

RESULTS: IMPACTS AND INDICATORS

In this document, we provide a summary of the expected results from the implementation of the strategic aggregation project, Aristós Campus Mundus 2015 (ACM 2015), from 2010 to 2015.

For this we have determined the aggregation's 25 primary impacts and organised these into six distinct groups: impacts stemming from the aggregation itself; impacts on research, development, innovation and research results transfer; educational impacts; economic impacts; environmental impacts; and social and cultural impacts.

All of these are in turn monitored and quantified by two groups of indicators: *ad hoc* indicators (linked directly to the Joint Collaboration Plan's actions and objectives) and general indicators for the aggregated universities' activities. The set of indicators will allow us to evaluate the reach and scope of the impacts achieved, as well as their evolution, development and projection up to the year 2015.

On the following pages we analyse each of these six groups of impacts. This analysis is structured as follows: 1) a list of impacts, 2) tables containing the *ad hoc* and general indicators regarding these (tables in which the indicators use the same coding structure as that used when analysing the individual fields of action), and 3) a global evaluation of the impacts and indicators as a whole.

Impacts stemming from the aggregation itself

- Creation of a **new aggregation project amongst universities**, promoted by three universities with a strong focus on social initiatives (**Universitat Ramon Llull, Universidad de Deusto and Universidad Pontificia de Comillas**) and the initial expansion of an **advanced aggregation** to universities abroad (**Georgetown, Boston College and Fordham universities**).
- Development of an **international aggregation model and dynamic** which will enable the incorporation of other prestigious international universities and the progressive creation of an international space for cooperation and collaboration within the framework of the future **Global Higher Education Area**.
- Creation of the necessary and **stable governance structures** adapted at all times to the development level of the aggregation.

Indicator Code	Description	Initial Value	Year				
			2011	2012	2013	2014	2015
Ind A.1.1	Creation and implementation of the Aggregation's Management and Technical Secretariat	No	Yes	Yes	Yes	Yes	Yes
Ind A.1.2	Number of coordination and management units in the Aggregation	0	5	5	5	5	5
Ind A.1.3	Number of management teams for the Aggregation's projects	0	6	12	12	18	18
Ind A.2.1	Georgetown University, Boston College and Fordham University aggregation memorandum for the Aristós Campus Mundus aggregation project	No	Yes	Yes	Yes	Yes	Yes
Ind A.2.2	Number of Joint International Research Groups created in the <i>focus areas</i> of the Aristós Campus Mundus aggregation project	0	3	4	5	5	5
Ind A.2.3	Number of research projects in collaboration with G, B or F	0	1	4	6	8	10
Ind A.2.4	Number of joint programmes with G,B or F	1	1	2	3	4	5
Ind A.2.5	Number of new, prestigious, world-class universities in the advanced Aggregation	3	4	5	6	7	8
Ind D.2.1	Annual percentage of increase in number of agreements with universities	1026	5%	5%	5%	5%	5%
Ind D.2.2	Percentage of Jesuit and La Salle universities to have agreements with the Aggregation project	20%	20%	25%	30%	35%	40%

Ad hoc indicators for ACM 2015

ACM 2015 is the result of the aggregation of three universities: Universitat Ramon Llull, Universidad de Deusto and Universidad Pontificia Comillas. At the same time, this aggregation represents the solid nucleus of an linkage cluster encompassing other universities, institutions, the business community and society.

The aggregation has been endowed with an effective and efficient governance system, with its corresponding management bodies, a technical secretariat (with an independent legal personality), coordination offices (5) and project management teams (18).

In terms of the universities within the linkage cluster, we have defined an initial and advanced level of this strategic initiative with Georgetown, Boston College and Fordham universities with whom a collaborative agreement has already been signed to carry out joint international projects (primarily in R&D+I and the focus areas defined). The aggregation is also seen as a project that is open to the progressive incorporation (and advanced strategic cooperation) of a reduced and selective number of international universities of reference. This project thus includes increasing the number

of agreements with international universities by 5% every year as well as increasing its participation in Society of Jesus and La Salle university networks.

ACM 2015 is international by nature, vocation and scope, representing a transversal dimension of the project as a whole; internationalization is a part of the project's DNA. The inseparable link between "campus" and "mundus" constitutes the most explicit declaration of the project's international, nature and vocation.

Transcending this important symbolic plane, the aggregation already includes a strategic collaboration agreement with Georgetown, Boston College and Fordham universities, an agreement which represents an unequivocal affirmation of our international vocation.

Impacts on research, development, innovation and transferal

- **Specialisation and prioritization of the aggregate R&D+I on five focus areas** –Social innovation and change area; Management and social responsibility area, Education: Innovation, competencies and values area; Health and biosciences area; and Energy and sustainability area. These focus areas can be seen as thematic areas of specialisation orientated towards overcoming specific **social challenges** and **maximising the social return on R&D+I**.
- **Aggregation of research teams of excellence** dedicated to the five **focus areas** – both amongst the three original aggregated universities as well as the international universities in the strategic alliance. This will enable increasing the research groups' critical mass and improve their international competitiveness, improving the research inputs and outputs and making the aggregation project an international reference for R&D+I in these same focus areas.
- Decisive encouragement of **R&D+I** as a whole, especially in terms of its **internationalisation**, with a notable increase in resources allotted (human and economic) and a decided orientation to taking part in international calls, plans and programmes, especially within the European Framework programme.
- Development of a new **R&D+I+S** model in the **responsible and sustainable social innovation** field and a transferal system for research results.
- Optimisation of **aggregated research results transfer** systems, processes and structures and the **creation of an online science-technology, business and innovation E-Park**.

Indicator Code	Description	Initial Value	Year 2011	Year 2012	Year 2013	Year 2014	Year 2015
Ind B.1.1	Number of DRCs structured with multi-annual action plans	0	0	3	5	5	5
Ind B.1.2	Number of joint projects between the 3 universities	0	0	2	5	8	10
Ind B.1.3	Number of joint projects with international universities (advanced aggregation)	0	1	4	6	10	12
Ind B.1.4	Number of researchers in research groups linked to the focus areas	830	863	898	934	971	1020
Ind B.1.5	Number of interuniversity research teams	0	0	4	4	8	8
Ind B.1.6	Existence of evaluation mechanisms for joint scientific initiatives	No	No	Yes	Yes	Yes	Yes
Ind B.1.7	Percentage of increase in research results from focus area research groups	upon B.1.6 criteria		+5%	+10%	+15%	+25%
Ind B.2.1	Existence of a single window for research results transfer (in the e-Park)	No	No	Yes	Yes	Yes	Yes
Ind B.2.2	Existence of a joint research results catalogue (in the e-Park)	No	No	Yes	Yes	Yes	Yes
Ind B.2.3	Number of research transfer actions enacted through the single window	0	0	20	30	45	60
Ind B.2.4	Existence of evaluation mechanisms for research results transfer activities stemming from the Aggregation	No	No	No	Yes	Yes	Yes
Ind B.3.1	Existence of the science-technology, business and innovation E-Park	No	No	Yes	Yes	Yes	Yes
Ind B.3.2	Number of DRCs incorporated within the E-Park	0	0	3	5	5	5
Ind B.3.3	Percentage of park network services incorporated in the E-Park	0	0	5%	15%	30%	50%
Ind B.3.4	Online entrepreneurship services	No	No	Yes	Yes	Yes	Yes
Ind B.3.5	Number of scientific publication collections, available in several languages	0	0	0	1	2	3
Ind D.1.5	Number of foreign post-doctoral researchers (connected with the research groups in the focus areas)	10	12	15	20	28	35

Ad hoc indicators for ACM 2015

Indicator		Initial Value	2013	2015
Ind. B.1	Number of indexed publications	124	167	215
Ind. B.2	Number of indexed publications in first quartile	27	45	70
Ind. B.3	Other research / knowledge transfer publications	1.043	1.085	1.174
Ind. B.4	Number of publications edited by universities participating in the collaborative aggregation project	97	107	114
Ind. B.5	Number of recognised research groups	112	122	135
Ind. B.6	Number of researchers in recognised research groups	830	934	1020
Ind. B.7	Number of administrative and service staff providing support to research	80	90	96
Ind. B.8	Number of competitive projects	268	299	337
Ind. B.9	Number of research projects in collaboration with companies or institutions	401	435	492
Ind. B.10	Number of coordinated European projects	6	12	19
Ind. B.11	Number of European projects granted	37	52	66
Ind. B.12	Number of pre-doctoral interns	185	214	236
Ind. B.13	Percentage of own resources dedicated to R&D+I	9%	10%	11%
Ind. B.14	Number of company spin-offs	4	7	11
Ind. B.15	Number of scientific-technological service users	587	632	697
Ind. B.16	Number of transferal agreements	57	61	65
Ind. B.17	Number of registered patents	27	31	34
Ind. B.18	Number of staff trained for R&D+I support	38	43	50
Ind. B.19	Number of companies located on Campus	29	32	45
Ind. D.15	Number of international networks being managed	4	6	8

General indicators for the aggregated university activities

R&D+I are the motor behind the aggregation. It is orientated in terms of focus areas in which multidisciplinary teams cooperate to solve concrete social challenges. For this we have defined five thematic areas of specialisation (or focus areas): Social innovation and change; Management and social responsibility, Education: Innovation, competencies and values; Health and biosciences; and Energy and sustainability. The three aggregated universities already have teams and long-standing traditions dedicated to these areas, standing out for their excellence: a total of 112 teams and 830 researchers. With this solid base, the aggregation and the inclusion of Georgetown, Boston College and Fordham universities will add a new dimension to R&D+I. In this respect, the multiyear programmes for research groups in ACM 2015 have a single objective: make the R&D+I carried out within the aggregation project the international reference of excellence for all research in the five focus areas.

This R&D+I, united to a decided vocation to research results transfer, is attested by the experience of the aggregated universities in this field. This aggregation will enable us to activate transferal mechanisms and create an online science-technology, business and innovation E-Park.

The aggregation between Ramon Llull, Deusto and Comillas is determined to make additional efforts in terms of R&D+I to thus increase the values of the general indicators included in the tables above. This additional effort also implies giving priority to R&D+I in the five focus areas and their respective plans, projects and groups of excellence. This prioritisation of the focus areas and groups of excellence will imply significant increases (well above the average) for the basic indicators of excellence, namely, indexed publications in the first quarter, competitive projects, European and international projects, etc.

All these measures will serve as the basis for the ACM 2015 project and will enable the aggregated universities responsible to clearly position themselves as a pool of reference of excellence in R&D+I in these focus areas by 2015.

Educational impact

- 10,000 graduates annually, educated within the European Higher Education Area framework and participants in an evaluated and quality teaching-learning model based on **competencies and values**.
- Implementation of a **new offering of joint graduate programmes** which will position the aggregation as an option of reference internationally for **programmes of excellence specialised in the focus areas**.
- More than 100 PhDs annually through the new **International Doctoral School**, specialising in the **focus areas** and participating in an **innovative, multidisciplinary and inter-university experience**.
- Development of the **focus area, “Education: Innovation, competencies and values”**, which will provide new value to the redefinition of the educational system and generate and transfer knowledge back into the system, in general, and the higher education area, in particular.
- Creation and development of the **Deusto International Tuning Academy (DITA)**, an international centre of reference in the Global Higher Education Area.



Indicator Code	Description	Initial Value	Year 2011	Year 2012	Year 2013	Year 2014	Year 2015
Ind C.1.1	Number of international events organised on pedagogical innovation, competencies and values	0	1	1	1	1	1
Ind C.1.2	Number of manuals of good practices regarding pedagogical innovation, competencies and values	0	1	2	3	4	5
Ind C.1.3	Number of projects developed by DITA (Deusto International Tuning Academy)	0	1	3	3	5	5
Ind C.2.1	Number of official joint Master's degrees	0	1	2	4	4	5
Ind C.2.2	Number of joint Life-Long Learning or Executive Education programmes	2	3	4	5	7	10
Ind C.2.3	Number of joint international degrees	0	1	1	2	2	3
Ind C.3.1	Create and launch the international Doctoral School	No	Yes	Yes	Yes	Yes	Yes
Ind C.3.2	Number of joint doctoral programmes in the thematic focus areas	0	1	2	3	4	5
Ind D.1.4	Number of foreign pre-doctoral researchers (connected to the Doctoral School) and research groups-focus areas	98	100	110	120	135	150
Ind D.1.6	Number of visiting professors (professors, lecturers, and visiting researchers, connected with the research teams in the focus areas, Doctoral School and joint international degrees)	148	150	155	160	170	180

Ad hoc indicators for ACM 2015



Indicator		Initial Value	2013	2015
Ind. C.1	Number of undergraduate students	26.542	27.072	27.732
Ind. C.2	Number of students in official university Master's programmes	3.097	3.522	3.842
Ind. C.3	Number of students in University Master's programmes	2.926	3.247	3.613
Ind. C.4	Number of life-long learning students	5.204	5.414	5.839
Ind. C.5	Number of PhD students	923	957	1.106
Ind. C.6	Number of accredited undergraduate degrees	68	68	68
Ind. C.7	Number of university Master's degrees (EHEA)	99	108	111
Ind. C.8	Number of faculty	4.057	4.114	4.173
Ind. C.9	Number of ETCS professors	1.305	1.348	1.408
Ind. C.10	Graduation rate	70,3%	72,3%	74,8%
Ind. C.11	Efficiency rate	80,6%	83,3%	85,8%
Ind. C.12	Drop-out rate	15,2%	14,5%	13,8%
Ind. C.13	Performance rate	79,3%	81,5%	83,8%
Ind. C.14	Job placement rate	91,0%	92,0%	94,0%
Ind. C.15	% of graduates finding their first job in their field of study	89%	91%	91%
Ind. C.16	% of programmes using innovative learning platforms	91%	98%	98%
Ind. C.17	Students satisfaction index (0-10)	7,2	7,9	8,1
Ind. C.18	Number of library-CRAI seating	4.314	4.386	4.536
Ind. C.19	Number of books	3.035.273	3.258.751	3.333.944
Ind. C.20	Number of periodical subscriptions	42.237	42.892	43.482
Ind. C.21	Annual investment in new bibliographic material	2.402.803	2.450.859	2.499.876
Ind.D.1	Percentage of foreign students in undergraduate programmes	6,6%	10,0%	14,0%
Ind. D.2	Percentage of foreign students in Master's programmes	29%	32%	42%
Ind. D.3	Percentage of foreign students in PhD programmes	27%	30%	36%
Ind. D.4	Number of "Erasmus Mundus" Master's degrees	7	10	14
Ind. D.5	Number of foreign visiting professors	350	389	437
Ind. D.6	Number of foreign professors	136	161	184
Ind. D.7	Percentage of Master's degrees taught partially or completely in English	30%	40%	61%
Ind. D.8	Percentage of ECTS undergraduate degree credits taught in English	8%	10%	16%
Ind. D.9	Number of professors who have participated in mobility programmes in the last three years	442	607	876
Ind. D.11	Number of English language and training courses for academic and research staff and administrative and service staff	68	84	97
Ind. D.12	Number of academic and research staff and administrative and service staff in English language and training programmes	440	525	656

General indicators for the aggregated university activities

Without doubt, teaching excellence is one of the basic elements of Universitat Ramon Llull's, Universidad de Deusto's and Universidad Pontificia Comillas' identity. This pedagogical excellence is based on the universities' own educational models, their pioneering role in the introduction of a teaching-learning model based on competencies and values, and the integral education of the person as a *sine qua non* condition for an education of excellence.

ACM 2015 as an aggregation currently encompasses (in rounded figures) 26,000 undergraduate students, 12,000 graduate students (Master's, PhDs and postgraduates) and 4,000 faculty members. 100% of its degrees (68 undergraduate degrees and 99 university Master's) are accredited and fully adapted to EHEA requirements. In addition, the three universities boast very high graduation, efficiency and performance rates as well as outstanding job placement, job fit and satisfaction rates.

In the area of pedagogy and adaptation to EHEA, the aggregation aims to consolidate the offering of undergraduate degrees and their level of academic excellence, progressively implementing the model in second, third and fourth-year courses and furthering the educational model based on competencies and values.

Along with the above, the primary added value of the aggregation will be offering joint Master's and PhD programmes and the creation of the International Doctoral School which will be closely linked to the focus areas and R&D+I. As such, the focus areas are destined to become a key identity feature of a specialised offering of graduate programmes which are an international reference.

ACM 2015's pedagogical internationalisation strategy is thus based on three pillars:

- Significantly increasing the percentage of students and faculty members from abroad, especially at the Master's, PhD and postgraduate level;
- The aggregation becoming an international reference, especially in the focus areas; this role will lead to: greater visibility and attractiveness of its offering, joint international degrees and the International Doctoral School in the focus areas, greater attraction of talent, Erasmus Mundus Master's and participation in European and international projects; and
- Incorporating the use of English as a co-vehicular language, becoming even the vehicular language for some programmes, all within a multilingual context.

Lastly, it's also worth noting the role of the Deusto International Tuning Academy as an international reference of excellence for the development of global teaching-learning models and the creation of the Global Higher Education Area.

Economic impact

- **Direct and indirect economic activity** generated as a result of teaching, research and transferal activities by the aggregated universities and the transfer of knowledge into economic value, the result of being orientated towards challenges and the global conception of R&D+I.
- Incorporation of **50,000 new professionals** into the job market from 2011 to 2015, students educated in the new model of excellence based on competencies and values, orientated towards innovation and entrepreneurship and capable of acting as global professionals.
- Development of the **focus area, “Management and social responsibility”**, with a line of research dedicated specifically to the inclusion of ethics in economic and business models.
- Maintenance of **quality jobs** at the universities themselves and the creation of **10% more jobs** based on the full development of the ACM 2015 project.

All university teaching, research, innovation and social transferal activities have an economic dimension. The set of objectives, projects and actions described in the five fields of action within this report and the 25 specific impacts described in this document, independently of their nature and beyond their simple budgetary translation, have an economic impact.* The ACM 2015 project has defined a total budget of 466 million Euros for the period 2010-2015.

In addition to this impact, we also have to consider the primary asset of all economic and business activity: people. From 2011 to 2015 the aggregated universities will provide 50,000 new people for the job market, 50,000 highly qualified professionals trained in competencies and values, multilingual and ready to carry out their careers in global settings.

We should also underscore that in-company and executive education programmes are a part of the aggregated universities' core activities. ESADE, Deusto Business School and ICADE are today significant international references in executive education.

This solid base will also allow us to develop the “Management and social responsibility” focus area (applying it to undergraduate and, especially, graduate programmes, the International Doctoral School and R&D+I), reinforcing the role of the aggregation as an international reference in the management field. One of the specific lines of research in this area will be the ethical and social dimensions of economic and business models.

* Bearing this point in mind, we should include here all the impacts related to the aggregation itself, R&D+I and transferal, education, the environment, society and culture. Given that they are already discussed in their respective sections, they are not reproduced here.

Environmental impact

- Improvement in the quality of life at our campuses stemming from the integral and integrating application of **master plans on environmental sustainability** (land use, energy consumption, alternative energy sources, pollution, waste management, environmental impact, environmental audits, raising environmental awareness amongst the university community members, etc.) and **accessibility** (physical, social and communicative), affecting campus spaces, infrastructures and facilities.
- **Campus interaction/dialogue with the territory and urban and social settings** in which they were created and where they continue to grow.
- Development of the **focus area, “Energy and sustainability”**, in terms of providing economic energy solutions which are socially and environmentally sustainable and respect biodiversity.

Indicator Code	Description	Initial Value	Year 2011	Year 2012	Year 2013	Year 2014	Year 2015
Ind E.1.1	Number of participants in the biennial international Forum on sustainability and accessibility	0	150	0	200	0	250
Ind E.1.2	Number of aggregate sector-specific work groups on sustainability and accessibility	0	1	2	2	2	2
Ind E.1.3	Number of aggregate sector-specific master plans on sustainability and accessibility	0	0	1	2	2	2

Ad hoc indicators for ACM 2015

Indicator	Initial Value	2013	2015	
Ind.E.1	Percentage of academic services accessible online	45%	60%	75%
Ind. E.3	Percentage of campus without architectural barriers	40%	44%	60%
Ind. E.4	Percentage of gas, water and electricity monitoring	24%	38%	50%
Ind. E.5	Number of buildings with renewable energy facilities	19	21	23
Ind. E.6	Number of spots in university residence halls	592	848	1.063

General indicators for the aggregated university activities

In addition to being international, a campus of excellence in the 21st century has to be sustainable and socially responsible and maintain constant dialogue with the environment in which it finds itself. These values (sustainability, social responsibility, and interaction) are perfectly in line with the ideals of the aggregated universities.

The substantial and positive change in the indicators reflects the aggregated universities' and the entire aggregation's firm commitment to environmental quality, sustainability and accessibility (physical, social and communicative). It represents a commitment which translates into specific forums, working groups and, especially, aggregate master plans on sustainability and accessibility.

The critical mass afforded by the aggregation and its excellent research groups will also enable us to develop the focus area, "Energy and sustainability", making the aggregation an international reference in this strategic area.

Social and cultural impact

- Development of a **local and global innovation and social transferal model** based on the focus areas and orientated towards the resolution of social challenges.
- **Creation of four innovation and social transferal centres** in the cities and territories where the aggregated universities' primary campuses are found.
- Creation of a powerful **business, institutional and social linkage cluster** based on the aggregated universities' alumni networks and existing linkage clusters.
- Development of **our own shared University Social Responsibility model and strategy** inspired by the Humanist ideals of the aggregated universities and applied to active policies of inclusion, solidarity and cooperation.
- Transformation of the **aggregated universities as intercultural spaces of reference** both locally and globally.

Indicator Code	Description	Initial Value	Year 2011	Year 2012	Year 2013	Year 2014	Year 2015
Ind E.2.1	Number of participants in the biennial international Forum on University Social Responsibility (USR) organised by the aggregated universities	0	150	0	200	0	250
Ind E.2.2	Number of aggregate sector-specific work groups on health and wellbeing, sexual equality, participation, employment, interculturalism, solidarity and development cooperation	0	2	3	4	5	6
Ind E.2.3	Number of aggregate sector-specific master plans on University Social Responsibility	0	0	2	3	5	6
Ind E.3.1	Number of knowledge, development, innovation and social transferal centres created in Madrid, Barcelona, Bilbao and Donostia-San Sebastián	0	1	2	3	4	4
Ind A.3.1	Number of members in institutions' alumni	55.672	56.785	58.489	59.659	61.449	63.906
Ind A.3.2	Number of focus area joint events organised by the aggregated institutions' alumni networks	0	1	2	3	3	3
Ind A.3.3	Number of agreements with Companies, Institutions and Social bodies	5.361	5.468	5.523	5.633	5.690	5.803
Ind A.3.4	Number of events with companies, institutions and social bodies organised within the aggregation framework	0	1	2	3	3	3

Ad hoc indicators for ACM 2015

Indicator	Initial Value	2013	2015	
Ind. E.2	Number of website visitors	10.417.762	11.226.516	12.535.016
Ind. E.6	Número de plazas en residencias universitarias	592	848	1.063
Ind. E.7	Number of volunteer, solidarity and cooperation programmes in which the university participates	110	131	147
Ind. E.8	Number of university community members (students/academic and research staff/administrative and service staff) participating in volunteer, solidarity and cooperation activities	1.286	1.477	1.730
Ind. E.9	Own resources dedicated to scholarships (in Euros)	5.000.000 €	5.900.000 €	6.600.000 €
Ind. E.10	Number of students receiving scholarships from the university itself	2.685	2.799	2.979

General indicators for the aggregated university activities

In addition to building sustainable habitats made to human scale, our campuses have to maintain constant dialogue and interact with our cities and environments, an interaction which is spatial, institutional, social and emotional. Ramon Llull (in Barcelona), Deusto (in Bilbao and San Sebastián) and Comillas (in Madrid) are

examples of this multidimensional dialogue which, within the aggregation framework, will be strengthened with the creation of four centres of knowledge, development, innovation and social transferal in the four affected cities.

The linkage cluster also includes two rings of special importance, the alumni network and the network of institutions, companies and society. These are supported by the respective universities' alumni associations and their particular linkage clusters. The more than 55,000 associated alumni between the three universities and more than 5,000 agreements with institutions, companies and social entities are the starting point. They represent a significant critical mass with which to develop a new aggregated dynamic linked especially to the ACM 2015 objectives and focus areas.

For its part, social responsibility is a part of the aggregation project's very DNA and will be reflected in international forums, working groups and master plans dedicated to health and wellbeing, gender equality, participation, employment, inter-culturalism and solidarity and development cooperation.

Special mention should be given to the aggregation's commitment to volunteerism, solidarity and cooperation. The more than one hundred existing programmes, the active commitment by more than one thousand university community members and the decision to reinforce this policy from 2010 to 2015 attest to the practical application of the aggregation's ideals to promote justice and human development.

Without doubt, Aristós Campus Mundus 2015, a project committed to socially responsible and sustainable innovation, is based on two pillars: aggregation and specialisation. This aggregation has three dimensions: the nucleus (consisting of the aggregated sponsoring universities, namely Universitat Ramon Llull, Universidad de Deusto and Universidad Pontificia Comillas, the international aggregation (in terms of the advanced strategic cooperation with Georgetown, Boston College and Fordham universities) and the business, institutional and social linkage cluster, a reflection of the university-society binomial.

The aggregation will specialise in five focus areas and guarantees the excellence of the aggregated universities' research teams in these areas. The aggregate, specialised and internationalised R&D+I carried out will be decidedly orientated to solve social challenges, maximise social return and exercise University Social Responsibility.

The full development of the two pillars (aggregation and specialisation) within the ACM 2015 project framework will represent a truly qualitative leap in the aggregated universities' internationalisation and their repositioning as universities of excellence and international references.