Estratègia
UPF 25 Anys
Communis omnium sapientia

Strategy
Pompeu Fabra University - 2015

February 2010
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This academic year 2009-2010, Pompeu Fabra University will be twenty years old. It is one of the youngest universities in the country and, in this period, it has already succeeded in positioning itself within the Catalan university system as a reference centre in regard to both teaching and research. UPF seeks to consolidate its differentiated project, which is based on proximity to the students and the quality of its teaching, on the one hand, and internationally recognised research, on the other. In the areas in which it specialises – biomedical sciences, communication sciences and technologies, and social sciences and humanities – UPF is shaping up as a pole of knowledge creation and transmission and, therefore, of attraction of talent in southern Europe.

The UPF25 YEARS strategy document focuses on defining a number of goals and actions taking as its horizon the year 2015, when Pompeu Fabra University will celebrate its 25th birthday. UPF25 YEARS presents a set of clear targets: to take advantage of the University’s present favourable situation to make a qualitative leap forward and lay the groundwork for the institution’s future expansion and development. One of the first goals of UPF25 YEARS is to consolidate some of the areas in which the University has been working intensively: transfer of knowledge to society and internationalisation, with solid foundations created on the basis of high-quality teaching and research excellence.

This goal is based on a set of values that pervade the life of the University’s academic community. These values are: academic freedom; collegiality and subsidiarity; unity of knowledge: diversity and equity among disciplines; commitment to the city, the country and the world; and a culture of quality, transparency and accountability.

UPF25 YEARS aspires to become the roadmap for the new stage. A stage defined by the major axes, or guidelines, structuring the document (creation, transmission, transfer and internationalisation of knowledge), in a context of highly efficient governance and management. These axes form part of a joint strategy to which the centres, departments and institutes, as well as the various institutions clustered round the University, which we call the UPF Group, are committed. At the same time, the involvement of the main social partners has also been sought: the students, through their representatives; UPF alumni; the main employers, through the Board of Trustees; and the public bodies responsible for university funding. This work should enable agreement to be reached on what the various parties want so as to ensure that the goals of UPF25 YEARS are achieved.

The document is divided up as follows: first, the main facts and figures about Pompeu Fabra University are presented in order to provide a clear summary of the University’s evolution over the years. Next, the mission, values and goals underpinning the UPF25 YEARS strategy are introduced, after which the document is structured into four major lines of action with a common operational framework. A description is given of the present situation of each line of action, enabling a goal to be defined and giving rise to various action strategies, each with one or more programmes. To conclude, an explanation is presented of the methodology employed in the process of defining UPF25 YEARS.

The Latin phrase in the front matter of this document is taken from a letter by the humanist Francesco Petrarca, or Petrarch, and suggests the idea that wisdom generates community and integrates everyone. This is a veritable ideal for our university community. So I invite you all to make this roadmap ours and put all our efforts into
bringing the intentions underlying it to fruition. If we do, the UPF25 YEARS roadmap will be a useful tool and will become imprinted on the University’s genetic code.

Josep Joan Moreso i Mateos
Rector of the Pompeu Fabra University

Barcelona, March 2010
Pompeu Fabra University is one of the most singular universities in the Catalan and Spanish university system.

According to the number of undergraduates (8,487), teaching staff (1,076) and administrative and service staff (691), the UPF occupies 42nd place, in order of size, out of a total of 48 public universities in Spain. In relation to the Catalan public university system, the UPF represents 6.1% of all undergraduates and is the penultimate in the list in terms of student numbers, with only the University of Lleida having fewer (4.8%). As far as postgraduates are concerned, an area in which the University expects to register considerable growth in the coming years, the UPF already has 3,417 students, including those taking official master’s degrees, the University’s own master’s degrees and doctoral programmes.

Figures 1 and 2, which show the evolution of the number of students, teaching and research staff (PDI) and administrative and service staff (PAS) from when the University was set up to the present time, bring out the considerable growth it has experienced in its first twenty years of life.

Figure 1. Evolution of the number of students taking official degrees at the UPF (1990-2009)

Total number of students and percentage of the Catalan Public University System (SUPC)

* Data for the year 2007-08 have been used, as those for 2008-09 are not yet available

- Official master’s degree students
- Doctoral students
- First and second cycle degree course students

1. The tables and figures presented in this section have been compiled on the basis of information provided by the Research Service and the documents La UPF en Xifres [The UPF in Figures] [academic years 2005-06 and 2008-09] and Estadístiques UPF [UPF Statistics] [academic years 1990-91, 1995-96 and 2000-01].

2. The Catalan public university system (referred to by its Catalan initials as SUPC) comprises the following eight universities: UB, UOC, UAB, UPC, URV, UdG, UPF and UdL.
In spite of its size, the UPF’s research indicators are quite impressive in terms of both its scientific output (2,011 articles in the ISI WoK between 2004 and 2008) and income from research and transfer projects, which represents 31% of the University’s annual budget. It should also be pointed out that 28% of all the income from knowledge transfer comes from agreements and contracts with companies and institutions. Table I summarises the UPF Group’s main research production and transfer indicators.

<table>
<thead>
<tr>
<th>Table I. UPF Group research and knowledge transfer indicators</th>
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<tbody>
<tr>
<td>Health and Life Sciences</td>
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<tr>
<td>Number of researchers (2008)</td>
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<tr>
<td>Number of research groups (2008)</td>
</tr>
<tr>
<td>Competitive projects (rolling average 2006-08) (k€)</td>
</tr>
<tr>
<td>Non-competitive agreements and grants (rolling average 2006-08) (k€)</td>
</tr>
<tr>
<td>Teaching staff on research projects (%)</td>
</tr>
<tr>
<td>Patents (2008)</td>
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<tr>
<td>Spin-offs (2008)</td>
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<tr>
<td>Number of publications in ISI database (2004-08)</td>
</tr>
<tr>
<td>Publications with international co-authors (2002-07) (%)</td>
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<tr>
<td>UPF budget (2008) (k€)</td>
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<tr>
<td>Income from research and transfer projects (rolling average 2006-08) (k€) (%)</td>
</tr>
</tbody>
</table>

This means that the UPF is constantly present in the international rankings. The UPF is systematically also among the leading universities in Catalonia and Spain. Thus, for instance, the UPF was the top Spanish university in the social sciences in the Times Higher Education World University Rankings in 2009, occupying 62nd place in the world. In the same ranking the UPF was fifth among Spanish universities, 138th among European universities and

342nd in the world. Another important indicator was the fact that in 2008 the UPF was the only Spanish university ranked in the international teaching staff section. Similarly, in 2009, in the Shanghai Academic Ranking of World Universities, which is not weighted for size, the UPF was the seventh-placed Spanish and 171st European university.

According to the University Quality Assessment Ranking produced by the University of Santiago de Compostela and published in Social Indicators Research (2008), the UPF is the top Spanish university. And according to the ranking published by the CyD Foundation (2008), the UPF is the second best university as far as teaching quality is concerned.

Pompeu Fabra University is organised into seven faculties, a Polytechnic School, eight departments and four university institutes. It also has four affiliated centres (the School of International Trade, the Elisava School of Design, the University School of Business Studies of the Maresme and the Mar University School of Nursing), two interuniversity postgraduate platforms (Barcelona Institute for International Studies and Barcelona Graduate School of Economics), as well as its own Continuing Education Institute (IDEC) complementing its range of educational facilities.

At the present time it runs 19 degree courses, 37 official master’s courses and nine doctoral programmes, with a total of 8,487 undergraduates (not counting the affiliated centres) and 3,417 postgraduates (including students taking official master’s degrees, the University’s own master’s degrees and doctoral programmes).

Figure 3 shows the undergraduate and postgraduate studies offered by the UPF in the academic year 2009-2010 and those programmed for the coming years, grouped by knowledge areas.
Figure 3. Official studies at the UPF from 2009-2010

<table>
<thead>
<tr>
<th><strong>LAW</strong></th>
<th><strong>LINGUISTIC COMMUNICATION AND MULTILINGUAL MEDIATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Degree in Criminology and Prevention Public Policies</td>
<td>Bachelor’s Degree in Applied Languages</td>
</tr>
<tr>
<td>Bachelor’s Degree in Law</td>
<td>Bachelor’s Degree in Translation and Interpretation</td>
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<td>Bachelor’s Degree in Labour Relations</td>
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<tr>
<td>Bachelor’s Degree in Business Sciences</td>
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<tr>
<td>Bachelor’s Degree in International Business Economics</td>
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<tr>
<td>Bachelor’s Degree in Business Sciences</td>
<td>Master’s Degree in Translation Studies: Strategies and Procedures</td>
</tr>
<tr>
<td>Bachelor’s Degree in Economics</td>
<td>Master’s Degree in Linguistics and Technological Applications</td>
</tr>
<tr>
<td>Bachelor’s Degree in Health Economics and Pharmacoeconomics</td>
<td>European Master’s Degree in Translation Technology</td>
</tr>
<tr>
<td>Bachelor’s Degree in Business Management and Administration</td>
<td>Master’s Degree in Cognitive Science and Language</td>
</tr>
<tr>
<td>Bachelor’s Degree in Research in Economy, Finance and Business</td>
<td>Master’s Degree in Teaching Spanish as a Foreign Language</td>
</tr>
<tr>
<td>Bachelor’s Degree in Management of Leisure and Tourism Destinations and Equipment</td>
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<tr>
<td>Bachelor’s Degree in Teacher Training for Secondary Education and Language Teaching</td>
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<tr>
<td>Master’s Degree in Multilingual Translation and Equipment</td>
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</tr>
<tr>
<td>Doctorate in Law</td>
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<tr>
<td>Doctorate in in Economy, Finance and Business</td>
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<tr>
<td><strong>ECONOMICS, FINANCES AND BUSINESS</strong></td>
<td><strong>SOCIAL COMMUNICATION</strong></td>
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<td>Bachelor’s Degree in Business Management and Administration</td>
<td>Bachelor’s Degree in Audiovisual Communication</td>
</tr>
<tr>
<td>Bachelor’s Degree in Economics</td>
<td>Bachelor’s Degree in Journalism</td>
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<tr>
<td>Bachelor’s Degree in International Business Economics</td>
<td>Bachelor’s Degree in Advertising and Public Relations</td>
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<tr>
<td>Bachelor’s Degree in International Trade and Marketing (ESCI)</td>
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<tr>
<td>Bachelor’s Degree in Security and Immigration Management (EUM)</td>
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<tr>
<td>Bachelor’s Degree in Innovation Management and Administration</td>
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<tr>
<td>Bachelor’s Degree in Business Management and Administration</td>
<td></td>
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<tr>
<td>Bachelor’s Degree in Management of Leisure and Tourism</td>
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<tr>
<td>Master’s Degree in Banking and Finance</td>
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<tr>
<td>Master’s Degree in Economic Analysis</td>
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<tr>
<td>Master’s Degree in Finance and Business</td>
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<td>Master’s Degree in Financial Management and Business Accounting</td>
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<tr>
<td>Bachelor’s Degree in Management of Leisure and Tourism Destinations and Equipment</td>
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<tr>
<td>Master’s Degree in Teacher Training for Secondary Education and Language Teaching</td>
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<tr>
<td>Doctorate in Law</td>
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<tr>
<td>Doctorate in Business Administration</td>
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<td>Doctorate in Law</td>
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<tr>
<td><strong>HUMANITIES AND HISTORY</strong></td>
<td><strong>INFORMATION TECHNOLOGIES, COMMUNICATION AND AUDIOVISUAL MEDIA</strong></td>
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<td>Bachelor’s Degree in Humanities</td>
<td>Bachelor’s Degree in Audiovisual Communication Systems Engineering</td>
</tr>
<tr>
<td>Bachelor’s Degree in Literary Creation</td>
<td>Bachelor’s Degree in Telematics Engineering</td>
</tr>
<tr>
<td>Master’s Degree in Comparative Literature, Art and Thought Studies</td>
<td>Bachelor’s Degree in Computer Science</td>
</tr>
<tr>
<td>Master’s Degree in World History</td>
<td>Bachelor’s Degree in Biomedical Engineering</td>
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<tr>
<td>Master’s Degree in Comparative Literature and Literary Translation</td>
<td>Master’s Degree in Sound and Music Technologies</td>
</tr>
<tr>
<td>Master’s Degree in Chinese Studies</td>
<td>Interdisciplinary Master’s Degree in the Media and Interactive Cognitive Systems</td>
</tr>
<tr>
<td>Master’s Degree in Teacher Training for Secondary Education and Language Teaching</td>
<td>Master’s Degree in Strategic ICT Management</td>
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<tr>
<td>Doctorate in Law</td>
<td>Master’s Degree in Advanced Sciences of Modern Telecommunications</td>
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<tr>
<td>Doctorate in Humanities</td>
<td>Bachelor’s Degree in Linguistics and Technological Applications</td>
</tr>
<tr>
<td>Doctorate in History</td>
<td>Master’s Degree in Teaching Spanish as a Foreign Language</td>
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<td><strong>POLITICS AND SOCIETY</strong></td>
<td><strong>BIOMEDICINE</strong></td>
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<td>Bachelor’s Degree in Political and Administration Sciences</td>
<td>Bachelor’s Degree in Human Biology</td>
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<tr>
<td>Master’s Degree in Political and Social Sciences</td>
<td>Bachelor’s Degree in Medicine</td>
</tr>
<tr>
<td>Master’s Degree in Immigration Management</td>
<td>Bachelor’s Degree in Nursing (EUIM)</td>
</tr>
<tr>
<td>Master’s Degree in Research in Political Science</td>
<td>Bachelor’s Degree in Nursing</td>
</tr>
<tr>
<td>Master’s Degree in Present-day Democracies: Nationalism, Federalism and Multiculturalism</td>
<td>Master’s Degree in Clinical Laboratory</td>
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<tr>
<td>Master’s Degree in Research in Sociology and Demography</td>
<td>Master’s Degree in Pharmaceutical Industry and Biotechnology</td>
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<tr>
<td>Master’s Degree in Public and Social Policies</td>
<td>Master’s Degree in Biomedical Research</td>
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<tr>
<td>Master’s Degree in Political Philosophy</td>
<td>Master’s Degree in Occupational Health</td>
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<td>Master’s Degree in International Relations (IBEI)</td>
<td>Master’s Degree in Occupational Health and Safety, Occupational Hazards Prevention</td>
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<td>Master’s Degree in Public Policies and International Development (IBEI)</td>
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<td>Master’s Degree in Latin American Studies</td>
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<tr>
<td>Master’s Degree in Public Management</td>
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<tr>
<td>Euro-African Master’s Degree in the Social Sciences of Development: Cultures and Development in Africa</td>
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<td>Doctorate in Law</td>
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<td>Doctorate in Business Administration</td>
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<tr>
<td><strong>MEDIA</strong></td>
<td><strong>DESIGN AND ARCHITECTURE</strong></td>
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<td>Bachelor’s Degree in Design and Communication (Elisava)</td>
<td>Bachelor’s Degree in Building Engineering (Elisava)</td>
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<td>Bachelor’s Degree in Industrial Design Engineering (Elisava)</td>
<td>Master’s Degree in Design and Communication (Elisava)</td>
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<td>Bachelor’s Degree in Design (Elisava)</td>
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<tr>
<td>Bachelor’s Degree in Industrial Design Engineering (Elisava)</td>
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<tr>
<td>Bachelor’s Degree in Architecture (Elisava)</td>
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<tr>
<td>Bachelor’s Degree in Industrial Design Engineering (Elisava)</td>
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<tr>
<td>Bachelor’s Degree in Design (Elisava)</td>
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</table>

* Interuniversity ** In the process of verification

1 The degree, in the process of verification, will depend on a centre yet to be set up belonging to the Fundació Tecnocampus Mataró-Maresme, in the process of affiliation to the UPF

2 Cross-disciplinary, run by the Department of Economics and Finance

ESCI – International Trade Business School; EUM – University School of the Maresme; BGSE – Barcelona Graduate School of Economics; BSM – Barcelona School of Management; IDEC – Continuing Education Institute; IBEI – Barcelona Institute for International Studies; EUIM – Mar University School of Nursing
The data regarding the UPF’s teaching model compared with those of the rest of the system highlight the singularity of its approach: a graduation rate (students graduating within the planned time or one year later) of 60%, as against an average of 32% in the Catalan university system as a whole. This represents 8.8% of all graduates, although, as we have seen, the UPF has only 6.1% of all students.

Figure 4. Evolution of the number of UPF graduates (1995-2009)

There are other complementary indicators that furnish information on the quality of UPF graduates. Thus, for example, the UPF is the Spanish university with the fourth largest number of graduates with scholarships from financial institutions for studying abroad, even though, in terms of absolute numbers of graduates, it occupies 36th position in the Spanish university system.

Students entering the UPF have the best entrance grades in the system (7.09 out of 10, according to the 2008 CyD Report) and, as a whole, UPF students enrol for the highest average number of credits per year (according to the latest available data, for academic year 2007-08). In the same period, their performance rate (credits obtained/credits enrolled) is over 80% and it is progressing faster than that of the system as a whole. These data clearly define a student profile with a great deal of dedication and good results. In regard to student mobility, around 30% of UPF graduates have spent some time abroad, according to data for 2008-09.

Lastly, figure 5 shows that the UPF has higher quality entrance indicators than the average for the Catalan system as a whole.
Pompeu Fabra University has been involved in various institutions and centres specialising in teaching, research and transfer with their own legal status that make up what we call the UPF Group.

This set of institutions allows the UPF to be present in highly specialised areas of research, often in collaboration with other institutions and universities, and to offer its research teaching staff the possibility of carrying out their research in excellent conditions and facilities. Other centres in the UPF Group complement the teaching available at undergraduate level through affiliated centres, and at the postgraduate level with a wide range of specialist master’s degrees, as shown in figure 3. Lastly, the UPF Group also includes companies set up by research groups in which the UPF is involved.

Figure 6 shows the institutions forming part of the UPF Group as at January 2010.

Figure 6. UPF Group institutions (January 2010)
To conclude, figure 7 shows how the University has developed over these twenty years through six key indicators: the number of members making up the university community (students, PDI and PAS); the budget; income from research activities; and the built floor area (in square metres). The figures in this graph are the percentage increases since the University was founded.

Figure 7. The UPF’s development on six key indicators (% increase) (1990-2010)

Evolution of the UPF’s principal magnitudes (base=100)
Growth of each variable in relation to its value in the academic year 1990-91
Pompeu Fabra University’s strategy for the period 2010-2015 can be summarised in the following vision:

**The UPF is set to become one of the leading European universities, developing its own identity model based on quality teaching, proximity to students, maximum internationalisation and an emphatic orientation towards research and innovation. The three areas in which it specialises –social sciences and humanities, biomedical sciences and information and communication sciences and technologies- place the person and their relation to the polis at the very centre of the University’s project.**

This vision is fed by a set of values underpinning the UPF25 YEARS strategy which, in short, represent the principles, beliefs and attitudes that structure our University as a public academic institution.

**UPF25 YEARS values**

**Academic freedom**

Academic freedom –understood as the absence of restrictions on research and teaching, speaking and publishing, subject only to the rules and norms of the scientific communities and democratic societies, without hindrance in the quest for truth- is a core value of the University. This is the real guarantee of university members’ independence.

**Collegiality and subsidiarity**

Collegiality means conceiving of the university as a set of people enjoying equal consideration and respect in their academic activity. This collegiate body of the teaching staff expresses itself in a climate of co-operation among peers which the undergraduate students, postgraduate students and administrative and service staff join. The system of governance must be able to produce this value of collegiality and must inspire the constitution and actions of the University Senate, the Board of Governors, the faculty and school boards, and the department boards.

Subsidiarity is to be understood as a commitment to decisions being taken as near as possible to the sphere they are to affect. This implies that the direction to be taken by research at the University is decided by the researchers within their research groups, in the context of the departments, and that the teaching approach is decided by the teaching staff, with the participation of the students, the contribution of former students and the support of the administrative staff, within the faculties and centres. This is compatible with efficient economic management, but the managerial dimension of university government, which exists and is important, must always be ruled by its collegiate dimension.
Unity of knowledge: diversity and equity among disciplines

The university is conceived of as an institution at the service of the overall and unitary pursuit of knowledge so that knowledge in the most abstract disciplines is closely connected with that in the most applied disciplines and understanding the most ancient cultures is relevant to present-day societies. This equality must also be translated into mutual recognition between the two major tasks of university members: teaching and research.

Commitment to the city, the country and the world

The University’s first commitment is to ensure that the education of its students and the research carried out by its researchers contribute decisively to improving the material wellbeing and enriching the social and cultural fabric of the society of which it is a part. In our case this begins with an inescapable commitment to the city of Barcelona, to the enterprising spirit of its productive sectors, to the spirit of freedom and justice of its associations and civic institutions, to the refined spirit of its cultural institutions. This commitment must be capable of being understood and transformed into a major contribution to Catalan, Spanish and European society and culture in a context in which citizens of and for the world are educated and live together. To the extent that we achieve these aims, not only will we educate the best professionals and improve our economic system, but we shall also educate more able citizens with a greater capacity for deliberation, more committed to freedom and equality for all, to a more plural vision of the world, and we shall therefore improve, so to speak, the democratic texture of our institutions.

A culture of quality, transparency and accountability

The intention to embark on a process of continuous improvement in every aspect affecting the institution, with a growing need for accountability and intense involvement in the process of adapting to the European Higher Education Area, highlights the necessity to bring out a value that already exists in our organisation - the value of quality. This value - latent in the organisational culture- is a cross-cutting value inherent in any of the University’s activities. Having a solid quality culture that means taking on board the permanent value of effort is the first step in attaining higher standards of management efficiency that will ensure the institution makes good use of its resources in achieving its strategic goals.

Transparency means that the University must create and foster permanent, free-flowing channels of communication and information exchange with the whole of the university community to encourage greater direct and active involvement in its public management. It also implies acting according to the principles of performance assessment and accountability, which are essential for the proper functioning of institutions.

Goals

The UPF25 YEARS vision and values are based on four action axes implemented in a governance framework.

The axes constitute the general areas in which the University’s activity is concentrated to carry out its mission. They are, on the one hand, knowledge creation and transmission, and, cutting right across these two axes, knowledge transfer and internationalisation. Parallel to this, the document also defines an operational framework to oversee good governance and efficient management of the institution as a whole, which is essential for carrying out this transformation.
Within the structure of these four axes and a common framework, UPF25 YEARS sets five strategic goals.

- To position the University as a research institution with a clear vocation for international excellence that will enable it to capture and retain talent, and re-assert its present position by improving its research infrastructures.

- To consolidate the current teaching model in keeping with the European educational framework, with an innovative, high-quality teaching-learning model that will ensure the solidity and competitiveness of all the teaching offered by the UPF, with special emphasis on the creation of the support systems best suited to each context.

- To plan and develop teaching and research with a view to favouring innovation and strengthening knowledge transfer to society in co-ordination with the social and business actors comprising the University’s environment.

- To design an overall strategy allowing the University as a whole to attain the international presence, structure and dimension befitting the quality of its teaching and research.

- To strengthen an institutional structure that will facilitate the attainment of the UPF25 YEARS strategy’s goals by reviewing the state of the internal governance and organisation of the UPF Group, adapting its management instruments and promoting greater cohesion of the university community. To define a sustainable and more diversified funding model.
BASIC KNOWLEDGE CREATION AXIS: RESEARCH

Present situation

Over the past period Pompeu Fabra University has become one of the institutions in Spain that has registered the biggest growth in knowledge creation. As a result of the intense effort it has put into research, the UPF not only appears in the rankings of research institutions in Spain, but usually also leads them, and has an equally outstanding presence in the international rankings.4

The University’s research indicators that explain this constant presence in the international rankings include a considerable volume of indexed publications (2,011 in the last five-year period)5 and 33.4 million euros obtained from competitive applications for research project funding in 2008 (34.3% of the total budget), all thanks to the efforts of the UPF’s 1,088 researchers organised in 75 recognised research groups.

In this context, the institution has been evaluated by the European University Association.6 In its report, the EUA identified some issues that might be improved, which this document has taken up and earmarked for action in the coming years. These issues are, on the one hand, the difficulty of hiring researchers on an ordinary contract basis in the international arena resulting from a very uncompetitive salary scale and lack of funds; and, on the other, the high cost of research infrastructures and the financial pressure forcing the adoption of “concentration of excellence” policies.

Goal

To position the University as a research institution with a clear vocation for international excellence that will enable it to capture and retain talent, and re-assert its present position by improving its research infrastructures.

Action strategies and programmes

1.1. Institutional research policy

The UPF aspires to be recognised as a research university whose teaching is especially aimed at the postgraduate and doctoral level. A research policy that seeks to enhance the performance of its scientific production (and, therefore, also of the transfer of these results to society) must capitalise on its human resources and promote, in each field, a suitable environment for carrying out this research.

4. See the section Pompeu Fabra University: the present situation.
6. See the evaluation report by the European University Association (EUA) (July 2008).
1.1.1. Capitalising on human resources in research

In order to have high-quality research with an international impact and outreach it is necessary to invest in the people who do it.

The most important instrument the University has at its disposal for this purpose is a policy capable of attracting the best possible talent at the recruitment stage -when researchers have completed their doctoral theses-, solid assessment procedures for taking on permanent researchers and an array of promotion initiatives enabling it to retain the best ones. In addition to this instrument there is the gradual consolidation of the research groups and units to ensure the necessary critical mass, foster a feeling of belonging among their members, from the youngest researchers -the doctoral students- to the most senior –the professors-, and improve their external visibility.

1.1.2. Boosting research

The UPF's strategy must continue to make a determined commitment to participation in and promotion of science and technology parks as infrastructures for boosting research, as poles of attraction for researchers of recognised international prestige and as instruments stimulating knowledge transfer and collaboration with the socioeconomic fabric.

At the same time, participation by teaching staff in externally funded projects is not only crucial for the development of research in any university institution, but also a testament to its quality. In view of this, research support policies have been and remain a key factor in increasing the amount and success rate of applications. It is necessary to continue working along these lines and to intensify the University’s participation in European projects.

1.1.3. Promoting the visibility of research and open access publication

It is essential for the high-quality research produced at UPF to have international outreach and visibility. The UPF has started to develop two important tools: the Scientific Output Portal (PPC) and the Repository. Their cover, however, is still limited and, therefore, work still needs to be done to ensure that all teaching staff appear in the PPC and all research complying with the relevant legal conditions is in the Repository.

In addition, the UPF will design and implement a policy stimulating open access to its researchers’ scientific output so that the results of research financed with public resources are in the public domain (without any technical or economic barriers).

1.2. Talent selection and capture policy

The UPF is committed, through its departments, to a PDI hiring policy prioritising the selection, capture and retention of international talent. This characteristic, which is one of the University’s differential traits, therefore needs to be further developed by putting in place new schemes to provide incentives for both the best researchers and the best students.

1.2.1. Teaching and research staff talent capture and retention scheme

The University must continue to foster the hiring of PDI with a high research potential or an internationally proven track record. In this sense, the UPF has demonstrated its capacity to attract junior researchers with competitive calls for applications –such as Ramón y Cajal, Juan de la Cierva, Marie Curie–, and senior researchers –such as the research posts in the ICREA programme-. Secondly, UPF researchers have also successfully participated in the calls for applications in the ICREA Academia programme and the European Research Council Starting and Advanced Grants, which are a good supplement to the salary of the best of our researchers. Alongside this, an efficient talent retention policy must endeavour to be imaginative in order to compete in an adverse
salary context such as ours, offering the possibility of dual membership of the UPF and another research institution (research centres or, with due caution, universities in other countries), as we have already done with ICREA.

1.2.2. Attracting the best postgraduate students
We have to carry on promoting the admission of the best qualified students –guaranteeing equal opportunity- to the master’s degree and doctorate programmes. First, by designing recruitment campaigns choosing the most suitable areas and using the most appropriate domestic and international channels and fairs, offering good information and guidance, and making a good selection of students and following up those who are interested.

Second, a programme of bridging scholarships is required to attract the best talent, irrespective of where it comes from. In this respect, the University, in conjunction with the Board of Trustees, will define a scholarship scheme specifically targeting the best postgraduate students with the aim of securing their loyalty to the UPF’s doctorate programmes. Providing postgraduate scholarships is a way of capturing the best students, helps them to settle in during their first year and enables them to devote more time to research.

1.3. Planning and organising research
With a view to promoting research and giving it greater international visibility, the UPF has decided on a strategy involving the creation of three science parks in its specific knowledge areas, namely social sciences and humanities, biomedicine and information and communication sciences and technologies.8

1.3.1. UPF research parks
The UPF’s research is to be organised into three main areas which will determine the structure of the science parks. It is proposed to consolidate the existing parks and reinforce the new UPF Social Sciences and Humanities Research Park.

The **Barcelona Biomedical Research Park (PRBB)** is one of the UPF’s most successful initiatives in the research field and one that has had the biggest impact in the recent period. Just four years after it was created, the PRBB has become an international pole of attraction for talent and research thanks to the research centres and laboratories it has incorporated.

The PRBB is one of Barcelona’s biomedical research motors and the UPF has made a strong commitment to it through its research groups, department and faculty. It is in this context that UPF25 YEARS sets out to continue leading the scientific and educational part of this development through new projects that are being prepared for this period, such as the construction of a large complex dealing with diseases resulting from the ageing of the population, in the framework of the Barcelona Beta project. UPF25 YEARS therefore aims to review and explore its entire policy of strategic alliances with other teaching and research institutions in order to continue playing a major role in strengthening and expanding the PRBB.

Second, the existence of the Communication campus - Poblenou has allowed all the educational, research and transfer activity to be concentrated in Barcelona’s 22@ district. The next step is to implement a plan to invigorate the district with all the companies and institutions belonging to the audiovisual sector in this area.

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7. In the first year (2008), the UPF Group obtained 25% of the Icrea Academia scholarships, while, of the applications for European Research Council grants decided at the time of writing (January 2010), the Group had obtained 30% of the starting grants and 38% of the advanced grants given to the Catalan system as a whole (average for 2007–2010).

8. Details of the surface area occupied and growth forecasts are given in point 5.6 below on assets policy.
So defining and activating Barcelona Media Park (PBM) is one of the programmes included in UPF25 YEARS for this period. The aim of this park is to co-ordinate the joint initiatives for organising the activities in the sector, attract public and private investment, and build research and teaching facilities. Above all, the objective is to promote a more intense relationship between the companies and institutions operating in it so as to make even better use of the common equipment and services being built there.

Lastly, boosting and developing the UPF Social Sciences and Humanities Research Park is one of the most important actions in the UPF25 YEARS strategy. The strategic decision to develop and consolidate this science park was taken on the basis of its research potential, its possibilities for expansion and its potential for having high international visibility.

This programme is grounded in the UPF’s existing potential in the social sciences and humanities which allows the University to construct a research project integrated with other areas and having a solid scientific foundations.

1.3.2. Policy of mixed research structures in the framework of the UPF Group

Consolidating the UPF Group is one of the lines of action in the UPF25 YEARS strategy’s governance framework. As research is the main activity of a large part of the UPF Group institutions, a common scientific policy has to be defined that also includes these centres and enhances the visibility of the results of this scientific output as part of the University.

This policy, aligned with the Group’s overall strategy, must, among other things, provide for greater mobility by the University’s researchers and PDI so they can work in the research centres; harmonise the conditions for the supervision of doctoral and master’s theses (recognising also the capacity to do this within the UPF Group) by the centres’ staff; regulate scientific output so that it benefits both institutions; and give the representatives of the UPF’s departments a more direct presence in these centres.

9. See point 5.2 below on the policy of structuring the UPF Group.
BASIC KNOWLEDGE TRANSMISSION AXIS: TEACHING

Present situation

The UPF’s teaching model is based on courses adapted to the needs of society with personalised attention to students, the inclusion of internships in companies and institutions, a commitment to multilingual (Catalan, Spanish and English) teaching and gradual introduction of electronic administration in the main areas of the relationship between students and the University. On the other hand, it should be pointed out that the University’s firm commitment to the European Higher Education Area has allowed it to bring all its 2009-2010 undergraduate studies into line with the EHEA’s requirements.

The quality of the teaching model can be seen in its ability to attract the best upper secondary education students (in 2009-2010 more than 300 of them were admitted with honours, the highest possible grade); and in the students’ excellent performance, with the highest graduation rate in the Catalan university system (60% as against the average of 32%); in graduates’ job placements; and in a high degree of internationalisation, with the highest mobility rate of all the Spanish public universities and the third highest rate of reception of students from abroad.10 The success of this model has also been demonstrated in various external assessments.11

In the past few years postgraduate programmes have also been offered in co-ordination with other UPF Group institutions, which has made it possible to expand the range of the academic options available. In a second phase, the University has strengthened the international dimension of its master’s and, especially, its doctorate programmes (in which 33% and 39% of the students, respectively, are from abroad). This means that all doctorates can be taken entirely in English, seven master’s degrees are taught exclusively in English and nine use it on part of the course.

Lastly, the University has begun work on designing a range of cross-disciplinary graduate and postgraduate degrees that will be attractive to its social environment – in line with what is being done by international benchmark universities. As well as promoting a comprehensive, multi-purpose and interdisciplinary education, this range of courses will generate new professional profiles with a high capacity for securing jobs and will help to structure the existing campuses.

Looking forward to 2015, the number of students ought to be raised to about 10,000 undergraduates and 5,000 postgraduates.

Goal

To consolidate the current teaching model in keeping with the European educational framework with an innovative, high-quality teaching-learning model that will ensure the solidity and competitiveness of all the teaching offered by the UPF, with special emphasis on the creation of the support systems best suited to each context.

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10. See the section Pompeu Fabra University: the present situation.
11. See the evaluation report by the European University Association (EUA) (July 2008).
Action strategies and programmes

2.1. Flexible development of the EHEA

From the outset, Pompeu Fabra University has understood the new European Area as a big opportunity to restructure the education it offers. The University’s commitment to this model has gone beyond simply updating its syllabuses; it has placed the student at the very centre of its undergraduate, master’s and doctorate teaching model.

The diversity of studies at the UPF makes it necessary to adapt them differently for each centre or department. In this context of diverse teaching cultures a framework needs to be defined that is flexible enough to allow the most appropriate, personalised arrangement for each course to be put in place.

2.1.1. Undergraduate student capture scheme

The UPF aspires to continue being the Catalan university with the highest ratio of demand to places available. Its recruitment campaigns must be guided by the need to ensure that the best students have equal opportunity to gain admission to the University. To this end, maintaining a relationship and collaborating with secondary schools, and having direct, personalised contact with students, teachers and parents, must continue to be one of the main features of such campaigns.

2.1.2. Teaching and learning support programme

The requirements of the European Area make it necessary to set in train a programme to provide support for the whole of the university community in taking on the new challenges, competences and functions implied by this higher education framework.

In addition, the programme will have to make sure that the new teaching methodologies are applied as efficiently as possible for each course. This implies not only individualised implementation for each course, but also identifying the aspects requiring improvement or correction (such as adequate involvement of senior staff in teaching first- and second-year students; designing seminars to increase their educational value; better co-ordination of teaching plans in relation to contents, workload and teaching staff).

2.1.3. Teaching staff training model aimed at the internationalisation and excellence of teaching

Capturing and retaining international talent has been the backbone of the scientific policy implemented to date. To continue advancing along these lines, it is planned to design and deploy a specific, cross-disciplinary reception and training protocol for PDI that will include an intensive induction programme for new teaching staff and temporary staff.

On top of this, the intention is to diversify the Initial Training in University Teaching (FIDU) programme –which is an example of the sensitivity shown to the various pedagogical renewal movements- to ensure they are oriented towards the new trends and needs of internationalisation and mobility, and to have them recognised by the quality accreditation agencies.

2.1.4. Cross-disciplinary undergraduate and postgraduate degrees

Designing a range of cross-disciplinary undergraduate and postgraduate degrees that is attractive to the University’s social environment –in line with that of international benchmark universities and with input by the Board of Trustees- will not only foster all-round, multi-faceted and interdisciplinary education, but will also generate new professional profiles with extremely good job prospects.

To design these degree courses, a framework document must be prepared laying down the academic characteristics of the cross-disciplinary educational programmes. Following this, the support and assessment structure responsible for co-ordinating these new courses will have to be defined.
2.1.5. Consolidating the CRAI model as an EHEA support service

The European Higher Education Area (EHEA) has led to a deep change in the conception and structure of university courses, as it implies a new teaching and learning paradigm, a new way of teaching and studying. In the new environment, the use of teaching and learning support materials becomes more intensive and more generalised.

The model of the university library as a Learning and Research Resource Centre (CRAI) is an attempt to meet the challenges thrown up by this new situation, integrating the new information technologies and resources in common physical spaces and getting the professionals working there to provide joint services.

In accordance with this new paradigm the facilities have to be adapted to provide spaces for study and groupwork, and offer a broad and renewed range of library, information and support services, as well as help in using ICT, and a large digital collection for both teaching staff and students.

2.2. Developing support and tutorial programmes

Fully in keeping with the European Area guidelines, the UPF remains committed to high-quality teaching based on proximity to students. In accordance with this philosophy, a co-ordinated and integrated student care, monitoring and guidance system needs to be put in place throughout their academic life. This system, which must ensure students’ transition and adaptation to university life, taking into account their origin and educational needs, provides for a tutorial action plan12 involving monitoring and personal development programmes.

2.3. Employment and professional recognition

High-quality education must lead to graduates finding employment in their own field of knowledge. Professional internships are an excellent opportunity for students to put into practice the knowledge they have acquired during either undergraduate or graduate courses. Moreover, practical placements in an international environment represent differential value-added.

2.3.1. Promoting external internships

On degree courses, external internships are a student’s first chance to experience the world of work in their own field. These internships can be expanded by means of mechanisms and resources allowing students to acquire the necessary practical training and encourage their mobility in accordance with the European Area. A protocol needs to be established that will ensure students are monitored and subject to continuous assessment while on placement.

On postgraduate courses, external internships must play a bigger part. To make this possible, specific professional internship models need to be defined for research-focused master’s degrees and doctorates, with a view to achieving better prospects for entry into the labour market.

2.3.2. Fostering internships abroad

In an increasingly global context, the University’s strategic line of action seeks to favour the possibility of students doing professional internships in an international environment. The particularity of this type of internship requires even closer monitoring of students. An international internship management protocol must be prepared to furnish a guidance model and individualised guidelines for students during their stay abroad.

In attracting and fostering the participation of internship-providers abroad, the Board of Trustees has a major part to play. At the same time, students must be encouraged to apply

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12. Or tutorial system, as exists in some Anglo-Saxon universities such as Oxford and Cambridge.
for places on existing schemes, including both the University’s own programmes and external ones.

2.3.3. Consolidating external and professionalising networks
Making agreements with companies, institutions and organisations that will guarantee the quality of the placements (both locally and abroad) is crucial to their success.

An example of such a network is the joint initiative by the Council of the Chambers of Commerce of Catalonia and the University regarding the possibility of adapting the already existing scheme for managing vocational training placements to the specificities of university education.

2.3.4. Boosting the UPF Alumni Programme
Rolling out the programme of former students and friends of the UPF is a key part of the University’s strategy for the next few years.

This programme aspires to fulfil a triple mission: to intensify graduates’ sense of belonging to the UPF, to spread the institution’s prestige and its graduates’ networking all over the world, and to serve as the lever of a sustained policy of obtaining external resources to provide adequate funding for the University’s projects.

2.4. Top-quality research-linked and internationalised postgraduate and doctorate courses
Running postgraduate courses in accordance with the Lisbon Agenda\textsuperscript{13} that stand out from others is one of the main challenges facing the University in this coming period. A knowledge-based society requires citizens with a high standard of education grounded in research as a knowledge-creating process, and in innovation, as the result of the transfer of research findings. All the University’s postgraduate programmes –both those aimed at educating students to take up a profession and those designed to train researchers– need a solid foundation based on educational programmes meeting the quality standards expected of a research university.\textsuperscript{14}

2.4.1. Building up an array of postgraduate courses with its own profile
The process of reviewing and evaluating the postgraduate courses offered by the UPF must bear in mind the European quality standards and, especially, strengthen its international character. That is why new interuniversity alliances must be established and already existing ones intensified in the research and knowledge areas in which the University specialises: communication sciences and technology, social sciences and humanities and biomedical sciences.

Postgraduate education should be viewed from an overall perspective encompassing the various different educational goals and the different types of students it is aimed at. For example, students on professionalising master’s degree courses usually have their own economic resources, as taking such courses is easily compatible with having a job (and, indeed, this is their aim). Research master’s degrees, however, require full-time dedication and, therefore, students taking them need to have sustained sources of personal finance. The profile of the teaching staff on these courses is also quite different: the former require professionals and experts from the world of work, while in the latter case it is essential to have people with a great deal of research experience.

\textsuperscript{13}The European Council held in Lisbon on 23 and 24 March 2000 approved a batch of measures aimed at creating a European Research and Innovation Area.

\textsuperscript{14}Some higher education systems, especially in the Anglo-Saxon world, distinguish clearly between teaching universities and research universities.
On the other hand, there is a need to favour collaboration with postgraduate platforms providing high-quality programmes, such as the Barcelona Institute for International Studies (IBEI), the Barcelona Graduate School of Economics (BGSE) and the Barcelona Institute of Architecture (Fundació BIArch), ensuring adequate co-ordination by means of appropriate agreements. The result of such collaboration can only give the UPF a bigger boost and outreach in the areas in which it stands out for its research and teaching.

The strategy also seeks to promote interaction with the institutions comprising the UPF Group by ensuring the necessary co-ordinating mechanisms are in place.

The Continuing Education Institute (IDEC) is the UPF’s instrument for organising the professionalising university master’s degrees. As a consequence of this commitment, the IDEC also has the remit to establish and maintain collaboration relations with companies in the surrounding area, and to support the University’s departments in designing the planning and promotion of teaching staff in areas in which professional merit tends to hinder the ordinary progress of their academic career. The first aim in this new framework is to consolidate the Barcelona School of Management as a separate section within the IDEC, in co-ordination with the Department of Economics and Business.

In short, the intention is to transform the IDEC into a UPF-affiliated centre the main of which is to achieve an integration better suited to the purposes of a public university with a view to raising the standard of the professionalising master’s degrees, placing them within the academic framework of the University and the Spanish and Catalan quality assessment agencies. At the same time, this new structure will foster more active involvement by the departments in planning these courses, strengthening a natural meeting point between the needs of society and academia.

2.4.2. Reformulating doctorate education and setting up the UPF Doctorate School

The purpose of the doctorate, which constitutes the third cycle of official university studies, is to develop the doctoral student’s advanced education and training in research techniques. This means that the areas of research dealt with by the doctorate shall be included in the strategic guidelines within the framework of the UPF’s scientific policy. This education is aimed at initiating young researchers’ development in research fields. These doctoral students will become the scientific leaders who will head up Spain’s R&D once they have found jobs taking advantage of the new emerging markets for young doctors.

The newly formulated Spanish regulations include the creation of doctorate schools with the aim of getting universities to take responsibility for doctorate management, teaching and other activities. The UPF’s Doctorate School will give rise to a new physical and intellectual meeting place for young researchers to further their education in a favourable atmosphere generated by an environment of research, creativity, interdisciplinary perspectives and teamworking fostering individual autonomy and initiative. To begin with, the UPF’s Doctorate School will thus be constituted by all the current doctoral programmes, but it will be able to collaborate with other centres and institutions in Spain and abroad engaged in research activities. This strategy will be overseen by the School’s Board of Management headed by a director—who will be a member of the board—with representatives of the doctorate programmes as well as representatives of the collaborating research bodies. Acting together in this way with others will make it possible to define common standards of scientific quality and help the School to become an international reference centre for doctoral education.

Reformulating the doctorate should also pave the way for attaining various targets, such as increasing the number of permanent teaching staff supervising doctoral theses; having around 75% of doctoral students with guaranteed funding for producing their theses; cutting down the length of time for completing theses to a maximum of four years; and fostering the publication of articles linked to the production of theses.
CROSS-DISCIPLINARY KNOWLEDGE TRANSFER AXIS

Present situation

Fully aware of its public dimension, the UPF has always acted in keeping with its responsibility towards the society that promotes and nurtures it. The UPF operates with an integrated social model that involves giving back, in the form of knowledge transfer, all the value deposited by society in the University.

The UPF’s concern for knowledge transfer can be seen, for example, in its collaboration with companies and institutions (which provide approximately 30% of all its research income) or its competing successfully for international funding from applied research programmes.

The University’s desire to strengthen its research support and knowledge transfer services has given rise to the first spin-offs and led to an increase in the number of patents registered and the revenue obtained from them, which therefore constitute the first results of this strategy.

Goal

To plan and develop teaching and research with a view to strengthening knowledge transfer and favouring innovation in society in co-ordination with the social and business actors comprising the University’s environment.

Action strategies and programmes

3.1. Strategic knowledge transfer planning

The UPF seeks to contribute to the country’s economic and social development. This means implementing, as a priority, an action plan to transfer knowledge created by the University and adapting the curriculums of the different educational programmes as well as possible to the needs of Catalan society.

3.1.1. Boosting knowledge transfer

The aim of knowledge transfer is to make the UPF’s knowledge and scientific capacities available to the socioeconomic fabric, linking this to increased funding of R&D&I activities. To this end, plans have been prepared to step up the use made of the University’s research results and produce a commercial catalogue of exportable technologies and knowledge putting at society’s disposal a structured set of scientific and technical capacities and the results of its scientific activity.

15. See the section Pompeu Fabra University: the present situation.
In order to encourage an entrepreneurial spirit and the setting up of companies, the University intends to offer teaching staff incentives for engaging in transfer activities, measuring the balance between their dedication to teaching, research and knowledge transfer. Lastly, helping students who have completed their doctorate to find employment –also in companies- is a substantial part of boosting knowledge transfer.

3.1.2. Bringing the educational programmes more closely into line with the needs of Catalan society and its economy

The strategy of bringing educational contents more closely into line with Catalan society’s needs requires that educational programmes be designed jointly with the social and business actors, and that the number of collaboration agreements between the UPF, companies and social institutions be increased, and the areas they cover broadened, to drive the transfer of the human capital formed at the UPF. These programmes must be gradually adapted in accordance with the educational needs of society on the basis of a lifelong learning model.

To make this policy of bringing educational contents more into line with Catalan society’s needs possible, the information reaching students on the characteristics of the labour market in the UPF’s environment must be improved by means of specific conferences and actions co-ordinated with the deans’ offices, and by making timetables more flexible so as to allow some students to combine study and work. In addition, a professional careers guidance service would be required, not just for recent graduates, but also to provide graduates with a guidance service throughout their professional lives.

3.2. Institutional knowledge transfer structure

Knowledge transfer and adapting education to social needs has to be driven by the institution via organic structures that facilitate and strengthen this objective.

3.2.1. Redesigning researchers’ knowledge transfer support systems

Knowledge transfer is a value that must impregnate all the University’s different organisational bodies. Hence the need to strengthen the co-ordination of the research programmes with the R&D&I centres managing knowledge transfer as a strategic resource of the institution.

In order to give researchers’ transfer projects the support they need, highly specialised training and skills (regarding intellectual property, patent management, start-ups, etc.) are required. Therefore specific training plans must be designed for staff working in the support units.

3.2.2. Increasing the applied research transfer potential through external alliances and networks

In order to increase this transfer potential, the internal processes for assessing and evaluating the results of applied research need to be improved, and common transfer management instruments and software platforms adopted. Designing an institutional structure, possibly based on the co-ordination model of the four A4U universities,16 could help to increase the critical mass of research and the sharing of experiences and procedures.

To stimulate the transfer of research results, the intention is to increase the University’s participation in domestic and international knowledge transfer networks such as ACCIÓ’s TECNIO and RedOTRI, among others.

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16. The A4U, or Alliance for Universities, is an association set up by the UAB, the UAM, the UC3M and the UPF to promote collaboration in different fields. More information in: http://www.upf.edu/enoticies/es/0809/1004.html.
3.3. The presence of the UPF in its context

From its conception, the University’s planning and development have been carried out in close collaboration with the Catalan autonomous government and Barcelona City Council, and more recently also with the 22@Barcelona district. Fostering the University’s urban development so that it is strategically integrated into the centre of Barcelona and close to its economic, business and social environment is a critical objective.

3.3.1. Fostering the policy of alliances and participating in organisations based in Barcelona and the rest of Catalonia

Fostering this involvement in Barcelona’s urban fabric means designing a line of action to identify and strengthen initiatives linked to the network of economic and social actors in the University’s close vicinity and in the rest of Catalonia. That is why the aim is to increase the University’s participation in all the social initiatives occurring in the UPF’s surroundings.

The strategy of integrating the University into the life of Barcelona involves structuring and strengthening areas of co-operation such as the Board of Trustees’s Business Forum, the trusts of the institutions comprising the UPF Group, the companies participating in the faculties’ advisory committees, the company chairs and the presence of companies at the job fairs organised by the UPF.
CROSS-DISCIPLINARY INTERNATIONALISATION AXIS

Present situation

The international composition and outreach of the University are assets of which it needs to take greater advantage. This presence must be translated into structural projects in accordance with the UPF’s strategic and future interests.

The internationalisation of the UPF has been one of its distinctive traits since it was founded. At the present time, the UPF has the highest indicators of the whole university system as regards the internationalisation of its teaching staff and mobility of its students.

Nevertheless, the degree of internationalisation varies considerably between centres and studies. As would be expected, it is highly concentrated at the postgraduate level (with 39% of doctoral students and 33% of master’s degree students from abroad in 2008-09) and in disciplines in which research is less linked to the local sphere. In order to increase the intensity and extent of internationalisation in the University in various ways, we have to be creative and enable everyone at the UPF to have some international experience while respecting the peculiarities of the different disciplines and groups comprising our community. With this in mind, one of the challenges facing us is to ensure that 50% of UPF graduates have spent at least one period abroad by the time they have completed their studies.

On the other hand, the UPF does not participate in major international institutional and academic co-operation projects and calls for applications with the intensity that might be expected of a university with such a large number of foreign students and teaching staff.

Goal

To design an overall strategy enabling the University as a whole to achieve the international presence, structure and dimension it should have in view of the quality of its teaching and research.

Action strategies and programmes

4.1. Institutional outreach and participation

In recent years, the UPF has made a big effort to be present in international education forums and professional associations dedicated to analysing the internationalisation of higher education. The UPF must keep up its institutional presence in these arenas in order to publicise the UPF model and stimulate the international outlook of the University’s services and its teaching and research methods.

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17. The UPF is the only university in Spain appearing in the 2008 Times Higher Education international faculty ranking.

18. Around 30% of UPF graduates have spent some time studying abroad, according to data for the academic year 2008-09.
Equally important is for the UPF’s international dimension to be recognised externally and internally as one of its characteristic features. The most significant information concerning this must be on the University’s website so it is available to both the UPF community and everyone else. That is why information about internationalisation projects and data on internationalisation ought to be regularly introduced into the University’s internal information circuits.

Conversely, the faculties, departments and institutes should be encouraged to take part in the meetings with other institutions and be actively involved in the UPF’s international outreach and decision-making regarding the signing of agreements and the submission of applications in answer to public calls to do with academic collaboration. Eventually these units ought to design their own strategy within the framework of the UPF’s overall strategy.

4.2. Consolidating an international teaching and research model

The UPF’s international vocation presents the University with the challenge to consolidate its position and ensure that the internal dimension is fully integrated and co-ordinated across all sections of the university community in regard to both teaching and research.

The internationalisation policy must be aimed at consolidating and expanding institutional relations abroad to the benefit of the members of the university community and the University as a whole. That is why it would be important to be able to include the data from the questionnaires given to foreign students at the UPF in the undergraduate and postgraduate teaching quality system and to have a comprehensive quality assurance system capable of monitoring outgoing and incoming student satisfaction that could serve as a supplementary criterion for selecting partners and detecting possible problems.

4.2.1. International alliances

An international alliances policy must be pursued that prioritises the universities with which the UPF has already established relations in order to select a limited number of them (around twenty) for their quality and the strategic opportunities they offer. These universities, as priority partners, should be a specially favoured group with which to present academic collaboration proposals and joint projects. Within this group, the universities belonging to the networks of which the UPF is part should be taken into account in the first place. It is therefore worth deepening the existing collaboration with the universities in the CASB group (Princeton, Northwestern, Harvard, Brown, Boston, Chicago, Pennsylvania and Stanford) and other universities in the United States (SUNY and NYU); in Europe (the Maastricht Group [Toulouse, Warwick, CEU Budapest, University College Dublin and Mannheim], Trento and Sciences Po, among others); and in Latin America.

The UPF must make use of these networks to consolidate its position among the best European universities and, either as an individual member or as part of the networks already mentioned, join other networks comprising powerful research universities (21 Group, LERU, ERU, EUCIN).

Membership of these networks must be translated into a stable, free-flowing exchange of students and participation in common projects for training administrative and service staff, co-operation on teaching (for example, allowing teaching staff double membership) and research.

4.2.2. Developing joint educational programmes

This involves studying and planning the implementation of academic collaboration projects for running double or joint undergraduate and master’s interdisciplinary degrees with an international dimension, taking advantage of the University’s strategic partners in Europe and the United States, and for co-operating on curricular development, academic consultancy and the setting up of postgraduate networks. To make sure of an adequate economic and academic framework for the joint degrees, adequate support is needed to
identify, publicise and manage the calls for applications for this purpose issued by the Spanish International Co-operation Agency (AECI), the European Community (including Erasmus Mundus) and other bodies.

4.3. International Graduate Summer School

Setting up an International Graduate Summer School (IGSS) will enable greater visibility to be given to the activities carried out in this context by the institutions in the UPF Group (IBEI, Barcelona GSE, CREI, IDEC). This graduate summer school will gradually offer more specialist programmes on particular topics aimed at both master's degree and doctoral students, and young researchers.

In addition, thought needs to be given to whether it would be possible to take advantage of the successful and already well-established Study Abroad Programme to set up an undergraduate summer school.

4.4. Strengthening the capture, reception and mobility programmes

The wish of the UPF to raise its students' mobility rates requires it to employ strategies to selectively broaden its Erasmus agreements for both undergraduates and postgraduates. The broadening of these agreements and the subsequent increase in the number of places available to students must be accompanied by specific policies regarding the reception and mobility programmes, and the arrangement of studies, so as to favour structured and officially recognised stays at institutions abroad. Working in this direction, the new bachelor's degrees already include a mobility term in their curriculums. At another level, incentives should be provided for requesting the European Doctorate Mention for doctoral students who spend time doing research abroad and joint supervision agreements for those coming to do research at the UPF. Lastly, the recognition of visiting researcher status will favour the integration and visibility of these researchers in our departments.

It should also be pointed out that in the past two years the UPF has endeavoured to widen the geographical scope of its influence and has made various contacts in Asia. This effort must be kept up in order to maintain the diversity and talent of the UPF's students and teaching and research staff.

4.4.1. Reception plan

The University must pursue a policy of specific improvements in certain areas allowing it to offer a solid, differentiated reception programme for temporary and permanent, undergraduate and postgraduate students, researchers and teaching staff, within the mobility programmes framework. This programme must provide support, taking into account each group's specific characteristics in regard to such matters as accommodation policies, the laws affecting foreign nationals and the provision of suitable language teaching, among others.

4.4.2. Capture and mobility plan

Expanding and extending talent capture and mobility to the whole university community is a key factor for the success of the UPF's internationalisation strategy. This means implementing a strategy for fostering the capture and mobility of undergraduate and postgraduate students through the selective extension of agreements and putting in place new initiatives in this sphere, such as short stays outside of term time (internships in the summer, final degree projects, etc.) and introducing other models such as the so-called internationalisation at home and degrees taught entirely in English.

As far as teaching staff are concerned, a specific programme is required to provide incentives for junior staff members to acquire international experience as a way of fostering contacts and creating positive habits for subsequent international collaborations. Incentives must also be given for receiving junior teaching staff and researchers, with similar aims.
The desirable model would be the creation of scholarships for long postdoctoral stays in the context of domestic networks, such as those that already exist within A4U, and international networks, such as those that already exist in the CASB Group for students who have recently obtained their doctorate, which are for a shorter period and have more limited funding.

Incentives must also be offered for the orderly and strategic mobility of administrative and service staff, expanding both external and UPF mobility grants and support, and increasing their knowledge of foreign languages.

4.5. Reinforcing cross-disciplinary internationalisation policies and structures

It will not be possible to intensify internationalisation at the UPF unless the policies and structures supporting all the activities related to it are reinforced at the same time. These actions must affect both the administrative structures and the circuits and co-ordination among departments, faculties, institutes and teaching staff.

In the academic sphere, recognition of the figure of mobility co-ordinator and the setting up of an International Relations Committee were the first steps of policies to reinforce mobility and design a cross-sectoral internationalisation strategy.

4.6. Consolidating the multilingual university model

The University must continue rolling out the strategy in the Plan of Action for Multilingualism (PAM) –an essential element in every internationalisation action by the University- and continue implementing a strategy enabling Catalan, Spanish and English to be the University’s working languages. It is necessary to press ahead with the PAM, putting the emphasis on the three main goals on which it is based: to normalise English as one of the University’s working languages, especially at the postgraduate level; to promote the presence of Catalan in every area of the University’s activity; and to guarantee students’ and teaching staff’s language security, which means that the language of academic activities is public and binding on everyone.
GOVERNANCE AND EFFICIENT MANAGEMENT FRAMEWORK

Present situation

As already noted, this strategic plan is divided into two basic and two cross-disciplinary axes within a common governance and efficient management framework. Governance here refers not only to the internal organisation of the government of the University, but also to what is considered as external governance, i.e. its relations with the institutions in which the UPF participates.

It is well-known that the lack of appropriate, flexible governance has been one of the major shortcomings of the universities of mainland Europe (the other is under-funding). For the moment, the reforms we are able to propose are severely limited by the legal framework by which we are governed, the Law on Universities –reformed by the Organic Law Amending the Organic Law on Universities- and the Catalan Universities Law, but what the future holds out in the medium-term must be taken into account in order to begin advancing in this direction.19

In view of the experience of other European countries and the government models of the world’s best universities, the governance reform must be inspired by two principles: more autonomy for universities and more robust a posteriori accountability instruments. Just the opposite of what we have had throughout our history: a priori distrust and no a posteriori oversight.

There are, however, dangers that must be avoided: on the one hand, thinking the model that will work is a managerial one; but this ignores the fact that what characterises university institutions is that expertise is spread and, therefore, top-down decision-making runs the risk of wasting a lot of the knowledge and know-how present in the institution. And on the other, falling into the trap of a bureaucratic-civil service-type model, which –apart from its well-know rigidity- has the same problem as the managerial model. The University’s model, a bottom-up one, is a collegiate one.

In the present conjuncture, public universities are highly constrained by the economic situation and the lack of a funding model going beyond 2010. This lack of clarity is an exogenous factor to which the institution cannot be indifferent and it must work to achieve a more diversified funding model.

The UPF participates in the governing bodies of a set of institutions comprising the UPF Group, which allows it to expand its activity and specialise in certain areas of teaching and research and knowledge transfer. This set of institutions, which has grown considerably in the last ten years, is a structure with great potential that needs to be organised and structured.

It is in this context that the personnel policies, regarding both teaching and research staff, and administrative and service staff, need to be overhauled bearing in mind the needs generated by the axes defined in UPF25 YEARS and the complexity inherent in managing human resources.

At the same time, in order to increase student participation in the governing bodies, actions are planned to have students sit on them and encourage students to become involved.

**Goal**

To reinforce an institutional structure for achieving the goals in the UPF25 YEARS strategy by reviewing internal governance and the structure of the UPF Group, adapting the management instruments accordingly and fostering greater cohesion of the university community. To define a sustainable and more diversified funding model.

**Action strategies and programmes**

5.1. A collegiate governance model

The collegiate model implies rethinking the design of the bodies the University has at the moment with a view to giving them a better structure. One of the problems is that the University’s operational units in the spheres of teaching, research and innovation (faculties, schools, departments and institutes) are not always well co-ordinated with the government of the University, in its academic dimension (Board of Management) and its management dimension (management team). Another problem is that, in the present context, the Board of Trustees has difficulties in fulfilling its own functions and so being able to become a real Board of Trustees.

This model of governance must ensure that the operational units and the government are strategically aligned and perfectly in tune with each other. Therefore assessment, understood as an instrument for measuring and recognising different levels (research group or unit; department, institute or centre; the institution as a whole) becomes a key aspect to be considered in UPF25 YEARS. Having an internal and external system guaranteeing institutional assessment, as a quality assurance system, is essential for being able to manage this whole model.

In order to better articulate and strengthen the University’s governance, it is proposed to reinforce two structures: on the one hand, the joint meeting, chaired by the rector, comprising the Board of Management, the deans of the faculties, the directors of schools, departments and institutes, and the deputy general managers; and on the other, the Board of Trustees.

5.1.1. The ‘joint meeting’

This is the space where -upon the decision of the rector- all University members in posts of responsibility with executive functions meet. The joint meeting is held mainly for the purpose of preparing the meeting of the Board of Governors and ensuring that this body, which is the governing body par excellence (and comprises academics with executive functions and elected representatives of the teaching staff, students and administrative and services staff) has sufficient information in advance.

The proposal is that this meeting gradually take on functions such as putting on its agendas points dealing with a particular matter presented by those responsible for the units or setting up working groups to look more closely at certain aspects of university management.

5.1.2. The Board of Trustees

The Board of Trustees has essentially three main functions: to help set the University’s strategic guidelines and goals; to oversee the income and expenditure budget forecast and implementation; and to help obtain adequate funding to carry out the University’s project.

In order for it to perform these functions adequately, it is proposed that representatives of the Board of Trustees attend the joint meeting so that it can play a more direct part in governing the University.
5.1.3. **Campus co-ordinating committees**

The experience of the co-ordinating committee which has operated on the Communication campus – Poblenou since it was first set up suggests that it would be advisable to extend this way of operating to the University’s other campuses.

These committees are formed by the full members of the centres, departments and institutes. With the help of the campus management and whatever managers are considered necessary, they are to pass on all the information affecting the campus’ activity and co-ordinate the initiatives and actions affecting the university community with the other campuses and the Board of Management.

5.1.4. **Code of good university practices**

It is proposed to draw up a code of good university practices in agreement with the university community, setting out a way of behaving and acting that is shared in the institution’s own culture. This instrument will enable the University to carry out better the functions attributed to it by society, in particular transmitting knowledge to the society of which it is a part in a framework of mutual respect among the groups co-existing within it.

5.2. **Policy for structuring the UPF Group**

The big challenge facing the UPF25 YEARS strategy as regards governance of the UPF Group is to set up a model that respects the singularities of each of the organisations within it while establishing certain shared operating rules and values, and a transparent relation among the different organisations.

The operating rules must take into account, among other things, the shared use of the research and teaching infrastructures, the relationship between the UPF’s academic staff and their dedication to the organisations in the Group, the need to enhance joint University-organisation visibility in a given sector or field, the definition of a joint communication policy, the collaboration in teaching on undergraduate and postgraduate programmes and sharing services and facilities.

In the part to do with UPF academic staff, the intention is to make use of double membership formulas as a competitive strategy coordinated with the policies on teaching and research staff.20

Thirdly, it must be borne in mind that the University’s activity encompasses areas, such as design, that are complementary to the courses it provides itself, through academic co-operation with affiliated teaching centres. In the future, the expansion of this area of knowledge as a fourth urban campus structured around the Rambla building may have outstanding potential. The affiliated centres must achieve equivalent results to those of the University’s own courses across the full range of indicators so as to harmonise the quality of the UPF Group’s courses.

In short, this strategy is aimed at creating a solid structure for the UPF Group with a common framework in which the relations among all the Group’s institutions are clearly defined.

5.3. **Strategic management of PDI and PAS human resources**

UPF25 YEARS includes a plan for the strategic management of human resources, the University’s most important asset and one of the most complex and sensitive issues in the organisational management of the whole academic institution. In this regard, two different action programmes are proposed: one for teaching and research staff, the other for administrative and service staff. Most of the actions within this governance framework to do with students are included in the programme outlined in point 5.4 below.

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20. See point 1.2.1, on the capture and retention of teaching and research staff talent.
In summary, the PDI and PAS programmes are aimed at reinforcing intrinsic values, such as commitment, effort, creativity, enthusiasm, proactivity and a service vocation, that have already been manifested in these twenty years of activity.

5.3.1. Teaching and research staff action programme

Full implementation of the European higher educational framework in our university has led us to revise certain qualitative and quantitative aspects of the teaching staff policies the UPF has had in the past period. Now that we have adapted to the European framework, it is time to revise the different departments’ complements of permanent teaching staff. And to do this, it is essential to look at certain qualitative aspects of the teaching and research staff and how their time is spent on different tasks, with the perspective that around 70% of teaching staff will eventually hold doctorates. Defining teaching, research and management duties may help to balance the time spent by teaching staff on different tasks and lead each department to define the most appropriate academic careers in accordance with general guidelines adapted to each area that include programmes for young researchers.

The teaching career, as already happens in some of the University’s departments, will be divided into three stages: recruitment, length of service and promotion. In the first place, every year a number of positions will be offered -open to doctors from other universities or people who hold a doctorate from the UPF but have spent a long postdoctoral period at another institution- enabling successful applicants to join the University as tenure-track teaching staff (using, whenever possible, the figure of junior lecturer in the Catalan Universities Act – LUC). Next, these people will be offered the possibility of obtaining a permanent lecturer’s position (with an ordinary or a civil service contract) through the relevant competitive process, provided they have passed the assessments set by their departments, and their numbers are within the limits of the staffing complement, which must always be respected during the recruitment stage. Lastly, internal promotion mechanisms will be put in place within a horizontal career structure, as set out in the Teaching and Research Staff Statute, together with promotion mechanisms via the mandatory competitive process.

These measures must take various factors into account. First, the need to keep open the possibility of having valuable people from other institutions across the world joining the University at every career stage. It is therefore advisable for departments to set aside some positions in their staff complement for this purpose. Second, the need to organise the competitive processes in such a way that it is perfectly possible for the position to be obtained by an applicant from another institution if they are better qualified for it and the constitutional principles of equality, merit and capacity are adhered to, as they always have been.

5.3.2. Administrative and service staff action programme

UPF25 YEARS lays down action guidelines for enhancing the working life of administrative and service staff (taking into account training plans, mobility, and the provision of and access to positions) and putting in place effective working arrangements that can be evaluated in accordance with the goals defined by the University.

The three principles that must govern staff policy here are transparency, promotion and training. First, work must continue on the transparency policy in regard to the list of jobs already begun by the general manager’s office. Second, vertical and horizontal promotion mechanisms will be designed ensuring that reasonable expectation of internal promotion is compatible with the capture of talent from outside the institution. Lastly, a training plan will be drawn up paying greater attention to the institution’s present needs: internationalisation and language teaching, and ICT skills, and specific training schemes based on professional competences.

These guiding principles will inspire the specific action plan for administrative and service staff, which will include the definition and introduction of stable mechanisms and spaces for dialogue between staff and management, and a personnel management system based on
professional competences. This system will be the essential tool for both selection and provision, and will allow objective assessment mechanisms to be introduced on the basis of which the horizontal career plan will be designed.

5.4. Action for student participation

Student participation is a fundamental goal of the University based on the principle that high-quality teaching requires the integration of academic education with education in values, which are the central axes underpinning the formation of competent citizens. The sum of academic learning and extra-academic learning favours cognitive and emotional development, which is the ideal function of a university designed to educate persons.

With this in mind, the aim is to develop an all-round, integrating educational model for students at the UPF by fostering and promoting their participation in different areas of university life in a climate of dialogue and open, critical debate.

This model is structured and materialised in three main areas: students’ participation in the ordinary functioning of the University both through the main student bodies and committees, and through university associations; students’ participation in the academic sphere; and, lastly, students’ involvement in cultural, sports, co-operation and solidarity activities.

This model of encouraging student participation includes various measures such as starting work on a thorough review and overhaul of the regulations to make it easier for students to become more involved, improving the administrative procedures affecting students and examining student participation by carrying out a study of relevant indicators at the University.

5.4.1. Reinforcing student representation in the University’s governance model

The aim of this programme is to ensure students’ presence in the University’s governance model and improve co-ordination between the University’s governors and students.

The programme’s first goal is to ensure that students are represented on the University’s governing bodies, committees and working groups. Its second goal is to put in place an organisational model that will facilitate relations and communication with the governing bodies by means of periodical working meetings between these bodies and different sectors of students: weekly meetings with representatives of the UPF Student Council, meetings before the sessions of the general governing bodies in which students participate, and periodical meetings with UPF year-delegates and stable student groups. At the same time, a working board should be set up to encourage the formation of and involvement in associations and clubs by supporting their projects and activities. This programme also includes the goal of stimulating student participation in projects promoted in collaboration with other institutions, such as quality agencies.

5.4.2. Reinforcing student representation in the governance model of the centres and departments

This programme’s goal is to identify and address the main problems of each area and course through better co-ordination between the centre and department heads and students, and the University’s governing bodies. Achieving this goal requires strengthening the areas for student participation, deliberation and decision-making with a new structure that will reinforce their rights and responsibilities.

5.4.3. Stimulating student participation in the cultural, sports, co-operation and solidarity fields

The policy of giving institutional support to the initiatives taken by students in all fields—cultural, sports, co-operation and solidarity—must be maintained, while the range of activities aimed at forming competent citizens and education in values must be strengthened and broadened. In this connection, it is also important to continue to encourage the involvement of UPF students in activities outside the University.
In the cultural sphere, the programme seeks to revitalise and develop the activities already planned with a student capture plan to enhance their visibility and include activities to do with new trends and new aspects of culture.

In the sports sphere, the programme’s goal is to reinforce the service by improving the attention and recognition given to students who do sports by offering training to the whole university community, including supervised activities and competitions inside and outside the University, and fostering the use of the sports facilities near the UPF campuses. Increasing participation by women and supporting minority sports are also goals in this area.

In the sphere of co-operation and solidarity, the programme sets out to further policies aimed at stimulating participation and education in values policies, involving students in activities and programmes to do with solidarity, development co-operation, humanitarian aid and gender equality, and inclusive programmes promoting equal opportunities for all, by setting up a scheme for capturing and training volunteers and facilitating collaboration with other organisations engaged in socially-minded activities.

5.5. The organisation’s economic and resources planning

5.5.1. A sustainable economic model

It is inevitable to refer, first of all, to the impact of the general economic crisis on public administrations and its direct repercussion in terms of the reduction of the Catalan government’s annual contributions to the University’s budget. The shortfall in regard to the forecasts in the funding improvement plan passed in 2006 may lead to the University receiving over 10.5 million euros less than expected between 2008 and 2010. This has meant that the financial years 2008 and 2009 closed with a deficit and the budget approved for 2010 has been pared down to the minimum.

In spite of the expectations of recovery, it seems clear that serious economic difficulties will still be with us in the coming years. Notwithstanding these difficulties, efforts must be made to define a sustainable economic model for the future that will enable us to carry out the UPF 25 YEARS strategies and actions.

Mention must be made, first of all, of the need to intervene in the definition of the new funding model for the university system that will replace the current one (which runs until the end of 2010), put an end to the current uncertainty and make it possible to plan our university’s future. The aim is to increase the economic resources allocated to the university system, when this is possible, to bring us closer to the figures of the most advanced countries and put in place a model that allocates a substantial part of the available resources in accordance with previously defined goals and on the basis of results. This model must also provide for the return of reimbursable credits obtained for developing the science and technology parks.

However, the UPF cannot completely subordinate its future to obtaining bigger public grants if it wants to guarantee its viability, maintain the quality standards that characterise it and intensify the process of internationalisation. We have to improve our management effectiveness and efficiency, obtain new resources and contain structural spending in regard to both the maintenance and functioning of services, and payroll expenses. The introduction of service evaluation and cost analysis systems are basic elements for achieving such improvements.

As regards income, it is essential to implement a diversification policy that will, for example, make it possible to obtain more specific resources for teaching, research and international relations, make better use of our assets and get the organisations belonging to the UPF Group to make a bigger economic contribution.

A decisive factor for the University’s sustainability is working out a plan for capturing funds in collaboration with the Board of Trustees and the companies and institutions close to us.
To make this possible, the agreements currently in effect with financial sponsors must be reviewed; the programme of corporate professorships and the UPF’s influence networks must be strengthened, with the UPF Alumni Programme playing a major role; and the possibility of developing an endowment strategy must be explored. In this connection, we should aspire to have 5% of the University’s budget coming from non-earmarked external funds by 2015.

5.5.2. Promoting the use of information and communication technologies, and optimising management processes

Updating and upgrading the services provided by the University, taking full advantage of the speed, economy and power of computer systems, is one of the major challenges of this period. Modernising and improving processes, simplifying them if necessary, will help to make management of the University more efficient.

Continuous updating and revision of the applications used in the front office, for relations with the university community, and in the back office, should enable the construction of a solid technological foundation leading to enhanced efficiency and automatisation of the processes involved in relations with the main groups of interest to the University, such as the Catalan government and the members of the UPF Group.

5.6. Capital resources policy

The investments made over the past years have made it possible to consolidate the three campuses and start development of the three research parks.

Although the economic situation also conditions short- and long-term capital investments, we must carry on with our growth policy, closely linked to the University’s teaching and scientific projects, finding the necessary economic resources to do so.

The most immediate action on the Ciutadella campus is the construction of the Icària I project (2010-2012), completing the block between Wellington St. and the Jaume I building, with 12,900 m² allocated to the growth of the UPF Social Sciences and Humanities Research Park, and getting it running.

Depending on the resources available, the Library-CRAI in the Dipòsit de les Aigües building will be completed and the plans for Icària II (2012-2015), with 15,000 m² in the block between Wellington St. and the Roger de Llúria building will be drawn up and executed.

It is also planned to issue an international invitation to tender for the drawing up of the plans for Icària III, in the present car park area, with more than 40,000 m² of buildable space.

The first thing that needs to be done on the new Communication campus - Poblenou is to consolidate its functioning by completing the spaces for research. The location and use of the more than 8,000 m² of buildable space Barcelona City Council (22@) has promised the University remain to be decided.

Finishing the work on thoroughly remodelling the Dr. Aiguader building – which will make more than 16,000 m² available for teaching (2010-2012)– is no doubt the most important action on the Mar campus.

Lastly, as a general point, there is a need to optimise the use of all the on-campus spaces for teaching activities (EHEA and both the University’s and the UPF Group’s specific postgraduate and doctorate needs) and service provision for the community. A signage programme will be implemented inside and outside the UPF buildings to improve the

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21. In the case of international benchmark universities, such as Harvard, endowments can bring in as much as $US 35,000 million.
visibility and effectiveness of their signs, and work will continue on removing all kinds of architectural barriers wherever possible.

New building will be accompanied by relinquishing certain spaces, such as the França building, which depend on what other institutions decide to do.

### 5.7. Communication and accountability policy

UPF25 YEARS will accompany its different actions with a communication policy enabling it to present the challenges faced by the University and the progress it has made both internally and externally.

Internally, the aim is to move towards better integrated communication among the various groups in the University —administrative and service staff, teaching and research staff, and undergraduate and postgraduate students— by promoting more open and ongoing participation by them. Externally, the communication plan becomes an essential tool for making the University better known and promoting the teaching and research it offers. Specific communication campaigns must be carried out to enhance the UPF’s visibility in its local and international context. On the other hand, providing clear and transparent information on the University’s management and results is part of the UPF’s responsibility as a public institution within the necessary accountability framework.

In addition, as a leading university, it needs to keep an eye out for new developments that are continually taking place in the online communication field, bolster its presence in the internet and improve interactivity with the university community and with its external interlocutors and audiences. To this end, the University must increase its presence in the social networks and improve its website as the UPF’s main showcase around the world and give it new potentialities.

Lastly, in regard to the UPF brand and the University’s corporate graphic identity, and as part of the structuring of the UPF Group, certain graphic elements need to be included and common communication policies established, messages unified and communication campaigns co-ordinated. From the standpoint of the University’s international reputation and impact, the plan is to associate the UPF brand with the Barcelona brand so that they reinforce each other and raise the University’s visibility in the world.

### 5.8. Mapping out a social responsibility strategy

The UPF’s model is structured around the principles of equal opportunities, co-operation and sustainability. These values have been materialised in the design and implementation of two action plans —the Isabel de Villena Gender Equality Plan and the Inclusion Plan for the Disabled— and in the University’s support for various initiatives (University Development Cooperation and Programme and the UPF Solidària platform) which pursue the welfare of the whole community.

#### 5.8.1. The Isabel de Villena Gender Equality Plan

The UPF’s Isabel de Villena Gender Equality Plan is a tool for making effective the principle of equal opportunities for men and women, and the elimination of discriminatory behaviour blocking or preventing women from exercising their rights. The University intends to implement the five axes that comprise it and structure its actions: enhancing the visibility and raising awareness of gender inequality; communication; access to work and the promotion of professional careers; balanced representation on the governing, consultative and decision-making bodies; and reconciling work and family life.

#### 5.8.2. Inclusion Plan for the Disabled

The intention of the Inclusion Plan for the Disabled established by the UPF is to avoid any type of discrimination against people with special needs. It seeks to make available to the
whole community an effective instrument orienting the University’s actions. The plan’s
guiding principles are: acceptance of diversity and plurality; social responsibility; treating
this as a cross-cutting issue; and a commitment to participation.

To ensure compliance with these principles, the plan has set four general objectives which
the University should ensure are fulfilled: a commitment to the right to equal opportunities
and autonomy for persons with disabilities; the elimination of any type of barrier; access by
the university community to information, training and support to make the two previously
mentioned goals possible; and carrying out the necessary adaptations so that people with
disabilities can achieve their academic, professional and employment goals.

5.8.3. University Development Cooperation and Programme

The aim of this programme is to link the development co-operation work done by the
University with the fields specific to it: teaching and research, as regards providing students
with an all-round education and improving understanding of the problems that can prevent
sustainable human development on a global scale. In addition, strengthening university
systems (through the transfer of knowledge and technology, infrastructures and other
resources) and providing advice and technical support for development programmes,
together with raising awareness among the university community, must be priority features
of the UPF’s work in this area.

5.8.4. UPF Solidària platform

UPF Solidària is the platform for implementing the University’s solidarity strategy. In
addition, by taking up some of the contributions by different members of the university
community it can become a cross-sectoral and participatory means of carrying out various
awareness-raising, training and dissemination activities in the solidarity sphere

The goals of UPF Solidària are: to wage the 0.7% campaign in the UPF; collaborate in
defining the UPF’s solidarity strategy; design participatory solidarity actions; promote
solidarity actions on the different courses; foster volunteer activities; and support research
and teaching activities in the development co-operation sphere.

5.8.5. Sustainable development programme

The UPF’s Agenda 21, approved in the academic year 2007-2008 in the context of the
University’s commitments to safeguarding the environment, set three goals which must be
pursued: to make management of the University sustainable; raise awareness among the
university community so that it becomes a party to the new sustainable development model;
and promote the inclusion of environmental values in the educational programmes.

5.9. The electronic administration project in the UPF

The project to introduce electronic administration arose as a consequence of recent
legislation (Law 11/2007) which reinforced the information society paradigm and placed an
obligation on public administrations in general, and universities in particular, to establish
data transmission channels, with the appropriate legal safeguards, so that the public can
communicate with the University via this medium if they so wish.

Ever since it was set up, Pompeu Fabra University has based its management on the
information and communication technologies, and equipped itself with information and
management tools facilitating the procedures involved. With this electronic administration
project the University wants to take a big leap forward in this modernisation process,
moving from a relationship requiring people’s presence to one which is entirely telematic,
from paper-based administration to administration based on electronic documents and files,
and, lastly, it seeks to move from using ICT solely for the purpose of enhancing efficiency
and access to information to using it also to guarantee the legal validity of operations and
generate rights and obligations through its use.
ANNEXE I. STRUCTURE OF AXES, STRATEGIES AND ACTION PROGRAMMES

Present situation
- Constant presence in the domestic and international scientific output rankings.
- 1,088 researchers organised in 75 recognised research groups.
- Around 2,011 indexed publications in the past five years.
- €33.4 M from research projects in 2008 (representing 34.3% of the UPF's total budget).

Goal
To position the University as a research institution with a clear vocation for international excellence that will enable it to capture and retain talent, and re-assert its present position by improving its research infrastructures.

Action strategies | Programmes
--- | ---
1.1 Institutional research policy | 1.1.1 Capitalising on human resources in research
| 1.1.2 Boosting research
| 1.1.3 Promoting the visibility of research and open access publication

1.2 Talent selection and capture policy | 1.2.1 Teaching and research staff talent capture and retention scheme
| 1.2.2 Attracting the best postgraduate students

1.3 Planning and organising research | 1.3.1 UPF research parks
| 1.3.2 Policy of mixed research structures in the framework of the UPF Group
Present situation

- Undergraduate studies entirely adapted to the EHEA; no appreciable increase planned in these studies.
- Postgraduate studies: well-established, well-structured range of courses by departments and areas.
- Tendency to outsource part of the postgraduate/master’s courses.
- Education aimed at achieving a high rate of employment among graduates.
- Doctorate with a high international profile.

Goal

To consolidate the current teaching model in keeping with the European educational framework, with an innovative, high-quality teaching-learning model that will ensure the solidity and competitiveness of all the teaching offered by the UPF, with special emphasis on the creation of the support systems best suited to each context.

Action strategies

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<td>2.1.4 Cross-disciplinary undergraduate and graduate degrees</td>
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<td>2.4.2 Reformulating doctorate education and setting up the UPF Doctorate School</td>
</tr>
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</table>
### Cross-disciplinary knowledge transfer axis

**Present situation**
- Setting up of a research and knowledge transfer support service.
- First spin-offs created at the UPF.
- Slight increase in the number of patents taken out and first revenue obtained from licensing agreements.
- Little involvement in the business environment with its impact highly concentrated in certain areas.

**Goal**
To plan and develop teaching and research with a view to favouring innovation and strengthening knowledge transfer to society in co-ordination with the social and business actors comprising the University’s environment.

### Action strategies

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Cross-disciplinary internationalisation axis

<table>
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<th>Present situation</th>
<th>Uneven degree of internationalisation between courses and centres; concentrated in doctorate and master’s courses.</th>
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<tr>
<td></td>
<td>High levels of recruitment of teaching staff from abroad or who have spent time abroad.</td>
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<td></td>
<td>Rather unco-ordinated participation in international networks.</td>
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**Goal**

To design an overall strategy allowing the University as a whole to attain the international presence, structure and dimension befitting the quality of its teaching and research.

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<td>4.6 Consolidating a multilingual university model</td>
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</tbody>
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Governance and efficient management framework

Present situation
  Evolving governance framework: reduction of centres and centre/department parity or duality.
  Funding model heavily determined by income from research projects.
  Proliferation of the number of organisations forming part of the UPF Group.
  Student participation in the University not very well structured.
  Uneven relationship and links between affiliated and temporary staff in the institutions in the Group.
  Considerable growth and consolidation of teaching staff and administrative and services staff.

Goal
  To strengthen an institutional structure that will facilitate the attainment of the UPF25 YEARS strategy’s goals by reviewing the state of the internal governance and organisation of the UPF Group, adapting its management instruments and promoting greater cohesion of the university community. To define a sustainable and more diversified funding model.

Action strategies

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<td>5.4 Action for student participation</td>
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<td></td>
<td>5.4.1 Reinforcing student representation in the University’s governance model</td>
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<td></td>
<td>5.4.2 Reinforcing student representation in the governance model of the centres and departments</td>
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<td>5.4.3 Stimulating student participation in the cultural, sports, co-operation and solidarity fields</td>
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<td>5.5.2</td>
<td>Promoting the use of information and communication technologies, and optimising management processes</td>
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This document is the result of a design and planning process led by a team comprising the vice-rector for Quality and Institutional Strategy; the rector’s delegate for Strategic Planning; the Studies, Planning and Evaluation Unit; and specialists from the Rector’s Office, with the collaboration of the Board of Management.

The participatory process by which this strategy was prepared made it necessary to divide the planning into four stages. The first stage consisted in designing the plan’s guidelines and axes; the second, in getting feedback on and defining these, which was done with representatives of the university community (including the members of the UPF Group and other organisations close to the University, such as its main employers and groups of former students); the third, in drawing up the document, discussing it with the UPF community and approving it (in a form that took into account the contributions received); and the fourth in presenting and disseminating the strategy.

Figure 8 summarises the stage and details of the meetings held.

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22. In all, 17 meetings were held at which as many as 223 contributions were collected. The attendance was also high, with 91% of the 244 people invited actually coming to the meetings.