

STRATEGIC  
PLAN  
POLITÉCNICO  
DE LEIRIA  
2030



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DE LEIRIA

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# **STRATEGIC PLAN POLITÉCNICO DE LEIRIA 2 0 3 0**



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# FACT SHEET

## TITLE

STRATEGIC PLAN POLITÉCNICO DE LEIRIA 2030

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# LIST OF ABBREVIATIONS AND ACRONYMS

<b>A3ES</b>	Agency for Assessment and Accreditation of Higher Education	<b>FCT</b>	Science and Technology Agency
<b>CARME</b>	Centre of Applied Research in Management and Economics	<b>FTE</b>	Full-Time Equivalent
<b>CDRSP</b>	Centre for Rapid and Sustainable Product Development	<b>GDPR</b>	General Data Protection Regulation
<b>CENTIMFE</b>	Technological Centre for the Molds Industry, Special Tools and Plastics	<b>HEI</b>	Higher Education Institution(s)
<b>CETEMARES</b>	Marine Sciences R&D, Education, and Knowledge Dissemination Centre	<b>IDDNET</b>	D. Dinis Incubator – STARTUP Leiria
<b>CI&amp;DEI</b>	Centre for Studies in Education and Innovation	<b>INDEA</b>	Research, Development and Advanced Studies Institute – Politécnico de Leiria
<b>CICS.Nova</b>	Interdisciplinary Centre of Social Sciences [Politécnico de Leiria Delegation]	<b>INE</b>	Statistics Portugal
<b>CIEQV</b>	Life Quality Research Centre [Politécnico de Leiria Delegation]	<b>IoT</b>	Internet of Things
<b>CIIC</b>	Computer Science and Communication Research Centre	<b>KPI</b>	Key Performance Indicator
<b>CIM</b>	Intermunicipal Community	<b>LIDA</b>	Design and Arts Research Lab
<b>CiTechCare</b>	Centre for Innovative Care and Health Technology	<b>LSRE/LCM</b>	Laboratory of Separation and Reaction Engineering/ Laboratory of Catalysis and Materials [Politécnico de Leiria Delegation]
<b>CiTUR</b>	Centre for Tourism Research, Development and Innovation	<b>MOOC</b>	Massive Open Online Course
<b>COIL</b>	Collaborative Online International Learning	<b>NERLEI</b>	Entrepreneurial Association of the Leiria Region
<b>ECTS</b>	European Credit Transfer and Accumulation System	<b>NUTS</b>	Nomenclature of Territorial Units for Statistics
<b>EHEA</b>	European Higher Education Area	<b>OBITEC</b>	Science and Technology Association of Óbidos
<b>ENERDURA</b>	Regional Energy Agency of Alta Estremadura	<b>OO</b>	Operational Objective
<b>ESAD.CR</b>	School of Arts and Design	<b>R&amp;D+i</b>	Research, Development and Innovation
<b>ESECS</b>	School of Education and Social Sciences	<b>RCS-PT</b>	Sustainable Campus Network Portugal
<b>ESSLei</b>	School of Health Sciences	<b>RJIES</b>	Legal Regime of Higher Education Institutions
<b>ESTG</b>	School of Technology and Management	<b>RUN-EU</b>	Regional University Network – European University
<b>ESTM</b>	School of Tourism and Maritime Technology	<b>SDGs</b>	Sustainable Development Goals
		<b>SIGQ</b>	Internal Quality Assurance System
		<b>SO</b>	Strategic Objective
		<b>TeSP</b>	Professional Higher Technical Course
		<b>UED</b>	Distance Learning Unit



# **INTRODUCTORY NOTE**



# POLITÉCNICO DE LEIRIA'S STRATEGIC PLAN 2030

## **Rui Filipe Pinto Pedrosa**

President of Politécnico de Leiria

Politécnico de Leiria is a distinguished Portuguese public higher education institution that works towards regional sustainable development and is becoming ever more internationally influential. As an institution that puts its knowledge at the service of society and sets objectives for education, research, innovation, and internationalisation, Politécnico de Leiria is growing not only nationally but also on a global scale. We are going through challenging and complex times, which we will only be able to overcome if we collaborate within global networks that can impact and transform the local economy, environment and society. The global challenges related to sustainability, digitalisation, and social cohesion and resilience have become more evident with the pandemic crisis. Besides the impact on health, it has tremendously impacted the

economy and society, with visible effects on people's lives and institutions. Although the situation is complex *per se*, it has shown that we need to invest in knowledge and science, through regional, national and international collaborative networks.

After carefully analysing many strategic ideas and agendas that influenced and will continue to influence the future society on regional, national, European and international levels, Politécnico de Leiria designed its 2030 Strategic Plan. As a mandatory management tool, this strategic document aims to innovate and guide our institutional strategy for a very relevant timeframe – 2030. While developing this plan, we had the opportunity to discuss the future of Politécnico de Leiria with the academic community, the regional stakeholders and personalities and institutions from a national and international sphere. Overall, hundreds of national and international individuals, including teachers, researchers, students, technical staff members, government officials and many external institutions and personalities have contributed to the creation of this document. This plural participation was essential to building this impactful and ambitious document.

Reflecting on the future of Politécnico de Leiria was also a moment to evaluate its great qualities, limitations and transversal challenges. Since knowledge is global and multicultural, the Politécnico de Leiria's 2030 Strategic Plan ensures it will become an ever more nationally and internationally renowned public higher education institution, which responsibly contributes to the region's quality of life, through educational, social, economic, cultural, artistic, environmental and health-related activities. Therefore, our 2030 Strategic Plan is grounded on an ambitious vision, distinctive values and strategic objectives, pushing Politécnico de Leiria forward in different and innovative areas.

The Plan was based on an extensive collaborative process and will be systematically monitored in a scheduled mid-term review in this ten-year journey. It has been co-constructed by everyone – students, teachers, researchers, technical staff members and regional, national and international partners.

The challenges are enormous, **but together we will succeed!**

**We are  
counting on  
everyone!**



# EXECUTIVE SUMMARY

The 2030 Strategic Plan aims to guide Politécnico de Leiria for the next ten years and help it overcome current and future challenges with commitment, coherence and sustainability. The main objective of this strategy is to make Politécnico de Leiria an ever more nationally and internationally renowned public higher education institution. Given the challenges experienced in 2021, it was necessary to update some identity elements of the 2020 Strategic Plan that, directly and indirectly, influence the performance of higher education institutions.

Its construction was based on a combination of different collaborative models that involved the academic community and external national and international participants in various phases of the planning process. This contributed to a collaborative diagnosis based on SWOT analysis, and to update the Vision, Mission, Values, Distinctive Factors, Strategic and Operational Objectives and the Strategic Action Guidance Plan. Internal and external stakeholders of Politécnico de Leiria participated in various thematic work group meetings with members from the schools, the research units and the students' unions. Moreover, online contributions were also collected through an online platform specifically designed for this purpose, along with the usual input from the Politécnico de Leiria's governing bodies, such as

the Management Council, the Academic Council and the General Council. In short, the methodology used increased the number of participation opportunities for all internal and external stakeholders. By using this collaborative model, Politécnico de Leiria has ensured the community feels identified with and will be committed to the plan, thus leading to its successful implementation and accomplishment.

The Politécnico de Leiria's innovative vision for 2030 stands on six Strategic Objectives, which are then split into 16 Operational Objectives. Each Operational Objective will be annually monitored through Key Performance Indicators (KPIs), which will be essential for the reflection (and adjustments) to be done halfway through the term of the 2030 Strategic Plan.

The Strategic Objectives are aligned with the three most important strategic agendas for the next decade: Transformation through Social Innovation, Digital Transformation, and Green Transition. These political, social, economic and environmental frameworks will influence Politécnico de Leiria's strategic vision as an institution that aims to be a scientific pioneer not only in Portugal, but in the world.

The background is a solid bright yellow color. Overlaid on this are several large, soft-edged, organic shapes in a lighter, pale yellow shade. These shapes are positioned in the upper right and lower right areas, creating a layered, abstract effect.

# **CHARACTERISATION OF POLITÉCNICO DE LEIRIA**



Founded in 1980, Politécnico de Leiria is a public higher education institution with administrative, financial, patrimonial and management autonomy. It is committed to high standards of education and research and focused on producing and delivering knowledge of high cultural, economic and social value. Politécnico de Leiria is headquartered in the city of Leiria and has schools and research units spread across the Leiria and Oeste Region of Portugal, in the cities of Leiria, Caldas da Rainha, Peniche, Marinha Grande and Torres Vedras (Table I).

CAMPUS	SCHOOL / UNIT
Headquarters – Leiria	Headquarters + Social Services
Campus 1 – Leiria	ESECS + research units
Campus 2 – Leiria	ESTG + ESSLei + UED + research units
Campus 3 – Caldas da Rainha	ESAD.CR + research unit
Campus 4 – Peniche	ESTM + research unit
Campus 5 – Leiria	Innovation Health Hub
CDRSP Building – Marinha Grande	CDRSP
Cetemares Building – Peniche	MARE – Politécnico de Leiria
Training Centre – Torres Vedras	LabCentre

Table I . Politécnico de Leiria's Campuses

It provides its students with high-quality pedagogical, scientific and support services, equipment and facilities on campus, including labs, bibliographic resources and tools (libraries, B-on Scientific Digital Library), easy access to the internet (physical or wireless), student social support services (scholarships, canteens, restaurants, student residences, health services, and sports activities) and psychological and career guidance services.

Through its schools and research units, as well as other infrastructures of knowledge sharing and valorisation, Politécnico de Leiria works mainly in the following areas:

- a. Education: delivering degree programmes, professional higher technical courses, and other study programmes which do not confer an academic degree;
- b. Research, support and participation in scientific institutions;
- c. Scientific and technological knowledge sharing and valorisation;
- d. Professional training and lifelong learning;
- e. Community services provision and development support;
- f. Cultural, scientific and technical cooperation and exchange with fellow institutions;
- g. Production and dissemination of knowledge and culture.

With the publication of Decree-Law No. 65/2018 of 16 August, which amends the legal regime of higher education degrees and diplomas, polytechnic higher education institutions are able to award the doctoral degree.

In 2020, the establishment of the Regional University Network – European University (RUN-EU) represented an important milestone in the internationalisation strategy of Politécnico de Leiria, opening doors to several investment and cooperation opportunities. As the leader and coordinator of this European alliance, Politécnico de Leiria holds a key role in fostering excellence and innovation in higher education for societal transformation. RUN-EU is a European University that promotes pedagogical innovation and delivers flexible curricular programmes, including short advanced programmes and European double and joint degrees.

**Politécnico de Leiria currently offers 44 bachelor's degrees, 48 master's degrees, 1 joint doctoral degree, 24 non-degree postgraduate programmes, and 46 TeSP programmes (short cycles), focused on seven knowledge areas: Education and Social Sciences, Technology and Engineering, Arts and Design, Tourism, Health and Sport, Business Sciences, and Maritime Science and Technology. Overall, Politécnico de Leiria delivers education of excellence to around 13,000 national students and 1,500 international students every academic year. Furthermore, there are more than 80 PhD students at Politécnico de Leiria, collaborating in research projects at different research units under the supervision of teachers and researchers. Politécnico de Leiria was the first polytechnic HEI in Portugal to join forces with another Portuguese university (University of Minho) to create a joint doctoral programme (the Joint Doctoral Programme in Engineering of Polymers and Mould Industries), which was accredited in 2020. Politécnico de Leiria also offers continuing education and training opportunities, including preparation for higher education courses for students over 23 years old and programmes for retired people over 50 years old.**

**All its programmes are accredited by the Agency for Assessment and Accreditation of Higher Education (A3ES) and comply with all legal requirements. Besides A3ES mandatory accreditation, Politécnico de Leiria also voluntarily applies to other programme assessments and certifications, both on a national and international level, which represent an added quality recognition. It should also be noted that the Internal Quality Assurance System of Politécnico de Leiria was also inspected and certified by A3ES, for a maximum period of 6 years.**

On 31 December 2020, Politécnico de Leiria and its Social Services had 1,566 staff members (1,047 teachers, 17 researchers and 508 technical and administrative staff).

# R&D+i ECOSYSTEM

Politécnico de Leiria is a higher education institution focused on Research, Development and Innovation (R&D+i) and committed to positively impact the regional economy and society.

In addition to its 5 schools, Politécnico de Leiria has 15 research units, 3 scientific infrastructures, 1 centre for knowledge and tech-

nology exchange, 1 business association, 3 business incubators, 2 regional energy agencies, 1 science centre, 1 business school, 9 technology clusters, 1 technological centre, 1 technology park, 1 science and technology park, 5 collaborative labs and 5 digital innovation hubs.

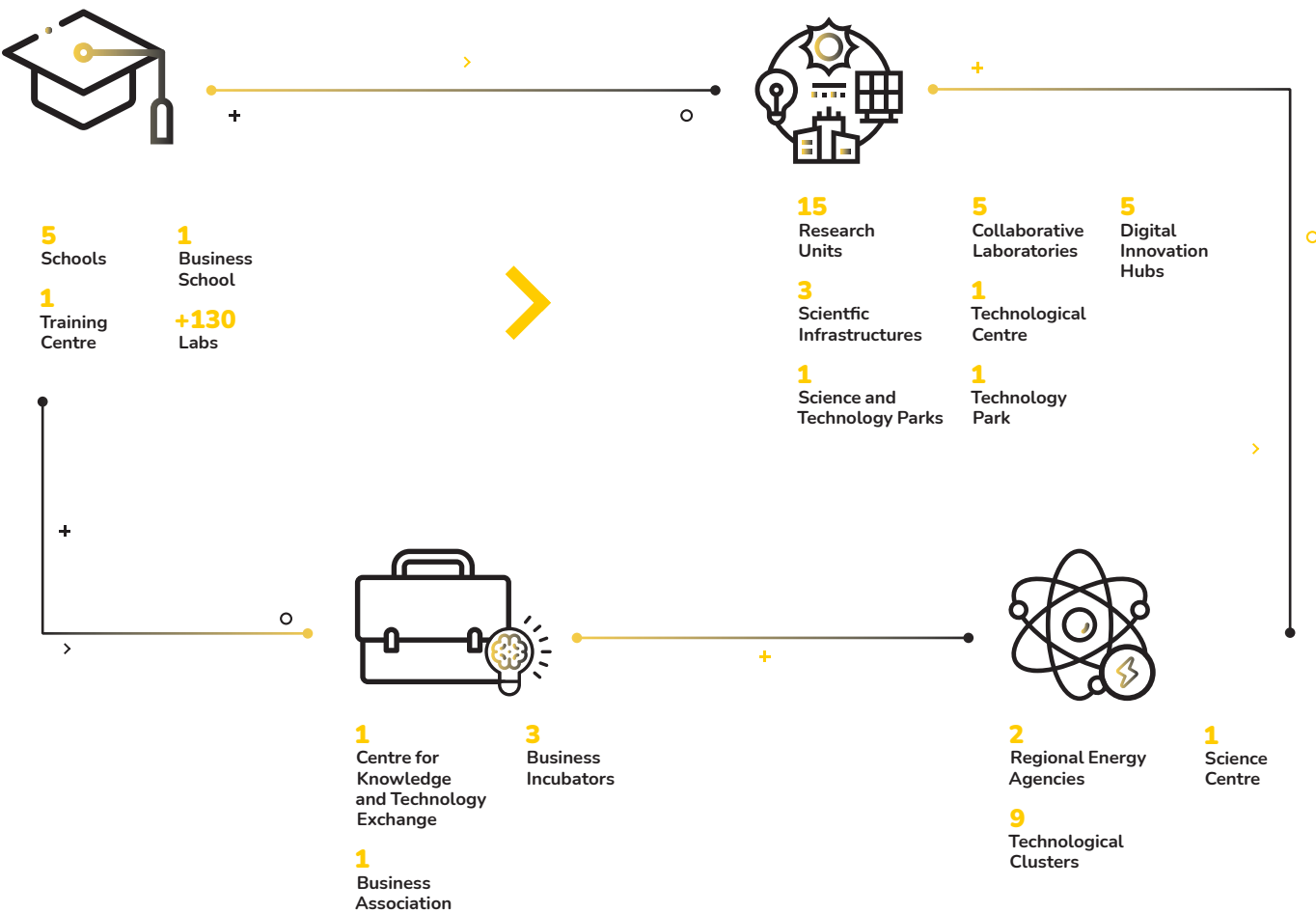


Figure 1 – Politécnico de Leiria's R&D+i Ecosystem

INSTITUTIONAL FRAMEWORK

Portuguese higher education institutions are scientifically, pedagogically, culturally and disciplinarily autonomous according to Law No. 62/2007, of 10 September – Legal Regime of Higher Education Institutions (RJIES). This regime regulates their establishment, attributes and organisation, the functioning and competence of their bodies, as well as the State’s tutelage and supervision (Articles 71 to 75).

REGIONAL FRAMEWORK

Politécnico de Leiria’s zone of direct influence is NUT II – Centro Region, with a higher emphasis on NUT III – Leiria Region (which includes the municipalities of Alvaiázere, Ansião, Castanheira de Pera, Figueiró dos Vinhos, Pedrógão Grande, Batalha, Leiria, Marinha Grande, Pombal and Porto de Mós), Oeste Region (Alcobça, Alenquer, Arruda dos Vinhos, Bombarral, Cadaval, Caldas da Rainha, Lourinhã, Nazaré, Óbidos, Peniche, Sobral do Monte Agraço and Torres Vedras) and the municipality of Ourém (which is part of NUT III – Médio Tejo). Within these boundaries, the resident population is 694,981, which accounts for 30% of NUT II – Centro Region’s total resident population (2,327,755 people) (Census 2021).

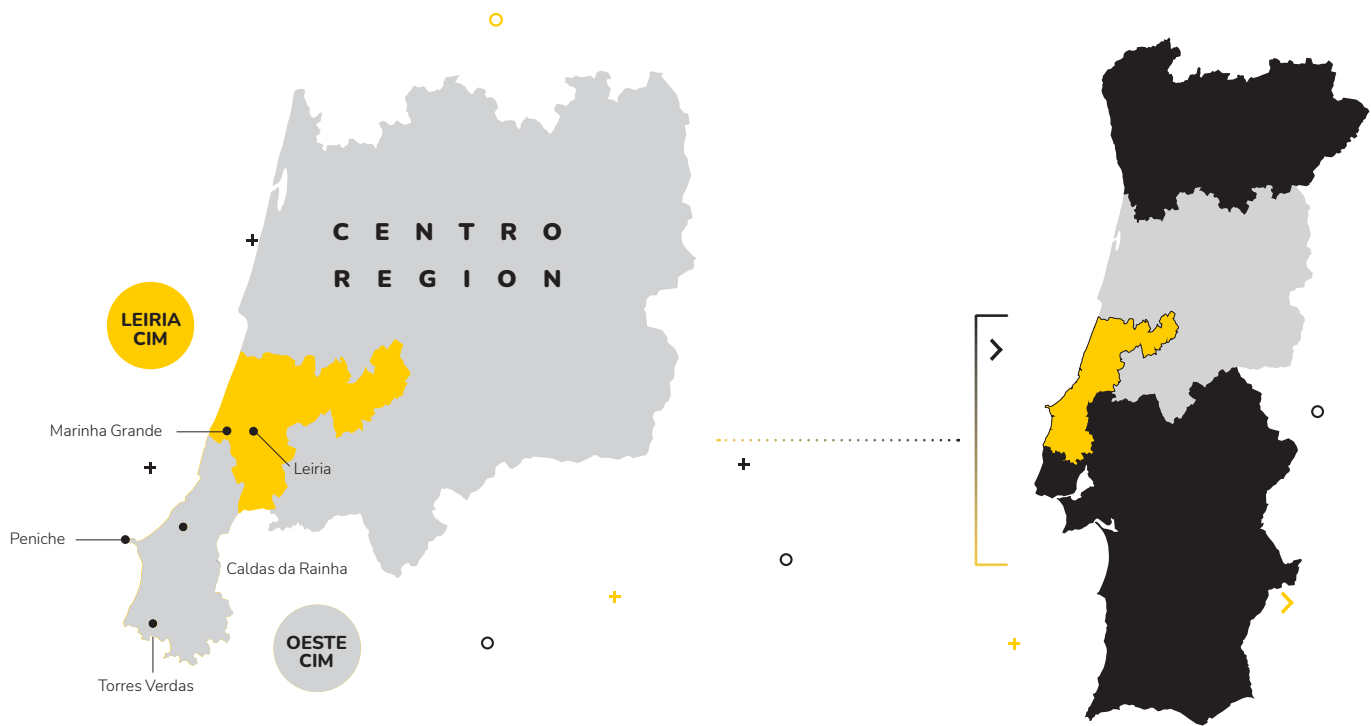


Figure 2 – Zone of direct influence of Politécnico de Leiria: NUT III – Centro Region; NUTII – CIM Leiria Region and CIM Oeste Region





The background is a solid bright yellow color. It features several large, overlapping, organic shapes in a lighter, cream-colored shade. These shapes are positioned in the upper right and lower right areas, creating a sense of depth and movement. The overall aesthetic is clean, modern, and minimalist.

## **METHODOLOGICAL APPROACH**



The 2030 Strategic Plan aims to guide Politécnico de Leiria for the next ten years and help it overcome current and future challenges with the same commitment, coherence and sustainability. The main objective of this strategy is to make Politécnico de Leiria an ever more nationally and internationally renowned public higher education institution. This instrument follows the strategy of the 2020 Strategic Plan, but given the challenges Politécnico de Leiria experienced in 2021, some identity aspects of the previous strategy that, directly and indirectly, influence the performance of higher education institutions had to be updated.

The first step was the approval, by the General Council of Politécnico de Leiria, of the plan's timeframe (2030), strategic methodology, development, responsibility, and technical coordination. Then, a methodological model was developed, based on collaborative sessions with the community (Figure 3).



Figure 3 – Development of the Methodological Approach Used in the Co-construction of the 2030 Strategic Plan

The methodological approach of the 2030 Strategic Plan was developed in six phases:

## 1. Planning

First, ten themes of strategic importance for Politécnico de Leiria were identified: I – Polytechnic University of the Future; II – Excellence in Education; III – Impactful Science; IV – People, Valorisation and Networking; V – Talent and Employability; VI – Knowledge Valorisation and Value Creation; VII – Internationalisation; VIII – Facilities and Modernisation of Services; IX – Financial Sustainability; X – Creative, Cultural, Social and Sporting Centrality.

These strategic themes led to the creation of ten work groups, one for each theme, composed of participants from the academic community (students, teachers, researchers and technical staff members) and external national and international participants (*alumni*, business representatives, incubators/accelerators, teachers, deans and presidents from other higher education institutions, technology centres, mayors, sports associations, cultural institutions, health care providers, among others), to cover different areas of knowledge, skills, visions, academic and professional experiences, leaders and cultures.

## 2. Collaborative Sessions

Two rounds of online collaborative sessions were held for communication and promotion of the discussions, including the use of the Mentimeter platform – for interactive participation in the questionnaires, where each participant could express their opinion by vote. The COVID-19 pandemic affected the development of the 2030 Strategic Plan and made it unfeasible to carry out the second round of collaborative sessions in a face-to-face model, as it had been initially planned. However, promoting the sessions only in an online format increased participation, particularly from those living or working outside Leiria and the country.

Overall, 117 people participated (Annex 1) in two rounds of collaborative sessions and a set of bilateral meetings.

### First round of collaborative sessions

Eighty-seven people participated in ten thematic work sessions. Each session started with a presentation of the identity elements defined in the 2020 Strategic Plan of Politécnico de Leiria (2020SP – Mission, Vision, Values and Critical Success Factors [the latter evolved to Distinctive Factors]). All participants were able to express their opinion in each session, following the MEMA approach ('Maintain', 'Eliminate', 'Improve' and 'Add'). In these sessions, it was also debated the need to develop the existing identity elements considering the challenges expected for the next decade.

The first round of collaborative sessions resulted in an initial strategic formulation of the identity elements of the 2030SP (Mission, Vision, Values and Distinctive Factors), as well as the identification of six strategic guidelines embodied in the Strategic Objectives.

### Second round of collaborative sessions

Considering the previously defined Strategic Objectives, six work sessions were held, with a total of 70 participants. After selecting the 2020SP Operational Objectives and Monitoring Indicators that corresponded to the Strategic Objectives defined for 2030, these were discussed in each work group. Using the '3Rs of the Participatory Model' methodology, each participant expressed their opinion on whether to 'Reuse – maintain', 'Rethink – update and contextualise' or 'Reject – eliminate' the operational objective, and then discussed the appropriate indicators to measure the operational objective in question. In these sessions, some suggestions for actions to be implemented to achieve the Strategic Objective were also collected. Thus, the second round of collaborative sessions defined an initial proposal of Operational Objectives and Monitoring Indicators, as well as guiding Strategic Actions to achieve them.

## 3. Bilateral Meetings

Those invited to participate in the work groups who did not have the opportunity to participate in the collaborative sessions were contacted, to increase the number of contributions for the development of the 2030SP of Politécnico de Leiria. In these bilateral meetings, the results obtained in the collaborative sessions were presented to collect comments and suggestions. Thus, 17 bila-

teral meetings occurred, whose contributions were fundamental to enrich the results previously achieved from the work groups.

#### **4. Meetings with the General Council, the Extended Management Council, the Schools' Deans, the Directors of Research Units and Support Services, and the Students' Unions**

To develop a strategic plan with the maximum possible number of participants from the academic community – to promote a sense of institutional belonging –, several strategies were used, which proved to be crucial to enrich the 2030SP. This also contributed to the consolidation of the identity elements, as well as the strategic objectives, the operational objectives and the guiding strategic initiatives. Hence, two rounds of sessions were held in each school of Politécnico de Leiria, with a total of 102 participants in the first round and 218 participants in the second round; two sessions with all research units, with 14 participants in each one; two sessions with the students' unions, with five participants in the first (the Presidents) and 21 participants in the second; two sessions with the Extended Management Council, where the school deans were heard; one session with the schools' support services directors, and finally, three sessions with the General Council. In these sessions, several contributions and suggestions for improvement were collected.

#### **5. Online platform for the collection of contributions**

Finally, Politécnico de Leiria also promoted an online platform on its internal network, which was open to the whole academic community, to share the identity elements of the 2030 Strategic Plan and then collect comments and suggestions. A total of 39 reflections were obtained through this portal.

The COVID-19 pandemic made it unfeasible to collect contributions in a face-to-face model, as it had been initially planned. Therefore, Politécnico de Leiria was only able to involve the internal and external community online. Yet this has increased collaboration in the development of the 2030 Strategic Plan.

In short, this methodology aimed to increase the number of in-

ternal and external contributions. This collaborative model was the starting point to ensure the community is identified with and committed to the principles of the defined plan. It is thus expected that this will lead to its successful implementation and Politécnico de Leiria will be able to achieve its objectives.

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## **MISSION, VISION AND VALUES**

## MISSION

Politécnico de Leiria's mission reflects all the work done by the academic community, the institutional characteristics of the present and the challenges of the future.

This is the Politécnico de Leiria's mission's statement for the 2020s decade:

**POLITÉCNICO DE LEIRIA IS A MULTICULTURAL HIGHER EDUCATION INSTITUTION FOCUSED ON EDUCATION, TRAINING, RESEARCH, AND INNOVATION. IT EQUIPS CITIZENS WITH THE MOST RELEVANT SKILLS FOR THE FUTURE SOCIETY AND CREATES KNOWLEDGE THAT CONTRIBUTES TO A SUSTAINABLE REGIONAL AND GLOBAL DEVELOPMENT.**

This mission demonstrates the **multiculturality** and diversity of the Politécnico de Leiria's campuses, characterised by the co-existence and interaction of different cultures and citizens from all over the world, which provide everyone within and outside the academic community with opportunities to learn and flourish.

In its programme pillars, **education, training, research, and innovation** are all on the same level, making it clear that Politécnico de Leiria is committed to creating citizens able to make a change in **society** and generate value as employees, both on an individual, institutional, or business level.

Politécnico de Leiria delivers the most **relevant skills for the future** through high-quality study programmes, lifelong learning strategies, and international mobility study and research programmes. It produces and delivers **knowledge** of high cultural, economic and social value and **innovation** that transforms society and contributes to **sustainable development**, providing answers to the most urgent societal challenges.

Finally, this mission reinforces Politécnico de Leiria's position as a **globally** renowned higher education institution that keeps its strategic focus on **regional** development.

## VISION

Politécnico de Leiria will continue being a prestigious and renowned public higher education institution both on a national and international level. Its ambitious vision and aspirations for

the future encourage the community to unite and pursue the Plan's objectives.

This is the Politécnico de Leiria's vision's statement for the 2020s decade:

**BY 2030, POLITÉCNICO DE LEIRIA WILL BE NATIONALLY AND INTERNATIONALLY RECOGNISED AS A POLYTECHNIC UNIVERSITY, DUE TO ITS EDUCATION OF EXCELLENCE AT THE SERVICE OF SOCIETY, CURRICULAR FLEXIBILITY AND INNOVATION, CREATIVITY AND CULTURE, AND COMMITMENT TO SUSTAINABLE DEVELOPMENT.**

In this vision, Politécnico de Leiria shows its desire to be finally known and recognised as a **Polytechnic University**. Because of its **universal meaning**, the word **university** has a **clear and distinctive social, national and international recognition and reputation**. Yet it aims to keep being a **Polytechnic**, for two reasons: firstly, to show the academic community and the society that it wants to **continue doing the same**, ie **delivering education that equips students with the most relevant skills for the present and the future**, preparing **students for the future labour market needs**, co-creating **services and R&D+i projects** with companies and institutions and putting **knowledge at the service of society**; secondly, because thinking ahead and looking into the future does not mean forgetting its past, its values and how it got here.

In line with the European Education Area strategy, the future of Politécnico de Leiria must encompass the recognition of its **innovative outstanding programmes** and the investment in **pedagogical innovation**, including student-centred teaching methods and flexible curricula. It is envisioned that national and international students will be able to design their curricula and obtain micro-credits recognised in every European country. Lastly, it is foreseen that Politécnico de Leiria will become a true engine of social transformation in the region, with the **ability to produce knowledge and put it at the service of society**, therefore working towards the creation of job opportunities and securing **global sustainable development**. Moreover, it will also become a **centre of creativity and culture in the region**, making it more attractive and improving the quality of life.

## VALUES

The values are the Politécnico de Leiria's principles, behaviours, and attitudes. They are embodied by all members of the community of Politécnico de Leiria and conduct every group and individual activity of this institution.

### Quality

Quality means providing services committed to the highest standards, professionalism, and humanity, whilst maintaining an adequate, safe, comfortable, and friendly higher education environment. Politécnico de Leiria offers world-class education, training, research, and innovation services, which is reflected in the students, teachers, researchers, and technical staff members' daily lives.

### Creativity and Innovation

Being a creative and innovative institution means being able to reflect and reprioritise, anticipate solutions and execute them, and be bold. It means questioning the present and envisioning the future. Overall, it means to dream and stimulate new, creative, and innovative ideas in education and research; and therefore, impact society, environment, economy, arts, and culture, and create connections with regional and international businesses.

### Ethics and Responsibility

To embody ethical and moral principles in its intervention in society, Politécnico de Leiria promotes a relationship of mutual trust in all its work dimensions. Every initiative is executed with a high sense of responsibility and transparency, from a scientific, pedagogical, financial, cultural, artistic, and social perspective.

### Sustainability

Contributing to sustainable development means aligning with the social transformation, digital transformation and green transition agendas, and promoting a sensible use of human, material, environmental and financial resources.

### Pluralism

Politécnico de Leiria values freedom of thought, diversity and multiculturalism in higher education above all. These principles contribute to the valorisation and exchange of experiences and learning contexts, as well as knowledge creation. By fostering an inclusive, multicultural, and global approach, Politécnico de Leiria puts pluralism at the core of its work.

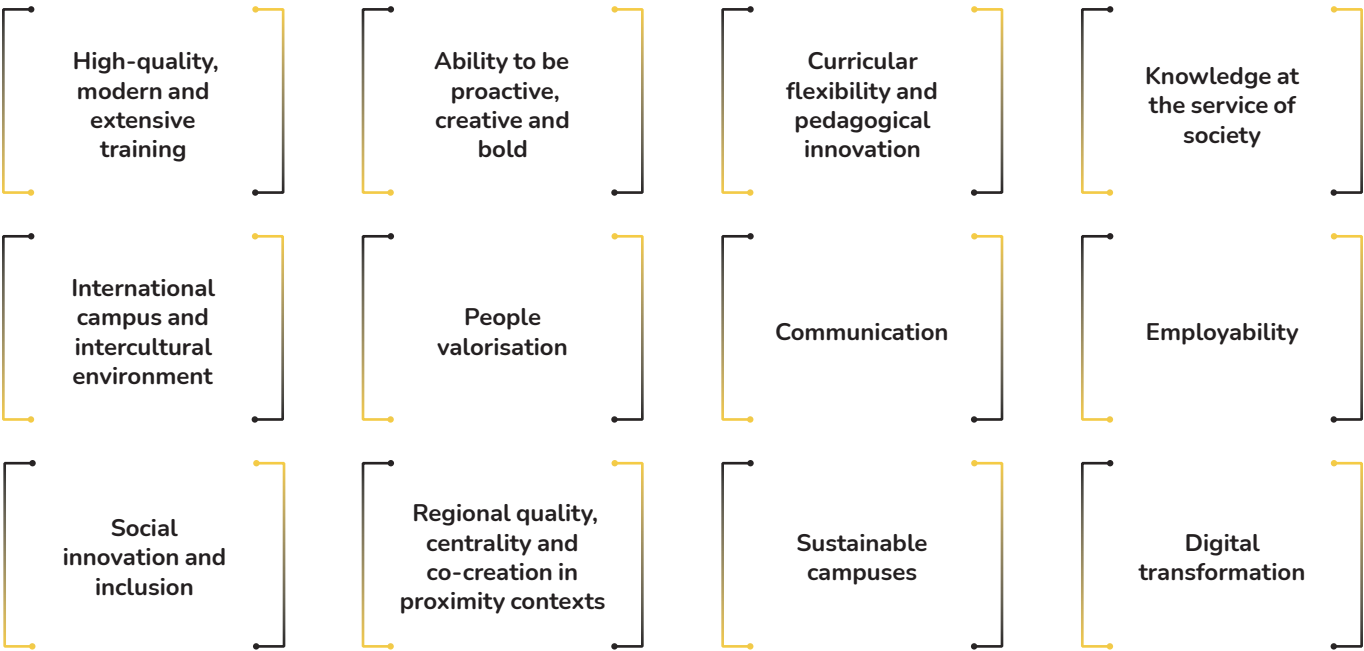
### Inclusion

Politécnico de Leiria is an institution at the service of all. It welcomes, includes and cares about all members of the academic community, regardless of their unique characteristics. It always tries to adapt its working practices to ensure it includes everyone.



## **DISTINCTIVE FACTORS**

Politécnico de Leiria has identified the distinctive factors that will shape and influence its institutional strategy of permanent improvement during the next decade.



**HIGH-QUALITY, MODERN AND EXTENSIVE TRAINING**

In line with the European strategy for higher education, Politécnico de Leiria is committed to preparing its students for their careers and adapting to the evolution of society and the global labour market. The training opportunities offered cover a wide range of study programmes, not only in terms of scientific areas, but also in terms of the type of courses offered, namely short advanced

courses, postgraduate courses, higher professional technical courses, bachelor's, master's and doctoral degrees.

To ensure it delivers high-quality and modern training programmes, it uses the Internal Quality Assurance System (SIGQ), which is accredited by A3ES. Politécnico de Leiria's training programmes stand out for their quality, flexibility, and the way they address current challenges and future trends.



## **ABILITY TO BE PROACTIVE, CREATIVE AND BOLD**

Politécnico de Leiria will continue to be globally recognised as a creative, daring and bold institution. To strengthen its connection with the business and institutional sectors, both on a regional and global level, Politécnico de Leiria anticipates opportunities and promotes the implementation of joint initiatives (related to teaching, training, research, innovation, culture, arts and sport). Being part of national and international cooperation networks is also crucial to anticipate regional and global challenges and find disruptive solutions.

## **CURRICULAR FLEXIBILITY AND PEDAGOGICAL INNOVATION**

Curricular flexibility is an innovative and inclusive pedagogical, curricular, and organisational strategy. Politécnico de Leiria stands out for providing a flexible training offer in which national and international students can design their training path, choose and combine different basic curricular units and optional curricular units, where initiatives that promote the learning of relevant and current contents are included, as well as activities for the development of transversal skills that include international learning contexts. This flexibility of the academic paths is linked to the modular structures of short-term training that allow the requalification and advanced qualification of professionals throughout their careers.

Pedagogical innovation is a priority and a distinctive element that stimulates the creation of innovative and modern training programmes, sustained not only by the teachers' pedagogical training, but also by the learning contexts that induce innovation and creativity, as well as by different and current pedagogical spaces.

## **KNOWLEDGE AT THE SERVICE OF SOCIETY**

Science, innovation and research with an impact on society and sustainable development are fundamental at Politécnico de Leiria. The ability to attract and retain national and international teachers and researchers has positive effects on the relevance and impact of the knowledge produced. The expansion of networks of national and international partners is crucial to complement skills, disseminate

and promote the application of scientific and technological knowledge. As the leader of the RUN-EU alliance, Politécnico de Leiria is a global and multicultural European university, focused on the transformation of society and regional development.

Politécnico de Leiria will thus reinforce its guidelines of close interconnection with society, expressed through its training which is strongly oriented towards competencies, as well as through the activities of sharing and valorisation of knowledge with companies, institutions, and the civil society. This distinctive factor will be reinforced by the greater integration of the dimensions of education and training and research and innovation, through the increase of teaching models based on experience and experimentation, as well as by the increased involvement of students in R&D projects carried out in collaboration with companies and institutions. Hence, its graduates will be able to innovate in the workplace.

## **INTERNATIONAL CAMPUS AND INTERCULTURAL ENVIRONMENT**

Politécnico de Leiria has a long internationalisation history, in the mobility of students, teachers, researchers and technicians, in the development of training activities in partnership and the cooperation in research and innovation projects with foreign institutions. The international student status has reinforced the attraction of students from different countries, increasing multiculturalism on the campuses, by providing activities that promote interculturalism and partnerships with other HEIs that, *per se*, facilitate curricula update and internationalisation. A campus with a truly international ecosystem is a source of opportunities for development and mutual learning and for preparation to act in an increasingly global society. In this context, collaboration between higher education institutions shows prestige, quality and international recognition. The reinforcement of the European culture and common values, supported by knowledge, will be fundamental to establish Politécnico de Leiria as a global higher education institution with positive, direct, and unique effects on the development and training of students. Here, the participation and leadership of the European university RUN-EU is an unavoidable and decisive asset. However, cooperation with countries outside Europe, mainly within the Community of Portuguese Language Countries (CPLP), China, particularly Macau, and Latin America, will continue to be a priority as a determining factor for cultural

diversity, bilateral mobility, joint degrees, research projects and cooperation projects for development.

## **PEOPLE VALORISATION**

People are the most precious resource of Politécnico de Leiria. To implement this mission, vision and distinctive factors for 2030, it needs to attract and retain highly qualified professionals and, simultaneously, provide them with fulfilling personal and professional development opportunities. By providing the access to professional development and lifelong learning opportunities, Politécnico de Leiria not only has highly qualified and specialised professionals, but people who make a difference in their jobs and society. Constructing more sustainable and healthy campuses will provide teachers, researchers, and technical staff members with unique working and social conditions, resulting in an enhanced quality of life. Likewise, measures that encourage a healthy work-life balance are crucial in the development of the individual and the institution.

## **COMMUNICATION**

The communication strategy and management is a decisive factor in the success of any institution. Internally, as a management tool, it has an essential role in the promotion of the organisational culture and environment, in the assertive and close disclosure, as well as in the sharing and articulation of the activities and the involvement of the whole academic community in the processes of implementation of the Politécnico de Leiria's strategic options. Promoting the institution and its activity is essential to improve its connection with the society, which ensures public awareness of the quality of the training provided and the results of the research and innovation produced, and continuously reinforces the level of regional, national and international notoriety.

## **EMPLOYABILITY**

Employers recognise the quality and rigour of the training offer provided by Politécnico de Leiria, giving preference to its students and graduates in internships and jobs with a high added value. Besides technical and scientific training, students hold transversal competencies, such as leadership, communication and interpersonal skills, time management, and languages, among others,

which are part of the employers' selection criteria. Therefore, employability is a unique characteristic of Politécnico de Leiria to preserve.

## **SOCIAL INNOVATION AND INCLUSION**

The participation in national and international cooperation networks for the promotion of social transformation is preponderant. Politécnico de Leiria is connected to the Leiria Social Innovation Hub, which promotes access conditions to knowledge that can respond to the main current and future social and environmental challenges, making the region of Leiria a geographic global reference for the creation of innovation opportunities. The full inclusion of students with specific educational needs reinforces the will to welcome and integrate students, regardless of their characteristics. This is one of the main values of the institutional action of social responsibility.

## **REGIONAL QUALITY, CENTRALITY AND CO-CREATION IN PROXIMITY CONTEXTS**

Politécnico de Leiria is located in the centre of a dynamic region on an entrepreneurial, institutional and productive level, which is also culturally and patrimonially rich. Focused on the humanistic values of cooperation and sustainability, Politécnico de Leiria is one of the main actors in the conception, execution and cooperation in several projects of high social and cultural impact.

The proximity between the institutions, the productive sectors and its representatives allows to deepen the proposals and network cooperation actions, to improve communities, services and products. This proximity facilitates the design, execution and presentation of cultural and artistic projects that promote mediation and literacy activities for the arts, culture and science.

## **SUSTAINABLE CAMPUSES**

Politécnico de Leiria is currently part of the Sustainable Campus Network Portugal (RCS-PT), a cooperation network aimed at promoting sustainability in Portuguese universities and polytechnics, and thus contributing to a more sustainable society. The institution aims to stand out for its rigour in the implementation of more sustainable practices in its campuses, for the promotion

of sustainability literacy in the community and the fostering of a socially responsible culture based on the best environmental practices. The integration of sustainability specialists in the interdisciplinary networks and the collaboration in R&D projects in this domain, besides promoting the mobility of students, researchers, teachers and technicians between different national and international institutions, will reinforce the sharing of knowledge with an impact that will generate environmental transformation. The intention is to create sustainable and globally recognised campuses (eg association to the UI Green Metric World University Rankings indicators) for the practices they adopt, for the quality of life and well-being of the academy and also for the possibility of creating roadmaps for carbon neutrality, as a pilot project, having the environment of the campuses as an implementation model.

## **DIGITAL TRANSFORMATION**

Politécnico de Leiria intends to continue and accelerate its digital transformation and, simultaneously, be an agent of change in the support to companies, art and culture in this same domain, helping them to position themselves in the new digital era, but with a high human factor.

By furnishing campuses with digital competencies and solutions capable of combining the different physical and virtual spaces, infrastructures, equipment, systems and processes, as well as empowering people with new digital competencies, Politécnico de Leiria will be a reference in the implementation of a concerted and successful transformation towards a responsible digital transformation, where dematerialisation and digital literacy will play a relevant role.

Politécnico de Leiria will seek to actively participate in experimentation and applied research laboratories, collaborative laboratories, digital innovation hubs and science and technology parks, contributing to the digital transformation and green transition of the Leiria and Oeste Region, in the areas of empowerment and literacy, sustainability, economy, blue economy, public administration, culture and art.

The background is a solid bright yellow color. It features several large, overlapping, organic shapes in a lighter shade of yellow, creating a layered, wave-like effect. These shapes are primarily located in the upper right and lower right portions of the frame.

# **STRATEGIC ORIENTATION 2030**

Strategic Objectives

The Strategic Objectives of Politécnico de Leiria for the period 2021-2030, outlined in the institutional mission and sustained by the PESTEL analysis (Annex 2), the SWOT analysis (Annex 3), the distinctive factors, and the internationalisation strategy, are the following:

- > SO1 – To become a polytechnic university of the future
- > SO2 – To promote excellence in education
- > SO3 – To produce impactful research and innovation
- > SO4 – To value people
- > SO5 – To improve and transform physical and virtual spaces
- > SO6 – To generate social, creative and cultural centrality

In the construction of the strategic orientation, **three strategic transformation agendas** were also created which should influence the Operational Objectives and the guiding strategic initiatives. The strategic orientation is outlined in **Figure 3**. In this context, a TOWS analysis was also carried out to define the operational strategies that result from the intersection between strengths, weaknesses, threats, and opportunities (Annex 4).

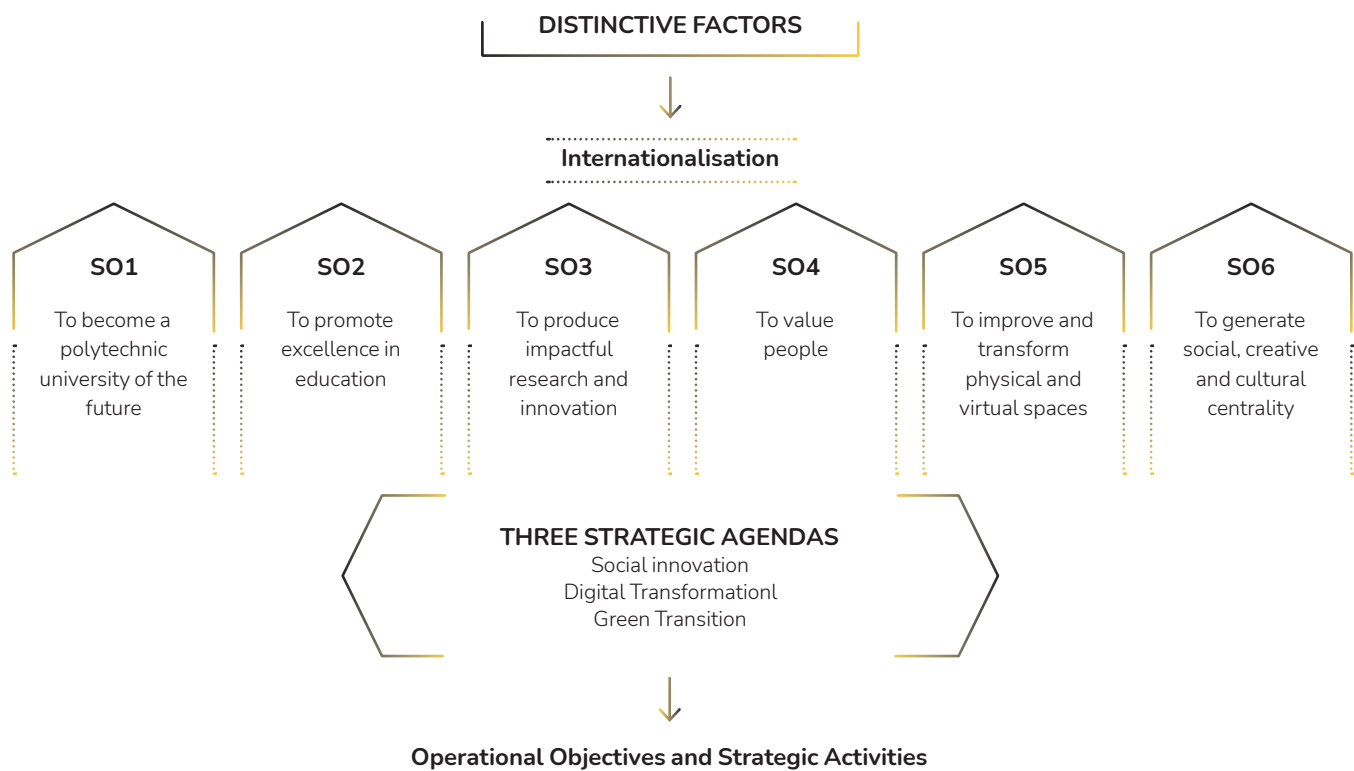


Figure 3 - Strategic Objectives and Development of Politécnico de Leiria's 2030SP

## **SO1 To become a polytechnic university of the future**

To become a **polytechnic university of the future** is to be a higher education institution that participates in regional, national and international **collaborative networks** that **transform society** through the creation of knowledge, and the delivery of **present and future competencies**. It means having an **innovative training offer, in association with other outstanding higher education institutions**, supported by **pedagogical innovation** and **curricular flexibility**. As a polytechnic university of the future, **academic freedom** and **internationalisation** are two fundamental pillars. As the leader and coordinator of the **Regional University Network – European University (RUN-EU)**, Politécnico de Leiria is aligned with the European Union higher education strategy. This means investing in the creation of European degrees, modular training, microcredit programmes, and professional reskilling and upskilling programmes.

The term '**Polytechnic University of Leiria**' combines the **immediate national and international social perception** associated with the term 'University' with the nature of polytechnic education, sustained on research and innovation with impact, as well as in the preparation of students with relevant competencies for the labour market. 'Polytechnic University of Leiria' envisions the future without losing its identity and its genesis. To achieve this goal, institutional and collaborative efforts will be joined with the political decision-makers and the regional, national and European governing bodies to change from 'Polytechnic Institute' to 'Polytechnic University'.

To be a higher education institution of the future, Politécnico de Leiria aims to **grant doctoral degrees in interface with national, European and international companies and institutions**. These will be offered within a professional environment, allowing the development of competencies for the placement of doctoral degree holders in the non-academic labour market and promoting the R&I ecosystem of the Leiria and Oeste region to a new level of global competitiveness.

## **SO2 To promote excellence in education**

As an institution that equips citizens with the future skills for society and generates impactful knowledge for regional and global

sustainable development, it is essential to involve companies and institutions in the process of **modernising the training offer** centred on the student, on inclusion and on the critical competencies of the future – multidisciplinary, transdisciplinary and transversality. Providing students with current, global, flexible and high-quality study programmes, at all schools, will boost the development of **transversal, scientific and technical competencies**, together with the development of civic values.

The strong focus on **pedagogical innovation** promotes the implementation of modern pedagogical methodologies and the creation of more attractive and inclusive teaching spaces that induce collective creativity, transforming the teaching-learning context into a more entrepreneurial and future-oriented one, contributing to academic success and preventing school dropout.

## **SO3 To produce impactful research and innovation**

Science, research and innovation directed to and at the disposal of the emerging challenges of society are the main assets of the HEIs. Within this framework, Politécnico de Leiria aims **to strengthen the role of its research units in the research and innovation ecosystem** of the Leiria and Oeste Region, stimulating the generation of knowledge associated with the **development of new or improved products, processes and services**, without neglecting the integration of research and innovation in the teaching and learning process.

In recent years, Politécnico de Leiria has achieved a gradual and sustained growth through the approval of regional, national and international R&D+i projects, as well as through the capacity to provide knowledge-intensive services and to produce R&D results that are subject to industrial property protection and with a strong potential for economic valorisation, either through the transfer to companies already operating in the market, or through the **creation of startups and spin-offs** of Politécnico de Leiria. It is important to continue and reinforce this path by strengthening the results of these projects, not only in scientific articles published in renowned scientific journals, but also valuing other types of results that are accessible and with more immediate usability by society, such as published technical reports which are made available to companies and other organisations.

Regional, national and European funding programmes will be used to extend the cooperation network with other institutions in the scientific system, European universities, companies, social solidarity institutions, health care centres, among others, thus stimulating and promoting the sharing and valorisation of knowledge with an effective impact on society. Furthermore, the strengthening of national and international R&D+i networks and partnerships is important to meet all the conditions to submit **interface doctoral programmes** to A3ES, in association with Portuguese and international HEIs, with a connection to companies and institutions.

## **S04 To value people**

People are the most precious asset of Politécnico de Leiria, since they provide abilities, competencies and contribute with their professional, social and emotional intelligence to rational decision-making which gives meaning, direction and value to the defined global objectives.

The teachers, researchers and technicians have a central role in the activity of Politécnico de Leiria and in what the institution represents in society, so the **development of policies centred on people**, susceptible to strengthen the competencies and the team spirit and mutual help, are crucial to stimulate the sense of institutional belonging.

Valuing people involves above all paying attention to and meeting everyone's current and future needs in the professional, personal and family dimensions, to adapt factors that favour a harmony of their competencies and functions, family life, health and well-being, in such a way as to make the most of the potential of each human being, enhance their well-being and their perception of personal and professional fulfilment.

Acknowledging the **merit, dedication, and institutional commitment of people** in their functions and the **creation of opportunities for career progression** is a priority that will induce adaptability and retention of the best professionals and will not be neglected. In effect, providing teachers, researchers and technicians with support in **training activities**, mobility grants and **professional immersion experiences**, in the country or abroad, will be preponderant for the professional and personal development of teachers, researchers and technicians. Furthermore, the

promotion of a culture of merit and professional recognition will undoubtedly promote alignment with the institutional mission, strategy and vision over the next decade.

## **S05 To improve and transform physical and virtual spaces**

The sustainable campuses that Politécnico de Leiria intends to create are based on the strategic ambition to catalyse the sustainable development not only of the institution but also of the Leiria and Oeste Region, from the combination and harmonisation of physical and virtual spaces, making them available to the whole community. For this reason, the future of **sustainable campuses** will reflect the **intersection and combination of social innovation, digital transformation, and green transition**, at the disposal of the internal community and society.

The development of a **Digital Transformation Plan** aims not only to achieve the digital transformation of Politécnico de Leiria, but also to contribute to the **digital and green transition of the Leiria and Oeste Region**, in its areas of empowerment and literacy, sustainability, economy, blue economy, public administration, culture and art.

Creating green spaces and areas for meetings, socialisation, and leisure, and upgrading infrastructures and equipment for teaching-learning, research, innovation and technical support structures, while favouring eco-sustainable options, will improve the academic experience and quality of life of students, teachers, researchers and technical staff members on campus.

## **S06 To generate social, creative and cultural centrality**

Politécnico de Leiria is a global public higher education institution focused on regional cooperation and development, located across the Leiria and Oeste Region of Portugal, which is part of the Culture Network 2027. It aims to be an institution of reference in the social, creative and cultural fields in the region, by locally and globally presenting and executing cooperation proposals for social, economic and cultural sustainability.

Politécnico de Leiria is located in a territory rich in natural, cul-

tural and intangible heritage. It actively works with national programmes for **science, arts and reading literacy**, as well as private and public institutions (namely, municipalities). Its expert knowledge in some of these areas allows it to create, execute and present complex projects, capable of encouraging citizens to learn, regardless of their level of preparation, age or geographical origin.

Politécnico de Leiria is committed to, critically and originally, addressing present and future challenges. The current challenging times require, from a scientific, technical, creative, cultural and artistic point of view, transdisciplinary solutions, able to lead to healthy communities. Further development of projects in collaboration with public, private and social solidarity institutions is proposed, to be included and disseminated in the **cultural agenda of Politécnico de Leiria**.

By strengthening the **social responsibility** and, in particular, the **volunteer network of Politécnico de Leiria**, and by encouraging students to perform actions of social nature, with curricular recognition, Politécnico de Leiria intends to reflect the institution's commitment to society, contributing to concrete causes especially in the creation of companies and jobs, by providing digital and green competencies at the service of society.

Finally, the implementation of mechanisms to promote healthy lifestyles among the academic community, recommended in sport and well-being, will undoubtedly influence the **quality of life of the users of the campuses**, with benefit to mental health, nutrition, and prevention of diseases and risk behaviours, always taking into account sustainability and social responsibility.



## Strategic Agendas

### Alignment of the Operational Objectives with the Strategic Agendas

On the one hand, the definition of the Operational Objectives was based on the positioning that Politécnico de Leiria aspires to achieve, reflected in the alignment of its Identity Elements with the three main Strategic Agendas, which will guide the paradigm shifts in the next decade, namely 'Social Innovation', 'Digital Transformation' and 'Green Transition'. On the other hand, the Operational Objectives were defined considering the diagnosis made on what Politécnico de Leiria is today, through an analysis of the strengths and weaknesses, threats and opportunities (SWOT Analysis) and the political, economic, social, technological, environmental and legal factors (PESTEL Analysis) that influence the activity of Politécnico de Leiria. This intersection between the 'starting point' and the vision for the future, resulted in the definition of a set of Operational Objectives and guidelines for Strategic Actions to be implemented by 2030, as well as a set of indicators to monitor their fulfilment.

The strategic agendas of national and international impact encompass themes whose further development influences the strategic vision of Politécnico de Leiria, as an organisation that aims to remain at the forefront in its sector.

The European Commission has defined six priorities for 2019-2024, namely '**European Green Deal**', '**A Europe fit for the digital age**', '**An economy that works for people**', '**A stronger Europe in the world**', '**Promoting our European way of life**' and '**A new push for European democracy**'. In turn, in the European Recovery Plan, the European Union aims to recover from the pandemic crisis that has taken hold of the whole world and create a **greener, more digital and more resilient** continent. At a national level, in the 2030 horizon, the Portugal 2030 Strategy is based on four thematic agendas which are crucial for the development of the economy, society and territory, namely '**1. People first: a better demographic balance, greater inflow, less inequality**', '**2. Digitalisation, innovation and skills as drivers of development**', '**3. Climate transition and resource sustainability**' and '**4. An externally competitive and internally cohesive country**'.

A similar orientation is included in the Recovery and Resilience Plan presented by Portugal to Brussels which, based on the

diagnosis of needs and challenges, defines three structuring dimensions: **Resilience**, **Climate Transition** and **Digital Transition**. These dimensions are materialised through 19 Components that integrate, in turn, 36 Reforms and 77 Investments.

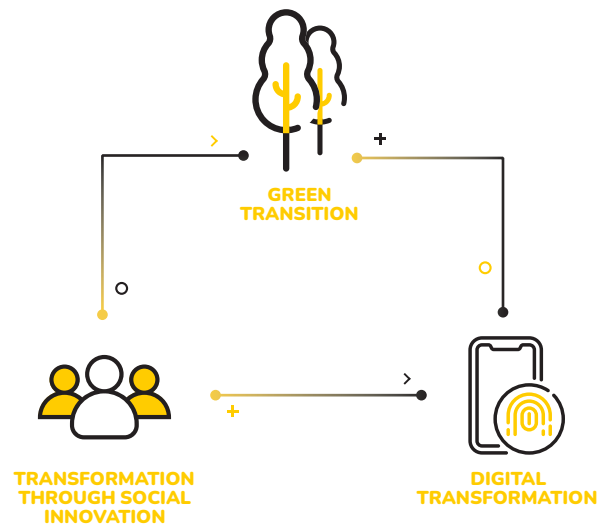


Figure 4 – Strategic Agendas of Politécnico de Leiria

Taking into consideration the priorities defined at a national and European level, Politécnico de Leiria identifies as the main common denominators, the '**Green**', the '**Digital**' and the '**Social Innovation**' areas. When defining the Operational Objectives, Indicators and Objectives to be achieved by 2030, Politécnico de Leiria created three strategic agendas that guide the operational objectives, as well as the guiding strategic initiatives that, naturally, have a strong alignment with the three main strategic agendas of the next decade: the '**Green Transition**', the '**Digital Transformation**' and the '**Transformation through Social Innovation**'.

This context is based on the United Nations 2030 Agenda for Sustainable Development, which defines 17 global objectives to be achieved by 2030 and encompasses different aspects related directly and indirectly to the agendas of green transition, digital transition and social innovation (Figure 5).

## SUSTAINABLE DEVELOPMENT GOALS



Figure 5 – Sustainable Development Goals

## Green Transition

The challenge of environmental sustainability is taken into consideration in the redefinition of the model of European economic and social growth and is not indifferent to us, since it requires the European Union to rethink aspects related to the planning of the territory, cities, means of transport, education and consumption habits. The aspects related to energy security and climate change are at stake and, if nothing changes by 2030, the energy situation in Europe will be characterised by an increase in needs and a decrease in supply. The impact of climate change on the world economy will be greater than the current financial and economic crisis.

Europe intends to be the first continent of the globe with a neutral impact by 2050, and Politécnico de Leiria, as a European university, intends to give its contribution. The European Green Deal includes guidelines for the reduction of greenhouse gas emissions, the investment in cutting-edge research and innovation and the preservation of the natural environment in Europe and, for that reason, these guidelines could not be left out of 2030SP of Politécnico de Leiria. Among the first initiatives established in this deal are the European Climate Law, the European Climate Pact and the Plan to reach the Climate Objective set for 2030. The European Green Deal Investment Plan will mobilise public investment and attract private funds through the EU financial instruments, namely the InvestEU Programme.

Under the Green Growth Commitment (GGC), Portugal intends to promote a structural transformation in its development model, through economic growth based on the efficient use of resources, environmental protection and social justice, positioning the country as one of the main references in the domain of green growth. The GGC defines a strategic framework, based on three key areas: growth, efficiency and sustainability, with 14 objectives for 2020 and 2030, and emphasis on the creation of green jobs.

In an analysis of the Research and Innovation Agenda (R&IA) for the Circular Economy, education and training play an important role. This will be a great opportunity to prepare informed, aware, entrepreneurial and empowered citizens and professionals, able to contribute to the green transition. At the same level of importance,

citizenship education concerning behaviours and consumption patterns is another area where innovation and research with impact in Politécnico de Leiria will have a relevant role, in which training, including the one associated with advanced qualification and requalification of professionals, will be important, both in environmental sustainability and in the circular economy, bioeconomy and blue economy areas.

Within the scope of green transition, the national strategy for the Sea 2021-2030 and the blue bioeconomy, associated with food security, valorisation and sustainability of marine resources, aquaculture, marine biotechnology, among other activities with impacts on various sectors, and always based on solutions with a smaller climate footprint, will be a decisive contribution to move towards a greener (and bluer), more sustainable and more decarbonised future. In this context, the creation of a Hub with a network of seven blue bioeconomy poles, within the RRP, is also a huge opportunity for Politécnico de Leiria, particularly through ESTM, MARE and the SmartOcean Science and Technology Park. All this reinforces the idea that the blue economy should assume a prominent role in the education, research and innovation agenda for the next decade.

Finally, it is important to highlight that the climate transition dimension is one of the priorities of the Recovery and Resilience Plan (RRP) foreseen for the next decade, with emphasis on sustainable mobility, decarbonisation of industry, sustainable bioeconomy, energy efficiency in buildings and renewable energies, embodying the strategies defined in the National Energy and Climate Plan 2021-2030 (NECP 2030) and the Roadmap for Carbon Neutrality, in which a 55% reduction in CO<sub>2</sub> emissions by 2030 is expected.

This green transition agenda will be inevitable when defining guidelines for the creation of many of the strategic objectives and many of the guiding strategic activities which, surely, will be included in and supported by regional, national and European programmes. In this regard, social, artistic and cultural responsibility will find a place for meetings and reflections in this green transition agenda.

## Digital Transformation

Digital technologies are changing the way people teach, learn, communicate, socialise, live, and work. The current pandemic situation has given a strong impetus to the need to accelerate digital transformation, but the need for this transformation should also have the 'human factor' at its core.

The European Union, through the Digital Europe Programme, is defining several strategies so that digitalisation can be a vehicle for the resolution of many challenges that citizens face, with the ability to create factors of competitiveness and future sustainability. The main areas for reflection are identified as teaching-learning processes, skills and digital literacy, digital information sovereignty and security, digital services, data economy, blue economy, artificial intelligence, robotics, automation, enabling technologies, connectivity, cybersecurity, European digital identification (e-ID), e-health, sustainability, culture and art, and digitalisation of justice. However, the European Union is facing a growing demand for digitally skilled professionals, with an estimated shortage of one million digitally skilled experts. Digital solutions are expected to help create higher value-added jobs, promote digital education, and strengthen competitiveness and innovation with an impact on improving the quality of life of citizens.

Portugal, through its Digital Transition Action Plan and Recovery and Resilience Plan, intends to accelerate the digital empowerment and literacy of people, the digital transformation of companies and the digitalisation of the State. In this context, taking into account the opportunities, but also the high existing capacity, the investment in infrastructures and highly qualified human resources, Politécnico de Leiria will have a strong contribution. This is especially because the promotion of the digitalisation of the productive sector is interrelated with the reforms and investments in the education system, the transfer of knowledge, innovation, stimulation of digital-based entrepreneurship, diversification, incorporation of disruptive technologies in the companies' value propositions, specialisation and sustainability of the productive structure and the Portuguese economy, and in the promotion of more effective, simpler and more sustainable services.

For Politécnico de Leiria, digital transformation will allow the creation of experiences for the students, enabling personalised learning processes, curricular flexibility and the strategies associated with b-learning. This digital transformation agenda will also be linked to the creation of innovative learning environments and the support of decision-making based on data and information. This will allow resource optimisation, with an impact on the continuous improvement of Politécnico de Leiria in its modernity and sustainability.

The future in the digital area will involve continuous training and its updating, since the development of digital competencies will be transversal to all economic and social sectors, from education to industry, services, health, and arts and culture. Digital transformation is equally important to include students with specific needs.

In the context of qualification, it will be fundamental to invest in the retraining of the employees to become professionals with ICET skills, developing a critical mass suitable for (re)entry into the labour market and aligned with the jobs of the future. In this case, advanced or specialised short training will be fundamental, and programmes designed and co-created by companies and institutions will be the key to success for professional qualification.

The COVID-19 pandemic has also accelerated the digital transformation of Politécnico de Leiria, highlighting the importance of online teaching and digitalisation of campuses, together with the structural answers, strategically thought and aligned with its mission. The strategic vision is aligned with the Reform for Digital Education foreseen in Axis 2 - Education of INCoDE.2030, which is based on the digitalisation of pedagogical and evaluative contents, digital competencies of the teaching staff and the existing education infrastructures and didactic and technological equipment. This component is also in line with the Digital Economy and Society Index (DESI), in the 'Human Capital' dimension, as well as the 'Shaping Europe's Digital Future', and in particular with the 'Technology for People' objective. Finally, it is also in line with the 'Recovery and Resilience Plan' in the dimension of the digital transition, in its areas of empowerment and literacy, sustainability, economy, blue economy, public administration, culture and art.

The digital transformation is a priority in the National Strategy for Security and Cybersecurity, the National Strategy for Advanced Computing 2030 and AI Portugal 2030 - National Strategy for Artificial Intelligence.

This digital transformation agenda will be essential in many of the strategic objectives and many of the guiding and reference strategic activities which, surely, will be included in and supported by regional, national and European programmes. In this context, the alignment between physical and virtual spaces and the humanisation in digital transformation processes, as well as the promotion of proximity contexts and social skills will play a key role in building an inclusive, sustainable and global digital transformation.

### **Transformation through Social Innovation**

From the perspective of Politécnico de Leiria, social innovation, which is a critical success factor of 2020SP, continues to be a determining factor for social cohesion and will occur whenever a differentiating response is generated that solves or mitigates a problem that affects the quality of life or the global sustainable development, in other words, when an innovative social response manages to generate positive social impact.

Today there are great social inequalities between continents, between countries within the same continent, between big cities/capitals, between regions and even within regions, for example, see coastal territories and/or territories with low population density. Many social problems affect individual and collective lives and those, as mentioned above, vary according to geographical contexts, and according to cultural and socio-economic contexts.

In a global manner and considering some of the great societal challenges, with structuring issues such as the ageing of the population, populations displaced by natural incidents, including climate risk and global warming, it is becoming evident that to create innovative, sustainable and global social responses, these must be supported by knowledge, research and innovation with impact.

At Politécnico de Leiria, this transformation agenda through social innovation will never be dissociated from the stimulation of entrepreneurship and social innovation as a solution to some of the

societal problems, namely the creation of self-employment and the creation of tangible and intangible value in society. This will be one of the biggest challenges of the Transformation through Social Innovation agenda, which will influence training, research, and innovation. The Leiria Social Innovation Hub, as well as inclusion and social responsibility, will have an important role in achieving this. Moreover, inclusive practices will be further developed to make Politécnico de Leiria a space where everyone can study and grow with equal opportunities.

Politécnico de Leiria has a fundamental role in the process of economic development and social change, namely in the collaboration with social organisations, making them more entrepreneurial and advocates of innovation, by resorting to new solutions supported by technology. In the social sector, digitalisation and the implementation of practices centred on ICET can bring added value and new ways to increase the level and quality of life of people and social organisations.

In the coming years, there will be a greater need to develop new competencies and skills regarding social innovation. In this context, the research and innovation agenda for social inclusion and citizenship of the Science and Technology Agency (FCT) reflects the relevance of social innovation for policymakers and sustainable development, focusing on four key themes, which will be important in the development of future projects aligned with this transformation agenda through social innovation: (1) inclusion in the knowledge society; (2) social protection, income and employment; (3) civic and democratic inclusion - citizenship and quality of democracy; and (4) territorial equity and mobility.

Finally, social innovation is part of social investment programmes and is incorporated in the formulation of public policies linked to social priorities, in which the European Social Fund is included. For the period 2021-2027, the European Commission provides the Employment and Social Innovation programme which aims to promote quality and sustainable employment, social protection and combats social exclusion and poverty. To meet the challenges of modern society, social innovation has become particularly important in situations of the economic and financial crisis and is now a priority of today's main strategic agendas (A New Strategic Agenda for 2019-2024, Social Innovation Fund, Social Innovation Trends 2020-2030 and Recovery and Resilience Plan).

Operational Objectives

For each Strategic Objective (SO), specific Operational Objectives (OO) have been defined, which are aligned with the strategic agendas, the monitoring indicators and a guiding plan of strategic initiatives that can be improved and strengthened with other strategic actions.

SO 1 – TO BECOME A POLYTECHNIC UNIVERSITY OF THE FUTURE

To achieve this Strategic Objective, the following Operational Objectives, Monitoring Indicators and Strategic Actions have been outlined:

**OO1** – To strengthen the creation of and participation in national and international cooperation networks that promote the transformation of society in response to emerging regional and global challenges

Monitoring Indicators – KPIs	Unit	Goal 2025	Goal 2030
1.1 – No. of societal transforming networks with national and international HEIs	No. (active networks in the year N)	20	20
1.2 – No. of ongoing projects, involving partners from the networks considered in 1.1	No. (annual average ongoing projects from 2021 to year N)	10	10

Strategic Action Guidance Plan

Strengthen and enlarge RUN-EU within and outside Europe, sharing the main innovative concepts of RUN-EU for the construction of the global RUN-EU.

Increase the participation and the impact generated by national and international collaborative networks of reference, thematic networks or transversal networks (eg CoLabs, Digital Innovation Hubs, Leiria Innovation Hub, AUIP, RUN-EU...).

Reinforce the strategies for valuing the *alumni* of Politécnico de Leiria by creating ambassadors who promote the integration in national and international collaborative networks.

Stimulate the participation of students in national and international collaborative networks and activities (eg Erasmus Student Network), as well as in networks that promote the meeting of national and international students regarding the global challenges of the future.

**002** – To offer high-quality and innovative training opportunities through the creation of joint programmes, the introduction of greater flexibility and interdisciplinarity, in line with the European strategy for higher education.

Monitoring Indicators – KPIs	Unit	Goal 2025	Goal 2030
2.1 – No. of double degrees and joint degrees with international HEIs	No. (courses created, accumulated until year N)	24	40
2.2 – No. of courses that confer a degree (1st and 2nd cycle of studies) in association with national HEIs	No. (courses created, accumulated until year N)	5	10
2.3 – No. of doctoral degree courses offered (including those in association with national and international HEIs)	No. (courses created, accumulated until year N)	5	10
2.4 – No. of courses that do not confer a degree in association with international HEIs	No. (courses created, accumulated until year N)	12	20
2.5 – No. of b-learning courses	No. (courses created, accumulated until year N)	15	30

Strategic Action Guidance Plan
Create the institutional and global Future and Advanced Skills Academy (RUN-EU).
Identify differentiating aspects of the training offer and develop systematic activities to monitor and ensure high-quality and modern training.
Promote innovation projects that support the creation of innovative interdisciplinary training offers.
Promote programmes supported by modular structures and by b-learning, promoting requalification and advanced training of professionals, which allow the association with national and international HEIs.
Reinforce the offer of double degrees and joint degrees with international HEIs.
Create a training offer with greater curricular flexibility that allows students to create their academic path.
Assess and discuss the creation of new schools in light of current and upcoming societal challenges, exploring national and international funding strategic opportunities.

**003** – To be recognised as a Polytechnic University and grant the possibility of awarding a doctoral degree.

Monitoring Indicators – KPIs	Unit	Goal 2025	Goal 2030
3.1 – Recognition of the designation of Polytechnic University	Yes / No	Yes	Yes
3.2 – Possibility of granting a doctoral degree	Yes / No	Yes	Yes

**Strategic Action Guidance Plan**

Stimulate regional and national initiatives promoting the lobbying of political-strategic influence for the necessary changes to RJIES and the Basic Law of the Educational System (eg citizens' legislative initiative), thus allowing Politécnico de Leiria to award doctoral degrees and change its designation to 'Polytechnic University of Leiria'.

Create an offer of doctoral degrees that interface with companies and institutions, promoting the relationship with society, in association with national and international HEIs.

Reinforce the investment in research units so that they have a minimum evaluation of 'Very Good' by FCT, as a requirement for the association to doctoral programmes.

Elaborate and implement an internal and external communication plan which is transversal to the whole institution that values Politécnico de Leiria as a national and international institution of reference in education, in research with impact, innovation and which is at the service of society.



SO2 – TO PROMOTE EXCELLENCE IN EDUCATION

To promote teaching excellence centred on pedagogical innovation and the present and future skills, the following Operational Objectives, Monitoring Indicators and Strategic Actions have been outlined:

OO4 – To promote training programmes focused on future skills (multidisciplinary, transversal, and modular).

Monitoring Indicators – KPIs	Unit	Goal 2025	Goal 2030
4.1 – No. of study programmes where at least 10% of the ECTS are freely chosen by the student	% (of courses with at least this flexibility)	40%	100%
4.2 – No. of courses (postgraduate, master’s and doctoral degrees) organised in short-term modular structures	No. (accumulated until year N)	15	35
4.3 – No. of courses in association among schools of Politécnico de Leiria	No. (accumulated until year N)	5	10
4.4 – Employability rate	% (source IEFPI)	95%	96%

**Strategic Action Guidance Plan**

Promote curricular flexibility to allow students to attend curricular units of other schools of Politécnico de Leiria and other HEIs, both national and international.

Stimulate the modular organisation of courses, to facilitate the management of the student's academic path and the training of professionals throughout life.

Involve students, throughout their academic path, in interdisciplinary activities and projects, scientific, cultural, social, and community research projects, among others.

Promote complementary training to create differentiated profiles that reinforce transversal competencies and education for global citizenship on a scientific, cultural, creative and social level.

Promote digital literacy and training in advanced digital competencies.

Encourage the use of microcredits to recognise the involvement of students in activities that promote the development of transversal competencies and active intervention in society.

Create a team and a programme for the valorisation of postgraduate courses, transversal to all the schools of Politécnico de Leiria.

005 – To create innovative student-centred learning contexts.

Monitoring Indicators – KPIs	Unit	Goal 2025	Goal 2030
5.1 – No. of spaces that foster innovation in learning	No. (existing in the year N)	50	100
5.2 – No. of training actions in pedagogical innovation	No. (annual average from 2021 to year N )	60	75
5.3 – % annual growth of curricular units in which innovative teaching/learning strategies are used	% (annual average growth from 2021 to year N)	10%	10%
5.4 – Dropout rate	% (verified in the year N)	<10%	<9%

**Strategic Action Guidance Plan**

Promote the renovation of rooms and laboratories to create spaces that foster pedagogical innovation (eg coworking, learning factory, pedagogical clinic...) inside and outside the campuses.

Apply for funding instruments for the acquisition of equipment that enable the use of technologies in the learning processes (eg simulation, virtual reality, augmented reality, robotics, simulated practice...).

Promote pedagogical training, encouraging the implementation of student-centred pedagogical models.

Create 'pedagogical innovation' awards to recognise and encourage the merit and commitment of teachers in the adoption of innovative teaching-learning practices, as well as for teacher evaluation.

Promote student-centred activities, including the study programme organisation model, which promotes academic success in evening courses.

Promote the sharing of innovative pedagogical practices among schools and HEIs.

Promote the active intervention of companies, employers and *alumni* in the learning processes and contexts.

Create curricular units that promote learning processes through the development of projects, including the close connection to the research and innovation ecosystem of Politécnico de Leiria, throughout the study programmes (eg project curricular unit from the 1st to the last year of the study programmes).

006 – To internationalise training opportunities.

Monitoring Indicators – KPIs	Unit	Goal 2025	Goal 2030
6.1 – No. of students in international mobility (outgoing)	No. (verified in the year N)	1000	1500
6.2 – No. of students in international mobility (incoming)	No. (verified in the year N)	1500	1500
6.3 – No. of incoming staff (teachers, researchers and technical staff members)	No. (verified in the year N)	500	500
6.4 – No. of courses (postgraduate degrees, bachelor’s degrees, master’s degrees, doctoral degrees) with curricular units taught in English	No. (verified in the year N)	40	80
6.5 – No. of courses involving partnerships with foreign HEIs	No. (verified in the year N)	80	80

**Strategic Action Guidance Plan**

Identify and strengthen strategic partnerships in each training and research area, to create contexts and activities that enhance the mobility of teachers and students of each course.

Create short advanced training courses, MOOC and COIL in articulation with foreign HEIs, namely within the scope of the European university RUN-EU.

Increase the offer of curricular units and courses taught in English.

Reinforce the dissemination and attraction of international students of merit, capable of making a significant contribution to the academic and local community.

Promote the integration of all students in a multicultural campus, through intercultural activities and spaces for dialogue and sharing.

Stimulate international cooperation partnerships for development, particularly in the PALOP countries, including participation in the creation and development of courses in partnership.

SO3 – TO CREATE IMPACTFUL RESEARCH AND INNOVATION

To raise the impact of science, research and innovation practised at Politécnico de Leiria to a new level of competitiveness at the service of society, the following Operational Objectives, Monitoring Indicators and Strategic Actions have been outlined:

007 – To attract and retain national and international researchers.

Monitoring Indicators – KPIs	Unit	Goal 2025	Goal 2030
7.1 – No. of PhD researchers with a researcher contract (national)	No. (accumulated between the year 2021 and year N)	60	120
7.2 – No. of PhD researchers with a researcher contract (international)	No. (accumulated between the year 2021 and year N)	30	30
7.3 – No. of FTEs dedicated to research and innovation (teachers, researchers and grant holders)	No. (verified in the year N)	250	250
7.4 – No. of teachers who are integrated members in research units with a positive evaluation by FCT	No. (verified in the year N)	250	500
7.5 – No. of external members integrated in research units of Politécnico de Leiria	No. (verified in the year N)	75	100

**Strategic Action Guidance Plan**

Increase the recruitment of national and international PhD researchers, preferring people with internationally relevant scientific curricula in areas that are strategic for the institution, and also promoting joint hiring in national and international collaborative networks, including collaborative laboratories, associated laboratories or relevant structures at a European level.

Support the growth and the creation of critical mass in the Research Units of Politécnico de Leiria, aiming to obtain FCT evaluation results with the classifications of 'Very Good' or 'Excellent'.

Develop transversal support services and in the area of R&D+i to create appealing conditions to attract researchers, as well as technical support in funding applications, in highly competitive national and international calls.

Implement positive discrimination actions for teachers who develop a scientific activity that is relevant and impactful, according to the funding they receive, including the conditions for them to have a leave of absence or reduction of teaching hours to be allocated to research and innovation activities.

Reinforce the awards and increase the recognition of researchers and Research Units with the highest scientific productivity.

**008** – To increase the relevance and impact of the knowledge produced, associated with new or improved products, processes and services.

Monitoring Indicators – KPIs	Unit	Goal 2025	Goal 2030
8.1 – No. of IP records transferred to the economy	No. (accumulated between 2021 and year N)	5	10
8.2 – No. of PSERs with revenues greater than 5,000	No. (accumulated between 2021 and year N)	150	300
8.3 – No. of published technical reports made available to companies and other institutions	No. (annual; verified in the year N)	100	200
8.4 – No. of articles published in indexed journals	No. (annual; verified in the year N)	400	400
8.5 – No. of open access publications made available in the institutional repository	No. (records available in the year N)	10,000	20,000
8.6 – No. of artistic and creative productions	No. (accumulated between 2021 and year N)	100	200
8.7 – No. of spin-off and startup companies created	No. (accumulated between 2021 and year N)	30	60

**Strategic Action Guidance Plan**

Reinforce the dissemination and valorisation of the Industrial Property Rights portfolio and support patent applications that show potential and commitment to transfer to the economy.

Increase, for teacher evaluation, the valorisation of scientific outputs published following the principles of open science.

Regularly organise events that allow artistic and cultural productions to be disseminated throughout the community (internal and external).

Increase, also for teacher evaluation, the valorisation of technical reports published and made available to companies and other organisations.

Promote technological, social, cultural and creative entrepreneurship programmes aimed at supporting the creation, acceleration and scale-up of start-ups, in collaboration with partner incubators and accelerators.

Reinforce the investment in services and tools that provide transversal support to the publication of scientific articles (such as documentation services, subscription to scientific journals, open access repositories, anti-plagiarism software...)

009 – To extend national and international partner networks.

Monitoring Indicators – KPIs	Unit	Goal 2025	Goal 2030
9.1 – No. of projects (R&D, Innovation) in partnership with national entities	No. (annual; verified in the year N)	75	75
9.2 – No. of projects (R&D, Innovation) in partnership with international entities	No. (annual; verified in the year N)	25	25

**Strategic Action Guidance Plan**

Integrate scientific and technological infrastructures that promote interaction with companies and other national and international organisations (eg science and technology parks, pedagogical clinic, Digital Innovation Hub, Leiria Social Innovation Hub,...).

Identify anchor companies/institutions that may attract other companies/institutions to carry out research and innovation projects.

Associate the Research Units with national and international strategic R&D networks.

Provide international experiences between offices/services of Politécnico de Leiria and offices/services of partner HEIs.

SO4 – TO VALUE PEOPLE

Valuing people will be based on the following Operational Objectives, Indicators and Strategic Guiding Actions:

**OO10** – To attract and retain the best people and provide professional development opportunities.

Monitoring Indicators – KPIs	Unit	Goal 2025	Goal 2030
10.1 – No. of mobilities - outgoing staff (teachers, researchers and technicians)	No. (annual; verified in the year N)	120	200
10.2 – Ratio of career teachers (adjunct teachers, coordinating teachers and head coordinating teachers) to total FTEs	% (verified in the year N)	75%	75%
10.3 – Ratio of Coordinating Teachers and Head Coordinating Teachers to the total number of career teachers	% (verified in the year N)	35%	50%
10.4 – Ratio of technical and administrative staff to the number of students	No. (verified in the year N)	1/32	1/30
10.5 – Ratio of teachers (FTE) to the number of students	No. (verified in the year N)	1/16	1/16
10.6 – No. of teachers, researchers and technicians who participate in training actions	No. (verified in the year N)	1000	1000

**Strategic Action Guidance Plan**

Promote training actions aimed to develop competencies in foreign languages, entrepreneurship, digital skills and green transition.

Promote team-building actions among inter-campus employees.

Promote career management plans accessible to all employees.

Provide opportunities to develop the international path, of short, medium or long duration for teachers, researchers and technicians (International Mobility Programmes).

Open job vacancies for Coordinating Teacher and Head Coordinating Teacher, promoting the systematic renewal of career teachers, through opening vacancies for Adjunct Teachers.

Empower human potential, valuing professionalism, mutual help, merit and rigour.

Reinforce the hiring of technical and administrative staff, also strengthening the role of intermediate managers.

Create strategies to increase the time allocated to course coordinators.

**OO11** – To promote a healthy work-life balance.

Monitoring Indicators – KPIs	Unit	Goal 2025	Goal 2030
11.1 – Organisational/campuses / institutional Happiness Indicator	NA	N/A	N/A

**Strategic Action Guidance Plan**

Improve internal time management mechanisms (attendance, holidays,...).

Develop character motivational sessions and dissemination of ideas, with the sharing of inspiring and entrepreneurial experiences.

Create conditions that allow employees to have a healthy work-life balance, providing spaces and activities that promote this balance (eg 'Academia Politécnico de Leiria Júnior').

Carry out regular satisfaction surveys to the employees of Politécnico de Leiria.

Monitor and promote forums for participative discussion on the evolution of the future of work, namely by balancing face-to-face work and home-based work.

Establish ethical norms and procedures for holders of management bodies and directors of the schools, impeding and preventing situations of moral harassment and instruments of liability and accountability of these holders.



SO5 – TO IMPROVE AND TRANSFORM PHYSICAL AND VIRTUAL SPACES

The promotion of sustainability and environmental education, inclusive culture and social responsibility will be fundamental in the reformulation and requalification of the campuses, thus having been defined the following Operational Objectives, Indicators and Strategic Guiding Actions:

**OO12** – To transform and upgrade campuses to become Sustainable Campuses, improving working conditions, collaborative spaces and community well-being.

Monitoring Indicators – KPIs	Unit	Goal 2025	Goal 2030
12.1 – Sustainability plan on the campuses	% (Plan implementation rate in the year N)	40%	100%
12.2 – No. of structuring interventions aimed at the requalification of spaces and improvement of working conditions	No. (accumulated, until the year N)	25	50
12.3 – No. of spaces created to promote socialisation, meetings and the well-being of the community, including green spaces	No. (accumulated, until the year N)	25	30

Strategic Action Guidance Plan
Develop a sustainability plan for the transformation of the campuses, aligned with the 17 Sustainable Development Goals of the United Nations, with the objectives of the Sustainable Campus Network of which the Polytechnic is part and with the guidelines of the Green Metrics World University.
Create spaces for social, leisure, arts and cultural activities, innovative work environments, capable of inducing interdisciplinary co-work, productivity and well-being.
Carry out activities and campaigns dedicated to the theme of environmental sustainability, including the creation of volunteer programmes to support environmental sustainability initiatives.
Create forums for sharing and debate on sustainability-related topics on campuses, where there is the creation of pilot projects, as 'roadmaps' for carbon neutrality.
Requalify and expand the student residences.
Build a new ESECS, integrated on a campus connected to the current campus 2.
Requalify existing buildings, actively seeking funding instruments that allow for their regular maintenance.

**0013** – To promote digital transformation, harmonising physical and virtual spaces in terms of infrastructures, equipment, systems and processes.

Monitoring Indicators – KPIs	Unit	Goal 2025	Goal 2030
13.1 – No. of jobs with virtual and/or movable workplaces	No. (verified in the year N)	700	700
13.2 – No. of laboratories with updated equipment	No. (verified in the year N)	60	60
13.3 – No. of short-term courses promoting digital literacy, open to the internal and external community	No. (accumulated until the year N)	10	20
13.4 – Plan for digital transformation	% (Plan implementation rate in the year N)	40%	100%

Strategic Action Guidance Plan

Draw up a digital transformation plan that allows Politécnico de Leiria to carry out its digital transformation and contribute to the digital and green transition of the Leiria and Oeste Region, in its areas of empowerment and literacy, sustainability, economy, blue economy, public administration, culture and art.

Acquire and renew equipment to support teaching-learning, research, innovation and administrative processes.

Adopt processes and technologies that ensure the security, protection, integrity and confidentiality of critical information and personal data.

Adopt strategies to ensure compliance with the requirements and principles defined in the GDPR and other data protection legislation.

Hold short-term courses promoting digital literacy, open to the internal and external community.

SO6 – TO GENERATE SOCIAL, CREATIVE AND CULTURAL CENTRALITY

To generate social, creative and cultural centrality, the following Operational Objectives, monitoring Indicators and guiding Strategic Actions have been defined:

**OO14** – To promote the development of regional, national and international collaborative networks in the field of arts and culture.

Monitoring Indicators – KPIs	Unit	Goal 2025	Goal 2030
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14.1 – No. of cultural and artistic events included in the cultural agenda of Politécnico de Leiria	No. (annual; verified in the year N)	25	50
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**Strategic Action Guidance Plan**

Value and recreate meeting places, creating urban centrality through creative action in rural areas, promoting knowledge and cultural fruition workshops, taking into account the evolutionary movement of the libraries of the future.

Create and publish long-lasting projects with the growing involvement of the academic community from the arts, literature, science and technology fields to foster a transdisciplinary culture, aligned with the national reading, arts and science dissemination plans.

Create a cultural agenda, with the events in which Politécnico de Leiria is promoter or co-promoter.

Participate and promote creation activities regarding the contemporary and future societal challenges (ecology, climate change, sustainability, seas, public health, ethics, aesthetics, politics in arts and literature).

Promote activities of social, cultural and artistic expression with engagement and research, curation, mediation and literacy.

Participate in and promote activities of collection, research, museographic and museological valorisation, making them accessible and dedicated to the valorisation of the natural, built and immaterial heritage, preferably dedicated to the region of direct influence of Politécnico de Leiria.

Participate and promote creative activities of interaction between sciences and technologies, arts and design, creating a digital transformation with human value.

Participate and promote cultural and artistic activities in bilateral cooperation/collaboration, namely with the Rede Cultura 2027.

Create an agenda promoting art and artists in the transformation of post-COVID-19 society.

**0015** – To promote social responsibility.

Monitoring Indicators – KPIs	Unit	Goal 2025	Goal 2030
15.1 – Initiatives of volunteer work associated with the volunteering network of Politécnico de Leiria	No. (annual; verified in the year N)	4	4
15.2 – No. of people involved in volunteering actions associated with the volunteering network of Politécnico de Leiria	No. (annual; verified in the year N)	200	200
15.3 – No. of social responsibility actions/projects with the attribution of ECTS	No. (accumulated; verified in the year N)	10	20

**Strategic Action Guidance Plan**

Create a team at Politécnico de Leiria with the mission of coordinating the social responsibility activities.

Successfully conclude the actions planned under the 100% IN® Project and replicate the project in the RUN-EU network, to validate its results and constitute the basis for the elaboration of the national and international public policy regarding the integration of students with specific needs in higher education.

Promote voluntary and social responsibility activities in the community to stimulate transversal competencies acquisition recognised in the student's curriculum through the acknowledgement of ECTS.

**OO16** – To promote regional and national development by promoting health, sports and well-being, including the creation of healthy campuses.

Monitoring Indicators – KPIs	Unit	Goal 2025	Goal 2030
16.1 – No. of participants in sport events promoted by Politécnico de Leiria	No. (annual; verified in the year N)	1500	1500
16.2 – No. of events co-organised by Politécnico de Leiria related to health, sports and well-being	No. (annual; verified in the year N)	20	20
16.3 – No. of health services provided to the academic community	No. (annual; verified in the year N)	10	10
16.4 – Achievement of the recognition of Healthy Campuses	Yes / No	Yes	Yes

Strategic Action Guidance Plan

Organise sporting events that involve the academic community and the communities in Politécnico de Leiria’s zone of direct influence.

Promote the evolution of the medical services into Health Services of Politécnico de Leiria, extending its intervention to issues related to the promotion of health and well-being.

Establish a multipurpose infrastructure(s) to promote a community sense of belonging and identity, through actions based on sports, culture and arts.

Enhance the impacts of the European City of Sport 2022 in the promotion of health and well-being at Politécnico de Leiria.

Create a pedagogical clinic focused on innovative learning contexts in the health area.

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## **MONITORING AND ASSESSMENT**

It is essential to monitor the indicators to identify nonconformities, anticipate possible risks in their compliance and apply measures to moderate risks and correct deviations. For this purpose, specific information will be collected concerning the achievement of the objectives defined for each monitoring indicator. A technical indicator sheet was created, comprising the following elements:

**STRATEGIC PLAN 2030**  
KPI FACT SHEET

STRATEGIC OBJECTIVE	
OPERATIONAL OBJECTIVE	
KPI No.	
DESIGNATION	
GOAL	Value/year or Accumulated value for 2025 and 2030
REFERENCE VALUE, IF APPLICABLE	
UNIT OF MEASUREMENT	No. OR %
COLLECTION PERIODICITY	Calendar Year; Academic Year; Semester
REFERENCE PERIOD OF DATA	31 December; end of the academic year; (...)
CALCULATION FORMULA, IF APPLICABLE	Description of the Calculation Formula
CRITERIA APPLIED	Description of Criteria
SOURCE OF INFORMATION	Description of the Source of Information
PERSON IN CHARGE	Description of Person and/or Service in Charge

GUIDING EXAMPLES

Each KPI is associated with a Strategic Objective and Operational Objective. The KPI designation identifies what is being measured – its purpose – and no two KPIs have the same designation. Concerning the Objective, the value (total or average) per year, the cumulative value or a binary nomenclature 'YES/'NO' is identified. The reference value helps to support the objective defined for each reference year (2025 and 2030), offering the rationale of reasonability and feasibility by comparing the expected future value and the current or reference/benchmarking value. In turn, the Measurement Unit may be a number, a percentage or 'Non-applicable', in the case of a qualitative or binary KPI. In the case of the collection periodicity, it is important to define the moments when the information is collected, analysed and processed to verify the level of compliance of the KPI, which may be on an annual basis, by academic year, semester or other. The reference period of the data is an important element in the analysis, since the historical evolution of the information that is provided to the indicator may dictate different results depending on the intervals considered. Some KPIs have a mathematical formula for calculation since they depend on the collection of other indicators. In the criteria applied, the conditions that must be met to define the indicator are important, such as: gathering a minimum number of months of analysis or a minimum number of students, to substantiate the value obtained in the indicator. The source of information reflects the data collection points that allow for the analysis and the obtaining of the indicator's value. In turn, the person responsible refers to the person or working group appointed to monitor the evolution of the indicator.

By the end of the first five years of implementation of this Strategic Plan, a review of the document will be carried out to identify opportunities for strategic repositioning, resulting from possible paradigm shifts that may exist, which at that moment new strategic initiatives along with monitoring indicators, may be outlined.

The reflection to be carried out in 2025-2026 will be crucial to identify the main difficulties encountered and assess the progress achieved. This procedure allows monitoring and controlling the intervention process and identifying possible deviations from what was initially planned.

To monitor the 2030 Strategic Plan, people will be appointed responsible for the defined Strategic Objectives who, together with those responsible for the strategic initiatives, will carry out

the annual follow-up of the Plan. They will also be responsible for the collection and information of the monitoring indicators. Additionally, an annual assessment of the Plan's level of achievement will be performed, to identify possible deviations and adopt corrective measures to ensure the objectives are achieved.





# ANNEXES

## COLLABORATIVE SESSIONS

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Ana Cristina Miranda Perdigão

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Politécnico de Leiria - Alumni

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Director of Regional Development Services (CCDRC)

CEO of Fátima Hotels, Tourism

Director of the Erasmus+ Education and Training National Agency

Teacher at ESSLei, Politécnico de Leiria

Teacher at ESAD.CR, Politécnico de Leiria

Teacher at ESTG, Politécnico de Leiria

President of NERLEI - Entrepreneurial Association of the Leiria Region

CEO of The Natural Step International

Vice-President of EURASHE

Teacher at the University of Aveiro

Politécnico de Leiria - Alumni

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Mayor of the Torres Vedras Municipality

President of the Scientific and Cultural Centre of Macau

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Celina Maria de Melo Gaspar	Head of the Social Support and Accommodation Division of the Social Services (SAS) of Politécnico de Leiria
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Eduardo Beira	Teacher at Porto University
Eduardo Carrega Marçal Grilo	Former Minister of Education
Elga Patrícia Maximiano Ferreira	Teacher at ESAD.CR, Politécnico de Leiria
Elisabete Moita	Director of the District Social Security Centre of Leiria
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Fernando José Bandeira Carradas	Teacher at ESAD.CR, Politécnico de Leiria
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Gonçalo Nuno Bértolo Gordalina Lopes	Mayor of the Leiria Municipality
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# PESTEL ANALYSIS

The following is a survey of the main political, economic, social, technological, environmental, and legal factors which have an impact on the activity of Politécnico de Leiria.

## **POLITICAL FACTORS**

International political instability;  
Governmental and legislative changes with an impact on higher education, science, technology and innovation systems;  
Regional convergence and cohesion policies.

## **ECONOMIC FACTORS**

Portugal 2030 Multi-Annual Financial Framework;  
Recovery and Resilience Plan and the incentives integrated into the post-pandemic economic recovery programme;  
Horizon Europe and other funding policies for science and higher education in Europe;  
Funding model for HEIs;  
Centre Region with a GDP per capita below the national average;  
Economic and social crisis caused by the health crisis (COVID-19) and expected impacts on unemployment;  
Financial difficulties of families and students.

## **SOCIAL FACTORS**

Birth rate reduction;  
Ageing of the population;  
Unfavourable social perception of polytechnic education in the national context of higher education;  
Diversity of people in higher education;  
Increase of international students in higher education.



## **TECHNOLOGICAL FACTORS**

Digital transition agenda;

Digital literacy strategies;

Growth and development of technologies such as IoT, artificial intelligence, robotisation and 5G;

Technological modernisation in education, training, research and public administration services.

## **ENVIRONMENTAL FACTORS**

Meeting the objectives set out in the European Ecological Pact by 2050;

Meeting the objectives set out in the Paris Agreement by 2030;

Fair transition to a Green Economy in all regions;

Compliance with legal regulations on energy consumption in public spaces.

## **LEGAL FACTORS**

European policy for higher education;

Revision of the main framework laws of higher education (Legal Regime of Higher Education Degrees and Diplomas; Legal Regime of Higher Education Institutions; Basic Law of the Educational System);

Career Statute for Teaching Staff (ECPDESP);

Legal framework for research;

Evolution of laws related to Public Administration (access regime, careers, evaluation);

Social support policies for students.

# SWOT ANALYSIS

The SWOT analysis maps the main internal strengths and weaknesses of Politécnico de Leiria, as well as the main threats and opportunities of the external environment and it is also essential for the definition of the strategic orientation.

## STRENGTHS

Leader and coordinator of RUN-EU;  
High-quality and modern training offer;  
Qualification and skills of the teaching, research, technical and administrative staff;  
Recognition of the institution at local, regional and national levels;  
Strong connection to the business and institutional sector in the region;  
Multiculturalism on the campuses;  
Social support measures for students;  
Location in a region with excellent quality of life, safety, and business, social, cultural and sporting dynamics;  
Quality and integration of the regional R&D+i ecosystem;  
Existence of 15 research units accredited by FCT, covering the various areas of teaching and research.

## WEAKNESSES

Impossibility of granting a doctoral degree;  
Lack of English language training offer;  
Reduced publication of articles in indexed international journals;  
Insufficient visibility and valorisation of technical publications;  
Low number of technical and administrative staff;  
Obsolescence of some equipment and laboratories;

Reduced involvement of the *alumni* in the life of the institution;  
Absenteeism and educational underachievement in some areas.

## OPPORTUNITIES

Valuing people in the institution and opportunities for career progression;  
National and international networks of cooperation in teaching, innovation and research;  
Key leading role in RUN-EU;  
Greater perception by young people of the importance of higher education;  
Possibility of creating a single campus in Leiria;  
Rede Cultura 2027;  
Increase the flow of international students;  
Regional, national and international funding strategies for science and higher education;  
National and international strategies to promote sustainable development;  
Use of digital technologies as mediators of innovative strategies in learning processes, research and services;  
Requalification and advanced training needs of professionals, associated with the transformation of the economy.

## THREATS

Reduction in the number of higher education applications (birth rate, emigration, dropouts, among others);  
Competition from other higher education institutions;  
Negative social perception of polytechnic higher education;  
Financial difficulties of families and/or students associated with the economic crisis;  
Limitations on the autonomy regime of higher education institutions;  
Absence of a national policy for funding higher education.

# TOWS ANALYSIS

The TOWS analysis defines the operational strategies arising from the cross-referencing of strengths, weaknesses, threats and opportunities.

## **SO Strategies (Strengths and Opportunities)**

Take advantage of the leadership role of RUN-EU to obtain recognition as a Polytechnic University and strengthen cooperation in national and international networks in the field of education, research and innovation (OO1, OO3);

Provide a high-quality training offer, with innovative learning environments, capable of attracting more young people to higher education (OO2, OO5);

Promote international healthy and sustainable campuses, with a multicultural environment (OO12, OO16);

Value people by providing access to professional development opportunities and conciliation of employees' professional and family life (OO10, OO11);

Benefit from its connection to the business/institutional sector of the region to develop regional, national and international collaborative networks (OO14).

## **ST Strategies (Strengths and Threats)**

Strengthen the leadership role of national/European cooperation networks and align Politécnico de Leiria's training offer with the European strategy for higher education to attract the highest number of applicants to higher education (OO1, OO2);

Reinforce social support measures for students/families as a way to overcome financial difficulties (OO15);

Take advantage of the 15 R&D units recognised by FCT to broaden the network of national and international partners and generate knowledge with a transforming effect on society (OO1, OO7).

### **WO Strategies (Weaknesses and Opportunities)**

Reinforce the participation in national and international cooperation networks, stimulating the involvement of the *alumni* network of Politécnico de Leiria (OO1, OO9);

Promote training focused on the skills of the future, with innovative learning contexts, capable of attracting young people to higher education, reducing absenteeism, underachievement and dropout (OO4);

Enhance the value of technical and administrative staff through access to professional development opportunities (OO10);

Harmonise physical and virtual spaces in a context of physical and digital transformation of the campuses (OO13);

Improve the working conditions and well-being of the community, overcoming the obsolescence of equipment and labs (OO12);

Take advantage of financial support for science to leverage scientific production in terms of relevance and impact (OO8).

### **WT Strategies (Weaknesses and Threats)**

Be recognised as a polytechnic university, with the possibility of granting doctoral degrees, capable of attracting the best national and international applicants (OO3);

Attract and retain the best teachers and researchers, both national and international, to generate knowledge with impact by publishing articles in indexed international journals (OO7);

Attract the best employees and promote professional development and a healthy work-life balance (OO10, OO11);

Transform and upgrade the campuses, improving working conditions and community well-being (OO12, OO16).

