
STRATEGIC PLAN OF THE UNIVERSITY OF LLEIDA 2030

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1. INTRODUCTION

Background and justification

The **University of Lleida** (hereinafter UdL) is a university with almost 10,600 students of official degrees, 8 faculties and schools, 4 affiliated centers, 49 degrees, 41 university master's degrees, 13 doctoral programs, 66 UB-specific master's degrees, 43 postgraduate courses and 122 lifelong learning courses.

The UdL is part of the public university system of Catalonia and is one of the leading institutions within Lleida society. A complex organisation such as the university must be perfectly aligned with its **strategic objectives** and its day-to-day activities and, therefore, it is necessary to have an **organisational culture shared** by all the people who work in it that allows it to achieve the desired goals. This instrument that allows the creation of corporate culture, aligning the organization and satisfying the expectations of the people who receive the services of the UdL is the **Strategic Plan**.

At present, the Governing Team has considered it appropriate to draw up **a new strategic plan** with a **long-term horizon** and an **operational plan** that facilitates its implementation in the coming years.

In the **process of drawing up the new Strategic Plan**, the **new scenario generated as a result** of the COVID-19 crisis has been **kept in mind**. So, what we have had to **do is think about** how to face, resist or survive in this new scenario. This reflection has helped to draw the **future strategy** as an organization for after the crisis. On the other hand, strategic reflection has also introduced the concept of **organizational resilience**, understood as the "ability of an organization to anticipate, prepare, respond and adapt to exponential change and sudden interruptions to survive and thrive".¹ Organizational resilience is a **strategic imperative** for an organization to thrive in today's dynamic and interconnected world and overcome crisis situations like the current one. Mastering organizational resilience requires adopting **habits of excellence** and best practices to deliver improvements by **building competence and capacity in all aspects of an organization**.

Thus, in this **new context and scenario**, questions have **been posed** such as the following:

- What elements characterise the new scenario generated by **COVID-19** at a global level?
- What impact do changes **in the environment** have or will have on the different areas of action, processes, activities or results of the UdL?
- What are the basic pillars of the UdL's **resilience model** ?
- What are the main **levers of change** that must be activated and/or strengthened to adapt the organization to the desired future model?
- What **challenges should be prioritized to** strengthen the resilience of the UdL and address the process of adaptation to the new scenario?

¹ Standard BS 65000 of the British Standards Institution.

In accordance with this background, the UdL has carried out a **process of updating and formulating its strategy** with the **following approach and objectives**:

- Carrying out a **critical review of the past** and a **shared diagnosis of the current situation** of the UdL within the framework of the **post-COVID-19 scenario**.
- Revision, updating and reformulation of the **future model** and **strategic framework** of the UdL with a long-term horizon (**2030**).
- Development of an **operational plan** with **specific objectives and lines of action** to be developed in the short-medium term (**2022-2026**).
- **Operationalization of the Plan through the establishment of** responsible, deadlines and resources **necessary for the development of the Operational Plan**.
- **Establishment** of a system and a battery **of indicators** that allow monitoring the degree of progress of the lines of action of the Operational Plan **and** periodic evaluation of the results achieved.

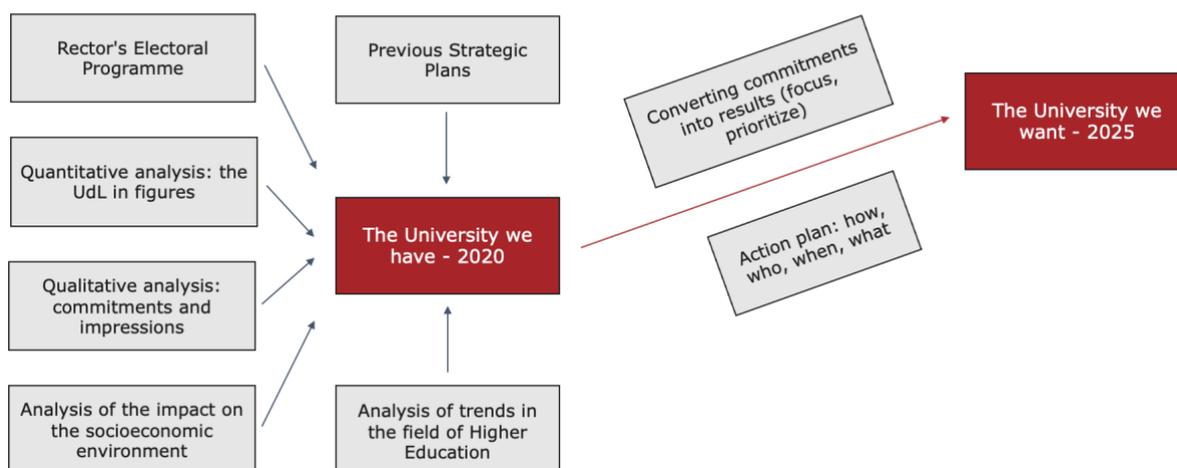
With this approach, the Strategic Plan aims to be a **useful instrument** that helps the government of the University in the decision-making **process and** day-to-day management **in order to achieve the future model desired by the UdL**.

Strategic planning process

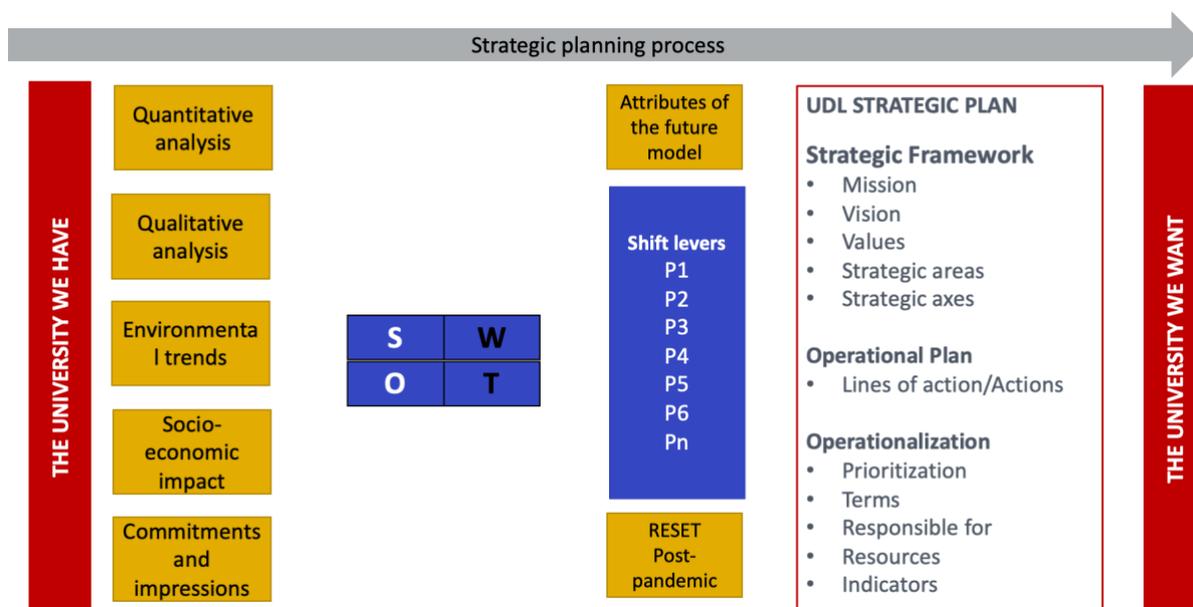
Methodology

The **strategic planning process** consists of making a **diagnosis** of the current organization, identifying the main attributes and differential features of the **future model** we want and establishing prioritized actions and **roadmap** that should allow us to move from the university we have today to the university we want with a long-term vision.

Definition and implementation of the UdL strategy 2021-2025

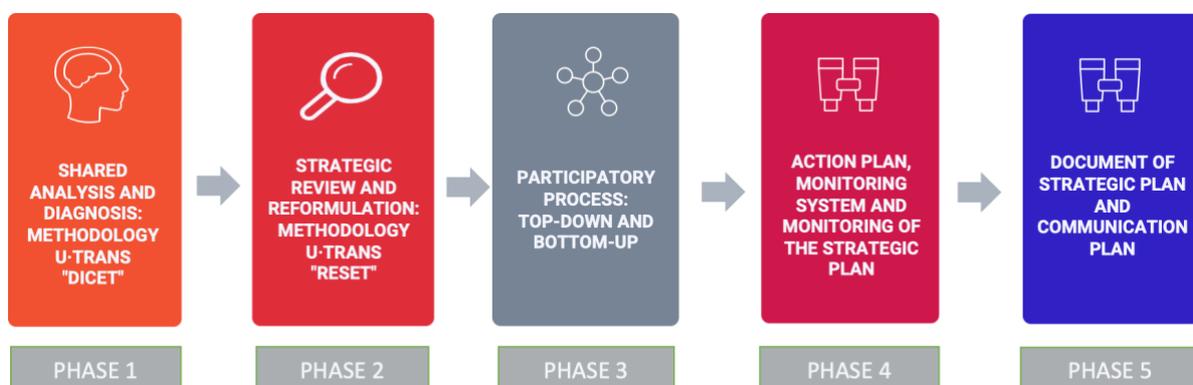


The structure of the strategic planning process of **the UdL** is presented schematically below:



Phases

The strategic planning process of the UdL has been carried out through **five phases** that are presented schematically in the following graphic:



Participants

The process of drawing up the Strategic Plan of the UdL has been organised and developed with the involvement of the **following participants**, who have carried out different **functions**:

➤ **DRIVING GROUP**

- **Members:** representatives of the Executive Council (rector plus four vice-rectors).
- **Functions:** monitoring of the strategic planning process: presentation, contrast and validation of proposals and decision making.
- **Participation:** maintenance of periodic work meetings and follow-up.

➤ **PARTICIPATION GROUPS**

- **Members:** people selected by the driving group representing the established strategic areas.
- **Functions:** facilitating the analysis and strategic formulation of the UdL through the contribution of ideas, opinions and/or impressions in relation to the strategic areas within the framework of the different activities of the University.
- **Participation:** maintenance of a meeting for each area.
- **Groups:** one group for each of the five strategic areas and one group for digitalisation.

➤ **STAKEHOLDERS**

- **Members:** representatives of the Board of Trustees of the UdL.
- **Functions:** to facilitate the analysis of the UdL environment through the establishment of the criteria, objectives and priorities that allow the strategies of these entities to be aligned and fit with the strategy of the UdL.

➤ **OPEN PARTICIPATION**

- **Members:** members of the university community of the UdL.
- **Functions:** contribution of ideas, opinions and/or impressions in relation to the initial proposal of the Strategic Plan prepared.

Process

The process of drawing up the Strategic Plan began with the gathering of information necessary to be able to make a diagnosis of the UdL, from which trends were identified, priorities were established and a first proposal for a strategic framework, areas, objectives and strategic lines were drafted. This initial work was carried out by the driving group, which held weekly work meetings for about two months. Once this first proposal was prepared, the participatory process began, which consisted of two phases. The first phase consisted of the creation of participation groups that discussed the proposals and made their contributions for improvement. There was a participation group for each of the five areas of the Strategic Plan, a specific group to deal with the digital strategy and a group with the Board of Trustees, in which different social agents participated. This phase led to the incorporation of different proposals for improvement from the first document presented, which was made known to the whole community so that, through the open participation phase, it had the opportunity to make contributions. This second phase was carried out through a space created specifically in the Virtual Campus of the UdL. The text presented is the result of this process of collective work and participation.

Structure of the Strategic Plan

The Strategic Plan contains a formulation of the **following elements**:

- **Future model, attributes and levers of change:** the future model is a synthetic representation of the university we want with a long-term vision. Attributes are the own and differential elements of the future model. At the same time, these attributes are the levers of change that should allow us to move from the current university to the future one.
- **Mission:** defines the *raison d'être* of the institution.

- **Vision:** establishes what the institution aspires to with a long-term horizon, and is formulated based on the attributes of the future model or levers of change.
- **Values:** in the context of strategic planning, these are the characteristics through which the University wants to be recognised and perceived, which shape the institution's way of acting and distinguish it.
- **Strategic areas:** these form blocks of content that allow university activity to be structured and grouped coherently.
- **Strategic axes:** these are the strategic formulation of the priorities that must characterise the University's actions in each of the previously defined strategic areas.
- **Lines of action:** these are the more or less specific actions to be carried out and that should serve to advance towards the strategic vision formulated in the axes.

Graphically:



2. DIAGNOSIS

The university we have

Available information

The current diagnosis of the University of Lleida has been elaborated from the information contained, among others, in the following documents:

- Strategic plan of the UdL 2013-2016 and subsequent review
- UdL: figures and rankings 2015-2020
- Training and R+D+I reports of the UdL 2019-2020
- Activity reports of the UdL 2015-2020
- Lifelong learning data for the UdL 2010-2020
- Economic data of the UdL 2015-2020
- AQU job placement reports
- Information on student satisfaction and mobility
- Reports of territorial projects
- Comparative information of universities of the SUC
- General information available on the socio-economic and university environment
- Other relevant information and documents

SWOT analysis methodology

The SWOT analysis consists of analyzing the **competitive context** from **two perspectives**.

- The **INTERNAL** aspect analyses **the strengths and weaknesses** of the University individually and always based on objective or real facts.
- The **EXTERNAL aspect** is the one that identifies the **opportunities and threats that** occur in the sector, and that the University must take advantage of and overcome respectively.

Graphically:



SWOT ANALYSIS



Once the SWOT analysis is done, **the strategic formulation** consists of answering the **following questions**:

- How can we **exploit** each **fortress**?
- How can we **overcome** or **counteract** each **weakness**?
- How can we **take advantage** of every **opportunity**?
- How can we **defend ourselves** against every **threat**?

SWOT analysis result

By way of **synthesis** of the SWOT analysis carried out, we can conclude that:

- The UdL should correct **WEAKNESSES** mainly related to:
 - Teaching: course offerings and coverage of places.
 - Research and transfer: fundraising and valorisation of research.
 - People: talent attraction, distribution and age of the workforce.
 - Territory: image and international projection.
 - Organization: agility in management and internal and external communication.

- The UdL should counter **THREATS** primarily related to:
 - Teaching: competence, demography, learning model, regulations.
 - Research and transfer: competence in fundraising.
 - People: competence in attracting talent.
 - Economy: economic crisis, pandemic, scarcity of resources.
 - Territory: social demand and university integration.
 - Organization: regulatory instability.

- The UdL should strengthen **STRENGTHS** mainly related to:
 - Teaching: specialization, dual and continuous training and labor insertion.
 - Research and transfer: thematic focus and excellence in human resources.
 - People: involvement and commitment.
 - Territory: university-company link in external internships, territorial projects.
 - Organization: information system, accountability, quality culture.

- The UdL should take advantage of **OPPORTUNITIES** mainly related to:
 - Teaching: new student and professional profiles and new learning models.
 - Research and transfer: interdisciplinary knowledge oriented to the Sustainable Development Goals (SDGs).
 - Economy: new EU funding programmes.
 - Territory: strategic sectors, local and international alliances.
 - Organisation: changes in departmental structure, rejuvenation of teaching and research staff.

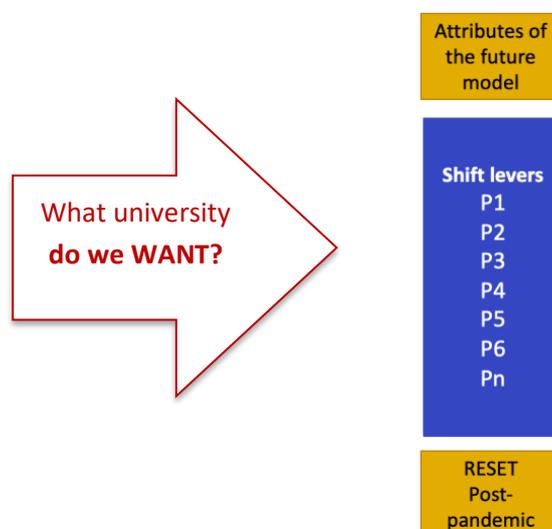
3. FUTURE MODEL 2030

Attributes and levers of change

The university model we want

The **future model** represents the university we want with a long-term vision. The **attributes of the future model** of the UdL constitute the main characteristics and elements specific to the university model we want. These attributes represent the **levers of change** that will allow us to move from the current university to the future university and are the reference element to prioritize strategic objectives and lines of action and where efforts should be focused in the coming years.

Graphically:



The **attributes of the future model** and levers of change (PC) of the UdL with a **vision of 2030** are the following:

- **PC1. Thematic specialization**

Focus, relevance and thematic differentiation in the areas of agri-food, **health, technology and sustainability, and** social and territorial development, **and interaction** and joint work **between the thematic areas of specialization.**

- **PC2. Singularization and teaching and educational innovation**

Flexible teaching and educational model characterized by the promotion of **dual training**, the adoption of innovative teaching **methodologies**, personalization **and proximity to the student, with an optimal combination of face-to-face and virtuality**, with open **curricular itineraries**, with a **strong** interconnection between teaching and research and **an offer of Lifelong learning** oriented to demand and professional retraining.

- **PC3. Research, transfer and innovation with impact**

Promotion of **multidisciplinary thematic research, of excellence and** recognized worldwide, of transfer **and innovation with relevance and impact** and of an active role in **scientific dissemination**.

- **PC4. Talent management**

Deployment of policies to identify, attract, promote, consolidate, motivate and retain **internal and external talent**.

- **PC5. Organizational efficiency and governance**

Adaptation, simplification, streamlining, flexibility and improvement of **process efficiency, organizational structure** and good university **governance**.

- **PC6. Digital transformation**

Promotion of the **university's digitalisation process** in a transversal and broad sense, which supports a flexible, agile and global university model (aimed at students from all over the world).

- **PC7. Territorial linkage and international projection**

Roots, deployment and generation of **impact** in the territory from a **network of strategic alliances** with the environment, international projection based on links and synergies with **institutions around the world** and contribution to **scientific, economic, social and cultural challenges and the SDGs** at local and global level.

Graphically:

ATTRIBUTES OF THE FUTURE MODEL AND LEVERS OF CHANGE



4. STRATEGIC FRAMEWORK

Mission

Our reason for being

The **mission** of the University of Lleida is **to train professionals and citizens, and contribute to the economic and social development** of its own environment through the **generation, transfer, application and dissemination** of **scientific, technological and cultural** knowledge **both locally and globally**.

At the same time, the mission of the UdL is developed and specified as follows:

- To train **professionals** based on a firm commitment to a **quality, flexible, adaptive educational process** that provides knowledge, skills and abilities to students so that they can properly enter the **labor market**, and train **people** in a comprehensive **way**, helping them to build their capacity for **critical analysis** the reality of which they are part and showing them the power of **values**, such as equality, solidarity, respect for diversity, social commitment, equity and effort.
- Contribute to **economic and social development** and respond to the **challenges** of the environment and **the SDGs** both locally **and** globally **through the achievement of incremental levels** of excellence **in the training of undergraduate and postgraduate students**, lifelong learning **and the contribution to the generation of universal knowledge** in the scientific, technological and cultural fields, and their **transfer, application and dissemination** to the productive fabric, public administrations and the social fabric.

Vision

The university we want in the long term

The **vision** of the UdL is formulated from the **attributes of the future model** and the levers of change as follows:

- The **UdL** wants to be a **prestigious** university with an **institutional identity** and recognition **as a reference center in teaching, research, innovation and scientific dissemination, especially** in the thematic areas of agri-food, health, technology and sustainability, and social and territorial development, and in the sectors linked to the **peculiarities** of the economic and social fabric of the territory.
- The **UdL** wants to be a university with a flexible teaching and educational model, **characterized by the promotion** of dual training, the **adoption** of innovative teaching methodologies, **personalization and proximity to the student, with an optimal combination of face-to-face** and virtuality, **with** open curricular itineraries, **with a strong oneInterconnection between teaching and research** and an offer of **lifelong learning** oriented towards professional demand and retraining and in which the **cultural dimension** affects all areas of knowledge.

- The **UdL** wants to be recognized for the deployment of internal and external **talent management policies; for having an agile, flexible** organizational model, **especially efficient in management** and attractiveness for research and a system of good agile governance in decision-making, **and for the successful completion of its digital transformation process.**
- The **UdL** wants to be a university deeply rooted and generating **impact in the territory** from a network of **strategic alliances** with the main public and private agents in the environment, with a strong **international projection** and close links and synergies with institutions around the world that allow it to respond through teaching, research and transfer activities to scientific challenges, economic, social and cultural and the SDGs both **locally and globally.**

Institutional and ethical values

The principles that guide and distinguish the institution's way of acting

The **values** through which the UdL wants to be recognised and perceived, and which shape the institution's way of acting and distinguish it, are the following:

Institutional values:

- **Social responsibility:** as a public entity at the service of people aimed at fulfilling with quality and excellence the functions entrusted to it and thus contributing to the integral progress of society by managing its work in accordance with the multiple dimensions of university responsibility: environmental and economic sustainability, ethical awareness, equal opportunities and treatment, the gender perspective, solidarity and cooperation, volunteering, the prevention of damage to health and the promotion of healthy lifestyle habits and attention to functional diversity.
- **Accountability:** as an inherent element of the autonomy of the institution and the desire for transparency of the governance and management of the University.
- **Planning:** as a guarantee for the effective and efficient deployment of the University's strategy and policy and as a tool for forecasting and adapting to changes in the environment.
- **Leadership:** as a style of governance and management of the organization based on commitment, dialogue, firmness and long-term strategic vision.
- **Trust:** as an entity that fulfils its commitments and fosters relations between different groups under the principles of trust and cooperation.
- **Cohesion:** as an entity with an institutional sense and belonging to its university community, which guarantees coordination between the different structures and organizational units.
- **Singularization:** as an entity that enhances the aspects that make it unique and more attractive based on knowledge of its own reality and context and its strengths.
- **Internationalization:** as an entity with a vocation for openness to the generation and transmission of knowledge in a global framework and as a principle of enrichment with the exchange of people and ideas.
- **Linguistic identity:** as an entity with a vocation and will to protect and promote the use of the languages of the territory.



Ethical values: (linked to the Code of Ethics of the UdL)

- **Commitment:** each member of the university community must feel obliged to carry out their activity in coherence with the mission and purpose of the UdL and to be actively involved in the improvement of the University.
- **Dialogue:** each member of the university community has the right to give their opinion, participate and be informed of decisions that affect them, sharing ideas in an atmosphere of transparency and cooperation.
- **Efficiency:** each member of the university community must strive to make appropriate use of the resources (physical and material, skills and knowledge) they have to carry out their functions and achieve the common good of the UdL.
- **Integrity:** each member of the university community must act truthfully, honestly and in coherence with the values and principles of the UdL.
- **Respect:** each member of the university community must recognize the dignity of all people and respect equal opportunities and non-discrimination based on origin, race, ethnicity, sex, sexual orientation, gender identity or expression, religion, culture, functional diversity or any other personal or social condition or circumstance.
- **Responsibility:** each member of the university community must fulfil their professional obligations, and must respond diligently and transparently to their actions and decisions and to the consequences that may arise.
- **Transparency:** each member of the UdL has the obligation to provide accurate and impartial information on their actions and decisions to the people affected following objective and justifiable criteria.
- **Vocation of service:** each member of the university community must seek maximum excellence and professionalism in each of the activities they carry out to respond to the needs of our social environment.

Strategic areas

How to structure and group university activity as a whole

The strategic areas make up blocks of content that allow the whole university activity to be structured and grouped in a coherent way.

The UdL's Strategic Plan has been structured through **five strategic areas**:

- Strategic area 1. **Teaching, learning and employability**
- Strategic area 2. **Research and knowledge transfer**
- Strategic area 3. **Relationship with the territory and internationalization**
- Strategic area 4. **University community and transversal policies**
- Strategic area 5. **Organization, resources and services**

Strategic axes

The strategic formulation of priorities in each of the strategic areas

The **strategic axes** are the strategic formulation of the priorities that must characterize the actions of the University in each of the previously defined areas.

Below are the axes formulated synthetically through keywords that set the strategic orientation of each of them:

- **Strategic area 1. Teaching, learning and employability**
 - **Axis 1. Course offerings:** rationalisation, focus, uniqueness (bachelor's, master's and doctoral degrees)
 - **Axis 2. Teaching model:** flexibility, innovation, personalization
 - **Axis 3. Continuous training / LLLI:** target audience, themes, contents, formats
 - **Axis 4. Employability:** mechanisms, services, platforms

- **Strategic area 2. Research and knowledge transfer**
 - **Axis 5. Research:** talent, return, support
 - **Axis 6. Transfer and innovation:** presence, valorization, openness
 - **Axis 7. Support structure:** organization, coordination, support
 - **Axis 8. Results:** evaluation, visualization, dissemination

- **Strategic area 3. Relationship with the territory and internationalization**
 - **Axis 9. Relationship with the environment:** agents, relational ecosystem, impact
 - **Axis 10. Internationalization:** international strategy, alliances and collaboration, impact
 - **Axis 11. Society:** commitment, social action, impact
 - **Axis 12. Communication:** institutional identity, storytelling, target audience, media, channels

- **Strategic area 4. University community and transversal policies**
 - **Axis 13. Talent:** recruitment, motivation, promotion, stabilization
 - **Axis 14. Staff:** working conditions, rights, opportunities
 - **Axis 15. Students and alumni:** participation, belonging, commitment, loyalty
 - **Axis 16. Management and governance:** participation, representation, agility

- **Strategic area 5. Organization, resources and services**
 - **Axis 17. Organizational model:** adequacy, simplification, quality
 - **Axis 18. Infrastructures:** efficiency, sustainability, satisfaction
 - **Axis 19. Digitization:** university community, ICT ecosystem, information system
 - **Axis 20. Resources:** recruitment, allocation, management

5. OPERATIONAL PLAN 2022-2026

Lines of action

Actions to be carried out in the established period (2022-2026)

The **lines of action** (LA) are actions that must be developed within the period established by the Operational Plan (2022-2026) and that must serve to advance towards the strategic vision formulated in the axes. The lines of action are formulated generically and with a relatively low level of specificity. In the subsequent operationalization process, more specific actions will be defined for each of the lines of action.

Below are the lines of action established for each area and strategic axis to be developed in the period 2022-2026.

➤ **Strategic area 1. Teaching, learning and employability**

Axis 1. Course offerings: rationalisation, focus, uniqueness (bachelor's, master's, doctorate)

- LA1. Rationalize and adapt the **teaching offer** to the realities of the centers, the needs of society, the demand and the map of degrees of the SUC.
- LA2. Define and implement **teaching strategies** that mark differential features of the UdL in relation to the SUC as a whole.
- LA3. Consolidate the certification of **quality systems** by centers.
- LA4. Promote the acquisition of **digital skills** of students in a transversal way.
- LA5. Encourage and promote **STEM vocations**, seeking gender balance.

Axis 2. Teaching model: flexibility, innovation, personalization

- LA6. Promote **innovation and teaching improvement** programmes to adapt it to current trends and develop its own unique model.
- LA7. Consolidate the **dual training** model at the UdL and lead its deployment in the SUC as a whole.
- LA8. Design and implement a **multimodal pedagogical model** that adequately combines face-to-face and online teaching.
- LA9. Promote the design of **online degrees**, especially master's degrees.
- LA10. Enhance the **cultural dimension** in all areas of knowledge.
- LA11. Promote **transversality** and interdisciplinarity **in undergraduate, master's and doctoral studies**.

Axis 3. Continuous training / LLL: target audience, themes, contents, formats

- LA12. Review and update the **current continuing education / LLL** offer.
- LA13. Promote continuous training / LLL aimed mainly at training and **professional retraining** that responds to demand.
- LA14. Design and apply the **Internal Quality Assurance System** to teaching provided within continuous training/LLL.
- LA15. Implement mechanisms to identify labour **market needs** and adapt the continuing training/LL portfolio.

Axis 4. Employability: mechanisms, services, platforms

- LA16. Improve the **employability** of students by reinforcing the structure of internships in companies and the Labor Insertion Service.
- LA17. Promote **career guidance** activities to increase students' quality employability in a personalized and/or group way.
- LA18. Strengthen links with the **productive fabric** and institutions of the territory to facilitate the employability of students.
- LA19. Strengthen the provision of mechanisms that provide **information, advice, resources and services** aimed at improving employability.

➤ Strategic area 2. Research and knowledge transfer

Axis 5. Research: talent, return, support

- LA20. To promote **the attraction of** highly qualified senior talent and young talent with proven scientific experience.
- LA21. Facilitate the **intensification of research** by researchers based on criteria of gender equality, merit and strategy of the UdL.
- LA22. Increase **predoctoral contracts** associated with new projects funded in competitive calls.
- LA23. Promote the participation of UdL researchers in major **competitive research calls**.
- LA24. Promote the organization of **international congresses** in the spaces of the UdL.

Axis 6. Transfer and innovation: presence, valorization, openness

- LA25. To promote and internally encourage a **culture of valorisation of** research results, knowledge transfer and innovation.
- LA26. Strengthen the presence of the UdL in **institutions and entities funding** research and transfer.
- LA27. To project the **Agrifood Science and Technology Park** as a benchmark for business and social innovation.
- LA28. Articulate the relationship with entities in the social and educational field and promote social **innovation**.

Axis 7. Support structure: organization, coordination, support

- LA30. Strengthen the units and services that support the **management of research activities**.
- LA31. Promote open **access** structures and plans for research, supporting the digital and data repository of the UdL.
- LA32. Coordinate the general policies of support and recruitment of research staff of the UdL with research **centers and institutes**.
- LA33. Strengthen **scientific and technical services** with human resources and equipment and improve internal and external communication of these services.
- LA34. Implement a good **research data management system** that facilitates analysis and strategic decision-making.

Axis 8. Results: evaluation, visualization, dissemination

- LA35. Evaluate **the results and impact of the UdL's** research periodically and systematically.
- LA36. Promote actions **to disseminate the** scientific, humanistic and technological knowledge generated by the UdL to society and especially to young people.
- LA37. Provide institutional support so that repositories have the necessary material means and achieve maximum international visibility.

➤ Strategic area 3. Relationship with the territory and internationalization

Axis 9. Relationship with the environment: agents, relational ecosystem, impact

- LA38. Draw up a plan for the development and consolidation of **strategic alliances** with the key agents of the territory's quadruple helix.
- LA39. To reinforce the role of the **UdL Foundation** as a promoter of relations with the environment and the promotion of patronage.
- LA40. Promote the industrial doctorate, patronage and UdL chairs to favour the strengthening of **ties with the environment**.
- LA41. Promote the role of the UdL as a **reference knowledge agent** in the territory.

Axis 10. Internationalization: international strategy, alliances and collaboration, impact

- LA42. Make a diagnosis of the current situation and a map of international relations and draw up a new **operational plan for internationalization**.
- LA43. Promote a **mobility plan for teaching and research staff and administrative and service staff** that facilitates the establishment of alliances and the incorporation of good external practices.
- LA44. To reinforce **student mobility programmes**, facilitating their insertion and assessment within their academic activity.
- LA45. Increase the number of subjects taught in **third languages**.
- LA46. Strengthen relations with **international universities** with the implementation of double degrees or the co-direction of theses, among others.

Axis 11. Society: commitment, social action, impact

- LA47. Contribute to the knowledge and implementation of the **SDGs** contained in the 2030 Agenda.
- LA48. Support **cultural, artistic** and social interest activities including those proposed by students.
- LA49. Plan learning and research activities aimed at fostering a culture based on shared **universal values**.
- LA50. Support and promote cooperation activities aimed at the **most vulnerable groups**, as well as projects focused on impoverished areas.
- LA51. Support volunteering activities and promote the service learning methodology (SL) throughout the UdL.
- LA52. Promote the effectiveness of the principle of equality and non-discrimination, and the mainstreaming of the **gender perspective, gender equity and parity**.

- LA53. Promote the **participation and inclusion of people with** functional diversity, in accordance with the principles of equal opportunities, inclusion and social responsibility.

Axis 12. Communication: institutional identity, storytelling, target audience, media, channels

- LA54. Identify and visualize the elements that constitute the value of the **institutional identity** of the UdL and make it unique in the field of the SUC.
- LA55. Build a **narrative** of the UdL with a socially responsible perspective as the basis of the communication strategy of the University.
- LA56. Define the **target audience, the most appropriate means and communication channels** to transmit the story and the institutional identity of the desired UdL.
- LA57. Improve the **instruments and channels of internal and external communication** of the UdL, such as the web, the Virtual Campus or social networks.

➤ **Strategic area 4. University community and transversal policies**

Area 13. Talent: recruitment, motivation, promotion, stabilization

- LA58. Define a **personnel policy** based on the creation, search and promotion of talent and adapted to teaching and research needs.
- LA59. Promote and increase participation in national and international programmes to attract **qualified teaching and research staff**.
- LA60. Promote a policy that facilitates the **stabilization of the PDI** based on its merits and the need for teaching and research dedication.
- LA61. Design and apply a **welcome and training plan for** new staff and teaching and research staff, researchers and doctoral students.

Axis 14. Staff: working conditions, rights, opportunities

- LA62. Reverse the negative personal impacts of **governments'** restrictive policies.
- LA63. Design a **retirement pension plan** that facilitates generational change for staff.
- LA64. Guarantee measures of **co-responsibility and reconciliation** of work, academic and family life of staff and students.
- LA65. Update **regulations for the selection and provision** of jobs based on merit, effort, experience and transparency.
- LA66. Set the objectives and criteria for **staff training** that combine general aspects of the University and specific to each job.
- LA67. Betting clearly and effectively on the promotion of **well-being and health**, the prevention of occupational risks and interpersonal relationships.

Axis 15. Students and alumni: participation, belonging, commitment, loyalty

- LA68. Develop **student-oriented actions** at three times: before (**attraction**), during (**provision of services**) and after (loyalty).
- LA69. Encourage **student participation** in areas that affect them, such as curricula or the design of teaching activities.

- LA70. Improve the allocation of resources of the **scholarship and aid** program of the UdL to facilitate access and permanence in the university.
- LA71. Promote **teaching innovation** activities and foster learning communities with the direct participation of students.
- LA72. Strengthen the **UdL Alumni Association** as an instrument to promote continuous training and maintain links with former students.

Axis 16. Management and governance: participation, representation, agility

- LA73. Promote changes in the functioning of **management and governing bodies** to improve efficiency and streamline decision-making at all levels.
- LA74. Promote the revision and updating of the **Statutes of the UdL**.
- LA75. Consolidate the **comprehensive planning model** that encourages the development and deployment of cross-cutting strategic plans.

➤ **Strategic area 5. Organization, resources and services**

Axis 17. Organizational model: adequacy, simplification, quality

- LA76. Consolidate **the process management and document management model** of the UdL that leads to excellence in management according to European criteria.
- LA77. Adapt the **management structure** to the new needs of the University.
- LA78. Flexibility and review of the **provision of PAS and PDI** based on the changing support needs of the organization.

Axis 18. Infrastructures: efficiency, sustainability, satisfaction

- LA79. Enhance **efficiency and energy savings** in both new and existing buildings.
- LA80. Implement the **UdL's Comprehensive Mobility Plan**.
- LA81. Persist in a waste management policy aimed at zero waste.
- LA82. Consolidate the new role of university libraries, strengthen electronic resources and facilitate **open access to knowledge**.

Axis 19. Digitization: university community, ICT ecosystem, information system

- LA83. Improve **the experience of students and interested persons to increase satisfaction in university learning and experience, increasing the prestige of the University**.
- LA84. Optimize **the work experience of staff (PDI and PAS)** to advance towards efficiency and collaboration and increase their motivation and satisfaction.
- LA85. Promote **the ICT ecosystem** to develop the UdL of the new decade.
- LA86. Consolidate **decision-making** based on the analysis of information to understand the reality that surrounds us, anticipate needs and thus contribute much better to our territory.

Axis 20. Resources: recruitment, allocation, management

- LA87. Promote strategic actions and relationships aimed at systematically attracting **alternative external resources**.

- LA88. Diversify sources **of income** with special attention to master's degrees and lifelong learning.
- LA89. Review and improve the **internal funding** and resource allocation model of teaching centres, departments and research units.

6. OPERATIONALIZATION AND TRACKING SYSTEM

Operationalization

Objective

The implementation process of the Strategic Plan aims to facilitate the implementation **and** deployment of the University's strategy **in** a practical and effective way.

To this end, the aim is to establish the following elements for each of the **lines of action** defined in the Operational Plan of the previous section:

- Proposal of **specific actions** necessary for its deployment.
- Link with the **levers of change of** the future model.
- Assignment of a **person responsible for** execution/coordination/monitoring (management team).
- Identification of **units / services involved** in its implementation or execution.
- Establishment of an **expected execution period** (year of start and end).
- Establishment of the **necessary ad hoc resources**, where appropriate (material, economic, human).
- Establishment **of indicators to measure results** (quantitative indicators).

Likewise, it is about making expert **contrast and validation of the Operational Plan** in terms of coherence, consistency, alignment with the strategic vision, ambition and transformative capacity, among others.

Methodology

The steps to be followed for the operationalization of the Plan are the following:

- Planning of work sessions with the group promoting the Strategic Plan and the University's Board of Directors.
- Dynamization of the sessions for the establishment of actions, responsible, deadlines, and necessary resources and quantitative indicators for each line of action.
- Setting the criteria to be applied in the selection of indicators to measure results.
- Proposal and establishment of indicators for measuring results in a consensual manner.
- Expert analysis of the proposed implementation of the Plan, identification of weak points and formulation of improvement proposals to be introduced into the Plan, if applicable.
- Presentation of the results of the analysis and proposals for improvement and final validation by the driving group and the Board of Directors.

Result

The result of the operationalisation process will be the **Operational Plan** presented in **Annex 2**, completed for each of the five strategic areas.

Tracking system

Objective

The establishment of the monitoring system of the Strategic Plan aims to facilitate the monitoring of the **planned** actions, measure the results and impacts achieved and, **ultimately, evaluate the** degree of achievement of the strategic objectives **foreseen in the plan itself**.

To do this, a series of indicators are established that should allow monitoring the degree of execution of the actions and measuring the results and impacts achieved through the actions.

Thus, two types of indicators are defined:

- **Qualitative (or process) indicators:** they facilitate the monitoring of the degree of execution of actions.
- **Quantitative indicators (or results and impact):** they facilitate the evaluation of the results and impacts achieved through actions.

Methodology

The steps to follow to design and establish the monitoring system of the Plan are the following:

- Proposal and validation of the dashboard model.
- Setting the criteria to be applied in the selection of measurement indicators.
- Establishment of the target values of the quantitative indicators to be achieved in the period 2022-2026 in a consensual manner.
- Establishment of the dynamics, periodicity and systematic monitoring of the Plan by the University's Board of Directors.

Result

The result of the establishment of the monitoring and monitoring system will be **the scorecard** presented in **Annex 3** completed for each of the five strategic areas.

7. DIGITAL STRATEGY OF THE UdL

The digital transformation of the University of Lleida constitutes one of the seven levers of change on which the UdL of the future wants to be built. Given the transversal nature and the high technological component, in parallel with the process of drawing up the Strategic Plan of the UdL, work has been done on the construction of a specific strategy for the digitization of the UdL. This process has been developed following a similar procedure, based on an analysis of the current situation, proposing future objectives, making an initial proposal open to a participatory process with the different agents involved to give rise to major objectives and specific lines of action for the coming years. The main objectives are set out in axis 19, "Digitalization: university community, ICT ecosystem, information system", so that the digital strategy is integrated into the overall strategy of the institution. Each of the 4 lines of axis 19 constitutes an objective of the digital strategy that proposes a total set of 21 lines of action that are presented below:

Axis 19. Digitization: university community, ICT ecosystem, information system

- LA83. Improve **the experience of students and interested people to increase satisfaction in university learning and experience, increasing the prestige of the University.**
 - LA83.1. Apply active teaching-learning methodologies, combined with the use of specialized facilities and equipment to achieve quality professionals.
 - LA83.2. Offer specific and agile procedures to guarantee a comfortable student-institution interrelation available at any time from their digital devices.
 - LA83.3. Train students in digital skills.
 - LA83.4. Integrate a dissemination and communication system based on profiles, so as not to collapse with irrelevant information, attending to needs and preferences, incorporating personalized preventive notices.
 - LA83.5. Incorporate universal design to guarantee attention to functional diversity.
 - LA83.6. Provide campuses with complementary digital services to facilitate participation in daily activities.

- LA84. Optimize **the work experience of staff (PDI and PAS)** to advance towards efficiency and collaboration and increase their motivation and satisfaction.
 - LA84.1. Redefine procedures to simplify them and focus on what adds value.
 - LA84.2. Automate the most mechanical tasks.
 - LA84.3. Provide adequate tools for the development of their work and facilitate interrelation with colleagues and teamwork in different work groups.
 - LA84.4. Train PAS and PDI in digital skills suitable for their jobs.
 - LA84.5. Offer specific and agile procedures to guarantee a comfortable employee-institution relationship available at any time.
 - LA84.6. Incorporate a dissemination and communication system based on profiles, to inform them of whatever is of interest to them according to their needs.

- LA85. Promote **the ICT ecosystem** to develop the UdL of the new decade.

- LA85.1. Improve the set of information systems and their intercommunication, to facilitate both PAS and PDI their daily tasks. It is necessary to include the systems that allow the relationship with students and with the business and institutional sector of the environment.
 - LA85.2. Promote relations with external organizations, through the use of data exchange standards.
 - LA85.3. Support information analysis tools for decision-making, guaranteeing reliable data, through data governance that identifies, defines them, calculates their value and validates them.
 - LA85.4. Develop the Internet of Things (IoT), to interconnect with the physical world and collect data to foresee cost savings, greater efficiency, avoid dangerous situations, etc.
 - LA85.5. Properly evolve the ICT infrastructures on which the digital UdL must operate.
- LA86. Consolidate **decision-making** based on the analysis of information to understand the reality that surrounds us, anticipate needs and thus contribute much better to our territory.
 - LA86.1. Introduce the strategic dimension to the exploitation of the organization's information and thus improve decision-making.
 - LA86.2. Establish those strategic lines of the University to extract reports that reflect the value that the UdL can contribute to the university system in general, and to its territory in particular (*Business Intelligence*).
 - LA86.3. Reinforce transparency.
 - LA86.4. Define predictive models to prepare the corresponding estimates that allow solving problems before they occur (*Business Analytics*).
 - LA86.5. Use and automate information to disseminate the UdL.

The following table shows the link between the different actions of the digital strategy and the axes of the Strategic Plan.

STRATEGIC AXIS OF THE UdL		LINE OF ACTION OF THE DIGITAL STRATEGY	
#	AXIS	#	PERFORMANCES
Axis 2	Teaching model: flexibility, innovation, personalization	LA83.1	Apply active teaching-learning methodologies , combined with the use of specialized facilities and equipment to achieve quality professionals .
		LA83.3	Train students in digital skills.
		LA84.3	Provide adequate tools for the development of their work and facilitate interrelation with colleagues and teamwork in different work groups.
		LA84.4	Train PAS and PDI in digital skills suitable for their jobs.

STRATEGIC AXIS OF THE UdL		LINE OF ACTION OF THE DIGITAL STRATEGY	
Axis 7	Support structure: organization, coordination, support	LA84.3	Provide adequate tools for the development of their work and facilitate interrelation with colleagues and teamwork in different work groups.
		LA84.4	Train PAS and PDI in digital skills suitable for their jobs.
Axis 9	Relationship with the environment: agents, relational ecosystem, impact	LA85.2	Promote relations with external organizations, through the use of data exchange standards .
Axis 12	Communication: institutional identity, storytelling, target audience, media, channels	LA86.5	Use and automate information to disseminate the UdL .
Axis 13	Talent: recruitment, motivation, promotion, stabilization	LA83.2	Offer specific and agile procedures to guarantee a comfortable student-institution relationship available at any time from their digital devices .
		LA84.6	Incorporate a dissemination and communication system based on profiles , to inform them of whatever is of interest to them according to their needs .
		LA84.4	Train PAS and PDI in digital skills suitable for their jobs.
Axis 14	Staff: working conditions, rights, opportunities	LA84.5	Offer specific and agile procedures to guarantee a comfortable employee-institution relationship available at any time .
		LA84.6	Incorporate a dissemination and communication system based on profiles , to inform them of whatever is of interest to them according to their needs .
		LA84.4	Train PAS and PDI in digital skills suitable for their jobs.
Axis 15	Students and alumni: participation, belonging, commitment, loyalty	LA83.2	Offer specific and agile procedures to guarantee a comfortable student-institution relationship available at any time from their digital devices .
		LA83.3	Train students in digital skills.
		LA83.4	Integrate a dissemination and communication system based on profiles , so as not to collapse with irrelevant information, attending to needs and preferences, incorporating personalized preventive warnings .
		LA83.5	Incorporate universal design to guarantee attention to functional diversity .
		LA86.4	Define predictive models to prepare the corresponding estimates that allow

STRATEGIC AXIS OF THE UdL		LINE OF ACTION OF THE DIGITAL STRATEGY	
			problems to be solved before they occur (<i>Business Analytics</i>).
Axis 16	Management and governance: participation, representation, agility	LA86.1	Introduce the strategic dimension to the exploitation of the organization's information and thus improve decision-making.
		LA86.2	Establish those <i>strategic lines</i> of the University to extract reports that reflect the <i>value that the UdL can bring to the university system</i> in general, and to its territory in particular (<i>Business Intelligence</i>).
		LA86.3	Reinforce transparency .
Axis 17	Organizational model: adequacy, simplification, quality	LA84.1	Redefine procedures to simplify them and focus on what adds value.
		LA84.2	Automate the most mechanical tasks.
		LA85.1	Improve the <i>set of information systems and their intercommunication</i> , to facilitate both PAS and PDI their daily tasks. It is necessary to include the systems that allow the relationship with students and with the business and institutional sector of the environment.
		LA85.3	Support information analysis tools for decision-making, <i>guaranteeing reliable data</i> through <i>data governance</i> that identifies, defines, calculates their value and validates them.
		LA85.4	Develop <i>the Internet of Things (IoT)</i> , to interconnect with the physical world and collect data to predict <i>cost savings, greater efficiency, avoid dangerous situations</i> , etc.
Axis 18	Infrastructures: efficiency, sustainability, satisfaction	LA85.5	Properly evolve the <i>ICT infrastructures</i> on which the <i>digital UdL must operate</i> .
		LA83.6	Provide campuses with <i>complementary digital services</i> to facilitate participation in daily activities.

Annex 1. Participatory process

Objective

The objective of the participatory process has been **to generate debate, present and contrast documents, ideas and proposals** previously prepared by the driving group and **collect and prioritize ideas, reflections and proposals** from representatives of the **university community** (internally) and stakeholders or **stakeholders** (externally) of the UdL to take them into consideration in the process of drawing up the Strategic Plan.

Participants

Firstly, participation groups have been created by thematic areas with people representing the groups involved in each area (teaching and research staff, administrative and service staff, schools, departments, services, students, *stakeholders*, etc.).

The participation groups have been structured around six thematic areas:

- Area 1. Teaching
- Area 2. Research and knowledge transfer
- Area 3. Territory and internationalization
- Area 4. University community and transversal policies
- Area 5. Organization, resources and services
- Area 6. Digitization

Each participation group has had a number of participants of between fifteen and twenty people, which has given everyone the possibility to intervene and make contributions in the sessions.

Each participation group has discussed general and transversal aspects of the Strategic Plan (diagnosis and strategic framework) and specific aspects of the thematic area itself (Operational plan, axes and lines of action).

Likewise, a commission has been created with members of the Board of Trustees to represent the productive fabric and other *stakeholders* of the territory who have discussed the whole Strategic Plan.

Finally, a participatory process open to the entire university community has been developed.

Methodology

The participatory sessions of the participation groups have been developed in virtual format and have been convened well in advance.

Prior to the celebration of each participatory session, the document to be presented and discussed was sent to the designated members of each group, which included the proposals previously prepared by the driving group, so that the members could prepare the intervention.

Throughout the participatory session, the content of the document was presented and the appropriate questions were asked in each section in order to focus and dynamize the debate and facilitate the collection of ideas and concrete proposals by attendees. The ideas and

proposals formulated were collected and incorporated into a new version of the document that was presented to the driving group for review and validation.

The designated members of the participation groups were given the opportunity to make additional contributions after the participatory session. If there were additional contributions, they were collected and incorporated into the new version of the document, at the discretion of the driving group.

Virtual participatory sessions with participation groups

Total running time: 120 minutes

Agenda:

1. Introduction

Objective: to present the contextual framework, methodology, phases and participants in the process of drawing up the Strategic Plan.

2. Diagnosis

Objective: to present the results of the shared diagnosis and the SWOT analysis.

3. Future model

Objective: to present and debate on the attributes of the future model and levers of change of the UdL.

4. Strategic framework

Objective: to present and debate on the proposed mission, vision and values of the UdL.

5. Operational plan for each thematic area

Objective: to present, debate and collect ideas and proposals in relation to the strategic axes and lines of action of the specific thematic area that corresponds.

6. Recap and next steps

Objective: to synthesize the main ideas and reflections gathered throughout the session and explain the next steps to take in the process of drawing up the Strategic Plan and the participatory process.

Total number of participants:

- **"Closed" participation:** some 105 people **have been convened and have participated** in the sessions of the participation groups and Board of Trustees.
- **"Open" participation:** about **125 people** from the university community have accessed the virtual space enabled for the participatory process.

Annex 2. Operational Plan 2022-2026

Template model

PLA OPERATIU DE LA UdL 2022-2026: àmbits, eixos estratègics, línies d'actuació, responsables, terminis, recursos específics i indicadors quantitius																
ÀMBIT ESTRATÈGIC (AE) EIXOS ESTRATÈGICS (EE) LÍNIES D'ACTUACIÓ (LA)	Vinculació amb les palanques de canvi (1)							Responsable (equip de direcció)	Centres / departaments / unitats / serveis implicats	Termini d'execució previst (any d'inici i final)					Dotació de recursos específics (humans, materials, econòmics,...)	Indicadors quantitius de mesura de resultats de les línies d'actuació
	PC1	PC2	PC3	PC4	PC5	PC6	PC7			2022	2023	2024	2025	2026		
ÀMBIT 1																
Eix estratègic																
LA								VR	Centre / unitat						Indicador	
LA								VR	Centre / unitat						Indicador	
LA								VR	Centre / unitat						Indicador	
LA								VR	Centre / unitat						Indicador	
LA								VR	Centre / unitat						Indicador	
Eix estratègic																
LA								VR	Centre / unitat						Indicador	
LA								VR	Centre / unitat						Indicador	
LA								VR	Centre / unitat						Indicador	
LA								VR	Centre / unitat						Indicador	
LA								VR	Centre / unitat						Indicador	
LA								VR	Centre / unitat						Indicador	

Annex 3. Dashboard

Template model

QUADRE DE COMANDAMENT UdL 2022-2026: Seguiment del Pla Operatiu. Indicadors QUALITATIUS (procés) i QUANTITATIUS (resultats i impacte)

Període considerat (any):

Data:

ÀMBIT ESTRATÈGIC (AE) EIXOS ESTRATÈGICS (EE) LÍNIES D'ACTUACIÓ (LA)	Indicador QUALITATIU (procés) Mesura del grau d'avanç de les línies d'actuació (1)	Indicadors QUANTITATIUS (resultats i impacte) Mesura de resultats de les línies d'actuació i Impacte dels eixos estratègics	Valor dels indicadors QUANTITATIUS			Valoració de l'evolució dels indicadors QUANTITATIUS (2)
			Valor Inicial 2022	Valor objectiu 2026	Valor del període considerat	
ÀMBIT ESTRATÈGIC:						
EIX ESTRATÈGIC ...						
Objectiu 1						
Objectiu 2						
Objectiu n						
LA.						
LA.						
LA.						
EIX ESTRATÈGIC ...						
Objectiu 1						
Objectiu 2						
Objectiu n						
LA.						
LA.						
LA.						

(1) **Indicador qualitatiu de PROCÉS: valoració del grau d'avanç de les accions (cinc etapes)**

Estat de l'acció en el període considerat
Etapa 0: menys del 5 %. Acció no considerada
Etapa 1: del 5 al 20 %. Acció en fase de planificació
Etapa 2: del 20 al 40 %. Acció planificada i programada
Etapa 3: del 40 al 60 %. Acció en estat inicial d'execució
Etapa 4: del 60 al 80 %. Acció en fase d'execució
Etapa 5: del 80 al 100 %. Acció operativa o realitzada

(2) **Indicadors quantitius de RESULTATS i IMPACTE: valoració de l'evolució dels indicadors**

Valor de l'indicador en el període considerat
Empitjorament respecte del valor inicial
Manteniment respecte del valor inicial
Millora respecte el valor inicial
Assoliment o superació de l'objectiu