Strategic Plan

UGR²⁰³¹

(Abridged English version)

UNIVERSIDAD DE GRANADA

Strategic Plan

UGR 2031

Strategic
Plan

UGR ²⁰³¹

Pillars and strategic lines

26

Introduction

Universities must respond to the transformations that are taking place as a result of crises and changes in society. Likewise, they must be able to generate and promote scientific knowledge and international projection while interacting with their socio-economic environment. The more effective universities are in this process of knowledge generation and learning, the greater the development of collective intelligence, and thereby the greater their success. Hence, universities must play a leading role in addressing these challenges to achieve a fair, balanced, sustainable, inclusive and egalitarian society.

A better University requires supporting certain actions and avoiding others; in other words, planning is necessary. However, the key to a successful strategic plan lies not so much in planning as in reflecting on what the institution is and what it aspires to be, along with defining its goals and objectives.

In this regard, the development of the UGR 2031 Strategic Plan has represented an opportunity to rethink our university model, to mark the path of its adaptation to the demands of the global knowledge society and to lay the foundations for the present and future of our institution. All of this has been done taking as our strategic horizon the year 2031, which will mark our V Centenary.

We have carried out a rigorous and open process of strategic reflection with a broad participation of the university community and the society we serve. Nearly 500 members of our university community and society have been directly involved in the working groups and think tanks we created, contributing their invaluable and enriching perspective as external participants.

We would like to extend our deepest gratitude to all those who directly or indirectly participated in the development of this Strategic Plan for their commitment to the University and their generous dedication during the difficult pandemic times in which it was drafted. The result of their efforts is this document, based on a rigorous analysis of our strengths and weaknesses, which sets out the expectations for the future of the University of Granada in the form of strategic areas and lines of action that must guide our activity over the next decade.

We would also like to thank all the members of the Strategic Plan Steering Committee, as well as the coordinators of the working groups. In particular, we thank the staff of the Vice-Rectorate for Institutional Policy and Planning, its Vice-Rector, Professor Pedro Mercado Pacheco, and the Director for Strategic Planning, Professor Salvador del Barrio García, for their excellent work in coordinating a broadly participatory and consensual drafting process, which is in itself the first major achievement of this new Strategic Plan.

The UGR 2031 Strategic Plan is a planning exercise that will help our institution make proposals and decisions beyond the short term. Moreover, the Plan will allow us to face the future challenges of the knowledge society, as well as the new economic and social model we are heading towards in the next decade. All of this will be done with our sights set on Horizon 2031, the year of our V Centenary.

Pilar Aranda Ramírez

Rector of the University of Granada
April 2022

Guiding principles

In accordance with the values that define our institution, resulting from our history and identity, the following principles form the basis of this Strategic Plan:

1.

Our University must be open to learning, knowledge and debate. Accumulated knowledge is the necessary raw material for the continuous improvement of the University's basic processes: teaching, research, innovation and knowledge transfer to society. In a self-critical and autonomous way, the University must be guided by knowledge and the disinterested search for truth. A living University is one that engages in a continuous learning process, is open to new ideas and processes derived from innovation and the advancement of knowledge, has its structures designed to accommodate continuous change, and strives to overcome corporate inertia and resistance.

2.

Our University must promote processes of social, cultural and economic transformation. The University must be a driving force for sustainable development in order to promote social cohesion and equal opportunities among people. It must be able to anticipate new technological developments and the globalisation of the economy, which will pose significant challenges and opportunities. The complexity of this environment requires the University to collaborate with other actors, combining forces and generating synergies to lead the response to change. The University of Granada is unequivocally committed to culture and heritage, as evidenced by the multitude of initiatives that we have undertaken over the years which serve as a reference not only for us, but also for the city and province of Granada. For the celebration of its V Centenary, our University must establish close links with other institutions in its vicinity and propose joint strategies.

3.

Our University must be committed to its environment and to the goals of sustainable development. In addition to equipping students with solid skills for today's world, higher education must foster the development of ethically-minded citizens who are committed to the promotion of peace, the defence of human rights and the cultivation of democratic values. The University must be at the forefront of social change on issues related to gender equality, access to education, inclusion, accessibility, environmental sustainability, and the fight against climate change and its effects. It should incorporate principles of ethics, good governance and social commitment into its core functions. Furthermore, our University must be able to integrate the Sustainable Development Goals (SDGs) into its policies and all its activities, including training, research, knowledge transfer, management, outreach and service to society.

4.

Our University must be people-oriented and inclusive. Universities should help students to broaden the range of opportunities available to them, as well as to promote their professional and personal development.The University is responsible for educating new generations in the values of diversity and inclusion, the culture of solidarity, care for the environment, human development and the practice of sport. Likewise, the University must promote learning environments that favour the development of a critical, transformative and collaborative culture. University management should be people-oriented and strive to create a set of working conditions and a university culture that allow for stable and appropriate career advancement, work-life balance and a healthy life style.

5.

Our University must be focused on leadership and excellence. The University must be committed to leadership in all its scopes of action —teaching, research, knowledge transfer and the generation of culture— as a means of advancing society and being prepared to face the great global challenges of the future. The University of Granada has an unwavering commitment to teaching excellence, which is embodied in the coordination and optimisation of all processes related to academic and administrative management, and our accountability for the learning process of our students. Excellence in research is our hallmark for the generation and transfer of knowledge contributing to the development, progress and welfare of society. The University must strive to maintain its leading role in the international arena, focused on Europe and open to the world. It must also continue to act as a social leader in its environment and as an agent for the generation and vitalisation of culture.

6.

Our University must be aware of its tradition and historical relevance. With almost five hundred years of history, our University must have a clear understanding of what it represents for society. Likewise, our institution must know and transmit its traditional values and the importance of its historical background in the advancement of scientific knowledge and socio-economic development. In short, the University of Granada must build its future without losing sight of its past, its collective identity and its cultural values.
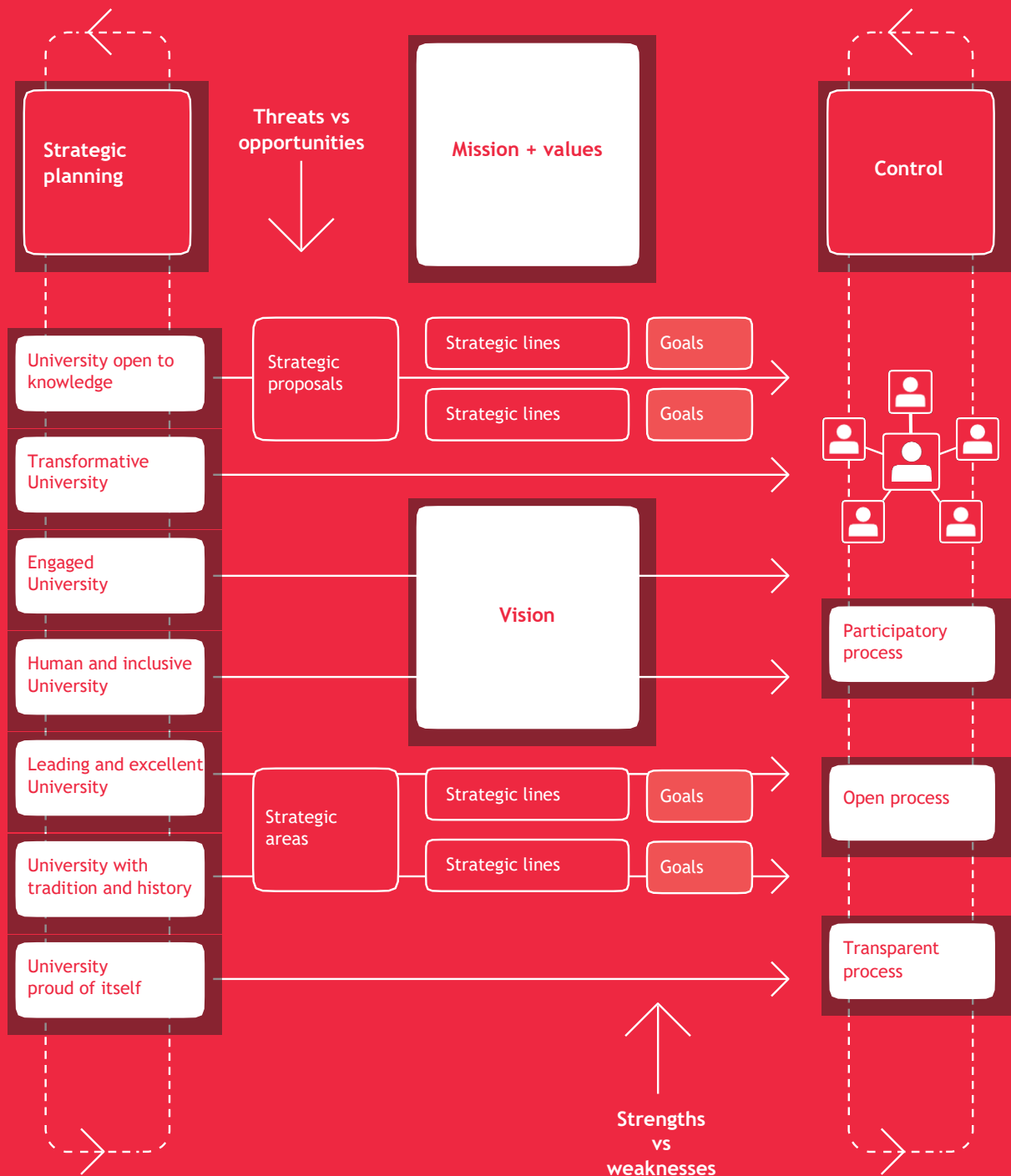
7.

Our University must be proud of itself in order to reinforce a sense of belonging among the people who make up its community. Our historical tradition, together with our leadership and prestige as a Spanish and international higher education institution, should increase our sense of pride in belonging to this institution. A smart University is one that fosters a sense of belonging among its members, and encourages their commitment and involvement in the achievement of common goals.

Development process

As stated in the Methodological Framework Document for the Development of the Strategic Plan, approved by the Governing Council on 23 July 2020 and subsequently ratified by the Strategic Plan Steering Committee at its meeting on 21 October 2020, the Strategic Plan has been developed through a participatory, flexible and open working methodology, open to all members of the university community and society, with the purpose of gathering strategic proposals and jointly defining the future of the University of Granada.

Development of the UGR 2031 Strategic Plan (Overview)

Strategic planning

Threats vs opportunities

Mission + values

Control

University open to knowledge

Transformative University

Engaged University

Human and inclusive University

Leading and excellent University

University with tradition and history

University proud of itself

Strategic proposals

Strategic lines — Goals

Strategic lines — Goals

Vision

Strategic areas

Strategic lines — Goals

Strategic lines — Goals

Participatory process

Open process

Transparent process

Strengths vs weaknesses

Organisational structure of the UGR 2031 Strategic Plan

Executive bodies

Strategic Plan Steering Committee

Mission

Vision

Vice-Rectorate for Institutional Policy and Planning

Directorate for Strategic Planning

Values

Strategic areas

Participation bodies

Working groups

Strategic formulation

University and citizen participation

Approval body

Social Council

**Senate**

Governing Council
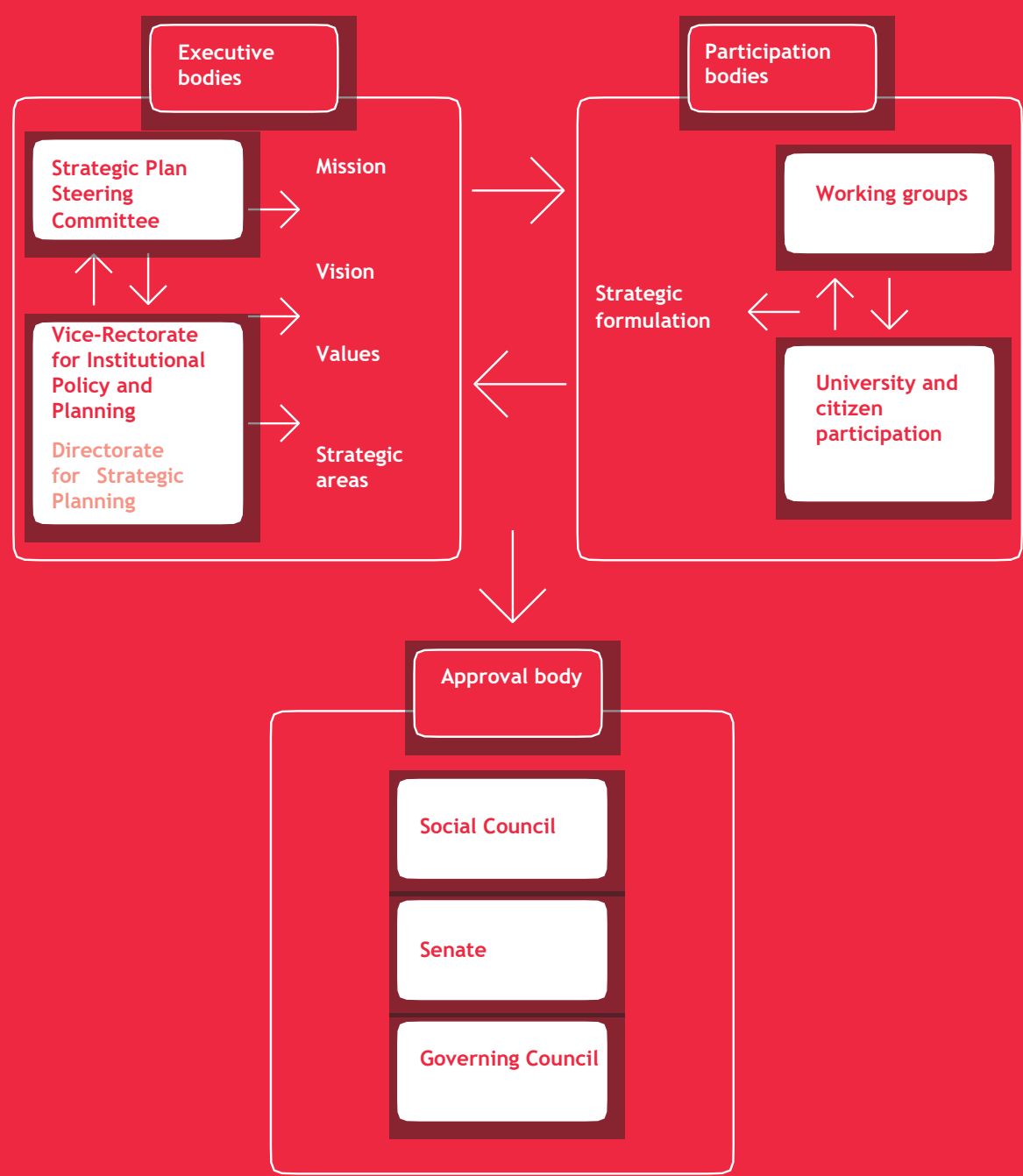
The **first stage** of the process involved the design and implementation of an organisational structure responsible for driving and coordinating the entire process. This structure consisted of an executive body, a participation body and an approval body.

The **second stage** consisted of an analysis and diagnosis process to assess the current state of the institution, both internally and in comparison with other institutions from our neighbouring environment, Europe and other countries. During this stage, we identified the main strengths, weaknesses, threats and opportunities that our University will have to face in the coming years.

In the **third stage** of the process, the Strategic Plan Steering Committee defined the Mission, Vision and Values of the University of Granada, which were then reviewed and discussed during the participatory process.

During the **fourth stage**, we developed a strategic formulation via a participatory process open to all members of the university community and social partners. This stage involved the formation of eight working groups of experts in various areas and the creation of eight think tanks, accessible to the entire university community, as a mechanism for generating ideas. The groups formed were: (1) People, identity and participation; (2) Teaching and learning; (3) Research, innovation and transfer; (4) Economic model, transfer and environmental transformation; (5) Society, culture and social projection; (6) Governance, management and funding; (7) Internationalization; (8) Digital transformation.
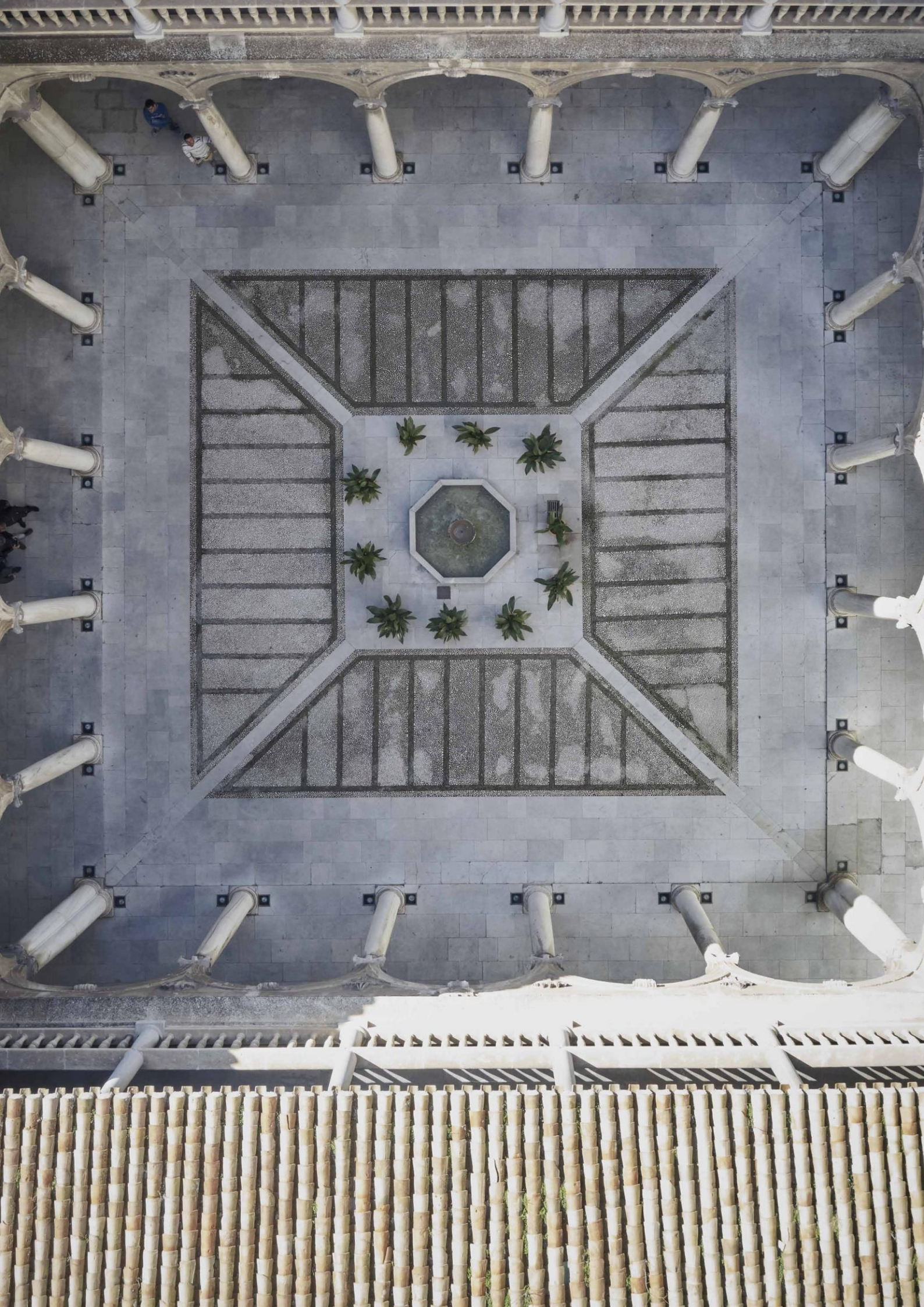
Working groups

Participants: **248**. No. of work meetings: **44**

People, identity and participation

Coordinator:
Rafael Cano
Participants: **34** people
No. of meetings: **4**

Teaching and learning

Coordinator:
Inmaculada Ramos
Participants: **33** people
No. of meetings: **7**

Society, culture and social projection

Coordinator:
Margarita Sánchez
Participants: **33** people
No. of meetings: **4**

Research, innovation and transfer

Coordinator:
Sergio Navas
Participants: **31** people
No. of meetings: **5**

Governance, management and funding

Coordinator:
Miguel Ángel Guardia
Participants: **27** people
No. of meetings: **8**

Internationalization

Coordinator:
María Teresa Bajo
Participants: **21** people
No. of meetings: **5**

Economic model and environmental transformation

Coordinator:
Gregorio Jiménez
Participants: **36** people
No. of meetings: **2**

Digital transformation

Coordinator:
Pedro García
Participants: **22** people
No. of meetings: **9**

Medialab
UGR

Think tanks

Participants: **204**

People, identity and participation

Coordinator: **Medialab**
Participants: **27** people

Teaching and learning

Coordinator: **Medialab**
Participants: **25** people

Society, culture and social projection

Coordinator: **Medialab**
Participants: **23** people

Research, innovation and transfer

Coordinator: **Medialab**
Participants: **29** people

Governance, management and funding

Coordinator: **Medialab**
Participants: **23** people

Internationalization

Coordinator: **Medialab**
Participants: **28** people

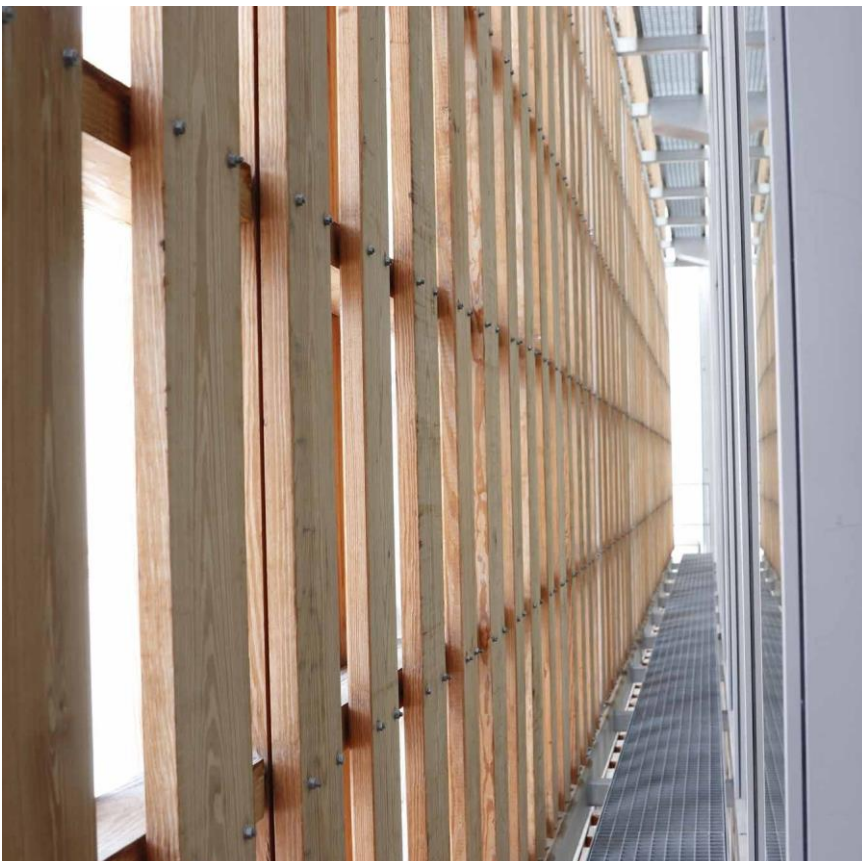### Economic model and environmental transformation

Coordinator: **Medialab**
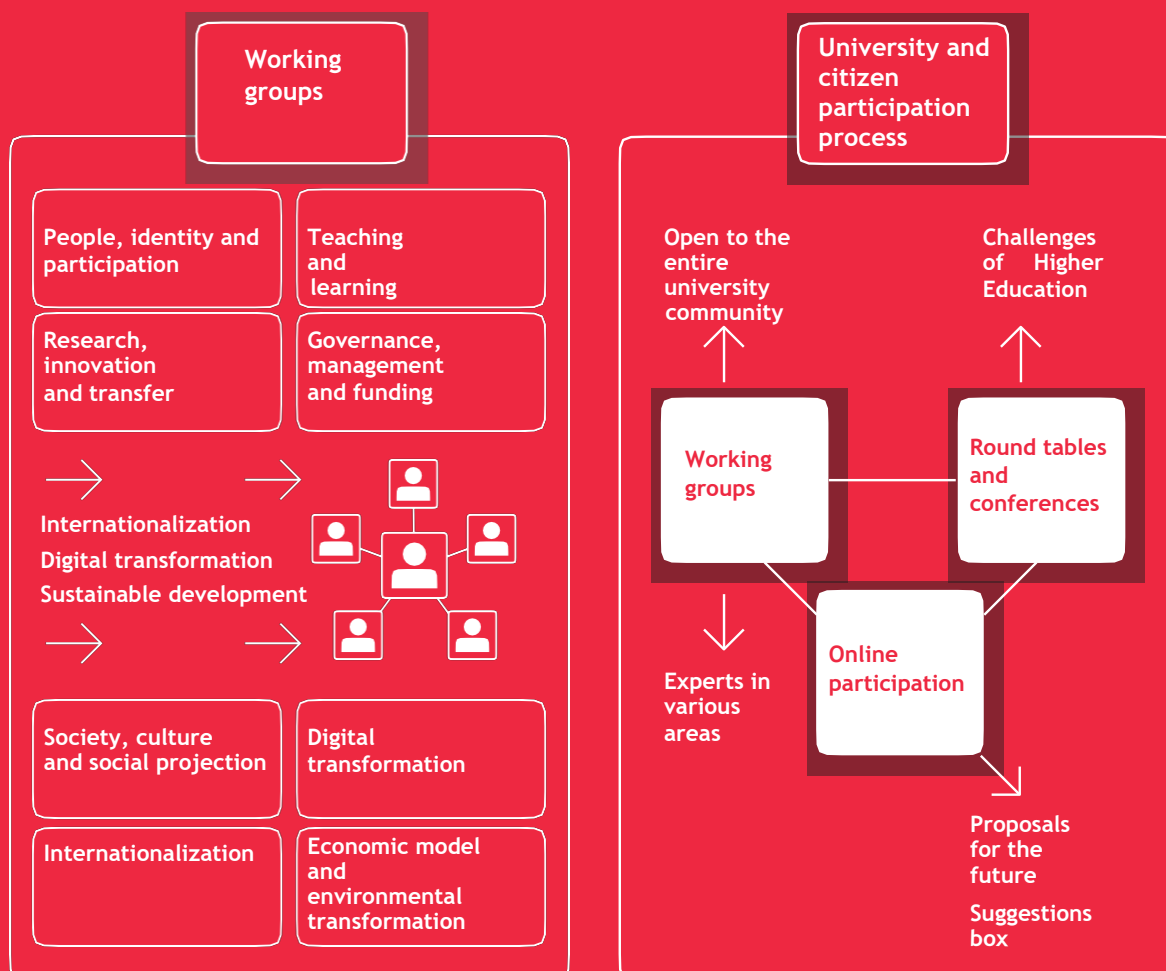Participants: **26** people

Digital transformation

Coordinator: **Medialab**
Participants: **23** people

This process of strategic reflection has been accompanied by a series of conferences and round tables entitled "La UGR ante el Horizonte 2031. Reflexiones para la elaboración del Plan Estratégico" (UGR's Horizon 2031: Reflections for the development of the Strategic Plan). In these conferences and round tables, which have taken place over several months, Spanish and international experts have discussed the various strategic areas addressed by the Plan.

The strategic formulation that emerged from the open participatory process resulted in a first draft of the Strategic Plan. This draft was assessed and reviewed by the Strategic Plan Steering Committee, which subsequently issued a proposal for the 2031 Strategic Plan of the University of Granada. Following a period of public exhibition to the entire university community, the Strategic Plan was finally approved by the Social Council, the University Senate and the Governing Council.

Participatory process of the UGR 2031 Strategic Plan

Working groups

People, identity and participation

Teaching and learning

Research, innovation and transfer

Governance, management and funding

→ →

Internationalization
Digital transformation
Sustainable development

→ →

Society, culture and social projection

Digital transformation

Internationalization

Economic model and environmental transformation

University and citizen participation process

Open to the entire university community

Challenges of Higher Education

Working groups

Round tables and conferences

Online participation

Experts in various areas

Proposals for the future

Suggestions box

Mission, vision and values of the UGR

Mission

The University of Granada, founded in 1531 and with a presence on two continents, is a public institution of higher education committed to the values of inclusion, equal opportunity, respect for diversity and sustainable development. Our University strives to make significant contributions to the challenges facing humanity by various means — fostering intellectual plurality and excellence in the development of its functions, training people of integrity, generating value for society and leading technological, economic and social transformations through knowledge and the dissemination of culture and its heritage.

Vision

By 2031, the University of Granada aspires to be:

———— A university that offers a range of quality undergraduate and postgraduate courses in all fields of knowledge, tailored to the demands of society, as well as lifelong learning to support both personal and professional development.

———— An institution recognised for its research excellence, highly regarded for promoting social change through the generation and transfer of knowledge, and praised for transferring the results of its research and innovative activity to the general public.

———— A university connected to its environment, co-creating knowledge and innovation through its involvement with other organisations, institutions and companies, and through its creation of value for society.

———— A socially responsible university, inclusive, respectful of human rights and committed to the principles of equal opportunity, gender equality and sustainable development goals.

———— A cosmopolitan university, located in an open Europe, with a strong international presence and an attractive environment for talent recruitment.

———— A university that develops its activities with integrity, free from any interference that could compromise its values, and with sufficient financial and organisational autonomy to fulfil its functions with quality and excellence.

———— A university with a democratic and participatory governing system, as well as agile, transparent and flexible governance models that contribute to its effective functioning.

———— A dynamic university that drives the technological, social and economic transformation of society, while cultivating talent and entrepreneurship.

———— A university devoted to the creation of culture, the transmission of cultural and scientific legacy, and the preservation and dissemination of its heritage.

Values

The University of Granada upholds a set of values and ethical principles that underpin its institutional mission. These values can be found in the UGR Code of Ethics, which outlines the principles that should guide the conduct of members of the university community in academic matters and orientate their ethical behaviour towards the social partners, centres and organisations who collaborate with the University.

Academic freedom and autonomy

Academic freedom is at the core of our University's activity. The University is an independent institution that uses research and teaching to generate and transmit knowledge and culture in a self-critical way.

Dignity and respect

The University of Granada strives to provide an environment that respects the dignity, freedom and autonomy of each individual. Moreover, it seeks to be a place where the university community can find the ideal conditions for carrying out its work, and where human development and talent can thrive.

Equality, diversity and inclusion

The University is committed to promoting full equality of opportunity for all of its members across all of its activities and functions, such as access to education, culture and the University's social life. University coexistence must be based on inclusion as well as the recognition and acceptance of diversity.

Academic integrity and honesty

Our University must be a place where students can learn the values of integrity and honesty, respect for the work of others and mutual trust. Individuals in the university community must exhibit and demand the highest standards of academic integrity and honesty, as well as eliminate common forms of academic and scientific fraud.

Good governance, transparency and accountability

The University's governing bodies, single-member offices and members of the collegiate bodies shall comply with the general interest and act in a responsible, exemplary and transparent manner, rejecting abuses of power and using resources appropriately.

Co-responsibility and excellence

Responsibility involves the conscientious execution of duties and tasks related to teaching, research, management or learning. Excellence, on the other hand, requires that every member of the university community meets the highest standards of performance and commitment to public service.

Commitment to sustainable development

The University must adopt an effective sustainable development policy that guides its decision-making and actions. It is the responsibility of all members of the university community to guarantee the economic, social and environmental sustainability of their activities. Particularly, the University should promote the goals of the 2030 agenda and ensure the proper use and conservation of its heritage.

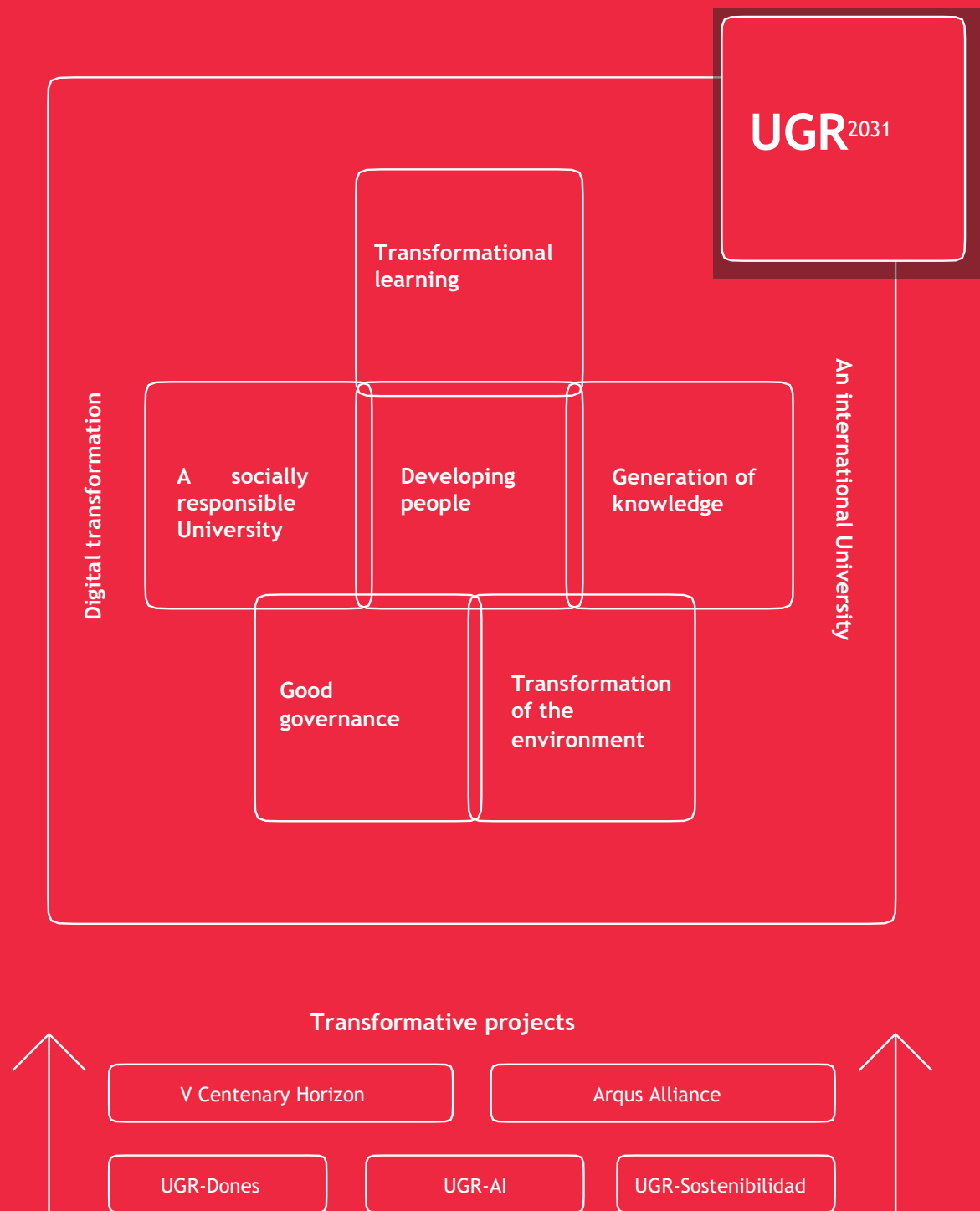### Public service and commitment to the institution

As a public service, all the activities of the University of Granada are geared towards fostering economic and social development and contributing to a more equitable society. In order for the University of Granada to contribute to a better society, all the people that comprise our institution must demonstrate their professional commitment and willingness to improve the University by working in an engaged manner. The University will cultivate institutional pride and a sense of belonging to the institution.

Pillars and strategic lines

In order to address the challenges of the future in the next decade, the strategic proposals to be developed have been grouped around eight major strategic axes, two of which are regarded as cross-cutting areas as they permeate all of the University of Granada's governmental actions: internationalization and digital transformation.

All these proposals will undoubtedly be driven by a series of large-scale transformational projects in which the institution is currently involved, such as UGR-DONES, UGR-AI and UGR-Sostenibilidad, which must serve as driving projects for its transformation over the next decade. All of these projects will be developed within the framework of the celebration of the V Centenary of the UGR and the Arqus European University Alliance.

Strategic axes and driving projects

Digital transformation

An international University

UGR 2031

Transformational learning

A socially responsible University

Developing people

Generation of knowledge

Good governance

Transformation of the environment

Transformative projects

V Centenary Horizon

Arqus Alliance

UGR-Dones

UGR-AI

UGR-Sostenibilidad

1.
Developing
people

2.
Transformational
learning

3.
Generation of
knowledge

4.
Transformation of
the environment

5.
A socially
responsible
University

6.
Good governance

7.
An international
University

8.
Digital
transformation

1.

Developing highly engaged people

involved with the institution

We want to contribute to the development of people of integrity by providing continuous support throughout their university and/or professional lives. We want to be a University with a highly motivated and committed staff, encouraging engagement among all members of the university community. We want the University to contribute to people's health at every level.

1.1.

To improve mechanisms in order to help members of the university community increase their understanding of the University and promote their effective integration

Why?

University groups need to count on appropriate mechanisms that ensure their support from the moment they join the UGR to their subsequent academic and/or professional development at various levels. All groups will thus be able to get a clear picture of the mission and vision of the UGR, of its various units and functions, and of the structure and functionality of the centres and/or services in which they are integrated, thereby being imbued with the values of the UGR. All of this will be done as part of the growing internationalization of the University.

How?

By developing support and mentoring procedures that favour the integration of all members of the community into university life. **By improving** the knowledge of all groups about the values, structure and functions of the institution. **By creating** a sense of belonging among the groups from the moment they join the institution.

| 1 NO POVERTY | 4 QUALITY EDUCATION | 5 GENDER EQUALITY | 8 DECENT WORK AND ECONOMIC GROWTH | 10 REDUCED INEQUALITIES |

1.2.

To develop a comprehensive counselling service to improve students' entrepreneurship and integration into employment

Why?

One of the challenges facing Spanish public universities is to improve the employment rate of graduates. To achieve this, it is necessary to implement proposals for improvement in this area. In recent years, our institution has made important efforts to promote entrepreneurial culture and career guidance among students through its Directorate for Entrepreneurship (UGRemprendedora) and the Employment and Work Placement Office (CPEP). However, for the next decade, it is necessary to redouble efforts and resources in this area by providing a comprehensive service through the Alumni collective.

How?

By establishing and **strengthening** a comprehensive counselling service for entrepreneurship and labour market integration of students and the Alumni collective, starting from the earliest stages of their studies at the University. Qualified staff from the institution will provide this service, along with highly experienced external professionals. **By cooperating** closely with organisations and experts in the field of entrepreneurship who are aware of labour market trends.

1.3.

To foster the personal and professional development of staff by continuously enhancing their skills and working environment, and to encourage their involvement and participation throughout their professional careers

Why?

In the 21st century, our University requires staff members that are not only qualified, but also highly motivated and engaged with the institution. The UGR is structured into open, dynamic, proactive and anticipative management teams that help respond effectively to the challenges and demands of a rapidly changing world.

How?

By supporting and **encouraging** the personal and professional development of the UGR staff and by continuously improving their skills. **By supporting** the development of a working environment focused on quality, equal opportunities, talent and inclusion, while promoting the stabilisation and promotion of staff by providing the necessary economic resources.

1 NO POVERTY   4 QUALITY EDUCATION   5 GENDER EQUALITY   8 DECENT WORK AND ECONOMIC GROWTH   10 REDUCED INEQUALITIES   17 PARTNERSHIPS FOR THE GOALS

1.4.

To achieve a high degree of interrelation both among the groups of the university community and between these groups and the institution itself, in order to achieve a greater involvement and sense of belonging among them

Why?

It is essential to reinforce the feeling of belonging to the institution by modifying attitudes of disengagement or low involvement present in certain sectors of the university community, ranging from problems affecting career performance or the working environment of staff to the lack of active participation of students in representative bodies and in university life activities.

How?

By promoting relationships between and within groups in order to develop a shared identity and a sense of belonging. **By fostering** activities that contribute to creating informal, cross-cutting, participatory and collaborative forums for meetings and exchange. **By encouraging** cooperation networks between community groups and the social environment. **By implementing** mechanisms that enhance the value of all groups.
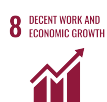
3 GOOD HEALTH AND WELL-BEING   4 QUALITY EDUCATION   8 DECENT WORK AND ECONOMIC GROWTH   10 REDUCED INEQUALITIES   16 PEACE, JUSTICE AND STRONG INSTITUTIONS   17 PARTNERSHIPS FOR THE GOALS
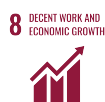
1.5.

To ensure an appropriate level of well-being and emotional health for the members of the university community

Why?

A university's greatest asset is its human capital, so maintaining both the physical and emotional health of its members should be one of its priorities. A number of recent studies have shown that the emotional health of university students is increasingly affected by factors such as social pressure, job uncertainty, academic performance, fear of failure or belonging to certain groups such as the LGBTI+ community, among others.

How?

By providing comprehensive emotional health services to all members of the university community. **By establishing** rapid and agile responses to health problems through the implementation of listening, help and support mechanisms. **By contributing** to the destigmatisation of emotional health problems through information and awareness-raising campaigns. **By improving** services for people suffering from addictions, as well as from emotional and affective-sexual disorders. **By offering** a wide range of sporting activities that promote healthy lifestyles.

3 GOOD HEALTH AND WELL-BEING   4 QUALITY EDUCATION   5 GENDER EQUALITY   8 DECENT WORK AND ECONOMIC GROWTH   16 PEACE, JUSTICE AND STRONG INSTITUTIONS

Culture of equality and respect for the diversity of people at the University

The development of highly motivated and committed people requires a culture of equality and respect for diversity that allows individuals to realise their full potential. In its 2nd Action Plan for Gender Equality, the University of Granada points out the need to develop awareness-raising and non-formal education actions linked to gender equality and the protection of sexual, bodily and gender diversity in order to achieve real equality in the labour and academic spheres. For these equality goals to be achieved, we need to apply a gender perspective to the area of occupational health, create a balanced composition in all university bodies and develop policies for conciliation and co-responsibility. A culture of equality that eliminates all forms of discrimination, harassment and violence in our institution.

Future milestones

—— To have a student support and mentoring programme in all faculties and schools.

—— To maintain overall levels of student satisfaction with the performance of the teaching staff above an average of 4 out of 5 over the period covered by the plan (the average in the last 5 academic years was 3.9/5 in undergraduate degrees and 4/5 in master's degrees).

—— To ensure that 100% of newly hired teaching and research staff (PDI) and administrative and support staff (PAS) have taken part in training and/or mentoring and support programmes in their centres and services.

—— To achieve a rejuvenation of staff to an average age below 50 for teaching and research staff (in 2021 the average age was 51).

—— To continue to lead Spain in the training of research staff (FPU, Juan de la Cierva, Ramón y Cajal).

—— To ensure that at least 50% of graduating students are part of the UGR Alumni Programme.

2.

Transformational learning

that focuses on personal and professional development, is fully integrated with research and addresses societal challenges

Our objective is to achieve a learning process oriented towards the development of people who seek to transform society, based on a culture of effort and the promotion of lifelong learning. We will promote teaching that is aligned with our excellence in research, based on inter- and multidisciplinarity, with a high degree of flexibility and focused on employability through connections with the socio-economic environment.

2.1.

To provide students with a lifewide, interdisciplinary and cross-disciplinary education that develops critical and committed thinking and enables them to thrive in a complex and pluralistic society in need of people who contribute to the common good

Why?

The current situation of transformation and change that our society is undergoing calls for a comprehensive education of students, based on an appropriate combination of knowledge, competences, abilities, skills and values that promote reflection and critical thinking, argumentation, decision-making, coexistence and intercultural communication.

How?

By creating a university policy of academic guidance and tutoring that provides students with ongoing monitoring throughout their university life in order to make them feel supported. **By advising** students to make decisions in complex contexts, through an education that allows them to know their weaknesses and strengths in order to face and successfully resolve their future life and professional projects. **By combining** scientific and technological advances with humanistic and ethical training that meets the demands of global citizenship and sustainable development goals. **By incorporating** teaching staff's research findings into student training as a form of knowledge transfer.

4 QUALITY EDUCATION   8 DECENT WORK AND ECONOMIC GROWTH   12 RESPONSIBLE CONSUMPTION AND PRODUCTION   13 CLIMATE ACTION   16 PEACE, JUSTICE AND STRONG INSTITUTIONS   17 PARTNERSHIPS FOR THE GOALS

2.2.

To promote active and flexible learning by using innovative and student-centred didactic methodologies

Why?

It is crucial to promote active and innovative teaching and learning methodologies in order to replace traditional learning models that contribute to students' demotivation and eventual withdrawal from studies. Student-centred methodologies seek to enhance the teaching and learning process, making it more flexible and adaptable to various contexts. Likewise, these methodologies strive to generate new online and multimedia-based content formats in order to improve teaching quality, provide access to resources and services and facilitate processes of collaboration and exchange.

How?

By assuring a continuous improvement in the skills and methods of our teaching staff, as well as an adequate and coherent appreciation of teaching as a key pillar of university activity. **By supporting** the development of organisational structures that foster the continuous and ongoing training of teaching staff, the acquisition of digital skills and their adaptation to the needs of higher education in a pluralistic and globalised world.

4 QUALITY EDUCATION

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

2.3.

To have a catalogue of degrees with greater curricular flexibility, interdisciplinarity, cross-curricularity and orientation towards internationalization

Why?

Today's curricula are characterised by a certain degree of rigidity, both because of the limited choices available to students and because of the inability to modify curricula in a way that allows for rapid adaptation to social challenges and changes in the socio-economic environment. For this reason, we need to be more dynamic in modifying and adapting curricula to the needs of society in order to attract talent among students. In addition, existing quality assurance and accreditation systems must be redesigned in order to increase degree flexibility.

How?

By moving towards greater flexibility in curriculum design and modification. **By optimising** the University's resources and capacity to overcome the obstacles that hinder its ability to adapt to changes occurring in society, student demand and the socio-economic environment.

4 QUALITY EDUCATION

8 DECENT WORK AND ECONOMIC GROWTH

2.4.

To promote a range of academic programmes that, guided by our excellent research and its relevance to the demands of society, provides students with the practical and intellectual skills they need to succeed in their professional field

Why?

During the last decade, postgraduate education has become a key element of student training and employability. Universities must therefore offer attractive postgraduate programmes that meet the needs of an ever-changing society, enabling graduates to succeed in the workplace. In order to achieve this, postgraduate education must be better linked to its social and productive environment, especially in the case of master's degrees.

Moreover, the existence of private universities and other organisations offering more flexible and agile degree programmes may be viewed as a threat, but it can also represent a chance for us to adjust and connect our postgraduate offer with the productive fabric and society in general.

How?

By utilising the UGR's research potential in all fields of knowledge, its ability to attract postgraduate students, and its socio-economic impact and leadership in our environment. **By offering** innovative, practice-driven postgraduate degrees that provide students with professional development opportunities and help them apply creative, critical and entrepreneurial thinking for the transformation of society.

4 QUALITY EDUCATION

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

2.5.

To establish the UGR as a benchmark for continuing education and training through a teaching ecosystem that addresses the needs of lifelong learning

Why?

Society in general, and the productive fabric in particular, are increasingly demanding new flexible and inclusive training formulas that respond to the needs of lifelong learning. Thanks to the knowledge potential of its teaching staff, the experience acquired in recent years in the use of virtual methodologies and its extraordinary digital resources, the UGR has an exceptional opportunity to become a Spanish and international benchmark of academic excellence for individuals seeking training to develop themselves both professionally and as people of integrity.

How?

By promoting academic programmes that address the lifelong-learning needs of a knowledge-based society. **By supporting** the development of this flexible, modular and inclusive training, including the use of micro-credentials to recognise competences at both Spanish and international level.

4 QUALITY EDUCATION   8 DECENT WORK AND ECONOMIC GROWTH   10 REDUCED INEQUALITIES

Developing equality through training

Transformative learning should promote equality and respect for diversity as a response to one of society's greatest challenges. This requires university education that addresses gender equality, respect for sexual, gender and bodily diversity, and the empowerment of women and girls. It is important to make these subjects into transversal competences not just by incorporating them into the design of curricula and course guides, but also by implementing training activities with a feminist and gender perspective that enable lifelong learning.

Future milestones

—— To ensure that around 50% of the teaching research staff (PDI) have engaged in teaching innovation and training activities.

—— To significantly improve the UGR's graduate employment rate to around the average of the Spanish university system by 2031 (in 2020 the UGR was below the Spanish average).

—— To ensure that at least 50% of bachelor's degree graduates have completed work placements as part of their training.

—— To bring the student dropout rate to at least below 20% (in the academic year 2020/2021 it was 27.71%).

—— To increase the number of double degrees or international joint master's degree programmes by 25% (the UGR had 17 in the academic year 2020/2021).

—— To ensure that 20% of all doctoral theses are defended as cotutelle theses (5.1% in the academic year 2020/2021), 75% receive an "International Doctorate" Mention (41.67% in the academic year 2020/2021) and up to 5% receive an "Industrial Doctorate" Mention (0.5% in the academic year 2020/2021).

3.
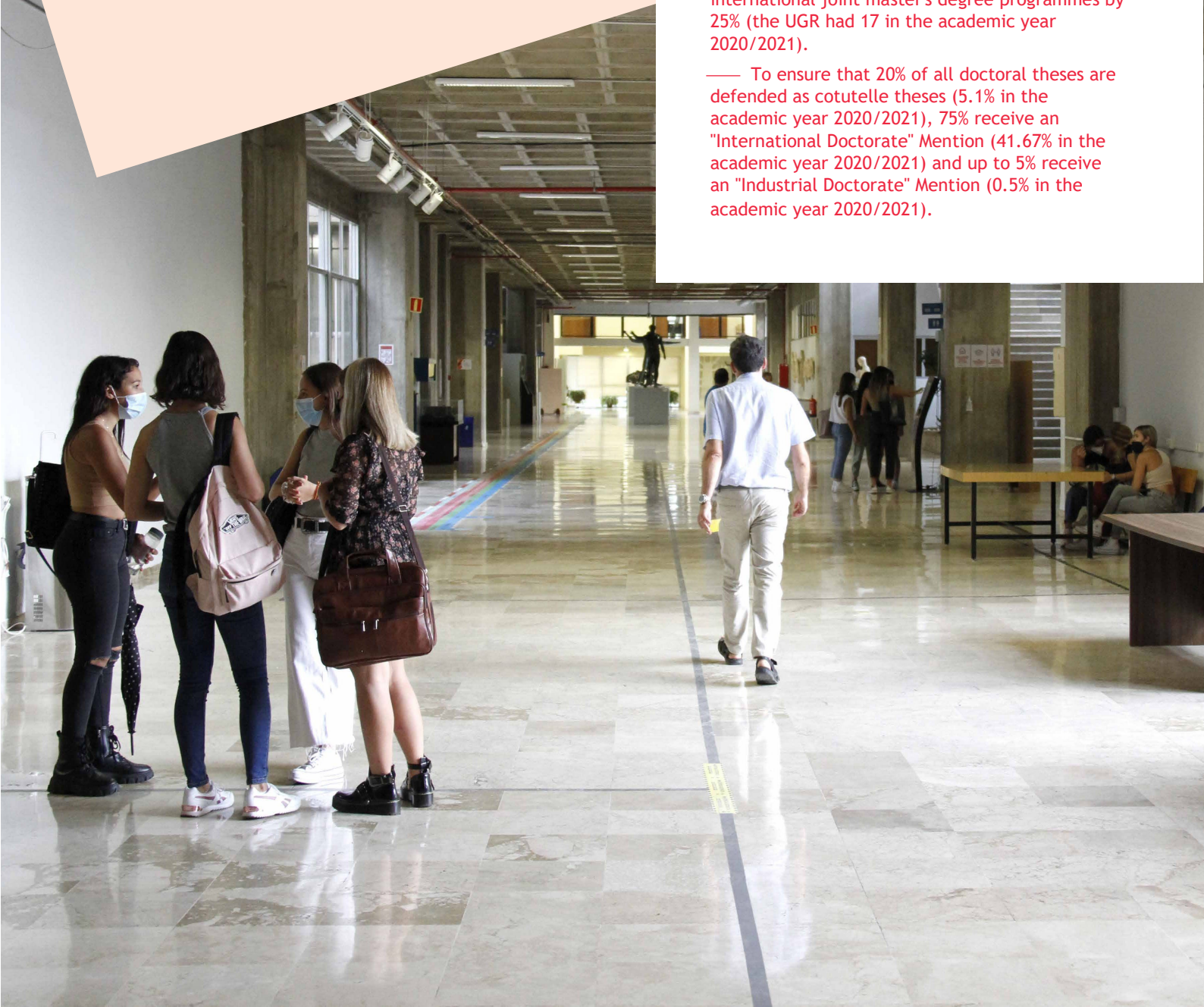
Generation of knowledge that

contributes to solving society's global challenges and adds value to its environment

We want to become a benchmark institution for research excellence and a leader in a cosmopolitan and open world, promoting social change by generating knowledge, recruiting talent and transferring the results of our research and creative activity to the public.

3.1.

To guarantee research excellence by enhancing the strength of our human capital, reinforcing plans for attracting and retaining talent in an effort to ensure international, competitive and cutting-edge training

Why?

Excellence in research is built upon the abilities and qualities of the people conducting it. Consequently, it is necessary to develop a series of measures to attract, retain and update research staff and research-support staff at the UGR.

How?

By committing to creating a community of excellent researchers across all fields of knowledge and all stages of their academic career. **By providing** solid and stable funding to enhance the resourcing of talent attraction and retention.

| 4 QUALITY EDUCATION | 5 GENDER EQUALITY | 8 DECENT WORK AND ECONOMIC GROWTH | 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE | 10 REDUCED INEQUALITIES | 17 PARTNERSHIPS FOR THE GOALS |

3.2.

To maintain and strengthen institutional structures that foster multi- and interdisciplinary knowledge generation under optimal conditions, in an egalitarian and sustainable environment

Why?

In order to achieve scientific excellence in all areas of knowledge, the UGR must be committed to the transformation, strengthening and consolidation of institutional support structures. Priority should be given to strengthening existing structures, simplifying administrative procedures and supporting researchers in all stages and areas of their relationship with the University. This will help develop a research ecosystem for the optimisation of results, the development of innovations and the improvement of transfer.

How?

By developing supporting administrative structures that encourage the creation of new research groups, the consolidation of excellent and frontier research groups, and the recruitment of human and material resources. **By establishing** a framework of institutional support for research that helps optimise these resources. **By facilitating** group and project management and by effectively coordinating collaboration between research and support staff. **By eliminating** unnecessary bureaucratic hurdles, and by simplifying administrative procedures.
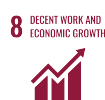
3.3.

To have the best human, material, scientific, economic, technological and dissemination resources available in order to achieve research excellence

Why?

Measures must be taken to create an ecosystem with a solid, flexible and organised structure that allows for excellent research in all areas of knowledge. Moreover, it is essential to develop a digital ecosystem for research, supported by an environment of digital infrastructures and services that enable the establishment of synergies and multidisciplinary collaborations, both internal and external. In particular, high capacities in areas such as ICT infrastructures, supercomputing and artificial intelligence can contribute significantly to the creation of a research ecosystem with great future potential for knowledge generation.

How?

By increasing our efforts to attract more funding, primarily through European calls for proposals, to enable us to recruit more highly qualified staff. **By improving** research infrastructures and means, increasing the acquisition of information resources and supporting the dissemination of knowledge.

3.4.

To promote Spanish and international alliances to facilitate the interaction of our research staff with other quality research centres in order to increase scientific collaboration and innovation

Why?

Although the UGR is an international benchmark in terms of participation in incoming and outgoing mobility programmes and international university networks, we must continue to strengthen this international approach in order to increase our collaboration in scientific publications and projects, our visibility and prestige as an institution and our talent recruitment.

How?

By maintaining our leading position on the international stage while intensifying our institutional interaction with prestigious Spanish and international research centres. **By fostering** new alliances, committing to a total openness to the world and strengthening our preferential connections and partnerships with Europe, North Africa and Latin America.

4 QUALITY EDUCATION

5 GENDER EQUALITY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS
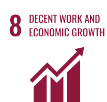
Generating knowledge related to gender equality and respect for diversity

In order for our institution to generate knowledge that contributes to solving society's global challenges, we must foster and disseminate our research in gender and feminist studies, as well as our studies focusing on sexual, bodily and gender diversity. Through research, we can not only dismantle the stereotypes that underpin inequality, but also generate new knowledge, the transfer of which will enable us to create more informed and equitable societies. In addition, women's contributions as researchers and creators must be made visible, and their leadership in research groups, units of excellence, projects and research contracts should be promoted, particularly in STEM fields.

Future milestones

—— To be recognised as one of the top 200 universities in the world according to the main international rankings and to place 12 scientific fields among the top 150 universities in the world (8 in 2021).

—— To attain a minimum of 4 "Severo Ochoa" and "María de Maeztu" Centres of Excellence accreditations over the period covered by the plan.

—— To ensure that 15% of the publications of UGR researchers are among the top 10% of the most cited publications (12.99% on average in the period 2012-2021).

—— To consolidate our position among the top three Spanish universities and as the top Andalusian university in terms of the number of competitive projects obtained within the framework of the Spanish National Plan.

—— To increase the amount of competitive funding raised from the Horizon Europe programme compared to the funding raised in the Horizon 2020 programme by 25% over the period covered by the plan.

4.

Transformation of the environment through innovation, entrepreneurship and active collaboration with socio-economic actors

We want to become an institution that transforms the environment through innovation and the transfer of the excellent knowledge we generate. We want to transform the economic and social environment over the next decade through the major projects that our institution has already initiated, as well as through any projects associated with new opportunities that may emerge in the coming years. We want to become a collaborative institution that attracts companies, resources and talent by partnering actively with socio-economic actors. We want to become an entrepreneurial University focused on generating a positive impact on the economy and society.

4.1.

To achieve a high capacity for knowledge transfer and to place the institution at the forefront of Spanish research in accordance with its research potential

Why?

Traditionally, Spanish universities have not been sufficiently oriented towards transfer and innovation, which is why we occupy a much lower position in international research rankings than what would be expected based on our research potential. Therefore, efforts should be made to promote a change in the organisational culture of the institution and the immediate productive environment in favour of innovation and transfer. For this, we aim to foster closer and more effective partnerships between the UGR and the socio-economic fabric through the definition of common objectives.

How?

By changing the organisational culture of the institution to boost knowledge transfer. **By implementing** an institutional policy of knowledge transfer and promotion through its own specific plans. **By changing** the governance system to focus more effectively on transfer and devote more material and human resources to this activity. **By expanding** and consolidating structures related to the transfer of results.

8 DECENT WORK AND ECONOMIC GROWTH 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 11 SUSTAINABLE CITIES AND COMMUNITIES 17 PARTNERSHIPS FOR THE GOALS

4.2.

To implement institutional communication policies that convey and promote the high scientific capacities of the UGR at local, Spanish and international level, and that are effective in attracting investment and talent

Why?

The UGR must develop communication and dissemination strategies aimed at attracting the attention of society and the socio-economic environment to our scientific activities, emphasising our scientific and research activity of excellence, and highlighting the potential of our research groups and the international alliances we lead.

The celebration of the V Centenary of the UGR in 2031 should serve as a catalyst for developing a communication programme focused on transfer that attracts the attention of society and the socio-economic actors, and that allows for closer ties and mutual collaboration.

How?

By making known to society and socio-economic actors the UGR's research capacity and quality training of its human capital in order to attract the attention of companies, public institutions and social groups. **By using** the major projects promoted by the UGR as a means of disseminating its high capacities and scientific leadership. **By encouraging** and supporting institutional events that enable the UGR to attract prominent personalities from the socio-economic world at a Spanish and international level in order to help showcase our scientific potential. **By disseminating** the achievements of the institution and strengthening our scientific culture.

4.3.

To promote and strengthen alliances with the immediate economic environment in order to increase collaboration across all functions of the University

Why?

In the coming years, it will become necessary to promote relations with the productive fabric in order to enhance collaborations in training and learning activities and to promote the generation of knowledge, innovation and transfer, thus jointly contributing to the transformation of the environment. There are currently great opportunities for attracting resources through the European research programmes for the period 2021-2027 and the Next Generation EU recovery fund. In order to optimise the possibility of securing resources that will enable the effective transformation of the territory, collaboration with economic actors in the area must be intensified.

How?

By using the knowledge of the UGR as a driving force for the transformation of the environment in collaboration with the productive fabric. **By promoting** and encouraging knowledge transfer to boost innovation, transform traditional sectors and fuel the development of new, more knowledge- and technology-based sectors. **By promoting** sectoral forums to bring researchers and research groups closer to socio-economic actors. **By intensifying** the search for partners to participate in competitive calls for proposals. **By collaborating** with the productive fabric in the training of students and the provision of work placements.

1 NO POVERTY   4 QUALITY EDUCATION   8 DECENT WORK AND ECONOMIC GROWTH   9 INDUSTRY, INNOVATION AND INFRASTRUCTURE   10 REDUCED INEQUALITIES   11 SUSTAINABLE CITIES AND COMMUNITIES   12 RESPONSIBLE CONSUMPTION AND PRODUCTION   17 PARTNERSHIPS FOR THE GOALS

4.4.

To promote an entrepreneurial culture among students and teaching and research staff in order to stimulate the creation of knowledge-intensive companies

Why?

For years, the UGR has been committed to an entrepreneurship strategy built on the concept of Entrepreneurial University, as endorsed by the European Commission and the Organisation for Economic Co-operation and Development (OECD) in models such as HEinnóvate, which promote universities with an innovative and entrepreneurial ethos. These efforts, although important, are not enough to address the UGR's enormous potential for transfer, so it is crucial to continue promoting an entrepreneurial culture among students as well as teaching and research staff (PDI).

How?

By fostering an entrepreneurial culture among students and PDI. **By promoting** interactions with the regional, Spanish and international innovation ecosystems. **By motivating and rewarding** research staff who contribute to knowledge transfer and the creation of spin-offs. **By encouraging** entrepreneurship as a core component of the UGR. **By partnering** with economic actors to provide entrepreneurship training.

4 QUALITY EDUCATION

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

17 PARTNERSHIPS FOR THE GOALS

4.5.

To promote the UGR Alumni programme from a Spanish and international perspective in order to foster connections between the institution and its graduates, and to achieve their involvement and collaboration with various functions of the UGR

Why?

The experiences of UGR graduates, whether as bachelor's or master's degree students, as mobility students or as participants in the *Study Abroad* programme (CLM), are crucial for the consolidation of a positive image of our institution. Hundreds of thousands of students around the world have graduated from the UGR. Undoubtedly, leveraging all the knowledge and expertise gained is a great opportunity as well as a challenge for our University. Students' sense of belonging to our University lasts beyond the time spent studying or conducting research here, but must be kept alive through systematic and coordinated actions to achieve maximum impact.

How?

By designing programmes aimed at maintaining contact with graduates and nurturing their sense of belonging in order to ensure their contribution to the international outreach of the UGR as a prestigious university. **By enhancing** the UGR Alumni programme to give it a quantitative and qualitative boost and a truly international dimension, providing the necessary means and resources based on the number of graduates of the institution. **By increasing** the UGR's presence in international forums and collaboration with our graduate students. **By creating** both physical and virtual forums that allow graduates to meet and collaborate in academic activities.

| 4 QUALITY EDUCATION | 8 DECENT WORK AND ECONOMIC GROWTH | 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE | 17 PARTNERSHIPS FOR THE GOALS |

Innovation and transformation of our environment with a gender perspective

In order to transform our environment through innovation, entrepreneurship and active collaboration with socio-economic actors, it is essential to apply a special sensitivity to the consideration of gender equality and respect for sexual, bodily and gender diversity as fundamental values. A comprehensive transformation requires partnerships with public and private institutions that promote specific intervention projects in our environment to empower girls and women. Changing our environment involves generating synergies with socio-economic actors which will facilitate the transfer of research results with a gender and feminist perspective and will, in turn, contribute to improving the situation of the most vulnerable social sectors.

Future milestones

—— To consolidate our position as the fifth Spanish university and the first Andalusian university in terms of number of priority applications for patents and utility models (in the last decade we have been in the top 10).

—— To consolidate our position in the top 5 Spanish universities in the creation of spin-offs (in the last decade we have been in the top 5).

—— To obtain an average of 20 million euros per year via transfer over the period covered by the plan (in 2021 the amount of funding was 12 million euros).

—— To be awarded a minimum of 10 European Innovation Council projects.

—— To be placed within the top 5 Spanish public universities in terms of income generated in R&D (in 2018 we were ranked 10th).

—— To maintain the economic impact of the UGR in the province in terms of GDP (6.12% in 2018) and employment (7.7% in 2018).

5.

A socially responsible University, committed to sustainable development, engaged with its environment and considered a model for the generation of culture

We want to be a University with a strong commitment to sustainable development. We want to be an egalitarian and inclusive institution that acknowledges differences and transforms them into strengths. We want to be an institution that generates and stimulates culture through a strong presence in the regions where we have campuses, taking advantage of our rich heritage. We want to be a University that puts the welfare of people and the planet at its core, an institution that applies citizen science to its local communities in order to turn the city and the province of Granada, as well as Ceuta and Melilla, into spaces for peaceful coexistence and interaction between people.

5.1.

To achieve a strong presence in the area through our heritage and cultural richness, being able to generate and dynamise networks related to the creation and dissemination of culture, as well as the preservation and enhancement of our heritage

Why?

Our institution must prioritise efforts to improve its presence in the city and province of Granada as well as in Ceuta and Melilla, considering our shared awareness of the role of culture and its potential for citizenship development. With our capacity for creating and disseminating relevant knowledge, our University must commit itself to the multidisciplinary care for heritage, from buildings to knowledge. The appropriate use of these resources will facilitate the peaceful coexistence of our society and the sustainability of our surroundings.

How?

By ensuring that citizens perceive our campuses as student cities in every sense. **By maintaining** and reinforcing the status of the UGR as a cultural landmark in the cities where it has a presence. **By undertaking** top-level actions that position the UGR as a leader in cultural circuits and support its role as a generator and promoter of culture in society. **By underscoring** the University's role in historical centres as a social, economic and cultural force, and by emphasising its ability to enrich daily life in its surrounding communities.

1 NO POVERTY 4 QUALITY EDUCATION 8 DECENT WORK AND ECONOMIC GROWTH 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 10 REDUCED INEQUALITIES 11 SUSTAINABLE CITIES AND COMMUNITIES 17 PARTNERSHIPS FOR THE GOALS 17+1 CULTURA Y PATRIMONIO

5.2.

To promote critical thinking and to establish the UGR as a reference for cultural and artistic innovation, with a commitment to creativity, counterculture and the avant-garde

Why?

Public institutions play an essential role in the preservation and development of cultural diversity. In recent years, the UGR has made a strong commitment to the visibility of alternative cultural manifestations. Nevertheless, it is necessary to establish economic and symbolic mechanisms that promote creativity and the development of diverse (counter)cultural and artistic practices, as they have become a fundamental support for critical thinking and avant-garde culture, which are essential in today's society.

How?

By implementing a series of actions and procedures that encourage cultural and artistic innovation at our University, with the aim of becoming a cutting-edge institution and a Spanish benchmark in diversity and counterculture. **By investing** in resources to enhance training in activities and projects that promote cultural and artistic creativity.

4 QUALITY EDUCATION   5 GENDER EQUALITY   17 PARTNERSHIPS FOR THE GOALS   17+1 CULTURA Y PATRIMONIO

5.3.

To turn the cities of Granada, Ceuta and Melilla into points of contact where the concerns of citizens and the institution's capacity to generate knowledge converge

Why?

University knowledge must be transferred to all citizens as part of the ongoing communication that higher education institutions must maintain with their stakeholders. Protecting and disseminating knowledge as a right, as well as promoting knowledge as a resource, are duties that the UGR has to carry out from a critical perspective, taking into account both the cultural diversity of our society and the dynamics of internationalization in which we are immersed.

How?

By turning these cities into meeting places where the University's proposals and contributions to the Sustainable Development Goals and the 2030 Agenda can be shared with the citizens and addressed in accordance with their concerns. **By contributing** to an open and citizen science that involves people in the resolution of challenges and conflicts. **By involving** members of the community in scientific activities that encourage their active contribution to research through their intellectual effort, general knowledge, or their own tools and resources.

UGR²⁰³¹

5.4.

To be an environmentally responsible and conscious University that contributes to the mitigation of climate change

Why?

The UGR must strive to become an environmentally responsible University and contribute to making the cities in which it is located smarter and more sustainable. It is vital to promote education on sustainable development; respect for biodiversity; reducing pollution and the human impact in the production, marketing and consumption of goods and services; waste treatment and recycling of all types of materials within the context of the circular economy; responsible consumption and reduction of energy and water use; and support for the Internet of Things and Big Data technologies to achieve smarter and more sustainable campuses. The University needs to increase its resilience to the current climate crisis and manage its resources more sustainably.

How?

By adopting measures to reduce the environmental impact of the UGR and thereby contribute to the protection of the planet. **By transforming** the economic model through knowledge that prioritises sustainable development and promotes education on biodiversity and respect for the environment. **By generating** sustainable energies by utilising our facilities and buildings and complementing them with the use of technological systems for energy management and control. **By promoting** responsible consumption and sustainable mobility.

6 CLEAN WATER AND SANITATION   7 AFFORDABLE AND CLEAN ENERGY   8 DECENT WORK AND ECONOMIC GROWTH   11 SUSTAINABLE CITIES AND COMMUNITIES   12 RESPONSIBLE CONSUMPTION AND PRODUCTION   13 CLIMATE ACTION   14 LIFE BELOW WATER   15 LIFE ON LAND
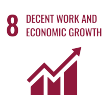
5.5.

To be an egalitarian and inclusive University that acknowledges differences, turns them into strengths and provides support for those who are part of our institution and our environment, thereby generating knowledge and training for people

Why?

Universities constitute spaces where people are not only trained as professionals, but also as individuals. Gender gaps and other types of inequalities are still present at university level. Hence, ensuring equal opportunities in higher education, staff selection and career advancement requires an innovative, inclusive, sensitive and effective approach. However, despite the efforts made by the UGR in recent years, further progress in this direction is still needed.

How?

By addressing the fight against gender gaps in an innovative way in order to guarantee equal opportunities across all areas and functions of the UGR. **By advancing** in the implementation of institutional equality and inclusion plans, and by aligning these plans with the actions agreed upon with the partner universities of the Arqus European University Alliance. **By promoting** educational and social inclusion to increase diversity among students, facilitate inclusive admissions and encourage recruitment of talent from under-represented groups. **By generating** knowledge and training people for the implementation of policies that promote balance between the different areas of their lives.

3 GOOD HEALTH AND WELL-BEING 4 QUALITY EDUCATION 5 GENDER EQUALITY 8 DECENT WORK AND ECONOMIC GROWTH 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 10 REDUCED INEQUALITIES 11 SUSTAINABLE CITIES AND COMMUNITIES 16 PEACE, JUSTICE AND STRONG INSTITUTIONS

A University with a social commitment to equality

A socially responsible University must prioritise equality as a fundamental strategic area. The University must ensure that the corresponding equality, inclusion and work-life balance plans are drawn up and monitored, as well as the protocols and instruments derived from them. Because of its rich heritage, the University has a duty to create cultural spaces that give visibility to expressions of gender identity and diversity, thus contributing to a culture that defines us in our true essence, plurality and complexity. As an institution with a presence in three cities, and as part of its engagement with their communities, the University must acknowledge the strategies developed by women throughout history to promote a culture of peace that generates spaces for recognition and coexistence.

Future milestones

—— To achieve a balanced representation of women and men in all sectors, levels and bodies of the UGR.

—— To significantly reduce the UGR's CO_2 emissions, achieving a reduction of up to 50% in energy savings and the use of clean energy sources.

—— To carry out the comprehensive refurbishment of the built heritage of the UGR catalogued as Cultural Heritage Sites (BIC) in view of our upcoming V Centenary.

—— To achieve the complete museumisation and sustainable dissemination of the UGR's collections of movable assets.

—— To develop a quality cultural programme and a scientific dissemination proposal aimed at preparing the UGR for the celebration of its V Centenary over the period covered by the plan.

6.

Good governance that focuses on organisational development, lean and transparent management, and financial sustainability

We want to be an institution with a participatory, flexible and intelligent governance model, based on agile, transparent and inclusive management, and oriented towards a culture of management evaluation and accountability to society. We want to continuously integrate and redesign our management processes to adapt them to the needs of our users. To this end, we will adopt an omnichannel communication strategy to offer our users a satisfactory experience. We want to streamline the management of our assets and heritage, as well as attract new alternative sources of funding to ensure the financial sustainability of our institution.

6.1.

To implement a more horizontal and participatory governance model that allows for more agile and transparent management, with multipurpose structures that respond to a digital and changing landscape

Why?

In view of the transformations taking place in society across all levels, the concept of governance needs to be reformulated to respond both to the decline of the traditional management model based on hierarchical and rigid structures, and to the need for new forms of government that are more nimble, flexible, coordinated and supported by digitalisation. Faced with this situation, our institution needs to transform its procedures, rely on multifaceted technical-administrative structures, and firmly commit itself to an ICT-oriented governance and functional structure that can respond much more quickly to changes in the environment, as well as drive new processes and/or redesign existing ones.

How?

By moving towards a governance model built on participation, collaboration, coordination and a strong commitment to digitalisation, placing value on a more horizontal management approach oriented towards finding agreements in the exercise of institutional functions, and in line with principles of responsibility, transparency and accountability. **By taking advantage of** technologies at the service of management (*big data,* artificial intelligence, online administration, among others to ensure that, in the next decade, the UGR becomes an institution with an innovative, agile and transparent management that responds quickly to changes in the environment.

8 DECENT WORK AND ECONOMIC GROWTH

11 SUSTAINABLE CITIES AND COMMUNITIES

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

6.2.

To rely on data governance for the collection and analysis of institutional data to support planning, management and evaluation

Why?

Nowadays, it is vital for higher education institutions to have integrated, agile and up-to-date institutional information systems that enable evidence-based decision-making. Likewise, it is essential to respond in a timely manner to all requests for information from other administrations, institutions and university rankings (data governance). The relationship between the UGR and its stakeholders continuously generates a large amount of data that must be recorded, stored, processed and analysed with a strategic view in order to enable decisions in different areas of management and at different levels. In this way, data will become another valuable asset that extends beyond the ICT domain and becomes relevant to the entire university environment.

How?

By implementing a data governance system at institutional level that allows managers, as well as teaching and research staff (PDI), direct access to the information generated by the University for decision-making and performance measurement tasks. **By streamlining** university management and rapid decision-making based on objective data for a timely response to information requirements at various levels.

4 QUALITY EDUCATION   8 DECENT WORK AND ECONOMIC GROWTH   9 INDUSTRY, INNOVATION AND INFRASTRUCTURE   16 PEACE, JUSTICE AND STRONG INSTITUTIONS

6.3.

To achieve management excellence based on the full digitalisation of the Administration and on a continuous process of innovation, simplification and improvement of services

Why?

The University of Granada must integrate technology resources and capabilities in an agile, flexible and continuous manner to achieve a full digital transformation of the university administration, allowing for innovative, effective and efficient management, and thus providing value to society as a whole. As part of this electronic management, the necessary resources must be made available so that users can access digital services from any device and at any time and place through an omnichannel approach.

How?

By having sufficient material and human resources to make digital services available to all users on any type of device. **By anticipating** and responding in an agile and rapid manner to new digital needs arising from the relationships between people and our institution. **By integrating** the latest technologies into the provision of digital services in order to facilitate the access of different groups to public services in a personalised and proactive way. **By implementing** a 100% electronic document management system.

4 QUALITY EDUCATION

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

11 SUSTAINABLE CITIES AND COMMUNITIES

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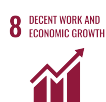
6.4.

To consolidate a culture of accountability in management, fostering organisational entrepreneurship through the promotion of transformation projects

Why?

Society in general, and the university community in particular, demand a continuous commitment on the part of administrations to improve the effectiveness and efficiency of management processes. This is fostering a culture of performance evaluation aimed at ensuring transparency in management processes, accountability, as well as ethical behaviour and integrity at all levels of the institution. Universities must play a leading role in the new innovative ecosystems, for which it is crucial to invest not only in technological infrastructure, but also in professionalising administrative and service staff across all areas of management in order to address the necessary organisational changes.

How?

By committing to an assessment and accountability culture designed to overcome the weaknesses identified around the review, simplification and continuous improvement of management processes and tools, and the professionalisation and motivation of staff towards innovation and entrepreneurship in management tasks. **By leveraging** the strengths derived from our experience and leadership to move towards a management approach based on entrepreneurship and transformative projects.

4 QUALITY EDUCATION

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

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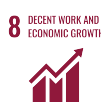
6.5.

To move towards an omnichannel management strategy in our relationship with stakeholders in order to provide them with value through the integration of information, knowledge, and personalised and coherent communications

Why?

Due to the advancement of technology in recent years and the demands of society and citizens, all organisations are constantly forced to rethink their processes and services to better suit the relationships with their stakeholders (students, teaching staff, administrative and support staff [PAS], companies and other administrations). This shift towards integrated management requires the implementation of an omnichannel strategy that goes beyond simply providing users with multiple communication channels. Instead, the goal will be to offer them a single, seamless experience, regardless of what channel they choose or whether they make contact with us via physical or digital channels.

How?

By focusing on the integration and permanent redesign of management processes to make them simpler and more adapted to the requirements of the environment. **By integrating** the different channels so that the information of each user flows smoothly between the various stages of the relationship, regardless of the method of contact used. **By providing** analysis systems that allow for a better understanding of people's needs in their relationships with the University throughout their lives. **By communicating** coherently and consistently across the various channels that people use to interact in order to provide value and an outstanding experience.

8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
11 SUSTAINABLE CITIES AND COMMUNITIES
16 PEACE, JUSTICE AND STRONG INSTITUTIONS

6.6.

To optimise the management of our assets and wealth, and find new alternative sources of funding to ensure financial sustainability

Why?

The challenges currently faced by universities as a result of increased public and private competition for resources, students and talent require optimisation and rationalisation in the use of resources, as well as the diversification and attraction of alternative sources of funding that guarantee the economic sustainability necessary to be able to carry out their basic functions with quality.

How?

By promoting an organisational culture, as well as new governance and management structures and formulas, to facilitate the attraction of alternative sources of funding through the development of teaching, research, knowledge transfer, sponsorship and dissemination activities. **By improving** and optimising the management of our assets, heritage and infrastructures in order to attract additional funding from a sustainable development perspective. **By making use of** new opportunities offered by the environment to attract resources from Spanish and European programmes targeted at digitalisation and energy transition. **By rationalising** the use of resources by implementing a more agile and efficient management system.

4 QUALITY EDUCATION 7 AFFORDABLE AND CLEAN ENERGY 8 DECENT WORK AND ECONOMIC GROWTH 11 SUSTAINABLE CITIES AND COMMUNITIES 16 PEACE, JUSTICE AND STRONG INSTITUTIONS 17 PARTNERSHIPS FOR THE GOALS 17+1 CULTURA Y PATRIMONIO

Achieving inclusive and egalitarian governance

For its full development, good governance requires equality. By definition, governance is based on the participation of all the people who make up a community, in our case, the university community, and it involves assessing gender discrimination and inequalities stemming from sexual, bodily and gender diversity that prevent full participation.This means identifying strategies that will increase the capacity of management staff to integrate gender equality measures into plans and budgets. An inclusive and egalitarian governance strategy entails the inclusion of a gender perspective as a source of new ideas and opportunities that enrich the mission, vision and strategies of the University.To this end, parity in all governing bodies must be the principle guiding the governance of our institution.
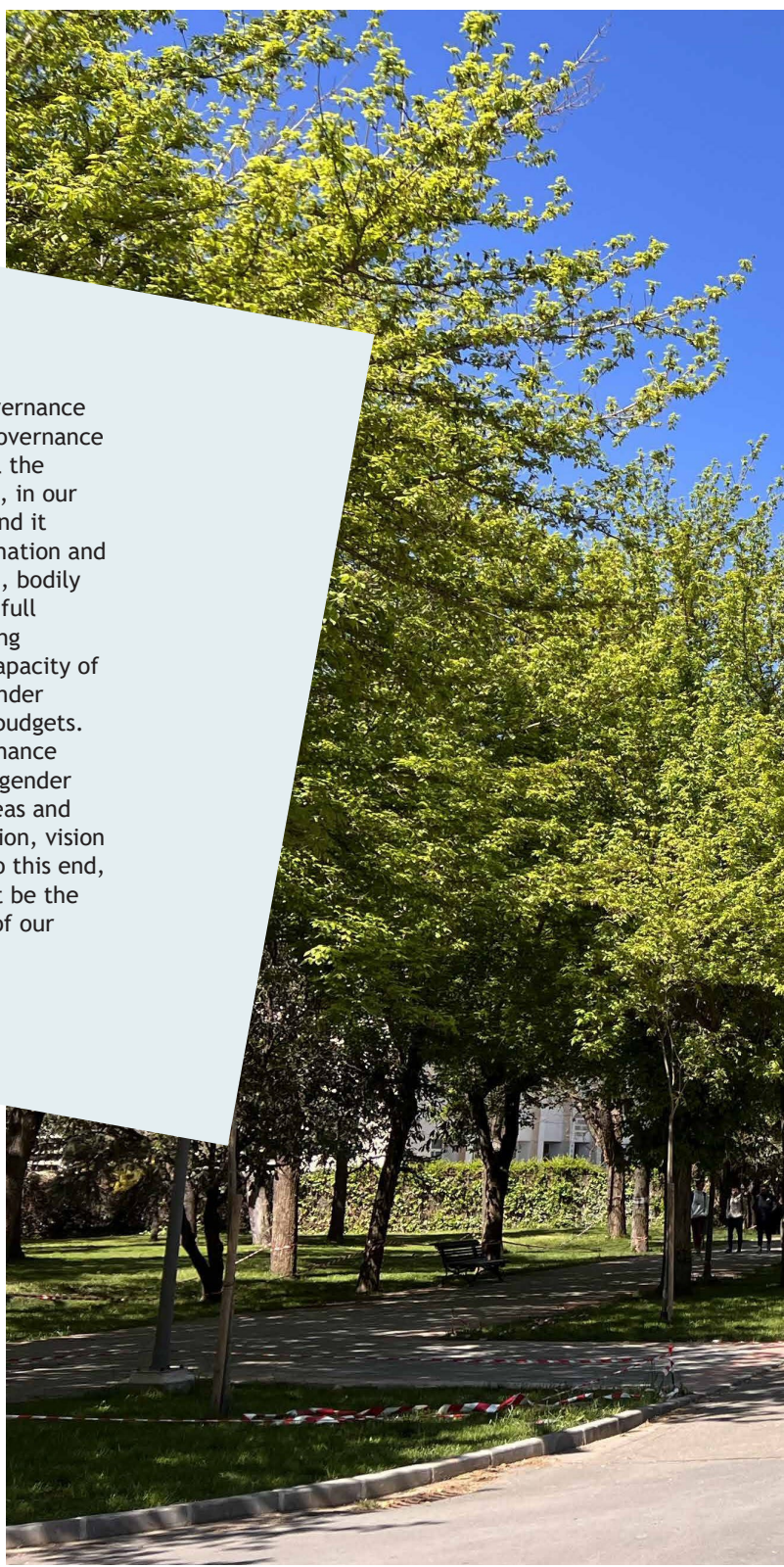
Future milestones

—— To reduce the number of freely appointed academic posts by 25% as a result of the professionalisation of management.

—— To rely on a planning and management model based on data analytics that facilitates the development of dashboards at different levels over the period covered by the plan.

—— To have a personalised, proactive and omnichannel support service for the university community over the period covered by the plan.

—— To achieve a percentage of financial independence from fundraising with respect to the UGR's overall funding (internal funds) of at least 33% (28.29% in the settled budget for 2020).

—— To increase the current level of funding from sponsorship and patronage programmes by 50%.

7.

An international University,

open to the world and serving the citizens of a multicultural, global society

We want to be an institution in which internationalization is one of the pillars of government action. We want to be an institution with a great future projection in an increasingly globalised and multicultural society for the generation, transmission and transfer of knowledge. We want to maintain our leading position in Europe and reach out to other regions of the world.

7.1.

To consolidate the Arqus Alliance as an instrument with high prestige and international visibility for the transformation and improvement of teaching, research and innovation, transfer and service to society, as well as internationalization and international outreach

Why?

As centuries-old institutions facing a period of unprecedented social and technological change, universities must not only adapt to new realities but also lead transformation processes in their main missions of educating citizens and future leaders, generating and transferring knowledge, and serving society. Collaboration with other universities in other countries will enable us to fulfil this role more thoroughly and effectively. Hence, we should seize the opportunity provided by the European Universities Initiative to build a strong, lasting, high-impact and prestigious partnership.

How?

By leading the Arqus Alliance, one of the 17 alliances selected in the first call of this flagship initiative of the European Commission. **By moving forward** on common priorities such as diversity and inclusion, teaching innovation and mobility, multilingualism and multiculturalism, entrepreneurship and regional engagement, research support and doctoral programmes, and committed European citizens. **By fostering** joint research, innovation in knowledge transfer, innovation in academic career assessment, and open and citizen science.

| 4 QUALITY EDUCATION | 5 GENDER EQUALITY | 8 DECENT WORK AND ECONOMIC GROWTH | 10 REDUCED INEQUALITIES | 11 SUSTAINABLE CITIES AND COMMUNITIES | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS | 17 PARTNERSHIPS FOR THE GOALS |
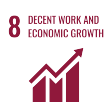
7.2.

To promote a cross-disciplinary and comprehensive internationalization of the University

Why?

Internationalization is a tool that can help us promote excellence in the activity of research groups and teaching teams through talent recruitment. The UGR has achieved a high level of internationalization largely thanks to mobility programmes and initiatives in which our institution has enjoyed sustained and recognised success at Spanish, European and global levels. In spite of these accomplishments, there is still plenty of room for improvement in order to ensure that more students can enjoy a meaningful international experience, and to facilitate the recruitment of foreign talent (students and research staff) from institutions of international prestige.

How?

By consolidating the presence and leadership of the UGR in regional, Spanish, European and international higher education forums (AUPA, CRUE, EUA, IAU, Arqus, Coimbra Group, AUIP, etc.). **By working** towards a full implementation of the EHEA, which will lead to a major transformation and improvement of the academic programmes, a greater openness of the institution, and increased incoming and outgoing mobility. **By launching** a process of internationalization of curricula and the campus that is truly cross-disciplinary and results in gradual changes in the culture of the institution. **By ensuring** an international perspective in all services of the institution.

4 QUALITY EDUCATION 5 GENDER EQUALITY 8 DECENT WORK AND ECONOMIC GROWTH 10 REDUCED INEQUALITIES 16 PEACE, JUSTICE AND STRONG INSTITUTIONS 17 PARTNERSHIPS FOR THE GOALS

7.3.

To adopt innovative approaches to international mobility with the aim of fostering higher quality, more inclusive and more impactful mobility

Why?

The UGR has achieved a high level of internationalization largely thanks to the mobility programmes and initiatives in which the institution has enjoyed international success. However, in order to advance towards a more inclusive internationalization with a greater cross-disciplinary impact, it is necessary to promote other forms of mobility, such as short-term mobility periods, voluntary work (service learning), summer and winter camps, and fieldwork leading to the completion of undergraduate dissertations, master's dissertations or doctoral theses. Most importantly, it is essential to explore all the capabilities offered by ICTs in order to develop blended mobilities that combine face-to-face activities with synchronous or asynchronous remote activities.

How?

By expanding the offer of types of mobility to include a greater proportion of the university community. By incorporating international elements into teaching in an innovative way, thus reducing the need for the whole community to participate in stays abroad. **By moving** towards the recognition of stays of less than three months (studies) or shorter than two months (work placements) without compromising the quality of the experience, the acquisition of knowledge and the economic conditions.

4 QUALITY EDUCATION   5 GENDER EQUALITY   8 DECENT WORK AND ECONOMIC GROWTH   9 INDUSTRY, INNOVATION AND INFRASTRUCTURE   10 REDUCED INEQUALITIES   16 PEACE, JUSTICE AND STRONG INSTITUTIONS   17 PARTNERSHIPS FOR THE GOALS
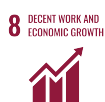
7.4.

To promote the participation of the UGR in university development cooperation

Why?

The University is a key actor in the field of development cooperation at both Spanish and regional levels, thus making a fundamental contribution to the achievement of the Sustainable Development Goals (SDGs). By taking on this responsibility, the University furthers its commitment to solidarity with the most disadvantaged countries and social sectors. In turn, cooperation actions with partners in less developed countries are critical for the success of the UGR's internationalization, and provide important learning opportunities for our students and staff as citizens of an increasingly interdependent and interconnected world.

How?

By strengthening the UGR's development cooperation structure and plans. By engaging more students and staff and showcasing their potential for transformation. **By promoting** genuine mutual cooperation and mutual learning for the future peace and prosperity of the entire planet.

5 GENDER EQUALITY 8 DECENT WORK AND ECONOMIC GROWTH 10 REDUCED INEQUALITIES 16 PEACE, JUSTICE AND STRONG INSTITUTIONS 17 PARTNERSHIPS FOR THE GOALS

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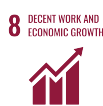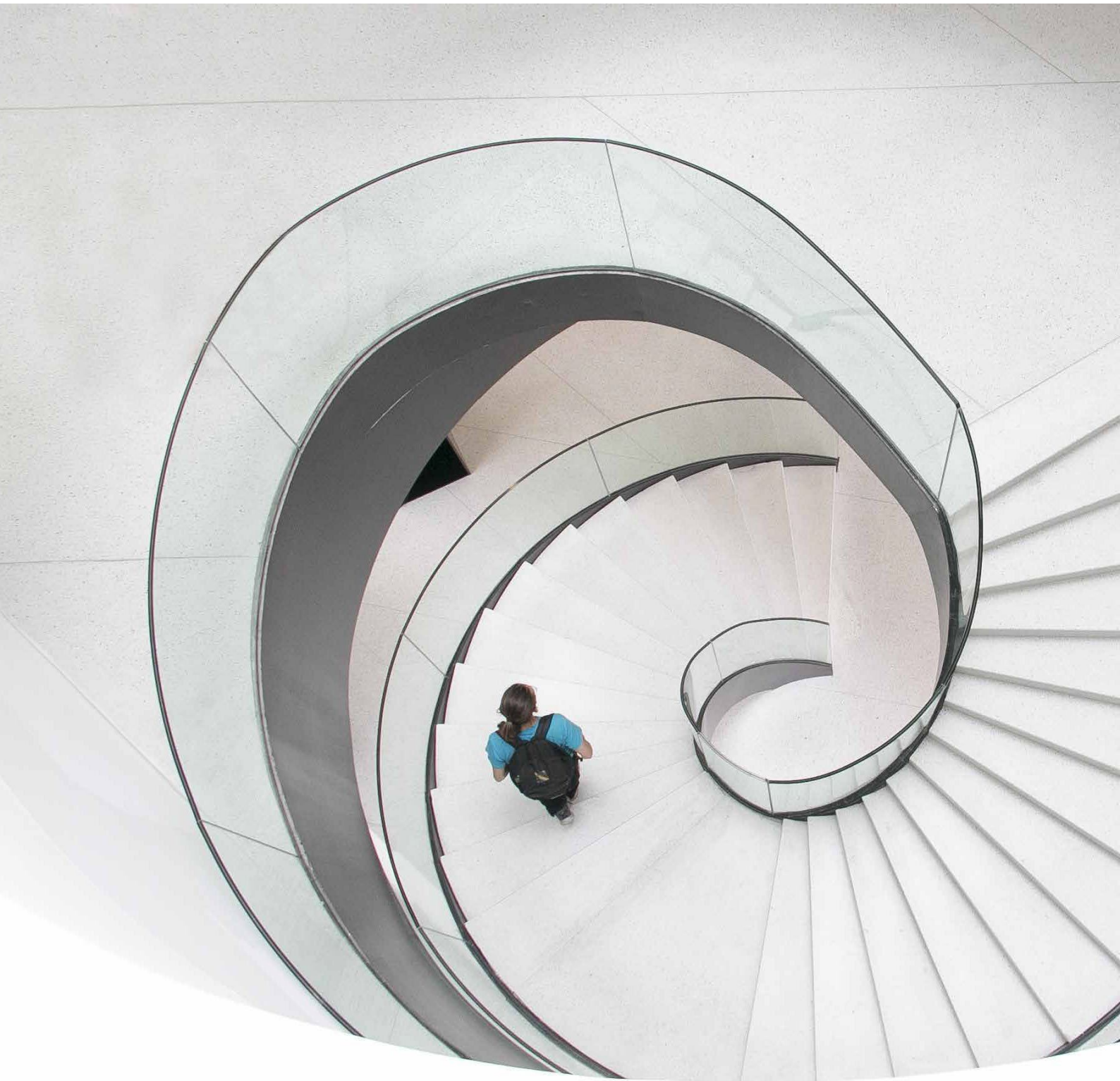
Generating alliances to eliminate gender frontiers

A University open to a multicultural and global world must establish partnerships to promote equality regardless of gender, respecting the diversity of body types, sexual orientations and gender identities. The specific lines of work of the Arqus Alliance open up a space for collaboration and exchange on equality among the various institutional traditions and cultures of the participating universities. This is an important instrument for advancing equality, focused on sharing the most inclusive policies at each university and collaborating on training related to these areas. Consequently, the cooperation policies of our institution must continue to apply a gender and feminist perspective in the development of projects that have a real impact on the lives of women and girls in various social and human settings.

Future milestones

—— To ensure that 30% of graduates have significant international experience (22.54% in 2021).

——To ensure that 30% of teaching and research staff (PDI) and 15% of administrative and support staff (PAS) have significant international experience.

—— To ensure that international students make up 5% of the student body in undergraduate programmes (3.8% in 2020/2021), 25% in master's degree programmes (22.2% in 2020/2021) and 40% in doctoral programmes (33% in 2020/2021).

—— To increase the current foreign languages on offer by 50% in in undergraduate programmes and by 100% in master's programmes over the period covered by the plan.

—— To increase our international scientific activities and collaboration between 25% and 40%.

8.

Digital transformation
of the University in all its dimensions

We want to become a smart University that improves the lives of people and the work of our staff and students. We want to be a University with a technological infrastructure that is appropriate for the size of our institution and supports the full range of activities we undertake. We want to rely on highly qualified and sufficient technical staff to support and facilitate the development of the institution's basic functions. We want to consolidate our technological autonomy by strengthening our communication networks and maintaining a budget sufficient to ensure their continuous modernisation. We want to continue to build strategic alliances with prominent technology companies and operators in the sector that can contribute to the full digital transformation of the institution.

8.1.

To strengthen ICT infrastructures and services with the aim of providing appropriate support to the needs and goals of the University

Why?

Nowadays, for a university to be successful, its technological infrastructure must be well-sized and configured in a way that aligns with its strategic goals. In order to accomplish this, the institution must continuously invest in and upgrade these infrastructures, which must be in line with our University's basic needs and strategies, and rely on sufficient financial resources. Threats to the security of digital infrastructures and services are increasing, making investments necessary to resolve these issues while maintaining the integrity of systems and the privacy of information and data.

How?

By relying on a technological infrastructure that is not only appropriately configured and sized for our University, but also supports our strategic objectives. **By establishing** systems that are resilient to external threats and potential failures. **By enabling** systems that allow the use of personal devices to enhance teleworking and access to technological resources. **By having** a sufficient number of highly qualified technical staff to support and facilitate the development of the institution's basic functions. **By actively promoting** cultural change for digital transformation among university groups.

4 QUALITY EDUCATION   8 DECENT WORK AND ECONOMIC GROWTH   9 INDUSTRY, INNOVATION AND INFRASTRUCTURE   17 PARTNERSHIPS FOR THE GOALS
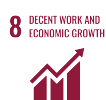
8.2.

To strengthen university communication networks in order to consolidate technological autonomy, maintain a leadership position and guarantee efficient support for technological services

Why?

In the current context, universities need to have high-performance communication infrastructures that are sustainable over time and aligned with current and future technological advancements. At the UGR, the existing fibre optic network and its associated communications services have become one of the institution's greatest assets, although it is necessary to continue extending and updating this network in order to meet the growing demands generated by our community. Efforts must be made to attract external funding for the improvement of technological infrastructures and their support, as well as for achieving leadership as a digital University.

How?

By consolidating our technological autonomy through the enhancement of our university communication networks. **By creating** high-performance supporting communications infrastructures that are sustainable over time. **By budgetarily ensuring** that communication infrastructures are continuously updated and renewed in an agile and dynamic way. **By forming** strategic alliances with leading companies in the technology sector.

4 QUALITY EDUCATION 8 DECENT WORK AND ECONOMIC GROWTH 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 11 SUSTAINABLE CITIES AND COMMUNITIES 17 PARTNERSHIPS FOR THE GOALS

8.3.

To promote a Smart University (Smart-UGR) in order to enable agile mobility and high connectivity between campuses

Why?

In order to achieve digital transformation within a Smart-University, institutional commitment is required to undertake a variety of actions or projects that can have an impact both on the academic and human aspects of university life. Over the last decades, the UGR has not only proposed and implemented technological solutions for intelligent ICT infrastructures and services, but has also applied sustainability criteria. In this sense, it is vital to continue promoting this objective in the next decade, making use of the infrastructures, services and technological projects of the institution, as well as leveraging the new technological developments being deployed by the industry. It is necessary to implement intelligent systems that integrate the Smart-University concept (Smart-UGR), capable of fulfilling both basic university functions as well as others related to coexistence, rest, leisure, sport, mobility or conciliation in a sustainable way.

How?

By implementing intelligent systems that enable good connectivity and mobility between campuses. **By developing** management processes and tools that enable the sensorisation of the institution's physical resources. **By establishing** alliances with other administrations and companies that have similar resources and interests. **By generating** renewable energies that reduce the carbon footprint and by deploying accessible tools and control panels.
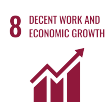
8.4.

To provide people with access to a variety of university resources through digital enabling technologies that enhance their experience

Why?

A number of administrations are urging actions to promote Digital Enabling Technologies (Internet of Things, blockchain, big data, augmented reality, supercomputing, cybersecurity, artificial intelligence, robotics, biometrics and 5G, among others), considering their high impact on the development and digital transformation of the economy and society. Consequently, it is crucial to address the weaknesses identified with regard to the low level of digital skills training within the university community, the growing need for new digital services for university management, and the lack of strategic management of people-related data. There is also a need today to provide accessible technologies to staff and students with special needs. Moreover, technology needs to be harnessed to foster interdisciplinary teams at both teaching and research level.

How?

By facilitating access to digital resources for all groups and by providing training in digital skills, with a special focus on Digital Enabling Technologies. **By ensuring** accessible and user-friendly digital platforms, content and resources. **By providing** technological resources that encourage interdisciplinarity across areas and groups. **By improving** physical and virtual infrastructures.

4 QUALITY EDUCATION

5 GENDER EQUALITY

8 DECENT WORK AND ECONOMIC GROWTH

10 REDUCED INEQUALITIES
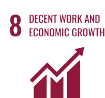
Bridging the gender gap in digital transformation

The digital transformation we want must improve people's lives by achieving greater equality. To this end, we must narrow the gender gap and promote an inclusive digital transformation in our University, fostering digital competences that enable the participation of women in all areas of our institution. In addition, we must promote scientific career paths and university training for women in STEM fields, as well as introduce a gender lens into research on areas such as artificial intelligence, so as to prevent and detect bias in design and thus make technology more inclusive for everyone. We must also harness the capabilities of digital technologies to create strategies, such as teleworking, that promote a work-life balance.
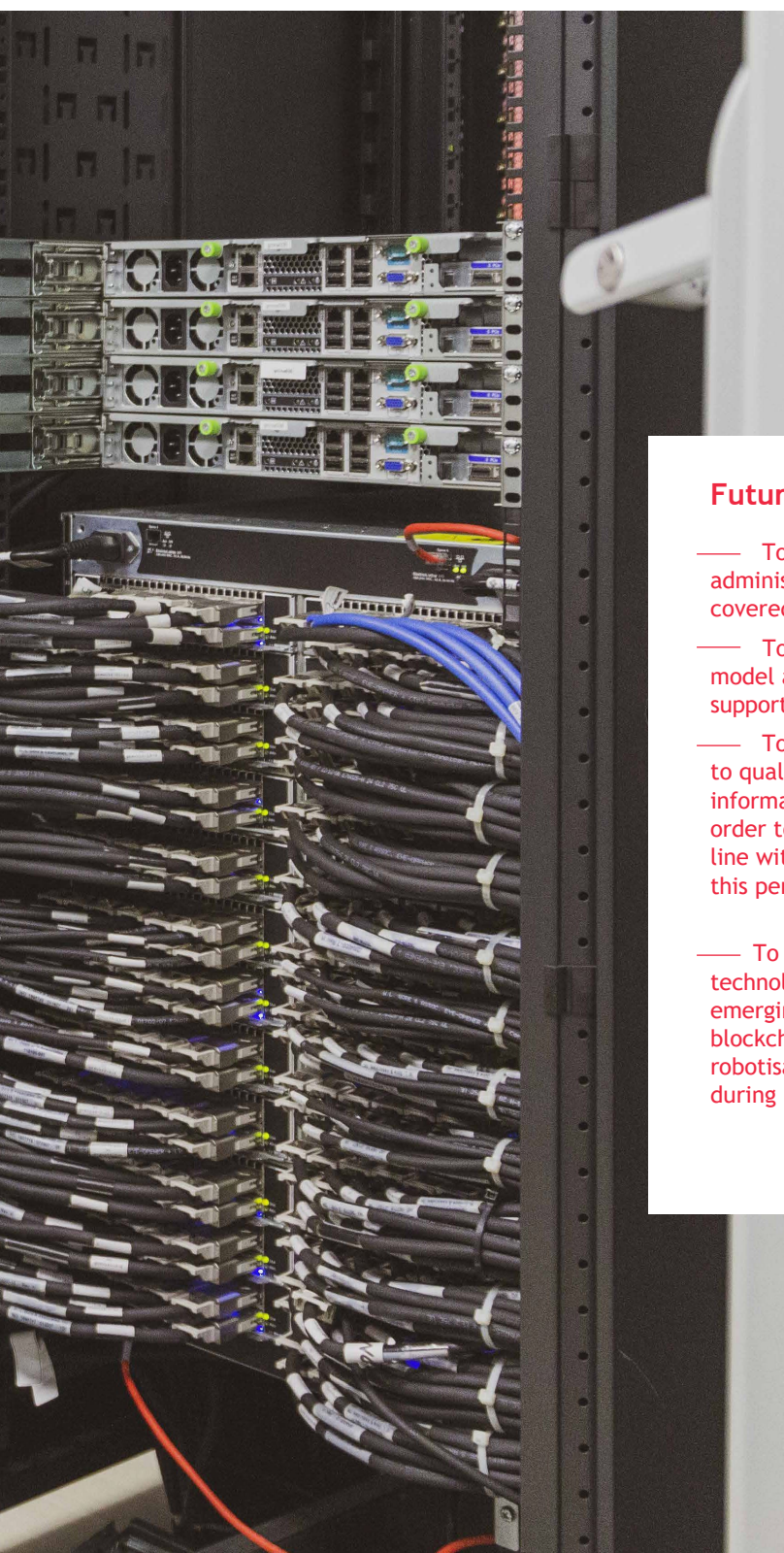
Future milestones

—— To effectively implement electronic administration in all processes over the period covered by the plan.

—— To effectively implement a data governance model and the use of data science tools for support in management.

—— To allocate around 5% of the annual budget to qualified staff, infrastructures and services in information and communication technology in order to achieve a degree of digital maturity in line with the size and prestige of the UGR (in 2021 this percentage was around 1.5%).

—— To develop strategies for adopting technologies that are innovative, advanced or emerging, as artificial intelligence, cloud, blockchain, virtual/augmented/mixed reality, robotisation and the Internet of Things are today, during the period covered by the plan.

Transformative projects

V Centenary Horizon Project

Project description

Nearly 500 years have passed since the University of Granada opened its doors to knowledge. During his stay in the city and within the framework of the agreements adopted by the Congregation of the Royal Chapel, Emperor Charles V signed a Royal Warrant on 7 December 1526 establishing the General Studies in Granada. Subsequently, upon the emperor's request and by means of a bull issued on 14 July 1531, Pope Clement VII confirmed the foundation and development of the University of Granada.

With almost five hundred years of history, our University must have a clear understanding of what it represents for society. Likewise, our institution must know and transmit its traditional values and the importance of its historical background in the advancement of scientific knowledge and socio-economic development. In short, the University of Granada must build its future without losing sight of its past, its collective identity and its cultural values. However, the purpose of this project is not only to remember the institution's history and to make our unique tangible and intangible heritage known to the university community and the world in general. We also wish to use this journey to reflect on the role that the University plays today and will play in the future, both locally and globally. In addition, we want to convey the importance of deciding where we want to go and share this process with society throughout the decade.

Through this process, citizens will learn about the University of Granada, its importance and the role it has played in the advancement of knowledge and of Granada society itself. In this way, the University will be able to prove its status as a citizen's university, an institution indebted to the city and at the service of the citizens.

Likewise, as we commemorate the V Centenary, it is vital that all structures and services see our strategic horizon of 2031 as an opportunity to embark on transformational projects at the level of faculties, schools, departments, units and services, committing the entire activity of the University to this objective.

Arqus Alliance

Project description

The European Universities Initiative is a project of the European Commission that seeks to establish transnational alliances aimed at becoming the universities of the future, to foster the European identity and its values, and to revolutionise the quality and competitiveness of European higher education. These alliances cover a wide geographical area across Europe and are based on a jointly planned long-term strategy that focuses on sustainability, excellence and European values. These partnerships offer student-centred curricula taught jointly on inter-university campuses, where students can design their own education pathways as well as undertake mobility periods at any level of study. A challenge-based learning approach is adopted in which students and teaching staff members, together with external partners, cooperate in interdisciplinary teams in order to address the great challenges of the 21st century.

The Arqus Alliance comprises the universities of Wroclaw (Poland), Graz (Austria), Leipzig (Germany), Lyon (France), Miño (Portugal), Padua (Italy) and Vilnius (Lithuania), in addition to the UGR, which acts as coordinator. It was selected by the European Commission as one of the first 17 alliances approved in 2019. Currently, the Alliance receives funding from the Erasmus+ and Horizon 2020 programmes, as well as from several Spanish and regional governments. In parallel to the implementation of its ambitious work plan, Arqus is intensively involved in a permanent policy dialogue with the European Commission, the national authorities of the Member States, quality assurance agencies and other university networks and associations for the development of the European Education Area, the European Research Area, and the European Higher Education Area through the European University Strategy.

arqus
Alliance of European Universities

UGR-DONES Project

Project description

Together with CIEMAT, the UGR is implementing in Granada the IFMIF-Dones Particle Accelerator project, which is currently considered an ERIC (European Research Infrastructure Consortium) and with a consortium already established for its implementation and execution. This project is part of the EU's ambitious programme to turn fusion as an energy source into a scientific and technological project with an international dimension.

The objective of the UGR-Dones project is to create an innovation ecosystem of cutting-edge researchers acting alongside and in coordination with the particle accelerator project for the development of new materials and highly technological companies. Its ultimate goal is to provide solutions in the field of renewable energies, clean energy production technologies, health and environmental solutions.
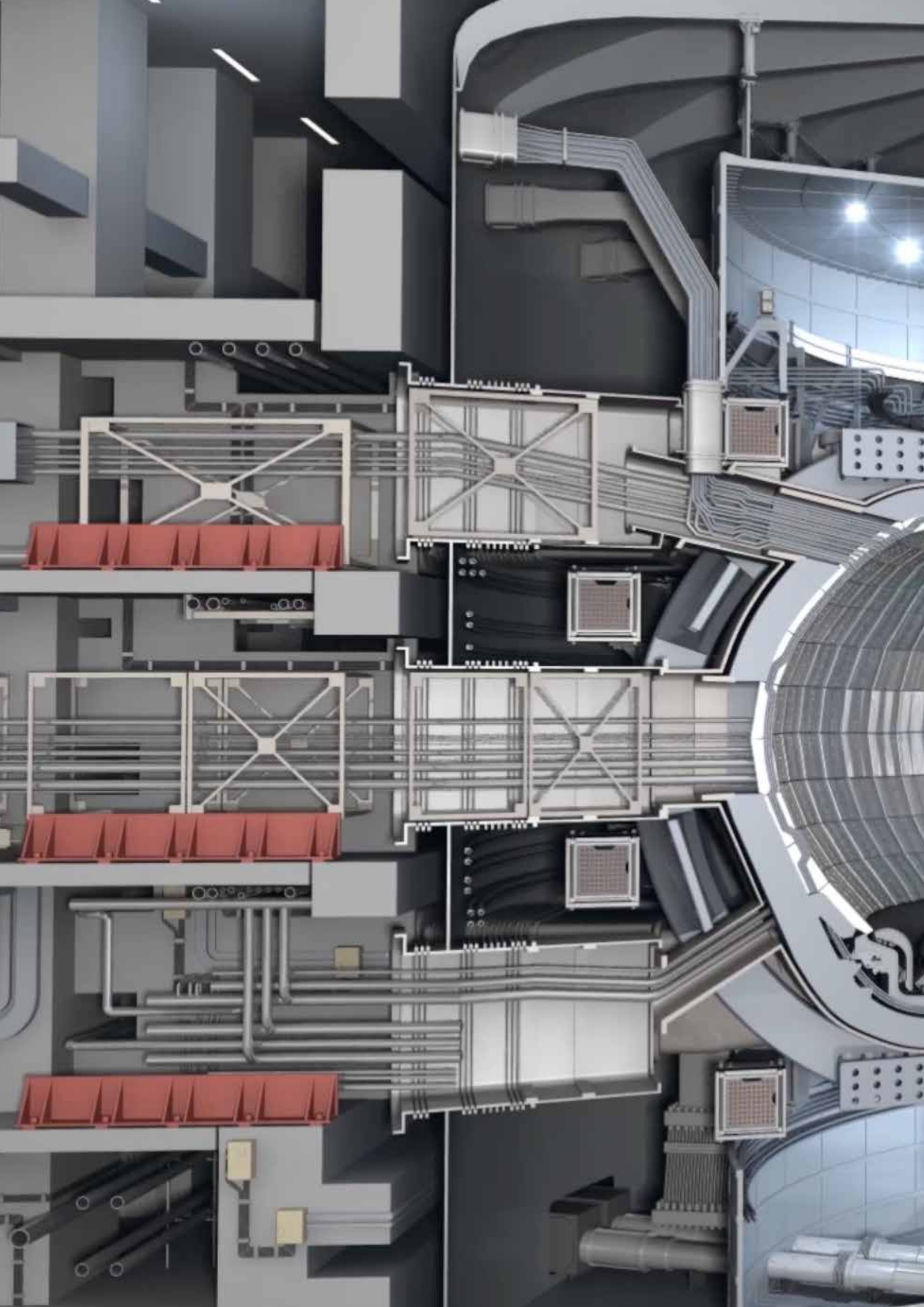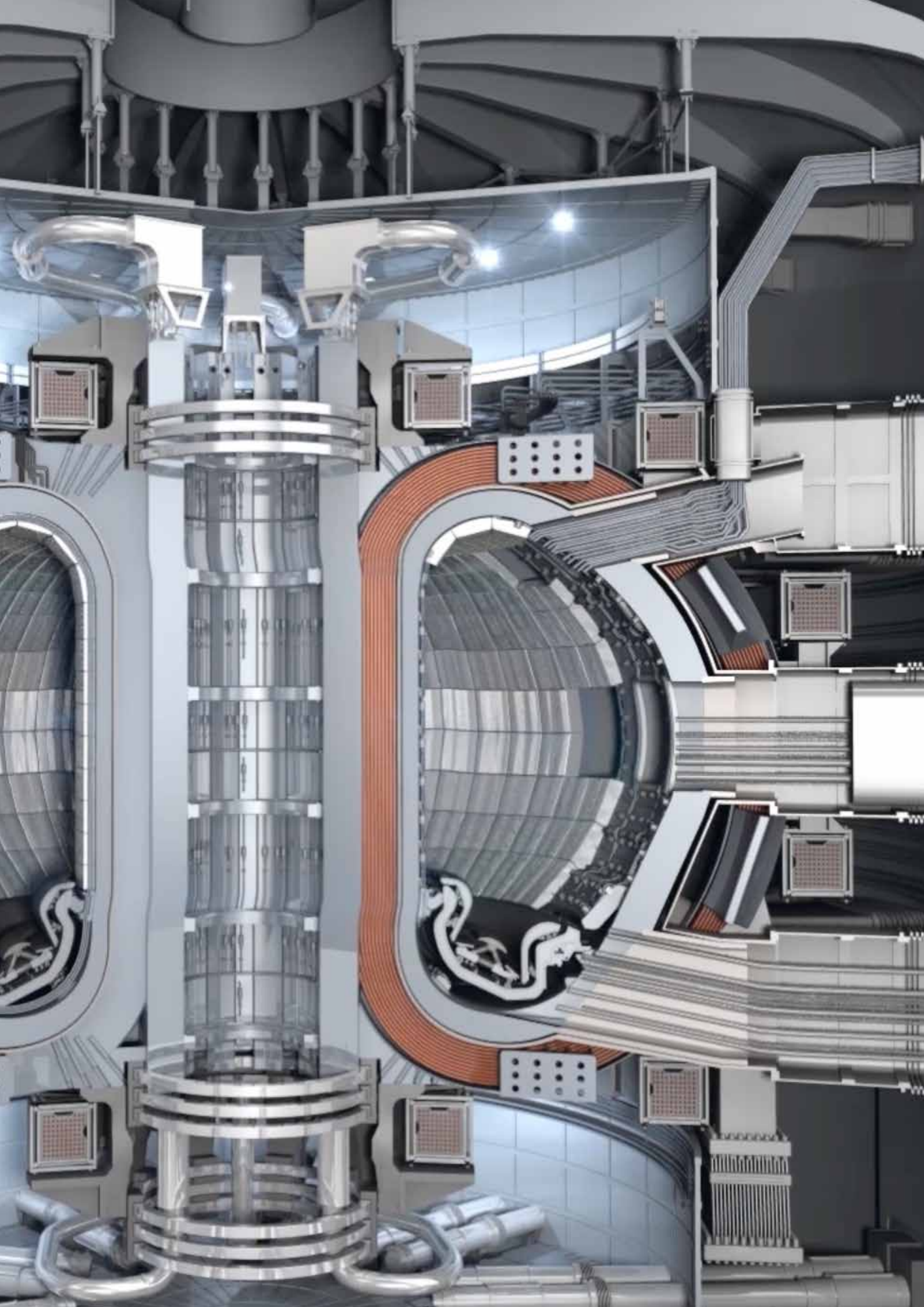
UGR-AI Project

Project description

The project is linked to the resilience project that the UGR has presented, the objective of which is the creation of an "Andalusian Centre for Innovation and Digitalisation: Artificial Intelligence, Cybersecurity, Virtual Environments and 5G (CAID)". With a budget of €48.5 million, this project integrates all the research groups specialised in digital transformation from the UGR, as well as groups from the Universities of Jaén and Córdoba.

This project already has some important milestones to build on:

1. Creation of the Centre of Excellence for Artificial Intelligence Research (AI Lab Granada), in collaboration with technology partners Indra, Google Cloud and Nvidia.

2. Creation of the Andalusian Digital Innovation Hub in Artificial Intelligence and Applied Robotics, Air-Andalusia, which brings together the most important technological actors in the Andalusian sector: universities, companies, technology parks, technology clusters and research centres.

3. Petition for the creation of the National AI Centre in Granada and the National Regulatory Agency for Artificial Intelligence.

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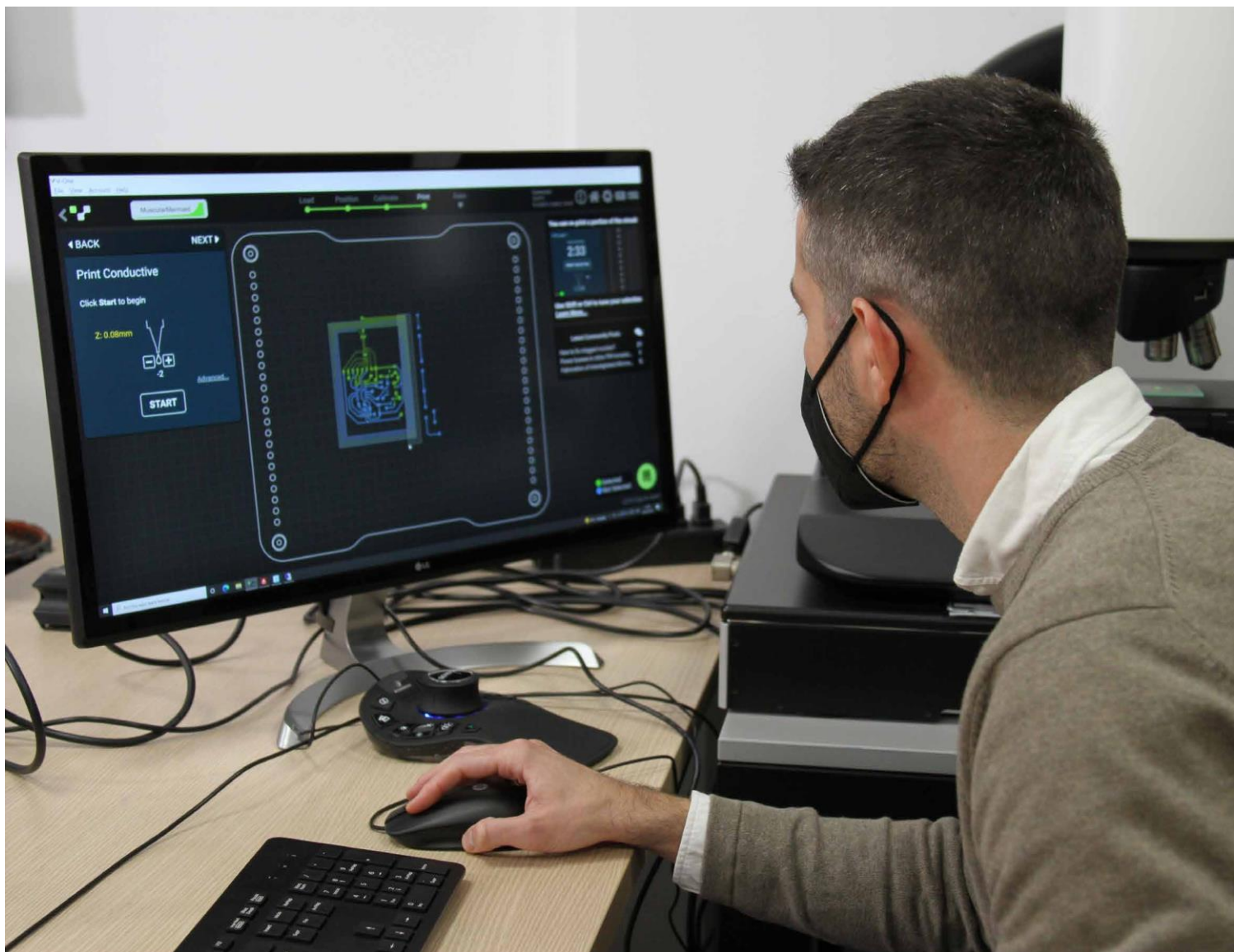
UGR-Sostenibilidad Project

Project description

This project is connected to the resilience project presented by the UGR "Andalusian Innovation Green Hub on Artificial Intelligence & Geodesign for e-Biodiversity Services - AI2 Green BioHub" which, with a budget of €48 million, brings together the innovation actions in sustainability and ecological transition of groups at the University of Granada, University of Huelva and LifeWatch ERIC. This project builds on a previous important milestone, namely the UGR's award of a LifeWatch ERIC project: "Thematic Center On Mountain Ecosystem & Remote Sensing, Deep Learning-AI E-Services University of Granada-Sierra Nevada (Smart EcoMountains)".

Singular campuses

In addition to the five campuses spread throughout the city of Granada, the University of Granada has the particularity of having two campuses in North Africa, located in the autonomous cities of Ceuta and Melilla. This peculiarity has an impact on the different functions performed by the University, the existing governance actions and the design of future strategies.

The great majority of the proposals included in this Strategic Plan involve all the people and groups that make up the UGR, no matter what campus or territory they belong to. However, as a result of the strategic reflection process carried out, we are convinced of the need to design unique strategies for our campuses in Ceuta and Melilla, in line with the proposals of this Strategic Plan and with the strategic lines for the cities of Ceuta and Melilla.

In particular, these strategies should focus on the following lines:

1. Advancing towards a quality training offer and a satisfactory educational experience for students from the Ceuta and Melilla campuses under equal conditions with the University's other campuses.

2. Focusing on the balance and stability of teaching and research staff (PDI), and helping develop the academic careers of young researchers on these campuses.

3. Fostering new emerging, multidisciplinary research lines connected to the socio-economic environment of Ceuta and Melilla.

4. Promoting postgraduate training and encouraging the completion of doctoral theses at the campuses of Ceuta and Melilla (known as "singular campuses").

5. Moving towards the professionalisation of management on these campuses.

6. Contributing to increasing the impact and projection of the UGR in the cities of Ceuta and Melilla, promoting the hosting of scientific, innovation, cultural and sporting events.

The UGR in figures (2020/2021)

Structure

Campuses: 5 (Granada), 2 (Ceuta and Melilla)

UGR faculties and schools: 30

Research institutes: 17

Departments: 124

Academic programmes on offer

Undergraduate programmes: 112

Master's degree programmes: 154

Doctoral programmes: 28

UGR-specific degrees: 145

MOOC courses: 11

Registered students

Top 5 in the Spanish University System

Total: 91,463

Undergraduate degree students: 46,003

Master's degree students: 6,215

Doctoral degree students: 3,809

UGR-specific degrees: 1,134

MOOC courses: 34,302

% of international undergraduate students: 6.03%

% of international master's and doctoral degree students: 14.64%

Graduates

Undergraduate degree students: 6,950

Master's degree programmes: 3,908

Doctoral degree students: 396

Staff

Total number of teaching and research staff (PDI): 3,751

PDI with civil service status: 2,198

PDI without civil service status: 1,553

Total number of administrative and support staff (PAS): 2,729

PAS with civil service status: 2,333

PAS on contract and PAS employed on a temporary basis: 396

Research

Publications (WoS): 4,193

Top 10% (WoS) publications: 10.59%

Category Normalized Citation Impact: 1.20

Publications with international collaborators: 52.64%

Spanish National Plan projects: 118

EU projects: 36

Research chairs: 28

"María de Maeztu" Units of Excellence: 1

Research Units of Excellence: 20

FPU predoctoral contracts: 87

FPI predoctoral contracts: 24

Juan de la Cierva contracts: 23

Ramón y Cajal contracts: 9

Full funding of European research projects in 2020: €7,022,799.98

Knowledge transfer

Patent requests: 22

R&D contracts (art. 83): 629

Amount in R&D contracts: €9,183,940

Spin-offs created: 2

Collaborative R&D projects obtained through public calls for proposals: 22

Amount obtained for collaborative R&D projects through public calls for proposals: €2,654,000

Total funding raised via transfer: €12,011,940

Economic data (2020)

Settled budget: €436,624,755.25

Staff costs: €324,046,261.75

Real investments: €60,460,689.11

Income from formal education: €13,019,682.04

Income from structural operational funding: €178,773,039.88

Income from capital transfers: €165,964,795.88

Impact of the UGR on the income of the province: €1,036.6 million (6.12%)

Impact of the UGR on employment in the province: 25,571 jobs (7.77%)

International rankings

Shanghai Ranking (ARWU): 201-300 World; 1st Andalusia; 2nd Spain

Center for World University Rankings (CWUR): 326 World; 1st Andalusia; 6th Spain

National Taiwan University Ranking (NTU): 303 World; 1st Andalusia; 6th Spain

CWTS Leiden Ranking: 284 World; 1st Andalusia; 6th Spain

University Ranking by Academic Performance (URAP): 272 World; 1st Andalusia; 6th Spain

Strategic Plan
Steering Committee

President

Pilar Aranda Ramírez
Rector of the University of Granada

Vice-Rectorate for Institutional Policy and Planning

Pedro Mercado Pacheco
Vice-Rectorate for Institutional Policy and Planning

Salvador del Barrio García
Director for Strategic Planning

Representation of the University Community

Aurora Bueno Cavanillas Professor and Head of the Department of Preventive Medicine and Public Health

Antonio Jesús Campos Muñoz
Professor, Department of Histology

Andrés Catena Martínez
Professor, Department of Experimental Psychology

Susana Corzo Fernández
Profesora Titular de Universidad (Senior Lecturer), Department of Political Science and Administration

Ana Isabel del Moral García
Professor, Department of Microbiology

Manuel Díaz Carrillo
Professor, Department of Mathematical Analysis

Joaquín Fernández Valdivia
Professor, Department of Computer Science and Artificial Intelligence

María Dolores Ferre Cano
Professor, Department of Semitic Studies

María José Gálvez Ruiz
Professor, Department of Applied Physics

Emilia Guadix Escobar
Professor (Department of Chemical Engineering) and Director for UGR-specific Degrees

Miguel Ángel Guardia López
Director of the Research Projects Office

Francisco Herrera Triguero
Professor, Department of Computer Science and Artificial Intelligence

Julián Juberías Olmo Former Coordinator of the General Student Council (DGE)

Juan López Martínez
Professor, Department of Financial and Tax Law

Teodoro Luque Martínez
Professor, Department of Marketing and Market Research

Juan Antonio Marmolejo Martín
Profesor Contratado Doctor (permanent Lecturer), Department of Statistics and Operational Research (Melilla Campus)

Germán Martínez Montes Professor and Head of the Department of Building Engineering and Engineering Projects

José Antonio Pérez Tapias
Professor, Department of Philosophy II

Fernando Jesús Trujillo Sáez
Profesor Titular de Universidad (Senior Lecturer), Department of Didactics of Language and Literature (Ceuta Campus)

Alicia Vera Suanes
Administrator of the Faculty of Arts

Javier Villoria Prieto
Profesor Titular de Universidad (Senior Lecturer) and Dean of the Faculty of Education

External Representation

Ana Agudo Martínez Director of the Public Andalusian Foundation of the Health Sciences Technology Park (PTS)

Ángeles Orantes Zurita
Director of Industrias Cárnicas Zurita

Fiona Hunter
Former president of the European Association for International Education and member of the UGR's Advisory Council for Internationalization

Gregorio Jiménez López
Former President of the Social Council of the University of Granada

Elisa Pérez Vera
Magistrate of the Constitutional Court and former Rector of the National Distance Education University (UNED)

Coordination of the working groups

People, identity and participation

Rafael Cano Guervós
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Dean of the Faculty of Economics and Business

Teaching and learning

María Inmaculada Ramos Tapia
Profesora Titular de Universidad (Senior Lecturer), Department of Criminal Law

Research, innovation and transfer

Sergio Navas Concha
Professor, Department of Theoretical Physics and Cosmology
Vice-Dean of the Faculty of Science (Scientific Research and Dissemination)

Economic model and environmental transformation

Gregorio Jiménez López
Former President of the Social Council of the University of Granada

Governance, management and funding

Miguel Ángel Guardia López
Director of the Research Projects Office

Society, culture and social projection

Margarita Sánchez Romero
Professor, Department of Prehistory and Archaeology
Vice-Rector for Equality, Inclusion and Sustainability

Internationalization

María Teresa Bajo Molina
Professor, Department of Experimental Psychology

Digital transformation

Pedro García Teodoro
Professor, Department of Signal Theory, Telematics and Communications
Director of the School of Computer and Telecommunication Engineering

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