



Universitat
de les Illes Balears

Strategic Plan of the University

2023-2027

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2023-2027 Strategic Plan of the University of the Balearic Islands

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Foreword

The University of the Balearic Islands has undergone profound transformations throughout its history. Nonetheless, it has remained consistently faithful to its commitment to knowledge. In doing so, it has striven to meet all challenges at all times. In this way, the university was initially established to preserve knowledge and pass it on. It then evolved to become an institution for knowledge generation, seizing the mantle to transfer this knowledge and, consequently, foster innovation with high value added. Moreover, it nowadays stands as an agent for social, economic and territorial transformation, whilst upholding what has always lain—and still lies—at its very core: using knowledge to rise to the ever-present challenges of history.

Over its 45-year history, the University of the Balearic Islands has, like all universities, faced evolving challenges across the world in general and, more specifically, in Spanish autonomous regions.

The allusion to territory is not happenstance. We clearly live in a globalised world, albeit with local realities conjuring a diverse, multi-faceted whole steeped in nuance. Indeed, the European Research and Innovation Strategies for Smart Specialisation (RIS3) underscore the concept of ‘glocality’. It is worth noting that the RIS3 framework deems universities and their collaboration with business as a true catalyst for regional development, thanks to their contribution in harnessing human talent (a key element of success in any initiative) and their unique approach to coordinating and linking the three sides of the knowledge triangle.¹

At this point in time, we need to be aware that universities have had to adapt to different regulatory frameworks, as well as sociocultural changes in their respective environments. Nonetheless, we have continued and continue to face up to current and imminent future challenges: climate change; the biodiversity crisis; water scarcity; demographic, social and cultural growth and transformation; poverty; the energy crisis; generating, storing and

¹ Lidia Borrell-Damian and Thomas Jorgensen, European University Association: ‘European universities driving smart specialisation for regional change.’ <https://eua.eu/resources/expert-voices/117:european-universities-driving-smart-specialisation-for-regional-change.html>.

distributing renewable energy, and a long list of other issues, not to mention the need to continue generating new knowledge across all areas. And, as always, in a firm commitment to the knowledge we generate, safeguard and disseminate.

The UIB plays a vital role as a public university for current and future society, embodying the intrinsic value of critical, creative and innovative thinking, and encompassing independent research centres, knowledge and culture—understood as all knowledge generated and studied, as well as personal development and progress. In this sense, the UIB plays an essential and irreplaceable role in fostering highly-educated and well-informed citizens across all knowledge areas who are self-aware, active and engaged, and capable of analysing and questioning the world. Centred around a committed, reliable and highly capable academic community, the UIB is also the main driving force and guarantor for intellectual autonomy, independence and academic freedom, valuing and respecting academe, reason and truth, and the ties between knowledge and culture generation and transfer.

The 2023-2027 Strategic Plan is driven by the need for a roadmap over coming years and sets out the UIB's goals for this period. These are intended to continue providing value for society at large, and Balearic society in particular, through the university's inherent activities, i.e. teaching, research, transfer and culture.

The first step in this process was to define and approve the UIB's mission, vision and values. Unanimous agreement on the UIB's purpose, the future it aims to achieve and its driving principles was reached. Based on this shared outline, we undertook a participatory process to decide on goals, and proposed activities and indicators for change across the four strategic pillars of teaching, research, transfer and culture, and management, as well as the four cross-cutting pillars: social commitment, institutional promotion, innovation and digitalisation, and good governance and human resources.

The drafting, approval and publication of the UIB Strategic Plan is a crucial element in the shift towards planning-based policies and management. Beyond the specific content of goals, activities and indicators, the plan represents a change in management approaches with a new basis on strategic planning cycles: analysing the current situation, implementing activities, scrutinising outcomes, and re-framing goals and activities. At its core, strategic

planning involves providing evidence and analyses to enable us to make informed decisions leading to desired outcomes.

This process crystallises into a plan for a more open, transparent and up-close university. It is an ambitious plan that covers the university's main activities and four priority cross-cutting areas. In turn, it is a realistic, feasible and realisable plan with a clearly defined set of goals, specific activities, measurable outcomes and quantifiable indicators.

I would like to thank everybody who has played a role in drafting the 2023-2027 Strategic Plan: the members of the Strategic Plan Development and Monitoring Committee, the working groups, and all those who filled in the survey and submitted suggestions. I would also like to acknowledge the specific contribution from different units: the Language Service, the Institutional Identity and Culture Service, and the Office for Strategic Planning. Finally, I would like to give special thanks to the Pro-Vice-Chancellor for Strategic Planning, Internationalisation and Cooperation for his vision, leadership and firm commitment, of which this plan is but one example.

Jaume Carot

Vice Chancellor of the University of the Balearic Islands

Introduction

A strategic plan is an orderly and coherent set of actions aimed at achieving priority goals that enable an organisation to fulfil its mission and realise the aspiring vision it has of itself guided by values. In this sense, a strategic plan must include four elements: an analysis of the **current situation** of an organisation's fundamental aspects, context and challenges; a set of **priority goals** to fulfil its mission; an alignment with its own vision and values, and an orderly and coherent plan of **action** to achieve these goals, whose success is measurable through valid and reliable information indicators, as well as a **monitoring** system to assess and make any necessary changes.

A strategic plan has three main aims. Firstly, it enables us to systematise reflections on key issues, such as: what is the organisation's current situation? Where does it want to go? What goals does it want to attain? What does it need in order to fulfil these goals? Secondly, it enables us to make informed decisions based on data, an analysis of the current situation and future prospects. Thirdly, it enables us to see to what extent the goals are being achieved and propose new ones based on results.

This document stems from the development process of the Strategic Plan of the University of the Balearic Islands (UIB) for the 2023-2027 period. It therefore covers five calendar years and four academic years, from 2023-24 to 2026-27.

The **drafting process** began on 15th June 2022 after Regulatory Agreement 14529/2022 was approved to govern development of the UIB Strategic Plan, and ended on 26th July 2023 with approval of this document. The [Development and Monitoring Committee](#) produced the plan, in collaboration with [four working groups](#) comprising representatives from the entire university community. The Development and Monitoring Committee and working groups took as a basis [the UIB's internal plan development regulations](#), and comparative analyses of the [format, content and approach](#), [participatory processes](#) and [mission, vision and values](#) from strategic plans at other Spanish universities; those in the Autonomous Region of the Balearic Islands (including the [CAIB plans and programmes](#) and the [Recovery, Transformation and Resilience Plan for the Balearic Islands](#)); national plans (including the [2025 Digital Spain Plan](#), the [Spanish Recovery, Transformation and Resilience Plan](#), the [2022-](#)

[2025 ANECA Strategic Plan](#), the [2022-2026 Ministry of Health's Strategic Plan for Health and the Environment](#) and the [CRUE Strategic Guidelines on University Cooperation](#)); international plans ([2025-2027 Horizon Europe Strategic Plan](#), [UN Sustainable Development Goals](#) and [2030 Digital Compass \(Digital Transformation in Europe\)](#)); the most recent reports from the [CYD Foundation on Spanish Universities from a Regional Perspective](#); the UIB's listings in the following rankings: [Shanghai](#), [U-Multirank](#) and [Times Higher Education World University Ranking](#); and considering other UIB strategic plans, such as the [2002-2006 UIB Strategic Plan](#), the [2005-2007 Management Strategic Plan](#), the [2004-2008 Strategic Plan for Libraries](#) and the [2021-2024 Strategic Plan of the Faculty of Nursing and Physiotherapy](#), as well as [the results from the university community participatory survey](#) and the contributions from the [suggestion box](#). In turn, the UIB Strategic Plan includes and aligns with certain initiatives already underway, providing substance and continuity, such as the 3rd Gender Equality, Sustainability and Fraud Prevention plans.

The UIB Strategic Plan is based on the outline of the mission (purpose and lifeblood), vision (future success) and values (guiding principles) approved by the Governing Council on 20th December 2022. These texts were the initial inspiration for the Strategic Plan's goals to realise the institution's vision. A strategic plan only makes sense if it is useful for the entire university community, and, in order to achieve this, it must be realistic, attainable, specific and practical. Therefore, this plan is not merely a statement of intent or a list of goals to aspire to. Rather, it sets out **forty-five specific goals** the UIB must attain by the end of 2027 structured around **eight pillars**. Each goal comprises three elements. First, an office of a Pro-Vice-Chancellor **responsible** for its attainment; second, a set of sensible **activities** coordinated by a unit, office or service with specific targets to be achieved year-on-year; and, third, one or more success **indicators** based on a calculation formula and expected results, which will be used to measure to what extent the goals are fulfilled.

The plan should be seen as flexible and adaptable. Its specific goals, measurable activities and indicators enable direct **monitoring** of the effects ensuing from implementation and performance of the planned activities. Monitoring will be essential to ensure attainment of the desired goals and inevitably lead to revised or redefined activities and, where necessary, goals, due to poor outcomes or unforeseen changes at the university. In this way, the plan

will be a key strategic management tool based on measuring what the UIB does and the impact it generates.

This document is not the end of the UIB Strategic Plan, but rather where it starts. Its approval marks a new implementation stage for strategic activities, measuring indicators, and undertaking relevant annual monitoring and review. Effective management of activities, including ongoing improvements based on reliable data, is the cornerstone of the university's strategy and will eventually lead to how strategic projects in the institutional portfolio are managed.

UIB Mission, Vision and Values

Mission

As a public institution, the University of the Balearic Islands' mission is to strive for comprehensive human development and sustainable economic and social progress through studying, teaching, researching, innovating, and transferring and disseminating scientific knowledge and culture, with deep roots in the Balearic Islands and fully and openly embracing the wider world.

Vision

- A university of excellence generating and transferring scientific knowledge and culture, and lifelong learning, to stand as a benchmark for human development based on inquisitiveness and free, innovative and critical thinking.
- A university that as an agent of social change endorses progress based on scientific knowledge and innovation which is socially, environmentally and economically sustainable.
- A university that generates and attracts talent, fosters an entrepreneurial spirit and is a benchmark for good governance, transparency, efficient resource management, social responsibility, equality, diversity, flexibility, inclusivity and participation.
- A university that is responsible and committed to its people, Balearic society and the global community, with an international outlook and renown but deeply rooted in its own region and culture.
- An up-close university aware of social needs and demands that provides innovative swift responses and contributes to employability, and economic and social development.

Values

Fundamental values

- **Human rights:** respect, tolerance, equality, dignity, accessibility, justice, health, peace, inclusivity and freedom of speech.
- **Academic commitment:** scientific knowledge, academic freedom, critical thinking, innovation, independence and internationalisation.
- **Good governance:** integrity, transparency, merit and ability, a public service ethos, adaptability, flexibility, democracy and participation.

The UIB's underlying values

- **Excellence:** striving to attain maximum quality in teaching, research, transfer, culture and management. This is reflected through conscientiousness, responsibility and continuous improvement.
- **Social engagement:** fostering personal and professional development within the university community as an opportunity for social and economic growth. This is reflected through promoting active, critical and participatory citizenship, healthy lifestyles, cooperation and solidarity, and close ties to society.
- **Diversity as an asset:** conceiving diversity as a rewarding value across all areas at the university through inclusion, opportunity, acceptance and a harmonious shared existence.
- **Sustainability:** fulfilling current environmental, economic and social requirements without jeopardising future needs through efficiency, conservation, longevity and equality.
- **Deep territorial roots:** recognising and valuing our community's own geographical, historical and cultural heritage as a basis for the UIB's international visibility. This is reflected through embracing the challenges and opportunities as Mediterranean islands, and protecting and promoting the language and culture of the Balearic Islands in a global context.

Current Situation

The University of the Balearic Islands (UIB) is a relatively new university [celebrating its 45th anniversary](#). With 14,176 students enrolled on official programmes in the 2022-23 academic year, it is the 34th largest in terms of student numbers out of the 47 public universities in Spain. In this sense, it is a relatively small university, in line with the size of the Balearic population and current demand.

The UIB has always placed **people** above all else and this personal human touch is one of the institution's strengths. The many examples of this approach include annual open days for families and prospective students, as well as welcome days for students and lecturers; adaptations made to entrance exams for 389 people, alongside the enrolment of 430 students with specific support needs in the last academic year; and a budget for development cooperation activities of € 360,000 which supported 88 activities (e.g. projects, placement grants in the field of cooperation, awards and other activities).

With regard to **teaching**, 41 undergraduate degrees (including five double degree programmes), 37 official master's degrees, 24 PhD programmes and 51 UIB-specific qualifications are available. This amounts to a total of 158 different qualifications, with 1,667 undergraduate subjects and 829 master's subjects. Since the university was founded, it has awarded almost 70,000 official qualifications (62.8% to women). In total, 37.8% of undergraduate students and 77.9% of master's students finish their programmes on time.

With regard to **research**, 154 different groups are currently working across 196 active projects. Chapter 3 in the 2021 [CYD report](#), *Research and Transfer at Spanish Universities*, states that according to Scopus data, the UIB produced 6,088 scientific publications over the 2016-2020 period, 63 of which were joint publications with businesses. The report also highlights that the UIB has the highest standardised weighted impact (impact factor for scientific publications according to citations compared to the average number of citations in global scientific production over the same period and in the same subject area) amongst all Spanish universities, with a score of 1.88, which is significantly higher than the global average (=1).

With regard to **culture**, the UIB has organised 196 activities, including exhibitions, auteur cinema, debates, concerts, plays, supplementary training, and summer courses and conferences, welcoming 11,738 attendees in total (figures as of the 2021-22 academic year).

In turn, the university is working to broaden **internationalisation**. There are currently 1,668 overseas students at the university, either on mobility or full degree programmes.

The UIB has different **spaces** available for all these activities. The 100-hectare campus in Palma is home to 13 buildings and a 52-hectare nature reserve. There are two additional buildings in the city centre (Sa Riera and Ca n'Oleo), as well as teaching facilities at Son Espases University Hospital. Moreover, the UIB is also present in Minorca (Can Salort Building, Alaior), and Ibiza and Formentera (Antic Edifici de la Comandància Building, Ibiza Town). Overall, the university has 210 lecture halls.

The UIB's **human resources** include 1,748 lecturers across nine faculties, a polytechnic school, a centre for postgraduate studies and a doctoral school. There are 672 administration and services staff. In addition, there are four affiliated centres and the University-Enterprise Foundation which runs UIB-specific programmes.

A Few Figures

Table 1. Academic programmes.

Academic programmes ²	
Official undergraduate programmes	41
Places for new admissions on official undergraduate programmes	3,377
Students who sat the university entrance exams	5,049
Undergraduate centres (faculties and university colleges)	10
Official master's programmes (Centre for Postgraduate Studies)	35

² Figures as of the 2022-23 academic year.

Academic programmes²	
Places for new admissions on official master's programmes	1,357
PhD programmes (Doctoral School)	24
Places for new admissions on PhD programmes	363
UIB-specific programmes	62
Language courses	43

Table 2. Number of students.

Students³	No.	Women
Students on official undergraduate programmes	11,868	7,114 ~ 59.9%
Students on official master's programmes	1,373	763 ~ 55.6%
Students on PhD programmes	935	472 ~ 50.5%
Total number of students on official programmes	14,176	8,349 ~ 58.9%
Students on UIB-specific programmes	1,543	1,049 ~ 68%
Students at the Open University for Seniors	622	430 ~ 69.1%
Total number of students on non-official programmes	2,165	1,479 ~ 68.3%
Students from overseas universities who have undertaken a mobility stay at the UIB	378	289 ~ 76.5%
Students from Spanish universities who have undertaken a mobility stay at the UIB	114	87 ~ 76.3%

³ Figures as of the 2022-23 academic year.

Students ³	No.	Women
Total number of students from other universities	492	376 ~ 76.4%

Table 3. Student categories.

Student categories ⁴	No.	Women	%
Students with specific support needs and a disability	55	28 ~ 50.9%	0.3%
Students with specific support needs without a disability	255	165 ~ 64.7%	1.8%
Students with a disability	175	91 ~ 52%	1.2%
Total number of students with support needs	430	256 ~ 59.5%	3%
Overseas students on official undergraduate programmes	734	463 ~ 63.1%	6.2%
Overseas students on official master's programmes	139	83 ~ 59.7%	10.1%
Overseas students on PhD programmes	250	139 ~ 55.6%	26.7%
Total number of overseas students on official programmes	1,123	685 ~ 61%	7.9%
Students on official undergraduate programmes who have taken part in a mobility programme	277	190 ~ 68.6%	2.3%
Students on official master's programmes who have taken part in a mobility programme	3	2 ~ 66.7%	0.2%

⁴ Figures as of the 2022-23 academic year.

Student categories ⁴	No.	Women	%
Students on PhD programmes who have taken part in a mobility programme	6	5 ~ 83.3%	0.6%
Total number of students who have taken part in a mobility programme	286	197 ~ 68.9%	2%

Table 4. Teaching outcomes.

Teaching outcomes	No.	Description
Total number of qualifications awarded	68,669	43,157 ~ 62.8% women
University system drop-out rate for first-year undergraduate students (percentage of students in a first-year cohort who fail to enrol on any Spanish university programme in the subsequent two years)	11%	2018-19 cohort, SIU figures
Degree programme drop-out rate for first-year undergraduate students (percentage of students in a first-year cohort who fail to enrol on the same programme in the subsequent two years)	25.2%	2020-21 cohort
Undergraduate programme graduation rate in the set timeframe, plus one year (percentage of full-time students who do not apply for credit recognition and who finish their programme within the maximum number of years set out in the curriculum, plus one)	37.8%	2015-16 cohort
Master's programme graduation rate in the set timeframe, plus one year (in line with the similar undergraduate rate)	77.9%	2018-19 cohort
Teaching innovation projects	55	(out of 57 submitted)

Teaching outcomes	No.	Description
Lecturers participating in teaching innovation projects	355	

Table 5. Research and innovation.

Research and innovation ⁵	
Research groups	154
Departments	20
University research institutes	7
Number of viva voces (2021-22)	98 (46 ~ 47% women)
Active competitive European research projects	12
Active competitive national research projects	119
Active competitive regional research projects	54
Other active research projects	11
R&D&i contracts with businesses in 2022	192
Patents and utility models in 2022	79
Technology spin-offs	4

Table 6. Cultural activities.

Cultural activities	Activities	Moderators	Attendees
Degree foundation courses	7	13	130

⁵ Figures as of 2023, unless otherwise specified.

Cultural activities	Activities	Moderators	Attendees
Summer courses	8	57	193
Language and Cultural Education Plan (FOLC)	6	25	864
Other training	13	146	686
Art and culture	120	231	8,577
Debates	3	7	80
Total	196	605	11,738

Table 7. Cooperation activities.

Cooperation activities in 2021-22	
Cooperation for development projects	13
Cooperation aid	€ 80,922
Educational activities for social transformation	17 (€ 37,130)
Awards for final degree projects, master's and PhD theses, or activities linked to sustainability	20 (€ 57,750)

Table 8. Social media.

Social media	Followers	Annual posts
LinkedIn	41 k	116
Twitter	21 k	1,588
YouTube	14 k	407
Facebook	12 k	384

Social media	Followers	Annual posts
Instagram	11 k	349

Table 9. Facilities.

Facilities	
Annual budget (2022)	€ 124,641,933.49
Campus	3
Buildings	18
Lecture halls	210
Computer rooms	17
Total surface area in lecture halls	17,915 m ²
Number of teaching labs	77
Number of research labs	231
Number of offices	861

Table 10. Human resources.

Human resources (31/12/2022)	No.	Women
Permanent professors/lecturers	576	216 ~ 37.5%
– Full university professors	154	39 ~ 25.3%
– Full university college professors	3	1 ~ 33.3%
– Senior university lecturers	300	121 ~ 40.3%
– Senior university college lecturers	20	10 ~ 50%
– Contract lecturers with a doctoral degree	96	44 ~ 45.8%
– Collaborating lecturers	3	1 ~ 33.3%
Non-permanent professors/lecturers	1,172	522 ~ 44.5%
– Associate lecturers	948	410 ~ 43.2%
– Assistant lecturers	47	22 ~ 46.8%
– Assistant lecturers with a doctoral degree	43	23 ~ 53.5%
– Tenure-track senior university lecturers	2	2 ~ 100%
– Tenure-track contract lecturers with a doctoral degree	99	53 ~ 53.5%
– Emeritus professors	23	8 ~ 34.8%
– Visiting lecturers	10	4 ~ 40%
Total professors/lecturers	1,748	738 ~ 42.2%
Research staff	335	151 ~ 45.1%
Technical research support staff	45	20 ~ 44.4%

Human resources (31/12/2022)	No.	Women
Permanent administration and services staff	421	265 ~ 62.9%
– A1 category	62	23 ~ 37.1%
– A2 category	68	39 ~ 57.3%
– C1 category	156	120 ~ 76.9%
– C2 category	132	81 ~ 61%
– Other	3	2 ~ 33.4%
Non-permanent administration and services staff	251	152 ~ 60.6%
– Interim staff	223	135 ~ 60.5%
– Contract staff (chapter 6)	28	17 ~ 60.7%
Total administration and services staff	672	417 ~ 62.1%

Strategic Plan Structure

The strategic goals are structured into three types of pillars:

- **Key pillars**, comprising the university's three main activities: teaching, research, and transfer and culture.
- **Support pillars**, bringing together all goals linked to management, understood as the necessary support duties to ensure the university's main activities run properly.
- **Cross-cutting pillars**, grouping together four essential cross-cutting areas:
 - **Social commitment**: this encompasses all strategic goals affecting people's well-being, such as social inclusion, cooperation for development, sustainability, equality, fundamental freedoms, graduate employability, life and activities on the campus and buildings, and the university community.
 - **Institutional promotion**: this includes the goals linked to the UIB's reputation and how society views it, including areas such as the institution's image, position in rankings, marketing and internationalisation.
 - **Innovation and digitalisation**: this includes all goals with largely new working methods (IT techniques, hardware and software). This pillar comprises disruptive changes, teaching innovation, e-Administration and, in general, digital transformation.
 - **Good governance and human resources**: this refers to the institution's determination to use available (and public) resources in the best way possible, and be accountable to society through transparency and in accordance with efficiency, engagement and legal compliance criteria. This pillar includes goals linked to engagement amongst the university community, transparency, communication, quality, justice, efficiency and the fight against corruption.

All the goals are underpinned by a key or support pillar, as they are all linked to the institution's activities. In turn, each one will be incorporated into a cross-cutting pillar,

although in many instances they could be linked to more than one. The goals are shown in the matrix below:

Table 11. Strategic goal matrix.

	Teaching		Research		Transfer and culture		Management		Total
Social commitment	D01	5	R01 R02	2	T01	3	G01	4	14
	D02				T02		G02		
	D03				T03		G03		
	D04						G04		
	D05								
Institutional promotion	D06	3	R03	5	T04	4	G05	2	14
	D07		R04		T05		G06		
	D08		R05		T06				
			R06 R07		T07				
Innovation and digitalisation	D09	4	R08	1	T08	2	G07	2	9
	D10				T09		G08		
	D11								
	D12								
Good governance and human resources	D13	2	R09	2	T10	1	G09	3	8
	D14		R10				G10 G11		
Total	14		10		10		11		45

Teaching Goals

The teaching pillar refers to the strategic goals related to the **circulation of scientific and cultural knowledge**. University teaching does not merely involve offering subjects to train future professionals. It mainly aims to **foster critical thinking and the use of reason, and spark an open and curious approach to the world**.

University education's standout contribution to society is preparing individuals who are able to fully understand the world where they live; critically and objectively question information; independently weigh up facts; rigorously assess scientific knowledge; search for new knowledge to broaden their cultural horizons; take an interest in their own and other people's context, and conscientiously contribute to the challenges society faces.

The teaching and learning process involves two stakeholders: lecturers and students. In this sense, the plan sets out goals aimed at improving **teaching quality** (transforming teaching approaches, enhancing teacher training and improving decision-making skills) and goals **focused on students** (e.g. reducing drop-out rates and increasing internationalisation). A third set of strategic goals in this pillar aims to **broaden the appeal of available programmes** in order to attract talent. This entails reviewing official and UIB-specific courses to offer micro-credentials; bolstering the different university sites and incorporating sustainability, accessibility, cooperation and employability criteria, by reducing theory content and offering more practical approaches. The last set of goals focuses on **overall teaching quality** in order to introduce a new teaching assessment system and accredit centres through the ANECA AUDIT – International Programme.

Table 12. Goals in the teaching pillar.

Cross-cutting pillar	Goals
Social commitment	<p>D01 Integrate sustainability into official programmes</p> <p>D02 Foster the service – learning model</p> <p>D03 Guarantee accessibility and universal design in university teaching</p> <p>D04 Improve first-year student retention on degree programmes</p> <p>D05 Enhance external placements and graduate employability</p>
Institutional promotion	<p>D06 Design a coherent and appealing set of undergraduate, master's and PhD programmes</p> <p>D07 Enhance internationalisation of the student body</p> <p>D08 Promote the different university sites</p>
Innovation and digitalisation	<p>D09 Transform and improve university teaching</p> <p>D10 Improve teaching quality</p> <p>D11 Bolster lifelong learning in society</p> <p>D12 Be able to make suitable decisions on teaching</p>
Good governance and human resources	<p>D13 Accredit centres through the AUDIT – International Programme</p> <p>D14 Implement a new teaching assessment system at the UIB</p>

D01 Integrate sustainability into official undergraduate and postgraduate programmes through a participatory plan

[Office of the Pro-Vice-Chancellor for Strategic Planning, Internationalisation and Cooperation](#)

Universities have a commitment to society to promote sustainable development across their three main activities: training future professionals who can take part in raising awareness of and promoting this approach, generating knowledge to enable sustainable development, and transferring this knowledge to society through innovative products and solutions. The UIB is fully committed to incorporating sustainability onto course programmes as a priority.

‘Sustainable development’ was defined in 1987 after publication of the [Brundtland Report](#) (UN General Assembly, 1987), which addresses three areas: society, economics and the environment. Nevertheless, under the current framework and in accordance with the UN Declaration [Transforming Our World: The 2030 Agenda for Sustainable Development](#) (UN General Assembly, 2015), the foundations have been laid to attain global sustainability in the broadest sense of the word by 2030. The declaration sets out 17 [Sustainable Development Goals](#) (SDGs) that address major global challenges, such as ending poverty and promoting economic prosperity, social inclusion, environmental sustainability, peace and good governance.

This goal takes inspiration from the [1st Sustainability, Equality and Equity Plan \(2021-2024\) of the UIB Faculty of Education](#).

We aim to integrate sustainability in this broad sense into all official undergraduate and postgraduate programmes through a sustainability plan for teaching.

Table 13. Activity D01.A1. Design and implement a sustainability plan.

Activity D01.A1	
Design and implement a sustainability plan for teaching through a participatory approach. Coordinator: Cooperation for Development and Solidarity Office	
Grounds	Milestones
We need to adopt a broad approach to integrate sustainability into teaching, i.e. not just focusing on curricular content but working on sustainable teaching methodologies and approaches. It is important to design a plan or protocol through a participatory approach in order to spot challenges and opportunities.	2024 <ul style="list-style-type: none"> Analyse documents and other similar plans as templates. Submit the draft version of the Teaching Sustainability Plan.
Steps	
<ul style="list-style-type: none"> Set up a working team where all UIB groups and centres are represented. This team's mission is to draft a teaching sustainability plan setting out the cross-cutting skills linked to sustainability that need to be incorporated across all curricula. These cross-cutting skills must be pinpointed in specific subjects on each curriculum. Therefore, coordination with bodies in charge of submitting proposed amendments will be necessary. 	2025 <ul style="list-style-type: none"> Submit the Teaching Sustainability Plan to the Centre for Postgraduate Studies. 2026 <ul style="list-style-type: none"> Approve the Teaching Sustainability Plan including all improvements. 2027 <ul style="list-style-type: none"> Implement the Teaching Sustainability Plan across all centres.

Table 14. Indicator D01.N1. Programmes where the Sustainability Plan is in place.

Indicator D01.N1		
Programmes where the Sustainability Plan is in place.		
Measurement	Current no.	
Number of official undergraduate and postgraduate programmes where the Sustainability Plan is in place. A programme will be counted as having introduced the Sustainability Plan in the academic year where the relevant changes including the cross-cutting skills linked to sustainability in line with the plan come into effect.	0	
	Estimates	
	2023-24	0
	2024-25	0
	2025-26	5
	2026-27	10

D02 Foster the service – learning model through visibility, training and accreditation

Office of the Pro-Vice-Chancellor for Undergraduate Academic Policy and Management

Service – learning is a pedagogical approach based on ethical values that seeks to combine academic excellence and civic engagement. Through this model, the university offers educational experiences with community service activities that are accredited on students' curricula. In turn, these community activities meet real needs in the Balearic Islands. As a whole, this enables better understanding of the degree programme's aims, a broader perspective on the discipline and a greater grasp of public responsibility. This learning model offers the university community the chance to engage in a circular cause-and-effect system within society. It thus generates dynamics that transform society and the university.

We aim to foster the service – learning model through promotional and visibility activities, by providing specific training courses for lecturers and implementing a regulation to accredit projects undertaken by students and lecturers.

Table 15. Activity D02.A1. Provide visibility to service – learning.

Activity D02.A1	
Provide visibility to service – learning. Coordinator: Institute for Educational Research and Innovation	
Grounds	Milestones
The first step in promoting service – learning is to raise awareness and train lecturers.	2024 <ul style="list-style-type: none"> – Have an annual report on service – learning projects.
Steps	

Activity D02.A1

- Run promotional, awareness-raising and transparency campaigns linked to service – learning.
- Establish a lecturer training plan based on service – learning teaching principles.

- Include information on service – learning in publicity, open days and new student welcome activities at centres.
- Produce a service – learning guide for postgraduate programmes.
- Design a training activity aimed at new lecturers.

2025

- Produce a document on enriching service – learning experiences at the university.
- Produce a service – learning guide for undergraduate programmes.
- Design an online or blended training activity for all campuses.

2026

- Broaden high-quality service – learning training for lecturers, including assessment and impact aspects. Organise a seminar on quality.

2027

- Establish multidisciplinary service – learning projects.

Table 16. Activity D02.A2. Establish an accreditation mechanism.

Activity D02.A2	
<p>Establish an accreditation mechanism for students and lecturers involved in service – learning.</p> <p>Coordinators: Undergraduate Studies Management Unit and Postgraduate Studies Management Unit.</p>	
Grounds	Milestones
<p>International recommendations stress the importance of academic accreditation for members of the university community. Incentive mechanisms need to be designed so that different stakeholder groups can participate in service – learning projects.</p>	<p>2024</p> <ul style="list-style-type: none"> – Draw up a report on the accreditation systems for lecturers and students in use at universities. – Produce an accreditation mechanism for the UIB. <p>2025</p> <ul style="list-style-type: none"> – Approve or modify regulations governing service – learning accreditation for students and lecturers.
Steps	
<ul style="list-style-type: none"> – Select the most appropriate academic accreditation option for students and lecturers taking part in service – learning projects. – Manage the most appropriate academic accreditation system. – Reference: CRUE Declaration on Institutionalising Service – Learning in Higher Education. 	

Table 17. Indicator D02.N1. Service – learning projects undertaken.

Indicator D02.N1		
Service – learning projects undertaken.		
Measurement	Current no.	
Number of service – learning projects undertaken. For this purpose, each service – learning project corresponds to one student. Where more than one student has taken part in the same project, the number of projects will match the number of participating students.	8	
	Estimates	
	2023-24	10 (+25%)
	2024-25	12 (+50%)
	2025-26	14 (+75%)
	2026-27	16 (+100%)

D03 Guarantee accessibility and universal design in university teaching through an accessibility plan

[Office of the Pro-Vice-Chancellor for Student Affairs](#)

The UIB is fully committed to diversity, understood as opportunity, a harmonious shared existence, acceptance and inclusion in its broadest sense. In accordance with regulatory benchmarks, equal opportunities must be guaranteed for all students without any discrimination on the grounds of physical, sensory or cognitive abilities. In this way, there must be accessible teaching and learning environments, without any physical, behavioural, communication or curricular barriers that could hinder or prevent the academic progress and full participation of students with disabilities and/or support needs due to other personal circumstances.

In turn, the UIB has made an additional commitment to society to promote universal accessibility and design for all, striving to ensure university students respect human diversity and take into account accessibility parameters and universal design principles in their future professions.

We aim to ensure access to university teaching and embrace universal design on UIB degree curricula through an inclusive accessibility plan.

Table 18. Activity D03.A1. Design and implement an accessibility plan.

Activity D03.A1	
Design and implement an accessibility plan for teaching. Coordinator: Support for People with Special Needs Office	
Grounds	Milestones
<p>Guaranteeing accessibility and including universal design in teaching requires a holistic approach supported by two key pillars:</p> <ul style="list-style-type: none"> – Curricular design measures to cater for student diversity in lecture halls. – General, specific and cross-cutting skills linked to accessibility and universal design to be included on curricula. 	<p>2024</p> <ul style="list-style-type: none"> – Gather and analyse information on the UIB's current status in terms of catering for student diversity and universal design on curricula. Identify strengths and weaknesses. – Submit the first draft of the Accessibility Plan for Teaching.
Steps	
<ul style="list-style-type: none"> – Set up a working team to produce an Accessibility Plan for Teaching, where all UIB groups and centres are represented. – Depending on the programme, skills linked to accessibility and universal design must be stated for specific subjects or for content on core or mandatory training subjects. In this sense, coordination with the bodies in charge of submitting proposed amendments for curricula and supervising course guide content will be necessary. – Reference: Guides for universal curricular design. 	<p>2025</p> <ul style="list-style-type: none"> – Run a pilot trial on selected undergraduate and postgraduate programmes. Collect evidence to improve the plan. <p>2026</p> <ul style="list-style-type: none"> – Approve the Accessibility Plan for Teaching and implement it across a set of programmes. <p>2027</p>

Activity D03.A1	
	<ul style="list-style-type: none"> – General introduction of the plan across all centres and levels.

Table 19. Indicator D03.N1. Programmes where the Accessibility Plan is in place.

Indicator D03.N1		
Programmes where the Accessibility Plan for Teaching is in place.		
Measurement	Current no.	
Number of official undergraduate and postgraduate programmes where the Accessibility Plan is in place. A programme will be deemed to have introduced the Accessibility Plan in the academic year when the relevant amendments to include cross-cutting skills linked to accessibility come into effect or where content is amended in accordance with the Accessibility Plan.	0	
	Estimates	
	2023-24	0
	2024-25	3
	2025-26	10
	2026-27	20

D04 Improve first-year student retention on degree programmes through activities aimed at reducing the drop-out rate

Office of the Pro-Vice-Chancellor for Student Affairs

According to the 2023 [Report on Data and Figures in the Spanish University System](#) from the Ministry of Universities, 36.5% of UIB students drop out and 17% change programme. In the 2018-19 academic year, 22.8% of first-year students at the UIB dropped out. This is the highest rate amongst all Spanish universities with on-site teaching, and entails financial losses for the public administration and impacts our reputation, since it is included as a quality indicator in university rankings. In turn, it represents wasted time and effort for students, as well as a source of personal problems (sense of failure, fewer opportunities, etc.).

There are many reasons why students drop out, and no single solution. Efforts must be focused on activities offering greater chances of success. Moreover, causes and problems need to be examined. This initial approach will frame how an action plan is designed.

We aim to increase first-year undergraduate student retention. This will entail analysing causes and proposing solutions, alongside likely costs and success, in order to introduce the most promising activities.

Table 20. Activity D04.A1. Identify the reasons for dropping out.

Activity D04.A1	
<p>Identify the main reasons for dropping out and produce an action plan.</p> <p>Coordinator: Office for Strategic Planning</p>	
Grounds	Milestones
<p>The University Transition and Orientation Programme (PortUIB) has already outlined some well-established reasons, based on the guidance provided to prospective UIB students. More work needs to be done on this issue, through deeper analysis of the problem, its context, student profiles, and contrasting results with surveys that identify the real quantified reasons in order to produce more targeted activities. The outcome from this activity will be an action plan including likely successes.</p>	<p>2024</p> <ul style="list-style-type: none"> – A fully updated analysis report. – A comprehensive student admission, socio-demographic and academic data system to create statistical models that predict the risk of dropping out. <p>2025</p> <ul style="list-style-type: none"> – A full report on the reasons and an action plan.
Steps	
<ul style="list-style-type: none"> – Set up a working team with representatives from the Office for Strategic Planning, PortUIB and the Undergraduate Studies Management Unit. – Produce and distribute a survey to a large sample of students who have recently dropped out of UIB programmes. – Analyse the data to identify profiles of students who drop out. 	<p>2026-2027</p> <ul style="list-style-type: none"> – Collect data and update the analysis.

Activity D04.A1

- **Draw up a report** based on the main reasons, including proposed activities, costs and expected outcomes.

Table 21. Activity D04.A2. Implement the activities included in the plan.

Activity D04.A2

Implement and assess the activities included in the plan.

Coordinator: [Office for Strategic Planning](#)

Grounds	Milestones
Implementing the activities and measuring their attainment is essential for ongoing improvement.	2025 <ul style="list-style-type: none"> – Run a trial activity comprising specific measures.
Steps	2026-2027 <ul style="list-style-type: none"> – Assess activity outcomes and continue collecting evidence.
<ul style="list-style-type: none"> – Implement the activities proposed in activity D04.A1 and assess the outcome. 	

Table 22. Activity D04.A3. Bolster guidance for future students.

Activity D04.A3

Bolster guidance for future students.

Coordinator: [University Transition and Orientation Programme](#)

Grounds	Milestones
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Activity D04.A3	
PortUIB staff have wide ranging experience in advising prospective university students. They are also fully aware of a major ongoing guidance problem. In turn, they have identified possible activities for implementation.	<p>2024</p> <ul style="list-style-type: none"> – Systematise information about the UIB and its programmes provided to high school students. <p>2025</p> <ul style="list-style-type: none"> – Plan and run secondary school workshops on what studying at university entails and the differences between high school and the university. <p>2026</p> <ul style="list-style-type: none"> – Run individual or group tutorials for students deemed to be at risk of dropping out. <p>2027</p> <ul style="list-style-type: none"> – Create study and support groups by centre.
Steps	
<ul style="list-style-type: none"> – Enhance guidance for future UIB students. 	

Table 23. Indicator D04.N1. First-year drop-out rate on programmes.

Indicator D04.N1	
First-year drop-out rate on programmes.	
Measurement	Current no.
Percentage of students who drop out of their degree programme in the first year (at UIB centres). Students are deemed to have dropped	25.2%
	Estimates

Indicator D04.N1

out of a programme in the first year where they enrol in the relevant cohort, yet fail to do so in the following two years.

This indicator can only be calculated two years after students drop out. The rate refers to the second year where students fail to enrol, since this when they are deemed to have dropped out. Thus, for instance, the drop-out indicator for the first year of the 2020-21 cohort will be calculated in the 2022-23 academic year. This is because the students enrolled for the 2020-21 academic year, but failed to enrol in 2021-22 and 2022-23.

2023-24	25.2%
2024-25	22.7% (-10%)
2025-26	20.2% (-20%)
2026-27	17.6% (-30%)

D05 Enhance external placements and graduate employability by bolstering collaboration and dialogue with the business sector to align teaching with the labour market

[Office of the Pro-Vice-Chancellor for Postgraduate and Lifelong Learning Policy and Management](#)

Training graduates with an in-demand professional profile on the labour market is one of the top priorities in the European Higher Education Area. Nonetheless, current reality is different: [the latest CYD survey on the public's view of quality in the university system](#) reveals that 70% of the public believe higher education is too theory-based and lacks practical content. In turn, 48% believe the training they received is not in line with labour market requirements.

We aim to improve on this situation by promoting external placements as an effective bridge linking academe and the labour market. This also entails proposing any necessary curricular amendments. All this with a view to improving graduate employability, with a particular focus on people with specific support needs or a disability.

There are synergies between this goal and goal [D6. Design a coherent and appealing set of official programmes.](#)

Table 24. Activity D05.A1. Produce a plan to foster employability.

Activity D05.A1	
Produce a plan to foster employability. Coordinator: University-Enterprise Foundation of the Balearic Islands	
Grounds	Milestones
In order to improve external placements and graduate employability, ongoing open dialogue with companies is essential. To achieve this, a collaboration structure is needed.	2024 <ul style="list-style-type: none"> – A collaborative structure between the UIB and business.
Steps	2025-2027 <ul style="list-style-type: none"> – Ongoing and updated collaboration.
<ul style="list-style-type: none"> – Establish a collaboration structure between UIB education centres and the business sector in the Balearic Islands by areas of knowledge and employment sectors. – This collaboration shall enable the promotion of external placements and amendments to curricula to cover the lack of necessary skills for the business sector in the Balearic Islands. 	

Table 25. Activity D05.A2. Run two pilot trials.

Activity D05.A2
Run two pilot trials, one at an undergraduate centre and one at a postgraduate centre. Coordinators: Centre for Postgraduate Studies and an appointed undergraduate centre

Activity D05.A2	
Grounds	Milestones
Once the ties between the UIB and businesses have been established, external placements and theoretical skills shall be reoriented to bolster employability.	2025 <ul style="list-style-type: none"> – Set up a pool of appealing external placements. – Draw up proposed curricular amendments.
Steps	
<ul style="list-style-type: none"> – Establish the outlined structure at two selected centres to run two pilot collaboration trials between the UIB and businesses. – This should lead to appealing external placements with value added and a list of proposed curricular amendments for the relevant body to consider. 	2026-2027 <ul style="list-style-type: none"> – Monitor outcomes and proposed improvements.

Table 26. Indicator D05.N1. Student satisfaction with external placements.

Indicator D05.N1		
Student satisfaction with external placements on amended programmes.		
Measurement	Current no.	
The average score from the survey question on overall student satisfaction with external placements (scale of 1 to 4). This will only apply for selected programmes where external placements have been enhanced. As a benchmark, the current score is the average for all postgraduate programmes.	3.33	
	Estimates	
	2023-24	3.33
	2024-25	3.5 (+5%)
	2025-26	3.66 (+10%)
	2026-27	3.83 (+15%)



D06 Design a coherent and appealing set of undergraduate, master's and PhD programmes based on a needs analysis

Office of the Pro-Vice-Chancellor for Postgraduate and Lifelong Learning Policy and Management

The university must be able to meet the requirements of higher education in the society where it is rooted. Society and the challenges it faces are constantly evolving. This process drives a transformation in the public's educational expectations and requirements. If available undergraduate and postgraduate programmes do not adapt to these changes, the university runs the risk of failing to suitably meet society's needs, offering unappealing programmes and losing talented students, who will look elsewhere for their training.

We aim to review the set of official programmes in order to provide a coherent and balanced selection that matches demand and employability, and attracts talent.

There are synergies between this goal and goal [D5. Enhance external placements and graduate employability](#).

Table 27. Activity D06.A1. Analyse the current set of available programmes.

Activity D06.A1	
Analyse the current set of available programmes at the UIB and identify shortcomings and issues. Coordinators: Undergraduate Studies Management Unit and Postgraduate Studies Management Unit	
Grounds	Milestones
The first step in designing an appealing set of official programmes is to identify current issues and shortcomings.	2024 <ul style="list-style-type: none"> – Make contact with external organisations and businesses, and compile
Steps	

Activity D06.A1

- Identify potential learning pathways on undergraduate and postgraduate programmes.
- Analyse the competitiveness of the UIB's academic programmes.
- Detect strengths and weaknesses.

data on the UIB's programmes and their competitiveness.

2025

- A fully updated analysis report.

Table 28. Activity D06.A2. Produce a design proposal for the set of programmes.

Activity D06.A2

Produce a proposal for the design and modification of the set of available programmes at the UIB.

Coordinators: [Undergraduate Studies Management Unit](#) and [Postgraduate Studies Management Unit](#)

Grounds

After identifying the challenges, it is essential to put forward a specific proposal for amendments to current official programmes for submission to the relevant regional department responsible for education.

Steps

- A proposal will be drawn up to amend the UIB's programmes on the basis of detected issues and shortcomings, and the institution's capabilities.

Milestones

2025

- Document containing proposed programme amendments.

2026

- Curricular proposals and design for new programmes.

Table 29. Indicator D06.N1. Set of programmes.

Indicator D06.N1		
Set of programmes.		
Measurement	Current no.	
An indicator specifying whether a document of the UIB's official programmes has been published.	N/A	
	Estimates	
	2023-24	N/A
	2024-25	N/A
	2025-26	Yes
	2026-27	Yes

D07 Enhance internationalisation of the student body by promoting mobility and exchanges, and attracting overseas postgraduate students

Office of the Pro-Vice-Chancellor for Strategic Planning, Internationalisation and Cooperation

Internationalisation at universities is key to enhancing quality. A combination of people from different cultures in the classroom is a proven way to enrich the entire learning process in myriad ways. [The Ministry of Education's strategy on internationalisation at Spanish universities](#) showcases how important internationalisation is. A university that sets itself reasonable growth and internationalisation milestones will likely be better placed to adapt to new challenges or unforeseen events. Internationalisation opens up opportunities for intercultural synergies and encourages open-mindedness, thus benefitting the learning process and sparking innovative ideas that foster quality research.

We aim to expand student internationalisation, on the one hand by promoting mobility (incoming and outgoing) and exchanges, and on the other hand, by attracting more overseas students on official postgraduate programmes.

Table 30. Activity D07.A1. Arrange agreements to establish and manage a housing pool.

Activity D07.A1	
Arrange agreements to manage a housing pool. Coordinator: International Relations Office	
Grounds	Milestones
Island locations entice talent from overseas. Nonetheless, housing prices can be a disadvantage. Ensuring competitive rates for those on incoming mobility programmes or any visitor may help offset this issue and increase numbers.	2024 – Sign an initial agreement. 2025

Activity D07.A1	
Steps	<ul style="list-style-type: none"> – Implement the agreement and assess how it works.
<ul style="list-style-type: none"> – Draw up a list of possible public or private organisations for collaboration and/or funding. – Contact these organisations to set up a pool with those interested. – Look for funding. – Analyse similar initiatives at other universities. – Produce a proposed agreement and verify it with the Office of the Secretary General. – Sign agreements. – Promote it at overseas universities with which the UIB has exchange programmes. 	<p>2026</p> <ul style="list-style-type: none"> – Where relevant, extend the agreement to more organisations. <p>2027</p> <ul style="list-style-type: none"> – Assess the activity's success and ensure continuity, where applicable.

Table 31. Activity D07.A2. Outline a mobility strategy.

Activity D07.A2	
<p>Outline a mobility agreement strategy and train lecturers in this area so as to support further agreements.</p> <p>Coordinator: International Relations Office</p>	
Grounds	Milestones
A mobility strategy is essential to enable future targeted promotional activities.	<p>2024</p> <ul style="list-style-type: none"> – Identify areas or subjects with low mobility levels. – Draw up areas for promotion.
Steps	
<ul style="list-style-type: none"> – Produce a strategy and promote the signing of relevant agreements for the 	<p>2025</p>

Activity D07.A2

<p>institution through learning and training activities aimed at lecturers.</p> <ul style="list-style-type: none"> – Identify degree programmes that have traditionally had low student mobility levels. – Outline a global mobility strategy and involve the centres in it. – Run training and information activities aimed at the most strategic areas with the lowest mobility levels. – Advise interested lecturers and foster their mobility. – Advise lecturers interested in how to arrange new agreements and accords. – Broaden undergraduate teaching in English through compensatory measures (e.g. hours, number of groups, etc) for lecturers. 	<ul style="list-style-type: none"> – Include training for PDI teaching and research staff on the staff training programme. <p>2026-2027</p> <ul style="list-style-type: none"> – Run targeted awareness-raising.
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Table 32. Activity D07.A3. Raise the number of postgraduate programmes in English.

Activity D07.A3

Raise the number of postgraduate programmes in English.

Coordinator: [Centre for Postgraduate Studies](#)

Grounds	Milestones
Offering master's programmes in English will make them more appealing to overseas students who may have difficulties with the two official languages, one of which is the University's preferred institutional language.	<p>2024</p> <ul style="list-style-type: none"> – Select programmes to be taught in English. <p>2025</p>

Activity D07.A3

Steps

- Identify programmes and subjects that could be offered in English.
- Establish an accreditation and incentive mechanism for lecturers who teach subjects in English.
- Boost English training for lecturers.
- Identify the required resources to implement teaching in English.
- Amend the selected programmes where English will be a language of instruction.
- Run advertising campaigns.

- Establish mechanisms to accredit lecturers who teach subjects in English.
- English training for lecturers.

2026-2027

- An advertising campaign for master's programmes taught in English.

Table 33. Indicator D07.N1. International mobility students.

Indicator D07.N1

International mobility students.

Measurement

Current no.

Number of students from overseas universities on mobility programmes at the UIB (incoming) and number of UIB students on mobility programmes at overseas universities (outgoing).

561 (women: 407 ~ 72.5%)

Estimates

2023-24	561 (+0%)
2024-25	578 (+3%)
2025-26	595 (+6%)
2026-27	612 (+9%)

Table 34. Indicator D07.N2. New master's students from overseas.

Indicator D07.N2		
New master's students from overseas.		
Measurement	Current no.	
Number of overseas students enrolling on master's programmes. Students whose first nationality is not Spanish shall be deemed overseas students.	80 (women: 50 ~ 62.5%)	
	Estimates	
	2023-24	80 (+0%)
	2024-25	83 (+3%)
	2025-26	85 (+6%)
	2026-27	88 (+9%)

D08 Promote the different university sites through activities that foster teaching and outreach spaces

Office of the Pro-Vice-Chancellor for Undergraduate Academic Policy and Management

The [Minorca, and Ibiza and Formentera campuses](#) provide quality locally-based higher education to students from these islands. Nevertheless, we should not overlook the fact that as decentralised centres far from the Palma campus that teach programmes from different faculties, their specificities make them unique, and they require organisation and resources best matching their requirements.

We aim to promote the different university sites through activities that foster teaching and promote them as outreach spaces.

Table 35. Activity D08.A1. Improve coordination at the university sites.

Activity D08.A1	
Improve coordination at the university sites. Coordinator: Office of the Pro-Vice-Chancellor for Undergraduate Academic Policy and Management	
Grounds	Milestones
Coordinating the university sites is essential for proper operation and streamlining.	2024 <ul style="list-style-type: none"> – Approve a management model for the university sites. 2025 <ul style="list-style-type: none"> – Set up an effective coordination system. – Redefine the Digital Campus system between the islands.
Steps	
<ul style="list-style-type: none"> – Study the feasibility of appointing an academic supervisor for each site. – Define and strengthen the coordinator responsibilities for each programme, in order to establish a management team at all sites for proper coordination between the centres involved. 	

Activity D08.A1

- Redefine the Digital Campus system between the islands with shared minimum parameters across all programmes.

Table 36. Activity D08.A2. Establish policies for promotion at the university sites.

Activity D08.A2

Establish policies for promotion at the university sites.

Coordinators: Coordinators at the university sites

Grounds

Teaching and administration staff numbers need to increase at the university sites in order to ensure a quality service. The idiosyncrasies of administrative management, as well as the different tasks and support for different programmes and services at the UIB, make it necessary to raise administration staff headcount. Likewise, the staff promotion issue at the university sites needs addressing.

Steps

- The university sites' coordinators must jointly draw up a plan for the promotion of teaching, and administrative and services staff, including an assessment of the current situation and the views of students.
- The aim is to improve management at the university sites, implement available academic programmes and foster a sense of belonging amongst the university community.

Milestones

2025

- Submit a draft of the step-by-step Promotion Plan.

2026

- Implement the initial stages of the plan.

Table 37. Indicator D08.N1. Students at each university site.

Indicator D08.N1		
Students at each university site.		
Measurement	Current no.	
Number of students enrolled at the Minorca, and Ibiza and Formentera sites. Students at affiliated centres are not included here.	Ibiza and Formentera / Minorca: 340 (women: 244 ~ 71.8%)/ 282 (women: 204 ~ 72.3%)	
	Estimates	
	2023-24	340 / 282 (+0%)
	2024-25	350 / 290 (+3%)
	2025-26	360 / 299 (+6%)
	2026-27	371 / 207 (+9%)

D09 Transform and improve university teaching through a participatory protocol

Office of the Pro-Vice-Chancellor for Undergraduate Academic Policy and Management

The network of higher education teaching has a [best practice guide for university teaching](#) based on the latest educational research into university transformation. The underlying idea is to focus university teaching on transforming how we think and act, as opposed to just passing on knowledge.

Important transformations entail major changes across different faculties and centres. This has an impact on curricula, methodologies and assessment processes; transforms the roles of students, lecturers and placement centres; and alters the organisational structure at centres and learning environments, i.e. classrooms, and all university facilities and infrastructure.

Such a deep transformation requires a holistic approach and a timeline that goes beyond the scope of this strategic plan. However, if the UIB fails to address it now (i.e. define contexts, scope, prototypes, resource assessment, policies, etc.), this transformation will not be possible. We need to change with the times.

We aim to transform and improve university teaching so that it remains relevant and meaningful, and responds to the needs of today's society.

The first step is producing a participatory protocol based on three pillars: a **teaching plan** (what content lecturers teach and what we want students to learn), a set of **processes** (how students learn, how lecturers teach to foster meaningful learning and how to monitor and assess outcomes) and **core principles** (why university lecturers adopt certain roles). The protocol will be an effective strategy containing specific processes to refresh training across UIB faculties and centres whilst respecting their idiosyncrasies. This strategy requires participation from the entire university community (students, lecturers, placement centres and admin staff) in consonance with Balearic society.

Table 38. Activity D09.A1. Design a protocol to transform teaching.

Activity D09.A1	
Design a protocol to transform university teaching. Coordinators: Undergraduate Studies Management Unit	
Grounds	Milestones
<p>In line with current research, a protocol to transform teaching is essential. The four stages to implement change processes are:</p> <ul style="list-style-type: none"> – An analysis of a centre’s problems and its ability to change. – Visualise the change and train all staff. – Institutional transformation. – Consolidate and sustain transformation. 	<p>2024</p> <ul style="list-style-type: none"> – Document on the state of play. – Document on needs analysis. <p>2025</p> <ul style="list-style-type: none"> – Trial of the first draft protocol. <p>2026</p> <ul style="list-style-type: none"> – Protocol improvements based on trial outcomes. <p>2027</p> <ul style="list-style-type: none"> – Final protocol approval.
Steps	
<ul style="list-style-type: none"> – Set up a working group involving all educational stakeholders (students, lecturers, placement centres and admin staff). – Produce a trial transformation protocol based on scientific research into what works in education. This document should specify how university teaching needs to be transformed at UIB centres. – The protocol shall include monitoring for the initiatives, activities, trials, hypotheses, etc., undertaken in the framework of this transformation, and the strengths and weaknesses of each initiative. 	

Table 39. Activity D09.A2. Validate the protocol.

Activity D09.A2	
Validate the protocol through a pilot trial. Coordinators: Undergraduate Studies Management Unit	
Grounds	Milestones
Before defining a protocol as a model to transform UIB centres, we need to design prototypes that enable us to learn and facilitate ongoing interactions in order to validate the model.	2026 <ul style="list-style-type: none"> – Report on prototype implementation outcomes and proposed improvements.
Steps	
<ul style="list-style-type: none"> – Select the centre(s) where the protocol validation prototype will be implemented. – Implement the prototype as a pilot trial and assess the outcomes, identifying strengths and weaknesses. 	

Table 40. Indicator D09.N1. Approved protocol to transform university teaching.

Indicator D09.N1	
Approved protocol to transform university teaching.	
Measurement	Current no.
Indicator on whether the transformation and improvement protocol of university teaching has been approved.	N/A
	Estimates
	2024
	2025
	N/A
	N/A

Indicator D09.N1

	2026	N/A
	2027	Yes

D10 Improve teaching quality through pedagogical training for lecturers and spurring educational innovation

Office of the Pro-Vice-Chancellor for Teaching and Research Staff

The university is fully committed to excellence and will foster teaching innovation by providing lecturers with resources and opportunities to test new teaching methods and technology. The best opportunities and tools must be offered to lecturers in order to improve teaching quality.

We aim to improve teaching by spurring educational innovation and improving pedagogical training for lecturers.

There are synergies between this goal and goal [D14 Implement a new teaching assessment system at the UIB](#).

Table 41. Activity D10.A1. Improve training for lecturers.

Activity D10.A1	
Improve training for lecturers. Coordinator: Teaching and Research Staff Support and Management Unit	
Grounds	Milestones
Improving teaching quality requires enhancing lecturers' skill set. This can be achieved through an ambitious training plan.	2024 <ul style="list-style-type: none"> – Set up a PDI teaching and research staff training committee. – Produce a study on training needs. – Produce two training plans: an initial plan and a lifelong learning plan.
Steps	
<ul style="list-style-type: none"> – Detect and prioritise the training needs of lecturers. – Include specific training in the welcome plan for new PDI teaching and research staff. 	2025

Activity D10.A1

- | | |
|--|--|
| <ul style="list-style-type: none"> – Produce a training plan for lifelong learning. – Enhance synergies between training, innovation and research. – Consolidate digital literacy skills applied to teaching in accordance with the Teacher Digital Literacy Framework. | <ul style="list-style-type: none"> – Implement and assess the initial and lifelong learning plans. <p>2026-2027</p> <ul style="list-style-type: none"> – Improve both training plans based on the extent to which lecturers have attained the skills taught and incorporate any needs detected. |
|--|--|

Table 42. Activity D10.A2. Foster educational innovation.

Activity D10.A2

Foster educational innovation.

Coordinator: [Institute for Educational Research and Innovation](#)

Grounds

We need to boost teaching innovation and improvement focusing on active student participation and self-regulated learning based on scientific evidence.

Steps

- Boost calls for teaching innovation projects.
- Make innovative teaching projects visible through a specific portal for sharing experiences (e.g. [Portal on Best Teaching Innovation Practice at Catalan Universities](#)).

Milestones

2024

- Review and improve calls for teaching innovation projects.
- Set up an institutional repository for content on Aula digital, enabling automatic transcription and content indexing.
- Provide lecturers with software so that they can produce audiovisual resources. Produce a style

Activity D10.A2

- Bolster the use of Aula digital (digital classroom platform).
- Promote audiovisual technology for teaching. Create a content repository.
- Incorporate artificial intelligence into learning process.

guide for producing audiovisual resources.

- Outline lecturer incentives and challenges with regard to artificial intelligence.
- Provide training on the ethical and responsible use of artificial intelligence.

2025

- A new portal with thematic content. Work from the innovation groups. Work from the programme improvement teams.
- Produce a style guide and a toolkit for creating audiovisual resources.
- Refurbish video-conferencing suites to include the latest technology.

2026-2027

- Continue organising the teaching innovation and evidence-based practice conference.

Table 43. Indicator D10.N1. Training courses for PDI teaching and research staff.

Indicator D10.N1		
Training courses for PDI teaching and research staff.		
Measurement	Current no.	
Number of training courses for PDI teaching and research staff per academic year.	45	
	Estimates	
	2023-24	45
	2024-25	48 (+5%)
	2025-26	50 (+10%)
	2026-27	52 (+15%)

Table 44. Indicator D10.N2. Attendance of UIB lecturers on training courses.

Indicator D10.N2		
Attendance of UIB lecturers on training courses for PDI teaching and research staff.		
Measurement	Current no.	
Number of attendees on training courses for UIB teaching and research staff. Where a lecturer has attended two different courses, attendance will be counted separately for both.	585 (women: 321 ~ 54.9%)	
	Estimates	
	2023-24	585 (+0%)
	2024-25	603 (+3%)
	2025-26	621 (+6%)
	2026-27	638 (+9%)

Table 45. Indicator D10.N3. Active teaching innovation projects.

Indicator D10.N3		
Active teaching innovation projects.		
Measurement	Current no.	
Number of active teaching innovation projects recorded by the IRIE. Most innovation projects run over two years. This means in any one year, projects approved in that year are listed as active, in addition to any two-year projects approved in the previous year.	55	
	Estimates	
	2023-24	55 (+0%)
	2024-25	57 (+3%)
	2025-26	58 (+6%)
	2026-27	60 (+9%)

D11 Bolster lifelong learning in society by offering updated UIB courses and establishing micro-credentials

Office of the Pro-Vice-Chancellor for Postgraduate and Lifelong Learning Policy and Management

Today's society has ongoing and ever-changing training needs. Skills rapidly become obsolete and educational institutions need to adapt quickly. This pace is hard for official training programmes to keep up with. In this sense, there is a need for more flexible training structures within available university-specific courses.

We aim to promote lifelong learning in society by developing a set of updated UIB-specific courses in line with real labour market requirements, as well as establish micro-credentials for certain business sectors rooted in the Balearic Islands.

Table 46. Activity D11.A1. Identify training needs in society.

Activity D11.A1	
Identify practical training needs in Balearic society. Coordinator: University-Enterprise Foundation of the Balearic Islands	
Grounds	Milestones
Identifying real training needs is essential to offer the most suitable training.	2024 <ul style="list-style-type: none"> Produce a study on training needs in Balearic society, with a particular focus on the business sector (different types of corporations and organisations). 2025
Steps	
<ul style="list-style-type: none"> We need to identify the most relevant training areas by analysing labour market trends in the Balearics (with participation from businesses and institutions). 	

Activity D11.A1

- | | |
|---|---|
| <ul style="list-style-type: none"> – Pinpoint how much the public and private sectors value UIB-specific courses, and find ways to enhance it. | <ul style="list-style-type: none"> – Publish the final report on training needs. <p>2026-2027</p> <ul style="list-style-type: none"> – Review and update the report with new needs or demands. |
|---|---|

Table 47. Activity D11.A2. Create professional micro-credentials.

Activity D11.A2

Create professional micro-credentials with the centres involved.

Coordinator: [University-Enterprise Foundation of the Balearic Islands](#)

Grounds

Running a micro-credential prototype will produce lots of information on methodologies, and strengths and weaknesses.

Steps

- We need to create micro-credential prototypes to validate concept and feasibility, in line with the most in-demand training needs in Balearic society pinpointed in the aforementioned analysis and the UIB's areas of expertise.

Milestones

2024

- Create a sector-oriented micro-credential prototype alongside one or two centres, and produce a report on the findings.

2025

- Introduce some additional micro-credentials incorporating improvements from the previous experience.

2026-2027

- Continue increasing available micro-credentials.

Table 48. Activity D11.A3. Amend UIB-specific programme regulations.

Activity D11.A3	
Amend UIB-specific programme regulations and incorporate micro-credentials into how they are organised. Coordinator: University-Enterprise Foundation of the Balearic Islands	
Grounds	Milestones
UIB-specific programme regulations need to suit the flexibility and features required by micro-credentials.	2024 <ul style="list-style-type: none"> – Approve the amended Regulatory Agreement.
Steps	2025 <ul style="list-style-type: none"> – Produce micro-credential management procedure.
<ul style="list-style-type: none"> – Update the Regulatory Agreement on UIB-specific programmes and design a procedure to process and certify micro-credentials. 	

Table 49. Indicator D11.N1. Awarded micro-credentials.

Indicator D11.N1		
Awarded micro-credentials.		
Measurement	Current no.	
Number of awarded micro-credentials. Every micro-credential awarded after passing an accredited course will be counted. N.B. estimates are conditional on the year when they can be introduced, in accordance with the call for funding from the Ministry of Universities through the Government of the Balearic Islands.	0	
	Estimates	
	2023-24	0
	2024-25	40
	2025-26	60
	2026-27	80



D12 Be able to make informed decisions on teaching based on reliable and current data

Office of the Pro-Vice-Chancellor for Undergraduate Academic Policy and Management

Nowadays, UIB centres struggle to deal with many key issues quickly and securely, and, consequently, obtain quality information for decision-making based on accurate, complete, consistent, current, precise, timely, unique and valid data.

We aim to be able to make informed teaching decisions based on well-defined key indicators management teams and services can consult on a scorecard to identify academic problems as soon as possible.

We need to set up the required technology infrastructure to achieve this goal. We intend to do this through strategic goal [G08 Secure quality institutional data by setting up an information factory](#), included in the management pillar.

Table 50. Activity D12.A1. Identify useful teaching data.

Activity D12.A1	
Identify and record useful and necessary teaching data. Coordinator: Office for Strategic Planning	
Grounds	Milestones
We need to precisely identify and define all indicators to compile a quality scorecard.	2024 <ul style="list-style-type: none"> – Draw up the catalogue.
Steps	2025-2027 <ul style="list-style-type: none"> – Keep the catalogue updated.
<ul style="list-style-type: none"> – Create a detailed catalogue of key indicators. – Create a terminology glossary. – Make a list of key indicators. 	

Activity D12.A1

- Establish metrics, calculation formulae, scope, quality procedures, validations, etc.
- Compile requirements from users who will utilise the information.

Table 51. Activity D12.A2. Design scorecards.

Activity D12.A2

Design scorecards and make them available to centres and studies management units.

Coordinator: [ICT Services and Applications Service](#)

Grounds

An automated scorecard is a useful tool to collect quality data.

Steps

- Design scorecards including key indicators and make them available to management teams and units.

Milestones

2024

- Establish the technical requirements, assess solutions, draw up a budget and, where necessary, produce technical specifications.

2025

- Design a scorecard demo.
- Install the tool.

2026

- Initial scorecard indicators.

2027

- Updated scorecard.

Table 52. Indicator D12.N1. Available indicators.

Indicator D12.N1		
Available indicators.		
Measurement	Current no.	
Number of available indicators in a scorecard.	16	
	Estimates	
	2023-24	16
	2024-25	16
	2025-26	20
	2026-27	30

D13 Accredite centres through the AUDIT – International Programme by redesigning the internal quality assurance system for centres

Office of the Pro-Vice-Chancellor for Strategic Planning, Internationalisation and Cooperation

The EHEA and Spanish regulations set out that universities must formally establish publicly available internal quality assurance policies and systems. The ANECA [AUDIT – International Programme](#) certifies these internationally recognised quality systems for higher education institutions in other countries. Moreover, where centres have been accredited by the AUDIT – International Programme, they do not have to accredit each degree programme. This simplifies procedures.

We aim to accredit centres through the AUDIT – International Programme. This means redesigning the current teaching quality assurance system.

There are synergies between this goal and goal [D14 Implement a new teaching assessment system at the UIB](#).

Table 53. Activity D13.A1. Design the new UIB quality assurance system and select a tool.

Activity D13.A1	
Design the new UIB internal quality assurance system and select the most suitable software tool to manage it. Coordinator: Office for Strategic Planning	
Grounds	Milestones
<p>The ANECA AUDIT – International Programme Support Guide recommends the certification procedure, which mainly comprises:</p> <ul style="list-style-type: none"> – Run training sessions for staff involved in implementation. – Design the internal quality assurance system, including assessment and, where necessary, certification. 	<p>2024</p> <ul style="list-style-type: none"> – Have designed the internal quality assurance system and selected a tool. <p>2025</p> <ul style="list-style-type: none"> – Have a reviewed model, in line with the findings from

Activity D13.A1	
<ul style="list-style-type: none"> – Implement the system. – Undertake a pre-audit of the implemented system. – Roll out the certification process. 	<p>the prototype, and obtain certification of the proposed design from ANECA.</p> <p>2026</p>
Steps	
<ul style="list-style-type: none"> – Design the internal quality assurance system in line with the AUDIT – International Programme and submit it for ANECA certification. – Assess and select a software tool that is compatible with the UIB's current tools (mainly, SIGMA) and the set design. 	<ul style="list-style-type: none"> – Improve the internal quality assurance system design.

Table 54. Activity D13.A2. Implement the software tool.

Activity D13.A2	
<p>Implement the software tool.</p> <p>Coordinator: ICT Services and Applications Service</p>	
Grounds	Milestones
<p>There are no plans to implement a quality assurance system without a supporting software tool that automates data collection.</p>	<p>2024</p> <ul style="list-style-type: none"> – Have the product ready for pilot trials.
Steps	
<ul style="list-style-type: none"> – Implement (acquire, install, set up and integrate) the selected software tool to operate with currently available UIB resources (i.e. the academic management system, the website and others). 	<p>2025</p> <ul style="list-style-type: none"> – Have the product in production with the necessary adjustments to avoid repeating any problems that arose in the pilot trials. <p>2026</p>

Activity D13.A2

	<ul style="list-style-type: none"> – Make optional improvements.
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Table 55. Activity D13.A3. Run two pilot trials.

Activity D13.A3

Run two pilot trials to validate the quality assurance system, software tool and interoperability.

Coordinator: [Office for Strategic Planning](#)

Grounds	Milestones
It is essential to validate the design through at least two pilot trials at centres with different features.	2025 <ul style="list-style-type: none"> – Have the initial findings on validation.
Steps	2026 <ul style="list-style-type: none"> – Confirm that the tool and model with the adjustments are viable.
<ul style="list-style-type: none"> – Select the centres for the prototype and outline the scope of implementation. – Install the design. – Assess the findings with proposals for revising the model. 	

Table 56. Activity D13.A4. Implement and certify the new quality assurance system.

Activity D13.A4

Implement and certify the new quality assurance system.

Coordinator: [Office for Strategic Planning](#)

Grounds	Milestones
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Activity D13.A4

Once the design has been reviewed, it will be implemented in the centres deemed necessary for certification.

Steps

- Select the centres for implementation.
- Implement it.
- Apply for institutional certification of the centres.

2026

- Implement the new system in the selected centres.

2027

- Submit the quality system for ANECA certification.

Table 57. Indicator D13.N1. Centres where the new quality assurance system is in place.

Indicator D13.N1

Centres where the new quality assurance system is in place.

Measurement

Current no.

Number of centres where the new quality assurance system is in place.

0

Estimates

2023-24

0

2024-25

0

2025-26

0

2026-27

2

D14 Implement a new teaching assessment system at the UIB through the ANECA DOCENTIA programme

Office of the Pro-Vice-Chancellor for Strategic Planning, Internationalisation and Cooperation

The DOCENTIA programme aims to assess university teaching quality based on three main pillars: **strategic** (including why teaching activity should be assessed; assessment objectives and outcomes; scope; frequency and mandatory criteria), **methodological** (how the assessment will be carried out, assessment criteria, variations according to teaching method, data sources, procedures and assessment committees) and **findings** (activities ensuing from the assessment, circulating findings, systematic monitoring and review).

Currently, over 90% of all Spanish universities take part in the DOCENTIA programme. Its implementation simplifies other essential accreditation processes.

We aim to implement a new teaching assessment system at the UIB in line with ANECA's DOCENTIA programme.

There are synergies between this goal and goals [D10 Improve teaching quality](#) and [D13 Accredit centres through the AUDIT – International Programme](#).

Table 58. Activity D14.A1. Define a new teaching assessment model and select a tool to implement it.

Activity D14.A1	
Define a new teaching assessment model and select the most suitable tool to implement it. Coordinator: Office for Strategic Planning	
Grounds	Milestones
In accordance with ANECA's support programme for teaching assessment , universities develop their own assessment models.	2024 <ul style="list-style-type: none"> – Have a teaching assessment model and a selected tool.
Steps	

Activity D14.A1

- This activity is based on two parallel linked tasks:
- Formally outline a teaching assessment model in line with ANECA's DOCENTIA programme. This model should be designed around three main pillars:
 - Strategic pillar: what the assessment model is for.
 - Methodological pillar: how the assessment is carried out.
 - Findings pillar: what outcomes ensue from the assessment.
- Assess and select a software tool that is compatible with the UIB's current tools (mainly, SIGMA) and the design set out in the previous task. This task essentially comprises:
 - Exploring available solutions, mainly from Spanish universities.
 - Assessing available solutions in terms of operationality, cost and technology, and pinpointing their strengths, weaknesses, opportunities and threats.
 - Selecting a project and securing funding.

2025

- Have a final model based on the pilot trial findings and obtain ANECA certification.

2026-2027

- Monitor the model.

Table 59. Activity D14.A2. Implement the teaching assessment software tool.

Activity D14.A2

Implement the teaching assessment software tool.

Coordinator: [ICT Services and Applications Service](#)

Activity D14.A2	
Grounds	Milestones
The software solution needs to be in production in order to implement the teaching assessment model.	2024 <ul style="list-style-type: none"> – Have the product available to carry out a pilot trial during the first semester of the 2025-26 academic year. 2025 <ul style="list-style-type: none"> – Have the product in production with the necessary adjustments to avoid repeating any problems that arose in the pilot trials. 2026 <ul style="list-style-type: none"> – Make any optional improvements.
Steps	
<ul style="list-style-type: none"> – Implement (acquire, install, set up and integrate) the selected software tool to operate with currently available UIB resources (i.e. the academic management system, the website, etc.). 	

Table 60. Activity D14.A3. Run a pilot teaching assessment trial.

Activity D14.A3	
Run a pilot teaching assessment trial to validate the design, software tool and interoperability. Coordinator: Office for Strategic Planning	
Grounds	Milestones
Validating the model and tool through a pilot trial is essential.	2025 <ul style="list-style-type: none"> – Have the initial findings on validation.
Steps	

Activity D14.A3

- Run an initial assessment pilot trial on a small selection of lecturers using the final model and software tool. The trial will aim to validate the viability of general implementation and the essential areas for improvement. The pilot trial will run in the 2025-26 academic year.
- A second pilot trial with a larger group of lecturers (around 30%) to assess the final model and tool before full implementation. The trial has two aims:
 - Firstly, confirm the validity of the model and tool in order to use them in general production.
 - Secondly, have an overview of the findings and scores to adjust the assessment and outcomes, where applicable.

2026

- Confirm that the tool and model with the adjustments are viable.

Table 61. Indicator D14.N1. Percentage of lecturers assessed with the new system.

Indicator D14.N1		
Percentage of lecturers assessed with the new system.		
Measurement	Current no.	
$100 \times \frac{\text{Number of assessed lecturers}}{\text{Total lecturers}}$ <p>Only lecturers from UIB centres will be included to calculate this indicator.</p>	0%	
	Estimates	
	2023-24	0%
	2024-25	0%
	2025-26	5%

Indicator D14.N1

	2026-27	30%
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Research Goals

Research is one of the university's key missions and comprises generating new knowledge through original, systematic, thorough and rigorous intellectual enquiry. It is characterised by being an ongoing activity, i.e. each achievement at the cutting-edge of knowledge involves new challenges and horizons. State-of-the-art research is usually undertaken in international cooperation networks, which actively pursue reliable mechanisms for scientific progress, including a critical and multi-faceted approach to comparing ideas, sharing experiences, resources and infrastructure, and multidisciplinary cooperation. Combining teaching and research missions grants the university a unique and distinctive nature that is truly valuable across society and for the Balearic Islands in particular.

The core of the UIB's research strategy is to improve competitiveness by **attracting and retaining research talent**, as well as research funding and infrastructure. With a view to generating more relevant knowledge geared towards social progress, we aim to **review structures**, increase multi-disciplinary approaches and **bolster internationalisation** for UIB research. Moreover, the university is committed to its institutional responsibility for research and promoting practices to improve **integrity and ethics**, reforming research assessment procedures, adopting an open and inclusive approach to science, and enhancing research into sustainability.

Table 62. Goals in the research pillar.

Cross-cutting pillar	Goals
Social commitment	R01 Promote knowledge generation for sustainability R02 Promote research integrity and ethics
Institutional promotion	R03 Improve competitiveness in creating, attracting and retaining of research talent R04 Maintain and improve scientific facilities and infrastructure R05 Improve funding for research and innovation projects R06 Strengthen internationalisation for research R07 Boost the transition towards the open research model
Innovation and digitalisation	R08 Bolster the competitiveness of research groups
Good governance and human resources	R09 Assess research through quality criteria R10 Establish and strengthen technical research support staff

R01 Promote knowledge generation for sustainability through research campaigns and incentives linked to the UN Sustainable Development Goals (SDGs)

Office of the Pro-Vice-Chancellor for Strategic Planning, Internationalisation and Cooperation

The first aim of the [2021-2027 Spanish Strategy for Science, Technology and Innovation](#) is to 'position science, technology and innovation as key elements in attaining the SDGs in the 2030 Agenda'. Similarly, the [2019-2030 CRUE Guidelines on University Cooperation for Development](#) state that R&D&i must take advantage of its potential to contribute innovative, interdisciplinary and cross-cutting development challenges. Without doubt, the UIB is fully committed to society in promoting sustainability.

We aim to promote knowledge generation for social, environmental and economic sustainability through assessing research linked to the SDGs, rolling out information campaigns and establishing incentives for research into sustainability.

Table 63. Activity R01.A1. Assess the contribution of research to the UN's SDGs.

Activity R01.A1	
Assess the contribution of research to the UN's SDGs . Coordinator: Cooperation for Development and Solidarity Office	
Grounds	Milestones
Setting up an information system on how research contributes to the SDGs will enable the university's commitment level to these goals to be assessed, as well as foster research that aligns with the 2030 Agenda and sharpen the focus on the goals' main pillars (people, prosperity, planet, peace and partnership).	2024 <ul style="list-style-type: none"> – Create a system to collect information on how master's and PhD theses, as well as projects and research areas, contribute to the SDGs.
Steps	2025

Activity R01.A1

- | | |
|--|--|
| <ul style="list-style-type: none"> – Set clear criteria to see whether a master's or PhD thesis or a research project contributes to the SDGs. – Design and implement a mechanism to gather information on how research contributes to the SDGs. | <ul style="list-style-type: none"> – Roll out the information system and establish the baseline. <p>2026-2027</p> <ul style="list-style-type: none"> – Submit a report on how research contributes to the SDGs. |
|--|--|

Table 64. Activity R01.A2. Run information and awareness-raising campaigns about the SDGs.

Activity R01.A2

Roll out information and awareness-raising campaigns about the [SDGs](#) in the 2030 Agenda.

Coordinator: [Cooperation for Development and Solidarity Office](#)

Grounds

Knowledge and awareness of the [SDGs](#) in the 2030 Agenda will extend interest and research in this area.

Steps

- Launch information campaigns through the PDI Portal for teaching and research staff.
- Run general training activities.
- Weigh up the possibility of research sub-areas on approved projects linked to the [SDGs](#).
- Provide specific guidance to research groups and projects.

Milestones

2024

- Raise awareness and information about the SDGs in the 2030 Agenda over the PDI Portal for teaching and research staff.
- Have run a general training course.

2025-2027

- Research groups receive specialised advice on the [SDGs](#).

Table 65. Activity R01.A3. Provide financial incentives for research linked to the SDGs.

Activity R01.A3	
Provide and raise awareness of financial incentives for research linked to the SDGs . Coordinator: Cooperation for Development and Solidarity Office	
Grounds	Milestones
Awarding grants and prizes will foster research aligned with the SDGs .	2024 <ul style="list-style-type: none"> – Produce and submit a prize and grant guide for research linked to the SDGs and sustainable human development. – Publish calls for grants and prizes, and circulate award-winning work and funded projects. 2025-2027 <ul style="list-style-type: none"> – Publish calls for grants and prizes, and circulate award-winning work and funded projects.
Steps	
<ul style="list-style-type: none"> – Produce and circulate a grant guide for funding research work and projects linked to the SDGs and sustainable human development. – Organise a call for the 2030 Agenda Awards for final degree projects and master's and PhD theses. – Provide grants for research into and for development. – Circulate award-winning work and grant-funded projects. 	

Table 66. Indicator R01.N1. Percentage of master's theses linked to the SDGs.

Indicator R01.N1		
Percentage of master's theses linked to the SDGs .		
Measurement	Current no.	
$100 \times \frac{NTFM_ODS}{NTFM}, \text{ where:}$ <ul style="list-style-type: none"> – <i>NTFM_ODS</i> is the number of master's theses passed in an academic year and linked to the SDGs. – <i>NTFM</i> is the number of master's theses passed in an academic year. <p>Clear-cut criteria establishing whether a thesis is linked to the SDGs have not been defined. These criteria will be defined in activity R01.A1.</p>	–	
	Estimates	
	2023-24	Baseline
	2024-25	Baseline + 3%
	2025-26	Baseline + 6%
	2026-27	Baseline + 9%

Table 67. Indicator R01.N2. Percentage of PhD theses linked to the SDGs.

Indicator R01.N2		
Percentage of PhD theses linked to the SDGs .		
Measurement	Current no.	
$100 \times \frac{NTesis_ODS}{NTesis}, \text{ where:}$ <ul style="list-style-type: none"> – <i>NTesis_ODS</i> is the number of PhD theses defended in an academic year and linked to the SDGs. – <i>NTesis</i> is the number of PhD theses defended in an academic year. <p>Clear-cut criteria establishing whether a thesis is linked to the SDGs have not been defined. These criteria will be defined in activity R01.A1.</p>	–	
	Estimates	
	2023-24	Baseline
	2024-25	Baseline + 3%
	2025-26	Baseline + 6%
	2026-27	Baseline + 9%

Table 68. Indicator R01.N3. Percentage of research projects linked to the SDGs.

Indicator R01.N3		
Percentage of research projects linked to the SDGs .		
Measurement	Current no.	
$100 \times \frac{NProjectes_ODS}{NProjecte}, \text{ where:}$ <ul style="list-style-type: none"> – <i>NProjectes_ODS</i> is the number of active competitive research projects in an academic year linked to the SDGs. – <i>NProjectes</i> is the number of active competitive research projects in an academic year. <p>Clear-cut criteria establishing whether a competitive project is linked to the SDGs have not been defined. These criteria will be defined in activity R01.A1.</p>	–	
	Estimates	
	2023-24	Baseline
	2024-25	Baseline + 3%
	2025-26	Baseline + 6%
	2026-27	Baseline + 9%

R02 Promote research integrity and ethics by producing reference guidelines

Office of the Pro-Vice-Chancellor for Scientific Policy and Research

Promoting academic and scientific integrity, alongside a culture of ethical research at the university, contributes to improving the quality of scientific research across all stages and represents one of the essential pillars for knowledge advancement linked to values. A well-developed ethical culture also helps human relationships, proper recognition of research, attract talent and improve the quality of research profiles.

The [Mutual Learning Exercise \(MLE\) on Research Integrity \(RI\)](#) from the European Commission highlights that ‘research integrity is a foundation of excellent science and the cornerstone of societal trust in researchers and research institutions’.

We aim to promote research integrity and ethics by producing a general document to be used as reference guidelines at the UIB. We will also promote training actions on these guidelines.

Table 69. Activity R02.A1. Produce a document on research integrity and ethics.

Activity R02.A1	
Produce a UIB reference document on research integrity and ethics. Coordinator: Research Area	
Grounds	Milestones
<p>It is essential to have clear institutional criteria in reference guidelines in order to promote integrity and ethics. These guidelines will contain the following pillars:</p> <ul style="list-style-type: none"> Processes and structures, including training and experience in developing skills for scientific integrity. 	<p>2024</p> <ul style="list-style-type: none"> Draft and publish the document. <p>2025</p> <ul style="list-style-type: none"> Circulate the document amongst research staff.

Activity R02.A1

- Incentives, such as recognition, quality and transparency in coaching measures and activities.
- Communication and dialogue, as well as developing discussion platforms and promoting open dialogue and communication with social stakeholders, such as journals, the media, industry, etc.
- Education and training that involve investing in and protecting research culture by promoting an ecosystem where all researchers and research officers are responsible for honest behaviour.

2026-2027

- Include topics on research integrity and ethics in the UIB newsletter.

Steps

- Set up a working team to produce the guide.
- Aspects to promote:
 - A culture of best ethical practice and monitoring throughout researchers' and academics' careers.
 - Quality and honesty in all scientific publications from the university: from PhD theses, including assessment and publication, to research projects and all their associated publications.
 - The ethical conduct of researchers in areas linked to research undertaken at the university, as well as training for new researchers.

Table 70. Activity R02.A2. Run training activities on scientific integrity.

Activity R02.A2	
Run training activities on scientific integrity. Coordinator: Research Area	
Grounds	Milestones
<p>Regulatory Agreement 14540/2022 of 15th June 2022 governing Recruitment of Research Staff under Chapter Six Allocation in the University Budget, as well as Technical or Operational Research Staff, sets outs that selection committee members must have received suitable training on OTM-R, Open, Transparent and Merit-based Recruitment.</p>	<p>2024</p> <ul style="list-style-type: none"> – Design training activities on scientific integrity. <p>2025-2027</p> <ul style="list-style-type: none"> – Provide training to PDI teaching and research staff and selection committee members.
Steps	
<ul style="list-style-type: none"> – Review available training and refresher courses for PDI teaching and research staff on scientific integrity, in accordance with the reference guidelines, and bolster attendance. – Train members of selection committees for research staff, and technical and operational research staff in OTM-R, Open, Transparent and Merit-based Recruitment. 	

Table 71. Indicator R02.N1. Published reference guidelines on research integrity and ethics.

Indicator R02.N1		
Published reference guidelines on research integrity and ethics.		
Measurement	Current no.	
Indicator of whether the reference guidelines on research integrity and ethics have been published.	N/A	
	Estimates	
	2024	Yes
	2025	Yes
	2026	Yes
	2027	Yes

Table 72. Indicator R02.N2. Attendees at scientific integrity training courses.

Indicator R02.N2		
Attendees at scientific integrity training courses.		
Measurement	Current no.	
Number of researchers and selection committee members who have attended training activity courses on scientific integrity in a calendar year.	46	
	Estimates	
	2024	46 (+0%)
	2025	51 (+10%)
	2026	53 (+15%)
	2027	55 (+20%)

R03 Improve competitiveness in creating, attracting and retaining research talent by increasing and providing stability, and improving current attainment mechanisms

Office of the Pro-Vice-Chancellor for Scientific Policy and Research

People are at the core of university life and, specifically, research activity. Improving mechanisms to attract and retain research talent will directly impact the attainment levels for the university's missions. This will also enable us to work on our commitment to excellence. In turn, recruiting research talent for the UIB will boost more socially relevant scientific activity, be a driving force for social transformation and promote progress based on scientific knowledge and innovation. Moreover, top-flight research staff create a feedback loop for improving the appeal and competitiveness of the UIB in creating, attracting and retaining talent for research and innovation.

We aim to improve competitiveness in creating, retaining and attracting research talent by increasing and providing stability for current mechanisms to attain this goal.

Table 73. Activity R03.A1. Improve mechanisms to attract research staff.

Activity R03.A1	
Cement and strengthen mechanisms to attract research staff, and technical lab and operational research support staff on the UIB Research Promotion and Innovation Programme. Coordinator: Research Area	
Grounds	Milestones
Research talent creates value across all multi-faceted support structures for research: research staff in training; junior and senior post-doctoral researchers; project-specific research lab support technicians; research lab technicians	2023 <ul style="list-style-type: none"> – Outline calls, identify funding sources and set a calendar.

Activity R03.A1	
affiliated to the scientific and technical services, and project-specific operational research support staff.	2024 <ul style="list-style-type: none"> – Draft, publish, manage and comprehensively monitor calls. Recruit research staff, and technical and operational research support staff.
Steps	
<ul style="list-style-type: none"> – This activity aims to roll out and provide stability for mechanisms to create, retain and attract research talent, as well as provide multi-faceted structures for research in the Research Promotion and Innovation Programme. 	2025-2027 <ul style="list-style-type: none"> – Assess the implementation of previous calls. Publish, manage and comprehensively monitor calls. Recruit research staff, and technical and operational research support staff.

Table 74. Activity R03.A2. Improve the attraction and retention of research talent.

Activity R03.A2	
Apply measures to improve institutional competitiveness in attracting and retaining research talent. Coordinator: Research Area	
Grounds	Milestones
Being more competitive in attracting and retaining talent will undoubtedly improve the human values of research.	2024-2025 <ul style="list-style-type: none"> – Set up mechanisms for complementary payments in accordance with Executive Agreement 14891/2023 of 19th April that regulates the salaries of research staff, as well
Steps	
<ul style="list-style-type: none"> – Implement complementary payments for institutional competitiveness in 	

Activity R03.A2

<p>attracting and retaining talent: allocate the highest payments to the minimum levels established for recruited staff in accordance with national and European recruitment programmes for research.</p> <ul style="list-style-type: none"> – Set a calendar and clear job stability requirements. – Provide competitive researchers starting their career at the UIB with initial grants: financial aid, grants for recruiting pre-doctoral research staff in training (junior post-doctoral researchers) or post-doctoral staff (senior post-doctoral researchers), etc. – Allocate limited teaching to competitive researchers enabling them to combine teaching and research. – Establish specific measures to attract and retain talented female researchers, especially in those areas where they are under-represented. – Establish measures to boost work-life balance and joint responsibility with a gender perspective, as well as equal treatment and opportunities between women and men. 	<p>as technical and operational research support staff.</p> <p>2026-2027</p> <ul style="list-style-type: none"> – Assess the implementation of the regulation, the impact from the selected mechanisms and make any necessary changes.
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Table 75. Indicator R03.N1. Number of researchers joining the UIB.

Indicator R03.N1	
Number of researchers joining the UIB.	
Measurement	Current no.

Indicator R03.N1		
Number of researchers joining the UIB. We will deem researchers to have joined the UIB where they did not have a research contract at the university in the previous year.	218 (women: 96 ~ 44%)	
	Estimates	
	2024	218 (+0%)
	2025	225 (+3%)
	2026	231 (+6%)
	2027	238 (+9%)

Table 76. Indicator R03.N2. Technical research support staff numbers at the UIB.

Indicator R03.N2		
Technical research support staff numbers at the UIB.		
Measurement	Current no.	
Technical research support staff numbers at the UIB.	45 (women: 20 ~ 44.4%)	
	Estimates	
	2024	47 (+4%)
	2025	49 (+8%)
	2026	50 (+12%)
	2027	52 (+16%)

R04 Maintain and improve scientific facilities and infrastructure by providing stability in procuring scientific material and access to large-scale infrastructure for research

Office of the Pro-Vice-Chancellor for Scientific Policy and Research

The quality of research and the university as a whole is enhanced when competitive scientific infrastructures are improved. Having the right resources across all areas makes everything easier and where high precision is required, such as in research, it is paramount. [Organic Law 2/2023 of 22nd March on the University System \(LOSU\)](#) states in Article 57.7 that ‘universities shall allocate a minimum of 5% of their budgets to their own research programmes’. This ambitious directive alone justifies this goal, aimed at making infrastructure available for research. Ultimately, this infrastructure will contribute to excellence in generating scientific knowledge at the university.

We aim to maintain and improve scientific equipment and infrastructure by providing stability in procuring scientific material and access to large-scale, cutting-edge facilities for researchers at the UIB.

Table 77. Activity R04.A1. Establish a maintenance policy for scientific infrastructure.

Activity R04.A1	
Establish a maintenance and procurement policy for scientific equipment and infrastructure. Coordinator: Research Area	
Grounds	Milestones
Infrastructure and equipment for research drive momentum for competitiveness in research and institutional standing on the national and international stage. We therefore need to establish maintenance policies for scientific equipment by renewing current available equipment, procuring new equipment managed	2024 <ul style="list-style-type: none"> – Draft a scientific equipment procurement policy, and criteria for the UIB Scientific and

Activity R04.A1	
by research groups and scientific and technical services, and allocating, maintaining and providing research laboratories and infrastructure.	Technical Services to manage and/or supply it.
Steps	2025
<ul style="list-style-type: none"> – This activity aims to roll out and provide stability to scientific equipment procurement policies, as well as allocate, maintain and provide research infrastructure, such as laboratories. – These policies should enable us to set access priorities for resources and available funding allocation criteria. 	<ul style="list-style-type: none"> – Formally approve and implement the scientific equipment procurement policy, and criteria for the UIB Scientific and Technical Services to manage and/or supply it. – Draft a policy for allocating, maintaining and providing new research laboratories and infrastructure.
	2026
	<ul style="list-style-type: none"> – Formally approve and implement the policy for allocating, maintaining and providing new research laboratories and infrastructure. – Assess the effective implementation of this policy and amend it, where applicable.

Table 78. Activity R04.A2. Strengthen improvement mechanisms for scientific infrastructure.

Activity R04.A2
<p>Strengthen and enhance improvement mechanisms for scientific infrastructure.</p> <p>Coordinator: Research Area</p>

Activity R04.A2	
Grounds	Milestones
<p>Stable mechanisms from funding calls are required in order to procure scientific equipment and modernise research infrastructure. These mechanisms should be ongoing to offset the amortisation, depreciation and ongoing improvement processes for technology.</p>	<p>2023</p> <ul style="list-style-type: none"> – Outline calls, identify funding sources and set a calendar. <p>2024</p> <ul style="list-style-type: none"> – Draft, publish, manage and comprehensively monitor calls. Procure scientific equipment, and install and modernise research infrastructure. <p>2025-2027</p> <ul style="list-style-type: none"> – Assess the implementation of previous calls. Publish, manage and comprehensively monitor calls. Procure scientific equipment, and install and modernise research infrastructure.
Steps	
<ul style="list-style-type: none"> – This activity aims to roll out and provide stability to maintenance and improvement mechanisms for research competitiveness through procuring equipment and providing infrastructure as part of the Research Promotion Programme. 	

Table 79. Activity R04.A3. Provide access to large-scale research infrastructure and equipment.

Activity R04.A3	
<p>Provide and bolster access to large-scale research infrastructure and equipment. Coordinator: Research Area</p>	
Grounds	Milestones
<p>The large-scale infrastructure of international networks or consortia and the research</p>	<p>2023</p>

Activity R04.A3

equipment from the UIB Scientific and Technical Services are essential tools for top-flight research into certain areas and specialisations. It is important to foster their use by UIB research staff in order to expand skills. With regard to accessing large-scale external facilities, their use will support UIB researcher participation in international consortia.

Steps

- This activity aims to promote, foster and support the use of large-scale research infrastructure and equipment provided by the UIB Scientific and Technical Services and externally, amongst the research community.

- Define support mechanisms in applications to be able to use large-scale external infrastructure.
- Define calls for university projects where the main UIB Scientific and Technical Services are strongly involved, identify funding sources and set a calendar.

2024

- Draft, publish, manage and comprehensively monitor calls. Access large-scale research infrastructure and equipment.

2025-2027

- Assess the implementation of previous calls. Publish, manage and comprehensively monitor calls. Access large-scale research infrastructure and equipment.

Table 80. Indicator R04.N1. Funding allocated to scientific equipment.

Indicator R04.N1

Funding allocated to scientific equipment and infrastructure.

Indicator R04.N1

Measurement	Current no.	
Total annual funding used to maintain, modernise and procure scientific equipment, and modernise and provide new research infrastructure. Expenditure made within the framework of research projects is excluded.	€ 615,000	
	Estimates	
	2024	€ 650,000
	2025	€ 650,000
	2026	€ 650,000
	2027	€ 650,000

R05 Improve funding for research and innovation projects by increasing and providing budget stability

Office of the Pro-Vice-Chancellor for Scientific Policy and Research

Increasing research and innovation project funding will enable the UIB to continue being a university that stands for quality and excellence, as well as a hotbed for innovative knowledge and solutions to face up to challenges in society. In turn, a higher budget will also contribute to socio-economic development and diversification in the Balearic Islands.

We aim to improve research and innovation project funding by securing higher external funding from international, national, regional and local bodies.

Table 81. Activity R05.A1. Establish a stable funding mechanism for research projects.

Activity R05.A1	
<p>Establish a stable and consolidated funding mechanism for research projects within the Research Promotion and Innovation Programme.</p> <p>Coordinator: Research Area</p>	
Grounds	Milestones
<p>The Research Promotion Programme is the institutional framework for funding research and innovation projects.</p> <p>The main external funding institutions are: the European Commission's Horizon Europe Framework Programme, the Spanish National Research Agency, through the National Plan, and the Government of the Balearic Islands, through its research and innovation calls.</p>	<p>2024</p> <ul style="list-style-type: none"> – Draft calls for research and innovation projects with multiple strategic and thematic approaches. <p>2025</p> <ul style="list-style-type: none"> – Publish and implement research and innovation funding calls. <p>2026-2027</p>

Activity R05.A1

Steps

- A grant award mechanism for highly-rated projects that do not receive funding from grant calls for knowledge generation projects under the National Plan.
- A call for projects in areas that have a particular strategic interest for research promotion.
- A call to foster the transfer of knowledge from research projects.

- Publish and implement research and innovation funding calls. Assess the implementation of the calls and amend them, where applicable.

Table 82. Activity R05.A2. Foster participation in research funding calls.

Activity R05.A2

Strengthen the Participation Support Programme for research project funding calls.

Coordinator: [Research Area](#)

Grounds

This programme aims to promote and boost quality research as well as incentivise UIB researchers to apply for grants from external bodies to fund research projects in competitive calls.

Steps

- Expand the Research Project Participation Support Programme.
- Assess the fund allocation criteria for the Research Project Participation Support Programme governed by [Executive Agreement 14241/2021 of 10th](#)

Milestones

2024

- Assess the fund allocation criteria in the Research Project Participation Support Programme.

2025

- Improve funding for this programme.

2026-2027

- Guarantee funding for the programme and assess

Activity R05.A2

November , and make any necessary amendments.	attainment of its targets. Propose improvements.
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Table 83. Activity R05.A3. Set up a new research promotion programme.

Activity R05.A3

Set up a new research promotion programme for calculating lecturers' class load.

Coordinator: [Research Area](#)

Grounds	Milestones
It is necessary to set up a new research promotion programme to incentivise consortium coordination of UIB research staff in European projects and other international initiatives. These will reconfigure how class load is calculated.	<p>2024</p> <ul style="list-style-type: none"> – Draft a regulation for how lecturers' class load is calculated, which includes a new research promotion programme.
Steps	<p>2025</p> <ul style="list-style-type: none"> – Approve the regulation governing how lecturers' class load is calculated. <p>2026</p> <ul style="list-style-type: none"> – Introduce the new regulation. <p>2027</p> <ul style="list-style-type: none"> – Assess the impact of the new regulation.
<ul style="list-style-type: none"> – Modify Regulatory Agreement 13650/2020 of 29th September which amends Regulatory Agreement 8879/2008 of 19th December that approves the document governing how class load is calculated for lecturers at the University of the Balearic Islands, in order to acknowledge the work load of lead researchers on a research project. 	

Table 84. Indicator R05.N1. Income from research staff with a PhD.

Indicator R05.N1		
Income ratio for research staff with a PhD.		
Measurement	Current no.	
Total research income over one year divided by the total number of researchers with a PhD.	€ 22,046.75	
Research income includes:	Estimates	
– Income from competitive calls with external assessment.	2024	€ 22,046.75 (+0%)
– Income from contract research (former Article 83; current Article 60 in the LOSU).	2025	€ 22,708.15 (+3%)
– Income from agreements and direct subsidies.	2026	€ 23,369.56 (+6%)
	2027	€ 24,030.96 (+9%)

Table 85. Indicator R05.N2. Projects funded by the UIB Research Promotion and Innovation Programme.

Indicator R05.N2		
Research projects funded by the UIB Research Promotion and Innovation Programme.		
Measurement	Current no.	
Number of projects specifically funded each year by the UIB Research Promotion and Innovation Programme.	6	
	Estimates	
	2024	6 (+0%)
	2025	7 (+10%)
	2026	7 (+20%)
	2027	8 (+30%)

Table 86. Indicator R05.N3. Amount funded by the UIB Research Promotion and Innovation Programme.

Indicator R05.N3		
Research project amounts funded by the UIB Research Promotion and Innovation Programme.		
Measurement	Current no.	
Total amount in euro for projects specifically funded each year by the UIB Research Promotion and Innovation Programme.	€ 700,000	
	Estimates	
	2024	€ 700,000 (+0%)
	2025	€ 735,000 (+5%)
	2026	€ 770,000 (+10%)
	2027	€ 805,000 (+15%)

R06 Strengthen internationalisation for research by fostering international funding and research staff mobility

Office of the Pro-Vice-Chancellor for Scientific Policy and Research

International collaboration is an indicator that has a highly positive impact on individual and collective productivity at academic institutions across all areas of knowledge ([Rostan, Ceravolo and Metcalfe, 2014](#)).

Strengthening international collaboration networks promotes a more enriching exchange of ideas and methods, and establishes mechanisms to circulate new knowledge, and improve visibility and reach for scientific production internationally. It also boosts research and innovation quality and global access to funding.

We aim to strengthen internationalisation for research by fostering international funding and research staff mobility.

Table 87. Activity R06.A1. Secure higher international funding.

Activity R06.A1	
Introduce measures to secure higher international funding. Coordinator: Research Area	
Grounds	Milestones
Measures to strengthen research projects with international collaboration have a direct impact on internationalisation.	2024 <ul style="list-style-type: none"> – Improve the grant programme to take part in the European Union Framework Programme. – Set up a grant programme for projects arising from completed large-scale European projects.
Steps	
<ul style="list-style-type: none"> – Increase resources to promote and support the technical preparation and management for European and international projects through the Office for European Projects. 	

Activity R06.A1

- | | |
|---|---|
| <ul style="list-style-type: none"> – Improve the grant programme to take part in the EU Framework Programme to cover the travel and board expenses in preparing these projects, as well as support meetings being held at the UIB. – Set up a grant programme for projects arising from implemented international projects. | <ul style="list-style-type: none"> – Increase resources to promote and support the technical preparation and management for European and international projects. <p>2025</p> <ul style="list-style-type: none"> – Fund and roll out new programmes. <p>2026-2027</p> <ul style="list-style-type: none"> – Assess the impact from new programmes and make any necessary improvements. |
|---|---|

Table 88. Activity R06.A2. Implement measures to foster researcher mobility.

Activity R06.A2

Implement measures to foster researcher mobility.

Coordinator: [Research Area](#)

Grounds

Research staff mobility improves academic skills and strengthens collaboration networks. Experience at other research centres promotes employability which, in turn, improves the chances of promotion and employment within the university system for temporary staff. These activities and exchanges benefit the university system. In the same vein, attracting research staff to undertake short stays helps increase international collaborations and support

Milestones

- 2024**
- Draft and publish a mobility grant call for researchers to undertake brief stays at renowned centres.
- 2025**

Activity R06.A2

researcher participation in international projects in consortia.

Steps

- Complementary payments for research staff undertaking stays at national or overseas centres are required to cover travel and board. A call with clear deadlines must be arranged so that researchers are able to plan their stays.
- Moving, especially overseas, can involve complicated unfamiliar procedures. Providing information on how to deal with these procedures (insurance, rent regulations, transport, school registration, etc.) would help researchers with any possible issues linked to moving.
- Create synergies with activity [D07.A1](#).

- Produce guidelines to support work-life balance for guest researchers undertaking stays at the UIB, as well as UIB researchers on brief stays at other centres.

2026

- Set up a short-stay housing pool for individuals coming to the UIB linked to research or knowledge transfer.

2027

- Open short-stay housing pool for visitors.

Table 89. Indicator R06.N1. International income ratio for research staff with a PhD.

Indicator R06.N1

International income ratio from competitive international calls for research staff with a PhD.

Measurement

Current no.

Total research income from competitive international calls with external assessment over one year divided by the total number of researchers with a PhD.

€ 4,015.95

Estimates

2024

€ 4,136.43 (+3%)

2025

€ 4,297.07 (+7%)

Indicator R06.N1

	2026	€ 4,457.70 (+11%)
	2027	€ 4,618.34 (+15%)

Table 90. Indicator R06.N2. Number of European projects with UIB participation and coordination.

Indicator R06.N2

Number of European projects with UIB participation and coordination.

Measurement	Current no.	
Direct calculation: number of awarded European projects where the UIB is a partner or coordinator.	10	
	Estimates	
	2024	10 (+3%)
	2025	11 (+7%)
	2026	11 (+11%)
	2027	12 (+15%)

R07 Boost the transition towards the open research model through promotional activities

Office of the Pro-Vice-Chancellor for Scientific Policy and Research

Top-flight open science is one of the pillars of Objective 4 (Knowledge generation and scientific leadership) in the [2021-2027 Spanish Science, Technology and Innovation Strategy](#), and the framework of the first [National Strategy for Open Science](#) for 2023-2027. Transition towards an open science model will generate more democratic high-quality and impactful knowledge, as well as its circulation within society.

Supporting top-notch science will, in accordance with EU directives, boost open access to research findings. This will ensure data are findable, accessible, interoperable and reusable (FAIR). Circulation in the field of science, alongside open access repositories, will support access to scientific progress, and strengthen scientific dissemination and communication across society.

We aim to strengthen the transition towards an open science framework through a management procedure for research data, an updated catalogue and training activities for researchers.

Table 91. Activity R07.A1. Set up a research data management procedure.

Activity R07.A1	
Set up a suitable procedure to manage research data generated at the UIB. Coordinator: Library Service	
Grounds	Milestones
Research data produced by the UIB represent a strategic institutional asset that must be carefully curated and safeguarded. Current legislation, including national and European calls, requires open science criteria be applied to how	2024 <ul style="list-style-type: none"> Design and publish the procedure. 2025

Activity R07.A1	
data linked to research are processed and managed.	<ul style="list-style-type: none"> – Circulate the procedure amongst research staff.
Steps	2026
<ul style="list-style-type: none"> – Establish procedures that ensure suitable research data management through FAIR principles to make them more findable, accessible, interoperable and reusable. 	<ul style="list-style-type: none"> – Include open science topics in the UIB newsletter.

Table 92. Activity R07.A2. Update the project catalogue and improve open access to findings.

Activity R07.A2	
Update the project catalogue and improve open access to publications. Coordinator: Research Area	
Grounds	Milestones
The UIB research project catalogue is not updated or widely known.	2024
Steps	<ul style="list-style-type: none"> – Update and standardise the project catalogue and set up a direct link to the publications catalogue on the university's website.
<ul style="list-style-type: none"> – Improve visibility of the research project catalogue and open access to research publications on the university's website. 	2025-2027
	<ul style="list-style-type: none"> – Update the project and publications catalogue.

Table 93. Activity R07.A3. Run training activities on open science.

Activity R07.A3
Run training activities on open science. Coordinator: Library Service

Activity R07.A3	
Grounds	Milestones
There is a new communication and accountability paradigm for research that is geared towards open science. Hence, the university community must be trained to work within this new model.	2024 <ul style="list-style-type: none"> – Design a training plan encompassing all aspects of open science. 2025-2027 <ul style="list-style-type: none"> – Run training for research staff.
Steps	
<ul style="list-style-type: none"> – Develop a training plan on open science. 	

Table 94. Indicator R07.N1. Open access resources for research linked to the UIB.

Indicator R07.N1	
Open access resources for research linked to the UIB.	
Measurement	Current no.
Number of open access resources for research linked to the UIB. Nonetheless, the criteria to set up open access resources linked to the UIB must be outlined in activity R07.A1 .	–
	Estimates
	2024 Baseline
	2025 Baseline + 3%
	2026 Baseline + 6%
	2027 Baseline + 9%

R08 Bolster the competitiveness of research groups by allocating funds for groups and making their structure more flexible

Office of the Pro-Vice-Chancellor for Scientific Policy and Research

Research groups, i.e. groups of individuals who look into shared research areas, are common and essential structures to undertake research. These structures promote the exchange of ideas, debates, coordination and collaboration—all key mechanisms to promote new knowledge.

We aim to bolster the competitiveness of research groups by allocating funds through calls and making their structure more flexible and, therefore, more interdisciplinary.

Table 95. Activity R08.A1. Approve a flexible regulation on research groups.

Activity R08.A1	
<p>Approve a flexible regulation on research groups that promotes interdisciplinary and multidisciplinary groups.</p> <p>Coordinator: Research Area</p>	
Grounds	Milestones
<p>More streamlined and autonomous management of group structures is necessary, as well the elimination of unnecessary and outdated regulations. It is important to bolster the acknowledgement of research groups that excel in terms of the scientific and social impact of their research. Moreover, more multidisciplinary and interdisciplinary scientific collaborations are required so as to align with funding structures.</p>	<p>2024</p> <ul style="list-style-type: none"> – Approve a research group regulation. <p>2025</p> <ul style="list-style-type: none"> – Update the research group catalogue. <p>2026-2027</p> <ul style="list-style-type: none"> – Assess new, discontinued and modified research groups.
Steps	

Activity R08.A1

- Set up research group categories and requirements.
- Bolster the acknowledgement of research groups that excel in terms of the scientific and social impact of their research and internationalisation, based on establishing a consolidated research group category.
- Strengthen multidisciplinary and interdisciplinary scientific collaborations as catalysts for institutional growth that align with regional, national and European funding frameworks. A research unit category must be established for this purpose.
- Update the research group catalogue.
- Establish the assessment process for new, discontinued or modified research group requests.

Table 96. Activity R08.A2. Set up a budget allocation for the research groups.

Activity R08.A2

Set up a budget allocation for the research groups.

Coordinator: [Research Area](#)

Grounds

Organising specific grant calls for research groups enables incentives for researchers to join forces and ensures group size is suited to the task at hand.

Steps

Milestones

2024

- The Research Commission needs to define assessment criteria for research group activity.

Activity R08.A2

- The Research Commission needs to define assessment criteria for research group activity.
- Organise specific grant calls for research groups that enable recruitment of technical and operational research support staff linked to research units.

2025

- Assess the scientific activity of the new research group catalogue.
- Set up a grant call for research groups.

2026-2027

- Recruit technical and operational research support staff linked to research units.

Table 97. Indicator R08.N1. Research groups.

Indicator R08.N1		
Consolidated research groups.		
Measurement	Current no.	
Number of research groups recognised by the UIB in accordance with the criteria set out in activity R08.A1 . They must be registered every year in the research group catalogue managed by the relevant Office of the Pro-Vice-Chancellor for Research.	0	
	Estimates	
	2024	50
	2025	65
	2026	80
	2027	90

R09 Assess research through quality criteria established in multi-faceted mechanisms to accredit excellence

Office of the Pro-Vice-Chancellor for Scientific Policy and Research

The UIB has signed up to the Agreement on Reforming Research Assessment launched by the European Commission as one of the activities in the new European Research Area (ERA). The aim is to create a coalition of organisations—including funders, research centres, accreditation and evaluation agencies, researchers and learned societies—willing to work together in reforming the research assessment system.

The [National Strategy for Open Science 2023-2027](#) aims to establish new mechanisms for assessing research, and a system of incentives and acknowledgements for strengthening open science practices, as well as train all staff (researchers, managers, funders and assessors) so that their professional performance aligns with open science principles.

We aim to assess research through quality criteria established in multi-faceted mechanisms to accredit excellence.

Table 98. Activity R09.A1. Establish a mechanism for research assessment.

Activity R09.A1	
Establish a mechanism for research assessment. Coordinator: Research Area	
Grounds	Milestones
The assessment of research, researchers and research structures must acknowledge different findings, practices and activities that optimise research quality and impact. This means assessment must mainly be based on qualitative evaluation and not merely quantitative indicators. One of the main purposes to this is deciding which researchers should be recruited, promoted or rewarded, selecting which research	2024 <ul style="list-style-type: none"> – Produce a draft research assessment regulation and list of assessment criteria for research excellence by area of knowledge. – Consult stakeholders.

Activity R09.A1

proposals should be funded, and identifying which research structures should be supported.

Steps

- With a view to optimising research quality and impact, assessment and appraisal systems need to be applied to all researchers (including top experts) so that professional performance can be regularly and transparently evaluated. These assessment and appraisal procedures must consider the global creativity of research work and findings through, for instance, publications, patents, research management, teaching and conferences, supervision and tutoring duties, national and international collaboration, administrative duties, public awareness activities and mobility. Moreover, these elements must be considered in accordance with professional progress. This assessment must be qualitative, based on the responsible use of quantitative indicators and performed by peers.
- Ensuring a real multi-faceted approach in mechanisms to accredit excellence requires greater specificity for assessment criteria in specific areas of knowledge, since not all knowledge can be appraised with the same quantitative parameters. The UIB's vision pursues diversity, flexibility and inclusivity, meaning mechanisms are required to ensure these items can be assessed as objectively as possible, in accordance

2025

- Approve a research assessment regulation and list of assessment criteria for research excellence by area of knowledge.

2026-2027

- Validate the implementation of the research assessment regulation.

Activity R09.A1

<p>with the specificities for each area of knowledge. In turn, the UIB aims to combine international recognition with its local roots and culture (something only the university can ensure). Therefore, assessment of quality and excellence regarding this rooted approach must be regulated by disregarding exclusionary dichotomies such as universality/localism or internationalisation/regionalism.</p> <ul style="list-style-type: none"> – Accredited criteria for performance excellence in gender equality and the inclusion of gender in R&D&i projects (e.g. by obtaining the R&D&i gender equality seal set out in Act 17/2022 on Science, Technology and Innovation). 	
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Table 99. Activity R09.A2. Run training activities on research assessment.

Activity R09.A2

Run training activities on research assessment.

Coordinator: [Research Area](#)

Grounds	Milestones
When a research assessment regulation is in place, it must be circulated to researchers.	<p>2025</p> <ul style="list-style-type: none"> – Produce a training and circulation plan for research assessment.
Steps	
<ul style="list-style-type: none"> – Committee and panel members assessing research undertaken by possible candidates or applicants in a call must have received training enabling them to 	<p>2026-2027</p> <ul style="list-style-type: none"> – Circulate the assessment regulation.

Activity R09.A2

<p>apply the established assessment guidelines.</p> <ul style="list-style-type: none"> – This paradigm shift requires additional training efforts for assessors to decouple new procedures from traditional assessment. This will deeply impact how they perform their duties. – Research staff, and particularly those in the early stages of their career, must receive training on the new research assessment criteria. 	
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Table 100. Indicator R09.N1. Have a regulation in place for comprehensive research assessment.

Indicator R09.N1		
Have a regulation in place for comprehensive research assessment.		
Measurement	Current no.	
Confirm publication of the regulation: yes or no.	N/A	
	Estimates	
	2024	Yes
	2025	Yes
	2026	Yes
	2027	Yes

R10 Establish and strengthen technical research support staff by producing a specific regulation and publishing staff recruitment calls

Office of the Pro-Vice-Chancellor for Scientific Policy and Research

The [CRUE](#) has repeatedly underlined the serious problem of excessive bureaucracy teaching and research staff must deal with, and the urgent need to simplify and speed up all related management procedures. In turn, support structures need to be set up enabling optimal attainment of the university's academic and research mission. Likewise, the “bureaucratic meltdown” in research management units at Spanish universities’ has been repeatedly vilified. These factors are compounded at the UIB due to its size, which limits the salary budget. Nevertheless, it remains committed to activities in all areas and to pursuing all available funding decisively and ambitiously.

Advanced research generally requires technology and/or computer applications not available on the market. Consequently, research teams have to modify existing technology with tailor-made specific developments for their field of research, e.g. higher precision devices, more efficient software, etc. Research staff are not responsible for performing the technical duties of computer or software engineers. The availability of highly-qualified technical support staff for research would improve institutional research and innovation performance, since it would enable a reasonable distribution of the current and necessary research duties at a public university.

We aim to establish and strengthen technical research support staff structures by producing a specific regulation for them and publishing staff recruitment calls.

Table 101. Activity R10.A1. Produce a regulation for technical and operational research support staff.

Activity R10.A1

Produce a specific regulation for technical and operational research support staff.

Coordinator: [Research Area](#)

Activity R10.A1	
Grounds	Milestones
<p>The university aims to strengthen research support staff posts through categorisation as project-specific technical support staff, centralised technical support staff, project-specific admin support staff and centralised admin support staff.</p>	<p>2024</p> <ul style="list-style-type: none"> – Draft a specific regulation for technical and operational research support staff.
Steps	<p>2025</p> <ul style="list-style-type: none"> – Approve a specific regulation for technical and operational research support staff.
<ul style="list-style-type: none"> – Produce a specific regulation for research support staff with the responsibilities and features in line with each subgroup. 	<p>2026</p> <ul style="list-style-type: none"> – Adapt existing job positions and recruit more technical and operational research support staff in accordance with the new regulation. <p>2027</p> <ul style="list-style-type: none"> – Adapt existing job positions and recruit more technical and operational research support staff in accordance with the new regulation. Assess the impact of the new regulation.

Table 102. Activity R10.A2. Recruit support staff linked to research structures.

Activity R10.A2
<p>Recruit lab and operational technical research support staff linked to research structures.</p>

Activity R10.A2	
Coordinator: Research Area	
Grounds	Milestones
It is essential to systematise and arrange responsibilities of staff involved in research by strengthening technical lab and operational support staff positions.	2024 <ul style="list-style-type: none"> – Outline calls, identify funding sources and set a calendar.
Steps	2025 <ul style="list-style-type: none"> – Draft, publish, manage and comprehensively monitor calls. Recruit technical and operational research support staff.
<ul style="list-style-type: none"> – Publish calls with UIB or CAIB funding to recruit technical and operational research support staff linked to research structures. – Outline profiles for technical research support staff. – In accordance with Act 17/2022 on Science, Technology and Innovation, and with a view to mainstreaming the principle of gender equality in research, gender experts should be included in assessment bodies, or expert advice sought; specific guidance on gender equality and bias be provided; gender be included in R&D&i projects, and guidelines or a practical manual be circulated. 	2026-2027 <ul style="list-style-type: none"> – Assess the implementation of previous calls. Publish, manage and comprehensively monitor calls. Recruit technical and operational research support staff.

Table 103. Indicator R10.N1. Ratio of researchers with PhDs to technical support staff.

Indicator R10.N1
Ratio of researchers with PhDs to technical support staff.

Indicator R10.N1

Measurement	Current no.	
<p>The following formula measures the average ratio of technical research support staff to PhD researchers:</p> $\frac{\text{Number of researchers with PhDs}}{\text{Number of technical research support staff}}$	20	
	Estimates	
	2024	18 (90%)
	2025	16 (80%)
	2026	14 (70%)
	2027	12 (60%)

Transfer and Culture Goals

Transferring research findings to society involves discoveries, scientific events, technology, intellectual property, data and, in general, knowledge from research results flowing towards society, and creating economic value and social development. Therefore, transfer activities aim to circulate findings and their relevance, and create channels to support the transformation of this knowledge into tangible public assets across economic, business, health, cultural or social spheres. One of the university's fundamental missions is to provide this feedback to society and add value to the entire research process.

The transfer goals in the UIB Strategic Plan aim to increase this value and are based around a two-way collaboration relationship between researchers and business. In this sense, research groups must focus their work on the real needs of society, businesses and institutions in our community so that they are able to take advantage of scientific progress by establishing collaboration agreements; increasing the number of meetings between businesses and researchers; identifying real business needs; fostering an entrepreneurial spirit amongst students, etc.

The culture that the UIB creates and projects is a further key element in this pillar. The university ensures society is a stakeholder in this culture through dissemination and outreach. In this sense, fostering the generalised use of Catalan in one of the university's core goals.

Table 104. Goals in the transfer and culture pillar.

Cross-cutting pillar	Goals
Social commitment	T01 <u>Increase knowledge transfer and cooperation with the third sector</u>
	T02 <u>Bolster entrepreneurship amongst UIB students</u>
	T03 <u>Improve funding and society's engagement with scientific, cultural and social activities</u>
Institutional promotion	T04 <u>Increase collaborative research with businesses and institutions</u>

Cross-cutting pillar	Goals
	<p>T05 Improve support and training for scientific outreach</p> <p>T06 Bolster visibility for UIB activities and cultural promotion</p> <p>T07 Build bridges between the UIB and Europe</p>
Innovation and digitalisation	<p>T08 Enhance communication tools</p> <p>T09 Improve technology and knowledge transfer to society</p>
Good governance and human resources	<p>T10 Ensure the accountability of university activities towards society</p>

T01 Increase knowledge transfer and cooperation with the third sector by promoting university community participation and volunteering

Office of the Pro-Vice-Chancellor for Strategic Planning, Internationalisation and Cooperation

Third sector institutions fall somewhere between public administrations and for-profit businesses. They are generally non-profit organisations or NGOs. These organisations play a fundamental role in society in covering areas and needs that have traditionally been neglected. The UIB is committed to a more inclusive and sustainable society, and thus must work alongside the third sector.

We aim to increase knowledge transfer and cooperation with the third sector by promoting university community participation and volunteering. In turn, this commitment is a way to foster ethical and social values, as well as free, innovative and critical thinking.

Table 105. Activity T01.A1. Promote university community participation and volunteering.

Activity T01.A1	
Set up a promotion programme for university community participation and volunteering. Coordinator: Cooperation for Development and Solidarity Office	
Grounds	Milestones
The best strategy to increasing cooperation with the third sector is to promote and support university community participation through grants, awards, training and other initiatives for volunteering, education for social transformation or other relevant activities, in collaboration with other local or international stakeholders.	2024 <ul style="list-style-type: none"> – Establish the Participation and Volunteering Committee. 2025 <ul style="list-style-type: none"> – Create a participation and volunteering section on

Activity T01.A1	
Steps	the PAS Portal for administration and services staff.
<ul style="list-style-type: none"> Promote the Volunteering Portal through information campaigns and sessions. Award grants for volunteer stays in Global South countries. Run campaigns of the Volunteering Portal with local organisations to promote specific activities. These activities will come out of consultations with the university community regarding its interests. Create a participation and volunteering committee, involving units capable of encouraging participation, the Student Council and student associations. Create a specific section on the UIB internal web portals to promote upstream and cross-cutting communication that connects people with shared interests (a specific meeting point focusing on participation and volunteering). Provide horizontal communication tools to bolster student participation and connections. 	<p>2026</p> <ul style="list-style-type: none"> Continue the current UIB volunteering programme in collaboration with local organisations. <p>2027</p> <ul style="list-style-type: none"> Create a participation and volunteering section on the three internal web portals.

Table 106. Indicator T01.N1. Members of the university community who participate in volunteering.

Indicator T01.N1	
Members of the university community who participate in volunteering associations or programmes.	
Measurement	Current no.

Indicator T01.N1

Members of the university community (students, and PAS and PDI staff) who participate in volunteering associations or programmes.	439 (women: 374 ~ 85.2%)	
	Estimates	
	2024	452 (+3%)
	2025	465 (+6%)
	2026	479 (+9%)
	2027	492 (+12%)

T02 Bolster entrepreneurship amongst UIB students through different training, mentoring and support activities

Office of the Pro-Vice-Chancellor for Innovation and Digital Transformation

A good way of transferring knowledge to society is for UIB graduates to lead companies in the Balearic Islands with innovative ideas. If we provide institutional support for students to develop their good ideas and interests, it is highly likely that these will be transferred to the business world.

We aim to promote entrepreneurship through initiatives that foster an entrepreneurial spirit amongst undergraduate and postgraduate students, a mentoring programme for start-ups and spin-offs, and other university activities with shared services including infrastructure, legal and patent advice, etc.

Table 107. Activity T02.A1. Organise activities to promote an entrepreneurial spirit.

Activity T02.A1	
Organise activities to promote an entrepreneurial spirit. Coordinator: University-Enterprise Foundation of the Balearic Islands	
Grounds	Milestones
An entrepreneurial spirit amongst students is often overlooked. This aspect should be encouraged, especially when it comes to social entrepreneurship.	2024-2027 <ul style="list-style-type: none"> Organise and run activities.
Steps	
<ul style="list-style-type: none"> Organise inspirational conferences (with speakers renowned for their entrepreneurial background). 	

Activity T02.A1

- Organise and run specific entrepreneurship workshops.
- Launch award calls for projects and ideas with a clear business focus.
- Organise an annual entrepreneurship forum for business ideas.

Table 108. Activity T02.A2. Design a mentoring programme for entrepreneurs.

Activity T02.A2

Design a mentoring programme for entrepreneurs.

Coordinator: [University-Enterprise Foundation of the Balearic Islands](#)

Grounds

The best way to foster entrepreneurship is to support UIB students through a mentoring programme that provides the necessary tools and resources for those with a business idea to develop, validate and turn it into a business project.

Steps

- Validate prospective business models.
- Nurture mentored projects.

Milestones

2024

- Provide, arrange and promote a space to facilitate synergies between entrepreneurs. Design the mentoring and training programme.

2025-2027

- Roll out the mentoring and training programme.

Table 109. Indicator T02.N1. Business start-ups by UIB graduates within the framework of the mentoring programme.

Indicator T02.N1		
Business start-ups by UIB graduates within the framework of the mentoring programme.		
Measurement	Current no.	
Number of business start-ups by UIB graduates within the framework of the mentoring programme.	0	
	Estimates	
	2024	0
	2025	2
	2026	5
	2027	8

T03 Improve funding and society's engagement with the UIB's scientific, cultural and social activities through a sponsorship plan

Office of the Pro-Vice-Chancellor for Innovation and Digital Transformation

Scientific sponsorship involves private participation by sponsors in activities geared towards shared advances and projects in the public interest. In short, it represents an additional contribution to public sector investment through civil society participation.

In turn, cultural sponsorship entails private stakeholder participation in cultural activities at the university. It comes from the commitment and involvement of an enlightened society to attain real benefits. The more enlightened a society is, the more egalitarian and cohesive it is likely to be.

We aim to improve funding and society's engagement in the UIB's scientific, cultural and social activities through a sponsorship plan to fund cultural activities, and research, training and social projects in the public interest.

Table 110. Activity T03.A1. Develop a UIB sponsorship plan.

Activity T03.A1	
Develop a UIB sponsorship plan. Coordinator: University-Enterprise Foundation of the Balearic Islands	
Grounds	Milestones
A strategy to promote sponsorship needs to be defined.	2024 – First draft of the UIB Sponsorship Plan.
Steps	2025 – Design and review activities.
– Set up a committee to design a sponsorship plan comprising the following pillars:	2026

Activity T03.A1

- | | |
|---|--|
| <ul style="list-style-type: none"> – Sponsorship methods, such as chairs, collaborations, collective micro-sponsorship, etc. – Sponsorship categories, such as scientific (research and training projects), cultural, solidarity, grants, awards, etc. – Sponsorship recipients, including alumni, researchers, students, etc. – Incentives. Contributor recognition and tax incentives fostering donations should be considered. | <ul style="list-style-type: none"> – Review and approve the UIB Sponsorship Plan. |
|---|--|

Table 111. Activity T03.A2. Strengthen the Alumni Programme.

Activity T03.A2

Strengthen the Alumni Programme.

Coordinator: [University-Enterprise Foundation of the Balearic Islands](#)

Grounds	Milestones
<p>The Alumni Programme aims to maintain active ties between the UIB and former students. The programme indirectly strengthens the relationship between the University and society.</p>	<p>2024</p> <ul style="list-style-type: none"> – Provide visibility for the Alumni Programme on the university's website. Kick-start communication and volunteering activities.
Steps	
<ul style="list-style-type: none"> – Communication with and a strategy to attract alumni. – Run experiences and activities aimed at alumni. – Volunteering. – Philanthropy. 	<p>2025</p> <ul style="list-style-type: none"> – Roll out the Alumni Programme: communication, activities, volunteering and philanthropy. <p>2026</p>

Activity T03.A2

- Analyse outcomes and adapt activities.

Table 112. Indicator T03.N1. Committed funding from society for sponsorship activities.

Indicator T03.N1

Committed funding from society for sponsorship activities.

Measurement	Current no.
Committed amounts from society for sponsorship activities.	€ 370,000
	Estimates
	2024 € 370,000 (+0%)
	2025 € 388,500 (+5%)
	2026 € 407,000 (+10%)
	2027 € 425,500 (+15%)

Table 113. Indicator T03.N2. Alumni Programme participants.

Indicator T03.N2

Alumni Programme participants.

Measurement	Current no.
Number of registered alumni on the programme.	0
	Estimates
	2024 0
	2025 20

Indicator T03.N2

	2026	40
	2027	60

T04 Increase collaborative research with businesses and institutions through promotional activities for joint projects

Office of the Pro-Vice-Chancellor for Innovation and Digital Transformation

One of the most effective ways to transfer knowledge generated at the UIB to society is through collaboration with businesses or institutions on joint projects that enables effective innovation in the productive sector, public administrations and the third sector. Scientific knowledge in these types of initiatives is directly geared towards society and, in turn, research is focused on the most necessary milestones in society.

We aim to increase collaborative research with businesses and institutions through activities that bolster participation between stakeholders.

Table 114. Activity T04.A1. Set up a business participation portal.

Activity T04.A1	
Set up a business participation portal as a two-way communication channel. Coordinator: University-Enterprise Foundation of the Balearic Islands	
Grounds	Milestones
A business participation portal enables two-way communication, collaboration and participation channels with businesses, professional associations, cultural organisations, the services sector, etc. to uncover what they expect or	2024 <ul style="list-style-type: none"> – Outline the portal requirements and produce a model.

Activity T04.A1	
require from the UIB and, where applicable, channel these needs into proposed activities.	2025 <ul style="list-style-type: none"> – Set up an operational portal.
Steps	2026 <ul style="list-style-type: none"> – Analyse the results and improve any shortcomings.
<ul style="list-style-type: none"> – Outline the portal requirements and produce a model. – Set up the system for portal maintenance, publicity and sign-ups. – Design the portal. – Launch an operational portal. – This activity has synergies with G05.A2. Set up a participation portal. 	

Table 115. Activity T04.A2. Organise partnering events between the UIB and businesses or institutions.

Activity T04.A2	
Organise partnering events between the UIB and businesses or institutions. Coordinator: University-Enterprise Foundation of the Balearic Islands	
Grounds	Milestones
Organising partnering events between the UIB and businesses or institutions enables us to pinpoint needs and set up collaborations with businesses or clusters by research area and group.	2024-2027 <ul style="list-style-type: none"> – Organise several annual events (6-8).
Steps	
<ul style="list-style-type: none"> – Identify potential synergies. – Organise thematic events. 	

Table 116. Activity T04.A3. Calls for scientific consultation and R&D&i for business projects.

Activity T04.A3	
Calls for scientific consultation and R&D&i for business projects. Coordinator: University-Enterprise Foundation of the Balearic Islands	
Grounds	Milestones
Scientific consultations are a way for the UIB to collaborate with businesses or institutions.	2024-2027 <ul style="list-style-type: none"> – Set up ongoing annual calls.
Steps	
<ul style="list-style-type: none"> – Launch calls for UIB researchers to participate in SME business project where they provide scientific consultations and R&D&i. 	

Table 117. Indicator T04.N1. R&D&i agreements with businesses and institutions.

Indicator T04.N1		
R&D&i agreements with businesses and institutions.		
Measurement	Current no.	
Number of annual R&D&i agreements with businesses and institutions.	192	
	Estimates	
	2024	200 (+4%)
	2025	209 (+9%)
	2026	221 (+15%)
	2027	230 (+20%)

Table 118. Indicator T04.N2. Partnering events between the UIB and businesses and institutions.

Indicator T04.N2		
Partnering events between the UIB and businesses and institutions.		
Measurement	Current no.	
Number of partnering events between the UIB and businesses and institutions.	3	
	Estimates	
	2024	6
	2025	8
	2026	8
	2027	8

T05 Improve support and training for scientific outreach by producing a guide and mechanism for recognition

Office of the Pro-Vice-Chancellor for Innovation and Digital Transformation

Scientific outreach is one of the ways in which knowledge generated at the UIB is transferred. Outreach must also be understood as an asset that may be used to bolster the university's reputation. UIB researchers often produce abundant and important scientific findings that society is unaware of since there is no outreach strategy.

We aim to increase scientific dissemination and outreach activities through institutional support for our researchers in order for them to undertake these activities.

Table 119. Activity T05.A1. Train research staff in scientific outreach.

Activity T05.A1	
Design a scientific outreach training programme for research staff. Coordinator: Scientific Outreach and Culture Unit	
Grounds	Milestones
A scientific outreach training programme will provide research staff with tools to enhance scientific dissemination and outreach.	2024 <ul style="list-style-type: none"> – Design and publish the guide. – Organise the initial edition of the training programme. 2025-2027 <ul style="list-style-type: none"> – Organise subsequent editions of the training programme and update the guide.
Steps	
<ul style="list-style-type: none"> – Design a scientific outreach training programme to improve research staff skills. – Include a guide for research communication, specific courses on social media, media relations, audiovisual content production, blogs, podcasts, activities for children, etc. 	

Activity T05.A1

- Outline the portal requirements and produce a model.
- Set up the system for portal maintenance, publicity and sign-ups.
- Set up the portal.
- Launch an operational portal.

Table 120. Activity T05.A2. Set up a system to recognise outreach initiatives.

Activity T05.A2

Set up a system for institutional recognition of researcher participation in outreach initiatives.

Coordinator: [Office of the Pro-Vice-Chancellor for Teaching and Research Staff](#)

Grounds

Set up a system to reward research participation in scientific outreach activities, with a view to it being recognised as part of their professional career.

Steps

- Establish assessment criteria.
- Select the service that will certify participants.
- Amend the regulation.

Milestones

2024

- Amend the regulation.
- Issue official certificates.

Table 121. Indicator T05.N1. Researchers trained in scientific dissemination.

Indicator T05.N1

Researchers trained in scientific dissemination.

Indicator T05.N1		
Measurement	Current no.	
The annual number of researchers who have attended courses on scientific dissemination.	0	
	Estimates	
	2024	30
	2025	60
	2026	90
	2027	180

Table 122. Indicator T05.N2. Outreach activity recognition.

Indicator T05.N2		
Outreach activity recognition.		
Measurement	Current no.	
Number of issued certificates for outreach activity recognition.	0	
	Estimates	
	2024	0
	2025	25
	2026	50
	2027	75

T06 Bolster visibility for UIB activities and cultural promotion by increasing outreach

Office of the Pro-Vice-Chancellor for Cultural Promotion and Open University

Scientific outreach and cultural promotion are two ways in which knowledge generated at the UIB is transferred.

Scientific outreach and cultural promotion are often performed through organising public events. Nonetheless, they must also be understood as assets that may be used to bolster the university's reputation. Publications from Edicions UIB University Press are a way to promote UIB research and cultural activities. Therefore, the more visible these publications are, the more effective outreach for these activities will be.

We aim to increase the visibility of UIB teaching, research and transfer activities, as well as cultural promotion, by increasing outreach.

Table 123. Activity T06.A1. Bolster the promotion of UIB activities.

Activity T06.A1	
<p>Bolster the promotion of UIB activities.</p> <p>Coordinator: <u>Office of the Pro-Vice-Chancellor for Cultural Promotion and Open University</u></p>	
Grounds	Milestones
<p>Enhancing public awareness and improving the promotion of UIB activities (teaching, research, transfer and culture) will boost the university's reputation.</p>	<p>2024-2027</p> <ul style="list-style-type: none"> Publicise activities.
Steps	
<ul style="list-style-type: none"> Create specific websites for every activity containing relevant information. 	

Activity T06.A1

- Produce content (news, videos, etc.) to be promoted over institutional channels.
- Run activities: field trips, conferences, symposia, etc.
- Produce visual material to promote UIB technologies and patents through the UIB Services and Technology Catalogue.
- Spotlight participation in research projects that have been awarded funding from European institutions, generated patents and technology, innovative teaching activities, etc.
- Enhance communication with general media outlets, i.e. newspapers, radio and TV through intensive marketing campaigns.

Table 124. Activity T06.A2. Make Edicions UIB more visible and socially relevant.

Activity T06.A2

Make Edicions UIB more visible and socially relevant.

Coordinator: [Edicions UIB](#)

Grounds

Publications from Edicions UIB are a way to promote the university's research and cultural activities. In this way, ensuring publications from Edicions UIB are more visible and socially relevant, and securing a quality seal will enhance promotion for activities.

Steps

Milestones

2024

- Approve the Edicions UIB regulation.
- Establish the Edicions UIB Board.

2025

Activity T06.A2

- | | |
|--|---|
| <ul style="list-style-type: none"> – Approve the Edicions UIB regulation, appoint a technical director and establish the Edicions UIB Board. – Validate and roll out the new Edicions UIB model, redesign the website and run promotional campaigns over social media. – Secure an Edicions UIB quality seal. | <ul style="list-style-type: none"> – Redesign the website and run promotion over social media. <p>2027</p> <ul style="list-style-type: none"> – Secure a quality seal. |
|--|---|

Table 125. Indicator T06.N1. Publicised UIB activities.

Indicator T06.N1

Publicised UIB activities.

Measurement

Current no.

Number of publicised UIB activities (teaching, research, transfer and culture). Criteria must be set for the activities to be counted and, in this way, establish a baseline.

–

Estimates

2024	Baseline
2025	Baseline + 3%
2026	Baseline + 6%
2027	Baseline + 9%

Table 126. Indicator T06.N2. Annual Edicions UIB sales.

Indicator T06.N2		
<u>Edicions UIB</u> publication sales over one year.		
Measurement	Current no.	
Number of Edicions UIB publications sold over a year.	3,209	
	Estimates	
	2024	3,209 (+0%)
	2025	3,370 (+5%)
	2026	3,530 (+10%)
	2027	3,690 (+15%)

T07 Build bridges between the UIB and Europe by participating in the European Universities initiative

Office of the Pro-Vice-Chancellor for Strategic Planning, Internationalisation and Cooperation

The [European Universities](#) initiative is a set of cross-border partnerships between higher education institutions aimed at fostering long-term structural and strategic cooperation. It requires participation from at least three higher education institutions from three EU Member States or third countries linked to the Erasmus+ programme. Partnerships are expected to lead to a joint education, research and innovation strategy with a positive and sustainable impact on how all university areas are structured and operate.

Participation in the European Universities initiative will enable us to set up and strengthen ties with other European universities, thus facilitating student, lecturer, and administration and services staff mobility. In turn, this will foster the exchange of ideas, knowledge and culture to enhance all UIB activities. These ties represent a great opportunity for the UIB to become a strategic stakeholder with regard to the international promotion natural, historic and cultural heritage in the Balearic Islands, as well as the preservation and promotion of their language and culture on a global scale. The Balearic Islands' status as Mediterranean islands makes them an ideal partner in an alliance built around cross-cutting issues, such as island or isolated territories, the sea, relationships with North African nations and the challenges faced by coastal territories due to climate change, all of which are hugely important for the European Commission.

We aim to build bridges between the UIB and Europe by participating in the European Universities initiative with a view to promoting the UIB, the knowledge it generates and its local culture, as well as fostering ties with different enlightening cultures and sources of knowledge.

Table 127. Activity T07.A1. Draft the European University application and proposal.

Activity T07.A1	
<p>Draft the European University application and proposal.</p> <p>Coordinator: Office of the Pro-Vice-Chancellor for Strategic Planning, Internationalisation and Cooperation</p>	
Grounds	Milestones
<p>The European University initiative aims to include 60 European universities. There are currently 44 member universities and the application submission process will finalise in 2024.</p>	<p>2024</p> <ul style="list-style-type: none"> – Proposal submission.
<p>Steps</p> <ul style="list-style-type: none"> – Contact potential partners and select two that are willing to participate. – Prepare the application. 	

Table 128. Activity T07.A2. Roll out the activities set out in the proposed application.

Activity T07.A2	
<p>Roll out the activities set out in the proposed application.</p> <p>Coordinator: Office of the Pro-Vice-Chancellor for Strategic Planning, Internationalisation and Cooperation</p>	
Grounds	Milestones
<p>If the UIB's application is selected in 2024, the teaching, research, transfer and culture activities set out in the proposal must be implemented.</p>	<p>2025-2027</p> <ul style="list-style-type: none"> – Undertake the activities set out in the proposal.
<p>Steps</p>	

Activity T07.A2

- This will depend on the activities set out in the proposal.

Table 129. Indicator T07.N1. Application submission.

Indicator T07.N1

Application submission.

Measurement	Current no.
The indicator of whether the application to take part in the European Universities initiative has been submitted.	N/A
	Estimates
	2024 Yes
	2025 Yes
	2026 Yes
	2027 Yes

Table 130. Indicator T07.N2. Application accepted.

Indicator T07.N2

Application accepted.

Measurement	Current no.
The indicator of whether the application to take part in the European Universities initiative has been accepted.	N/A
	Estimates
	2024 N/A
	2025 Yes
	2026 Yes

Indicator T07.N2

	2027	Yes
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T08 Enhance communication tools by redesigning the website and producing newsletters for the general public

Office of the Pro-Vice-Chancellor for Innovation and Digital Transformation

Knowledge transfer, accountability, transparency and, lastly, the institution's reputation all depend on effective communication. Merely being an institution of excellence is not enough: we need to communicate properly and require the appropriate resources to be both efficient and effective.

We aim to enhance communication tools by redesigning the website to better promote knowledge transfer and by producing newsletters for the general public as a new communication tool.

Table 131. Activity T08.A1. Redesign the university website.

Activity T08.A1	
Redesign the university's website to better promote knowledge transfer. Coordinator: Institutional Identity and Culture Service	
Grounds	Milestones
Redesign the university website so that it clearly reflects knowledge transfer as a key feature of the UIB's identity.	2024 <ul style="list-style-type: none"> Propose a structural design and content for the university website and internal portals.
Steps	
<ul style="list-style-type: none"> Design the structure and content for the university website and internal portals. Redesign the content and visual branding on the university website. Redesign the UIB News site. 	2025 <ul style="list-style-type: none"> Release the first structural levels for the university website and internal portals.
	2026

Activity T08.A1

- Release the faculty, department and services websites.

Table 132. Activity T08.A2. Create a newsletter for the general public.

Activity T08.A2

Create a specific research newsletter for the general public.

Coordinator: [Communications Service](#)

Grounds	Milestones
A regular digital newsletter covering the main stories on findings from research groups, institutes, laboratories and other UIB units would be a fantastic communication tool to reach society at large.	<p>2024</p> <ul style="list-style-type: none"> – Establish an editorial policy and the target audience. <p>2025</p> <ul style="list-style-type: none"> – Produce and circulate the first newsletters. <p>2026-2027</p> <ul style="list-style-type: none"> – Analyse the impact and make any necessary changes.
Steps	
<ul style="list-style-type: none"> – Establish an editorial policy and the target audience. – Produce and circulate the newsletter. 	

Table 133. Indicator T08.N1. Daily hits on the university website.

Indicator T08.N1		
Daily hits on the university website.		
Measurement	Current no.	
Average daily hits per year calculated by dividing the number of different daily users on the website by days in the year (365). Browser and webmail are not included.	5,758	
	Estimates	
	2024	5,758 (+0%)
	2025	5,931 (+3%)
	2026	6,104 (+6%)
	2027	6,276 (+9%)

Table 134. Indicator T08.N2. Newsletter readership.

Indicator T08.N2		
Newsletter readership.		
Measurement	Current no.	
Number of readers (or downloads) of the UIB newsletter over a year.	0	
	Estimates	
	2024	Baseline
	2025	Baseline + 3%
	2026	Baseline + 6%
	2027	Baseline + 9%

T09 Improve technology and knowledge transfer to society through a programme to develop innovative business products, services or ideas based on research findings

Office of the Pro-Vice-Chancellor for Innovation and Digital Transformation

Research findings are often difficult to bring to market since there is a huge gap between basic research and practical applications. Validation and proof-of-concept programmes need to be developed and implemented to overcome this shortcoming, and enable technical and commercial viability assessment for findings under real market conditions. Successful proof-of-concept trials boosts investor and business interest in marketing the findings.

We aim to improve technology and knowledge transfer to society through a programme to develop innovative business products, services or ideas based on research findings, as well as by implementing a validation and proof-of-concept programme.

Table 135. Activity T09.A1. Implement a validation and proof-of-concept programme.

Activity T09.A1	
Implement a validation and proof-of-concept programme. Coordinator: University-Enterprise Foundation of the Balearic Islands	
Grounds	Milestones
The university needs to establish an internal programme to identify research findings that could lead to innovative business products, services or ideas within the UIB community, as a clear transfer mechanism.	2024-2027 <ul style="list-style-type: none"> – Run an annual participation call.
Steps	
<ul style="list-style-type: none"> – Design a call for programme participation 	

Activity T09.A1

- Proposals with the most potential will be selected from all participants.
- Once selected, they will receive individual support to develop a specific assessment and marketing plan. This advice may include additional proof-of-concept trials or studies, and be supplemented by training on industrial property or other aspects linked to marketing, such as business model canvas, minimum viable product, elevator pitch, producing a business plan, marketing tools, etc.

Table 136. Activity T09.A2. Provide legal advice for commercial contracts.

Activity T09.A2

Provide legal advice for commercial contracts.

Coordinator: [University-Enterprise Foundation of the Balearic Islands](#)

Grounds	Milestones
Offering legal advice to UIB researchers and spin-offs on drafting and negotiating commercial contracts will boost technology and knowledge transfer to society.	2024-2027 <ul style="list-style-type: none"> – Provide advice services.
Steps	
<ul style="list-style-type: none"> – Set up a legal advice service for UIB researchers and spin-offs on drafting and negotiating commercial contracts (technology transfer, licensing, development, joint development, 	

Activity T09.A2

funding rounds, etc.) through an external professional service.	
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Table 137. Indicator T09.N1. Current industrial and intellectual property agreements and contracts.

Indicator T09.N1		
Current industrial and intellectual property agreements and contracts.		
Measurement	Current no.	
Number of current industrial and intellectual property agreements and contracts.	41	
	Estimates	
	2024	41 (+0%)
	2025	42 (+3%)
	2026	44 (+6%)
	2027	45 (+9%)

T10 Ensure the accountability of university activities towards society by publishing objective indicators

Office of the Pro-Vice-Chancellor for Innovation and Digital Transformation

Regardless of specific outreach activities on more qualitative aspects of research findings, it is essential to have a single comprehensive website with indicators on findings from all university activities as an exercise in transparency and accountability. Indeed, Article 8.1.i in Act 19/2013 of 9th December on Transparency states that ‘the statistical information necessary to assess the level of compliance and quality of public services which are their responsibility’ must be made public. In other words, objective statistical information on the university’s activities.

We aim to ensure the accountability of university activities towards society by publishing objective indicators on activities.

In order to achieve this goal, the university needs to have the necessary technology infrastructure. We aim to attain this through strategic goal [G08 Secure quality institutional data by setting up an information factory](#), included in the management pillar.

Table 138. Activity T10.A1. Create a web portal for UIB data.

Activity T10.A1	
Create a web portal for UIB data. Coordinator: Office for Strategic Planning	
Grounds	Milestones
Currently, the UIB only publishes manually updated, limited data and figures on its activity on the Transparency Portal. In this sense, the UIB needs to publish quality data on a specific website.	2024 <ul style="list-style-type: none"> – Outline and identify an indicator catalogue. – Institute the university’s policy on open data.
Steps	2025

Activity T10.A1

- | | |
|---|--|
| <ul style="list-style-type: none"> – Identify the data and indicators to be published. – Devise the university's strategy on publishing open data sets. – Design the Data Portal. – Select the most suitable software tool. – Implement the tool and automate indicator publication. | <ul style="list-style-type: none"> – Select and set up the software tool. – Release an initial set of indicators. <p>2026-2027</p> <ul style="list-style-type: none"> – Continue releasing indicators. – Make any necessary improvements. |
|---|--|

Table 139. Indicator T10.N1. Public indicators on the Data Portal.

Indicator T10.N1

Public indicators on the Data Portal.

Measurement	Current no.	
Number of indicators on the Data Portal.	0	
	Estimates	
	2024	0
	2025	8
	2026	16
	2027	25

Management Goals

Management covers all necessary support activities to efficiently run the UIB's main activities: teaching, research, transfer and culture. Therefore, management needs to be overhauled to improve them. This pillar encompasses crucial processes such as **investments in infrastructure** (goals linked to sustainability, and energy or financial efficiency), **human resources management** (goals linked to personal well-being and gender equality), **regulations and administrative procedures** (goals for management excellence) and other **cross-cutting aspects** that affect all UIB activities (goals on improving internal and external communication, being more transparent and providing reliable institutional data).

Table 140. Goals in the management pillar.

Cross-cutting pillar	Goals
Social commitment	<p>G01 Include sustainability as a management value</p> <p>G02 Promote the health and well-being of the university community</p> <p>G03 Progress towards gender equality</p> <p>G04 Increase the use of Catalan</p>
Institutional promotion	<p>G05 Improve the institution's reputation and branding</p> <p>G06 Foster a sense of belonging</p>
Innovation and digitalisation	<p>G07 Progress towards a seamless public administration</p> <p>G08 Secure quality institutional data</p>
Good governance and human resources	<p>G09 Improve the human resources policy for PAS administration and services staff</p> <p>G10 Promote the UIB's economic efficiency</p> <p>G11 Improve the transparency policy</p>

G01 Include sustainability as a management value through a UIB Sustainability Plan

Office of the Pro-Vice-Chancellor for Campus Affairs and Healthy University

We are living in a time of different environmental crises that threaten the very existence of humanity as we know it. Fundamental issues such as climate change and the biodiversity crisis are and will remain paramount for society. As a public scientific and educational institutional in the Balearic Islands, the UIB has a key role to play. These issues cut across all UIB programmes and activities, and should be an integral part of what the university community does on a daily basis.

We aim to include sustainability as a management value by underscoring the UIB's commitment to the environment through a UIB Sustainability Plan.

The UIB Sustainability Plan is based around five pillars: efficiency, energy, mobility, renaturation and awareness-raising. In this sense, the university's commitment to the environment is linked to establishing specific mechanisms to continuously improve energy efficiency, clean energy sources, sustainable personal mobility and natural resources.

Table 141. Activity G01.A1. Improve energy efficiency in facilities.

Activity G01.A1	
Improve energy efficiency in facilities. Coordinator: <u>Technical and Infrastructure Service</u>	
Grounds	Milestones
This activity includes the most relevant initiatives in the efficiency pillar in the <u>UIB Sustainability Plan</u> . This pillar aims to roll out strategies that ensure facilities are operationally efficient. It covers energy and natural resource use, waste management and any other indicator linked to the UIB's carbon footprint.	2024 <ul style="list-style-type: none"> Put technical projects out to tender to refurbish the oldest buildings at the university.

Activity G01.A1

Steps

- This is a dynamic activity and will depend on the results from an initial analysis. The planned activities include:
- Improving efficiency in two of the oldest buildings on campus through the [Public Buildings Rehabilitation Programme \(PIREP\)](#). This should cut energy use from non-renewable sources by 30 per cent.
- Producing a diagnostic analysis of the current environmental status on campus and in other UIB sites (climate crisis, biodiversity, mobility, water, waste, pollution, etc.).
- Rolling out a comprehensive monitoring plan for the campus and other UIB sites, including different energy indicators, not just electricity. This will be a large-scale plan open to the entire community.
- Outlining a strategic approach for all these areas that sets short-, medium- and long-term targets (5, 10 and 20 years) and involves the entire university community.
- Establishing an action plan and communication campaign for the entire process.
- Obtaining energy certification for all UIB-managed buildings.
- Establishing an investment timeline for all buildings to improve energy ratings.

- Analyse energy use in the least efficient buildings on campus.
- Start work under the Public Buildings Rehabilitation Programme (PIREP).

2025

- Submit eligible projects to new calls to subsidise energy efficiency improvements in UIB buildings.

2026-2027

- Implement energy improvement projects.

Table 142. Activity G01.A2. Implement renewable energy production facilities.

Activity G01.A2	
<p>Implement renewable energy production facilities.</p> <p>Coordinator: Technical and Infrastructure Service</p>	
Grounds	Milestones
<p>This activity comprises the initiatives included in the energy pillar in the UIB Sustainability Plan. This pillar aims to adopt strategies to produce energy from renewable sources, in consonance with the global strategy in the Balearic Islands. The goal is to produce more energy than is required for self-sufficiency.</p>	<p>2024</p> <ul style="list-style-type: none"> – Apply for subsidies. – Put out to tender the comprehensive project to outline scenarios for solar power production on campus.
Steps	
<ul style="list-style-type: none"> – The UIB will set up self-sufficiency solar panels on the roofs of buildings, in car parks covering over 1,000 m² and the areas impacted by the metro route. The aim is to exceed the university's annual energy demand and cut its CO₂ emissions by 3,213 tonnes. The specific activities comprise: – Producing an analysis of solar power capacity in UIB-managed spaces. – Establishing an agreed global action plan for energy. – Drafting technical projects. – Analysing public funding opportunities. – Analysing investment capacity and including technical, environmental, social and financial aspects. 	<p>2025</p> <ul style="list-style-type: none"> – Complete work and open the new facilities. <p>2026</p> <ul style="list-style-type: none"> – Assess to what extent the self-sufficiency goal has been fulfilled.

Activity G01.A2

- Undertaking an environmental impact analysis.
- Putting the work out to tender and implementing it.
- Designing a facility maintenance plan.
- Establishing a real-time open publication system for solar power generation and CO₂ reduction in UIB facilities.

Table 143. Activity G01.A3. Implement a mobility plan.

Activity G01.A3

Design and implement a mobility plan to promote more sustainable transport.

Coordinator: [Technical and Infrastructure Service](#)

Grounds

This activity is part of the mobility pillar in the [UIB Sustainability Plan](#). It aims to promote accessible and sustainable transport options with a view to providing optimal and appealing experiences at the university and reducing the carbon footprint from motorised transport used by the university community.

Steps

- Produce procurement guidelines for the UIB fleet of vehicles.
- Improve transport links to the campus by encouraging bikes as a means of transport.

Milestones

2024

- Draft the UIB Mobility Plan.
- Plan and gauge schemes aimed at promoting a more sustainable transport model.

2025

- Reduce the carbon footprint from motorised transport used by the university community by 25%.

2026

- Reduce the carbon footprint from motorised

Activity G01.A3

- | | |
|--|--|
| <ul style="list-style-type: none"> – Work alongside public administrations to improve public transport links to UIB facilities. – Set up incentive programmes for cleaner transport, such as bike sharing schemes and electric vehicles. – Set up parking limits for private vehicles with a view to reducing carbon footprint. | transport used by the university community by 50%. |
|--|--|

Table 144. Indicator G01.N1. Electricity self-sufficiency percentage.

Indicator G01.N1		
Electricity self-sufficiency percentage.		
Measurement	Current no.	
Electricity self-sufficiency involves generating electricity to cover the university's power demand. In this sense, the electricity self-sufficiency percentage represents the percentage of energy generated with regard to energy used.	0%	
	Estimates	
	2024	11.55%
	2025	54.08%
	2026	113%
	2027	113%

Table 145. Indicator G01.N2. Percentage of restricted UIB parking spaces.

Indicator G01.N2		
Percentage of restricted UIB parking spaces.		
Measurement	Current no.	
	0%	

Indicator G01.N2

Percentage of total restricted UIB parking spaces allocated to private transport.

Estimates

2024	5%
2025	10%
2026	15%
2027	20%

G02 Promote the health and well-being of the university community by creating a healthy university environment that encourages healthy lifestyles

Office of the Pro-Vice-Chancellor for Campus Affairs and Healthy University

Health promotion policies have a positive transformative effect on university community health and participation, and a sense of belonging amongst UIB students and staff. These initiatives are a way to drive health and, in short, ensure safe environments where people can be physically active and healthy, in addition to contributing to environmental sustainability.

We aim to promote the health and well-being of the university community by creating a healthy university environment that encourages healthy and sustainable lifestyles. This will clearly underline the UIB's commitment to being a driving force for physical activity and sports, healthy eating and emotional health (including support to prevent addictions) and developing effective policies alongside public and private bodies and institutions.

Table 146. Activity G02.A1. Assess quality of work life for UIB staff.

Activity G02.A1	
Assess quality of work life for UIB staff. Coordinator: Risk Prevention Service	
Grounds	Milestones
Assessing quality of work life for UIB staff is essential to promote well-being and health for the university community.	2024 <ul style="list-style-type: none"> Quantitatively assess quality of work life for PDI teaching. and research staff through a survey.
Steps	
<ul style="list-style-type: none"> Design a suitable assessment survey. 	

Activity G02.A1

- | | |
|--|--|
| <ul style="list-style-type: none"> – Set up a plan and timeline to be approved by the Executive Council and the Health and Safety Committee. – Roll out a prototype through a pilot trial at a department. – Improve the prototype and ensure it is scalable. – Repeat the same process for PAS administration and services staff. | <ul style="list-style-type: none"> – Qualitatively assess quality of work life for PDI teaching and research staff through a survey. – Draft the relevant reports and action plan. <p>2025</p> <ul style="list-style-type: none"> – Repeat the same process for PAS administration and services staff. |
|--|--|

Table 147. Activity G02.A2. Progress towards a smoke-free campus.

Activity G02.A2

Progress towards a smoke-free campus.

Coordinator: [Office for Healthy and Sustainable University](#)

Grounds

A smoke-free campus would undoubtedly be a healthier environment. This activity aims to produce an action plan to ensure all UIB sites are as smoke-free as possible.

Steps

- Carry out an analysis of the current situation.
- Implement promotional activities.
- Produce signs for different spaces.
- Approve a regulation.
- Make resources available to people who want to give up smoking.

Milestones

- 2024**
- Conduct a diagnostic analysis on smoking habits amongst the university community.
 - Design the action plan.
- 2025**
- Roll out the measures in the action plan. Assess the action plan and make any necessary changes.
- 2026**

Activity G02.A2

- | | |
|---|--|
| <ul style="list-style-type: none"> – Collaborate with the Spanish Network of Healthy Universities in the Smoke-free Spaces Project and produce a report of findings. | <ul style="list-style-type: none"> – Monitor and assess the plan's measures and make any necessary changes. |
|---|--|

Table 148. Activity G02.A3. Provide health promotion training.

Activity G02.A3

Provide health promotion training.

Coordinator: [Office for Healthy and Sustainable University](#)

Grounds

Providing staff training on healthy lifestyles is a way to promote well-being and health.

Steps

- Analyse health promotion needs to provide suitable training.
- Run staff training on healthy lifestyles through the UIB Staff Training Plan, in coordination with the PDI Teaching and Research Staff Training Committee.

Milestones

2024

- Analyse training needs.
- Design the action plan.
- Include health promotion training in the UIB Staff Training Plan.

2025-2027

- Assess the training provided and make any necessary changes.

Table 149. Indicator G02.N1. Percentage of staff whose work life has been assessed.

Indicator G02.N1		
Percentage of staff whose work life has been assessed by group.		
Measurement	Current no.	
<p>The formula below will be applied separately to PAS administration and services, and PDI teaching and research staff:</p> $100 \times \frac{\text{Number of assessed staff members}}{\text{Total staff}}$	PDI / PAS: 0% / 0%	
	Estimates	
	2024	PDI/PAS: 45% / 0%
	2025	PDI/PAS: 65% / 0%
	2026	PDI/PAS: 75% / 45%
	2027	PDI/PAS: 75% / 75%

Table 150. Indicator G02.N2. Training activities linked to health promotion.

Indicator G02.N2		
Training actions linked to health promotion.		
Measurement	Current no.	
Number of courses on health promotion.	1	
	Estimates	
	2024	2
	2025	3
	2026	3
	2027	4

G03 Progress towards gender equality by implementing the 3rd UIB Equality Plan

Office of the Pro-Vice-Chancellor for Strategic Planning, Internationalisation and Cooperation

Effective gender equality is not a mere goal—it adds value to the institution in terms of social responsibility. The legal and regulatory obligation to ensure this fundamental right is widely covered by international, national and regional regulations. In a democracy, public authorities have a fundamental duty to promote mechanisms that include equality policies at universities.

The 3rd UIB Equality Plan aligns with the United Nations framework to ensure gender equality as a universal principle, and its activities are geared towards achieving the 2030 Agenda's Sustainable Development Goals, mainly [SDG 5](#) (gender equality) and [SDG 4](#) (quality education).

We aim to progress towards gender equality by implementing the 3rd UIB Equality Plan. The new plan will provide stability and continuity for activities in the previous plans, as well as introduce new proposals suited to current realities at the university.

Table 151. Activity G03.A1. Implement the 3rd UIB Equality Plan.

Activity G03.A1	
Implement the 3 rd UIB Equality Plan. Coordinator: Equal Opportunities Office	
Grounds	Milestones
Foster the necessary circumstances to ensure effective gender equality at the university and apply Regulatory Agreement 14886/2023 of 30th	2024

Activity G03.A1	
<u>March that approves the UIB's rules of peaceful and respectful coexistence.</u>	<ul style="list-style-type: none"> – Roll out 80% of all short-term gender equality measures in the 3rd UIB Equality Plan.
Steps	
<ul style="list-style-type: none"> – Roll out the gender equality measures set out in the 3rd UIB Equality Plan. 	<p>2025</p> <ul style="list-style-type: none"> – Roll out 40% of all medium-term gender equality measures in the 3rd UIB Equality Plan. <p>2026</p> <ul style="list-style-type: none"> – Roll out 80% of all medium-term gender equality measures in the 3rd UIB Equality Plan. <p>2027</p> <ul style="list-style-type: none"> – Roll out at least 80% of all gender equality measures in the 3rd UIB Equality Plan.

Table 152. Activity G03.A2. Implement a new protocol against sexual and gender-based harassment.

Activity G03.A2	
Approve and implement a new protocol against sexual and gender-based harassment. Coordinator: Equal Opportunities Office	
Grounds	Milestones
Cement the university's zero-tolerance commitment with regard to sexual and gender-based harassment, by producing and implementing a new protocol against sexual and	<p>2024</p> <ul style="list-style-type: none"> – Approve the UIB Protocol against Sexual and

Activity G03.A2

gender-based harassment to replace the current [Prevention and Action Protocol in Cases of Sexual and Gender-based Harassment, and Harassment on the Grounds of Sexual Orientation](#).

Steps

- Review and approve a new UIB Protocol against Sexual and Gender-based Harassment.
- Roll out the initiatives set out in the approved protocol.

Gender-based Harassment.

2025-2027

- Raise awareness, circulate and provide access to the tools and procedures set out in the Protocol to the entire university community.

Table 153. Indicator G03.N1. Percentage of implemented Equality Plan measures.

Indicator G03.N1		
Percentage of implemented Equality Plan measures.		
Measurement	Current no.	
$100 \times \frac{\text{Number of implemented plan measures}}{\text{Total plan measures}}$	0%	
	Estimates	
	2024	20%
	2025	40%
	2026	60%
	2027	80%

Table 154. Indicator G03.N2. Implemented actions against sexual and gender-based harassment.

Indicator G03.N2		
Implemented actions against sexual and gender-based harassment.		
Measurement	Current no.	
Number of actions implemented against sexual and gender-based harassment. This refers to the circulation and awareness-raising activities set out in the protocol.	0	
	Estimates	
	2024	0
	2025	5
	2026	5
	2027	5

G04 Increase the use of Catalan through promotional activities in teaching, research, transfer, culture and management

Office of the Pro-Vice-Chancellor for Strategic Planning, Internationalisation and Cooperation

One of the university's core values is its commitment and deep roots in the region. One of the clearest ways it ensures this is through preserving and promoting Catalan language and culture in the Balearic Islands. So much so, the first article of the UIB Statutes sets out the promotion and generalised adoption of Catalan in all its activities. In addition to being an inherent value, fostering the use of the Balearic Islands' own language is also an active institutional commitment. Article 20 in Organic Law 2/2023 on the University System (LOSU) reinforces the promotional role of universities in fostering different languages. It specifically states that universities 'shall foster and support knowledge and use [...] of co-official languages specific to their territories'.

We aim to increase the use of Catalan at the UIB through promotional activities in teaching, transfer, culture, management and specific research areas.

Table 155. Activity G04.A1. Include Catalan language courses in the Staff Training Plan.

Activity G04.A1	
Include Catalan language courses in the Staff Training Plan. Coordinators: Language Service	
Grounds	Milestones
The language skills of UIB staff need to be strengthened in order to foster the use of Catalan in teaching, specific research areas, knowledge transfer, culture and management.	2024 <ul style="list-style-type: none"> – Include C1, C2 and administrative language courses in the Staff Training Plan.
Steps	2025-2027
<ul style="list-style-type: none"> – Promote the inclusion of C1 and C2 Catalan courses in the Staff Training Plan. 	

Activity G04.A1

- | | |
|--|--|
| <ul style="list-style-type: none"> – Promote the inclusion of Catalan administrative language courses for staff. – Undertake academic supervision for the courses. | <ul style="list-style-type: none"> – Assess the success of the courses and ensure their ongoing nature. |
|--|--|

Table 156. Activity G04.A2. Foster translation and editing of teaching material in Catalan.

Activity G04.A2

Foster translation and editing of teaching material in Catalan.

Coordinators: [Language Service](#)

Grounds

Setting an example and using Catalan properly is the best way for people to learn. Language supervision and, where applicable, translation of teaching material are essential to ensuring effective generalised use of Catalan.

Steps

- Set up a procedure for Catalan translation and editing of teaching material on Aula digital.
- Run a pilot trial to validate the procedure and its scalability.
- Gradually roll out the procedure across all programmes.

Milestones

2024

- Establish the translation and editing procedure for Aula digital and design a pilot trial.

2025

- Run a pilot trial and assess conclusions for general implementation of the model.

2026

- Roll out the model on different programmes subject to available resources.

2027

- Implement the procedure across all undergraduate and postgraduate programmes.

Table 157. Activity G04.A3. Awards for final degree projects and master's theses written in Catalan.

Activity G04.A3	
Awards for final degree projects and master's theses written in Catalan. Coordinators: Language Service	
Grounds	Milestones
<p>One way to foster the use of Catalan, the UIB's preferred institutional language, is to organise institutional awards for final degree projects and master's theses written and defended in Catalan.</p>	<p>2024</p> <ul style="list-style-type: none"> – Secure funding. – Produce a call proposal. <p>2025</p> <ul style="list-style-type: none"> – Publish the call and award the prizes. – Assess the outcomes and review the call for upcoming editions. <p>2026-2027</p> <ul style="list-style-type: none"> – Run subsequent annual award calls.
Steps	
<ul style="list-style-type: none"> – Produce the award terms and conditions. – Secure specific funding from bodies at the relevant regional department responsible for education tasked with ensuring the effective use and quality of Catalan. – Publish the call, appoint the selection panel and award the prizes. – Run subsequent calls. 	

Table 158. Activity G04.A4. Foster terminology queries.

Activity G04.A4	
Foster terminology queries in Catalan, Spanish and English. Coordinators: Language Service	
Grounds	Milestones

Activity G04.A4

In order to ensure Catalan is properly used in both teaching and research, we need to ensure accurate terms are used. In turn, ensuring the right vocabulary is used across all fields is essential to boosting quality in these two areas.

Steps

- Undertake a collaboration with research groups to produce language resources by knowledge area.
- Provide a streamlined terminology query procedure.
- Maintain and strengthen collaboration with Catalan-speaking universities to agree on terms.

2024

- Cement collaboration with other universities to resolve terminology queries.
- Set up a clear terminology support procedure.

2025

- Offer and promote the terminology query service amongst research groups.
- Be proactive in contacting groups to produce specific language resources.

2026-2027

- Foster terminology queries, assess how it is used and make any necessary changes.

Table 159. Indicator G04.N1. Percentage of teaching in Catalan.

Indicator G04.N1		
Percentage of teaching in Catalan.		
Measurement	Current no.	
$100 \times \frac{\text{Credits taught in Catalan}}{\text{Credits taught}}$ <p>The number of credits taught in Catalan is calculated by adding up credits for large groups in the course guides which state teaching is done in Catalan. This refers to subjects on</p>	38%	
	Estimates	
	2023-24	38%
	2024-25	39%

Indicator G04.N1

undergraduate and UIB-specific postgraduate programmes. Where a group indicates two languages of instruction, one of which is Catalan, half of the credits taught in this subject will be counted. The number of taught credits is the sum of the credits for large groups on all undergraduate and UIB-specific postgraduate subjects.	2025-26	40%
	2026-27	41%

Table 160. Indicator G04.N2. Percentage of final degree projects and master's theses written in Catalan.

Indicator G04.N2

Percentage of final degree projects and master's theses written in Catalan.

Measurement	Current no.	
$100 \times \frac{\text{Projects and theses in Catalan}}{\text{Projects and theses}}$ <p>where:</p> <ul style="list-style-type: none"> – <i>Projects and theses in Catalan</i>: is the total number of final degree projects, and master's theses written in Catalan. – <i>Projects and theses</i>: is the total number of submitted and deposited final degree projects, and master's theses. 	—	
	Estimates	
	2023-24	Baseline
	2024-25	Baseline + 3%
	2025-26	Baseline + 6%
	2026-27	Baseline + 9%

G05 Improve the institution's reputation and branding through outreach activities for society

Office of the Pro-Vice-Chancellor for Strategic Planning, Internationalisation and Cooperation

This goal is based around external communication. Social outreach is an essential tool in properly circulating knowledge and culture: two activities that lie at the core of the UIB's mission. Likewise, the UIB's visibility is a key aspect in building its reputation and how the general public views what the university does. This goal aligns with the commitments made by public administrations in the [2020-2024 4th Open Government Plan](#), approved on 29th October 2020.

We aim to improve the institution's reputation and branding through outreach activities for society on teaching, research, innovation and knowledge transfer, and internal management activities. All this with a view to demonstrating the UIB's good governance and commitment to accountability.

Table 161. Activity G05.A1. Outline and prioritise external stakeholders.

Activity G05.A1	
Outline and prioritise external stakeholders. Coordinator: Communications Service	
Grounds	Milestones
Outline and prioritise external stakeholders (i.e. prospective students, families, business, the media, professionals linked to study programmes and alumni) in order to establish a communication strategy for each one. This activity will enable coordinated initiatives (which are now scattered) aimed at external stakeholder groups.	2024 <ul style="list-style-type: none"> – Identify and assess the groups. 2025 <ul style="list-style-type: none"> – Approve the proposed activities.

Activity G05.A1	
Steps	2026-2027
<ul style="list-style-type: none"> – Set up a working team. – Produce a stakeholder network and activities map. – Assess the map, and outline strengths and weaknesses. – Produce and approve a set of improvement and priority proposals. – Assess the completed activities. 	<ul style="list-style-type: none"> – Roll out and assess the activities.

Table 162. Activity G05.A2. Set up a participation portal.

Activity G05.A2	
<p>Set up a participation portal.</p> <p>Coordinator: Institutional Identity and Culture Service</p>	
Grounds	Milestones
<p>Participation is a core democratic value. The involvement of both the university community and general public in public affairs strengthens governance and enhances the university's reputation as a democratic institution at the service of society. An open participation channel helps to bolster the sense of commitment and belonging at the university, and promotes shared governance as a way to jointly shape the university.</p>	<p>2024</p> <ul style="list-style-type: none"> – Perform a study on the content and design of the Participation and Open Governance Portal. <p>2025</p> <ul style="list-style-type: none"> – Roll out an initial version of the portal. – Analyse group participation levels. <p>2026-2027</p> <ul style="list-style-type: none"> – Propose possible improvements for the
Steps	
<ul style="list-style-type: none"> – This activity aims to create a section on the UIB website where stakeholder 	

Activity G05.A2

<p>groups may play a part in university affairs. The portal will include different participatory activities, such as:</p> <ul style="list-style-type: none"> – Regulatory queries. – Forums on relevant topics for the university community. – Opinion surveys on projects the university's is planning. – Suggestion and proposed activities boxes. – This activity has synergies with T04.A1. Set up a business participation portal. 	<p>portal and re-assess participation levels.</p>
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Table 161. Activity G05.A3. Create specific promotional initiatives for programmes available at the UIB.

Activity G05.A3

Create specific promotional initiatives for programmes available at the UIB.

Coordinator: [Institutional Identity and Culture Service](#)

Grounds	Milestones
<p>The available programmes at the UIB are a huge asset. Establishing specific promotional initiatives for each programme level (undergraduate, postgraduate and UIB-specific degrees) directly improves the university's image and reputation.</p>	<p>2024</p> <ul style="list-style-type: none"> – Establish shared messages and slogans. – Set priorities. <p>2025</p> <ul style="list-style-type: none"> – Run a global campaign. – Run selected specific campaigns.
Steps	
<ul style="list-style-type: none"> – Establish shared messages and slogans. – Identify areas or programmes to promote. 	<p>2026-2027</p>

Activity G05.A3

- | | |
|--|---|
| <ul style="list-style-type: none"> – Run a global and a set of specific campaigns. All these campaigns should be aligned. | <ul style="list-style-type: none"> – Assess the outcomes from the campaigns. |
|--|---|

Table 162. Indicator G05.N1. Portal participation.

Indicator G05.N1

Portal participation.

Measurement

Number of interactions on the portal. Every time a member of the public uses the participation portal (suggestion, vote, survey, etc.) will be deemed as an interaction.

Current no.

0

Estimates

2024	0
2025	50
2026	150
2027	300

G06 Foster a sense of belonging by strengthening participation amongst the university community and enhancing internal communication

Office of the Pro-Vice-Chancellor for Strategic Planning, Internationalisation and Cooperation

Team spirit is the best tool for shaping a top-flight university. Nevertheless, the sense of belonging amongst the university community was given one of the lowest scores on the survey used to help draft the UIB Strategic Plan. This goal aims to improve team spirit across the entire university community and establish a sense of belonging based on the university's values.

We aim to foster a sense of belonging by strengthening participation amongst the university community and enhancing internal communication through a new communication policy, set of tools and communication channels.

Table 163. Activity G06.A1. Analyse and redesign internal communication.

Activity G06.A1	
Analyse and redesign internal communication. Coordinator: Institutional Identity and Culture Service	
Grounds	Milestones
Good internal communication automatically enhances a sense of belonging. The current system needs to be analysed by mapping channels and messages, in order to define a communication strategy and a set of methods to implement it.	2024 <ul style="list-style-type: none"> – Draft the current analysis and proposed changes. – Approve the communication policy. 2025
Steps	
<ul style="list-style-type: none"> – Set up a new internal newsletter. 	

Activity G06.A1

- | | |
|---|---|
| <ul style="list-style-type: none"> – Include information, training and social content in weekly staff newsletters. – Set up fortnightly/monthly newsletters for students. – Cut back on e-mails and strengthen other communication channels. – Set up active listening tools to improve upstream communication: anonymous suggestion box (physical and digital). – Establish cross-cutting communication strategies. | <ul style="list-style-type: none"> – Set up new communication channels and cut back on e-mails. <p>2026</p> <ul style="list-style-type: none"> – Activate active listening channels. |
|---|---|

Table 164. Activity G06.A2. Redesign the content and structure of the internal portals.

Activity G06.A2

Redesign the content and structure of the internal portals.

Coordinator: [Institutional Identity and Culture Service](#)

Grounds	Milestones
The portal for different UIB groups must be the main official internal channel for daily communication and include all relevant information on daily tasks for students, teaching and research, and admin and services staff.	<p>2024</p> <ul style="list-style-type: none"> – Design the model. – Select the tool. <p>2025</p> <ul style="list-style-type: none"> – Run a pilot trial for the portals.
Steps	
<ul style="list-style-type: none"> – Design a model for the different portals. – Analyse suitable tools and select one. – Validate the model through a trial. – Introduce the live portals. 	<p>2026</p> <ul style="list-style-type: none"> – Update the portals.

Table 165. Activity G06.A3. Foster UIB values.

Activity G06.A3	
Foster UIB values and engage the entire university community. Coordinator: Institutional Identity and Culture Service	
Grounds	Milestones
Institutional values are the basis of organisational culture and frame how institutions operate. Fostering values strengthens a sense of belonging.	2024 <ul style="list-style-type: none"> – Design the model. – Select the tool.
Steps	2025 <ul style="list-style-type: none"> – Pilot trial for the portals.
<ul style="list-style-type: none"> – Create a visual representation of the values and circulate what they mean across all internal communication channels to the entire university community. – Run a campaign on how the values exemplify the university. The timeline and progress for each value should be highlighted, as well as the activities at the university linked to each one. – Include experiences on how values are put into practice by the university community, spotlighting people and generating synergies. – Promote activities linked to each of the university's values, with a view to strengthening them and increasing awareness amongst the UIB community and their involvement. – Prepare training and workshops to promote a sense of belonging amongst staff. 	2026 <ul style="list-style-type: none"> – Update the portals.

Table 166. Indicator G06.N1. Newsletter engagement.

Indicator G06.N1		
Newsletter engagement.		
Measurement	Current no.	
<p>The total number of readers (or downloads) of the newsletters over a year.</p> <p>Baselines will be set in 2024, when the number of newsletters and their frequency are established.</p>	Estimates	
	2024	Baseline
	2025	Baseline + 10%
	2026	Baseline + 15%
	2027	Baseline + 20%

G07 Progress towards a seamless public administration through comprehensive transformation

Office of the Pro-Vice-Chancellor for Innovation and Digital Transformation

Digital transformation at public administrations is based around a relatively sophisticated technological framework. However, the ongoing use of outdated methodologies, responsibilities, procedures, regulations and tools hampers its full realisation. Achieving seamless excellence in public administrations will not be possible unless we take a disruptive approach providing a new institutional framework that incorporates all technological, regulatory and organisational elements.

We aim to progress towards a seamless public administration by comprehensively transforming it and re-framing responsibilities, regulations, tools, structure and methodologies.

This transformation must be rolled out through a trial service. In the meantime, institutional procedures should continue to be simplified and automated in order to raise productivity levels and public perceptions. The ultimate goal is to combine both approaches (improving the current one and introducing a disruptive element) so that global change towards a seamless public administration for all becomes a reality.

Table 167. Activity G07.A1. Design an organisational framework.

Activity G07.A1	
Design an organisational framework to underpin management transformation. Coordinator: ICT Services and Applications Service	
Grounds	Milestones
<p>A holistic organisation-wide re-framing across all pillars is required:</p> <ul style="list-style-type: none"> – Methodological and technological pillar. This pillar takes a multi-layered 	<p>2024</p> <ul style="list-style-type: none"> – Appoint the working team.

Activity G07.A1

<p>approach: a strategy to identify future action points; business processes to catalogue all management procedures; a comprehensive tool set, and, lastly, infrastructure to house all ICT services.</p> <ul style="list-style-type: none"> – Regulatory pillar. Outline the structure and any necessary changes to simplify and strengthen excellence in public administration. – Organisational and human resources pillar. Outline the necessary organisational structure for the new management model, with a particular focus on the necessary responsibilities to establish and sustain the new framework. 	<ul style="list-style-type: none"> – Gather information on success stories. <p>2025</p> <ul style="list-style-type: none"> – Produce a proposed framework. <p>2026</p> <ul style="list-style-type: none"> – Have a final framework based on pilot trial outcomes. <p>2027</p> <ul style="list-style-type: none"> – Approve the final organisational framework.
<p>Steps</p>	
<ul style="list-style-type: none"> – Appoint a multidisciplinary team to develop the framework – Gather information from other administrations – Produce a proposal for a global framework. 	

Table 168. Activity G07.A2. Implement a prototype for excellence in public administration.

Activity G07.A2

Implement a prototype for excellence in public administration and select a trial unit.

Coordinator: [Office of the Head of Administration](#)

Grounds

Milestones

Activity G07.A2	
Such a disruptive change entails many risks. In this sense, the framework needs to be validated through a pilot trial in a controlled environment in order to reduce uncertainty.	2025 <ul style="list-style-type: none"> – Set the scope for the prototype. – Outline and specify the necessary resources for the pilot trial.
Steps	
<ul style="list-style-type: none"> – Implement a prototype for the proposed global framework at a selected unit as a pilot trial for validation. – Assess outcomes and propose improvements. 	2026 <ul style="list-style-type: none"> – Implement the prototype and draw conclusions.

Table 169. Activity G07.A3. Continue improving processes and services.

Activity G07.A3	
Continue improving processes and services focusing on simplification, automation and digital admin procedures. Coordinator: Office of the Secretary General	
Grounds	Milestones
Alongside the proposed disruptive change, ongoing improvements need to be made to current procedures. This will enable us to simplify and automate procedures, as well as provide feedback on effective models to include in the new framework.	2025-2027 <ul style="list-style-type: none"> – Improve procedures.
Steps	
<ul style="list-style-type: none"> – Continue making improvements to key procedures at the university through simplification and automation. 	

Table 170. Indicator G07.N1. Designed framework.

Indicator G07.N1		
Designed framework.		
Measurement	Current no.	
Have a detailed document with the framework design.	N/A	
	Estimates	
	2024	N/A
	2025	Yes
	2026	Yes
	2027	Yes

Table 171. Indicator G07.N2. Simplified procedures.

Indicator G07.N2		
Simplified procedures.		
Measurement	Current no.	
Number of procedures that are significantly simplified each year through regulatory, methodological and/or technological changes.	0	
	Estimates	
	2024	5
	2025	15
	2026	15
	2027	15

G08 Secure quality institutional data by setting up an information factory

[Office of the Pro-Vice-Chancellor for Innovation and Digital Transformation](#)

Quality information is necessary for data-driven decision-making. In order to answer essential questions quickly, safely through this process, individuals require autonomy at all times and in all places. The major problems ensuing from low-quality or lack of information in different UIB procedures have been laid bare. Quality information is attained through securing accurate, complete, consistent, current, precise, timely, unique and valid data.

We aim to secure quality institutional data by setting up an information factory.

William Inmon coined the term corporate information factory. This system is an enterprise data warehouse that manages data flow in corporate management software and enables analysts to make informed decisions.

There are synergies between this goal and goals [D12 Be able to make suitable decisions on teaching based on reliable and current data](#) and [T10 Ensure the accountability of university activities towards society by publishing objective indicators](#).

Table 174. Activity G08.A1. Perform a key data and indicator inventory by area.

Activity G08.A1	
Perform a key data and indicator inventory by area. Coordinator: Office for Strategic Planning	
Grounds	Milestones
<ul style="list-style-type: none"> Identifying source data and key indicators by area is an essential step towards properly compiling an enterprise data warehouse. 	2024 <ul style="list-style-type: none"> Define terminology, an information catalogue and

Activity G08.A1

Steps

- Outline operational areas and supervisors at the institution.
- Compile a glossary and data model by area, based on highly reliable data sources.
- Outline the main indicators with measurements and scope.

data sources. Outline data consolidation issues.

2025

- Secure an updated information catalogue.

2026-2027

- Incorporate more indicators and update the catalogue.

Table 172. Activity G08.A2. Set up a data warehouse.

Activity G08.A2

Set up a data warehouse.

Coordinator: [ICT Services and Applications Service](#)

Grounds

- Set up a data warehouse. This is a database of consolidated information from the main data sources at the institution. The data warehouse must be structured from comprehensive, stable and historical information that is geared towards topic as opposed to functionality.

Steps

- Decide on technical requirements, weigh up solutions and draft a budget. Draft a tender, where applicable.
- Design and set up the data warehouse.

Milestones

2024

- Decide on technical requirements, weigh up solutions and draft a budget. Draft a tender, where applicable.

2025

- Implement a basic version of the data warehouse.

2026-2027

- Progressively expand the data warehouse.



Table 1736. Activity G08.A3. Implement automatic data synchronisation processes.

Activity G08.A3	
Implement automatic data synchronisation processes. Coordinator: ICT Services and Applications Service	
Grounds	Milestones
<ul style="list-style-type: none"> Implement ETL processes: extract data from corporate information sources; transform the information (through data integration, selection, reduction, conversion and scrubbing), and load the information into the data warehouse. 	<p>2025</p> <ul style="list-style-type: none"> Implement an initial version of ETL processes. <p>2026-2027</p> <ul style="list-style-type: none"> Expand the processes in line with warehouse growth.
Steps	
<ul style="list-style-type: none"> Implement and maintain ETL processes. 	

Table 174. Indicator G08.N1. Consolidated quality data tables.

Indicator G08.N1	
Consolidated quality data tables.	
Measurement	Current no.
<ul style="list-style-type: none"> Number of tables in the data warehouse with consolidated quality information. 	0
	Estimates
	2024 0
	2025 50
	2026 150
	2027 250

G09 Improve the human resources policy for PAS administration and services staff through efficient job promotion and stabilisation procedures, and streamlined criteria

Office of the Head of Administration

The human resources policy for PAS administration and services staff could be greatly improved to create multiple benefits for the university, such as a more streamlined use of available resources and higher productivity, as well as benefits for staff members, including more recruitment and promotion opportunities, standardised duties and salaries, or planning that is more geared towards career progression.

We aim to improve the human resources policy for PAS administration and services staff by drawing up a realistic list of job positions, and reviewing promotion and stabilisation processes in order to ensure they are more efficient, up-to-date and merit-based.

Table 175. Activity G09.A1. Update the list of job positions.

Activity G09.A1	
Update the list of job positions (RLT). Coordinator: Human Resources Service	
Grounds	Milestones
<ul style="list-style-type: none"> – Securing a detailed description of all UIB job positions that is in line with current and future requirements, and based on streamlined criteria, is a basic tool for best practice in human resources. 	2024 <ul style="list-style-type: none"> – Analyse the technical requirements for the tool. – Make a start on the description of job positions.
Steps	
<ul style="list-style-type: none"> – Select and implement a suitable tool for managing the RLT. 	2025

Activity G09.A1

- | | |
|--|--|
| <ul style="list-style-type: none"> – Draw up and publish a detailed description of all UIB job positions. | <ul style="list-style-type: none"> – Weigh up potential tools for managing the RLT and select one. – Finish the description of job positions. <p>2026</p> <ul style="list-style-type: none"> – Implement a tool for managing the RLT. – Load the latest RLT version. <p>2027</p> <ul style="list-style-type: none"> – Approve and publish an RLT with detailed information on the duties for all job positions. |
|--|--|

Table 176. Activity G09.A2. Review the regulations on PAS administration and services staff duties and staffing levels.

Activity G09.A2

Review the regulations on PAS administration and services staff duties and staffing levels.

Coordinator: [Office of the Head of Administration](#)

Grounds

- Review and update all regulations on PAS administration and services staff duties and staffing levels.

Steps

- Establish job categories and duties. Current positions are based on a pre-

Milestones

- 2024**
- Set up a working group to review the regulations.
 - Outline current issues and specific targets to be attained through regulatory amendments.

Activity G09.A2

<p>digitalisation approach to admin work and not in line with today's specialisation requirements. For this reason, regulations need to be globally re-examined.</p> <ul style="list-style-type: none"> – Review job pool regulations and available types, including the possibility of permanent pools and quicker, more effective selection processes. – Review professional progression regulations for PAS administration and services staff, and set quicker and more efficient and effective procedures. 	<ul style="list-style-type: none"> – Amend career progression regulations. <p>2025</p> <ul style="list-style-type: none"> – Amend job pool regulations. <p>2026</p> <ul style="list-style-type: none"> – Amend the regulations on job category and duties.
--	---

Table 177. Indicator G09.N1. Published list of job positions and duties.

Indicator G09.N1		
Published list of job positions and duties.		
Measurement	Current no.	
Have a public list of job positions for PAS administration and services staff.	N/A	
	Estimates	
	2024	N/A
	2025	N/A
	2026	N/A
	2027	Yes

Table 178. Indicator G09.N2. Amended regulatory agreements.

Indicator G09.N2		
Amended regulatory agreements.		
Measurement	Current no.	
Number of regulatory agreements amended each year and linked to the HR policy for PAS administration and services staff.	0	
	Estimates	
	2024	1
	2025	1
	2026	1
	2027	0

G10 Promote the UIB's economic efficiency by streamlining expenditure and improving management tools

Office of the Pro-Vice-Chancellor for Finances and Infrastructure

As a public administration, the UIB must manage its funding efficiently, sensibly and rationally. Economic efficiency is a mandatory exercise in good governance and accountability.

We aim to promote the UIB's economic efficiency through a set of activities aimed at streamlining expenditure, restructuring the budget and implementing analytical accounting. This will provide us with more reliable data for decision-making.

Table 179. Activity G10.A1. Implement analytical accounting.

Activity G10.A1	
Implement analytical accounting. Coordinator: <u>Office of the Head of Administration</u>	
Grounds	Milestones
<ul style="list-style-type: none"> Analytical accounting allocates direct and indirect costs to the institution's main activities. Accredited by the <u>General Comptroller of the State Administration</u> (IGAE), this procedure will provide us with highly precise expenditure data to make more streamlined and target decisions. 	<p>2024</p> <ul style="list-style-type: none"> Draft trial analytical accounting reports for the 2023 tax year. <p>2025</p> <ul style="list-style-type: none"> Draft analytical accounting reports for the 2024 tax year. <p>2026</p> <ul style="list-style-type: none"> Draft analytical accounting reports for the 2025 tax year and the 2024-25 academic year.
Steps	
<ul style="list-style-type: none"> Set up a working group to validate methodology and tools. Set up an ICT project to develop the tool. 	

Activity G10.A1

- | | |
|---|---|
| <ul style="list-style-type: none"> – Create an organisational structure linked to analytical accounting management. – This activity has synergies with G08 Secure quality institutional data. | <p>2027</p> <ul style="list-style-type: none"> – Draft analytical accounting reports for the 2026 tax year and the 2025-26 academic year. |
|---|---|

Table 180. Activity G10.A2. Implement a tool to produce the staff budget.

Activity G10.A2

Implement a tool to produce the staff budget.

Coordinator: [Human Resources Service](#)

Grounds

Implement an effective tool to produce the chapter 1 staff budget. This will provide a more rational use of resources.

Steps

- Set up a working group to establish requirements.
- Weigh up different tools.
- Select one and implement it.

Milestones

- 2024**
- Analyse the requirements.
- 2025**
- Analyse the solutions.
- 2026**
- Implement a system.
- 2027**
- Carry out pilot trials for the new system.

Table 181. Activity G10.A3. Implement a new accounting and asset management system.

Activity G10.A3

Implement a new accounting and asset management system.

Coordinator: [Office of the Head of Administration](#)

Grounds

Milestones

Activity G10.A3

- The current accounting tool (CTB) has been in use for twenty years and no longer offers the required quality and stability. It needs to be updated due to increasingly higher costs for maintenance and the need to adapt to growing demand.
- The aim is to replace the current software (CTB) for a new system that offers more precise, safer and standardised accounting and asset management.

Steps

- Roll out the new software.
- Assess results and make any necessary improvements.

2024

- Roll out the new software.

2025

- Produce the first annual accounts.

2026-2027

- Improve the system.

Table 182. Indicator G10.N1. Produce annual analytical accounting reports.

Indicator G10.N1

Produce annual analytical accounting reports.

Measurement	Current no.	
Provide proof of having produced annual analytical accounting reports for the previous year.	N/A	
	Estimates	
	2024	N/A
	2025	Yes
	2026	Yes

Indicator G10.N1

	2027	Yes
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G11 Improve the transparency policy by fostering publication of and participation in regulations, and implementing codes of best practice

Office of the Secretary General

Transparency is the foundation of good governance and one of the university's commitments, beyond what is legally required. The university must be accountable to the society funding it.

We aim to improve the UIB's transparency policy by fostering publication of—and university community participation in—regulations, as well as implementing codes of best practice.

Table 183. Activity G11.A1. Review the university's regulatory procedure.

Activity G11.A1	
Review the university's regulatory procedure. Coordinator: <u>Office of the Secretary General</u>	
Grounds	Milestones
<ul style="list-style-type: none"> Design the procedure to establish, approve and publish the standards comprising the UIB's internal regulatory system, in order to ensure the entire university community benefits from security, transparency and participation. 	<p>2024</p> <ul style="list-style-type: none"> Include the principles behind the procedure in the new UIB statutes. <p>2025</p> <ul style="list-style-type: none"> Develop specific first- and second-level regulations, and start to apply them to produce ordinances.
Steps	
<ul style="list-style-type: none"> Produce the regulations governing procedures to create UIB ordinances with participation from all stakeholders. Establish secure mechanisms for publishing regulations and ensuring integrity. This includes the <u>Official University Gazette</u> (FOU) and centre 	<p>2026</p> <ul style="list-style-type: none"> Review the regulations and detect any possible improvements. <p>2027</p>

Activity G11.A1

<p>regulations, as well as publishing regulations in the Official Gazette of the Balearic Islands (BOIB) and the Official Gazette of the Spanish Government (BOE).</p>	<ul style="list-style-type: none"> – Fully implement the new regulations.
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Table 184. Activity G11.A2. Implement e-voting.

Activity G11.A2

Implement e-voting in elections for UIB governing and representation bodies.

Coordinator: [Office of the Secretary General](#)

Grounds	Milestones
<ul style="list-style-type: none"> – Implement an e-voting system for use in UIB elections. E-voting consists of casting votes electronically. This system boosts participation by offering a remote voting procedure. 	<p>2024</p> <ul style="list-style-type: none"> – Establish an e-voting system and start using it. <p>2025-2027</p> <ul style="list-style-type: none"> – Raise the number of activities involving e-voting and monitor them.
Steps	
<ul style="list-style-type: none"> – Fully implement an e-voting system. 	

Table 185. Activity G11.A3. Implement the UIB Fraud Prevention Plan.

Activity G11.A3

Implement the UIB Fraud Prevention Plan.

Coordinator: [Office of the Secretary General](#)

Grounds	Milestones
<ul style="list-style-type: none"> – The UIB's commitment to transparency includes a mandatory set of measures 	<p>2024</p>

Activity G11.A3

linked to the four stages of the anti-fraud cycle set out in the UIB Fraud Prevention Plan .	<ul style="list-style-type: none"> – Continue to roll out the measures included in the Fraud Prevention Plan.
Steps	2025
<ul style="list-style-type: none"> – Apply the measures in the UIB Fraud Prevention Plan. – Verify and make any necessary changes to the implemented measures. 	<ul style="list-style-type: none"> – Analyse how effective these measures are and whether implementation is feasible for areas not included in the plan.
	2026 <ul style="list-style-type: none"> – Extend the monitoring process across all UIB financial management procedures.
	2027 <ul style="list-style-type: none"> – Verify all implemented mechanisms and make any necessary changes.

Table 189. Indicator G11.N1. Transparency initiatives.

Indicator G11.N1		
Transparency initiatives linked to the activities in this goal.		
Measurement	Current no.	
Number of annual transparency initiatives undertaken for activities in this goal. For instance, introducing security in the Official University Gazette (FOU), securely publishing centre agreements, electing representatives	0	
	Estimates	
	2024	0
	2025	2

Indicator G11.N1

through e-voting, carrying out a transparency activity linked to the Fraud Prevention Plan, etc.	2026	5
	2027	10

Appendix I: Participants

Strategic Plan Development and Monitoring Committee

- Dr Jaume Carot, Vice Chancellor, as chair
- Dr Víctor Homar Santaner, Pro-Vice-Chancellor for Scientific Policy and Research
- Dr Antoni Bordoy Fernández, Pro-Vice-Chancellor for Teaching and Research Staff
- Dr Lorenza Carrasco Martorell, Pro-Vice-Chancellor for Innovation and Digital Transformation
- Dr Marc Nadal Roberts, Pro-Vice-Chancellor for Strategic Planning, Internationalisation and Cooperation
- Ms M. Consolación Hernández Guerra, Head of Administration
- Mr Josep Lluís Pons Hinojosa, General Director for Universities
- Dr Francesca Garcias Gomila, on behalf of the Social Council
- Dr M. Dolores Tirado Bennàssar, on behalf of undergraduate centres
- Dr Neus Piña Capó, on behalf of postgraduate centres
- Dr M. Teresa Adame Obrador, on behalf of heads of department
- Dr Gemma Isabel Turnes Palomino, on behalf of heads of department
- Dr Eva Aguilar Mediavilla, on behalf of university research institutes
- Mr Guillem Coll Garcia, student representative
- Mr Enrique Llompart Rigo, PAS administration and services staff representative
- Dr Guillem Xavier Pons Buades, PDI teaching and research staff representative
- Dr Irene Nadal Gómez, Secretary General, as secretary to the committee

Working Groups

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- Mr Joan Espina de la Portilla
- Dr M. Dolors Forteza Forteza
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- Dr Damià Gomis Bosch
- Dr Yolanda González Cid
- Mr Alejandro González Martínez
- Dr Fèlix Grases Freixedas
- Dr Emilio Hernández García
- Dr Víctor Homar Santaner
- Dr María Antonia Jiménez Cortés
- Dr Jordi Llabrés Bordoy
- Ms Cristina López-Polín Hernanz
- Ms Marta Macías Borràs
- Dr Marta Isabel Marcos Moreno
- Mr Benito Mas Gracia
- Ms Isabel Masià Cuesta
- Ms Patricia Molina Gil
- Dr Marta Monjo Cabrer

- Mr Miguel Ángel Moreno Jiménez
- Dr Carles Mulet Forteza
- Dr Adrià Muntaner Mas
- Dr Maurici Mus Amézquita
- Dr Irene Nadal Gómez
- Ms Bàrbara Obrador Rosselló
- Dr Miquel F. Oliver Trobat
- Ms Bàrbara Ordinas Oliver
- Dr Andreu Palou Oliver
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- Dr Berta Paz Lourido
- Mr Andreu Perelló Ferrando
- Dr Josep A. Pérez Castelló
- Dr Maria Margalida Pons Jaume
- Mr Xavier Pons Pons
- Mr Jaume Prohens Vadell
- Dr Jesús Revelles Esquirol
- Dr Montserrat Rodríguez Delgado
- Dr Ana María Rodríguez Guerrero
- Mr Ricardo Sagrera Gazeley
- Dr Bartomeu Serra Cifre
- Ms Yolanda Serrano Moreno
- Dr Elena Sureda Demeulemeester
- Dr M. Carmen Touza Garma
- Mr Luis Vegas Alonso
- Ms Lorena Vela Pérez
- Ms Irene Vich Picornell

Services

The services that have taken part in preparing the UIB Strategic Plan are:

- Translation and editing: [Language Service](#).
- Design and Promotion: [Institutional Identity and Culture Service](#).
- Coordination: [Office for Strategic Planning](#).

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