



Deusto

Universidad de Deusto
Deustuko Unibertsitatea
University of Deusto

2023 - 2026

Plan Estratégico
Plan Estrategikoa
Strategic Plan

Deusto 2023-2026



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Strategic Plan



Strategic Plan Deusto 2023-2026

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The University of Deusto has provided society with a space for qualified education and training and the generation and transfer of new knowledge for over 130 years. While our extensive expertise is certainly one of our most valuable assets, it alone does not ensure that our University Project is in line with the social and cultural demands of the new times. We are aware of the need to respond to the challenges facing our societies today as well as the need to collaborate with other economic, social, political and cultural actors in seeking solutions and new alternatives, with the ultimate being to improve the lives of all people, especially the most vulnerable.

Strategic planning is a major tool for the University and the current Plan before you is its most timely and up-to-date outcome. Universities play a key role both in educating people and citizens and in developing new knowledge in the service of society, shaping opinion and helping to define public policies. Deusto's aim is to make an active contribution in this regard and do so in collaboration with others, with its own distinctive approach that puts people at the centre and has Christian and human values as permanent cornerstones underpinning all our activities.

This Plan has been drawn up in collaboration with a large number of people, both from the University Community and with external stakeholders, including public institutions and economic, social and cultural entities. Indeed, I appreciate their generosity and involvement as well as their valuable contributions. From its inception, the Plan was drawn up with the aim to align its objectives with those of the networks of Jesuit universities of which Deusto is a member and with rest of the Basque University System, in which Deusto is actively involved. All this background has shaped the University's strategic thinking in the form of a Strategic Plan which, rather than aiming to cover all of the University's core activities, is

intended to highlight the major options that will be guiding our university activities over the next four years.

In this Plan, Deusto strengthens its commitment to education and training by providing students with individual support and conveying educational values that go beyond mere professional training. Furthermore, we seek to consolidate our position as a benchmark university in knowledge generation and transfer on some of the major social challenges of our time. Likewise, our aim is to consolidate and broaden our range of academic programmes in order to reach more people, using new approaches and new, more effective learning methodologies.

We are also committed to the ongoing consolidation of new collaborative networks and structures with other universities of the Society of Jesus and with our European partner universities, as the future calls for networking and involvement in broader and increasingly international structures. Ultimately, we want our University Community to feel part of this project and continue to promote it, both with its great expertise and the commitment and enthusiasm that have always been its hallmarks.

These options outline the core of the Plan that will guide our university policies over the next four years. However, as befits proper strategic planning, the Plan is not presented as a final and static document, but is open to ongoing modification through an exhaustive monitoring process that will allow for the constant evaluation of the projects, indicators and goals contained in it. As society is rapidly evolving, a university like ours requires several strategic levels to reinforce and consolidate the Project as a whole.

Therefore, I invite you to read this Plan as a way to approach the University of Deusto and become better acquainted with us and find spaces where to collaborate. Deusto is a long-standing yet innovative institution with a social concern and a Jesuit identity that aims to provide a space for dialogue and debate, contribution and collaboration, knowledge and education, development and justice. Ultimately, a university with a great past, which knows how to adapt to modern times and continues to work for a better future.

José María Guibert Ucin, S.J.
Rector of the University of Deusto



Our world today poses global challenges: how to manage our societies, how to ensure baseline levels of well-being and justice for all people, how to ensure the sustainability and diversity of our world, enabling each person to lead a free and peaceful existence... These are the great challenges of our time.

Society expects universities to contribute to creative solutions through education, knowledge generation and transfer, reflection, debate and dialogue between different people. Our University's Jesuit identity encourages us to approach these responses with rigour and vision and grounded in our own values.

Faced with this complex framework of new challenges and ongoing transformations, Deusto continues to offer society a person-centred university model focused on cooperation and the transformation of reality, as embodied in its motto: *"Personas que transforman el mundo / Mundu berri baten alde elkarlanean / Transforming our world together."*

Every **Strategic Plan** involves a reflection process and a new impetus for the University. Numerous achievements and developments were made in the 2019-2022 period. These included the incorporation of new areas of knowledge with a special emphasis on Health Sciences, the creation and affiliation of new Faculties, academic and technical structures, the launch of new degrees, progress in the quantity and quality of research, a commitment to the development of transversal competences, the promotion of internationalisation, the collaboration with institutions and companies through dual education and collaborative research, networking with other universities, accreditation and positioning in new university rankings and awards, the response to the challenge of the Covid-19 pandemic, the consolidation of the student support and tutoring system, the promotion of extracurricular activities and the progressive strengthening of our alumni network.

This has been possible thanks to the shared effort of all the University Community members and the collaboration with public institutions and many private entities in the economic, social, academic and cultural sectors.

This new Strategic Plan for the 2023-2026 period will help us further pursue **teaching excellence**, aimed at developing better professionals and citizens capable of providing solutions and hope when facing today's major social challenges; people that can be recognised by their academic background, their ability to think creatively, their commitment to social justice and sustainability, their sense of transcendence, and their willingness to collaborate with others.

Likewise, it will promote **knowledge generation and transfer** by enhancing the link between our research work and the main societal challenges. Hence, we will be able to bridge the connection between the key university functions more effectively.





A University for the future

- A people-centred university
- A transformational university that also transforms itself
- A university for a fairer society

Deusto puts forward a university proposal that is excellent from an academic perspective and is firmly grounded in its **own identity**, placing people at the centre and promoting the collaborative transformation of reality. This proposal is embodied in the motto “***Personas que transforman el mundo / Mundu berri baten alde elkarlanean / Transforming our world together.***” Following the reasoning behind this motto, we have built our strategic options around three main ideas which, considering the University of Deusto as it is today, capture our aim and vision of what we intend to become:

1. A people-centred university
2. A transformational university that also transforms itself
3. A university for a fairer society

1 A people-centred university

We put people at the very heart and core of our Strategic Plan. This is a distinctive feature of our nature and identity. Our university has developed its **own education and research model based on the traditional Ledesma-Kolvenbach Jesuit paradigm (*utilitas, humanitas, iustitia, fides*)**, which sets it apart from other neighbouring universities. While academic excellence is the goal of every university, at Deusto this excellence can only be understood in the service of people, aiming to ensure that all the University's activities are geared towards *developing people in the service of others*.

We believe in people's capacity to individually and collectively transform the environment around them. This capacity is underpinned by values, competences, attitudes and practices that involve and concern all members of a University like ours: students, technical and academic staff, alumni and external collaborators. We are all part of a **University Community** that is committed to its Mission.

Our university model gives particular emphasis to people's ability to **work together** and to the multiplier effect of cooperation between individuals, institutions, entities and groups. Today's challenges demand networking and collaboration across sectors, not just as a mere instrument but as an individual and collective mindset. It involves forging partnerships with other actors in pursuit of the common good through dialogue and mutual understanding.

Our aim is to further contribute to the betterment of society by reinforcing our University Community from within and developing an outward-looking commitment to networking, and being actively involved in the most relevant social, economic and cultural forums in our local context.

Within this framework, the **young people** studying in our classrooms play a crucial role. They give us fresh perspectives and insights that help us better understand the changing times we are living in now, in line with the "Universal Apostolic Preferences of the Society of Jesus" (2019-2029). Our project aims to develop organisational processes and procedures that help us better listen to them and accompany them in understanding the path we need to follow.



2 A transformational university that also transforms itself

Universities are **drivers of social transformation**. Drawing on its long-standing academic tradition and expertise, Deusto acknowledges its share of responsibility in generating social change to build a better future. The University is committed to internal and external innovation, while being actively involved in society both locally and internationally.

The University contributes to transforming reality through its two main missions in education and research, but it also has a direct impact through intervention and ongoing collaboration with public institutions and private entities of a social, economic, academic or cultural nature. The specific commitment to social transformation in terms of Justice is a distinctive feature of the Deusto University project that is contained in this Strategic Plan.

Deusto advocates that **knowledge generation and transfer** should be at the service of social progress, respect for the dignity of all people and solidarity. Our university project is a free, self-reliant project, which pursues **social transformation aimed at promoting people's all-round development**, with special attention to the most disadvantaged and young people (UNIJES Apostolic Project 2023-2025).

This transformational aim is also conveyed through the **generation** and effective **transfer** of **new knowledge**, both through the various education modes available today, and the dissemination and widespread sharing of scientific advances that are offered to support public and private policies seeking the common good.

Our drive for transformation also compels us to innovate our own organisation, adapting and updating our structures and procedures to the needs of the University's context in the upcoming years. We seek greater flexibility in internal structures, the promotion of diversity of identities, approaches, cultures... and a determined drive towards interdisciplinarity.

3 A university for a fairer society

In addition to the unresolved challenge of the defence of human dignity and the fair distribution of opportunities, the progressive deterioration of the environment and the profound impact of technological advances have emerged in recent decades. Ultimately, these are complex challenges and issues that need to be tackled in a global and simultaneous manner, as they interact with each other.

The **2030 Agenda**, as expressed in the United Nations Sustainable Development Goals, encapsulates many of the challenges facing our world today. In order to respond to these challenges, science and technology must be oriented towards the common good. In this context, universities must assume greater responsibility for leading the advancement of knowledge towards the search for answers that are useful and beneficial to society as a whole.

As a Jesuit and a social initiative university, Deusto seeks to continue to be an institution firmly rooted in the world and its local context. It also aims to be a responsible, supportive institution committed to the search for a better future for all people. Our aim is to work together with others to achieve **sustainable and widespread development** and ensure a dignified life for all human beings on our planet and a very special care for it as the common home of humankind.

The global reference relates to our renowned **international scope and presence**, but also to the local context in which our university is deeply rooted. Deusto's social concern is also a concern for its identity and involvement with its local community. The Basque nature of our university is at the heart of its identity, which alongside its European and international scope, permeates the entire university project. Thus, Deusto particularly collaborates with Basque public institutions and other Basque universities to achieve a coordinated, excellent and active university system capable of managing the major (social, ecological and technological) transformations that also affect Basque society in an increasingly globalised world (Basque University System Plan).





Strategic options

I

Values-based
education

II

Diversifying and
innovating our
range of academic
programmes

III

Focusing
knowledge
generation and
transfer

IV

Promoting
networking
and its social
impact

V

Strengthening
a University
Community
committed to its
Mission

I > **Values-based education**

Deusto is committed to upholding quality teaching as a distinctive feature that permeates all its academic activities, which also entails providing students with a sound, values-based education and personal accompaniment. This person-centred education model is intended to permeate all areas of university education. We intend to continue educating people for others, excellent professionals, committed to their local community, to social and environmental sustainability, and ambassadors of those same values in the future. To this end, more resources need to be devoted to providing tutoring, support and career guidance as well as to Human Values Education.

II > **Diversifying and innovating our range of academic programmes**

The social, demographic and cultural changes envisaged for the forthcoming years call for a university that can offer a broad range of academic programmes that are increasingly flexible and accessible to a wider public in terms of geography, cultural background and age. If we are to offer a suitable range of courses and fields of study for the Deusto project, we need to broaden our portfolio, both in terms of disciplines (focusing on multi- or interdisciplinary approaches and perspectives), and also regarding course formats and modes, with special emphasis on online or blended learning. Within this framework, we will strengthen our commitment to innovation and dual, multilingual or international education and training, as well as lifelong learning and continuing education.

III > **Focusing knowledge generation and transfer**

Deusto has made a great effort to generate knowledge and transform it into a more research-oriented culture in recent decades. At present, and in order to respond to the needs that may arise in the university environment in the coming years, Deusto has opted for greater specialisation and for focusing its research activity on major challenges of social interest, with an interdisciplinary contribution that is specific and complementary to those of other neighbouring universities. We plan to identify Deusto with major priority areas that can guide knowledge generation and transfer internally and multiply its performance and usefulness both for society and collaborating public and private institutions. The 2030 Agenda and the Apostolic Preferences of the Society of Jesus are key benchmarks when defining these priority areas.

IV **Promoting networking and its social impact**

The responses to social challenges increasingly require the collaboration of various social, economic and cultural actors, among which the university has a role to play. Deusto acknowledges the need and added value of networking and is committed to implementing a specific option for it both in education and research. In particular, this decision implies greater interaction with other social actors and will enable further steps to be taken towards broader structures or networks to which Deusto can particularly contribute. In this regard, we are committed to strengthening and developing the networks of Jesuit universities and clusters of European universities of which Deusto is already a member.

V **Strengthening a University Community committed to its Mission**

Our university model is based on a genuine University Community that is committed to Deusto's Mission and project and is the driving force behind it. Our aim is to implement policies to strengthen the links and cohesion of the University Community and the feeling of belonging through training, internal organisation, professional and personal development, as well as links with students, families and alumni.

Deusto is committed to undertaking an ongoing internal transformation where better planning will lead to greater excellence and efficiency in the University's performance. In this regard, we plan to renew our internal organisation and its regulation, generating more efficient, coordinated and participatory processes, as well as to ensure access to the necessary means and resources to ensure the fulfilment of the strategic options set out in this Plan.



Strategics

projects

I > Values-based education

1. Implementation of transversal competences

Following a lengthy and painstaking identification and drafting process, the University has defined the transversal competences that will apply to its entire range of academic programmes. Once they have been implemented in undergraduate programmes, the aim is to extend them to all study programmes and teaching activities, using various strategies to respond to the increasing variety of formats, audiences and fields of study covered by the University's range of degree programmes.

2. Human Values Education for all degree programmes

The Human Values Education that has characterised our teaching activities for many years has become consolidated at undergraduate level. This solid foundation is to be extended to all undergraduate programmes through the incorporation of new credits in this subject area and its further extension to other degrees offered by the University, taking into account the changes, adaptations or adjustments that may be required in each format.

3. Student care, guidance and tutoring

This project promotes tutorial work by enhancing the tutor's role and guidance for students' human, vocational and social development to ensure it is still one of the most distinctive features of the University of Deusto's Education Model (MFUD). Thus, we will accomplish the two-fold objective of responding to the University's mission of educating people and professionals for others, while enhancing the range and attractiveness of our academic programmes.

4. Learning transformation and digitisation

In the current context, the focus on an education that supports and places students at the forefront of the learning process requires an up-to-date and intensive use of the increasing potential of ICTs to improve all learning processes. This requires a specific project in which Deusto's own degree programmes can continue to develop in an increasingly effective way by applying the most appropriate advances offered by digital technologies and tools.

Diversifying and innovating the range of study programmes

5. Development of the map of face-to-face undergraduate and postgraduate programmes

The backbone of the University's academic programmes are face-to-face bachelor's and double bachelor's degrees. In addition to the continuous improvement of current degree programmes, the diversification of courses on offer involves defining a roadmap to redesign, consolidate or implement new bachelor's degrees that are not currently on offer, as well as new combinations of double bachelor's degrees that broaden the possibilities of face-to-face teaching on the University's campuses and sites. Likewise, a reformulation of the postgraduate map, including doctoral programmes, is also envisaged.

6. New international degrees

The commitment to internationalisation is one of the main drivers of the forthcoming academic diversification and should be shown in the range of study programmes offered in collaboration with other foreign universities, as well as in the increase in the number of international students. This project entails defining and developing the official qualifications that should be of an international nature such as joint or multiple degrees, or primarily aimed at attracting international students.

7. New dual degrees

Our society's educational and economic needs call for increasing collaboration between universities and businesses or employers, which may lead to the choice of a dual education model in the case of some degree programmes. Hence, this project will determine the official qualifications that will incorporate the dual education pathway and will involve training that is deeply embedded in the professional world through this model, which has been firmly embraced by the Basque University System.



8. Boosting online education

The application of new technologies to university education, and the new demands arising from social and cultural changes call for a determined positioning of online education as a further major factor in the diversification of academic offerings. Within this framework, the undergraduate and postgraduate degrees to be offered in online mode will be defined and a roadmap for their implementation established.

9. Expansion of continuing education, lifelong learning and executive education

A further pillar of the University's academic diversification that will emerge strongly in the coming years is the creation of new and more flexible teaching formats, which may eventually respond to the specific needs of social or institutional entities. They should also respond to the social demands of new age groups or people who wish to adapt and plan their learning activities. Deusto opts for the expansion of non-official continuing education, lifelong learning, executive or in-company education, based on a plan that includes the creation of a structure for lifelong learning.

10. Development of the academic commitment to Health Sciences

The decision taken by the University of Deusto in the previous Strategic Plan for academic expansion in Health Sciences requires a redoubling of efforts to ensure its consolidation. The coming years will see the deployment of all the programmes offered in these sciences and the reorganisation and promotion of research and transfer activities through the provision of the human and material resources necessary for this purpose.





Focusing knowledge generation and transfer

11. Focusing research and transfer

The significant quantitative progress in research and transfer made in recent strategic plans now requires a multidisciplinary focus of the University's research work. Deusto needs to maximise the value of its research production and position itself as a benchmark University in major areas or preferential and cross-cutting themes to respond to major social challenges and the University of Deusto's specific Mission. This entails defining research focal points and designing and implementing the necessary processes, structures and mechanisms to ensure that such focus is managed in a coordinated and efficient manner.

12. Boosting the internationalisation of research and knowledge transfer

In the field of research, the commitment to internationalisation has led to increased interaction with foreign academic and social institutions and a greater presence of Deusto's researchers in international networks. To this end, we seek to design and implement a management system to increase the research carried out in collaboration with other foreign actors or through projects, agreements and other international activities.

13. Enhancing intersectoral collaboration in research and transfer

Research with an impact on public and private policies is increasingly conducted from an intersectoral perspective, whereby research work or its transfer is developed jointly with other social, economic or cultural actors. This also involves the design and implementation of a management system with guidelines to help increase the research carried out in collaboration with other social, economic, cultural or institutional actors.

IV Promoting networking and its social impact

14. Joint work with university centres of the Society of Jesus (UNIJES, Kircher Network, AUSJAL, IAJU)

The option for networking is particularly evident in the structural consolidation of links with the universities of the Society of Jesus, both regarding teaching and research and social presence. This joint work is embodied in a project involving structural and ongoing collaboration between the university centres of UNIJES (Jesuit universities of the Spanish Province), as well as academic collaboration with other universities in the Kircher (Europe) and IAJU (world network) networks, with a special emphasis on the AUSJAL regional network in Latin America.

15. Promotion of the European University UNIC (*European University of Post-Industrial Cities*)

The commitment to internationalisation has a privileged support in Deusto's participation in the European universities project through the UNIC consortium. Networking is promoted through the consolidation of UNIC and the University's leading role within it as the main platform for the development of joint international teaching, research and transfer activities.

16. Cooperation with economic, social, cultural and institutional actors

In the current context, cross-sectoral collaboration is essential for universities to better serve their purposes and contribute effectively to social transformation. Both in terms of knowledge generation and transfer and education, a university of excellence should strongly promote projects carried out in partnership with other social, institutional, economic and cultural actors. Particularly relevant in this regard are collaboration and networking with entities that support training by providing placements for internships or dual training.

17. Employability and labour market integration

Career guidance for students is one of the University's priorities in close contact with social and economic employers, and with a view to achieving a greater link between the university, society and the labour market. This involves implementing a set of measures aimed at facilitating graduates' integration into the labour market or their reincorporation into it in the case of continuing education and lifelong learning, as well as promoting relations with alumni networks.

18. Boosting Entrepreneurship

In an ever-changing social and economic context, the University is committed to promoting an entrepreneurial culture among students through activities related to the creation of new start-ups or support for entrepreneurs. It also encourages cooperation with public and private institutions for the development of the entrepreneurial ecosystem.

19. Promoting intersectoral collaboration within the Society of Jesus

The strategic commitment to collaboration with other actors and networking are particularly developed within the framework of the various works of the Society of Jesus, which offer ample possibilities for enriching university activities based on a shared vision of reality. This has led to an increasing development of initiatives, projects and programmes carried out in collaboration with other works of the Society of Jesus.

20. Implementation of the Social Campus

The University of Deusto has approved the design and implementation of a specific "social campus" project that involves direct university intervention for the benefit of disadvantaged social sectors and connects the University with various social realities. This will benefit both students' education and the mission objective of being an instrument of social transformation in terms of Justice and Ecology.

21. Development of the University's Social Impact Model and its contribution to the SDGs

The University of Deusto is committed to implementing its own social impact model and its assessment, which in this Plan is linked to the various strategic projects and the definition of our university's contribution to the Sustainable Development Goals and the 2030 Agenda. This means upholding our priority to transform our academic efforts into social advances, including our contribution to the ecological transition and care for the environment.

22. Boosting the University's public presence and visibility

Our commitment to collaboration with social, cultural and institutional entities entails the need to reinforce the University's social presence as such, beyond the individual contributions of the University Community members. The relevant contribution that the University of Deusto can make to society implies reinforcing its public positioning through institutional participation in socially influential forums and spheres and corporate presence in the media and spaces for public debate.



V **Consolidating a University Community committed to its mission**

23. Professional development policies

Our focus on Deusto's staff and their involvement in the University's policies is a priority for an institution such as ours. In this regard, several actions aimed at facilitating and encouraging people's professional development are envisaged through new work-life balance measures, dialogue and supportive processes.

24. Boosting the engagement of the University Community

This project aims to increase and improve the engagement of the University Community through the design of new bodies at departmental and faculty levels and the University at large, including the provision of cross-cutting and inclusive participation channels for academic and technical staff.

25. Boosting student engagement in university policies

Students' active participation is one of the key features of an advanced university. The aim is to design new channels for student engagement in the decision-making of faculties and the University at large.

26. Inclusive management of diversity in the University Community

The University is conceived as a space for dialogue and debate between differing visions of society, which must be represented in the entire University Community. Linguistic, religious, cultural, ideological, functional or ethnic diversities must be embraced and permeate all the University's activities. This requires establishing criteria and processes to increase the current diversity of the University Community, particularly in terms of gender balance, cultural backgrounds, socio-economic conditions, functional capacities or academic backgrounds to better respond to the needs of internationalisation and service to society. Within the same framework, the University has reaffirmed its commitment to plurilingualism and the standardisation of Basque language.

27. Strengthening our Identity as a Jesuit University

Deusto presents itself to society as a Jesuit university and seeks to enhance the distinctive features of this identity and its evangelistic commitments both in its day-to-day activities and in the relationships between the University Community members. To this end, the aim is to advance in the deployment and enhancement of internal training throughout the University Community.

28. Strengthening financial autonomy and sustainability

Deusto continues to consolidate its social and independent nature by strengthening its long-term economic sustainability. In this regard, the development of the various projects in this Plan requires sufficient financial autonomy to ensure their implementation by securing the appropriate resources for this purpose.

29. Updating the internal organisational model

The Plan's strategic choices may sometimes involve internal reorganisations or adaptations of technical and academic structures to ensure greater effectiveness and efficiency in the use of human and material resources. This also implies the need to undertake communication and regulatory reforms leading to the adoption of a more simplified internal regulatory system.



Funding

The projects in this strategic plan will be financed by resources from different sources:

FPNC	Non-competitive Public Funding
RPR	Own Resources
FPC	Competitive Public Funding
IBC	Contract Revenues
FINT	International Financing
PAT	Sponsorships



According to these sources, the funding forecast for the four years overall (2023, 2024, 2025 and 2026) is as follows (thousands of euros):

	PUBLIC FUNDING			OWN RESOURCES PROP+PAT+ IBC		Total
	FPNC	FPC	FINT	RPR+PAT	IBC	
1. Values-Based Education	2,066	0	2,143	5,938	0	10,148
2. Diversifying and innovating academic offerings	5,659	0	1,669	16,453	495	24,275
3. Focusing knowledge generation and transfer	4,131	3,021	10,624	1,426	10,966	30,169
4. Boosting networking and social impact	8,808	0	2,514	3,961	4,868	20,151
5. Strengthening a University Community committed to its Mission	2,791	0	0	26,822	1,443	31,055
TOTAL	23,454	3,021	16,951	54,600	17,771	115,798





Key indicators and targets

I > Values-based education

Main goals

- ▶ Implement a new transversal competences model in all undergraduate degrees
- ▶ Mainstream SDGs in Human Values Education in all undergraduate degrees
- ▶ Extend Human Values Education to new non-bachelor's degree qualifications
- ▶ Increase the number of training activities offered to students by the University Guidance Service by 30%
- ▶ Have 80 lecturers certified with Label 3 in teaching quality

Indicators used

1. Percentage of undergraduate degree programmes that have incorporated the new transversal competences model
2. Number of subjects in the Human Values Education module of the second year at undergraduate level that have included the SDGs in their content
3. Level of satisfaction in the Human Values Education module in undergraduate degrees
4. Number of non-bachelor's degrees that have specifically included Human Values Education content
5. Number of joint training actions conducted by the University Guidance Service for students each year
6. Number of tutors who have completed one of the actions on the tutorial Qualification Plan
7. Percentage of spaces, infrastructures and equipment adapted to the needs of new methodologies and the digitisation process
8. Number of Academic and Research Staff members holding a Label 3 accreditation certificate

Diversifying and innovating our range of academic programmes

Main goals

- ▶ A 20% increase in the number of credits offered in English
- ▶ A 6% increase in the number of credits offered in Basque
- ▶ A 20% increase in the number of international students on master's and doctoral programmes
- ▶ 14 new international double and joint bachelor's and postgraduate degrees
- ▶ 7 new official degrees in virtual mode
- ▶ 6 new undergraduate and postgraduate degrees with a dual education pathway
- ▶ A 75% increase in the number of students on official degrees with a dual education pathway or a University-Business pathway
- ▶ 600 new credits offered in virtual mode
- ▶ A 40% increase in courses and participants in continuing education and professional lifelong learning
- ▶ 70 new teaching and research staff recruited in the Faculty of Health Sciences
- ▶ 50% of lecturers in the Faculty of Health Sciences with specific training in problem-based learning methodology (PBL) and simulation

Indicators used

1. Total number of undergraduate degrees
2. Total number of master's degrees
3. Total number of credits offered in official undergraduate degrees
4. Total number of credits offered in official master's degrees
5. Percentage of credits offered in English out of the total number of undergraduate degrees
6. Percentage of credits offered in English out of the total number of Master's degrees
7. Percentage of credits offered in Basque out of the total number of undergraduate degrees
8. Percentage of credits offered in Basque out of the total number of master's degrees
9. Number of new face-to-face undergraduate and postgraduate degrees implemented at the University's sites other than Bilbao and San Sebastian
10. Percentage of international students enrolled in master's and doctoral programmes
11. Number of foreign students enrolled at undergraduate, postgraduate and doctoral level
12. Number of international partner universities with which double and joint degree programmes are offered
13. Number of international double and joint degree programmes
14. Number of international double and joint master's degree programmes



15. Number of official dual bachelor's degree programmes
16. Number of official dual master's degree programmes
17. Number of students enrolled in official bachelor's degrees with a dual education pathway or University-Business pathway
18. Number of students enrolled in official master's degrees with a dual pathway or a University-Business pathway
19. Number of degrees offered in collaboration with Vocational Training centres
20. Number of students in training programmes delivered in collaboration with Vocational Training centres
21. Number of undergraduate degrees offered in blended or online mode
22. Number of master's degrees offered in blended or online mode
23. Number of undergraduate or postgraduate credits taught in online mode
24. Percentage increase in the number of continuing education and lifelong learning courses
25. Percentage increase in the number of participants in continuing education and lifelong learning courses
26. Number of courses focused on university professional lifelong learning programmes delivered per year
27. Number of participants in university lifelong learning programmes
28. New teaching and research staff recruited in the Faculty of Health Sciences
29. Continuing education courses for health professionals
30. Percentage of lecturers in the Faculty of Health Sciences who have followed specific courses in PBL methodology and simulation



Focusing knowledge generation and transfer

Main goals

- ▶ Define and establish priority research and transfer areas
- ▶ Achieve 75% of research in priority research areas
- ▶ Achieve a 30% increase in the return obtained from international calls for proposals
- ▶ Achieve a 20% increase in contract revenues
- ▶ Have a 30% increase in the number of lecturers or researchers participating in *Horizon Europe* projects or similar projects
- ▶ Have a 50% increase in the number of lecturers or researchers under contracts with companies or non-business entities
- ▶ Have a 30% increase in the number of stakeholders involved in the Basque Science, Technology and Innovation Network with which the University collaborates

Indicators used

1. Identification of priority research and transfer areas or themes
2. Design and implementation of research and transfer structures
3. Percentage of research projects and contracts related to the priority areas/themes
4. Annual number of indexed scientific publications linked to priority areas
5. Annual number of defended theses linked to priority research areas
6. Annual return obtained from Horizon Europe calls or other international calls
7. Number of lecturers/researchers participating in Horizon Europe projects
8. Annual number of theses defended and awarded an international distinction
9. Annual number of scientific publications co-authored with members from foreign universities
10. Number of annual projects in competitive concurrence under cooperation/contracts signed with other actors of the Basque Science, Technology and Innovation Network
11. Number of lecturers/researchers participating in contracts with companies or non-business entities
12. Number of actors in the Basque Science, Technology and Innovation Network with which the University collaborates
13. Annual contract revenues

IV Promoting networking and its social impact

Main goals

- ▶ Achieve a 100% increase in the number of joint degrees offered in partnership with the Society of Jesus universities
- ▶ Launch 4 new joint degrees and 13 new European research projects within UNIC European University
- ▶ Achieve a 100% increase in the number of companies hosting students in dual mode
- ▶ Increase the number of companies offering internships by 25%
- ▶ Achieve a 50% increase in the number of universities and international organisations with which the University collaborates
- ▶ Improve the current employment and embedded employment rates
- ▶ Launch 24 new *spin-offs* by the University
- ▶ Create 100 new jobs in businesses launched by the University
- ▶ Launch the Social Campus jointly with 25 external institutions or entities
- ▶ Achieve a 20-percentage point increase in the number of spaces, infrastructures and facilities adapted to environmental sustainability criteria
- ▶ Invest 1.3 million euros in projects to improve the energy efficiency of the University's infrastructure
- ▶ Achieve a 40% increase in social media post impressions
- ▶ Achieve a 20% increase in the University's effective membership of boards, boards of trustees or forums of public or private institutions

Indicators used

1. Number of joint degrees offered with the Society of Jesus universities
2. Number of AUSJAL universities with collaboration agreements
3. Number of joint degrees with UNIC universities
4. Number of European research projects in collaboration with UNIC universities
5. Number of companies hosting students in dual mode
6. Number of educational cooperation agreements with economic and social actors to promote company internships
7. Number of companies hosting internships
8. Number of universities and other international organisations with which the University collaborates
9. Undergraduate employment rate
10. Embedded employment rate
11. Percentage of graduates working with a permanent contract
12. Percentage of undergraduate students participating in entrepreneurship programmes
13. Percentage of master's degree students participating in entrepreneurship programmes
14. Annual number of spin-offs created by the University in a year



15. Annual number of jobs generated in the businesses created by the University
16. Number of agreements in force with non-university works of the Society of Jesus
17. Number of people in the coordination teams of the cross-sectoral projects run by the Loyola Platform of the Society of Jesus
18. Percentage of research conducted by the Social Campus
19. Percentage of internships offered by the Social Campus
20. Number of institutions receiving services under the Social Campus scheme
21. Level of satisfaction of the institutions with which we collaborate on the Social Campus
22. Percentage of spaces, infrastructures and equipment adapted to environmental sustainability criteria
23. Annual investment in projects to improve the energy efficiency of the University's infrastructure
24. Number of entries in leading publications
25. Number of social media post impressions
26. Number of actual memberships as a University on boards, boards of trustees or forums of public or private institutions



V Strengthening a University Community committed to its Mission

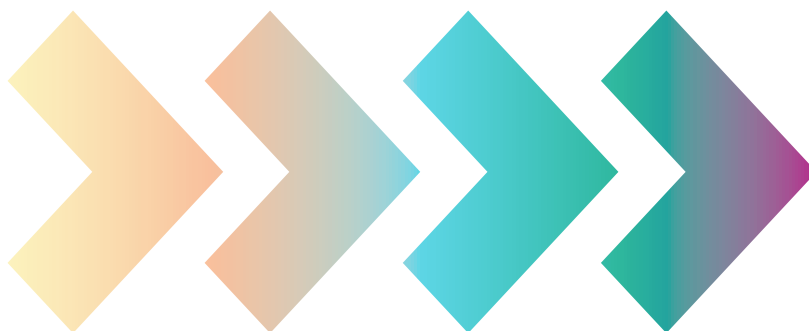
Main goals

- ▶ Achieve a 50% increase in the staff participating in internal training schemes
- ▶ Increase in the number of people trained by UNIJES or the Jesuit Province by 50%
- ▶ Create new participatory councils involving representatives of academic and technical staff
- ▶ 1200 grant recipients studying at the University each year
- ▶ Achieve a 50% increase in the number of student associations and groups
- ▶ Achieve a 50% increase in the number of women enrolled in STEM degrees
- ▶ Increase the number of bilingual staff (Basque-Spanish) by 12%
- ▶ Draft a new Equality Plan
- ▶ Achieve a 10% increase in the percentage of spaces, infrastructures and equipment adapted to universal accessibility criteria
- ▶ Increase the number of foreign academic staff by 100%
- ▶ Obtain 6 million euros in revenue from new activities
- ▶ Reorganise the University's structures and positions
- ▶ New General Statutes and regulatory system

Indicators used

1. Number of new measures to support work-life balance
2. Percentage of staff participating in internal training plans
3. Number of people trained in UD leadership and Ignatian leadership
4. Number of centres with professional development plans
5. Creation of new participatory councils involving representatives of academic and technical staff
6. Number of meetings held in the new participatory councils
7. Number of people participating in the Apostolic Community
8. Level of satisfaction of the participants in the Apostolic Community
9. Percentage of students receiving a grant from the University
10. Number of students attended to in non-university aid or assistance programmes
11. Annual number of faculty/university governing body meetings with direct student participation

12. Number of student associations and groups
13. Number of women enrolled in STEM degrees
14. Number of bilingual lecturers/researchers (Basque-Spanish)
15. Percentage of bilingual lecturers/researchers (Basque-Spanish)
16. Number of bilingual administration staff (Basque-Spanish)
17. Percentage of bilingual administration staff (Basque-Spanish)
18. Number of bilingual lecturers/researchers (English-Spanish)
19. Percentage of bilingual lecturers/researchers (English-Spanish)
20. Number of bilingual administration staff (English-Spanish)
21. Percentage of bilingual administration staff (English-Spanish)
22. Drafting of a new Equality Plan
23. Percentage of spaces, infrastructures and equipment adapted to universal accessibility criteria
24. Percentage of academic staff with foreign nationality
25. Number of disabled people recruited
26. Number of people who have undergone UNIJES training
27. Number of people who have received training by the Province
28. Level of satisfaction of the people who completed the above training courses
29. Increased revenue vs. increased expenditure
30. Increased revenue from new activities
31. Financial rating obtained
32. Development of a three-year financial plan
33. Reorganisation and standardisation of the University's structures and positions
34. Reform and simplification of the internal regulatory system
35. Reform and approval of new General Statutes





Main achievements of the Strategic Plan 2019-2022

Education and Values

- ▶ Definition of the transversal competences model
- ▶ Expansion of the Human Values Education in undergraduate programmes by 50%
- ▶ New Degree Strategy: general plan, basis for reporting and decision-making process
- ▶ 3 new degrees in Health Sciences: Medicine, Nursing and Physiotherapy (Physiotherapy + Physical Activity and Sports Sciences)
- ▶ 3 new degrees in the engineering field: Biomedical Engineering, Data Science and Artificial Intelligence and Robotics Engineering
- ▶ 5 new degrees (Data Science and Artificial Intelligence, Law, Nursing, Physiotherapy and Computer Engineering) and two new double degrees (Computer Engineering + Data Science and Artificial Intelligence and Physiotherapy + Physical Activity and Sports Sciences) offered on the San Sebastian campus
- ▶ A new affiliated university centre *Voxel School* in Madrid to offer undergraduate and postgraduate degree courses in digital arts
- ▶ A new business school *Advantere School of Management* in partnership with Comillas Pontifical University and Georgetown University to offer postgraduate courses in the business field
- ▶ Application of new criteria for a sustainability assessment and renewal of postgraduate programmes
- ▶ Launch of the Dual Facilitation School
- ▶ Implementation of the project to offer online undergraduate degrees

Research and Transfer

- ▶ Increase in scientific output: new A-teams, new Scopus publications, 146 new recognised research tracks, an increase in the number of international theses
- ▶ A 300% increase in publications in indexed journals over the last 10 years
- ▶ New calls for faculty accreditation release and six-year research periods
- ▶ Progressive alignment of research with the RIS3, PCTI and *Horizon Europe* programmes
- ▶ Programmes to promote research transfer and its social impact
- ▶ Increase in the amount obtained in research projects and contracts



Leadership and social commitment

- ▶ Development of the UNIC European University, *The European University of Post-Industrial Cities*, together with 9 universities from various countries
- ▶ Expansion of the *Deusto Social Lab* Advisory Board
- ▶ Development of joint projects in the UNIJES framework
- ▶ Improvement of ranking position
- ▶ New AACSB and AMBA accreditations for DBS
- ▶ Redefinition of the Identity and Mission Plan in line with the 2030 Agenda
- ▶ New Deusto Arrupe Grants
- ▶ Specific solidarity programmes: Covid grants and Ukraine 2022 Initiative
- ▶ Standardisation of relations with political actors
- ▶ Consolidation of solidarity-based professional practices

The University's People and Community

- ▶ Implementation of the 1st Equality Plan
- ▶ Coordination of the European *Gearing Roles* Project
- ▶ Adopting new measures to promote equality, work-life balance, health and well-being at work.
- ▶ Implementation of the new Management Model for Academic and Research Staff
- ▶ Expansion of internal training programmes
- ▶ 50 new internal positions for tenure and chair promotions
- ▶ Conversion of Permanent Research Staff to Research Teaching Staff
- ▶ Consolidation of the experience in Central America for the University's staff

Organisation and good governance

- ▶ Launch of two new faculties: Faculty of Education and Sport and Faculty of Health Sciences
- ▶ Opening of new *DeustoBio* facilities (virtual hospital, Rosalind Franklin laboratory, etc.)
- ▶ Inauguration of the new Larramendi building
- ▶ Digital modernisation of classrooms
- ▶ Implementation of the European Diploma Supplement in three languages
- ▶ Creation and promotion of sectoral committees
- ▶ Improvement of economic sustainability
- ▶ Energy-saving and environmentally friendly structural reforms



Drafting procedure

This Plan was developed through a **long process** spanning from October 2021 to December 2022. During this process, a variety of diagnostic, analytical, contrasting and decision-making phases were conducted, sometimes simultaneously and recurrently. To this end, more than 100 meetings were held at various levels, both within the University and with external actors.

In drawing up the assessment and analysis underpinning this Plan, the University has sought the opinion and contributions of various **external actors** of a political, social, cultural and institutional nature. Thus, an extensive compilation of relevant documentation was carried out, including strategic plans from other universities, university plans from governments at different levels and reports on the future of the university by analytical bodies. Furthermore, interviews were held with qualified representatives of the following entities: Government of Spain, Basque Government, Provincial Council of Biscay, Provincial Council of Gipuzkoa, Provincial Council of Alava, Bilbao City Council, Donostia/San Sebastian City Council, Basque Nationalist Party, Euskal Herria Bildu, Spanish Socialist Workers' Party, People's Party, Comillas Pontifical University, Ramón Llull University, Loyola University, Public University of Navarre, Carlos III University, , Universitat Pompeu Fabra, UNIJES, Kristau Eskola, UNIBASQ, Innobasque, Eusko Ikaskuntza, IMQ or Ikerbasque.

During drafting process of the Plan, special emphasis was placed on encouraging the **participation** of the entire University Community. To this end, two parallel contrasting and input processes were conducted. On the one hand, an **open contrast** process, based on the individual and voluntary participation of all those University Community members who wished to contribute to the diagnosis, analysis and formulation of the first proposals. To this end, several sessions were held in various venues and at different stages throughout the process, and questionnaires were prepared to prioritise potential options or projects. On the other hand, a **well-defined contrasting** process was developed through the various academic centres (faculties) and technical units (reporting to Vice-rector's offices) to ensure that all staff had access to the discussion at least at two different times. Throughout this process, both the faculties and the various technical units contributed their own diagnoses, analyses and proposals. Furthermore, internal discussions were held with the Chamber of Students, the Academic Council and the Deusto Social Lab Council.

Finally, the University's two main governing bodies, the Board of Governors and the Board of Directors were involved in progressive decision-making throughout the process, both through plenary meetings and executive or standing committees.

The implemented process was based on the *socialisation-diagnosis-contrast-analysis-decision-making-socialisation* sequence. However, this was not necessarily a linear process but included iterations and parallel work to enable the participation of the various bodies mentioned above, as well as a progressive and increasing definition of the Plan's scope.

Finally, in addition to the ideas and projects that make up the substantive aspects of the Plan, its internal and external **dissemination mode**, the **internal coordination** of the Plan with the particular strategies of the various centres and the definition of a **monitoring model** to ensure its development and continuous evaluation were also addressed.





Deusto

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