

# Report on Qualitative and Quantitative Results

## Index of Contents

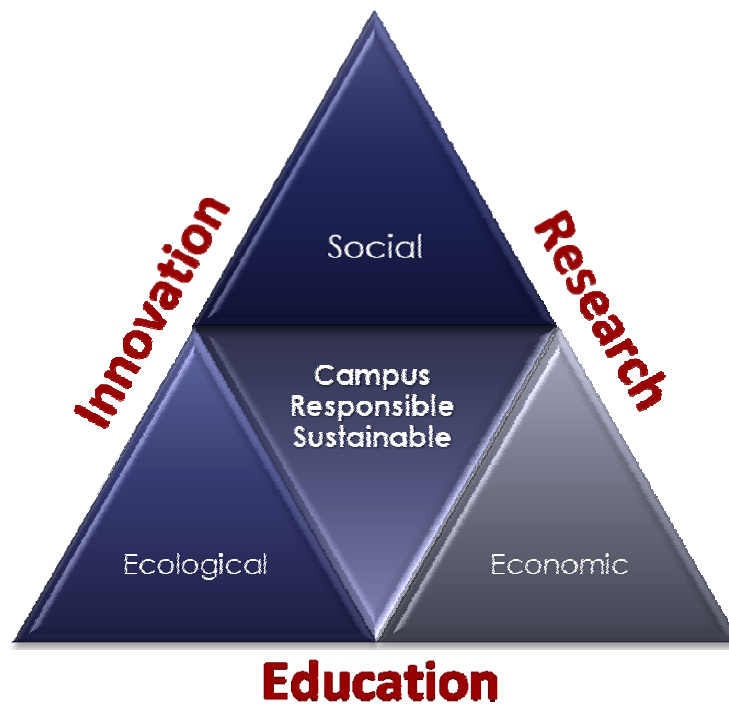
1. Introduction .....	2
2. Quantitative Results.....	3
2.1 Education .....	5
2.2 Research.....	6
2.3 Innovation.....	7
2.4 Social Responsibility and Sustainability.....	8
3. Qualitative Results .....	9
4. Conclusion .....	11

## Index of Tables

Table 1. Indicators in the education vertex of the knowledge triangle .....	5
Table 2. Indicators in the research vertex of the knowledge triangle.....	6
Table 3. Indicators in the innovation vertex of the knowledge triangle .....	7
Table 4. Indicators at the base of social responsibility and sustainability .....	8

## 1. Introduction

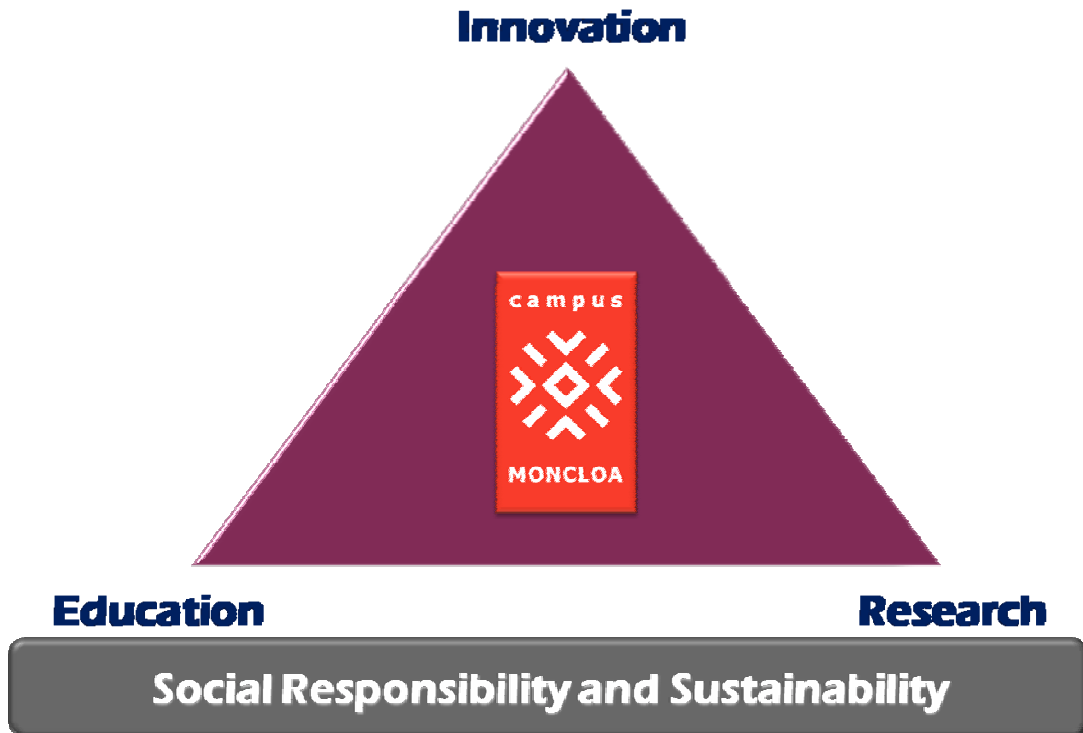
The purpose of the Strategic Plan "**Moncloa Campus: The Power of Diversity**" is to develop a comprehensive unified campus model which describes itself as sustainable, socially responsible and healthy, and to become an international reference in education, research and innovation. The following image graphically represents this idea, integrating the triangles of knowledge and sustainability:



For the success of the project, we need an instrument for evaluation and control which includes the goals and identity, which permits the governing bodies to have a comprehensive view of the development of the Campus and take the strategic decisions needed to achieve the objectives of the plan.

Thus, four areas have been chosen to classify the indicators and provide the information required for the tracking and efficient government of the Moncloa Campus project. These are the vertices of the knowledge triangle, and a fourth area of social responsibility and sustainability.

In each of these four areas we have defined specific indicators or metrics for the activities covered by the Action Plan. These indicators will enable us to carry out a program of continuous improvement through their ongoing evaluation and analysis, which will highlight any deviations from the intended objectives and, therefore, give us the opportunity to implement the corrective measures necessary to achieve predefined goals.



Knowledge Triangle and underlying Social Responsibility and Sustainability

## 2. Quantitative Results

The quantitative results are presented according to key indicators based on the expected results for the 12 areas referred to in Article 4.9 h) of the Order PRE/1996/2009, which lays down the 2009 bidding conditions and call for proposals of the Campus of International Excellence Program. From the criteria used for selecting the indicators we would like to highlight:

- The **number** of indicators must be **limited**.
- Indicators should only provide **information** that proves to be **essential to define objectives** and, of course, should be clear, brief and concise.
- They should highlight what is truly **important**, emphasizing the most significant information.

- Data must be capable of being **represented graphically**, either by diagrams and tables and/or data tables, because this is the real basis of all the information summarised in the indicators.
- The indicators should be presented using a standard format, as this will allow **continuous monitoring** of the actions, the strategic objectives and the distance covered in the journey towards the strategic plan: ***The Power of Diversity***.

The following tables -based on the figure of the knowledge triangle and social responsibility shown in the previous section- show the current starting-point for the partnership of the coordinating universities (UCM and UPM) and the estimated improvement by the year 2012, end date of the Strategic Plan of Viability and Conversion to an International Campus of Excellence. Also shown is its impact in the longer term, particularly on the 2015 Horizon set in the 2015 Strategy of 30 January 2009, adopted by the Council of Ministers.

## 2.1. Education

**Table 1.** Indicators in the **education** vertex of the knowledge triangle

Indicator Name	Initial Status (Total UCM+UPM)	2012	Δ (%) (Beginning of -2012)	2015	Δ (%) (Beginning of-2015)
% of non-Spanish students studying graduate courses	24.0%	30.0%	25.0%	35.0%	45.8%
% of non-Spanish students studying doctoral courses	28.0%	35.0%	25.0%	42.5%	51.8%
% of Spanish students not living in Madrid enrolled in degree courses	15.0%	18.0%	20.0%	22.5%	50.0%
% of non-Spanish students studying degree courses	4.5%	5.5%	22.2%	7.0%	55.6%
Number of incoming Erasmus scholarship holders (in)	2,385	2,625	10.1%	3,000	25.8%
Number of enrolled Erasmus students abroad (out)	2,090	2,400	14.8%	2,700	29.2%
% non-Spanish lecturers	4.0%	5.5%	37.5%	6.0%	50.0%
Number of joint UPM-UCM graduate and doctoral courses	2	4	100.0%	8	300.0%
Number of students enrolled in joint UPM-UCM graduate and doctoral courses	25	50	100.0%	100	300.0%
Number of joint degree courses (of either UPM or UCM) with non-Spanish universities	32	35	9.4%	40	25.0%
Number of joint graduate and doctoral courses (of either UPM or UCM) with non-Spanish universities	11	25	127.3%	40	263.6%
Number of remote learning lecture halls for EHEA deployment	2	7	250.0%	9	350.0%

## 2.2. Research

**Table 2.** Indicators in the **research** vertex of the knowledge triangle

Indicator Name	Initial Status (Total UCM+UPM)	2012	Δ (%) (Beginning of -2012)	2015	Δ (%) (Beginning of-2015)
Number of scientific publications, ISI journals	4,281	5,200	21%	6,500	52%
Number of joint publications by partners	194	400	106%	600	209%
Number of national-government-funded R&D Projects	793	920	16%	1,000	26%
Amount spent on national-government-funded R&D Projects	65,750,000	75,600,000	15%	85,000,000	28%
Number of R&D Projects of international programs	161	200	24%	220	37%
Amount spent on R&D Projects of international programs	14,000,000	17,500,000	25%	19,000,000	36%
Number of non-Spanish students on post-doctoral visits	69	150	117%	200	189%
Number of singular scientific-technical infrastructures (ICTS)	2	4	100%	5	150%
Number of students holding pre-doctoral grants (EPIF)	2,007	2,208	10%	2,408	20%
Number of post-doctoral contracts	253	278	10%	304	20%
Number of joint doctoral thesis	1	3	200%	12	1,100%
Number of doctoral thesis	894	1,000	12%	1,100	23%

*Financial figures are shown in euros*

## 2.3. Innovation

**Table 3.** Indicators in the **innovation** vertex of the knowledge triangle

Indicator Name	Initial Status (Total UCM+UPM)	2012	Δ (%) (Beginning of -2012)	2015	Δ (%) (Beginning of-2015)
Number of Spin-offs	7	10	42.9%	14	100.0%
Number of national patents applied for	36	50	38.9%	70	94.0%
Number applications for international patents (PCT)	22	30	36.4%	40	82.0%
Number of Intellectual Property registration certificates	9	12	33.3%	16	78.0%
Number of technology licensing agreements	9	13	44.4%	18	100.0%
Amount spent on technology licensing agreements	144,000	200,000	38.9%	288,000	100.0%
Number of cooperation projects University-Business (R&D, consultancy, services)	1,371	1,600	16.7%	1,750	27.6%
Amount spent on cooperation projects University-Business (R&D, consultancy, services)	85,420,000	100,000,000	17%	120,000,000	40.48%
Number of certified laboratories	10	14	40.0%	18	80.0%
University-Business Professorships or Chairs	68	85	25.0%	95	40.0%

*Financial figures are shown in euros*

## 2.4. Social Responsibility and Sustainability

**Table 4.** Indicators at the base of **social responsibility and sustainability**

Indicator Name	Initial Status (Total UCM+UPM)	2012	Δ (%) (Beginning of -2012)	2015	Δ (%) (Beginning of-2015)
Number of people involved in gender equality awareness activities	5,000	6,000	20%	6,750	35%
Number of people of campus enrolled in Spanish sign Language courses (ILS)	317	380	20%	428	35%
Number of adapted workstations for people with visual disabilities	20	30	50%	40	100%
Number of tactile maps of the campus	0	10	-	20	-
Students that benefit from the Spanish Sign Language Program (ILS)	58	60	3.4%	65	12.1%
Students participating in collaboration programs for disabled persons in their centre	500	600	20.0%	800	60.0%
Number of collaboration scholarships	658	790	20%	888	35%
Number de internship agreements with companies	3,009	3,852	28%	4,483	49%
Number of people participating in employment events (forums, fairs)	42,031	47,075	12%	50,858	21%
Amount allocated to cooperation and development projects	1,606,998	1,735,558	8%	1,831,978	14%
Number of Science Week visitors	22,000	24,000	9.1%	26,000	18.2%
Number of high-school students participating in pre-university guidance activities on campus	16,833	18,180	8%	19,190	14%
Number of bicycle parking spaces on campus	175	300	71.4%	400	128.6%
Number of renewable energy facilities/buildings on campus	3	5	66.7%	8	166.7%
Square meters of regenerated parkland	38,000	50,000	31.6%	70,000	84.2%
% of LED streetlights (high-efficiency)	<1%	8%	700.0%	15%	1,400.0%

*Financial figures are shown in euros*



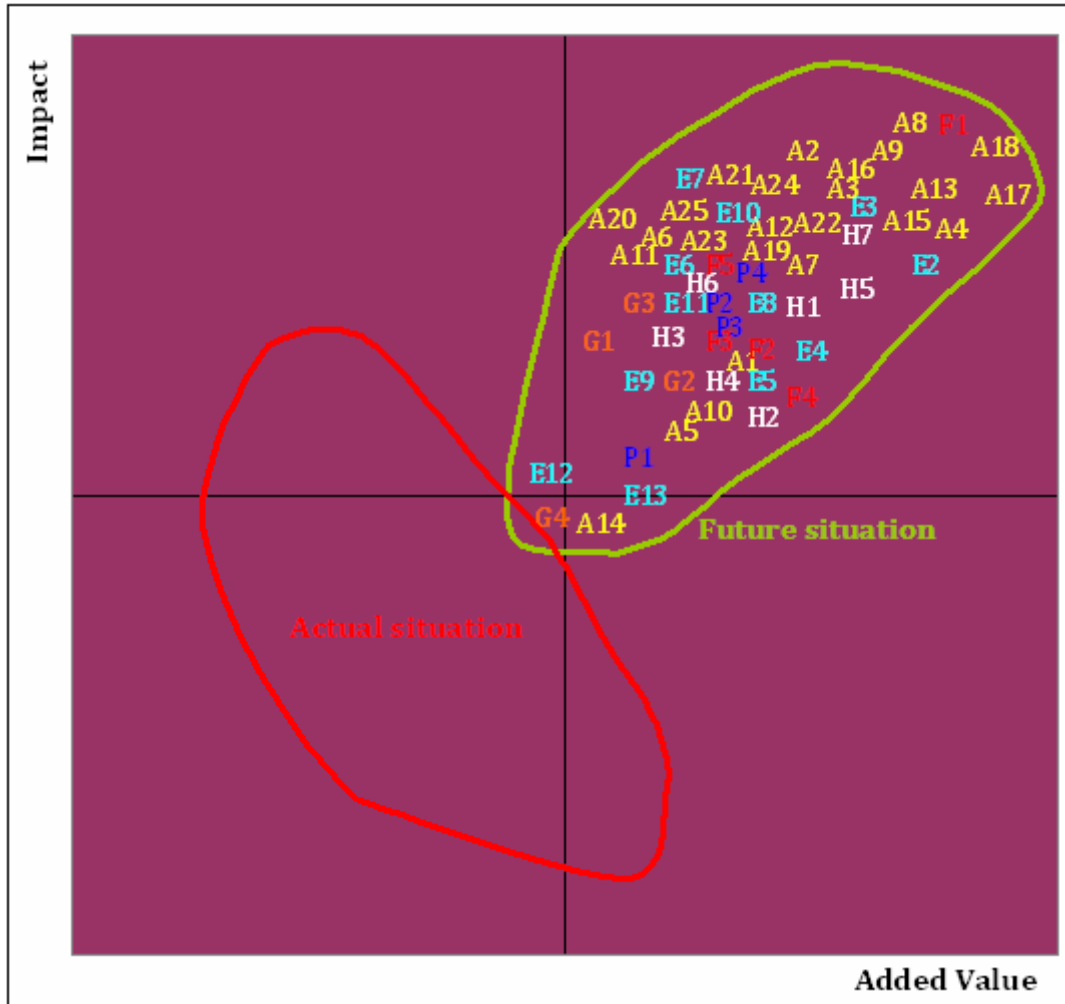
### 3. Qualitative Results

These indicators do not measure all the impacts of the Moncloa Campus of International Excellence on quality, existing centres and the people within. There is another set of less tangible results that, for the establishment of a campus of excellence, can be equally important or even more so and that the initiatives outlined intend to promote:

- **A sense of belonging.**
- **Commitment to the campus vision.** This commitment can be subdivided into four different aspects:
  - **Affective** commitment.
  - Commitment to **continuity**.
  - Commitment to the **group**.
  - Commitment to **specialisation**.
- **International acknowledgment.**
- **Pull effect and identification** of new thematic areas.
- **Defining new opportunities for knowledge transfer.**
- **Designing a comprehensive campus from an urban and social perspective.**
- **Improving the working environment.**
- **A live campus: university life 24 hours a day.**

To measure the qualitative success of the Strategic Plan it will be very important for each action to define the degree of impact in relation to the added value generated. The impact can be measured only in terms of the individuals involved and the added value will be the tangible and intangible elements produced (performance, efficiency, competitiveness, etc.).

The map obtained shall be generated through the consensus of the entire campus community and the governing institutions, so as to be able to plan the investments and strategies (as well as the constraints and scenarios) to be undertaken by the campus in future.



## 4. Conclusion

It is crucial that all stakeholders, both persons and entities, be aware of the importance of their personal contribution in achieving the general objectives pursued, systematically applying **best practices** in their everyday life on Campus in all the areas covered by this plan. In order to be successful, this participation must be complimented by maximum **transparency in the governance** of the Campus and, in particular, in the **internal management** of this plan for a sustainable, socially responsible and healthy campus. This requires, among other things, the precise definition of specific programs and actions, as well as the use of **standardised tracking instruments**, such as **annual improvement reports or biannual progress reviews**, open to eventual amendments, and based on the indicators presented. It is essential, moreover, that the **students** themselves should play a key role in this venture, whereby their **inclusion and involvement** in the campus must be encouraged.

The tracking system should not become in any way an institutional burden which demands a great deal of time from those who gather, record, process or analyze data. This problem often means that tracking is not done, precisely the opposite of what the current Strategic Plan seeks.