to the EHEA	A9. Promotion of postgraduate studies and creation of the Postgraduate and Doctoral Studies Office		0.00	39,199.75	296,358.56	335,558.31
Scientific improvement and knowledge transfer	B1: UPF Research Park			0.00	15,099,964.15	15,099,964.15
Scientific improvement and knowledge transfer	B3. Talent recruitment and transnational mobility project		685,126.00	0.00	0.00	685,126.00
Scientific improvement and knowledge transfer	B4. Mobility programme for young PhDs		954,403.59	0.00	0.00	954,403.59
Scientific improvement and knowledge transfer	B5. A-4U European Office in Brussels (OPERA)		0.00	129,091.61	0.00	129,091.61
Scientific improvement and knowledge transfer	B6. Strategic Knowledge Transfer Plan		1,092,690.64	97,932.46	0.00	1,190,623.10
Comprehensive social model	C1: UPF Alumni programme		0.00	0.00	69,726.65	69,726.65
Comprehensive social model	C2: E-administration implementation project		0.00	242,846.96	1,091,737.30	1,334,584.26
<b>TOTAL</b>			<b>2,911,224.30</b>	<b>2,200,555.24</b>	<b>17,070,701.78</b>	<b>22,182,481.32</b>