



Universidad
del País Vasco

Euskal Herriko
Unibertsitatea

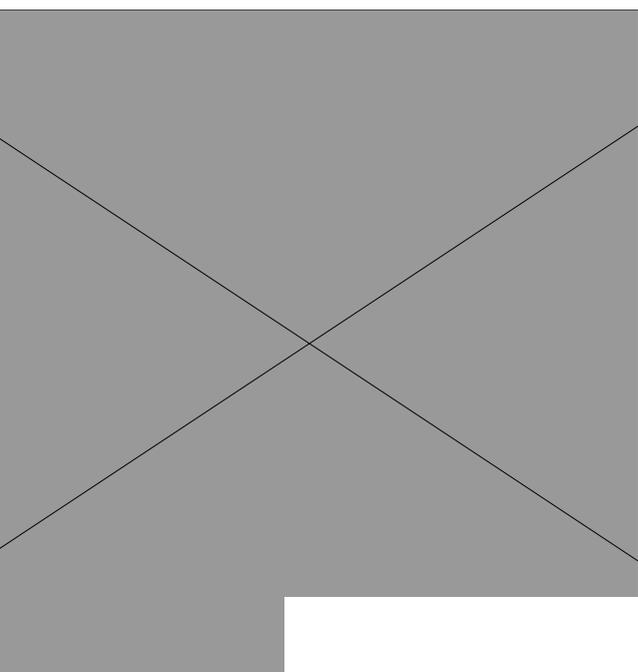
UNIVERSITY OF THE BASQUE COUNTRY STRATEGIC PLAN

2018-2021

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FOREWORD

Nekane Balluerka Lasa
Rector of the UBC

As human beings, we dream every day. In the university setting, these dreams bubble to the surface. They constantly bloom, whether in the advances we want to see in teaching, the new competences we wish to develop, future research projects, or our efforts to benefit the environment around us and our society. We give a tangible form to these dreams every four years by sharing our vision and the work required to reach our objectives. Over recent months, some 80 people have worked together to conduct an exhaustive analysis and flesh out the basic premises of this Strategic Plan for the University of the Basque Country for the period 2018-2021, and to define the structure that will guide our work in the near future.

Dreams may arise spontaneously, but defining and realising them requires an intense and complex effort that must be realistic in nature. If we want to make decisive, meaningful progress, we must set priorities that determine our direction and our activities, particularly in an institution as large as our university. The lines, objectives and actions agreed and established in this strategic plan are the keys to imagining and building our future in the short and medium term. They are indicators along the path, and the tools we need to help turn our dreams into reality.

The challenge, after all, is to make our university better and to position it as a leader in our local area and on the international stage, in terms of both teaching and of research that aspires to excellence

beyond quality; a university that can make a significant contribution to different areas of society, from knowledge generation and transmission to multilingualism, innovation and social harmony. We will need allies, of course, but the power and talent required to overcome the challenge successfully will be supplied by us, the people that make up the University of the Basque Country.

In my position as rector, the strategic plan is an obligation. It is a specific, useful and reasonable requirement that I take seriously and carry out willingly. This is how I approach it, and how I hope it will be approached by the university community, by our teaching and research staff, our administration and services staff and the student body. It will be challenging to reach some of the objectives in the plan, and there may be moments of doubt and uncertainty, but there will also be moments of creation and freedom. As we execute the plan, we will continue to build our university, to improve what we have, and to define what we are in the present and what we aspire to be in the future. I would like to offer my most sincere thanks to everyone who has contributed to this shared effort, and to everyone who will continue to take this work forward, whatever your role. From the bottom of my heart, thank you. I hope that you continue to honour our motto: eman ta zabal zazue.

BACKGROUND

Over its 38-year history, the University of the Basque Country (UBC) has matured and established itself as a renowned university both locally and internationally.

The UBC has educated more than 300,000 students, brought its multilingual offer in line with European standards, made significant progress in research and won the trust of Basque society. It prioritises scientific and technological progress and is a solidary, committed and socially responsible institution.

In accordance with article 1 of its statutes, 'the UBC is an autonomous Public Law Institution at the service of society with legal character and capacity and its own capital structure. It provides higher education through teaching, research, study, cultural and university outreach, management, and the services that underpin its activities, all within the scope of its competences and with a mandatory commitment to quality and excellence. Through its work, which is geared towards meeting the needs of Basque society and those arising from its history and its socioeconomic, political and cultural transformations, it disseminates cultural knowledge and universal science, with a main focus on Basque culture and language. It carries out its daily activities in an economically, socially and environmentally sustainable manner'.

The UBC undertook the renewal of its strategic plan in 2018. The current plan was based on the strategic

planning approved at the faculty meeting of 15th December 2011. Said plan was approved by the Governing Council on 21st June 2012. It set 2017 for its expiry, and therefore as the date for its review.

The dynamic nature of the UBC means that its key strands require constant updating to bring them into line with new realities. The strategic plan must be renewed if this institution is to adapt to a demographic and socioeconomic context which has undergone substantial changes over recent years.

As the only public university in the Autonomous Community of the Basque Country, the UBC is fulfilling its mission to be the main source of education for the region's human capital, to establish itself as the entity with the greatest scientific output and to play a central role in the development and normalisation of the Basque language: Euskera. The UBC is one of the main stakeholders in building the cultural, social and economic future of the Basque Country. A detailed analysis of the context and a proper projection of its medium and long-term strategies are essential to ensuring that it makes a rich and meaningful contribution.

The importance of the UBC to the cultural, social and economic development of Basque society is the result of a careful and constant labour. Until recently, the UBC was not the driving R&D&I force in the Basque Science, Technology and Innovation System that corresponds to its mission and size.

The **CEI Euskampus** project has played a key part in this process with its firm support of the UBC in becoming a key and decisive agent in said system. Strategic alliances have been created to connect the university with the surrounding region and are a lever for promoting excellence and bringing the university onto the international stage.

Euskampus was awarded the Campus of International Excellence when the project concluded in late 2015. Joining forces has taken a cooperative and multidisciplinary approach to meeting societal challenges and needs and has prioritised international outreach. The creation of the Euroregional Campus of International Excellence by the UBC and the University of Bordeaux is a notable project in that regard.

The **CEI Euskampus** is a smart specialisation project which has helped define the **Basque RIS3 Strategy** and has had a significant impact on the design of the **Basque Science, Technology and Innovation Plan 2020 (PCTI-EUSKADI 2020)** and on the **University Plan 2015-2018**. It is one of the key implementation features of the **Aquitaine-Basque Strategic Plan 2014-2020**.

The **Strategic Plan 2018-2021 of the UBC Social Board** – which aims to become a key agent in defining and executing joint projects with the academic institution, and a meeting point between the university and society in the search for solutions to local challenges – is also relevant.

In its efforts to realise the mission entrusted to it by Basque society, the UBC must seek synergies with external frameworks that provide structural

guidance to higher education policies at different levels. The European context has been guided by the renewed agenda to modernise universities and by **criteria and directives to ensure quality in the European Higher Education Area**. Also important is the **EU Higher Education Internationalisation Strategy**. Among its objectives are to promote the international mobility of students and staff, and the internationalisation of higher education systems and institutions.

The launch of **new education (Erasmus+) and research (Horizon 2020) programmes** has driven higher education reforms in many countries, with the goal of moving towards a knowledge society by strengthening the global dimension of knowledge-generating institutions and their interactions with the research, technology, business and social spheres, to ensure we can respond to the great challenges facing 21st-century societies. This context also provides the framework for the **Strategy for the Internationalisation of Spanish Universities 2015-2020**.

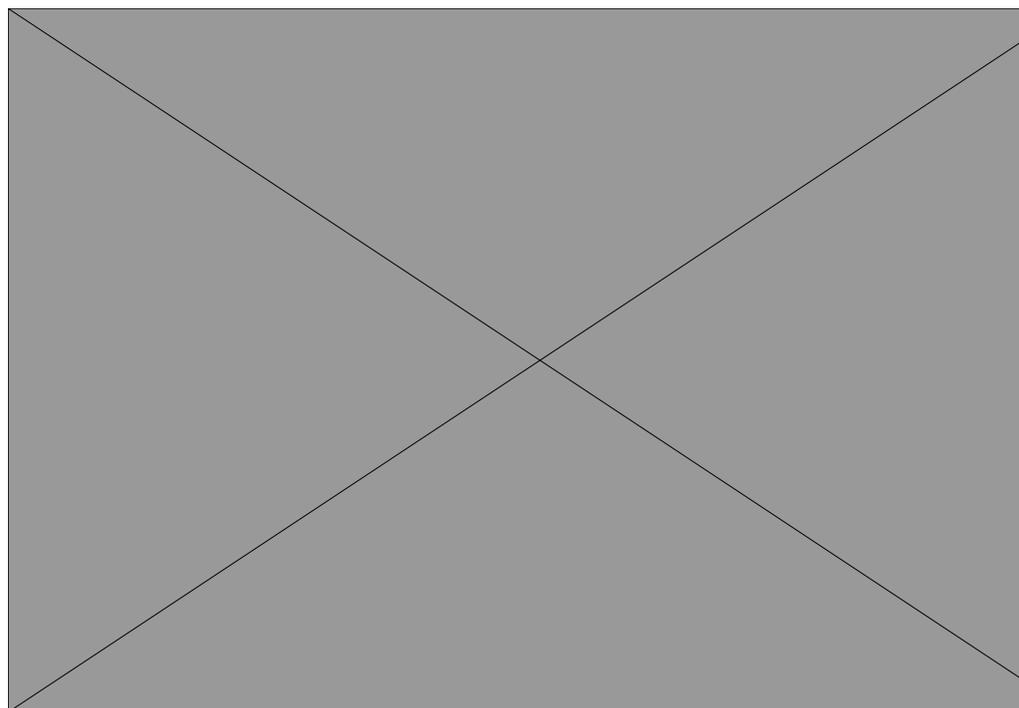
In terms of social engagement, the **2030 Agenda for Sustainable Development**, approved in 2015 by the UN General Assembly, establishes a transformative vision for the economic, social and environmental sustainability of the 193 member states that ratified it. It is the reference guide for the institution's work over the next 15 years. The agenda contains the **Sustainable Development Goals (SDGs) 2015-2030**. These outline a new scenario requiring a cross-cutting and integrative vision for peace, justice, gender equality, promotion of education, energy

development, food security and tackling climate change.

The social dimension, in all its facets, is now inherent to societal development and should be addressed in the strategic projects of public bodies. The UBC is above all a public university. As such, it must promote inclusion, fairness and sustainability. We believe the university has the potential to become an exemplar of social engagement.

Over recent years, however, the economic crisis along with regulatory changes approved by the Spanish Government have conditioned the achievement of some of the objectives in the **Strategic Plan 2012-2017**. We should see this simply as another reason to continue to stress the contribution of the university to society and the need to act responsibly. The university must be capable of moving forward through challenging circumstances. That is why the **University Plan (2018-2021)** is key to achieving a stable funding framework that ensures there is a future for a society with a shrinking but highly educated and qualified population.

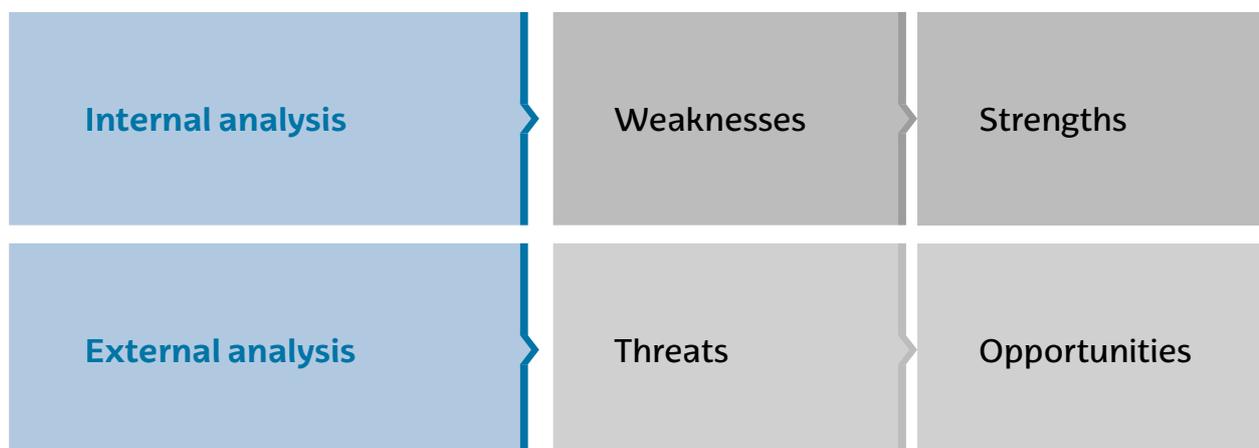
This **strategic plan** is the result of a process of reflection, open participation and feedback, carried out in the heart of the university community. It sets out the university's priorities for the coming years and provides a deeper understanding of its objective to help improve society through excellence in teaching and research.



ANALYSIS OF THE CURRENT SITUATION

The analysis of the situation in the UBC during 2017 was the starting point for the strategic reflection. A SWOT analysis was used to help the university to identify its critical strategic factors so that it can use these to consolidate its strengths, minimise its weaknesses, exploit opportunities and reduce threats.

Analysis of the current situation



INTERNAL ANALYSIS

WEAKNESSES

1. Weak connection between degree and postgraduate studies resulting in low retention and recruitment of postgraduate students.
2. Lack of an institutional strategy for online and continuing education.
3. Low level of student education in certain cross-cutting competences.
4. The internationalisation of English-medium education and the English-medium offer could be improved.
5. Low number of dual degree programmes and dual international qualifications.
6. Lack of Basque-medium education at postgraduate level and on some degree courses.
7. Position in rankings could be improved.
8. Absence of a collaborative research culture among UBC groups.
9. Insufficient collaboration with agents from the Basque Science, Technology and Innovation Network (BSTIN) for training for consortia taking on wide-reaching projects.
10. Transfer of the scientific and technological offerings of the UBC could be improved.
11. Lack of specific strategies for including sustainability and social responsibility as cross-cutting themes in education and research.
12. Ageing teaching and research staff (TRS), and difficulties in finding replacements.
13. Demotivation among TRS (teaching and management work is undervalued; less investment in R&D&I).
14. High turnover of administration and services staff (ASS).
15. Lack of support ASS for teaching and research.
16. Scarcity of ASS with an English qualification.
17. Difficulties in achieving the normalisation of the Basque language in all areas of university life.
18. Campus life is scarce.
19. Gender imbalances in managerial roles and those with greater academic status.
20. Little sense of belonging to the institution among the university community.
21. Lack of involvement of people from the different university collectives in university governance.
22. Delay in implementing the e-administration and the analytical accounting system.

STRENGTHS

1. Quality degree, master's and doctoral education in all knowledge areas.
2. Academic quality and innovation at the UBC thanks to its own IKD education model and the EHUNDU, Iraker, IKDGAZte and Docentiaz programmes, among others.
3. High level of employability among UBC graduates.
4. Quality research groups in all knowledge areas, with a significant increase in scientific production and a growing capacity to obtain funding through international R&D calls for proposals.
5. Availability of competitive teaching and research infrastructure and installations.
6. Programmes for entrepreneurship and business creation.
7. Programmes for scientific communication and dissemination.
8. Leadership in the production, transmission and dissemination of knowledge in Basque.
9. The UBC's position as a leading institution in Basque society.
10. Very high percentage of doctoral TRS with full-time contracts.
11. Programmes to drive academic careers.
12. High number of teachers qualified to teach in English.
13. High number of TRS and ASS with Basque qualifications.
14. Staff who give their all to the university and who maintain and improve services, despite experiencing adverse employment conditions.
15. Well-educated ASS.
16. Students are increasingly able in languages other than Spanish and Basque.
17. High percentage of graduates have moved abroad.
18. Higher number of female compared to male graduates at degree, master's and doctoral level.
19. Resources and programmes geared towards equality between men and women at the university.
20. Good IT equipment for TRS and ASS.
21. Significant investment in, and access to bibliographic resources.
22. Institutional responsibility for transparency, sustainability and social engagement.

EXTERNAL ANALYSIS

THREATS

1. Competition among local universities around the degree, master's and continuing education offer.
2. National and international universities offering online and English-medium degree and postgraduate courses.
3. The business community, associations and sectoral clusters see the UBC as unrelated to their continuing education needs.
4. Significant increase in competition from internationally-renowned universities and research centres for funding and highly qualified research staff for R&D&I.
5. The dominance of English hinders the use of Basque in the transfer of scientific knowledge.
6. Significant increase in economic, social and gender inequalities.
7. Lack of science and technology vocations, particularly among women and girls.
8. The legal and financial structure impedes the implementation of a suitable TRS policy (replacement, recruitment and retention rates).
9. The legal and financial structure impedes the implementation of a suitable ASS policy (increasing the size of the staff, promotion, replacement rate and adaptation of the workforce to meet university needs).
10. Assessment systems in agencies (unbalanced assessment of research, teaching and management work; periodic modification of TRS accreditation criteria).
11. Decreasing population in the Basque Country.
12. Structural barriers impede engagement with the scientific world.
13. Insufficient public funding for maintaining work and launching new projects (increased research activity, new Faculty of Medicine and Nursing, inauguration of new buildings in the Science Park and maintenance of buildings and equipment).
14. Lack of instruments to facilitate patronage of public universities and little social culture in this area.

OPPORTUNITIES

1. Huge potential to recruit postgraduate students.
2. Student interest in dual degrees at the UBC and in dual international programmes.
3. Growing demand for online and lifelong learning.
4. Interest among businesses, associations and sectoral clusters in practical training and in developing cross-cutting competences.
5. Digital transformation that requires new types of professionals who can provide adequate responses to the new technology environment.
6. Social recognition of the work of research staff and of the importance of research to societal progress.
7. Inauguration of the UBC Science Park (Zientzia Parkea) to attract new R&D&I activity.
8. Need for innovation in business and in the socioeconomic environment.
9. Development of new models for relationships and collaboration with other R&D&I agents.
10. Consolidation of the Cross-Border Euroregional Campus with the University of Bordeaux.
11. Greater links between UBC alumni and the university.
12. New communication channels facilitating better links with the local area.
13. International policies on the Sustainable Development Goals (2030 Agenda).
14. Significant increase in the number of young people who know Basque.
15. European institutions and networks promoting teaching and research initiatives that incentivise mobility and collaboration.
16. Basque Government policies to promote joint education, research excellence, the use of Basque, education internationalisation, gender equality and sustainability.
17. Allure of the Basque Country on account of its natural environment, quality of life, the social life in its cities and the political and social context.

WEAKNESSES

1. Weak connection between degree and postgraduate studies resulting in low retention and recruitment of postgraduate students.
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MISSION AND VISION

MISSION

The UBC is a public university that responds to society's higher education needs. It conducts quality research and works cooperatively to generate knowledge which is transferred to the local area and the international community. The university is rooted in Basque society yet has a global outlook. It provides an open space for reflection and critical thinking. It is a leader in Basque-medium education and focusses particularly on Basque culture, carrying out its work with an ethical and social commitment.

VISION

- The UBC wants its students to receive a quality education. Their time at the university should not just be an enriching life experience but enable them to provide adequate responses to local and global challenges, and to conduct themselves ethically and creatively in a changing and increasingly demanding environment.
- The UBC aspires to boost its international research presence to address new social, cultural, economic and environmental challenges, while showing leadership in using knowledge to transform society.
- The UBC is rooted in its local area and aspires to become an exemplar of social engagement and to strengthen the role it plays in cultural development in the Basque Country.
- The UBC wants to support the professional development of its TRS and ASS.
- The UBC strives to ensure its financial and resource sustainability as well as its scientific, technological and IT capabilities, all to maintain quality in its public service and the wellbeing of the members of the university community.

STRATEGIC LINES

With the internal and external SWOT analysis complete, and the mission and vision defined, the next phase establishes the university's strategic lines.

These lines will provide the focus for the university's work and mission over the coming years.

LINE I. EDUCATION

OBJECTIVES

- Provide a multilingual, sustainable online and in-person undergraduate and postgraduate offer of verified quality, which meets the needs of Basque society.
- Attract students to postgraduate courses by reorienting and diversifying the offer towards fields of growing interest and those in which the university stands out.

ACTIONS

- Adapt the current degree and postgraduate offer to the needs of Basque society by adapting current teaching (dual degree and postgraduate programmes, bridges, simultaneous studies, among others) and creating novel and attractive programmes in different fields.
- Gradually implement degree and postgraduate groups and/or programmes with online teaching.
- Intensify outreach to pre-university students (compulsory secondary education, baccalaureate, vocational training) via the relevant agents and institutions to ensure adequate recruitment of students and their development.
- Develop a strategy for promoting the UBC's academic offer for students and wider society, showcasing the various education possibilities available.

OBJECTIVE

- Develop the current education model in greater depth.

ACTIONS

- Bring the work of research groups into classrooms to strengthen the relationship between research and teaching.
- Increase – and consolidate, where applicable – the use of innovative methodologies in teaching and learning processes, and promote work in structured teaching teams and evaluation through the Docentiaz programme.
- Constantly strive to encourage degree students to engage with university life and academic itineraries and to improve their performance.

OBJECTIVE

- Create conditions which boost students' employability.

ACTIONS

- Foster learning in real professional contexts through dual degree and postgraduate education as well as practicals, final degree projects, final master's projects and doctoral theses in collaboration with the public administration, businesses and social entities.
- Intensify the development of cross-cutting competences: leadership, critical thinking, multilingualism and multiculturalism, problem solving, digital skills.
- Organise employment forums on each campus in collaboration with the public administration, businesses and social entities (associations, foundations, NGOs, etc.) to support students in securing a job.

OBJECTIVE

- Develop an offer of online and in-person continuing education that meets local needs.

ACTIONS

- Design and implement continuing education programmes (in-person, blended and online) in collaboration with social entities and businesses.
- Improve awareness of continuing education and its positioning in the socioeconomic sphere.

OBJECTIVE

- Foster the internationalisation of education.

ACTIONS

- Broaden the offer of subjects and qualifications in third languages and encourage students to conduct final degree projects, final master's projects and doctoral theses in said languages.
- Promote dual and joint qualifications with strategic international partners to enable professional training in various countries.
- Strengthen collaboration with Euroregion universities by increasing mobility, co-tutored thesis programmes and dual qualifications.
- Broaden the Latin American Postgraduate Network to include the sciences, engineering, architecture and health sciences.

OBJECTIVE

- Make progress towards the Basquification of all programmes.

ACTIONS

- Increase the availability of official education programmes in Basque and the number of students conducting final degree projects, final master's projects and continuing education in said language.
- Design programmes to promote quality in Basque-medium education.

LINE II. RESEARCH**OBJECTIVE**

- Support new and trainee researchers and foster the research culture.

ACTIONS

- Define and develop a research career model that prioritises internationalisation and is in line with the needs of our society and the capabilities of the UBC.
- Create, attract and consolidate talent through mobility programmes and by fostering interest in research and hiring trainee researchers (pre and postdoctoral).

OBJECTIVE

- Drive knowledge and innovation from a two-fold perspective that emphasises the connection with the Basque Country and a global outlook, framing research as the core aspect of university education.

ACTIONS

- Support stable and emerging research groups and create new groups in less traditional research fields which can be consolidated as reference units for coordinating research.
- Promote the involvement of the various departments in research work and establish commitments that enable monitoring of research work by teaching and research staff.
- Create new research structures without legal status which can foster new models for relationships and collaboration with other R&D&I agents.
- Equip research support and management services with resources and tools that improve their efficiency.
- Prepare an infrastructure plan to support research. The plan should take into account existing research infrastructure in the Basque Country.
- Analyse the work of research institutes, in their capacity as a specific research structure, and establish a procedure to assess said work.

OBJECTIVES

- Foster multidisciplinary, cutting-edge, first-rate research that contributes to increasing the internationalisation of science and technology.
- Strengthen the international position of our university by consolidating existing alliances with the University of Bordeaux through the Euroregional Campus of International Excellence and with other research agents.

ACTIONS

- Boost cooperation between research groups or research staff at the UBC working in different fields of knowledge. Increase the interdisciplinary nature of the groups and ensure they tackle joint large-scale projects that increase their impact and prominence.
- As part of the Euroregional Campus of International Excellence, set up stable consortia and international networks for accessing competitive international R&D&I projects.
- Strengthen relationships with prestigious international research groups by incentivising mobility, exchanges and collaborative research projects.

OBJECTIVE

- Foster actions which are aligned with the current EU Framework Programme for Research and Innovation and promote participation in said programme.

ACTIONS

- Work closely with the Basque Government and CRUE offices in Brussels to support the International R&D Office.
- Encourage European partnerships and involvement in wide-reaching initiatives under the current EU Framework Programme for Research.
- Implement proactive policies that incentivise UBC research staff to coordinate European projects.

LINE III. RELATIONSHIP WITH SOCIETY

OBJECTIVE

- Turn the university into an institution that promotes sustainable development, inclusion and social engagement.

ACTIONS

- Boost collaboration between the different university collectives (ASS, TRS and students) around sustainable development at the UBC (water and energy consumption, waste generation, transport, etc.).
- Foster joint working between the university and social agents through broader learning communities based on the challenges stemming from the Sustainable Development Goals (SDGs).
- Strengthen programmes and calls for proposals which support collectives with specific needs (refugees; socially, economically and culturally vulnerable groups, etc.).

OBJECTIVE

- Reinforce leadership as a driver of knowledge generation and transfer and of cooperation with Basque society to boost competitiveness and social development.

ACTIONS

- Boost cooperation between the UBC and society to promote the mobility of UBC research staff towards local businesses and entities and the development of collaborative doctoral programmes.
- Develop processes to value (identification, evaluation, protection and maturation) and license research results.
- Improve mechanisms for marketing the technology offer of UBC research groups to increase the number of contracts with the socioeconomic sphere.
- Boost entrepreneurship platforms in the university community through initiatives arising from the valuation of research results.

OBJECTIVE

- Contribute to the development of the PCTI-RIS Euskadi (Basque Science, Technology and Innovation Plan) and organise collaboration with the other agents in the Basque Science, Technology and Innovation Network.

ACTIONS

- Update and disseminate the university's science and technology offer to foster collaboration with agents in the Basque Science, Technology and Innovation Network.
- Organise meetings and establish long term knowledge transfer collaborations with socioeconomic bodies interested in implementing solutions to their needs around innovation in technology, knowledge and/or processes.

OBJECTIVE

- Foster the early development of science and technology vocations, particularly among women and girls.

ACTIONS

- Boost early scientific education and science dissemination.
- Collaborate with other agents and institutions to design and implement a programme to raise awareness and foster early science vocations among non-university students, particularly among girls in primary and secondary education.

OBJECTIVE

- Strengthen the UBC's leadership in normalising the use of Basque and in the social and cultural development of the Basque Country.

ACTIONS

- Boost education, research, production and dissemination in the area of Basque language and culture, both locally and internationally.
- Support forums where the university and socio-cultural agents can meet, particularly the EHUgune forum.

OBJECTIVE

- Raise awareness of the UBC's contribution to the local area.

ACTIONS

- Support EHU alumni and consolidate the Mentoring, Ambassador and Guide programmes.
- Secure UBC presence in the communication media and social networks.
- Boost participation in academic ceremonies including graduations, term commencement events and the conferment of doctoral degrees, and promote such events.

LINE IV. PEOPLE

OBJECTIVE

- Foster university values among students as well as collaboration, equality, critical thinking, creativity and social engagement, and support their complete education as citizens.

ACTIONS

- Organise activities (conferences, workshops, contests, etc.) where students can develop university values and which boost the integration of these values in the degree and postgraduate curricula.
- Boost practicals (practicum and external practicals) in solidary, intercultural and development cooperation initiatives.

OBJECTIVE

- Develop a career academic teacher, researcher and manager model which is properly structured around milestones for each stage.

ACTIONS

- Implement an overarching training programme (teaching, research and management) which supports the accreditation of new TRS and with integrated tutoring strategies in the departments which guide and support these teachers in designing and developing their academic career.
- Launch training programmes with different objectives for the different stages of the academic career of TRS which provide guidance services around what is required to achieve said objectives and the support available at the UBC to achieve them.
- Foster the generational replacement of TRS within current legislative and budgetary frameworks.
- Develop the academic career of research staff by exploring specific contractual matters and alternative contractual approaches to facilitate the retention and incorporation of teaching and research talent, in collaboration with existing autonomous region programmes.

OBJECTIVE

- Foster the development of an ASS career path which is aligned with the university's mission.

ACTIONS

- Facilitate ASS professional development at the UBC.
- Implement professional qualification programmes based on the UBC's operating areas.
- Improve career expectations via internal sourcing and promotion procedures.

OBJECTIVE

- Adapt ASS structures to university needs.

ACTIONS

- Update the reference workforce and develop the agreement on employment guarantees of 17th September 2014. Among the actions, prioritise the jobs reclassification to ensure the correct staff are in place, as well as the review of monographs and the jobs assessment.
- Increase the number of ASS hired, particularly in teaching and research support services (specialist laboratory technicians, IT technicians, research project management experts, etc.) to bring the TRS/ ASS ratio in line with that of other universities in the region.
- Study formulas and procedures for establishing shared work groups or pools which strengthen coordination and collaboration between people to facilitate management of the university and a focus on those departments with non-standard working hours.

OBJECTIVE

- Drive an improvement in employment quality.

ACTIONS

- Improve the conditions of external funding contracts for ASS and TRS, primarily linked to research projects.
- Exploit the legal opportunities provided by the General Administration of the Autonomous Community of the Basque Country to establish a new stability clause for ASS.
- Activate the measures proposed in the assessment of psychosocial risks, particularly those which foster a work-life balance and training to prevent workplace risks.

OBJECTIVE

- Boost education and accreditation in linguistic and intercultural competences, as well as the international mobility of the various university collectives.

ACTIONS

- Use specific procedures to support the incoming and outgoing mobility of the various university collectives and to adapt structures and services to the management needs of the different mobility programmes.
- Provide students and university staff with access to multicultural education activities and to foreign language courses and tests, and manage Spanish and Basque courses for foreigners and exams for those who wish to gain formal recognition of the level obtained.
- Improve welcome and support services for foreigners who come to the UBC and their families.

OBJECTIVE

- Consolidate the normalisation of the Basque language in all areas of university life.

ACTIONS

- Provide specific training courses to improve the communication abilities of the different university collectives.
- Boost the use of Basque in scientific research and dissemination and improve the indexing of journals, series and collections in said language.
- Foster the use of Basque in university services via initiatives such as the dissemination of the Protocol to Guarantee Linguistic Rights or specific programmes including Aktibatuz, Eusle and others.

LINE V. GOVERNANCE AND RESOURCES

OBJECTIVE

- Work to achieve more agile, personal and transparent administrative management.

ACTIONS

- Make progress in implementing the electronic administration, in proceduralising and standardising the different administration management processes that apply in each centre or service for one single procedure, and in developing a single shared service desk.
- Broaden and update the transparency portal.
- Set up a UBC data unit and staff it with qualified personnel who can permanently monitor academic activity and coordinate all information sources.
- Establish a policy to update and adapt the IT applications used in the ordinary management of the various departments.

OBJECTIVE

- Boost participation of all university collectives in governance strategies.

ACTIONS

- Establish information and communication channels for encouraging participation in governance strategies.
- Design strategies that foster a sense of belonging to the university among the different collectives and which align with the institution's objectives.

OBJECTIVE

- Increase the participation and promotion of women in the academic and scientific world.

ACTIONS

- Promote awareness-raising and educational actions that contribute to female empowerment and leadership and promote their initiatives in the university.

OBJECTIVE

- Bring the structures of centres and departments in line with the new needs and challenges in the university.

ACTIONS

- Complete the reorganisation of the centres.
- Design the departmental reorganisation plan.
- Move the master's programmes to the centres.

OBJECTIVE

- Improve financial efficacy and efficiency and develop new funding channels.

ACTIONS

- Implement analytical accounting.
- Promote awareness-raising actions to optimise public resources and capture new funds by designing a patronage programme which enables citizens, businesses or institutions to contribute to the development of the university.
- Analyse funding allocations to centres and departments and specific budget lines to enable any opportune budgetary adjustments.

OBJECTIVE

- Boost university life on the campuses.

ACTIONS

- Promote an attractive range of cultural and sporting activities designed in collaboration with social agents and public institutions.
- Promote the creation of university associations.
- Implement services and activities (e.g. childcare) that support the reconciliation of family and work life.

OBJECTIVE

- Equip campuses with infrastructure, teaching services and researchers.

ACTIONS

- Move forward with the construction of the new Faculty of Medicine and Nursing in the Basurto area (or, failing that, the refurbishment of the current faculty and teaching unit in Basurto).
- Move forward with the refurbishment, adaptation and improvement of buildings and infrastructures.
- Provide linguistic guidance in non-official languages.

INDICATORS

EDUCATION

- % institutionally accredited centres
- % full time TRS with teaching capacity, assessed in Docentiaz
- Degree employment rate
- Master's employment rate
- No. theses in collaboration with businesses and other organisations
- No. students who carry out external degree practicals
- No. students who carry out external master's practicals
- % TRS who teach on lifelong education programmes
- % ECTS offered in non-official languages/total no. qualifications (degree/master's)
- No. doctoral theses conducted in third languages
- No. international dual and joint qualifications (degree and master's)
- No. Erasmus Mundus master's
- No. foreign students matriculated
- No. theses defended in the Latin American Postgraduate Network
- % ECTS offered in Basque/total no. qualifications (degree/master's)
- No. university manuals and books published in Basque

RESEARCH

- No. international theses
- No. full time TRS participating in mobility programmes (more than 4 weeks)
- No. researchers accepted by the Marie-Curie programme (more than 4 weeks)
- No. European Research Council (ERC) grants obtained
- No. recognised research groups
- No. accreditations and certifications obtained in relation to general support services for research and transfer (ENAC, AENOR)
- % international scientific co-publications (Scopus)
- % international scientific co-publications (WoS)

- Returns from Horizon 2020 and other international calls for proposals (€M)
- No. scientific publications (WoS)
- No. scientific publications (Scopus)
- % first quartile publications (WoS)
- % first quartile publications (Scopus)

SOCIETY

- No. students supported in the inclusion programme
- No. theses in collaboration with businesses and other organisations
- No. patents or licences owned by the university or in which the university played a decisive role
- No. researchers participating in contracts with businesses
- No. researchers participating in contracts with non-business entities
- No. stable collaboration agreements with businesses (spanning several years)
- No. collaboration agreements with non-business organisations (spanning several years)
- Contractual income (€M)
- No. spin-offs created
- No. jobs in businesses created by the university
- No. mentions in the written press
- No. radio and TV appearances
- No. social networks created

PEOPLE

- No. students participating in cooperation and volunteering activities
- TRS/ASS ratio
- No. outgoing exchange students (international mobility programmes, e.g. Erasmus) at degree/master's level
- No. incoming exchange students (international mobility programmes, e.g. Erasmus) at degree/master's level
- % TRS with a qualification in non-official languages (C1 level)
- No. doctoral theses conducted in Basque
- No. publications in Basque (Inguma)
- % TRS with a bilingual post
- % ASS with a Basque language qualification

GOVERNANCE AND RESOURCES

- No. electronic procedures implemented
- Status of analytical accounting
- % female research group leaders over the total number of research groups
- % female full professors
- % female ASS in group A1 or group 1
- % female ASS with a permanent contract

STRATEGIC PLAN METHODOLOGY

This **strategic plan** was put together via a participative process involving various collectives from the university and from wider society. It was developed over three phases: the first phase was the preparation of an outline document which was approved by the faculty; in the intermediate phase, the university community worked with the Social Board (comprising representatives from society) to draft a proposal; and the third and final phase was the presentation of the plan to the Governing Council for approval.

1. In the **preliminary phase**, the outline document facilitated contributions from the UBC faculty and subsequent debate and approval at the faculty meeting. The outline document incorporated ideas from other UBC plans involving the university community which were approved through the different decision-making mechanisms in our institution.
2. The participative process in the **second phase** engaged the university community and society with the strategic plan.

The strategic lines and the actions for meeting the corresponding strategic objectives were defined at this stage. This part comprised an internal participation process and an external participation process.

The **internal participation** process was conducted through work committees for each strategic line. Each committee defined the strategic lines and identified the actions required for meeting the objectives.

The committees comprised representatives from the various university collectives linked to each strategic line, and were coordinated by staff from the rector's team or from other leadership bodies at the UBC with responsibility for the areas addressed in the corresponding strategic line. Each committee coordinator was responsible for gathering contributions, setting the pace, proposing the methodology and putting together the content.

The committee membership was as follows:

- Coordinator.
- 1 member from each of the statutory committees related to the relevant strategic line: for the education line, from the Degree Committee and from the Postgraduate Committee; for the research line, from the Research, Development and Innovation Committee (RDIC); for the society line, from the Equality Committee, the Development Cooperation Committee and the Basque Language Committee;

for the people line, from the University Professors Committee (UPC); and lastly, for the governance and resources line, from the Statutory Development Committee (SDC).

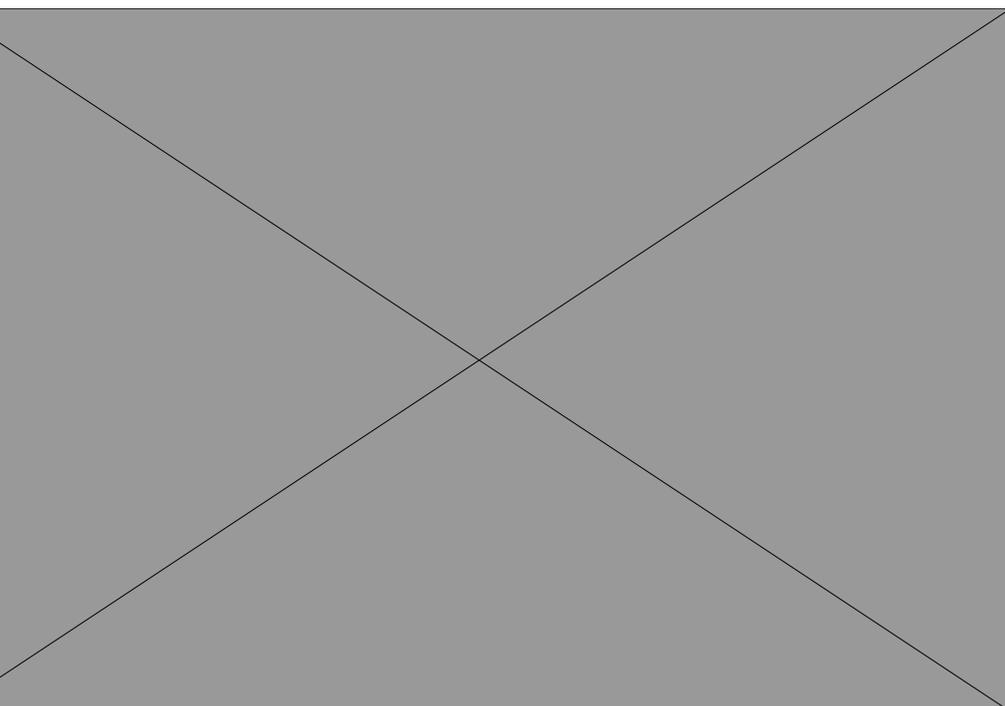
- 1 student.
- 1 ASS representative linked to the strategic line, nominated by the line coordinator.
- 6 TRS linked to the strategic line, or the number of TRS necessary to take the committee membership to 15.

Anyone interested in participating could put themselves forward.

Given the level of interest exceeded the recommended maximum number of participants (15 per work committee), members were selected against the following criteria: campus balance, gender balance, knowledge area balance, and at least half the membership should be bilingual.

In terms of **external participation**, the Social Board was tasked with proposing how to channel contributions from society to each of the work committees.

3. Lastly, **the final phase** used the results of the participative process to put together the strategic plan – which details the strategic lines and the corresponding actions and indicators – before it was presented for discussion and approval by the Governing Council.

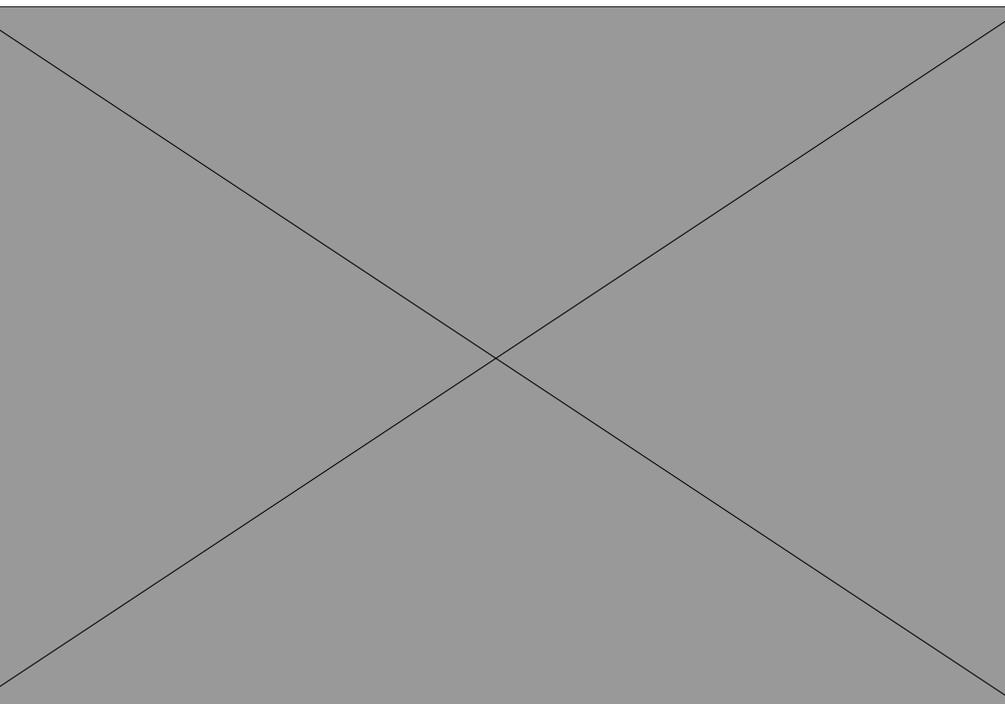


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APPENDIX

MEMBERS OF THE WORK COMMITTEES FOR THE UBC STRATEGIC PLAN 2018/21

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POSTGRADUATE COMMITTEE

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TRS

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Goretti Echegaray López

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Silvia Caballero Sánchez

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Itziar San Martin Eguia

EQUALITY COMMITTEE

Eneritz Ugarte Velasco

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TRS

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Enkarni Gómez Genua

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Virginia Navarro Santamaría

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Eduarne Iriondo Plaza

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Jon Egaña Huguet

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Arantza Garro Mezo

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