

STRATEGIC PLAN OF THE UNIVERSITY OF THE BASQUE COUNTRY

2026-2028

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01. Introduction

The Strategic Plan 2026-2028 is the result of a collective process of reflection, listening and dialogue conducted within the university community, representing both individuals, and each of the university's constituent centres and services, all of them committed to the future of the University of the Basque Country (EHU), and contributing their essential and enriching perspective.

This plan is set out on the basis of the autonomy granted to the university in the Statutes of the EHU, and extends to the definition of its strategic approaches, among other aspects, in policies for teaching, research and innovation, transfer, knowledge dissemination and outreach, quality assurance, financial administration, staff, students, multilingualism, culture and internationalisation.

The plan aims to advance towards university excellence within a context of transition and uncertainty, defining the roadmap for the next three years, to allow the public university to fulfil its mission. The current context demands that the plan cover a shorter timeframe, with continuous monitoring of results in order to allow the university to adjust its course in response to any new needs that might arise.

The Strategic Plan 2026-2028 likewise sets out the specific plans for each area in force, and will serve as the basis for the future strategic plans to be developed at the campuses, centres and services of the EHU. As a result, although they may develop their own roadmaps with specific actions, they are all intended to achieve alignment with the objectives and shared excellence. The annual management plans of the Rectoral Team will likewise be drawn up in accordance with this Strategic Plan.

The management plans, the Strategic Plan and the Statutes are, respectively, short-, medium- and long-term strategic documents which are in turn aligned with the University System Act, the 2013 Basque Science, Technology and Innovation Plan, the **Basque University Plan (2027-2030)** and the Basque University System White Paper (2026).



02. Mission, vision and values

Mission

The mission of the EHU is to shape a committed and responsible university community, pursuing academic and scientific excellence, providing its student body with quality higher education and contributing to the well-being of society in the Basque Country and worldwide through academic, teaching and research activity, transferring the knowledge acquired to its socio-economic and cultural context in order to promote sustainable human and territorial development within the context of the European Union and the global development agenda of the United Nations (SDGs, 2030 Agenda), spreading scientific knowledge within society and preserving the enlightened values inherent to European and Basque culture, in particular, the normalised use of the Basque language in its university activity.

Vision

The vision of the EHU is that of a leading European academic and scientific institution in promoting higher education, research, innovation and transfer as the drivers of progress and generators of impact to build a more prosperous, sustainable, healthy, engaged and egalitarian Basque society, with the capacity to transform, innovate and adapt to the political, demographic, economic and technological challenges of the present and future.

The University of the Basque Country / Euskal Herriko Unibertsitatea ('EHU') aspires to continuous improvement in its five main lines of action:

- Teaching, education and learning processes.
- Research: generation, verification and accreditation of knowledge.
- Transfer of knowledge and generation of social impact.
- Knowledge dissemination and outreach.
- Autonomous administration of the university for all these actions.

All the above take place at a multi-campus Basque and European public university that is diverse, feminist, resilient, multilingual, committed to Basque culture and open to the world, ensuring care for all those who belong to it, with a particular emphasis on their emotional health and well-being, allowing for the specific needs of those in any situation of vulnerability who are subject to diverse circumstances hampering their access to rights, and promoting individual and collective effort.

To the extent that the EHU, as a university, provides society with professionals who enjoy optimal training, and effectively transfers knowledge, it may furthermore fulfil its purpose of contributing to the common good. Public universities, along with social security and public education and healthcare, are the jewel in the crown of the welfare state, and an achievement of Europe's social model. The better they are, the more society will benefit. This results in a strong sense of trust on the part of citizens towards the academic institution in facing current challenges and uncertainties. In turn, this trust in the University, along with a sense of belonging, are the elements establishing the structure of a culturally diverse society, and of its democratic institutions.

Values

The EHU aspires to be a civic university, to democratic coexistence within the university and in Basque society in the region, based on gender equality, peace, dialogue, freedom and diversity, and to sustainable human development, showing solidarity towards all peoples of the world. An open, internationalised EHU, interconnected with the ecosystems that exist within the region, cooperating and collaborating horizontally with all agents, while driving local culture. A forum for promoting free thought, free creation and free development, both of society and of the people who make up the university community; a real and virtual territory open to the world, where one can live and work in the Basque language.

True at all times to the principles defined in its Statutes: university autonomy, financial sufficiency, legality, academic freedom (of study, of teaching and of research), equality between women and men, non-discrimination, effectiveness, efficiency (evaluation and accountability), transparency (access to public information compatible with personal data protection), quality, inclusion and social integration, and optimal service for society and the university community.

In short, as a landmark academic institution for Basque society, the EHU must set forth, embody and prioritise the following values within the institution: the permanent pursuit of truth, the creation and transfer of knowledge, democratic governance, cultural outreach, cosmopolitanism, promotion of the Basque language, development of rational and critical thought, scientific methodology, guardianship and restoration of heritage, transparency, gender perspective, dialogue and respect for difference and the responsibility to create active citizens throughout their lives, creative and free people who internalise knowledge and the desire to know. The EHU undertakes to disseminate these

values within Basque society.



03. Contextual conditions

The aspiration to continuous improvement in university activities and to contribute to the common good must take three conditions into account: the funding of the university, the staff and technical resources available to it and its surroundings, its context from the local to the global level. All three condition and shape university autonomy.

This Strategic Plan does not address issues of funding, which depend on an annual analysis conducted jointly with the Basque Government. Resources and technical, management, administration and service staff are analysed throughout the Plan.

The strategic reflections of the Plan begin by taking context into account. Aspects identified as contextual threats or challenges, which could also give rise to opportunities, are set out below in broad brush strokes.

A. Global Context

The world has undergone profound change over recent years. Society is faced with persistent scenarios of warfare (including at the gateway to the EU), growing geopolitical instability and a widespread climate of uncertainty which has substantially altered the framework of global governance built up since the aftermath of the Second World War. This new context is having a direct and growing impact on the European Union itself and its universities, leading to a reconsideration of fragile institutional, social and academic equilibriums. The global transformations shaping university sustainability would include:

1. European demographic changes – low birth rate, ageing society, expected fall in population, and immigration – with impacts on the economic system, the social system (social policies for health, leisure, access to housing), but also the cultural and political system (policies for diversity, equality and inclusion), fuelling culture wars. However, demographic changes directly affect the education and university system: there will be a significant decline in the number of young people entering university, which will highlight such challenges as attracting students, adapting the concept of the student body, and attracting the children of immigrants to the EHU. We should to this end consider such forward-looking strategies as *1)* collaborating with the Basque Government on the design of policies to analyse the impact of low birth rates and to generate incentives by attracting the children of migrants to complete baccalaureate, vocational training and university studies; *2)* lifelong learning strategies to design an educational offering which is attractive to the active population (micro-qualifications); 3) develop the offering intended for the inactive population (Experience Classrooms), adopting a broad perspective; and
   4) attract more students from other areas.

2. Global geopolitics are changing at pace, with a decline in multilateralism, while warmongering and arms races threaten security, alongside incursions from without into European political systems, undermining democratic practices. This gives rise to uncertainty, combined with the impact on our lives of climate change, energy dependency, the need to decarbonise the economy, the technological and computer revolution, or Artificial Intelligence, as well as the need to address a profound eco-social and technological transition which is reshaping our models of development, production and living. These transformations shape the human dimension, the European way of life, and the educational needs of society. In response to this widespread uncertainty, we see the emergence of an ideological and populist appeal of alternative certainties, denialist discourses and simplistic solutions; culture wars which raise challenges for universities. Widespread uncertainty hampers planning and strategy design in the medium term at knowledge institutions such as universities, but at the same time offers them huge opportunities to develop research, transfer and outreach of great value and social impact, responsible research, educational guidance and research aligned with the Sustainable Development Goals (SDGs), transfer and collaboration with public and private bodies in the interests of peace, etc.

3. The feminist transformation is shaping a profound structural change in European societies and in Basque society, redistributing power, gender roles and working and living dynamics. This transformation highlights the struggle for effective equality, shared responsibility in caring, and the elimination of gender gaps in all spheres, from education to the job market. Universities, as key institutions in the generation and transfer of knowledge and the training of professionals, must take on their responsibility in this process, integrating the intersectional gender perspective at every level: from research to teaching, furthermore promoting institutional policies to foster equality in every sector and group of a pluralistic society. Within this context, the burden of care, which has historically fallen unequally to women, may be seen as one of the key areas where universities can contribute to social and economic sustainability, by training professionals in the spheres of healthcare, social and educational aspects. This likewise provides the launchpad for strategic initiatives to be developed through the university (Equality Department, ehuGune, Chair of Scientific Culture, Experience Classrooms, etc.), as well as governance and management in the interests of gender equality, serving to ensure such aspects as the balanced presence of women in the design of university policy and in the most senior categories of Teaching and Research Staff ('Personal Docente e Investigador', or 'PDI') and Technical,

Management and Administration & Service Staff ('Personal Técnico, de Gestión y de Administración y Servicios', or 'PTGAS'), along with Lead Researchers ('Investigadoras Principales', or 'IP') and in the managerial bodies of teaching and research centres, institutes and departments. Furthermore, given the rise in assault and harassment against women and other expressions of discrimination against groups such as LGTBIQ+, universities must make measures available to them in order to guarantee their rights and well-being, their social inclusion, and non-discrimination on the basis of sexual orientation and gender identity.

4. The rising costs of production factors (human, capital, raw materials, technology, energy, transport) and the cost of living (housing, food, health and care, education, leisure, travel) undermine the competitiveness of universities and of the overall economy. Europe faces difficulties in competing with other global economic systems with lower production costs or an abundance of raw materials, or those adopting protectionist measures (customs tariffs). Europe can only prove competitive through innovation and disruptive science. Investment efforts must be focused on knowledge and innovation through education and research. The most advanced societies are adopting this approach: shifting from imitation to innovation. Universities are the vector driving this transformation: research in every sphere, from basic science upwards, innovate and transfer to the productive, associative and public institutional sector, and provide illumination and a framework for interpretation of uncertainties, through their capacity for critical analysis.

5. Aside from basic and applied research and knowledge transfer, universities have the social and cultural responsibility to uphold rationality, critical thought, freedom and creativity, and to combat disinformation and denialism, helping society to progress, without leaving anyone behind. As opposed to authoritarian systems which fund research by demanding that it be aligned with their political ideologies, Europe must opt for a regulatory framework that fosters innovation, open science and investment in research within a context of scientific freedom and the free circulation of ideas, but above all by combating the corrosive effects of mistrust in science and knowledge.

B. European context

The major technological companies of the USA (Google, Meta, Microsoft and Apple, without including Amazon) invest €115 billion in R&D, ten times more than the EU, and more than half their budget. Europe is failing in terms of generating new technology companies and in the dissemination and transfer of digital knowledge across the economy.

The global geopolitical framework has evolved significantly, giving rise to a more complex and demanding relationship between the European Union and the United States, marked by tensions in such spheres as trade, regulation, security and strategic autonomy, forcing the EU to redefine its position on a more uncertain global stage. The lodestar of a bipolar world in which European integration emerged has now shifted, and a copycat approach to the populism of the USA or a policy of appeasement could mark the end of the EU. The nationalist-populist and neo-conservative wave sweeping through the world is hampering the adoption of agreements within the EU, which was created to avoid war between its member states, not to defend itself from outside attack. Within this context, Europe's universities must adopt a threefold role:

1. Drive a transformative culture, and research championing ecological awareness and cultural and community development, and combating inequalities, speaking out against intolerance and irrationality, against violence and war, against abuse and against the inequalities that perpetuate poverty and reflect power structures that hamper sustainable development, and ultimately undermine the very foundations of democracy.

2. Promote competitiveness and well-being through cutting-edge scientific and technological development. The Draghi report recognises two levels of competitiveness: innovation (in every sector) and scientific research at the highest level (excellence). Europe must improve in both aspects,

but it cannot do so without universities. Flexible, inclusive and reflexive governance is needed to facilitate their transformation. We must maintain and strengthen programmes to support research (Horizon) and researchers (Marie Skodowska-Curie), lend greater momentum to European university partnerships, but also draw on an industrial sector and business culture far more dedicated to innovation and risk-taking, alongside public policy support for industry and entrepreneurship.

3. Develop people's cross-cutting capacities and skills as well as conveying basic knowledge, and provide learning communities and environments, adapting educational systems for this purpose (structure, methodology, international mobility, organisation and evaluation).

4. Provide scientific knowledge for informed, evidence-based public policies. Europe calls on us to generate rigorous scientific knowledge to inform and underpin public policy, ensuring that strategic decisions are based on evidence. Within this context, the European Union has already developed a scientific advisory system, such as the Scientific Advice Mechanism (SAM) and the SAPEA (Science Advice for Policy by European Academies) network, along with various forums for strategic reflection, such as ESAF (European Science Advisors Forum) and ESPAS (European Strategy and Policy Analysis System). Meanwhile, the European Commission is actively encouraging its Member States to set up their own scientific advisory structures, to help turn quality research into better public policy. For the EHU, this represents an opportunity and a responsibility: strengthen its capacity to generate knowledge that is of use for decision-making, collaborate with these European structures and contribute to the development of Basque scientific advisory mechanisms, so as to ensure that the research which is funded has a genuine impact on society.

Research hubs and European research area

European universities generate basic research of great quality, but do not attain the same high levels in transfer, innovation and entrepreneurship when compared with US universities. There are two planks to the structure for Europe's potential response in making the transition to a knowledge-based Europe: research hubs within the European research area, and the European higher education area.

The terms "research hub" or "technology hub" refer to a set of technological industries, typically accompanied by educational and research institutions, established at a shared physical location to bring about a European research area where research staff, scientific knowledge and technologies can circulate freely, fostering the competitiveness of industry, and facilitating those research initiatives deemed necessary.

Their main aim is to bring together universities, research and industry, likewise within the cultural and hospital sphere (One Health) to foster the development of local solutions with cutting-edge technology, both by providing industries with new professionals, and by generating sources of employment for the human capital graduating from educational institutions.

The tenth edition of the EU's framework research programme, Horizon Europe (2028-34) is currently being negotiated. Under the clear influence of the Draghi and Letta reports, the European Commission proposes a 47% budget increase, focusing on innovation, research and social policy to be assigned to Horizon (€175 billion) and Erasmus + (€41 billion), focused on social transformation and resilience. Horizon will align with the 4 strategic priorities of the European Competitiveness Fund: *i)* clean energy transition and industrial carbonisation; *ii)* digital transformation;
iii) One Health and biotechnology; *iv)* space and defence (with funding increased five-fold).

The global environment is seemingly pushing Europe towards a larger defence sector. As opposed to warmongering approaches and arms races, other options would open up a broader concept of security: cybersecurity, biosecurity, ecosecurity, health security in response to pandemics, food security,

migratory security, etc. Within this context, climate change acts as a risk multiplier for European Security and defence, by intensifying geopolitical tensions, migratory pressures, health risks and vulnerabilities in built environments and critical infrastructure. This broader approach would help rethink European defence, investment in defence, from other parameters more closely aligned with planetary security, biodiversity, care for people and social life (the One Health perspective); in short, protection of the common good in its broadest sense. This second approach opens up intriguing opportunities for universities with a dedication to pacifism, ecology and feminism, such as the EHU, by providing scientific knowledge to non-academic agents who can help strengthen the well-being of different groups and generate a positive social impact.

Towards a European Higher Education System

In contrast with competences in the sphere of research, education competences lie with the Member States of the EU. However, this has not prevented the launch of such inter-governmental initiatives as the Bologna process, which continues its progress towards the harmonisation of higher education systems. This process has brought about a profound transformation in the organisation of higher education in Europe, and the way we understand training and learning, furthermore enabling mobility among the student and teaching body, and the recognition of academic qualifications.

The process of harmonising higher education is likewise supplemented through consortia promoted by the EU in the form of university alliances (65 such alliances, to which around 570 universities have signed up). The EHU starts out from a point of close collaboration with the University of Bordeaux and the Cross-border Campus, through involvement in the ENLIGHT alliance. When set aside other universities around the world that are of huge size, these alliances allow the participating universities to gain in scale, share good practice and launch initiatives that could sow the seed for joint or collaborative teaching and shared educational pathways.

The ERASMUS + programme aims to focus on the skills that everyone needs for life and employability, while at the same time defending European values of democracy and social participation, solidarity, social inclusiveness and equal opportunities, within and beyond Europe. This thus returns to the aspiration of a Europe of values, as proclaimed in Article 2 of the Treaty on European Union, which is under siege from the nationalist-populist backsliding that threatens the foundations of Enlightenment, democracy and European integration: fundamental rights, freedom of expression, academic freedom, right to fair process and the State of Law.

C. Spanish context

The quality of Spain's public universities is vouched for by their presence in international rankings, where the EHU is well positioned (in the top 5%). However, Spain is seeing a worrying growth in private universities, many of them pursuing profit and focused on education of questionable pedagogical quality, and with little or no research activity. Such educational institutions draw to a great extent on students who did not qualify for a public university because they failed to achieve the required grades. These newly founded private universities tend to offer degree and above all postgraduate courses with attractive names in response to cyclical trends, promising highly paid jobs at the companies they have partnership agreements with. Managerial autonomy, free of many of the legal controls and administrative accountability of public universities, give them a significant advantage in terms of administrative bureaucracy when it comes to hiring staff. The high tuition fees paid for these degree courses may be seen within society as an appeal perceived as being synonymous with quality, when on the contrary, the degree courses are often provided without the quality accreditation of ANECA (National Quality Evaluation and Accreditation Agency). It would thus be fair to say that some of these universities act as employment agencies for specific companies, as part of a market-driven

logic, in which students sponsor their own jobs. Meanwhile, the drop-out rate is low, and the academic results of their alumni are seemingly successful.

There are nearly a hundred universities in Spain, of which 50 are public (none of them newly founded in the 21st century). There has over the last decade been a proliferation of profit-driven private universities (48). Public universities have noted a slight downward trend in the number of students, from 1,143,223 in the academic year 2015-2016 to 1,077,830 in 2023-2024. Private universities have, meanwhile, registered constant growth, rising from 178,475 students in 2016 to 300,995 in 2024, above all on postgraduate courses. In short, it is worth bearing in mind the benefit that private universities, especially those run for profit, derive from this situation.

The CRUE (Conference of Spanish University Rectors) provides the Spanish university system with a mixed representation of private and public universities, making its discourse in support of the public system somewhat muted. The public universities of those Autonomous Regions with one single such institution, as in the case of the EHU and neighbouring regions (Public University of Navarre, University of La Rioja, University of Cantabria, University of Zaragoza and University of Oviedo), along with the University of the Balearic Islands, University of Extremadura, University of Castile-La Mancha and University of Murcia, make up the G9+ group, with its own legal status to develop academic initiatives of shared interest, and to champion public universities. This forum serves to pool information, management projects and online expansion strategies. Meanwhile, the EHU is working together with Basque and Catalan universities, as well as the Public University of Navarre and the University of Santiago de Compostela, on an informal network of universities with their own languages, sharing advocacy and proposals. Likewise, as part of its internationalisation strategy (cooperation with other universities), the EHU is raising its profile in the creation of a network of universities along the Atlantic Arc north of the Pyrenees, together with the Iberian universities of the CRUSOE Network. The aim of the EHU through all these initiatives is to extend strategic cooperation among universities.

According to comparative data from the CYD Foundation report: The relative weight of the Basque university system out of all Spanish universities delivering on-site education is around 4.2%-4.5% in terms of enrolments (7th place), graduates (7th place), qualifications (6th place) and teaching staff (6th place). This percentage matches the proportional population of the Basque Country, and is close to its share of GDP.

D. Basque context

The Basque University System has four universities, of which only one is public: the University of the Basque Country / Euskal Herriko Unibertsitatea. The EHU accounts for 63% of qualifications, 68% of alumni, 71% of enrolled students and 76% of teaching staff. Of the three private universities, EUNEIZ was recently founded (2022/23), and is a profit-making institution. The evaluation agency UNIBASQ serves to ensure the quality of Basque universities. The possible complementarity between these universities and the support efforts of the Basque Government face major challenges in order to achieve synergies within the system, and ensure that competition is complemented by collaboration to deliver value. The dialogue forum for the system is the Basque Council of Universities, chaired and headed by the Department of Science, Universities and Innovation of the Basque Government. The EHU stands out as the public university for the whole of the Basque Country, a flagship cultural and national institution with influence beyond the boundaries of the Basque Autonomous Region, and with campuses within each of the three provinces. The EHU Strategy aspires to global status, transcending the territory of the Basque Country in order to take root in other territories with communities that have an interest in establishing links with Basque language and culture. The EHU is a bilingual university which is slowly progressing towards multilingualism, thereby fulfilling its ongoing commitment to the territory, becoming a central structural agent for society and the community, laying robust foundations to address the future. To this end, it covers every sphere of knowledge. A firm commitment to scientific, academic and artistic culture on the part of institutions contributes to a highly qualified environment.

The EHU is a relatively new university. It was founded less than 50 years ago in response to overriding needs, and has had little chance to take stock and plan for the future or reflect as to the established model. It has grown quickly and considerably from the overcrowded lecture halls of the first 15 years, creating academic mechanisms and earning prestige. Networks, technology parks, professorial chairs, institutes and centres have been set up. Teaching in the Basque language has successfully been introduced. The training of the teaching staff has improved, through external training which has served to enhance the quality of teaching and transfer of knowledge. Huge leaps have been seen in the sphere of research, along with funding for scholarships, projects and research groups in every area of knowledge. As indicated in the 2030 Basque Science, Technology and Innovation Plan, "in order to achieve the goal of promoting sound science, promotional policies must bear in mind that research activity has to be maintained in every area".

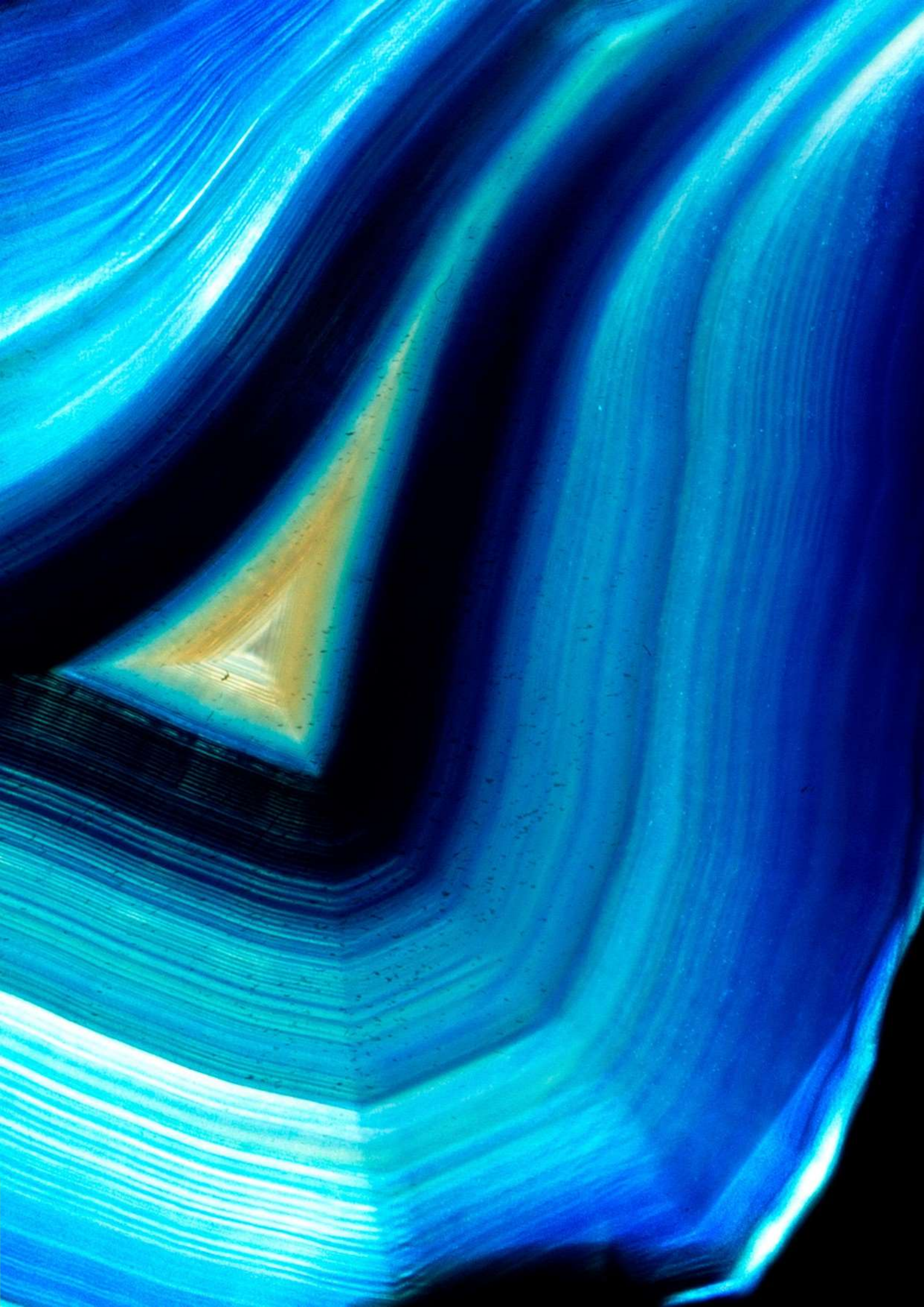
As the only public university in the Basque Country, the EHU has the vocation of leading the Basque university system, at all times through a style of collaborative governance together with all other universities. EHU governance places great importance on listening, dialogue and a considered but immediate response, accountability and the pursuit of solutions through consensus. The EHU trains specialists in every sphere of knowledge, capable of working in Basque. It attracts external funding and plans in accordance with strategies shared with institutions (Basque Government). The programme contracts with the Basque Government have helped to steer and prioritise actions. It is important for baseline needs still to be met through the general budget, while the programme contracts address strategic priorities aligned with the Science, Technology and Research Plan, with Ikur and with the Innovation Beacons.

It is vital to have sufficient funding in place so as to secure the goal of continuous improvement in all activities. The EHU faces major challenges connected with the need for technical, management, administrative and service staff, with a teaching and research staff remuneration system which proves inadequate in attracting talent, above all at the early stages of their academic career. There is a lack of support services and comprehensive staff care, while the facilities have not received adequate maintenance for many years, and the digital environment is insufficient and archaic. The reference point established in the University System Act (1% of GDP by 2031) is a target which would serve to meet the current needs of public universities.

In parallel, the Basque Government has set up its own highly robust structures to encourage research (CICs, BERCs and IIS) and to attract research talent (Ikerbasque). It has also created the Innovation Beacons to integrate research around major themes aligned with the priority pillars of the EU, such as Artificial Intelligence (AI), quantum technologies, cybersecurity, decarbonisation, One Health, etc. Given such development, it is important to emphasise and champion the lead role played by the EHU within the Basque research system, and in particular the Basque University System: the EHU has 372 research groups in place, and 5,974 researchers ('PDI' staff).



04. Strategic strands



The aims and strands of the Strategic Plan 2026-2028 must be aligned with the purposes defined in the Statutes: i) education/training; ii) research; iii) transfer and social impact; iv) outreach; v) efficient management; vi) normalisation of the Basque language; vii) internationalisation; viii) social commitment, and ix) sense of belonging, to which we would add x) care for and well-being of the entire university community: students, teaching and research staff and technical management, administrative and service staff.

A central role is likewise given to the cultural policy of the EHU, together with the aim of knowledge outreach. In short, these purposes are grouped together in seven thematic strands, four of which are shared with all the universities within this context (teaching-training, research, transfer and dissemination-outreach), along with three which fulfil its specific identity (Basque language and multilingualism, territory and internationalisation, and people and community), with one overarching vector as the driving force: governance and management.

Within each strand we identify a group of lines of action, accompanied in turn by proposals for specific actions. Each action will pursue a particular goal, identifying a team as its owner, responsible for implementation, defining one or more indicators for evaluation and, where applicable, setting a timeframe. The actions have been identified as a result of a process of listening at all centres, where all groups contributed their ideas, proposals and actions.

18

Normalisation of Basque and language planning

Towards a multilingual university to strengthen the Basque language

Teaching and learning

Work in the future

Cutting-edge research

Opening up new pathways

Territoriality and internationalisation

Local routes, global connection

New governance, efficient management

Among all

Transfer and social impact

Resolving social challenges

People and community

Care, grow, live. A shared challenge

Dissemination, outreach and cultural development

Sharing and building knowledge with society

Strand 1

Teaching and learning

The main mission of the EHU is to develop public university Higher Education based on quality and excellence, dedicated to the transfer of knowledge and comprehensive training through an educational offering which covers degrees, postgraduate and continuing training or lifelong learning in various branches of knowledge, thereby meeting the training and professional needs of society, including research and innovation needs. Its educational efforts focus on developing active, socially responsible and engaged citizens, through the acquisition of scientific, technological, social, humanistic and artistically creative skills, abilities and capacities to favour both personal and professional development, and also the students' social commitment. All of which takes place within a complex, multilingual context, full of uncertainties that demand basic and specialist knowledge as well as cross-cutting capacities and skills. We must to this end continue to strengthen our own i3 educational model, as the framework for teaching innovation committed to the SDGs, driving interdisciplinary training, as well as cross-cutting and digital skills.

The strategy addressing this strand must take into account all levels of university education: degrees, postgraduate (university master's, internal qualifications such as lifelong learning master's, specialisation diplomas and expert diplomas, and also doctoral studies), as well as continuing training or lifelong learning (micro-qualifications, university extension diplomas and courses, and experience classrooms). We should likewise reflect on the ways in which education is delivered, and how knowledge is acquired throughout these studies: dual vocational training, incorporation of practical placements, teamwork, hybrid and online teaching and learning processes, multilingual training, etc. All these formats offer space for interdisciplinary collaboration among different EHU sites, but also between the EHU and other universities, along with numerous agreements with other agents, both for the acquisition of practical skills and for partnership arrangements with other academic institutions of established standing.

With regard to postgraduate studies, we are now in the final phase of the 2nd Strategic Plan for Postgraduate Studies 2023-2026, inviting us to reflect on the development of advanced study institutions with an interdisciplinary dimension and the vocation of attracting outstanding students both locally and internationally. Each Campus, each site and each department is in a position to design its own strategies and action plans in this regard, based on the current offering and new training needs. Strategic reflection as to training, teaching and learning must involve all groups affected: students, teaching and research staff, and administrative staff ('PTGAS'). The option for research staff to take part in teaching opens up new possibilities for training. There is likewise an interest in empowering students to design their own training pathway. Without overlooking the need for a fair distribution of teaching tasks, taking into account group sizes and how experimental the set-up is, along with in-person teaching.

The actions included within the strategic strand of education/training/learning are based on three main lines of action: training in skills, territorial competitiveness, and governance of the teaching-learning dynamic.

01. The strengthening of quality training and teaching focused on the development of both specific and cross-cutting skills among students

The aim is for continuous improvement in the teaching-learning process by incorporating innovative tools and methodologies serving to enrich teaching processes and ensure comprehensive and transformative training within the context of the i3 educational model.

Action 1.1.
Gradually extend digital tools in teaching work

The university will promote an integrated programme to train and enable teaching staff in the use of digital tools applied to university teaching, wherever their use would prove educationally relevant, with the aim of improving teaching-learning processes and strengthening digital skills within teaching. This programme will promote pedagogical, responsible and ethical use of digital technologies, contributing to educational innovation and greater teaching quality across the university community as a whole.

- Owners: VR Degrees and Digital Transformation, VR Postgraduate and Continuing Training.
- Indicators:
  - Number of teaching and training staff enrolled on the programme.
  - Percentage of centres participating.

Action 1.2.
Redefine, adapt and improve tools for the evaluation of teaching, and thus raise the quality of the teaching-learning process

- Owners: VR Degrees and Digital Transformation, VR Postgraduate and Continuing Training.
- Indicators:
  - New proposal for teaching staff evaluation surveys for the academic year 2027-2028.

Action 1.3.
Increase the volume of educational innovation projects and their impact on developing the EHU's i3 educational model

Increase the volume of educational innovation projects and their impact on developing the EHU's i3 educational model for the continuous improvement of the training and skills of teaching staff.

Action 1.4.

- Owners: VR Degrees and Digital Transformation.
- Indicators:
  - Percentage of teaching staff in teaching innovation projects.
  - Increase in teaching publications.

Consolidate and promote interdisciplinary working structures

Consolidate and promote interdisciplinary working structures to drive the development of research, innovation and training focused on strategic aspects aligned with the i3 educational model.

- Owners: VR Degrees and Digital Transformation.
- Indicators:
  - Consolidation of the two permanent labs already in place. Increase in the number of interdisciplinary activities, projects or initiatives developed each year at each laboratory, in comparison with the prior reference period.
  - Promotion of the EHUduala laboratory. Number of projects, training experiences or innovation initiatives developed within the context of the EHUduala laboratory, aligned with the i3 educational model.
  - Creation of a new permanent lab.

Action 1.5.
Promote internationalisation of the teaching-learning process

Promote internationalisation of the teaching-learning process by attracting international students and student and teaching staff mobility.

- Owners: VR Transfer and Internationalisation, VR Postgraduate and Continuing Training.
- Indicators:
  - Percentage of the student body from abroad.
  - Percentage of PDI/PTGAS on international teaching programmes.
  - Number of agreements and alliances which involve teaching mobility (ENLIGHT, ERASMUS MUNDUS, Latin American Postgraduate Network).

02. The development of an educational offering focused on the fundamental challenges facing the region

The aim is to promote teaching aligned with our excellence in research, adopting a multilingual approach and based on internationalisation, inter- and multi-disciplinarity and curricular flexibility, allowing optimal entry for students into society and employment, through ties to the socio-economic context.

Action 2.1.
Develop the postgraduate educational offering by increasing the online offering of education, and hybrid teaching models

- Owners: VR Postgraduate and Continuing Training.
- Indicators:
  - Percentage of centres incorporating hybrid teaching.
  - Percentage of students adding online/hybrid training to in-person formats.
  - Percentage of postgraduate studies in hybrid or online format.

Action 2.2.

Develop the EHU's Dual Framework, reinforcing this for degree courses and university master's, by strengthening links with other agents within the socio-economic context collaborating in student training and skills development

- Owners: VR Degrees and Digital Transformation, VR Postgraduate and Continuing Training.
- Indicators:
  - Number of dual university master's courses.
  - Expand the offering of Dual Degrees and/or alternating formats.

Action 2.3.

Consolidate EHU Micro-qualifications as a new and distinctive form of teaching linked to the world of employment and society

- Owners: VR Postgraduate and Continuing Training.
- Indicators:
  - Approval of the regulations for micro-qualifications.
  - Percentage of centres offering micro-qualifications.
  - Number of students studying for a micro-qualification.

Action 2.4.

Review and, where applicable, update the qualifications and academic plan of the centres/of the university, in line with social needs and demands

Review and, where applicable, update the qualifications and academic plan of the centres/of the university, in line with social needs and demands, by developing new cross-disciplinary qualifications and others in areas where the current offering is insufficient, along with such cross-cutting subjects as: ethical values, sustainability, entrepreneurship, digital skills and critical thinking.

- Owners: VR Degrees and Digital Transformation.
- Indicators:
  - Creation of a catalogue of cross-cutting subjects for official teaching programmes.
  - Design of a plan for the renewal of degree courses and renewal of degree qualifications in accordance with the established plan and calendar.
  - Own Plus training: number of Plus Degrees.
  - Number of teaching programmes implemented with an open academic pathway.
  - Number of new gateways for alumni.
  - Number of consecutive double degrees.

Action 2.5.

Develop joint projects in collaboration with Vocational Training, expanding training and employment opportunities for society

- Owners: VR Degrees and Digital Transformation.
- Indicators:
  - Number of Degrees with Vocational Training - EHU training pathways.
  - EHU degrees which recognise ECTS from Higher Level Vocational Training qualifications.
  - Number of educational innovation projects in collaboration with Vocational Training centres.
  - Organise practical activities for Higher Level Vocational Training students.

Action 2.6.

Design and develop our own professional teaching development model, consistent with development of the i3 educational model, the teaching activity evaluation model (Docentiaz programme), guaranteeing consistency between this new model and institutional quality and evaluation policies

This action will entail the reorganisation, updating and expansion of the offering of training resources to ensure effective support for teaching staff in all phases of their career. Priority will be given to specific training and support actions for the group of Doctoral Assistants, facilitating their progression and academic consolidation.

- Owners: VR Degrees and Digital Transformation.
- Indicators:
  - Devise three training packages (basic, 1 and 2) to support EHU teaching staff in their academic development.
  - Create an onboarding programme intended for novice teaching staff.
  - Create one single training platform intended for teaching staff.
  - Publish a call for economic grants intended for teaching staff training in teaching-related matters.
  - The percentage of teaching staff hired in the role of Doctoral Assistant/Adjunct undergoing ABIATU training each year (ensure 100%).

Action 2.7.

Design a balanced map of internal teaching programmes to guarantee the offering at all centres.

- Owners: VR Postgraduate and Continuing Training.
- Indicators:
  - Number of internal teaching programmes at the centres.

Action 2.8.

Design the creation of Advanced Study Centres

Design the creation of Advanced Study Centres, in particular for international qualifications, in collaboration with the Department of Science, Universities and Innovation of the Basque Government, to study their viability and, where applicable, planning (knowledge areas, physical or virtual location, intended students, delivery languages and formats), with the support of Euskampus and by prioritising initiatives promoted within the Enlight alliance and university collaboration networks.

- Owners: VR Postgraduate and Continuing Training.
- Indicators:
  - Design of Advanced Study Centres (one centre for each Campus).
  - Number of international qualifications (EMJM; EJD).
  - Degree of alignment with the strategic pillars of the PCTI plan and the Beacons: One Health Centre; Quantum Centre; AI Centre; Green Centre; Euskera-Euskal Kultura Centre; Centre for the Common Good.
  - Degree of coordination with international alliances.
  - Degree of involvement by other institutions in the region.

03. Development of agile and dynamic management systems

The EHU needs management systems that can properly meet the needs of the student body and are aligned with the specific characteristics of the different teaching formats, through the digitalisation and automation of administrative processes.

Action 3.1.

Reinforce student induction services, in particular for postgraduates (EJD; EMJM, double qualifications, etc.) and foreign research staff, to deliver an agile response to the growing volume of mobility requests

- Owners: VR Transfer and Internationalisation, VR Students and Participation.
- Indicators:
  - Administrative time to accept foreign students.
  - Number of Welcome Centres for degree and postgraduate students.
  - Induction programmes at the centres.

Action 3.2.

Expand and improve the Internal Teaching unit to offer an appropriate response to the diverse educational offering, including micro-qualifications

- Owners: Management, VR Postgraduate and Continuing Training.
- Indicators:
  - Design of the PTGAS team for internal teaching.
  - Places required according to the design.

Action 3.3.

Development of an academic management process for the Experience Classrooms, incorporating them within the EHU's digital tools

- Owners: VR Degrees and Digital Transformation, VR Postgraduate and Continuing Training.
- Indicators:
  - Development of a procedure using the EHU's pre-registration tools.
  - Enable the system for self-enrolment.

Axis 2

Research

As indicated in the 2030 Basque Country Science, Technology and Innovation Plan (PCTI 2030), universities "are the original basis for the research which will steer social change, allow technological development and promote innovation. And that will above all, through universal knowledge and distinctive critical analysis, feed into training at all levels, including universities… university education nourishes all other components of the Basque Science, Technology and Innovation System and its intellectual capital". Much of the research conducted outside the EHU takes place together with its university research staff, and many of the staff members working outside the EHU received their training there as research staff.

The EHU is the leading research institution in the Basque Country. It has a robust research ecosystem in place, comprising Research Groups, Research Centres and Research Institutes. This ecosystem is supported by research, technical and administrative staff with a high degree of dedication and vocation, performing proven and internationally recognised cutting-edge research activity in such knowledge areas as Arts and Humanities, Science, Health Science, Social and Legal Sciences, and Engineering and Architecture.

We strive to raise our potential both in basic research and in projects generating a scientific-technological, economic and sociocultural impact. Innovative collaboration formulae are established to this end, both with agents within the Basque Science, Technology and Innovation Network (the 'RVCTI') and with other international alliances, agents and networks, serving to extend the opportunities for a full research career, facilitating researchers' academic development. The horizon of research excellence entails continued efforts and a clear commitment to research infrastructure, efficient management models, but above all people and teams with opportunities to develop their research activity within a climate of academic freedom.

It is strategically relevant and necessary to have a Basque research observatory in place, capable of detecting the most important trends and themes in research, in line with European and Basque strategies and agendas, with the capability to detect shortcomings and set a course for research. The autonomy of the EHU's research centres and university institutes likewise proves important in developing research with its own resources and with managerial flexibility. Another equally fundamental factor is collaboration and engagement of the EHU with the other research centres belonging to the RVCTI network (BERCS, CICs, IISs), encouraging dual affiliations, promoting joint research projects, facilitating doctoral theses and, in general, contributing to the training of future researchers. The actions included within the strategic strand of research are based on three main lines of action focused on excellence: research community, advanced management and alliances.

01. Strengthen the research community with a view to excellence in different areas of knowledge

Develop opportunities in the field of research generated by the EHU over recent years, by expanding the university's research community, structured in the form of recognised groups and made up of teaching and research staff, technical, management and research service and administration staff, in turn underpinning communication and coordination among the different groups involved, with a commitment to continuing training as to the current and future challenges facing research activity and its administration.

Action 1.1.
Attract and retain potential scientific talent at the initial stage

We have an interest in attracting and retaining international talent aligned with the strategic areas of the EHU and the region. It is likewise of interest to recognise potential talent internally. Policies will be developed for induction, integration and academic careers that help to bring in international staff and students, along with the promotion of research intensification practices among younger research group staff.

- Owners: VR Internationalisation, VR Research.
- Indicators:
  - Number of international student enrolments.
  - Induction and mentoring programmes.
  - Talent retention: degree of satisfaction with induction actions.

Action 1.2.
Attract and retain advanced research talent

Attract and retain advanced research talent by expanding the funding available to students with a research vocation (scholarships), and also to hire graduates (pre- and post-doctoral contracts), with the aim of allowing them to join the EHU's Research Groups, Centres and Institutes. Likewise facilitate the development and recognition of research careers, including clinical teaching staff, to retain talent and strengthen the EHU research community, while furthermore fostering research intensification placements, in particular among younger research group members with a teaching contract.

- Owners: VR Research, VR Teaching and Research Staff.
- Indicators:
  - Number of pre-doctoral contracts.
  - Number of post-doctoral contracts.
  - Number of Ikerbasque contracts and those under other equivalent national and European funding calls.
  - Analysis of the legal options to design an EHU research career pathway.
  - Number of researchers from other countries.
  - Number of researchers linked to:
    - Research Groups.
    - Centres of Research Excellence.
    - Other research institutes.
    - Other RVCTI centres with dual affiliation.
  - Incorporation of measures to improve the hiring of research staff:
    - Renewal of the EU HRS4R seal of quality.
    - Number of measures to improve the quality of hiring of research staff.

Action 1.3.
Make doctoral programmes more attractive and increase the number of doctoral theses defended

Make doctoral programmes more attractive and increase the number of doctoral theses defended with an international mention, doctoral theses in the Basque language and industrial theses, along with theses in those areas of knowledge revealing the greatest difficulty in terms of generational handover at the EHU.

- Owners: VR Postgraduate and Continuing Training.
- Indicators:
  - Doctoral theses defended with international, Basque language and industrial mention.
  - Number of doctoral programmes reviewed.
  - Number and percentage of international doctoral programmes, cotutelles, alliances.

Action 1.4.
Promote the incorporation of all teaching and research staff within recognised research groups, and encourage emerging Research Groups, research in Basque and in areas with lower research recognition

- Owners: VR Research.
- Indicators:
  - Number and percentage of teaching and research staff involved in research groups.
  - Number of Research Groups.
  - Number of research projects and publications in Basque.
  - Number of publications in areas previously considered to have lower output and recognition.
  - Number of research staff projects at initial phase.
  - Incorporation of new researchers into research groups.

Action 1.5.
Boost the University Library as a strategic service for information and knowledge management, providing support for research, outstanding scientific output and open-access outreach

- Owners: VR Research.
- Indicators:
  - Number of training sessions for teaching and research staff covering information resources, scientific publication, research evaluation, open access and data management.
  - Involvement by teaching and research staff at training sessions delivered by the library.
  - Individualised advisory services for teaching and research staff: number of consultancies attended.
  - Scientific information resources available: number of electronic bibliographical resources available to the university community.
  - Use of bibliographical resources: annual number of consultations and downloads of electronic resources.

02. Development of advanced research management systems and equipment to drive internationalisation, open science and research excellence

Technical, logistical and administrative support is essential in order to allow innovative, cutting-edge research activity to unfold. The need is to increase and strengthen human and technical support resources for research through the expansion and specialisation of General Research Service staff (SGIker), the Directorate General for Research (DGI), the International R&D office (EHUrOPE), the Economic Management Unit, the University Library and the Ethics Directorate, at the three Campuses, providing greater and more responsive administrative research support for Research Groups, Centres and Institutes.

Action 2.1.
Expand and extend technical and management support for research activity

Expand and extend technical and management support for research activity, research groups in general, and specifically with regard to internationalisation and external collaboration, increasing the number and specialisation of technical, management and administrative professionals supporting research activity, while also bringing in advanced management tools.

- Owners: VR Research, Management.
- Indicators:
  - Number of PTGAS hirings.
  - Number of digitalised procedures to reduce the time spent on management.
  - Degree of specialisation on the part of staff with regard to the role of research project manager, as defined in the 2022 Science, Technology and Research Act.

Action 2.2.
Develop research evaluation models and systems making responsible use of quantitative indicators and qualitative evaluation criteria

Develop research evaluation models and systems making responsible use of quantitative indicators and qualitative evaluation criteria, by incorporating more advanced practices for the evaluation of quality research, recognising the diversity of outcomes and impacts on the different branches of knowledge, and implementing unified and interoperable data models for research outcomes, such as the single digital and narrative CV.

- Owners: VR Research.
- Indicators:
  - Deliverable: single CV model.
  - Review of good practice in evaluating research quality.
  - Number of EHU evaluation practices aligned with CoARA commitments.
  - Creation of social impact model/repository.

Action 2.3.
Facilitate accessibility and availability of infrastructure and resources for research

Foster the accessibility and availability of infrastructure and resources for research on the part of the entire research community at the three campuses, allowing them to undertake their academic activity under favourable conditions, promoting agreements within the context of the RVCTI network for collaboration and shared use of critical infrastructure.

- Owners: VR Research, VR Campus.
- Indicators:
  - Research resource access data at each campus.
  - Periodic updating of the repository and information for the research community about resources.
  - Number of internal and external infrastructure access agreements (in & out).

Action 2.4.
Implement a training programme as to the responsible use of Artificial Intelligence (AI) in research activity

Implement a training programme as to the responsible use of Artificial Intelligence (AI) in research activity, serving to increase productivity as well as research quality and ethical use.

- Owners: VR Research, VR Degrees and Digital Transformation.
- Indicators:
  - Design of the training programme.
  - Periodic updates to the handbook of principles and recommendations for the use of generative AI at the EHU.
  - Number of researchers involved in training programmes.
  - Number of people contributing to the development of AI tools.

Action 2.5.
Drive the effective implementation of the institutional Open Science policy of the EHU

- Owners: VR Research.
- Indicators:
  - EHU Open Science policy approved and deployed.
  - Formal creation of the Open Science Office.
  - Number of new items deposited each year in ADDI and new datasets published in ADDiData.
  - Percentage of annual scientific output available via open access, out of total publications.
  - Total number of researchers on the portal.

03. Strengthening of an integrated research environment which fosters both internal and interdisciplinary collaboration, and external alliances and links

Strengthening of an integrated research environment which fosters both internal and interdisciplinary collaboration, and external alliances and links for a scientific approach to current social, political and environmental challenges. It would be useful to intensify the EHU's external ecosystemic relations with institutions dedicated to research, both international and local, through collaboration formulae forging deeper ties for mutual benefit.

Action 3.1.
Boost and expand institutional alliances at the international level

Boost and expand institutional alliances at the international level (Euskampus, ENLIGHT) for the development of new opportunities in the field of research (Euskampus, ENLIGHT, CoARA...).

- Owners: VR Research, VR Transfer and Internationalisation
- Indicators:
  - Collaboration agreements and conventions.
  - Number of international alliances.

Action 3.2.
Strengthen and expand institutional ties within the EHU and between the EHU and the other research centres of the Basque Science, Technology and Innovation (RVCTI) network, as well as the R&D+i network of Navarre (SINAI)

Strengthen and expand institutional ties within the EHU and between the EHU and the other research centres of the Basque Science, Technology and Innovation (RVCTI) network, as well as the R&D+i network of Navarre (SINAI), through formulae fostering greater integration and expansion of the research community at the EHU and such instrumental means as Euskampus.

- Owners: VR Research, VR Transfer and Internationalisation.
- Indicators:
  - Information about research projects being undertaken within the EHU; dissemination of information.
  - Synergies achieved between EHU projects.
  - Synergies achieved within the RVCTI.
  - Number of alliances with SINAI.

Action 3.3.
Drive multidisciplinary research programmes that address priority issues and needs within the region

Drive multidisciplinary research programmes that address priority issues and needs within the region, in particular for those cross-cutting themes which, given their potential social impact (in their different dimensions) demand a multi- and cross-disciplinary approach. Encourage Research Groups to incorporate impact planning in their research proposals.

- Owners: VR Research, VR Transfer and Internationalisation.
- Indicators:
  - Number of research groups that incorporate impact planning in their proposals.
  - Synergies achieved between interdisciplinary projects at the EHU.
  - Synergies achieved in interdisciplinary projects within the RVCTI.

Strand 3

Transfer and social impact

With a broad, multidimensional and multidirectional vision, transfer is focused on the shared development of ground-breaking knowledge which functions for the benefit of the society and the region. The university performs and receives multiple transfers, with each discipline helping to generate a positive impact and a high-value contribution, not only in scientific and technological terms, but also in social, economic, political and cultural aspects. The transfer of knowledge must be understood as a multidirectional process in which the university acts as a central node within a network of local and international agents, with a process of exchanges of knowledge, capacities and abilities contributing to the well-being of society, to be understood in terms of all four facets of the sustainable development goals: environmental, social, economic and institutional.

Knowledge transfer activities promoted by the EHU must not only enhance the competitiveness of our economy, but generate a significant social impact, align with the region's strategic priorities, and promote inclusive innovation, social justice and sustainability.

The actions included within the strategic strand of transfer are based on three main lines of action: entrepreneurial culture, innovation capacity, and social impact.

01. Promote entrepreneurial culture

The EHU must disseminate culture and values fostering and facilitating the creation of new organisations and enterprises, likewise lending impetus to the cooperative sector. We furthermore propose an expansion of their potential to generate social, enterprise and entrepreneurship projects (start-ups, spin-offs). This may involve strengthening entrepreneurship programmes, highlighting good practice and offering early guidance and ongoing support for innovative initiatives and projects arising at the EHU. A regulatory framework could also be offered to reduce paperwork and eliminate unnecessary requirements.

Action 1.1.
Promote an entrepreneurial culture among the student body

Actions focused on students of all levels, degree courses and formats, the campuses collaborating with the Vice-Rectorate for Students and the Student Council.

- Owners: VRs Campuses.
- Indicators:
  - Number of actions addressing the student body.
  - Number of student projects, including research initiatives connected with entrepreneurship.

Action 1.2.
Promote entrepreneurial culture among teaching and research staff

Actions focused on teaching and research staff in collaboration with the VRs for Teaching and Research Staff and for Research.

- Owners: VR Transfer and Internationalisation.
- Indicators:
  - Number of social projects instigated by EHU staff.
  - Number of spin-offs created by EHU staff.

02. Strengthen the capacities of the EHU as a strategic agent of innovation

In knowledge societies, universities play a central role in generating social, cultural, technological, environmental and economic value. To boost internal capacities for technological innovation and social innovation we must therefore support the transfer of knowledge developed at the EHU through contracts and agreements with companies, technology and research centres, public institutions and the association and business sector.

Action 2.1.
Increase the number of University-Enterprise-Society (UES) professorships and lecture rooms, and foster their diversification.

This action is intended to strengthen collaboration with territorial agents (public and private institutions and enterprises), with a particular focus on increasing the number of management and administration technicians in the sphere of internationalisation and external collaboration, furthermore employing advanced

management tools

- Owners: VR Transfer and Internationalisation.
- Indicators:
  - Number of professorships.
  - Number of social professorships.
  - Number of UES lecture rooms.
  - Number of UES social lecture rooms.
  - Increase in management and administration staff
  - Number of procedures digitalised

Action 2.2.
Increase the generation of intellectual and industrial property and licensing agreements to exploit such IP

Increase the generation of intellectual and industrial property and licensing agreements to exploit such IP, so as to facilitate the commercialisation of the technological and knowledge offering derived from the results of EHU research groups, through contracts with public and private entities or patent licensing. Implementation of this action requires strengthening of the Knowledge Transfer Office ('OTC').

- Owners: VR Transfer and Internationalisation.
- Indicators:
  - Number of patents.
  - Revenue through contracts and licences.

Action 2.3.
Promote relations with businesses and socio-economic agents and institutions to create stable collaborative frameworks so as to promote sustainable and balanced territorial development

- Owners: VR Transfer and Internationalisation.
- Indicators:
  - Number of agreements with enterprises and institutions.
  - Number of doctoral theses with an industrial mention.
  - Number of doctoral theses in collaboration with external entities.
  - Number of master's dissertations in collaboration with enterprises and institutions.
  - Number of degree dissertations in collaboration with enterprises and institutions.

03. Boost and highlight the social impact of the EHU

A context of considerable instability and uncertainty lends priority to efforts to strengthen the public and social efforts of the university. With this aim in mind, greater impetus will be given to generating spaces and infrastructure where the shared creation of knowledge together with social, economic, political, cultural and institutional agents within our environment results in tangible benefits for society, both locally and globally.

Action 3.1.
Create and implement instruments and initiatives for the measurement and systematic evaluation of the transfer and social impact of the EHU

Raising the profile of the efforts performed by the university in addressing regional challenges and the extensive value generation resulting from this will in turn serve to heighten a greater focus on the social impact of different projects during the design phase.

- Owners: VR Institutional Relations and Culture.
- Indicators:
  - Creation and publication of a social impact repository, interoperable with the ADDI Institutional Repository and the Scientific Output Portal.
  - Impact processes registered in this repository.
  - Number of lecture rooms, professorships, centres, research groups and research projects at the EHU integrating the social impact dimension.

04. Structure and deepen the contribution made by the EHU in defining evidence-based public policy

This involves fostering a culture of scientific consultancy, developing stable public structures for mediation between academia and public authorities, while equipping our research community to play an active role in such processes.

Action 4.1.
Create and implement forums for reflection and dialogue as to scientific consultancy

Organise activities to foster a culture of scientific consultancy and explore institutional models for mediation between Government and Academia (including initiatives such as forums for strategic debate about science and public policy).

- Owners: VR Institutional Relations and Culture.
- Indicators:
  - Number of training days, seminars and gatherings organised.

Action 4.2.
Generate proposals, reports, technical memoranda, teaching materials and training programmes

Documents drawn up at the request of public institutions, including consultancy reports, technical evaluations and evidence-based recommendations. Development of specific training resources (guides, handbooks, courses) intended for research staff to enhance their skills in scientific consultancy methodologies, communication with political leaders and involvement in public policy design processes.

- Owners: VR Institutional Relations and Culture.
- Indicators:
  - Number of documents generated at the request of public institutions.
  - Set of teaching and training materials produced.

Action 4.3.
Promote research into scientific consultancy methodologies and structure a network of scientific consultants

Generation of academic works, case studies and publications about good practice, methodologies and conceptual frameworks for effective scientific consultancy in public policy. Create and invigorate a network of EHU researchers actively involved as scientific consultants, including periodic gatherings to exchange experiences, learnings and coordination.

- Owners: VR Institutional Relations and Culture.
- Indicators:
  - Number of academic works, case studies and publications.
  - Number of people involved and network nodes.

Strand 4

Dissemination and outreach of knowledge and cultural promotion

The transfer of knowledge from universities to society is essential in order for specialised knowledge to reach the general public, promoting critical thinking, scientific culture and informed decision-making. The university underpins its role as a key agent of social progress. Universities thus fulfil an important function as cultural catalysts, contributing to social development and the constant revitalisation of local cultural communities.

The EHU is in this regard an institution with an innate vocation to stimulate and develop the Basque language, society and culture. The motto of our university — Eman ta zabal zazu ("Give and share widely") — specifically includes this commitment to cultural development and promotion, to which our institution has held firm since it was first founded. It is vital to strengthen the cultural role of universities in response to constant attacks on such values as pluralism, diversity, equality, freedom of thought and creation, tolerance and solidarity, which not only serve to advance knowledge, but also underpin democratic societies. As an academic institution, the EHU makes a decisive contribution to the educational and cultural enrichment of citizens and the promotion of scientific and academic culture across Basque society as a whole, through knowledge outreach and dissemination activities. It also, though, acts as a creative agent, and as a forum for cultural exchange, where art, design, literature, music, film and physical activity find fertile soil in which to flourish.

We have well-established instruments at the EHU for scientific outreach and dissemination: the professorial chair of scientific culture, the summer courses and ehuGune, as well as the Experience Classrooms, beyond their teaching-learning component.

The actions included in this strategic strand of knowledge dissemination and outreach, and cultural promotion, are based on six main lines of action.

01. Extend and increase scientific outreach and dissemination activities focused on developing an empowered citizenry

Underpin scientific culture and contribute to the socialisation of academic values, such as critique, rigour, transparency, honesty, integrity, curiosity, responsibility and solidarity, in turn affording greater recognition to outreach efforts and public science.

Action 1.1.
Increase the EHU's scientific outreach and dissemination activities by increasing internal and external collaboration

Promote the Publications Service and scientific communication of the EHU to consolidate effective, long-term activities (similar to Zientzia Astea) and strengthen and generate new alliances and collaborations to achieve greater outreach and dissemination for EHU activities, through shared courses, seminars, talks and symposiums, and dynamics open to the general public.

- Owners: VR Transfer and Internationalisation.
- Indicators:
  - Number of people attending outreach and dissemination activities.
  - Number of people at the EHU involved in outreach and dissemination activities.
  - Number of outreach and dissemination activities.

Action 1.2.
Strengthen programmes to present the university to pre-university students, such as EGOKITU and Practical Activities

Strengthen programmes to present the university to pre-university students, such as EGOKITU and Practical Activities so as to convey to younger generations the social role of science and research, and to increase their curiosity, interest in and commitment to knowledge.

- Owners: VR Students and Participation, VR Campus.
- Indicators:
  - Number of pre-university students participating in university presentation programmes.

Action 1.3.

Develop a corporate communication and training plan to raise the profile and reach of the extensive academic and research activities of the EHU

This action will focus on lending support to centres, institutes, departments, professorships and research groups in aspects concerned with publicising the activities they perform, while also establishing guidelines to increase the socialisation of the EHU's academic and scientific activity in the media, digital channels, trade fairs, congresses and other gatherings with other agents and the general public.

- Owners: VR Communication.
- Indicators:
  - Communication guidelines for research groups.
  - Training sessions and communication tools.
  - Training in communication for research groups.

Action 1.4.

Raise the prestige and recognise the outreach efforts of the teaching and research staff of the EHU

Raise the prestige and recognise the outreach efforts of the teaching and research staff of the EHU and explore measures to recognise their hard work in dissemination and outreach tasks in the media, magazines, corporate outreach channels and other digital media.

- Owners: VR Communication.
- Indicators:
  - Repository and digital directory of teaching and research outreach staff.

02. Boost the Experience Classrooms

Although the Experience Classrooms have a major teaching and learning component which could correspond to strand I, they are here covered by strand IV because of their indisputable links to the mission of increasing the level of knowledge within society at large, supplemented by the goal of providing the population aged over 55 who are not in work with an opportunity to get involved in university life, and enrich the university atmosphere through their experience and enthusiasm. It is of particular interest to strengthen the EHU's contribution in the field of university outreach towards that sector of the population not directly involved in formal learning, towards those who have reached the end of their active working life, without losing sight of their potential contribution in mentoring and accompanying degree and postgraduate students.

Action 2.1.
Extend knowledge of Experience Classroom programmes

Publicise the available offering and the conditions under which education is organised for older people throughout the Basque Country.

- Owners: VR Communication.
- Indicators:
  - Number of people reached through communication campaigns.

Action 2.2.
Extend the experience classroom offering in Basque

Coordinate all three campuses to maximise the offering, through recourse to remote teaching formats in sync with the groups present on site, to extend the territory covered and increase the offering in Basque.

- Owners: VR Postgraduate and Continuing Training, VR Basque and Language Planning.
- Indicators:
  - Percentage of subjects offered in Basque.

Action 2.3.
Coordinate the offering of Experience Classrooms and cultural programmes

Extend the cultural offering of the EHU campuses to the Experience Classrooms, and take advantage of the Experience Classroom offering to be extended to the general public and wider student body.

- Owners: VR Institutional Relations and Culture, VR Campus, VR Postgraduate and Continuing Training.
- Indicators:
  - Number of Experience Classroom groups involved in cultural activities at the campus.
  - Number of Experience Classroom activities that have been opened up and publicised to attract a non-university audience.

Action 2.4.
Foster interaction between Experience Classroom and degree students through cross-mentoring and entrepreneurship programmes

These programmes could take the form of in-person gatherings, and focus on the exchange of knowledge in areas such as digital skills.

- Owners: VR Students and Participation, VR Postgraduate and Continuing Training.
- Indicators:
  - Number of degree students taking part in the actions.
  - Number of Experience Classroom students taking part in the actions.

03. Strengthen the cultural policy of the EHU

The cultural mission of the University requires greater institutionalisation at the main decision-making bodies, with the capacity to structure and coordinate cultural promotion at the three campuses.

Action 3.1.
Participatory design of a cultural plan serving as the basis and common ground for subsequent institutional practice by both the General Culture Commission and the Culture Commissions at each campus

- Owners: VR Institutional Relations and Culture, VR Campuses.
- Indicators:
  - Design and presentation of the Culture Plan.
  - Implementation and monitoring of the plan.

Action 3.2.
Promote the EHU's own cultural creation and facilitate cultural and sporting activities with an impact on society

Promote the EHU's own cultural creation and facilitate cultural and sporting activities with an impact on society through the cultural agents EHUabesbatza, EHUOrkestra Sinfonikoa and EHUterpe, along with the regular cultural and sporting activities (Zabalki, Academic Regatta, Tipi-tapa, Zuatza Abentur, etc.) and new ventures.

- Owners: VR Institutional Relations and Culture.
- Indicators:
  - Number of actions.
  - New initiatives.

Action 3.3.
Increase collaborative relationships and sign agreements with cultural agents to promote the cultural activity offered to the university community as a whole

Increase collaborative relationships and sign agreements with cultural agents to promote the cultural activity offered to the university community as a whole, by promoting access to enterprising cultural activities that foster critical and creative thinking.

- Owners: VR Institutional Relations and Culture.
- Indicators:
  - Number of cultural activities.

Action 3.4.

Create new digital channels for the outreach and dissemination of cultural activity undertaken at the EHU

The centralisation of communication as to the university's artistic and cultural offering via a new online portal will enhance its outreach and scope, and raise the profile of the cultural efforts made by the EHU in the different artistic disciplines and cultural activities.

- Owners: VR Communication.
- Indicators:
  - Open website covering all activities and the corresponding calendar.

04. Heighten the contribution made by the EHU in developing Basque culture and revitalising the Basque language

The EHU is the leading academic institution for the development of activity in Basque, and must therefore emphasise its landmark status within Basque society as a whole in the process of revitalising the language, furthering its status as an "indargune", or bastion, by underpinning the linguistic capacities and abilities of the entire academic community, promoting the use of Basque in formal and informal communicative situations in university life, and driving the development of advanced language resources to enable the linguistic adaptation of Basque to the scientific and academic sphere, enhancing its prestige.

Action 4.1.

Acquire greater landmark status in the development of social publicity and promotional activities for Basque artistic expressions, culture and thought

Facilitate gatherings and collaboration among different entities for the creation of academic networks of Basque language and culture, placing particular emphasis on raising their international profile.

- Owners: VR Institutional Relations and Culture.
- Indicators:
  - Number of actions by Centres and Professorial Chairs focused on leading Basque cultural and intellectual figures.
  - Number of joint actions with universities and organisations located in other territories home to Basque language and culture.
  - Number of outreach actions in collaboration with the Department of Education.

Action 4.2.

Promote and strengthen scientific outreach in Basque

Increase contributions to journals, magazines, media, podcasts or other formats and/or channels within the region to lend greater visibility to science and research undertaken in Basque, and properly value the efforts made in disseminating knowledge and scientific culture in Basque.

- Owners: VR Basque and Language Planning, VR Transfer and Internationalisation.
- Indicators:
  - Number of outreach publications and initiatives in Basque

Action 4.3.
Deepen the relationship with social organisations and institutions involved in revitalising the Basque language, with a view to heightening the language's profile and use in university life

Seek synergies in fostering the use of Basque, and take part in initiatives helping to raise the profile of the language, while promoting internal projects in pursuit of the same goal, in particular among students.

- Owners: VR Basque and Language Planning, VR Students and Participation, VR Bizkaia Campus and Communication.
- Indicators:
  - Number of social organisations with which partnerships and agreements have been established.
  - Social initiatives to promote and raise the profile of Basque in which the EHU has taken part.
  - Number of projects presented for project funding calls to raise the profile and awareness of the situation of Basque.

Action 4.4.
Acquire flagship status in sociolinguistic studies concerning Basque at the EHU

Acquire flagship status in sociolinguistic studies concerning Basque at the EHU, so as to design effective strategies to revitalise the Basque language.

- Owners: VR Basque and Language Planning.
- Indicators:
  - Degree of execution of sociolinguistic studies (%).

05. Promote University outreach through the Summer Courses

Although the Summer Courses may make contributions to different strands of the Strategic Plan, they are above all seen as the main instruments for knowledge outreach, concerning current topics of interest to society. It is vital in this regard to reach society with the greatest possible number of areas and segments. The aim would be to support initiatives and proposals received from society, from the scientific and academic perspective. There is currently a major alliance with institutions, and above all with the BBVA bank, of which a positive view is taken. Collaborative efforts should be extended with such other institutions as UEU, Eusko Ikaskuntza, Euskaltzaindia. UIK is a foundation developing its own Strategic Plan in harmony with this Plan, and this line of action is therefore confined to a mention of collaborative development areas, without proposing specific actions.

The Summer Courses fulfil an important outreach mission for the EHU within the region, hence the interest in undertaking summer courses in the provinces of Bizkaia and Araba with the vice-rectorates of these two Campuses, extending them to new locations within these provinces and continuing the development of the travelling Summer Courses, through agreements with local authorities and institutions. It would likewise be of interest to intensify the EHU's international strategy, expanding the organisation of cross-border summer courses (University of Bordeaux, Enlight), with possible inroads in Latin America, and furthermore exploring the

Atlantic dimension in general. We would furthermore aim to showcase the summer courses as a form of university outreach open to society as a whole. It would also be of interest to raise the profile at the European and international level, by drawing on such existing alliances and platforms as G9, CRUE and Enlight, and using remote digital training and innovative formats to reach more distant regions and groups. The summer courses likewise help to strengthen the use of Basque at the EHU and in Basque society, and to introduce the language to people from other regions who are following the courses. They likewise serve as a focal point attracting a broader audience (active population, through micro-qualifications), although we should not overlook the relevance of actions aiming to attract younger students.

06. Promote ehuGune as a forum for dialogue with civil society and institutions

ehuGune is the strategic platform for reflection and dialogue between the university and society. It specifically aims to serve as a permanent observatory and forum for reflection as to changes in context and strategic topics, based on high-quality, proven information. ehuGune will draw up its own strategic planning, but in any event, the programme converges with many of the strategic strands, illustrating the potential to increase the presence of the EHU throughout the region, through the campuses, organising conferences, seminars, round tables and debate forums which would furthermore involve institutions and the non-profit sector. As well as promoting the involvement of students, teaching and research and admin staff, the aim is to extend the geographical presence of the EHU in villages and in the media through the Cultural Networks that have already been organised, while furthermore developing strategic collaborations and alliances, promoting agreements with cultural agents that value academic information.

Strand 5

People and community

Caring for people is a priority for the EHU. In order for people to give of their best, it is important for them to have the right environment and conditions. Human relationships based on respect and communication facilitate cooperation. The possibility of striking an optimal balance between the academic and professional sphere, and personal, family and social life, demands a particular focus on employment conditions. The One Health concept demands a community, environmental and personalised focus.

Caring for people has a direct impact on all other strands of the strategic plan, and depends in particular on appropriate management of people and technical resources, as well as sufficient funding. Optimal care for people includes the dimension of shared and community responsibility: people care for themselves and care for one another, alongside all the support offered by the institution. Appropriate care for people is, in short, one of the main appeals of academic institutions in attracting and retaining talent.

The actions included within the strategic strand 'People and community' are based on four main blocks: improve the working and study conditions of all, raise the status of teaching and research staff, take care of our context, and offer comprehensive support in strengthening the EHU community.

01. Improve working and study conditions for the three university groups: students, PDI and PTGAS staff

Action 1.1.
Address segments of precarious conditions among PDI and PTGAS staff

- Owners: VR Teaching and Research Staff, Management.
- Indicators:
  - Elimination of categories 13 and 14.
  - Improved pay for category 15.
  - Improve the pay conditions of pre-doctoral contracts (increase in monthly pay and cover for enrolment fees).
  - Extensive public job offers to provide more stable conditions for PDI and PTGAS.
  - Regional supplement for PDI staff, in particular in the early stages of their academic career (Agreement with the Basque Government).
  - Analysis of ways to improve the salaries of part-time substitute teaching staff.

Action 1.2.
Promote, plan and properly implement Public Job Offers

The aim is to set out public job offers with the twofold goal of offering more stable conditions and promotion in as many roles as allowed by the regulatory framework, while taking into account the needs of the EHU, and the goal of continuously improving each strand of the Plan.

- Owners: VR Teaching and Research Staff, Management.
- Indicators:
  - Public job offers for Teaching and Research Staff on an annual basis
  - Public job offers in the case of PTGAS staff on a biannual basis.
  - PTGAS/PDI ratio.

Action 1.3.
Strengthen the promotion of Teaching and Research Staff and PTGAS

Strengthen the promotion of Teaching and Research Staff and PTGAS through annual competitive application procedures, offering as many places as permitted by law.

- Owners: VR Teaching and Research Staff, Management.
- Indicators:
  - Number of promotions made available each year (Public Job Offers).

Action 1.4.

Extend work-life balance measures at the EHU, compatible with adequate service for the university

Review all procedures where women or other people with entitlement to leave or leave of absence for care, including maternity and paternity leave, could find their employment status or academic career hampered.

- Owners: VR Students, VR Teaching and Research Staff, Management.
- Indicators:
  - Work-life balance, home and remote working plan for PTGAS.
  - Definition of working hours and work-life measures plan for PDI.
  - Work-life measures plan for students.
  - Involvement of students in teaching staff recognition.
  - Monitoring of leave of absence applied for/granted, broken down by gender.

Action 1.5.

Implement a plan to guarantee training and constant refresher courses for PDI and PTGAS in line with job needs

- Owners: VR Teaching and Research Staff, Management.
- Indicators:
  - Definition of the comprehensive PDI training plan.
  - Definition of the comprehensive PTGAS training plan.
  - Number of complementary and training actions addressing PDI and PTGAS.
  - Number of training courses delivered.
  - Number of training course attendees.

Action 1.6.

Guarantee the overall generational handover / rejuvenation of staff by promoting measures for transition to retirement while guaranteeing the transfer of experience and knowledge

- Owners: VR Teaching and Research Staff, Management.
- Indicators:
  - Number of people making use of retirement transition measures.
  - Number of replacements hired.
  - Doctoral Assistant Professors hired against PDI staff retired or with retirement commitment.
  - Service and induction guides for new teaching and research staff.
  - Service and induction guides for new PTGAS staff.

Action 1.7.
Implement an induction plan or document for newly recruited PTGAS at the EHU or service level

- Owners: Management.
- Indicators:
  - Design an induction and generational handover plan to guarantee knowledge continuity and transfer.
  - Inclusion of virtual attendees for initial information and rapid response to questions as to applications in the new working environment.

Action 1.8.
Provide staff with access to the digital infrastructure and equipment required to perform their functions effectively and under decent conditions

In order to provide a high-quality public university service in line with the challenges of digitalisation in both the services and academic and scientific responsibilities of the EHU, it is vital that everyone be assigned a computer.

- Owners: Management, VR Teaching and Research Staff.
- Indicators:
  - Number of teaching and research staff waiting to be assigned a computer.
  - Waiting time for assignment of a computer.
  - Set up a reserve of laptop computers available to the departments.

Action 1.9.
Design and initiate a comprehensive plan to review and appraise monographs for all PTGAS staff

Design and initiate a comprehensive plan to review and appraise monographs for all PTGAS staff, in order to update these and align them with new organisational and functional needs.

- Owners: Management.
- Indicators:
  - Plan for review and appraisal of monographs being implemented.
  - Percentage of PTGAS monographs updated.

02. **Raise prestige and recognise teaching efforts and the professorial role**

In order to achieve excellence in higher education we need engaged and motivated teaching staff capable of properly meeting the current demands of the teaching role, earning balanced recognition for the different tasks performed in teaching-learning processes, while in turn guaranteeing good working conditions.

Action 2.1.
Draw up the PDI Guide

Our aim is to precisely define the roles and tasks performed by Teaching and Research Staff, to be accessible to faculty as a whole, and above all to assist in the onboarding of novice teaching staff.

- Owners: VR Teaching and Research Staff.
- Indicators:
  - Guide to roles, tasks, rights and duties of teaching and research staff.

Action 2.2.
Enhance the recognition of the work of PDI staff

Increase and improve the value placed on teaching, administrative tasks in the various qualifications and tutoring, within the recognition and compensation systems employed by the EHU.

- Owners: VR Degrees and Digital Transformation.
- Indicators:
  - Review of Docentiaz (scale-based)-Jardun-Quinquenios remuneration system
  - Awards and accolades.
  - Recognition of outstanding teachers.
  - Recognition of PDI staff involved in ENLIGHT activities.

Action 2.3.
Appreciation of PDI activity

Raise the profile of the teaching and research activities of PDI staff within and beyond the EHU, and incentivise academic careers.

- Owners: VR Communication.
- Indicators:
  - Communication actions concerning PDI staff.
  - Advertising campaign to promote academic careers and to attract and retain PDI talent (employer branding).

03. Foster psychosocial well-being and improve the living conditions of people by reinforcing services at the campuses, as well as university life

Action 3.1.
Launch of the pilot Comprehensive Care Service project for those who make up the university community at the Araba campus, along with progressive implementation at the other two campuses

- Owners: VR Campus, VR Students and Participation
- Indicators:
  - Number of Services in operation at the Araba Campus.
  - Plan to implement the service at the Gipuzkoa and Bizkaia campuses.

Action 3.2.
Promote a sustainable mobility plan

- Owners: VR Campus.
- Indicators:
  - Analytical maps of student trips for each province and between campuses.
  - Sustainable mobility plan for the EHU.
  - Direct access to the campuses from the provincial capitals.
  - Number of electric vehicle charging points at the campuses.
  - Car-sharing applications for campus access.
  - Infrastructure to encourage travel by bicycle.

Action 3.3.
Ensure appropriate maintenance and safety conditions of infrastructure.

- Owners: VR Campus, Management.
- Indicators:
  - Inventory of buildings and facilities in unusable condition.
  - Demolition/conversion plan for unusable premises.
  - Action plan for urgent refurbishment/construction work at usable facilities.
  - Number of works undertaken

Action 3.4.
Promote measures to reduce the accommodation problem faced by those within the university community

- Owners: VR Campus, VR Students and Participation
- Indicators:
  - Number of students housed in residences managed by the EHU and apartments available through the university service structure.
  - Number of places offered at university residences.
  - Number of accommodation units handled via the university private rental housing search service, OSTATU.

Action 3.5.
Foster recognition of diversity in university life

Ensure comprehensive and appropriate support for the educational and other needs of LGBTIQ+ people, on equal conditions with all other citizens, help to overcome stereotypes with a negative impact on their social and institutional perception, and establish specific measures to achieve a fairer, freer society, based on equal treatment and opportunities, and acceptance of diversity as an added value.

- Owners: VR Institutional Relations and Culture.
- Indicators:
  - Generation of the diversity diagnosis and of the LGTBIQ+ Plan.

04. Build community, identity and university life

Action 4.1.
Promote measures to foster the well-being of the community and sustainability. Green campuses and user-friendly environments, both indoors and outdoors

- Owners: VR Campus, VR Students and Participation
- Indicators:
  - Number of activities and programmes encouraging healthy lifestyles.
  - Number of actions encouraging sustainability.
  - Number of activities offered through EHU Kirola.
  - Number of activities offered through EHU Kultura.
  - Number of actions to create user-friendly internal working areas at centres and services.

Action 4.2.
Ensure harmonious coexistence at the university, based on dialogue, respect, empathy and cooperation. Strengthen tasks of mediation and conciliation, the Coexistence Commission, and promote restorative justice

- Owners: General Secretariat.
- Indicators:
  - Generation of the EHU Coexistence protocol.
  - Number of training actions.
  - Number of interventions by the Coexistence Commission.
  - Number of conflicts referred to the Aldezle.
  - Number of intermediation actions performed.

Action 4.3.
Facilitate responsible self-management of student spaces

- Owners: VR Campus, VR Students and Participation
- Indicators:
  - Opening of a new Ikasletxea.

Action 4.4.
Update and enhance the role of EHUalumni and establish channels for communication, participation and engagement

Promote collaboration networks with former EHU students, thereby enhancing a group with huge potential, representing added value for the university.

- Owners: VR Communication, VR Students and Participation.
- Indicators:
  - Number of people registered.
  - Number of new registrations (identifying the % aged under 30).
  - Technical improvements implemented in the application and its usage.
  - Level of contemporary relevance of the aesthetic and communicative offering of the EHUalumni brand, tailored to new recent alumni profiles.
  - Number of training, communication, mentoring and other actions involving consolidation of the community.

Strand 6

Territoriality and internationalisation

The EHU university project is perceived as having a dual and complementary identity: a multi-campus university deeply rooted in its territory, committed to its social, cultural, linguistic and economic reality, and at the same time, a cosmopolitan university open to the world, with an active role in international circuits for the generation and circulation of knowledge. Territoriality and internationalisation are interdependent rather than opposing dimensions: strengthening ties to the immediate surroundings strengthens the global profile of the university, while international openness enriches the development of this territory.

From this perspective, as set out in the introduction, when sketching out the context from the global to the local level, we see territoriality as a two-way relationship of shared responsibility with our surroundings, based on cooperation with public institutions, social, cultural and economic agents, and recognition of territorial and linguistic diversity and the balanced and representative development of the campuses that make up the EHU. Meanwhile, internationalisation is seen as a cross-cutting process which suffuses teaching, research, transfer and management. Internationalisation contributes to academic excellence, and the detection, attraction and circulation of talent. An internationalised EHU addresses global challenges from the perspective of solidarity, in turn shaped by its own values, based on its territory and peoples.

The actions included within this strategic strand have a structure based on three main lines of action: territorial rootedness of the EHU, comprehensive internationalisation of the EHU, and identity of the EHU, from local to global.

01. Territorial rootedness of the EHU, as a structural vector within the territory

Strengthen the territorial rootedness of the EHU from a perspective of cohesion, balance and social commitment. The university must make an active contribution to the balanced development of the territory, addressing its plurality and strengthening its presence and cooperation at the different campuses and in local spheres. This commitment means consolidating stable alliances with surrounding institutions and agents, promoting Basque as an academic and scientific language, and facilitating an approachable, accessible and socially relevant university.

Action 1.1.
Strengthen the relationship between the University and local agents to foster territorial co-governance

- Owners: VR Institutional Relations and Culture.
- Indicators:
  - Number of strategic agreements with territorial agents.
  - Number of joint projects active.

Action 1.2.
Strengthen the balanced and coordinated presence of the EHU at its campuses and in local settings

- Owners: VR Campuses, VR Transfer and Internationalisation.
- Indicators:
  - Number of inter-campus initiatives.
  - Teaching and research structures implemented at each campus.
  - Activities open to the general public per campus.

Action 1.3.

Promote Basque as the backbone of territorial commitment and as a strategic asset in building an international profile

Use of the language will be heightened in teaching, research, outreach and institutional relations, consistently integrated with aid internationalisation strategies.

- Owners: VR Basque and Language Planning.
- Indicators:
  - Increase in the academic offering in Basque.
  - Scientific output and outreach in Basque.
  - International programmes with a linguistic dimension.
  - Initiatives promoted among universities in Basque-speaking lands.

02. Promote the comprehensive internationalisation of the EHU

Promote comprehensive, inclusive internationalisation, aligned with territorial priorities. Internationalisation must contribute both to academic excellence and the social, cultural and economic development of the surrounding context. We believe in internationalisation that recognises and attracts talent (both existing and potential), fosters balanced mobility, and gives rise to sustainable international cooperation networks, in particular in areas that are strategic for the country.

Action 2.1.

Boost EHU alliances

Strengthen the EHU's involvement in strategic international university alliances and networks in which it is already involved. Priority will be given to an active presence in European and international consortia, helping to develop joint projects in the spheres of teaching, research and innovation.

- Owners: VR Transfer and Internationalisation.
- Indicators:
  - Number of actions within the context of the Latin American Postgraduate Network.
  - Number of ENLIGHT actions.
  - Number of qualifications in process of obtaining the European Degree label (+5).
  - Number of qualifications with the European Degree label.
  - Number of actions at the cross-border campus.
  - Number of actions at the transoceanic campus.

Action 2.2.
Mobility of the university community

Drive balanced international mobility among students, PDI and also PTGAS staff by increasing the number of students on mobility schemes (above all incoming) and addressing those centres where there is less mobility. Support will be given to accessible, diverse and sustainable mobility, ensuring that the international experience serves to enhance the university's academic and organisational quality.

- Owners: VR Transfer and Internationalisation.
- Indicators:
  - Incoming and outgoing mobility rate (for degrees, master's and doctoral courses, and practical placements).
  - Number of destination countries for outgoing mobility (by global region and area of knowledge).
  - Number of countries of origin for incoming mobility (by subject and university of origin).

Strand 7

Normalisation of Basque and language planning

One of the fundamental missions of the EHU is to help revitalise and normalise the Basque language. Basque society demands all manner of Basque-speaking experts and professionals with advanced language skills and sociolinguistic awareness to serve as active agents in normalising the Basque language. In response to the needs of Basque society, teaching and research staff must master linguistic resources for specialised communication in Basque (terminology and phraseology) developed over recent decades, while new linguistic resources must furthermore be created for areas or topics where Basque is taking root for the first time. It is the responsibility of the EHU to monitor the development of academic Basque language through textual corpora and databases for study and consultation. The EHU is furthermore a multilingual context where Basque coexists above all with Spanish, which is the hegemonic language of the Spanish state, and with English, which is now the hegemonic language for academic communication.

Communication at the EHU is at present mostly based on Spanish. In order for the EHU to be in a position to fulfil its mission in revitalising and normalising our community's own language, we must lay the foundations for linguistic management with the ultimate goal of harmonious and structured multilingualism, centred on Basque.

The actions included within the strategic strand of normalisation of Basque and language planning are based on four main lines of action.

01. Consolidate the use of Basque as a service language and working language

At present, many members of the different groups at the EHU assume that Spanish is the language that we are all familiar with, and have normalised use of this language for reasons of economy and efficiency. However, Basque-speakers now represent the majority in all groups at the EHU. As established in the regulations in force, all citizens of the Autonomous Region of the Basque Country have the right to address the public administration in either of the official languages and to receive a response from that administration in the chosen language. What is more, the active offering of services in Basque is fundamental with a view to normalising the language. The use of Basque as a working language is likewise vital for the 'Basquification' of the working environment, and hence the continuous improvement of language skills connected with the job held by each individual at the EHU.

Action 1.1.
Structure and strengthen the network of Basque language commissions and supervisors

Appoint Basque language supervisors at departments, research groups and administrative units, in line with the plan for the use of official and non-official languages at the EHU. Strengthen the Basque Commissions at the centres.

- Owners: VR Basque and Language Planning.
- Indicators:
  - Percentage of centres with a Basque Commission in place.
  - Percentage of departments, research groups and administrative units with Basque supervisors in place.

Action 1.2.
Diversify the offering of linguistic training for PTGAS staff

Complement traditional training in Basque and English with a system of facilitators (*trebatzaileak*) to catalyse the use of Basque as a working language. Offer a significant proportion of training in Basque to improve professional skills, and promote the choice of courses offered in Basque, as a fundamental instrument in developing job-related language skills.

- Owners: VR Basque and Language Planning.
- Indicators:
  - Number of PTGAS staff who have accredited the linguistic profile corresponding to their job.
  - Percentage of courses intended for continuous improvement of PTGAS skills delivered in Basque and number of people enrolled in each language.
  - Percentage of administrative units that have been assigned facilitators (*trebatzaileak*).

Action 1.3.
Encourage the use of Basque in written and oral communication by teaching and research staff and students

Promote the use of Basque in all types of messages, circulars, minutes and other types of written document, and also in oral communication: presentations, meetings, training days, seminars, etc. Present the whole university community with the resources offered by new language technologies for mutual comprehension, so as to facilitate good practice helping to normalise the use of Basque.

- Owners: VR Basque and Language Planning.
- Indicators:
  - Percentage of departments, research groups, management teams and administrative units that mainly use Basque for oral communication at meetings, seminars, presentations, etc.
  - Percentage of departments, research groups, management teams and administrative units that mainly use Basque in producing written documents (minutes, forms, reports, circulars, messages, etc.).
  - Number of training courses in the use of new language technologies made available to the student body and PDI and PTGAS staff.
  - Percentage of departments, research groups, management teams and administrative units employing new language technologies to facilitate the use of Basque in oral and written communication.

Action 1.4.
Language landscape and institutional website

Be mindful of the presence of Basque on the language landscape: signage, posters, information screens. Be mindful of the use of the two official languages and the non-official languages on the institutional website. Progressively promote the use of French on the institutional website, to facilitate access by students from Iparralde and the rest of the French Republic.

- Owners: VR Basque and Language Planning, VR Bizkaia Campus and Communication.
- Indicators:
  - Percentage of elements of the language landscape where the presence of Basque has been guaranteed.
  - Percentage of elements of the institutional website in the different languages (Basque, Spanish, English, French).

02. Redefine the offering of degree and postgraduate teaching based on a precise analysis of the teaching languages

The use of Basque as a teaching language at the EHU is fundamental, since in many areas of knowledge it is the only university in the world that uses Basque. The use of Basque as a teaching language serves to develop linguistic resources in Basque for communication in different specialist areas, while students furthermore develop specialised communication skills that will allow them to join the community of experts in the disciplines covered by teaching at the university. At present, the EHU offering in Spanish is significantly greater than that in Basque, despite the fact that more students enrol in Basque than in Spanish. The introduction of English as a teaching language is a response to the goal of internationalisation. However, we need to analyse how it contributes to this goal, and to what extent the introduction of foreign languages hampers the process of normalising the use of Basque for degree and postgraduate studies.

Action 2.1.
Reorganise the degree offering in Basque and in Spanish in response to current demand

Continue to expand the offering of degree courses and subjects in Basque, to ensure the academic development of the language and respect the language rights of those students who wish to conduct their studies in Basque.

- Owners: VR Basque and Language Planning and VR Degrees and Digital Transformation.
- Indicators:
  - Percentage of compulsory subjects offered in each of the languages.
  - Percentage of optional subjects offered in each of the languages.
  - Percentage of degree courses that can be studied entirely in Basque.
  - Percentage of degree courses in which all compulsory and optional subjects are offered in Basque.

Action 2.2.
Reorganise the offering of degree subjects with English as the teaching language

Analyse the degree of achievement of the goals which steered the introduction of subjects in English, and the relevance of these subjects on each of the degree courses. Those degree courses designed as trilingual and those offered entirely in English likewise require detailed and precise analysis.

- Owners: VR Basque and Language Planning, VR Degrees and Digital Transformation.
- Indicators:
  - Number of centres with at least one international pathway in place.
  - Number of mobility programme students enrolled on the subjects offered in non-official languages (English, French, German).
  - Percentage of students achieving inclusion of the internationalisation recognition in the European Qualification Supplement.
  - Percentage of trilingual degree courses and those offered entirely in English, reviewed from the language planning perspective.

Action 2.3.

Analyse the postgraduate offering from the perspective of teaching languages in order to increase the offering in Basque

Analyse the consistency of the postgraduate offering by teaching language with regard to the enrolled student profile, to design strategies to increase the presence of Basque in postgraduate studies.

- Owners: VR Basque and Language Planning, VR Postgraduate and Continuing Training.
- Indicators:
  - Percentage of ECTS offered in each language on master's courses, out of the total offering.

Action 2.4.

Design actions and strategies to guarantee the development of communication skills in Basque among all students

Offer support and resources for students arriving at the EHU with any shortcoming in their Basque linguistic/communication skills. Ensure that linguistic experience in Basque for all students helps to properly develop academic registers. Promote engagement by all teaching staff and be mindful of linguistic quality in oral and written teaching materials.

- Owners: VR Basque and Language Planning.
- Indicators:
  - Number of resources and courses offered to help overcome shortcomings in linguistic/communication skills in Basque.
  - Number of students who have used the resources and courses offered to help overcome shortcomings in linguistic/communication skills in Basque.
  - Number of departments that have reviewed the existence and linguistic quality of teaching materials (student guides, class presentations, notes, practical placement protocols, etc.).
  - Number of courses or other initiatives offered for the language training of teaching staff.
  - Number of PDI staff participating in courses for the language training of teaching staff.

03. Promote the use of Basque as a language for the advancement of knowledge

Languages offer different perspectives for the advancement of knowledge, and the use of different languages is therefore a factor helping to enrich knowledge itself. Furthermore, the use of a particular language in research and in the advancement of knowledge helps to develop that language, along with development of the specialised language skills of the speakers involved in the knowledge in question. It is therefore vital to promote the Basque language in research.

Action 3.1.
Promote the authoring of degree and master's dissertations in Basque

Promote the authoring of degree and master's dissertations in Basque, highlighting their importance for the development and normalisation of the language, and for the acquisition of linguistic/communication skills in Basque on the part of students.

- Owners: VR Basque and Language Planning, VR Degrees and Digital Transformation, VR Postgraduate and Continuing Training.
- Indicators:
  - Number and percentage of degree dissertations authored in each language.
  - Number and percentage of master's dissertations authored in each language.

Action 3.2.
Promote the authoring of doctoral theses in Basque

Promote the authoring of doctoral theses in Basque and help to increase the number of people obtaining the mention "Doctorate in Basque".

- Owners: VR Basque and Language Planning, VR Postgraduate and Continuing Training.
- Indicators:
  - Number and percentage of doctoral theses authored in each language.
  - Number and percentage of students achieving the mention "Doctorate in Basque", and furthermore obtaining the mention "International Doctorate".

Action 3.3.
Promote the publication of books, articles and audiovisual materials in Basque

Strive to ensure that publications in Basque can obtain recognition according to international metrics and bodies, along with recognition within the programmes of the EHU (Jardun, Docentiaz...). Add the abstract or keywords in Basque to all journals published in other languages by the Publishing Service of the EHU. Conduct specific calls to facilitate the use of Basque at congresses, seminars and conferences involving non-Basque-speakers.

- Owners: VR Basque and Language Planning, VR Teaching and Research Staff, VR Research.
- Indicators:
  - Number of teaching staff involved in calls for the publication of teaching materials in Basque, or the publication of academic books.
  - Number of teaching staff who have created audiovisual materials in Basque and number of materials created.
  - Number of articles published in Basque.
  - Number of abstracts in Basque included in academic journals published in other languages.
  - Number of participants in the call to promote the use of Basque at congresses, training days and seminars.

Action 3.4.
Monitor the development of academic registers of Basque

Update and continue to enrich tools and resources for the monitoring of academic registers (Garaterm, Erauzterm, TZOS, EHUskaratuak, Gaika, HARTA/TAILA). Apply these resources for the study of academic registers, linguistic training for degree, master's and doctoral students, as well as teaching staff; development of support tools for the authoring of academic texts, and management of variation and harmonisation in terminology and phraseology.

- Owners: VR Basque and Language Planning.
- Indicators:
  - Number of words incorporated in the Garaterm corpus and in the EHUskaratuak corpus.
  - Number of terms incorporated in the TZOS terminological database.
  - Number of other terminological works produced: dictionaries, glossaries, lists of terms, etc.
  - Advances in the development of support tools for the authoring of academic texts. (Percentage based on the overall development of such tools)
  - Number of acts of participation in initiatives to manage variation in harmonisation in terminology.
  - Publications, communications and seminars connected with the development of academic registers in Basque.

04. Design and implement the linguistic induction of students and research staff from outside the Basque Country

The EHU is an excellent laboratory for implementation within a more accessible environment of actions seen as necessary for the normalisation of Basque within Basque society. Right now, in order to achieve a qualitative leap forward in revitalising Basque, it is seen as necessary to invite all those unfamiliar with the language into the Basque language community, with the ultimate aim of achieving universal knowledge.

Action 4.1.
Design and conduct linguistic induction campaigns

Inform all students and teaching and research staff arriving at the EHU as to the importance and prestige of Basque at our university, as well as the benefits of learning the language, with a view to integration within the university community and the chance of having future access to teaching and administrative jobs.

- Owners: VR Basque and Language Planning, VR Bizkaia Campus and Communication.
- Indicators:
  - Percentage fulfilment in the design and implementation of the linguistic induction campaign.

Action 4.2.
Offer Basque language courses at the campuses

Inform students and research staff arriving at the EHU as to the network of *euskaltegi* Basque language schools, and also offer the chance to study Basque at the campus itself, in an approachable and convenient format.

- Owners: VR Basque and Language Planning, VR Bizkaia Campus and Communication, VR Gipuzkoa Campus, VR Araba Campus.
- Indicators:
  - Number of Basque language learning groups created.
  - Number of students and research staff enrolled on the courses.

Action 4.3.
Launch *berbalagun*-type initiatives

Launch*berbalagun*-type initiatives, in which the Basque-speaking members of the university community undertake to help those who are studying Basque to practise as they learn, and so achieve faster progress in the process of language acquisition.

- Owners: VR Basque and Language Planning, VR Students and Participation.
- Indicators:
  - Number of *berbalagun* groups created.
  - Number of participants in the *berbalagun* initiative.

Central strand

New governance and efficient management

The central strand and backbone of the Strategic Plan concerns the "Denon Artean" principles of governance which serve as the basic criteria structuring and guiding institutional action and efficient management in pursuit of continuous improvement in coordination, communication and organisational efficiency through appropriate prioritisation, assignment and distribution of resources and the management capacities available to the institution, from its own resources to any structural arms it may create. These principles of governance must at all times take into account the following characteristics, commitments and responsibilities of the EHU:

- **Multi-campus and multi-centre nature of the EHU, with federal aims. The structure and institutional organisation of the EHU, and its distribution across the three Basque provinces, serve as one of our university's intrinsic values, the balanced development of which must be underpinned through both vertical and horizontal coordination mechanisms and constant processes for participation involving all agents within the university community.**

- **Transparency and shared responsibility. The EHU is, as an institution, fully focused on creating public value in pursuit of innovation and continuous improvement of management instruments so as to progress towards greater agility, responsiveness and service coverage. Similarly, institutional ethics serve as the guiding principle of the mechanisms of governance and participation on the various Governing Bodies of the EHU, with clear rules being established for this purpose as to responsibility, transparency and accountability, within its autonomy as a university.**

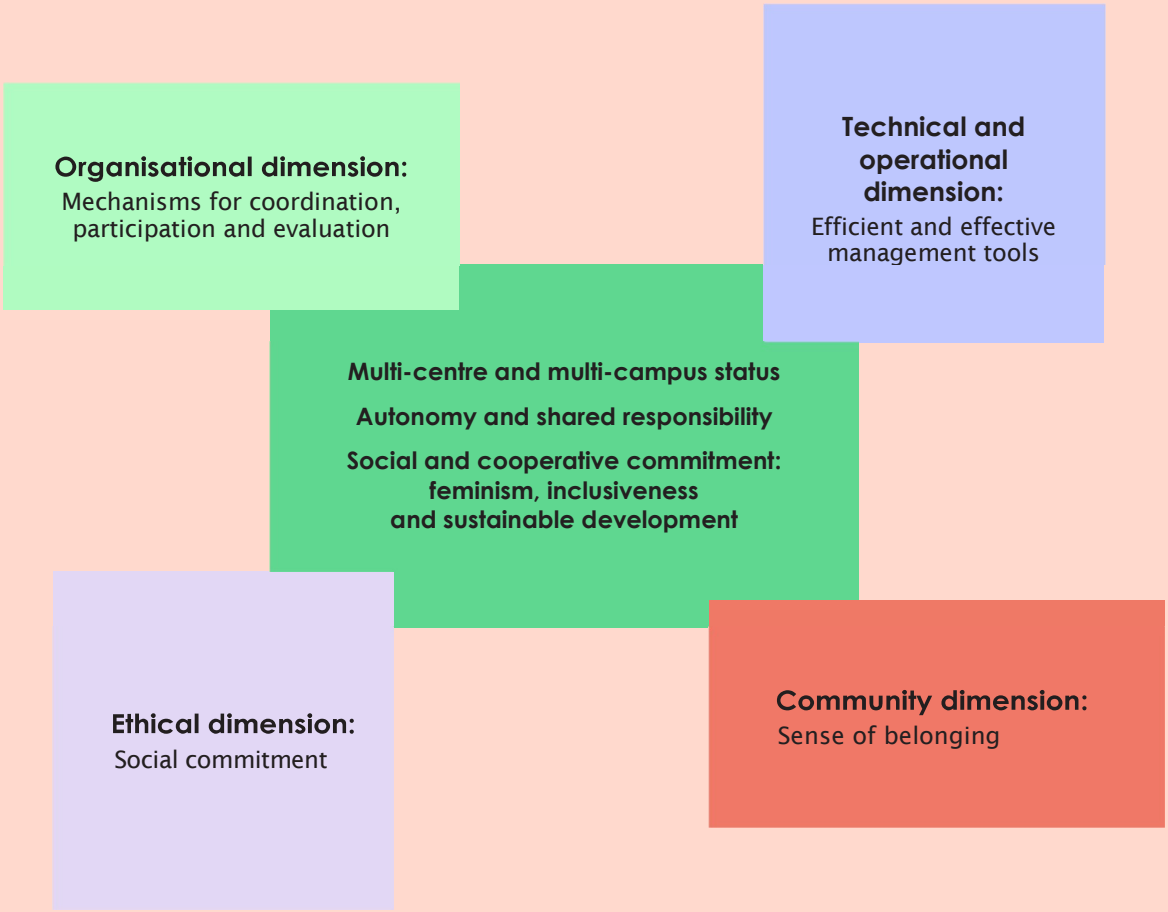
- **Social commitment. The EHU is fully aligned with the United Nations Sustainable Development Goals (SDGs) so as to position the Basque Country at the forefront of equality, prosperity, well-being and sustainability. The EHU is thus defined as a diverse space where efforts are made to eliminate discrimination, promote fairness and ensure everyone's right to education. The university must play an active role in achieving higher levels of equality, by incorporating the intersectional gender perspective and supporting the development of a fair, equitable and cohesive society.**

These principles uphold the model of open, collaborative and responsible governance which is ultimately the formula required to ensure fulfilment of the strategic objectives set out in this plan, strengthening the coordination and collaboration required among the different centres, bodies and services managed by the EHU. The "Denon Artean" governance model thus seeks to align the set of strategic actions and define the processes for their implementation and subsequent evaluation.

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The practical deployment of the "Denon Artean" governance model is set out by means of four operational dimensions: *i)* the organisational dimension, in other words the development of intra-university coordination and participation mechanisms; *ii)* the technical and operational dimension, in pursuit of improvements to management procedures and instruments; *iii)* the ethical dimension accompanying the set of actions and procedural approaches of the EHU; *iv)* the community dimension, focused on strengthening a sense of belonging, with a positive impact on internal cohesion and collaboration.

The stated dimensions furthermore draw on specific and strategic actions focused on developing and strengthening the new governance model: "Denon Artean".



01. Organisational dimension: mechanisms for coordination, participation and evaluation

The organisational dimension of the "Denon Artean" model focuses on the development of effective mechanisms for internal communication and coordination, along with an expansion of channels and formulae to strengthen support structures for the campuses and centres, while at the same time recognising their autonomy, and to foster and promote participation by the university community in drawing up proposals, conducting debates and reaching decisions.

Action 1.1.
Establish effective internal channels and mechanisms for communication to facilitate the flow of information and constant dialogue

Rebuild the map of internal communication channels towards, between and with the university community, to reduce one-sided information overload and gain operability, participation and proximity, with a particular focus on students.

- Owners: VR Communication, VR Students and Participation.
- Indicators:
  - Digital Forum implemented.
  - Number of communication and/or participation procedures implemented in the Digital Forum.
  - Number of Digital Forum users in each sector.
  - Metrics of a new shared mailing system (opening, bounce and click percentages).
  - Institutional transparency: complete organisational chart of management departments and services available on the website.
  - A renewed and reconfigured EHUtaula noticeboard.

Action 1.2.
Foster coordination and balanced alliances between campuses and between centres

Foster coordination and balanced alliances between campuses and between centres so they can share resources and knowledge to develop their own governance framework based on the autonomy granted to them by the Statutes.

- Owners: VRs Campuses.
- Indicators:
  - Vice-rectoral meetings with the management departments at each centre and among all the management departments of the centres at each campus.
  - Meetings between the different equivalent inter-campus management departments.
  - Meetings between the vice-rectors and the different governing and/or collective bodies.

Action 1.3.
Effectively employ instruments and procedures for participation by the university community, and implement the necessary tools

Effectively employ instruments and procedures for participation by the university community, and implement the necessary tools to conduct public consultations with the university community in general, and for specific exchanges of opinion with centres and services affected during the development of regulations, guides, procedures, etc.

- Owners: Secretariat General, Vice-Rectorates.
- Indicators:
  - Number of public consultations and specific exchanges of opinion.

Action 1.4.
Transparency and accountability

Respond effectively to requests for public information, provide economic information on a periodic and comprehensible basis, emphasising the distribution of significant expenses and resources, and listening rounds at the centres and services, as an exercise in transparency and accountability.

- Owners: Management, VR Degrees and Digital Transformation.
- Indicators:
  - Number of economic information releases.
  - Number of queries registered and resolved by register.
  - Number of listening rounds.
  - Creation and launch of "EHU in Figures" (statistics on teaching and academic administration, economic figures).

Action 1.5.
Establish shared procedures for monitoring, evaluation and improvement of university policy and of the Strategic Plan, highlighting its institutional deployment and social impact

- Owners: VR Degrees and Digital Transformation.
- Indicators:
  - Launch at UNIKUDE of a shared dashboard to link the university's Strategic Plan to the centre plans.
  - Generation of a living map of external stakeholders and relational plan.
  - Progress in collaboration with UNIBASQ to define and pilot an institutional evaluation reference framework.

02. TECHNICAL AND OPERATIONAL DIMENSION: Efficient and effective management instruments

Efficient and effective management instruments aim to simplify, automate and standardise administrative processes so as to reduce times, costs and errors, as well as improving service quality.

Action 2.1.
Digitalisation of collegiate body management

Implement digital tools for the management of the governing bodies of the EHU, campuses, centres and departments, together with a directory of good practice in administrative management.

- Owners: Secretariat General, VR Degrees and Digital Transformation
- Indicators:
  - Number of sessions managed by means of a digital tool.

Action 2.2.
Digitalisation of the EHU's General Archive

- Owners: General Secretariat.
- Indicators:
  - Number of digital records.

Action 2.3.
Single access point for future EHU students

- Owners: VR Degrees and Digital Transformation.
- Indicators:
  - Consolidate "Sarbidea" as the single access point of entry for all EHU university studies.

Action 2.4.
Develop and implement digital tools for PDI management

Develop and implement digital tools for PDI management within agile and efficient administration of teaching and research staff vacancies and substitution lists.

- Owners: VR Teaching and Research Staff, VR Degrees and Digital Transformation.
- Indicators:
  - Number of procedures digitalised.

Action 2.5.
Develop and implement digital tools to manage student mobility (Mobility Online)

- Owners: VR Transfer and Internationalisation, VR Degrees and Digital Transformation.
- Indicators:
  - Implementation of Mobility Online.

Action 2.6.
Optimisation of the EHU quality policy

Align the EHU Strategic Plan with the plans of each campus and centre, and increase student participation in educational quality assurance processes.

- Owners: VR Degrees and Digital Transformation.
- Indicators:
  - Number of training and guidance sessions for centre managers undertaken to provide support in quality policy update processes.
  - Number of centres that have updated their quality policy/centre strategy, linking it to the university's Strategic Plan, and have deployed this within their system.
  - Number of system actions revealing explicit cross-linking to the objectives of the university's Strategic Plan.

Action 2.7.
Implement electronic voting at the EHU

Regulatory development and deployment of electronic voting in statutory and centre electoral processes.

- Owners: VR Degrees and Digital Transformation, and Secretariat General.
- Indicators:
  - Development of the electronic voting system for the EHU.
  - Number of electoral processes performed digitally.

Action 2.8.
Generation of service management protocols and handbooks to allow proper identification, organisation and development of tasks, and the transfer of knowledge for the tasks to be performed in cases of new PTGAS hirings

- Owners: Management.
- Indicators:
  - Number of Service Guides
  - Identification of individuals responsible for specific tasks.
  - Inclusion of personal signature in emails.

Action 2.9.

Hire new PTGAS staff with specific training profiles in order properly to address the different needs present at the university

- Owners: Management.
- Indicators:
  - Number of new contracts with appropriate profiles.

Action 2.10.

Develop on a participatory basis the strategy for the digital transformation of the EHU, prioritising as far as possible the use of open source software and reinforcement of digital sovereignty.

- Owners: VR Degrees and Digital Transformation.
- Indicators:
  - Development of a digital transformation plan taking into account the implementation of emerging technologies.

Action 2.11.

Design and implementation of an AI usage plan which incorporates training, standardisation of tools and knowledge management systems

- Owners: VR Degrees and Digital Transformation.
- Indicators:
  - Integrated AI usage plan.

03. Ethical dimension. Social commitment: Feminism, inclusiveness and sustainable development

Action 3.1.

Implementation of the 4th Equality Plan: so that by the time the Plan expires, in 2028, the EHU is a more egalitarian, diverse, safe and caring environment

- Owners: VR Institutional Relations and Culture.
- Indicators:
  - Number of people receiving equality training.
  - Percentage of women lead researchers.
  - Percentage of women in the most senior teaching and research staff categories.
  - Percentage of women in PTGAS group A1.
  - Number of degree and master's dissertations incorporating the gender perspective.

Action 3.2.
Analysis of impact on gender equality through internal actions of the EHU, to highlight actions that genuinely have an impact on equality

- Owners: VR Institutional Relations and Culture.
- Indicators:
  - Number of gender impact reports.
  - Positive discrimination actions in calls.

Action 3.3.
Implementation of the Equality Management Department at the 3 campuses, to raise the profile of Equality Management and provide more direct access to the university community.

- Owners: Vice-Rectorate for Institutional Relations and Culture.
- Indicators:
  - Equality offices at the 3 campuses.

Action 3.4.
Reinforce harassment prevention and education

Reinforce harassment prevention and education through gender violence prevention programmes such as Indartu and Eraldatzen.

- Owners: Vice-Rectorate for Institutional Relations and Culture.
- Indicators:
  - Number of interventions applying the protocol.
  - Number of participants on courses about applying the protocol.

Action 3.5.
Strengthen and expand the Listening and Response Network

Strengthen and expand the Listening and Response Network, by including new, engaged contributors and improving community connectivity through the creation, implementation and use of a communication network.

- Owners: VR Communication, VR Students and Participation.
- Indicators:
  - Number of new faculties with representation and increase in the list of contributors.
  - Communication and collaboration channel for network contributors.

Action 3.6.
Drive the generation of the 5th Inclusion Plan

Drive the generation of the 5th Inclusion Plan, focused on guaranteeing equal opportunities, fairness and full participation for students experiencing a situation of vulnerability in terms of both their access to the university and over the course of their university studies.

- Owners: VR Communication, VR Students and Participation.
- Indicators:
  - Number of students benefiting from specific measures and programmes focused on students in vulnerable situations.
  - Number of training and awareness-raising actions connected with inclusion.
  - Number of new student profiles benefiting from the social fund following the updating and expansion of access criteria.

Action 3.7.
Strengthen the Arrakasta programme to ensure that young people in the care of the child and teenage protection and social inclusion systems of the provincial authorities can access university

- Owners: VR Communication, VR Students and Participation.
- Indicators:
  - Number of students participating.
  - Renewal of agreements covering accommodation grants.

Action 3.8.
Strengthen support actions for refugees and awareness-raising with regard to the university community

- Owners: VR Communication, VR Students and Participation.
- Indicators:
  - Number of students, researchers and teaching staff with (or eligible for) international protection who receive assistance.
  - Integration and/or participation in humanitarian corridor projects.

Action 3.9.
Integrate sustainability as a cross-cutting strand of EHU activity

Integrate sustainability as a cross-cutting strand of EHU activity, serving to drive awareness-raising, training, research and transfer actions focused on strengthening sustainable, resilient and fair transition, taking into account interdependence between social, economic and natural systems.

- Owners: VR Students and Participation, VR Campus.
- Indicators:
  - Update to the EHU Agenda 2030 in line with the key institutional strategies, including the research and transfer strategy.
  - Implementation of a sustainability monitoring system to coordinate information from the different academic and management units.
  - Number of institutional initiatives by the EHU in external sustainability networks or alliances at the local, national or international level.

04. Community dimension: sense of belonging

Action 4.1.
Consolidate the reputation of the EHU as an outstanding public university of high social value

Consolidate the reputation of the EHU as an outstanding public university of high social value, through the university's communication strategy. Efforts will be made to improve its positioning and to help strengthen the sense of belonging, both among the university community and across society as a whole.

- Owners: VR Communication, VR Students and Participation.
- Indicators:
  - Brand audit: external surveys as to the degree of awareness of the university, and internal surveys into perception of the university.
  - Number of corporate communication actions.
  - Number of actions to increase the sense of belonging.
  - Communication and community promotion actions.

Action 4.2.
Provide the whole community with the tools needed to develop institutional communication consistent with the university's values

The internal communication network will be reinforced to act in coordination and intensify and improve coordination both within and outside the university through tools which at the same time support centres in their autonomy. Beyond the curation and proper use of visual identity, the communication strategy will serve to foster the values that make the EHU a unique university of which both its community and society as a whole should feel proud.

- Owners: VR Communication.
- Indicators:
  - 3 annual meetings of the network made up of vice-deans and communication managers or officers.
  - Number of training sessions focused on communication, according to need at any given time.
  - Number of content items published on the brand portal.
  - Implementation of a new, integrated platform for the creation of corporate, static and audiovisual content, to replace 'Gráfica'.



05.
EHU in Figures

Academic offering and employability

108 Degrees

106 Master's courses

67 Doctoral programmes

87% employability

9 out of every 10 alumni are in work after three years.

>700 micro-qualification certifications

Offering of university micro-qualifications since 2024 (>700 certifications).

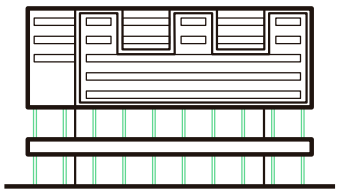
Leading university in the Basque university sector

>400,000 graduates

since 1980 at the EHU

400 Shanghai

In the Top 400 of the Shanghai ranking.



19 Faculties and Schools

4 Adjunct centres

86 Departments

1 Doctoral School (DOke)

3 Campuses

8 Sites

68 Buildings

The largest research centre in the Basque Country

>250 recognised research

189 researchers on the

11 doctoral theses

groups

(Basque Government + EHU).

Stanford list

EHU researchers included on the Stanford list of the most noted researchers worldwide.

read per week.

Student body and mobility

40,500

students
(36,000 degree and 3,900 university master's).

4,000

writing a doctoral thesis

>2,000

in lifelong training

Outgoing mobility
2,300
students

Incoming mobility
1,600
students

University staff

>6,000
PDI

Teaching and Research Staff: >6,000 people, 52% of whom are women (percentage of lead researchers: 34%).

>1,900
PTGAS

Technical, Management and Administration & Service Staff: 1,932 people, 63% of whom are women.

Multilingual and committed university

51%

study in Basque Classrooms

And 4,800 credits are offered in English (plus 1,200 in French and other languages).

>20 years

of Experience

Firm commitment: 1,150 places offered each year (>55 years).



Annex

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