

Strategic Plan



Pompeu Fabra
University

2016



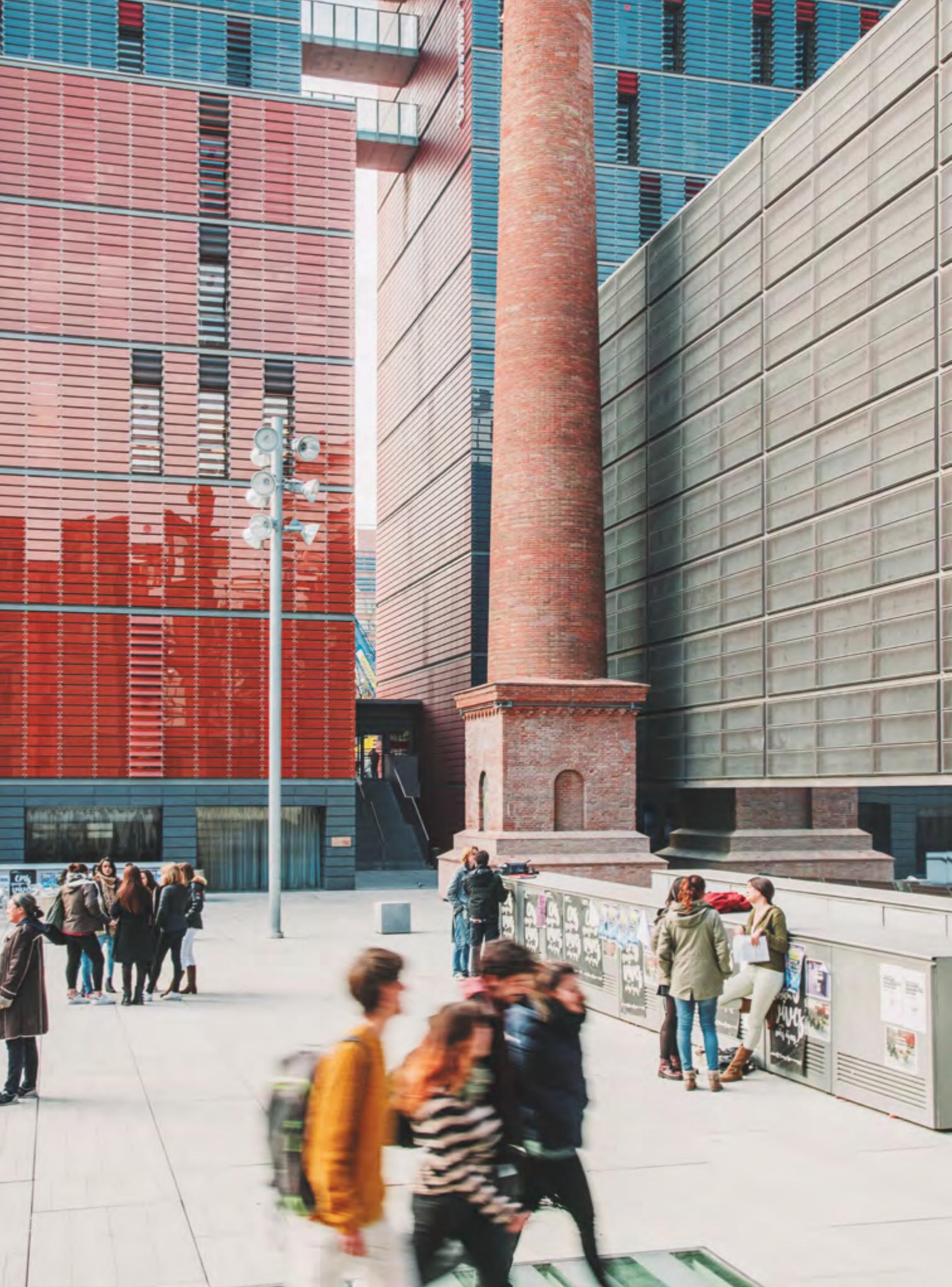
2025



Universitat
Pompeu Fabra
Barcelona

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Presentation from the rector

To orient oneself again

In his essay *What Does it Mean to Orient Oneself in Thinking*, Kant has to resort to the metaphor of the cardinal points to try to explain that, despite their universality, the principles of thinking are essential subjective principles. "... and if someone as a joke had moved all the objects around so that what was previously on the right was now on the left, I would be quite unable to find anything in a room whose walls were otherwise wholly identical. But I can soon orient myself through the mere feeling of a difference between my two sides, my right and my left".

If Kant, a systematic philosopher like few others, stressed the intrinsically subjective element of all orientation, the same must at least be recognized by the almost accidental designer of a strategic plan for a university. Because a strategic plan has to do with "finding one's bearings". The position of the stars marks the quadrants of the horizon, but some kind of subjective feeling is essential for orienting oneself, just to know where one is.

The point of the feeling that allows us to orient ourselves is something closely tied to the most

profound aspects of Kantian thought: subjectivity is not only not opposed to universal validity, but rather the most basic condition for its possibility. We might not agree on what a strategic plan is all about, but we can try to see if we each share a set of principles that can form the basis for orienting Pompeu Fabra University, in the same way that we all know which is our right side and which is our left, even if it brings us back to a purely subjective feeling.

Before attempting to address what I think a strategic plan for this university should consist in, I must say that the plan I present here is the result of a process that responds to the previously mentioned structure. It is the result of recognizing, on the part of a great number of people and groups – some, happily, from outside of the UPF community – the desirability and necessity for some common ideas from each and every one of them. On behalf of myself and our university I would like to wholeheartedly thank the delegate for the Strategic Plan, working groups, presidents of commissions and its members, internal and outside volunteers, debate participants, fellow members of the Governing Board, editors and proof-readers, for this document.

A Strategic Plan?

I have often wondered over these last few months of 2015 why we call this document a “strategic plan”. I have tried to explain it at several board meetings while at the same time trying to explain it to myself. I admit that I have not had much success in either case. Let us just say that this is what this type of document is typically called. However, for someone trying to read it and seeing the word “strategic” in the title, the plan may seem lacking in imperatives and specificity in the orders that a field marshal (the strategist, in the historic sense of the word) should issue to his army and people. It also may not seem very bold compared to some of the interesting, bold actions that we have had to undertake over the years. A final clarification thus is needed on this point: a “strategic plan” is neither a plan nor a strategic position; it is a dramatic landscape sketched in space and time, a setting to orient oneself. This plan is entirely the initiative of the University’s Governing Board. That said, the Board decided it would be a participatory plan, acceptable to all players, both internal ones as well as those from outside who were kind enough to join us. This landscape offers the background for specific programmes and has to be very expressive, not least in order to evaluate these programmes henceforth. It is not though a set of actions but rather an orientation, a present and future space that will guide its effectiveness.

This dramatic landscape seems highly expressive to me and, as the highest representative of the University, I am very pleased with it.

Allow me now, after the acknowledgements and the attempt of defining the object of a strategic plan, to refer to some of the specific aspects of the University’s portrait that I see through the soi-disant strategic plan. This document is not only to be shared amongst ourselves but also with all those who do not know us or do not know us well enough. Since it must circulate within as well as venture without, I should make clear that while some features are rather popular, others are clearly not. Hopefully, the resoluteness that I am trying to establish at the inception of this plan will lose its meaning over the next 10 years of its lifetime.

Where we are coming from

The portrait shows a research-intensive university. This is the choice that will allow Pompeu Fabra University to develop its own particular character in the European context and a singular one in the local system. Our choices are based on the current situation and there is little doubt that the principal observers see us as a university that is increasingly fulfilling this profile. It is also undisputed that this university was founded with the goal of supporting high quality teaching and that, during its 25 years, both its undergraduate and postgraduate studies have been recognized as prestigious. This ingredient is included in the plan by establishing logical channels of communication between research quality and teaching faculty quality, on the one hand, and demonstrating the need for developing new projects visible from the outside world: a buzzing hive of ideas.

There are no great secrets as to how to create a research university that also seeks to assume a leading social role in education: recruit talented people, both teachers and students – the more unique and valuable, the better. Some simple rules, institutional freedom and good habits would make everything easier if it were not the case that, right now, there remains a lack of clear commitment in our environment. Those of us in charge of local universities work on a daily basis in a system based on paternalism and the distrust embodied in an oppressive legislation that leaves no room for accountability. This is not the place to comment on how our colleagues experience this administrative model. We suffer under it, because we see scenarios, to which we cast ourselves, that we could explore more efficiently, but only through efforts that needlessly sap energy that should instead be used for improvement. Sometimes, advancing a kilometre takes an entire day of circuitous travel.

For years governments have observed and understood us, but they still have not decided to place universities at the top of the political agenda. As a result, the readers of this plan will find indications of a resolute approach and also symptoms of a Hispanic university environment that has

Presentation from the rector

not taken expected decisions and threatens the sustainability of quality universities.

Although we have partner universities in the rest of Spain and the government in Madrid has recognized and sporadically supported the UPF project, the Catalan university environment is not the same as the Spanish one. During the last several years, the Catalan and Barcelona city administrations have understood us and helped us get through the end of a period in the history of higher education that is better left behind.

There have been flashes of vision both in Madrid and Barcelona, from civil society organizations and from institutions and businesses. Ours is a public service university that is committed to providing this service to the best of its ability. At the same time, it is by no means a university that is unaware of the existence of the private sector and the possibilities of cross-fertilization with different sectors. The flashes of vision are rare but they are there. Some of us believe that the opportunity of universities and knowledge is the clearest way for a country like Catalonia to provide a permanent turnaround to its economy and the welfare of its citizens.

Ideally, our more immediate society would awaken from the dogmatic slumber, to use another Kantian expression, that believing in the university as a general right, rather than a great chance for individual and collective improvement, amounts to. I would like to invite the people who enrol in the university to do so, first of all, because they want to come to Pompeu Fabra University; not because they are exercising a right, but because it is good for them, because it is the right decision. The dream of exercising a right all too often leads us to treat universities as if they were hospitals or primary schools, which are part and parcel of our basic rights as citizens. Clearly, universities are a right and are a means of guaranteeing certain basic rights. But they are more than this. We are an institution committed to the creation and diffusion of so-called “humanistic” culture and scientific knowledge. In some ways, a university is more like a temple than a hospital. It goes without saying that hospitals are important, but let us not forget

that knowledge is also marked by an essential ingredient of universality and solidarity. From the university sprout paths for improving everything, even the misfortunes wrought by darkest side of mankind.

UPF’s environment is the world. This plan contains two causative, irreversible changes: 1) From visiting the world strapped to our seats, at home, to visiting the world with our straps forever undone; and 2) the extraordinary move to the experience of a university community committed to providing an example of universal hospitality and social responsibility for the heritage in its trust. Both changes have the virtue of being simultaneously working methods and ingredients contained in this document, which I offer in good faith to the reader.



Jaume Casals
Barcelona, 15 December 2015



The UPF Strategic Plan

Pompeu Fabra University was founded with the aim of becoming a leading university, building on a unique identity based on quality teaching, proximity to students, maximum internationalization, and an emphatic orientation towards research and innovation. Just twenty-five years on, we have achieved this goal. UPF has not only

established itself as a benchmark for the Catalan university system, but has also positioned itself on a par with the top universities in Europe and ranks high on a variety of prestigious international rankings. Its leadership today rests on the singular and distinguishing traits that were forged when it was founded.

Now it is time to look to the future. Universities have reached a turning point, marked by a global paradigm shift that poses new challenges and calls on us to redefine our traditional missions and encourage commitment to society, our communities and culture.

This new scenario likewise requires us to further strengthen our internationalization, to foster interdisciplinary and multidisciplinary learning, to update the process both in and outside the classroom, and to promote innovative forms of governance and management. It is in this changing context that we present the Strategic Plan 2016-2025, which lays out the lines we wish to pursue in the coming years to consolidate our leadership and become an active player in this transformation and in the modernization that the university world so requires.

This transformation has to be people-oriented. Now more than ever, people are UPF's reason for being. That is why we sought to involve the entire university community in the Plan's preparation, through a broad participatory process that included multiple mechanisms for providing input and lasted for more than ten months. To this end, we organized round-table discussions and conferences, set up working groups and advisory committees, launched discussion groups and open forums, created virtual spaces for discussion and sharing opinions, and prepared and shared specific docu-

ments and reports on UPF's history and current status. As a result of this process, the Strategic Plan 2016-2025 reflects the multiplicity of perspectives of all the groups, stakeholders and collaborators that make up the institution and is firmly intended to be the 'plan for everyone'.

Work on developing the Strategic Plan began in 2014, when the team in charge conducted a preliminary benchmarking study, analysing and comparing forty universities around the world and several of their strategic plans. With the assistance of a **think tank**, this study was used to develop the **working methodology** to be followed to develop our plan. At the same time, the responsible services and units were asked to prepare **seven sectoral reports and studies** to facilitate the analysis of the university's current status and provide quantitative data on teaching, research, knowledge transfer, human resources, internationalization, social responsibility, and employment. Additionally, two external studies were commissioned: a survey on knowledge and the identity of UPF, with the support of the Board of Trustees, conducted by GESOP, and a bibliometric analysis comparing UPF to seven leading



universities, carried out by the Centre for Science and Technology Studies (CWTS) at the University of Leiden. The pooling of these reports and studies gave rise to the initial diagnosis, which provided the starting line for the participatory process.

The **participatory process** (broken down in the figure on the following pages) began in January 2015, with the formation of five **working groups** made up of more than one hundred people from various stakeholder groups, including administrative staff, teaching and research staff, students, alumni and UPF trustees, as well as external experts. Each of the five groups held about four working sessions between February and July 2015 under the coordination of a chair. Their work culminated in the preparation of a specific report on their respective area containing diagnostic data and specific strategic proposals. The Strategic Plan 2016-2025 drew on all of these contributions. At the same time, various **round-table discussions** and **conferences** were held that were open to the public and intended to stimulate reflection and debate. Subsequently, in June 2015, two **forums open to the entire university community** were also

held, one on the Ciutadella campus and the other on the Poblenou campus, making it possible for all those in attendance to submit their own suggestions to improve the future of UPF.

This face-to-face participation was complemented with **online participation mechanisms**, such as opinion spaces, a dedicated suggestion box and an ideas bank, and with the publication of all the materials prepared throughout the process for the community members to review and discuss. Thus, the process of preparing the Strategic Plan was enriched by the active participation, reflection and discussion on the part of the university community as a whole.

The result of this participatory process is this new plan, which allows us to define our objectives and specify the measures and actions to be implemented in accordance with the mission, vision and values that should henceforth inspire and guide us. We will thus set the course to be followed to consolidate our position as a leading, global, dynamic, innovative university, pursuing the goals set out in the Plan's five strategic areas – teaching, research, outreach and reputation, the university community, and finance and governance – each of which is likewise shaped by the additional mainstreamed priorities of internationalization and commitment. In short, the Strategic Plan 2016-2025 aims to be the tool that will allow us to start to become today the modern, agile and committed university required by the society of tomorrow.

Jacint Jordana

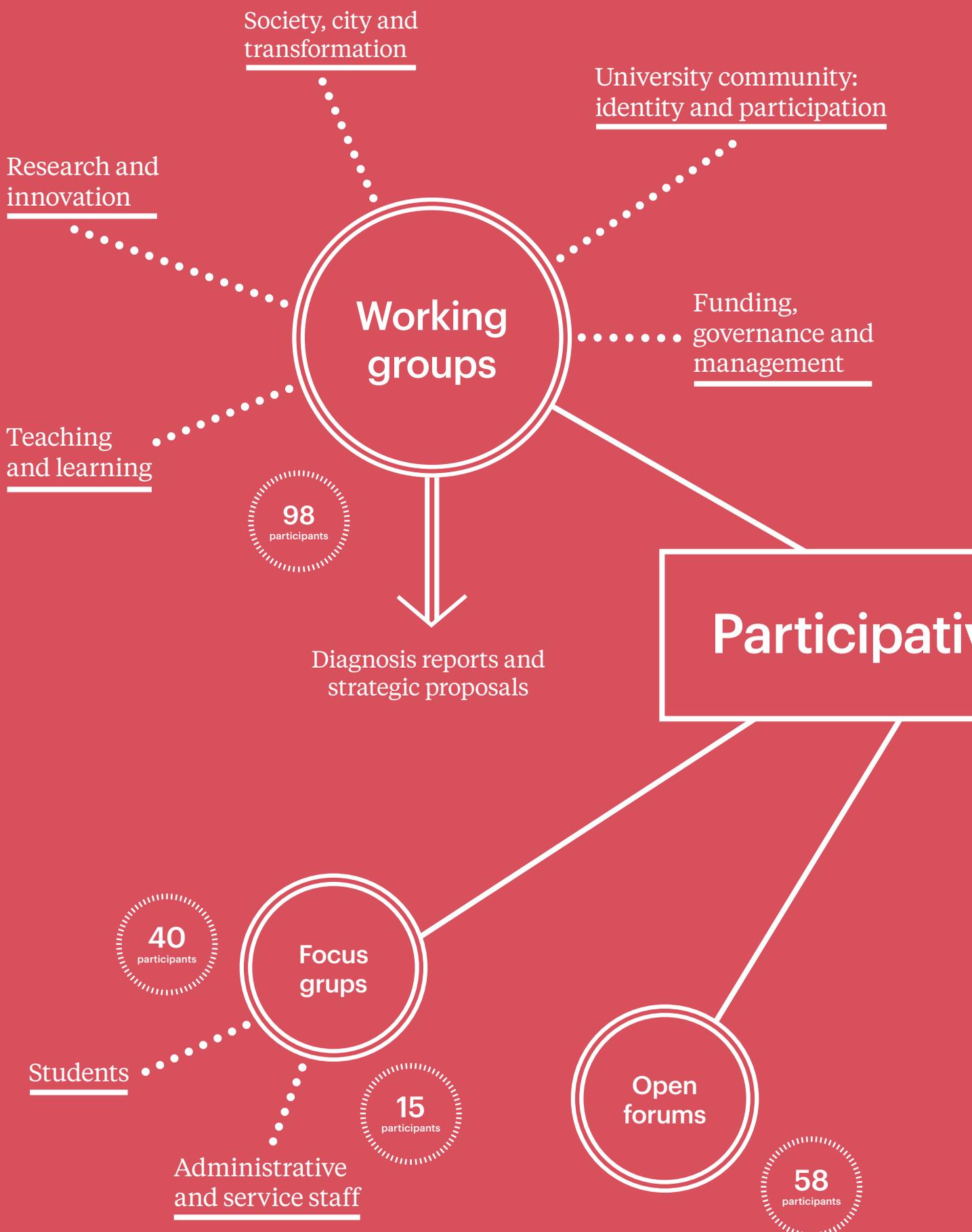
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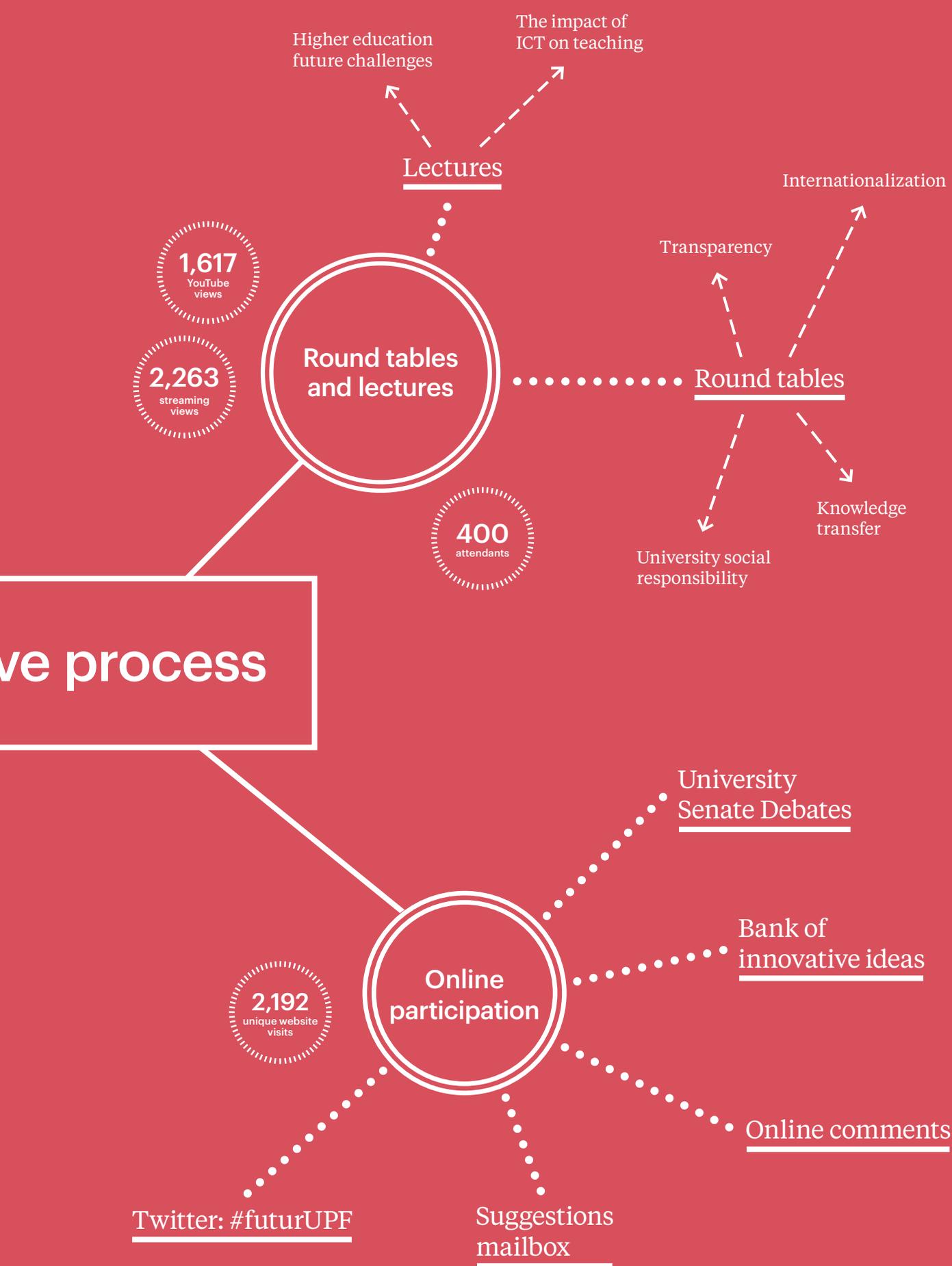
Carles Ramió

Vice-rector for Planning



Scan this QR code
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documents







Mission, vision and values

UPF was founded in 1990 by the Catalan government with the aim of creating a public university focused on academic excellence and contributing to the country's development. To achieve this goal, over the years, UPF has carried out all of its activities in accordance with strict quality criteria and has created a model of an urban university that is intimately linked to the city of Barcelona. As a university, we have been selective in the areas of knowledge that we have focused on in order to specialize primarily in research

and training related to the various dimensions of the human being, including biology, communication and social phenomena. Our relatively small size, which we have maintained despite some growth, has emerged as one of our defining traits, and an eminently positive one at that, as it has allowed us to preserve the ideal size for the formation of a cohesive academic community, in which academic and administrative units have a sense of belonging to the same institution and of sharing the same values.



«To provide people with training based on a rigorous, innovative and personalized educational model at a prominent research university that promotes innovation, social transformation and the commitment to culture.»

Mission

To train, by means of a rigorous, innovative and personalized educational model, people with a solid scientific and cultural background, general skills that can be adapted to the changes and challenges of society, and the specific skills they need to successfully carry out their life projects.



To become a prominent research university. We must be leaders in scientific discovery and innovation and achieve international leadership in our areas of expertise.



To promote innovation and social transformation. We must transcend the institution's walls to generate synergies with society in order to contribute to social welfare and create value.



To promote the commitment to culture We must become a 'think tank' – that is, a forum for debate, discussion and reflection at the service of culture – which offers tools for deciphering the contemporary world while actively engaging with it.

Vision

**A leading research university,
dedicated to public service**

which is positioned as one of the most internationally renowned higher education institutions in Europe, allowing it to draw the most talented and committed students and faculty.



A flexible, effective and personalized university,
that works with efficiency, clarity, rigour and immediacy and is able to adapt to the context and needs of its community in order to effectively achieve the desired results without ever losing sight of its commitment to society.



A financially sustainable, public university,
with sufficient public funding, as well as other funding sources generated by the University's own activity.



**An urban university, focused on the challenges
facing Barcelona and its surroundings,**
which takes advantage of the modernity and creativity available in a city open to the world as a source of inspiration to influence the university's transformation.

Values

Beyond the production and transmission of knowledge, we wish to associate our identity with a set of essential values that allow us to improve as people and to establish ourselves as a distinct, ethics-driven community in the increasingly global context of higher education institutions.

Pluralism

To integrate the diversity of viewpoints and ideologies and to respect collegiality, promoting respect and collaboration among all groups and seeking common grounds to promote participatory decision-making.



Dynamism

To be alert to the world around us, play an active role in it and at the same time know how to swiftly adapt and respond to both the changes that occur and the new needs arising from them.



Fairness

To ensure equal opportunity and conditions, to combat inequalities and discrimination on grounds of gender, social class, ethnic or racial origin, sexual orientation or disabilities, as well as to train professionals and citizens who go on to transfer these values to the members of their personal and professional circles.



Accountability

To establish a direct relationship with the institutions and groups to which we are accountable and offer them transparent explanations of the goals we pursue and the results we achieve, with the necessary openness to take in their assessments.

Autonomy

So that, based on the recognition of our own identity as a university, we can have the organizational, financial and regulatory capacity we need to achieve our goals in the best possible way.



Commitment

To become active agents and drivers of change and innovation in society and to thereby contribute, with creativity, critical thinking, honesty, proactiveness and academic freedom, to finding solutions for the problems and potential conflicts affecting our community and society as a whole.



Rigour

From both an academic and human point of view, to strive, with the necessary self-discipline and leveraging our full potential, to be a leader in both education and research.





Cross-cutting themes

In response to the changing global scenarios in which UPF is immersed, we have identified certain key transformational elements to which we would like to give special consideration with a view to facilitating our develop-

ment in the coming years. Having a transversal approach, these three themes run through all of the Plan's strategic areas and allow us to define and promote numerous strategies for each one.

To become a pre-eminent university in Europe with a global reputation

We need to strengthen our internationalization in order to become a Catalan university known around the world. To achieve this goal, we must be a fully multilingual university, able to attract students from around the globe, one that has a strong international reputation for the quality of its research, the prestige of its faculty and researchers, the satisfaction of its community members, and the successful careers of its alumni.

In other words, we must develop an international university culture, offering top-quality services, highly relevant activities, and a prestigious faculty, which permeates the university's structure and overall operation.



To become a socially responsible and sustainable university

To become a networking university



We must become a university on a human scale that is sensitive to its environment and socially responsible in its relations with multiple cultural, social and economic stakeholders and that provides solutions both for the country's needs and global problems. We seek to embrace a transformational and comprehensive model of social responsibility that encompasses all areas of the university and aspires to excellence.

We must promote and collectively guarantee the multiple dimensions of the university's social responsibility – environmental sustainability, ethical awareness, gender mainstreaming, solidarity and cooperation, volunteering, the prevention of health risks, the promotion of a healthy lifestyle, and services for the disabled – as essential components of a responsible university. Conceiving of the university as a space for critical reflection that is accessible and open to society is a prerequisite for many specific groups, such as the elderly, secondary school students, or local residents, to feel welcome.

We need to further develop our collaborative capabilities to work in a more personalized, flexible and integrated way, depending on each case and specific need, both internally and externally.

We need to forge stronger bonds and relationships, at all levels, in relation to issues that we consider to be priorities, to contribute value and to take advantage of all the learning opportunities that these exchanges offer us to enhance our activities in the areas of teaching, research and innovation.

We need to multiply and deepen the university's liaisons in the professional, social, industrial and cultural worlds and to make singular contributions that reinforce our reputation.

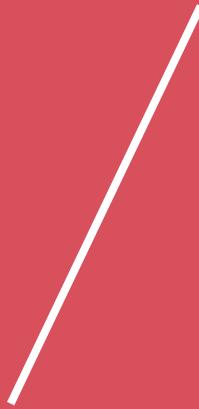
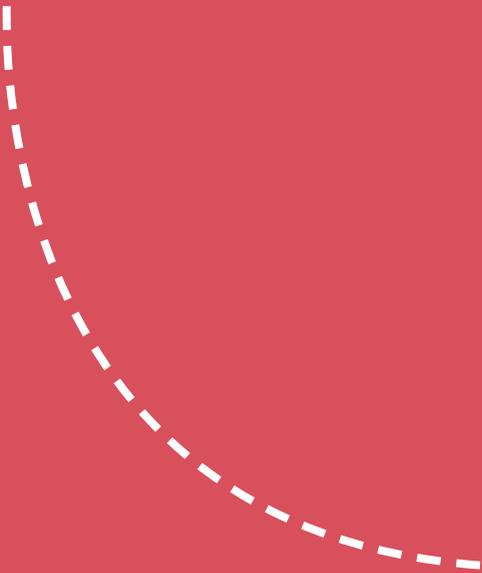
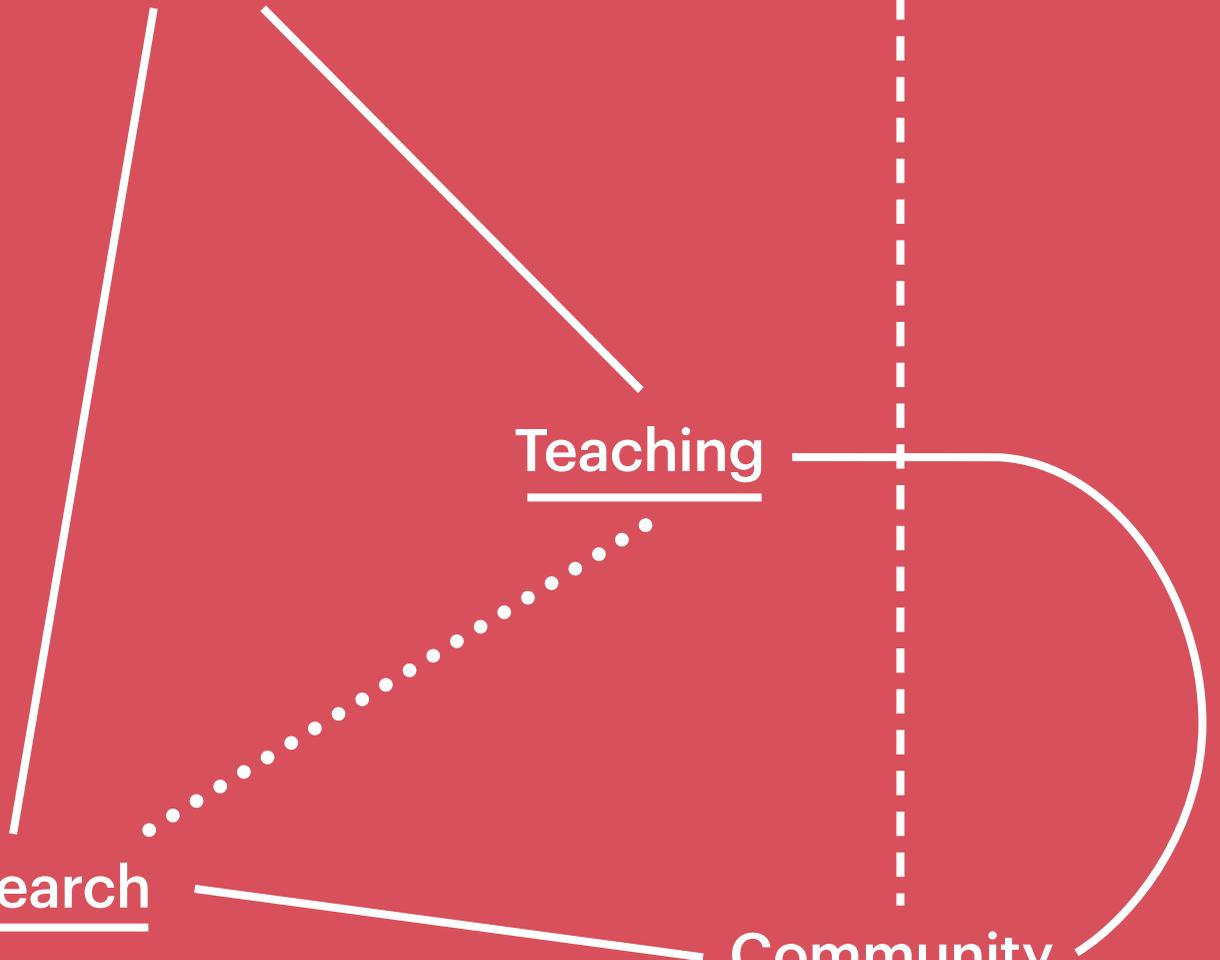
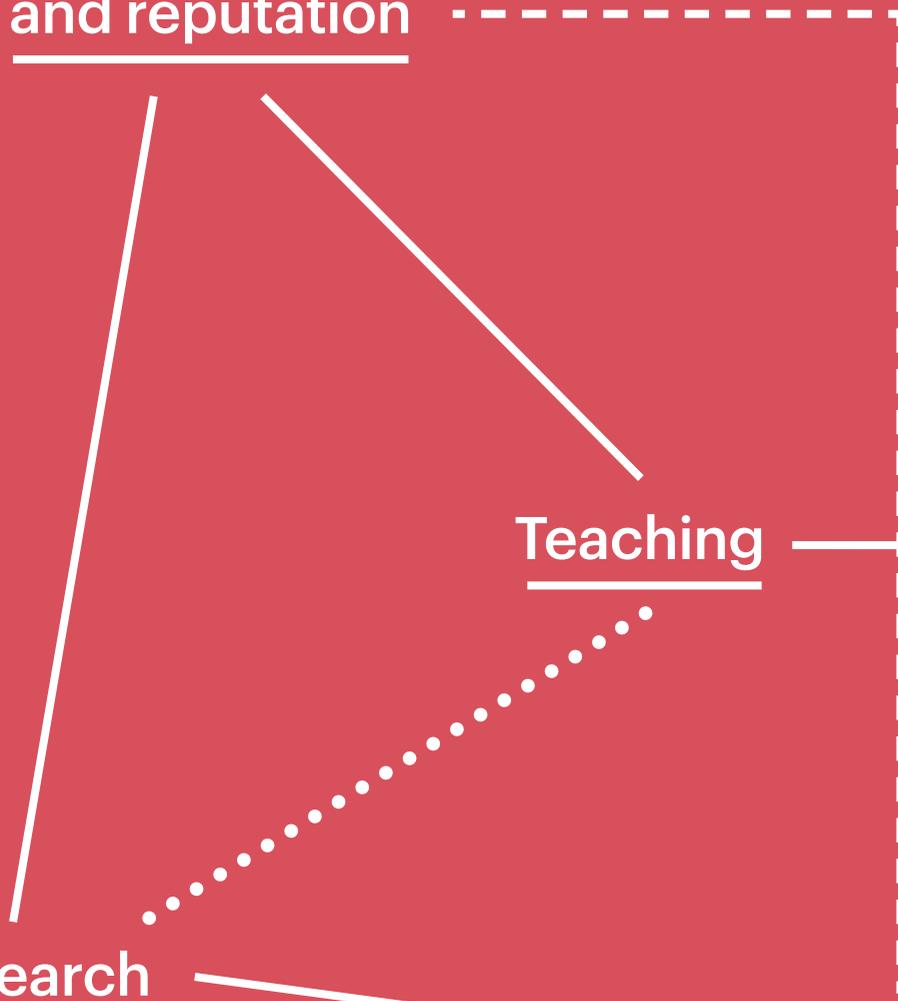
Outreach
and reputation

Teaching

Research

Community

Finance and
governance



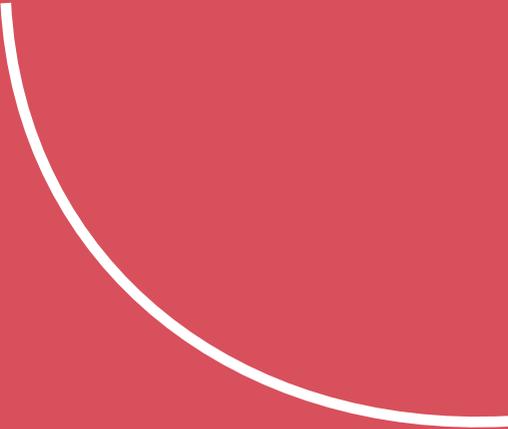
Strategic areas

To tackle the challenges posed by our mission, we have defined five strategic action areas: teaching, research, outreach and reputation, the university community, and finance and governance. These five areas encompass the goals we have set for ourselves for 2025 and the strategies we will follow to achieve them, all in keeping with the three cross-cutting priorities.

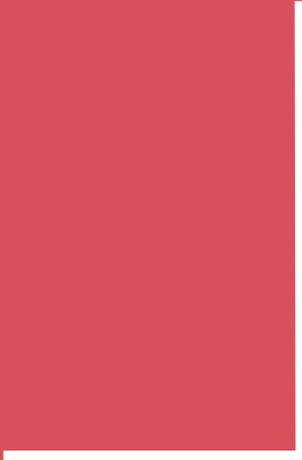




Teaching



1



«A distinctive and personalized education model that enables the pursuit of personal projects with a unique and flexible proposal for each student.»



From the start, UPF has been characterized by the quality of its teaching. The keys to this quality are, among other things, its commitment to innovation in teaching through the continuous training of faculty, the incorporation of information and communication technology into teaching, continuous pedagogical renewal, the introduction of formulas for providing personalized service to students, and the advocacy and promotion of multilingualism in the classroom. All of these elements contribute to a student-centred educational model that offers solid basic training in each disciplinary field. This model likewise seeks to produce well-educated citizens, from both an academic and human perspective, able to adapt to change (skills related to flexibility, communication, critical thinking, social commitment, etc.). Strict criteria for continuing studies and a strong framework for assessing skills have also contributed to the model's performance.

Taking into account, moreover, that the university's objectives are not conveyed solely in the classroom, we are speaking of an *educational model*, not a *teaching model*, as it includes all the activities that contribute to learning at UPF.

Likewise, the university has made a clear commitment to teaching internationalization. As a result, it boasts good mobility rates and is the most popular European university for Erasmus students relative to its size.

UPF students, intensely dedicated to learning, achieve very high performance rates and have a good record of graduate employment, as well. They are also highly satisfied with their educational experience at the university. As a result of all of these factors, as well as their distinctive features, many of UPF's degree programmes have become educational benchmarks within both the Catalan and Spanish university systems. Nevertheless, we must continue working to increase the recognition afforded to UPF alumni in all fields and at all levels, from bachelor's degree programmes to PhDs, and to maintain and promote highly demanding standards that, in addition to including training in values and to promoting a clear social commitment, will allow our students to develop their full potential.



Some measures of success

- To have implemented a plan, by 2020, to promote a more direct relationship between undergraduate and postgraduate students and the research activities carried out at the university.
- To increase the percentage of undergraduate students who participate in international mobility programmes (e.g. Erasmus) to more than 40% by 2020 (up from 30% in the 2014-2015 academic year).
- To increase the percentage of new enrolments corresponding to foreign students who plan to complete an entire bachelor's programme to 10% of all new enrolments for each cohort by 2020 (up from 6% in the 2015-2016 academic year).
- To consolidate the existing programmes for personalizing study programmes (Tutorial Action Plan, Open Programme) and have implemented a new cross-disciplinary training programme by 2020.
- To offer at least one innovative, internationalizing undergraduate programme in each of the university's fields of knowledge, including double degree programmes and joint programmes with foreign universities, by 2020.
- To increase the percentage of students who complete a professional internship as part of their undergraduate training to 70% by 2025 (up from 50% in the 2014-2015 academic year).
- To achieve a percentage of 20% of students able to certify a level of C1 or C2 in English or a second foreign language by 2025.

Teaching strategies

To consolidate a unique education model:

With a flexible educational proposal that is unique to each student – with active learning models that encourage responsibility, afford them a more prominent role, and promote critical thinking – but also promotes collaborative work.

With motivated and innovative faculty who serve as guides and mentors to students. Faculty must receive the necessary support to allow them to address each student's individualities, as well as appropriate and sufficient incentives to encourage and reward their teaching.

Combining research and teaching in the learning process, so that faculty involve their students in the university's research activities. To this end, it is necessary to include specific skills in bachelor's degree subjects, link bachelor's

degree and master's degree final projects to research groups, promote projects that make research a longitudinal priority, and aspire to make it possible for all faculty members to teach in undergraduate programmes.

Emphasizing communication skills as a general trait of UPF students, linked to the exercise of critical and reflective thinking and the ability to explain a personal or professional project, orally and in writing, in the university's three working languages. All curricula should include subjects and methodologies that foster these skills.

Redefining face-to-face teaching in the learning process, so as to include the full range of possibilities technology offers today in order to separate the personal interactive and

educational processes from processes of discovery and knowledge and to create new spaces for teaching. We must take advantage of all opportunities, both of face-to-face and online teaching and of hybrid methodologies and new models based on inverting the teacher and student roles.

Involving students in activities related to social commitment and in social projects integrated into teaching methodology and the learning process, and encouraging all students to engage in volunteering and social responsibility activities during their years at UPF.

«Training that goes beyond the classroom to integrate the teaching, research, social and human dimensions.»

To respond to the changing demand for quality education:

With innovative, quality degree programmes, which can be of interest to both local and foreign students, and striving to continually improve them in order to offer the best possible education.

Promoting general skills in undergraduate and postgraduate programmes through a variety of initiatives, such as new interdisciplinary programmes, the inclusion of minors in very different disciplines, interdisciplinary final projects and greater curricular flexibility.

Offering students more opportunities to develop their talent, in a way that allows them to hone their skills and that takes into account different learning speeds, in order to maintain and stimulate their

motivation throughout the study cycle.

Attracting students from outside the EU, making a special effort to promote UPF's bachelor's degree programmes among these students, in order to fully integrate them into the university's core academic offerings and promote mobility and the resulting enrichment of the university environment.

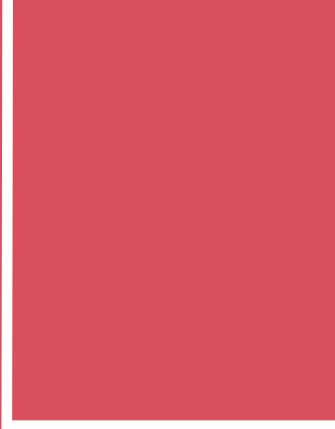
Expanding postgraduate academic offerings, in order to attract a larger number of both national and international students, and enhancing the specialization tracks, professionalizing components and academic reputations of the master's degree programmes.

Internationalizing the classroom with measures such as including new content

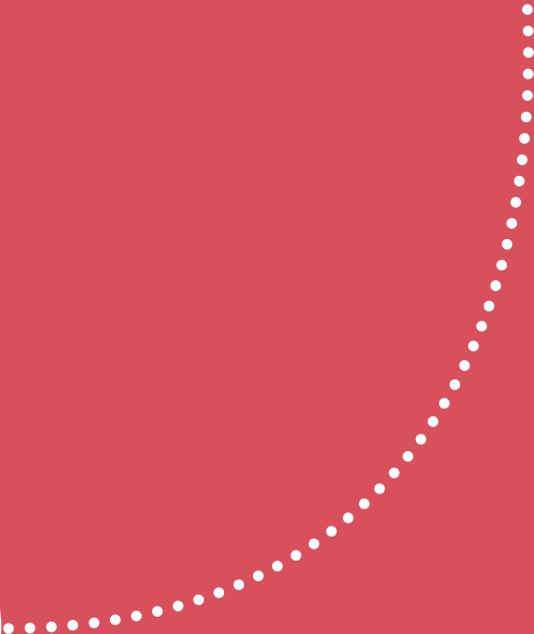
in subjects, promoting both a strong oral and written command of the university's three working languages and the learning of other foreign languages in addition to English, and promoting linguistic and cultural diversity in all spaces used for instruction.

Providing more support for graduate employment, with a broader selection of curricular and extracurricular internships and personalized support for students both during the acquisition of professional skills and in finding employment.





Research



2



«A research university
committed to facilitating
social transformation.»



UPF has become a research-intensive university. Its academic community, as a whole, is oriented towards producing excellent, competitive and internationally recognized research and towards establishing a reputation for seriousness and scientific relevance. As a result, it has a proven capacity – rather unique in the context of our immediate environment – to secure competitive funding for projects. However, whilst UPF is a leading university in Spain and has a high level of scientific output in relative terms, its international leadership and visibility are limited, probably due to factors such as the reduced weight of its research output in absolute terms or its still limited collaboration with the industry and the service sectors.

The university has been successful at attracting international talent – through programmes such as ICREA – and at securing funds in competitive grant programmes sponsored by the EU. Nevertheless, the attraction of talent is hindered by regulatory rigidity and funding difficulties. Therefore, to continue to make strides in this area, it is essential to implement a proactive recruitment policy. The various

research institutions that belong to the UPF group, which maintain a very close relationship with the university, are also an asset of the first order in this regard, as they broaden our reach, contribute to excellence and internationalization, and promote synergies, thereby allowing us to consider more ambitious growth strategies and policies.

The challenge of better integrating teaching and research calls for a new educational model, one that narrows the gap between students and research, innovation and knowledge transfer, as proposed in the strategic area devoted to teaching. In addition to this challenge, it is also necessary to promote innovation and knowledge transfer to connect the research carried out at the university with the business world and, more broadly, with industry and the service sector.



Some measures of success

- To earn, over the 2016-2020 period, average annual revenues of €4 M from the university's transfer activities, that is, from contracts with companies and institutions (up from €3 M in the 2012-2014 period).
- To obtain, over the course of the 2016-2020 period, average annual funding of €37 M under competitive grants (up from €33.5 M in the 2012-2014 period).
- To double, in the next five years, the number of the university's spin-offs, bringing the total number to six (up from 3 in 2015).
- To obtain, over the next five years (2016-2020), 20 new ERC grants (up from 18 in the 2011-2015 period).
- To institute a procedure to guarantee an ethical commitment in research involving human subjects and to ensure, by 2020, that 80% of research projects are institutionally endorsed in terms of their ethical commitment.
- To increase the percentage of tenured and tenure-track lecturers in all of the university's fields of knowledge who lead research projects with external funding received under competitive grants to 50% by 2025 (up from 35% in 2015).
- To hire 40 new lecturers and researchers, with high scientific leadership potential, to work at the university by 2025.
- To increase the percentage of papers published by researchers that are among the 10% most cited papers in their discipline to 20% by 2025 (up from 15.8% in the 2007-2013 period).
- To increase, by 2025, both the number of books or book chapters published per lecturer and the percentage of these works published by leading international publishers.

Research strategies

To consolidate research as one of UPF's defining traits:

Implementing a proactive policy for recruiting and retaining international talent that includes more flexible and suitable hiring tools with well-defined, internationally comparable criteria. This policy should be based on best practices with regard to academic careers and promotion, and must offer researchers both freedom and confidence and long-term prospects.

Encouraging the research community's commitment to knowledge transfer and social entrepreneurship.

Foster a research culture that is open to the transfer of results and that helps encourage leadership geared towards innovation and strategic collaborations with other institutions, companies and stakeholders, whilst at the same time ensuring its social impact.

Adapting research support structures to make them compatible with new technological challenges and flexible enough to provide researchers and research groups with the necessary autonomy, as well as with support to obtain and efficiently manage external funding, increase their research capacity, and develop the necessary infrastructure.

Searching for and obtaining external funding to support research, whilst at the same time promoting a cross-disciplinary research culture that enables the university to proactively seek funding in order to compete with the world's best universities.

Strengthening UPF's relations with the member institutions and joint research centres of the UPF Group in order to integrate them into the university in an appropriately

articulated and well-defined way that fosters collaboration and the creation of synergies.

Promoting initiatives that strengthen cross-disciplinary research, to broaden the range of disciplines involved and take advantage of the opportunities arising from points of contact between different fields of research, with measures such as the promotion of interdisciplinary research projects and structures.

«A research culture open to the transfer of results and sensitive to their social impact, guided by the principles of responsible research and innovation.»

To define a cross-disciplinary research and innovation model throughout UPF:

That has a fully international orientation in all areas of the university's research, that enables development of the international collaborations of the research groups, research networks, and institutional partnerships, and that encourages both joint research and knowledge transfer initiatives and participation and leadership in current scientific debates.

That is able to establish relationships between teaching, research and transfer, with innovative initiatives, such as bringing the research groups' activities into the classroom or encouraging students' scientific creativity from the first year.

That ensures that research and innovation results are visible to society everywhere, seeking the best ways to transmit scientific knowledge and engage society, such as through the dissemination of

research groups' successful experiences, proactive communication strategies, professional internships with research teams, and other measures.

That is based on external processes for assessing research and knowledge transfer that are suited to the diversity and heterogeneity of UPF's fields of expertise. It is necessary to include metrics and assessment criteria that make it possible to determine the amount of knowledge transfer, as well as to ensure that both the results of the assessments and any potential recommendations by the external committees are taken into account, implemented, and appropriately monitored.

That becomes a facilitating element for the doctoral and postdoctoral programmes, with a view to making these programmes an essential

component of the research. They should include content with regard to both academic training and personal growth, allowing them to act as magnets for international researchers. In short, the aim is to ensure that UPF's PhDs are well regarded and sought after by universities and institutions around the world.

That is guided by the principles of responsible research and innovation (RRI), within the framework of UPF's social responsibility policy. This includes, among other aspects, a commitment to gender mainstreaming, ethical responsibility, open access, science education, and community engagement.





Outreach and reputation



«A university that produces well-educated graduates who are both good professionals and socially engaged citizens.»



3



The university has a strong image and has built a remarkably good international reputation. Proof of this can be seen in the high demand for admission to its undergraduate programmes, its positioning in international rankings, the degree of internationalization of the faculty, and the large presence of students from all over the world in the master's degree and doctoral programmes. However, the good image and prestige that UPF has accrued would not be complete without a strong openness to society, as part of its social responsibility as a public institution. To produce not just good professionals but also engaged citizens is a goal we cannot renounce.

UPF thus has to work to become a hub for the generation and transmission of values that provide added value to its alumni, at both the social and personal levels. In this regard, UPF must strive for excellence not only in the academic sphere, but also in the human one, especially with regard to culture. Additionally, it must strengthen the singularity of its own story, underscoring what sets it apart, so that it can carve out a firm position for itself in the higher education landscape, taking into account the emergence of new

technologies. The university must better convey everything that it does and can do for society.

The people-oriented focus intrinsic to all fields of knowledge covered at UPF affords many possibilities for intensifying the interaction between the university and the city. This is a very powerful asset that works in our favour in terms of recruiting students and faculty and that, together with our idiosyncrasies – UPF is a relatively small university, with well-regarded, high-quality disciplinary profiles –, makes us quite attractive. We thus have the ideal characteristics and potential to become one of the main drivers of change in the economic, political, social and cultural spheres of our local community, and we need to actively engage with it, placing special value on this tie with the city of Barcelona and the rest of Catalonia.



Some measures of success

- To significantly improve the graduate employment rate as compared to the average for the Catalan university system by 2020 (in 2014, UPF was close to the Catalan university system's average).
- To increase, by 2020, the percentage of undergraduate and post-graduate students whose parents do not have a university education.
- To promote environmental sustainability by reducing CO₂ emission levels by up to 25% by 2025 through energy-saving measures and the use of clean energy sources.
- To increase the number of contributions to the public sphere by 50% by 2025, through publications in the press, posts to social networks, audiovisual media, etc., by members of the UPF community.
- To increase, by 2025, the number of external activities, both public and private, carried out in UPF spaces and buildings.

Outreach and reputation strategies

To impact the local community through outreach:

Carrying out actions and implementing promotion policies that allow UPF to become an agent of economic, political and social change. In order to situate the university in a leading position in the cultural sphere, it is necessary to promote the transfer and dissemination of knowledge to society, strengthen strategic ties with important cultural institutions, and encourage cultural creation.

Strengthening the university's entrepreneurship and promoting networking and outreach to economic sectors that might result in mutual benefits, such as employment opportunities, knowledge transfer, or possibilities for sponsorship.

Promoting the university community's social commitment, to transmit and promote, from the start, a series of values

that will stay with all members of the university community throughout their careers, will enrich life for society at large, and will contribute to sustainable development.

Implementing an open-door policy at the university that allows experts, interest groups and private citizens to approach UPF and allows the university to absorb and learn from their activities, experiences and knowledge, in a two-way exchange that moreover transmits what the university does for society in the clearest possible way.

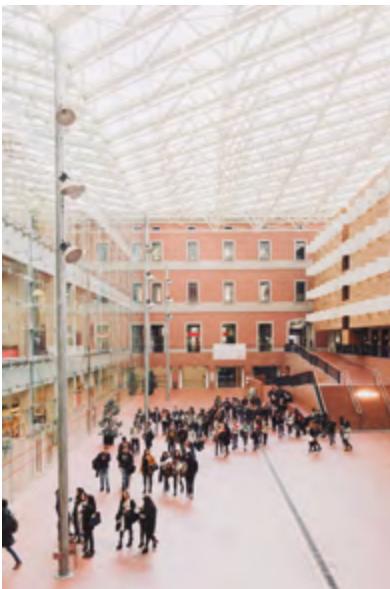
Strengthening relations with the spheres of culture, athletics and art, through the articulation of social networks, both formal and informal, that facilitate contact between members of the university community and society at large, whilst at the

same time allowing UPF to become an organization that learns from others and shares the knowledge of others.

«An urban university, linked to the city of Barcelona, with a strong international reputation.»

To position UPF as an attractive reference point for its environment:

Strengthening the ties with the powerful magnet that is Barcelona, as a decisive factor for attracting students and faculty from around the world, and adapting the university's public profile taking into account the major changes occurring in the city and the multiple dimensions of the urban phenomenon.



Reaching out to our local urban community. The neighbourhoods hosting UPF facilities must be priorities in its relations with society; it is thus necessary to open the campus up for social use and the activities of local residents. It is moreover necessary to conceive of the city and the local community as an open classroom in which to engage in learning activities.

Strengthening knowledge-based partnerships that take advantage of the extensive opportunities for technological, social and human cooperation offered by the city of Barcelona and Catalonia as a whole.

Forging international partnerships with top-tier universities to promote innovative interuniversity collaboration initiatives in the sphere of teaching, both at the under-

graduate and postgraduate levels and in other areas.

Implementing policies to recruit excellent students, both Catalan and international, who will help to increase the recognition of the training offered at UPF, making it a more attractive choice, whether for undergraduate, master's degree or doctoral programmes.





The university community



4



«A responsible, committed,
plural and connected
university community.»



UPF is a young university, focused on innovation and creativity, with the capacity to mature and to integrate new experiences. It is moreover large enough to enable an extensive network of relations among the members of the university community, yet small enough to provide a suitably scaled environment for collaboration and cross-disciplinary study. In order to further strengthen these relations, the university has to minimize its impersonal infrastructures, i.e. that which does not sufficiently promote human relationships, and instead increase the number of informal meeting spaces and formal initiatives to nurture the university community. With a view to strengthening its network and equipping all groups at the university with relational skills, it is increasingly important to place importance on participatory activities outside the classroom.

The institutional sense of identity and the feeling of belonging of all groups at our university are notable, but they need to be strengthened even further, and the university community needs to be expanded to include those people interested in joining it, as well as others who have already moved on. With regard to this latter group, the

relationship established with alumni must go beyond just services and fundraising. For their part, students also must play an essential role in the dynamics established at the university. Currently, many of them see UPF as a place of passage rather than as a life-long point of reference. As for faculty, there is still room to improve the procedures governing tenure and career development. It is also necessary to think about the academic profiles we wish to have in the coming years. Finally, with regard to the administrative and service staff, we face the challenge of helping them to adapt, develop and continuously improve their skills in order to meet the changing needs of public administration. In this sphere, in order to improve the services offered by the university, new professional profiles will also be needed.



Some measures of success

- To increase the percentage of members of the university community who participate in athletic, cultural, association, volunteering, and other activities offered by the University to 20% by 2020 (up from 13% in the 2014-2015 academic year).
- To make progress, by 2020, on gender equality, in order to achieve a more equitable male-female ratio, both with regard to administrative and service staff and to teaching and research staff (in 2015, the male-female ratio was 0.5:1 for administrative and service staff and 1.72:1 for teaching and research staff).
- To revise the university's Plan of Action for Multilingualism by 2020 to reflect the strategic areas of the Strategic Plan.
- To increase the percentage of UPF alumni who are members of the Alumni Programme to 50% by 2025 (30% in 2015).
- To actively involve 15% of alumni with the university by 2025 through specific actions (mentoring, donations, specific support, volunteering, etc.).
- To ensure that the entire university community has sufficient knowledge of Catalan and English by 2025, and that 20% of its members also have knowledge of other languages.

The university community strategies

To consolidate a diverse and connected community:

Creating a unique discourse around the institutional profile that strikes a balance between the university's youthful spirit and its established identity and that, going beyond the mere reporting of activities and results, integrates and promotes the university's mission, vision and values.

Establishing effective channels of communication that value and increase the visibility of all groups at UPF, whilst at the same time enhancing both dialogue and communication between these groups and their networks.

Creating flexible, healthy, multi-purpose work spaces that facilitate interaction between faculty, students and the administration and help to prevent occupational hazards, with an open design and the participation of all of the university's groups.

Promoting the creation of new infrastructure needed

to expand and complement the university community's activities in the spheres of teaching and research on all three of the university's campuses, especially the Ciutadella campus.

Embracing multilingualism for all members of the university community, irrespective of their origin, through a responsible management of multilingualism that makes it possible to balance local identity, openness to the world and international outreach, whilst at the same time promoting knowledge and use of the Catalan language in all areas.

Fostering the connections between the university's different academic and research areas in order to reduce their current level of fragmentation. It is necessary to facilitate interaction and to strengthen, through new initiatives aimed at developing relationships between disciplines and units, the sense of belonging to the UPF community.

Expanding the role of alumni in the university community. In order to promote a path for knowledge return to the university, it is necessary to strengthen students' sense of belonging, so that, as alumni, they continue to harbour this feeling. We must also work to ensure that the university remains a reference for alumni throughout their careers and lives.

Strengthening UPF's corporate identity, by creating for example a single brand name that can be used to raise the profile of the set of initiatives, programmes and services carried out or offered under this identity at the university and by the UPF Group as a whole.

Offering more athletic and cultural events that are of general interest for the university community at large and that can be used to facilitate relationships between university members, whilst at the same time promoting a healthy lifestyle.

«A community to serve as a lifelong reference for the professional and personal development of our alumni.»

To foster a participatory and socially responsible community:

Making participation one of the university's hallmark traits, promoting commitment, dialogue and ongoing debate within and outside the governing bodies as a basis for enabling better decision-making. In this context, it is necessary to encourage social skills, participatory leadership and democratic culture.

Implementing policies of inclusion, with the aim of forging a socially responsible community that combats inequality and discrimination on grounds of gender, social class, ethnic or racial origin, sexual orientation or disability. Ensuring meritocratic access to education will contribute to making the university a tool for social integration.

Giving new impetus to staff training, in both the academic and management spheres, with a more innovative and flexible approach that alternates between various types

of participation (such as active learning, in addition to 'formal' actions). This training must recognize talent and, beyond the formal criteria, must take all skills into account, whether related to new teaching methods, new software or new communication tools.

Offering activities that demonstrate UPF's commitment to social responsibility, that foster personal welfare, encourage volunteering and allow the members of our university community to obtain comprehensive training as citizens.

Designing and implementing policies for reception, support and continuous monitoring targeting the members of different groups at the university, whilst at the same time promoting the maintenance of ties with everyone who has ever been linked to UPF. It is also necessary to put into

place a wide range of integration measures, in the context of the university's growing internationalization and the strong cultural diversification such a process entails.

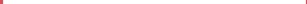




Finance and governance



5



«A quality public service
in a context of transparency
and accountability.»



UPF's asset and financial structure is sound, despite having suffered the consequences of the recent economic crisis. However, in the field of economic sustainability, certain major challenges still need to be addressed. In this regard, we need to promote more intensively an overarching strategy for generating financial resources, to be shared by the institution as a whole. Currently, the Catalan public financing system for universities does not recognize neither UPF's specific status as a leading research university nor its very good teaching outcomes, despite the special financial needs to which the UPF performance gives rise. As a research-intensive university, UPF must make a financial effort that can compromise its current budget. It is therefore essential to find alternative funding sources and to promote the involvement of the entire community to make the university economically viable. In this regard, all of the university's bodies and stakeholders must jointly adopt a proactive attitude that makes it possible to ensure UPF's sustainability as a collective long-term project.

In the sphere of governance, the university is currently in the process of making major changes to its internal

organization. On the one hand, new coordination units are being established to make it possible to manage each academic area in a more integrated way. On the other, the role of the university's general services is being redefined; they are being reoriented towards the promotion of more effective, quality university policies. In this context, the expectation remains that changes will be made in the environment that will enable the implementation of new transformations in governance, gains in autonomy, and the generation of a context more conducive to UPF's development.

It is thus necessary to work decisively to consolidate the changes that have already been initiated, remaining at all times committed to transparency and to making processes more flexible, with the aim of implementing a 'smart' organizational model that promotes the capacity for collective learning and responds to the willingness to be accountable to society. Finally, in order to ensure the success of this entire process, UPF needs efficient evaluation mechanisms that make it possible to identify areas of improvement and act accordingly.



Some measures of success

- To implement, over the course of the 2016-2020 period, a model for a project culture and a system of goal-based task performance throughout the university.
- To increase, over the course of the 2016-2025 period, external investments in educational and research infrastructure on the campuses, based on UPF's attractiveness as an academic institution.
- To double, by 2020, the percentage of funding resources derived from activities directly related to the university's internationalization.
- To increase the institution's total turnover by at least 20% in real terms by 2025.
- To reduce the number of elected and appointed academic officers by 25% by 2025 through the professionalization of management.

Finance and governance strategies

To promote organizational changes in order to facilitate the university's governance:

Further decentralizing the university with a view to making resource management more flexible, and flattening the governance structure, with a transparent and comprehensible internal financing model that is easy to manage and govern and that also encourages the seeking of external funding.

Adopting teamwork procedures sustained on a project-based culture as one of the university community's basic working methods. As a natural process of learning and experimentation, a project-based culture will allow a series of actions pursuing specific goals to be carried out in a more effective way.

Activating general services aimed at promoting and assuring quality which are given the appropriate tools and incentives to implement the quality policies adopted by the university.

Taking measures to simplify the governance structures that make it possible to reduce

the number of committees and govern with fewer academic officials, strengthen the role of management professionals at the various levels of the organization, and allow academic administrators to focus on the relevant areas of decision-making.

Working to achieve the digital transformation of the university, taking advantage of technological tools that make it possible to obtain and use the data required for decision-making and implementing an innovative and ethically responsible organizational culture.

Focusing on the evaluation of programmes and services, by means of a careful analysis of processes and outcomes, to allow a better accountability and transparency and to facilitate the critical review of the university's operations. This will permit us to implement the resulting proposals for change, as well as to put the appropriate incentives in place to encourage continuous improvement.

Agreeing on common criteria for academic careers that make it easier to attract and retain talent, help to facilitate work-life balance, and ensure that young faculty can gradually achieve independence. These criteria must be adaptable to the recruitment and promotion processes for the different disciplines and must be consistent with internationally recognized quality models, such as the tenure-track system.

Establishing more diverse career paths, for both academic and management staff, with clearly established criteria for promotion, the opening of different formulas to increase mobility and professional motivation, and adequate remuneration.

Creating an International Advisory Board for the university directly linked to the Office of the Rector and composed of distinguished members, tasked with offering guidance with regard to leadership, quality and innovation strategies and with helping to raise UPF's international profile.

«A smart, flexible organization, with new forms of management sustained on a project-based and collective learning culture.»

To ensure the necessary financial stability to maintain the quality of the public service:

Offering new teaching and training activities that make it possible to increase the academic offering as a whole, attract students from outside the EU, promote an integrated offering of summer courses, make better use of the university's own infrastructure (for events that are not directly related the university's activities) and promote transfer and innovation activities.

Seeking out and encouraging new opportunities to obtain improvements in funding for research, whether by trying to influence public authorities in this regard – to achieve an increase in results-based funding – or through national and international sponsorship arrangements with all types of institutions.

Creating innovative means of funding, for example, increasing the incentives for potential donors, and especially alumni – by increasing the visibility of the results of their donations– or by establishing

partnerships with corporate sponsors. In this regard, micro-finance and sponsorship are also funding sources that should be explored.

Revising the structure of the UPF Group to strengthen synergies and find spaces for collaboration, as well as to increase the visibility of the group as a whole, in order to strengthen the entire university and contribute to its sustainability.



UPF in figures

Data corresponding to the 2015-2016 academic year unless otherwise stated.

Structure and funding

3

campuses

8

faculties and university schools

8

departaments

143,337

m² of built-up area

124

M€ budget (2015)

Academic programmes

9

doctoral programmes

28

official master's degree programmes

14

MOOCs

21

bachelor's degree programmes

Internationalization

44%

of master's degree and doctoral programme students are international

28%

of undergraduate students participate in an international mobility programme (2014-2015)

27%

of lecturers are international

Staff (as of 1 January 2015)

594

full-time equivalent (FTE) faculty and researchers¹

317

tenured faculty

41

Catalan Institute for Advanced Research and Studies (ICREA) researchers²

667

administrative and service staff members

Research and knowledge transfer

34 M€

in funding for research (2014)

188

doctoral theses read (2015)

82

consolidated research groups (2015)

16

patent applications (2010-2014)

2,776

scholarly papers (2014)

17

ongoing grants from the European Research Council (ERC) (2015)

41

licensing agreements

Students

12,369

total

9,945

in bachelor's degree and other undergraduate programmes

1,128

in university master's degree programmes

1,296

in doctoral programmes

2,613

graduates (of undergraduate, master's degree and doctoral programmes) (2014-2015)

Affiliated centres

16

bachelor's degree programmes

4,090

bachelor's degree and other undergraduate students

24

university master's degrees

1,363

university master's degree students

1 Out of a total of 1,040 teachers and researchers. FTE is an indicator that calculates the number of lecturers, taking into account the effective hours of instruction taught (as compared to the teaching load of a full-time lecturer).

2 Foundation funded by the Catalan government to meet the need for new formulas for hiring the most talented and outstanding academic and scientific staff at universities and research centres in Catalonia.





www.upf.edu/strategicplan

