



**STRATEGIC PLAN**  
2026 / 2029



**UALG**  
**HORIZON**  
**2030**

**INCLUSIVE,  
INNOVATIVE  
TEACHING  
WITH GLOBAL  
RESEARCH**

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## 1. CONSULTATION, DEBATE AND DRAFTING PROCESS

This version of the **University of the Algarve's Strategic Plan for 2026–2029**, approved by the General Council on 18 March 2026, took as its starting point the Rector's action programme (see Alexandra Teodósio, Action Programme. Candidacy for the position of Rector of the University of Algarve, September 2025), whose strategic objectives and lines of action were validated by the election.

The methodology for the strategic assessment of the UAlg Horizon 2030 Plan is included in the annex. The collaborative approach proposed for Strategic Assessment for Sustainability (Strategic Thinking for Sustainability - ST4S through Strategic Environmental Assessment - SEA)<sup>1</sup> was adapted to the University's institutional context.

The Strategic Plan was developed through the following phases:

Phase 1 – Preparation of the draft version by the Rectorate, by 5 February;

Phase 2 – Public consultation, from 9 February to 5 March. During this period, sessions for the analysis and discussion of the draft version will be held with the academic community across all University campuses, as well as with representatives of the external entities listed in the Stakeholder Reference Framework annexed hereto;

Phase 3 – Integration of the contributions received into the document submitted to the General Council for consideration, by 9 March (General Council session of 18 March).

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<sup>1</sup> <https://researchportal.ulisboa.pt/pt/publications/strategic-thinking-for-sustainability-st4s-in-strategic-environme/>



## 2. MOTIVATION, MISSION AND VISION

**The motivation** for the **UAlg Horizon 2030 strategic plan** lies in a shared commitment to more inclusive, more innovative higher education, centred on research excellence with global impact, at the University of Algarve (UAlg). Drawing on Algarvian identity and its Atlantic and Mediterranean vocation, and on excellence in fields such as Marine Sciences, Archaeology, Health and Tourism, the proposal is to renew UAlg's educational model, adapting it to the societal challenges of the near future and to the 2030 horizon.

This proposal is underpinned by UAlg's research excellence, which facilitates the attraction of young talent, aligned with the National Smart Specialisation Strategy (ENEI) of the Portugal 2030 Strategy<sup>2</sup> and the Regional Smart Specialisation Strategy of the Algarve 2030 Regional Programme (EREI)<sup>3</sup>. It is equally supported by UAlg's integration into European and international science and education networks, in line with the United Nations (UN) 2030 Agenda, and by the strengthening of new partnership models.

Alignment with the new methodology of the Agency for Research and Innovation (AI<sup>2</sup>) — for the strategic assessment used to define national priority domains in research, technology and innovation, as well as for budget allocation — will also be crucial to UAlg's positioning, not only in its internal response to research and innovation conditions, but also at regional and global level. Likewise, the connection to the Algarve region will remain ever-present, aligned with local needs in terms of research capacity, technological co-production and climate resilience. UAlg seeks to position itself as a leader in advanced training for the development of critical technologies, in line with the STEP Platform (Strategic Technologies for Europe Platform)<sup>4</sup>, covering areas such as production technologies, materials, digitalisation, deep-tech innovation, green and blue infrastructures that foster clean and efficient technologies, and biotechnologies, for a more resilient Algarve with a more diversified economy. It also aims to strengthen resilience through social innovation and the restoration of ecosystem diversity, which will

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<sup>2</sup> [2023\\_enei\\_2030.pdf](#)

<sup>3</sup> [EREI Algarve 2030 - Domínios de especialização.pdf](#)

<sup>4</sup> [Strategic Technologies for Europe Platform \(STEP\) | European Union](#)



provide the resilience required to face climate change, to which the Algarve region, with its Mediterranean climate, is particularly exposed. Close alignment with the PTRR – Portugal Transformation, Recovery and Resilience, the response programme to the climate catastrophe that struck several regions of mainland Portugal in early 2026, will help prepare a safer, more resilient and more competitive future.

The strategic plan presented herein is a working proposal to be developed in close collaboration between the Rectoral Team, the Administrator, the Organic Units (OUs) of UAlg's university and polytechnic subsystems, the respective services and offices, the Academic Association of the University of Algarve (AAUAlg) and, in particular, every member of our academic community.

Considering that all actions must ultimately serve the full fulfilment of UAlg's **Mission**, reference is made to Article 2 of the Statutes, which defines it as follows:

**The Vision**, the inspirational element guiding the medium-term path, proposes that UAlg, by 2030, serve as an institutional guide within the limits set by national, European and UN targets and affirm its diversity, further strengthening the integration of the polytechnic and university subsystems, with critical mass in areas of excellence, where fundamental and applied research underpin inclusive and innovative teaching and learning (based on real problems, sustainability challenges and experiential learning, and anchored transversally in the development of inner competences). With an increased transition rate from Algarvian secondary education to UAlg, lifelong learning and the attraction of international talent, by 2030 there will be more graduates in the region and more ethical professionals and entrepreneurs leading full and healthy lives. In 2030, UAlg, through its motivated students and its technical and academic staff with flexible profiles, will contribute to diversifying the Algarve's economy through social innovation and sustainable critical technologies, rooted in a strong transdisciplinary and intelligent approach, breaking down barriers and operating across a regional continuum, with impact beyond the Algarve itself. By 2030, UAlg will be part of European and global networks of excellence and will contribute to a society and an Algarve region with sustainability pilots that, despite accelerated change, are fairer, more resilient and more respectful of planetary health<sup>5</sup>.

In addressing societal challenges from the UAlg context, the relative analysis of scientific activity (SciVal/Scopus)<sup>6</sup> over the last five years highlights our contribution to three basic human rights: a healthy environment (SDG 13 – climate action; SDGs 14 and 15 – the

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<sup>5</sup> PHD Planetary Healthy Diet. The EAT–Lancet Commission on healthy, sustainable, and just food systems [https://doi.org/10.1016/S0140-6736\(25\)01201-2](https://doi.org/10.1016/S0140-6736(25)01201-2), and Will the Oceans Help Feed Humanity? Duarte *et al* <https://doi.org/10.1525/bio.2009.59.11.8>

<sup>6</sup> SciVal from Scopus, accessed on 6 October 2025.

<https://www.scival.com/overview/sdg?uri=Institution/3280064>



protection of aquatic and terrestrial biodiversity and its sustainable use), decent work (SDG 8, but also SDG 5 – gender equality; SDG 12 – responsible consumption and production), and quality food (SDG 2 – zero hunger). Linking the three dimensions of justice that frame these three basic rights<sup>7</sup>, it is not enough to ensure justice only in terms of the distribution of resources and recognition; participatory interdisciplinarity (academia and community) and transdisciplinarity are also required, together with the urgent strengthening of effective participation in decision-making processes by all (students and staff).

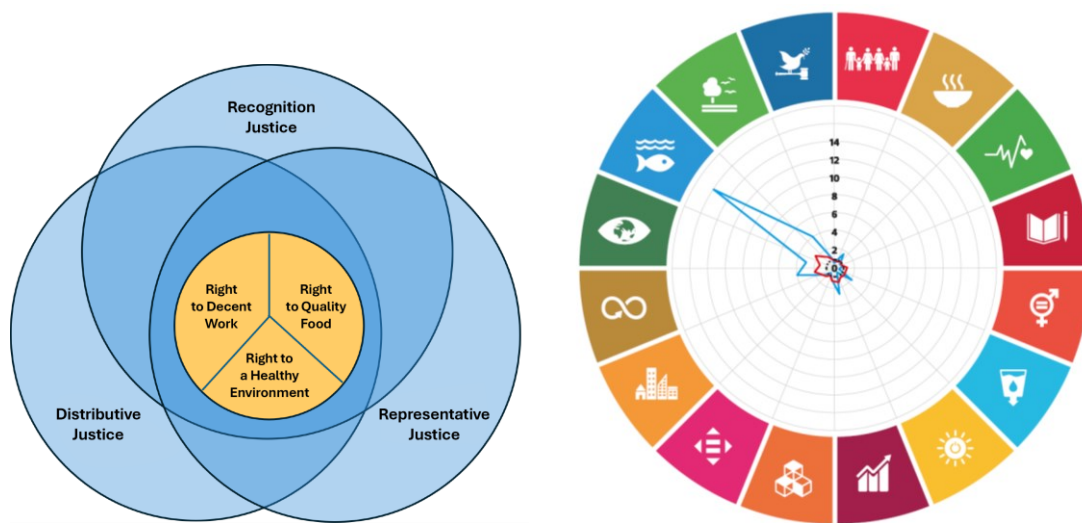


Figure 1. Response to societal challenges from the UAlg context: following the relative analysis of scientific activity over the last 5 years, our contribution to the three basic human rights (Decent Work, Quality Food and Healthy Environment) is particularly noteworthy. Fraser (2007) and SciVal from Scopus (SDG Relative Activity Index 2019–2024, accessed on 6/10/25 from UAlg profile – blue line, Portugal – red, World – dashed).

It is essential that UAlg commits now to the recent directives of the European Higher Education Area (EHEA)<sup>8</sup>, including the European Commission's strategic initiative Union of Skills<sup>9</sup>, in order to anticipate the response required in Portuguese higher education and be prepared to make successful use of the available funding. The entire academic community must be prepared for a transformation that ensures the active development of competences by our future students - both professional and personal - in a multicultural environment. Thus, while preparing for a constantly evolving labour market, they are also encouraged to develop personal competences that will enable them to thrive in a society that is itself changing (the age of volatility - rapid, unpredictable and

<sup>7</sup> <https://www.journals.uchicago.edu/doi/abs/10.1086/589478>

<sup>8</sup> <https://ehea.info>

<sup>9</sup> [https://commission.europa.eu/topics/competitiveness/union-skills\\_en](https://commission.europa.eu/topics/competitiveness/union-skills_en)



unstable changes across domains such as the economy, financial markets, technology and international relations). Furthermore, interpersonal, emotional and social competences are becoming increasingly relevant in the teaching and learning process in the age of artificial intelligence. Specific cognitive competences will indeed be easier and quicker to replace, whereas emotional competences, like motor competences, remain inherent to the human condition and must be actively nurtured at UAlg.

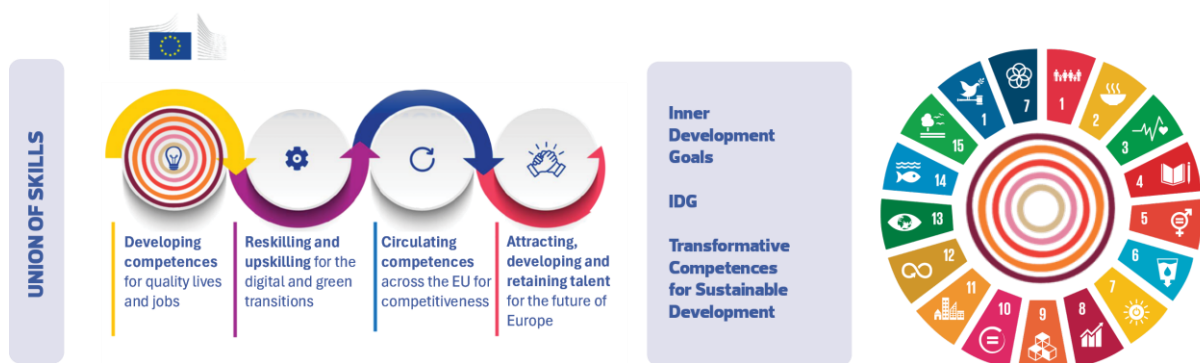


Figure 2. European Commission strategic initiative - Union of Skills<sup>10</sup> - combined with transformative inner competences aligned with the Sustainable Development Goals - Inner Development Goals (IDG)<sup>11</sup>.

The competences of teaching staff and non-teaching technical-administrative staff require special attention in this changing world, including cross-cutting competences, preparedness for global, social and environmental change, public-service orientation and adaptability. The aim is to expand the range of study programmes developed in partnership (academic and non-academic), supported by innovative pedagogical methods, enabling the award of European joint degrees and national joint degrees, fully aligned with international quality-assurance systems.

Currently, one of the most significant challenges at university level, in the Algarvian and national context, lies in adapting the University to a profile of young people entering higher education who sometimes lack the motivation for active participation in the institution and for more autonomous, demanding yet flexible learning necessary to develop the competences of the future.

There is also a recognised need for a more flexible academic career structure, bringing the university and polytechnic research and teaching statutes closer together within a higher education institution such as UAlg, through the profiles of Practice Professor, University Professor and Research Professor. The latter profile should prioritise research and scientific discovery while retaining some involvement in early-cycle teaching —

<sup>10</sup> [eur-lex.europa.eu/legal-content/PT/TXT/PDF/?uri=CELEX:52025DC0090](http://eur-lex.europa.eu/legal-content/PT/TXT/PDF/?uri=CELEX:52025DC0090)

<sup>11</sup> <https://innerdevelopmentgoals.org/>



which is motivating for students entering UAlg — and strengthening supervision activities at different levels, from the initial stages through to the doctorate.

In sum, it is essential to break down internal and external barriers, bring the two university and polytechnic subsystems closer together, as well as research and teaching, and strengthen UAlg's connection to the Algarve region as a whole.

It is equally a priority to strengthen the pedagogical training of teaching staff and to enhance technical-administrative careers. It will also be essential to respond more effectively to the constantly changing labour-market demands placed on graduates' competences. This requires creating a genuine continuum across the Algarve region and broadening horizons through academic and non-academic partnerships, with entrepreneurship-related teaching activities cutting across all fields, in order to implement value-added initiatives linked to fostering a more innovative and entrepreneurial culture and to developing and promoting the concept of the Algarve Living Innovation Campus as a concerted initiative between UAlg and strategic partners for the promotion of entrepreneurship.

The **ultimate objective** is to make UAlg — and, through it, the Algarve — a benchmark in sustainability and innovation, with local and global impact in the areas of clean production processes, healthy food systems based on green and blue resources, and climate resilience.



## 3. SUMMARY DIAGNOSIS

The **SWOT analysis** (Strengths and Weaknesses; Opportunities and Threats) shows that UAlg combines competitive advantages in its location and areas of excellence with significant international attractiveness. However, it faces structural weaknesses related to its size, general reputation and dependence on the State Budget. External threats, such as demographic decline, the Algarvian social context and competition from metropolitan universities, are counterbalanced by opportunities linked to the region, such as the co-production of knowledge applied to the blue economy and well-being, and external projection in certain labour markets. UAlg must position itself to respond to the major current challenges and opportunities — namely, demographic ageing, climate change, the energy transition, AI, technological and geopolitical changes with implications for security and competitiveness.

### 3.1. Internal Analysis – 5 Key Strengths:

→ **Stable internal context, conducive to the implementation of planned initiatives, underpinned by solid financial foundations.** In 2024, UAlg surpassed 100 million euros in revenue, practically doubling the figures of six years earlier, with approximately 50% coming from self-generated revenue, tuition fees, services and projects. This growth has gone hand in hand with academic development: over the same period, the number of students increased by more than 30%, reaching approximately 10,000, and the number of graduates rose from 1,308 to 1,993. Human resources have also been enhanced, with career progression and measures promoting work-life balance (over the last five years, more than 130 teaching staff advanced in their careers). Non-teaching staff, recognised as an essential pillar of UAlg’s mission, have likewise benefited from measures such as flexible working hours, remote-work options and initiatives recognising excellence in service delivery. The close-knit atmosphere across the academic community is also noteworthy, characteristic of a medium-sized, relatively young and informal institution. In addition,



there are campus areas close to natural spaces, with equipped outdoor areas that promote well-being, as well as an established routine of regular meetings between the heads of organic units, services and the Rectorate (which coordinates the Senate), fostering a stronger climate of collaboration for the fulfilment of UAlg's mission as a higher education institution committed to continuous improvement.

- **The coexistence of the university and polytechnic subsystems** enhances research freedom from fundamental areas to applied science and enables a response to distinct needs and specificities, with the potential to offer innovative solutions in both teaching and innovation and technology in the region, nationally and internationally. This enables the coexistence of distinct teaching and learning methods and all higher education diplomas and degrees, from the Higher Professional Technical Diploma to the Doctoral Degree, as envisaged in the new Legal Framework for Higher Education Institutions (RJIES) and the revision of the degrees and diplomas regime, which further aligns the two subsystems.
- **Consolidated scientific excellence in areas such as Marine Sciences, Health, Heritage and Tourism**, with competitive teams and European projects. UAlg research centres have been rated 'Excellent' or 'Very Good' and most have modern infrastructures which are highly attractive to doctoral students and international researchers. Disseminating the success stories of UAlg research centres, such as ICArHEB, is essential to empowering researchers and attracting new European Research Grants (ERCs) to other UAlg centres through cross-cutting proposals.
- **Strong institutional commitment to engagement with regional entities**, such as CCDRALg, AMAL, ARH Algarve-APA and RTA, as well as other sociocultural and economic agents, effectively harnessed by the polytechnic subsystem. Established structures include Algarve TECH HUB®, UAlg Tec Campus (University of Algarve Business Accelerator), UAlg Tec Start (CRIA UAlg Business Incubator) and UAlg Tec Health Clinical Simulation Centre (FMCB). In the area of sciences, technologies and medicine within university education, the programme contract with Algarve municipalities at the Faculty of Medicine and Biomedical Sciences is particularly noteworthy. Services such as the Library and UAIC and initiatives like UAlg V+ also contribute to this dynamic. With regard to satisfaction with UAlg's internal services, the external community reports satisfaction levels exceeding 95%, especially with UAlg V+, the Library and UAIC.
- **Consolidated international experience**, marked by active and dynamic participation in educational projects such as Erasmus+ and Horizon Europe, as well as in cooperation networks with the Atlantic and Mediterranean spaces, especially in Europe and the Lusophone and Hispanic world. The active expansion of Erasmus+



UAlg Alliances project partnerships to other geographies and scientific areas is particularly noteworthy. Since 2017, UAlg has gained recognition in global rankings, such as the *World University Ranking – Times Higher Education*, where it achieves the highest score among Portuguese universities in the International Outlook pillar, assessing variables such as the percentage of foreign students and teaching staff and internationally co-authored publications. In recent years, UAlg campuses have been consolidating a multicultural environment, with more than 100 nationalities represented and approximately 20% foreign students, fostering 'internationalisation at home'.

### 3.2. Internal Analysis – 5 Key Weaknesses:

- **Weak student engagement, high dropout rates and low educational efficiency.** Student participation in the Institution's democratic life remains limited, whether in elections (e.g. in the election of representatives on the Pedagogical Councils of OUs or the 2025 General Council election, where only about 2% of students voted), in representation in formal and informal structures such as councils and working groups, or in participation in teaching and learning perception surveys (SIMEA) or sports activities. On the other hand, UAlg is among the HEIs with the weakest performance in terms of first-year, first-time dropout rates (Directorate-General for Education and Science Statistics) and presents one of the lowest educational efficiencies (percentage of graduates completing within the expected number of years — Multirank). The lack of internal communication may further reinforce perceptions of limited scientific, artistic or technological excellence in some areas, affecting student retention — a situation that urgently needs to be remedied.
  
- **Limited institutional size and critical mass.** In some emerging teaching areas, the number of teaching staff is small, and the Science and Technology areas are experiencing significant workforce ageing. The offer of undergraduate courses taught in English is very limited, which limits the institution's ability to attract international students. Lifelong learning, through micro-credentials, remains restricted to some areas and has not yet been implemented on a cross-cutting basis or recognised at European level. The Scientific Employment programme funds only a limited number of career positions, and only for limited periods of 3-6 years, for research development. Compared with the country's major universities, this undermines the approval and development of research, the operation of some higher education programmes, and the funding of certain research and development units (R&D units).



- **Low representation of doctoral students in the Algarvian academic community.**  
Only about 5% of UAlg's total enrolments are in doctoral programmes and, at national level, the University accounts for about 2% (489 out of 24,000). Although doctoral students are recognised as central agents in knowledge production, their involvement in UAlg life remains limited, whether as assistants or as close facilitators and motivators in the learning process of students in the initial cycles. The universities with the highest numbers of doctoral students, together accounting for more than 80% of the national total, are the University of Porto, the University of Lisbon, NOVA University Lisbon, the University of Coimbra, the University of Minho, the University of Aveiro and ISCTE.
  
- **Excessive time required for administrative procedures and technical support.**  
Procurement procedures for goods and services are slow in both research and teaching, aggravated by task duplication across platforms associated with pre- and post-teaching activity, as well as the need to automate some repetitive administrative tasks. In addition, maintenance of some equipment is insufficient and certain facilities, especially at the Portimão Campus, have not been adequately refurbished. Waste separation and selective collection services are also insufficient, as is the maintenance of outdoor spaces and naturalised areas.
  
- **Low rate of co-production and innovation with and for the economic and social fabric and low attractiveness of private funding and philanthropy.**  
UAlg has limited involvement of teaching staff and researchers in the collaborative laboratories associated with the University, where majority partners from the business sector set the research agenda. Low R&D expenditure in the Algarve — still below the national benchmark (<0.5% of GDP compared to 1.75% nationally in 2023) — constitutes a strategic threat to UAlg and the region: it weakens competitiveness, increases dependence on volatile public funding, reduces the capacity to attract competitive European funds, hinders the formation of scientific critical mass, encourages brain drain and discourages the establishment of technology companies and scientific philanthropy. This deficit compromises the green and digital transition and the move up the value chain in areas such as the blue economy, health and tourism decarbonisation, limiting the University's regional and international impact. Without a swift increase in regional scientific expenditure and the creation of a professional fundraising unit (fundraising and patronage), UAlg risks losing prominence compared to other regions and missing opportunities associated with the government target of 3% of GDP in R&I by 2030, set by the 25th Constitutional Government. Additionally, the open science policy at UAlg is unclear and offers few incentives for Gold Open Access publication and deposit in the institutional repository Sapiencia, which limits the visibility of scientific output and the translation of knowledge into innovation.



### 3.3. External Analysis – 5 Key Opportunities:

→ **Strategic position of the Algarve region and UAlg as a hub for economic and social innovation.** The Algarve's geographical proximity to Europe, Africa and even the Americas, combined with international connectivity facilitated by the airport, reinforces UAlg's attractiveness and enhances the region's culture and quality of life. This positioning consolidates the Algarvian identity in the eyes of visitors and investors, making the Algarve not only a tourist destination but also a hub of knowledge, innovation and economic development. The Algarvian identity guides the definition of UAlg's projects and research areas, acting as a crucial agent in fostering the innovation ecosystem, capacity building and stimulating entrepreneurship within the regional economic fabric, within the framework of the Algarve 2030 Regional Development Strategy<sup>12</sup>. UAlg has convergent competences with the Smart Specialisation Strategy (EREI), aligned with Societal Challenges (climate change, active ageing, Mediterranean diet, digitalisation/economy 4.0, circular economy) and Strategic Domains (tourism, sea, agri-food, renewable energies, health, ICT and creative and cultural industries). These areas should be reflected in the Strategic Domain under analysis during 2026 at the new Research and Innovation Agency AI<sup>2</sup> E.P.E. (created on 24 December 2025), still to be defined. In the 2025 edition of the European Innovation Scoreboard<sup>13</sup>, the Algarve (PT15) rose to a performance of 72.1, classified as a 'moderate innovator' compared to 2018. This framework enhances UAlg's mission to co-create knowledge with regional and global impact and valorise it, sustaining the vision of establishing the University as a benchmark in sustainability and innovation, serving society and the development of the Algarve. There are clear opportunities beyond tourism for initial training in CTeSP, focused on critical technologies for the Algarve's productive system, such as automation applied to smart agriculture, digital aquaculture and green shipbuilding, with active business partners throughout the territory (STEP Platform – Strategic Technologies European Platform).<sup>14</sup> The Algarve 2030 objectives (RSO1.6 and RSO1.7) identify critical technologies — biotechnologies, digital technologies and clean technologies — as essential vectors for economic diversification, industrial modernisation and international strengthening of the region's companies, including defence and dual-use areas such as advanced shipbuilding, autonomous systems, electronics, underwater acoustics and geotechnologies.

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<sup>12</sup> Estratégia Regional Algarve 2030 [https://www.ccdr-alg.pt/site/sites/default/files/inline-files/20201111\\_Estrategiaalgarve2030aprovada11set2020.pdf](https://www.ccdr-alg.pt/site/sites/default/files/inline-files/20201111_Estrategiaalgarve2030aprovada11set2020.pdf)

<sup>13</sup> [https://research-and-innovation.ec.europa.eu/knowledge-publications-tools-and-data/publications/all-publications/european-innovation-scoreboard-2025\\_en](https://research-and-innovation.ec.europa.eu/knowledge-publications-tools-and-data/publications/all-publications/european-innovation-scoreboard-2025_en)

<sup>14</sup> [https://strategic-technologies.europa.eu/index\\_en](https://strategic-technologies.europa.eu/index_en)



- **Infrastructures under development within the Algarve 2030 Programme and the Recovery and Resilience Plan (RRP).** Like other HEIs, UAlg benefits directly from RRP investment, participating in programmes under Component 6 – Qualifications and Competences, namely Impulso Adultos (RE-C06-i03) and Impulso Jovens STEAM (RE-C06-i04), which have enabled the acquisition of modular infrastructures and vessels for laboratories, in situ classrooms and marine stations under FOSTEAM@SOUTH. Under Component 10 – Blue Hub (TC-C10-i01), UAlg is part of the consortium led by the Municipality of Olhão for the creation of the Algarve Hub (H7), which aims to develop an innovative Blue Hub School concept, linking the training of highly qualified human resources to the needs of the sea-economy market, while promoting business incubation and leveraging the blue bioeconomy. The Digital Building, a 4,100 m<sup>2</sup> digital pedagogical complex, designed as NZEB+20% with energy self-sufficiency and renewable-energy use, with computer rooms, laboratories and support spaces dedicated to technological areas, to be built on the Gambelas Campus, represents a strategic and modern investment for UAlg, enabling growth in student numbers and with strong potential to strengthen provision in ICT, multimedia and cybersecurity and to serve as an attraction hub for STEAM students. The completion of the Arts Building on the Gambelas Campus in early 2026 will also make it possible for artistic teaching and learning to take place in dignified conditions for classes, workshops, studios, events and exhibitions. The construction of two new residences on the Penha and Gambelas campuses (in addition to works carried out in the others) makes it possible to provide greater and better social support for students, as well as new high-quality accommodation possibilities for participants in scientific meetings, summer schools and visiting researchers.
- **Growing appreciation of interdisciplinary science applied to sustainability.** European funding increasingly prioritises interdisciplinary areas through programmes such as Erasmus+, Horizon Europe and European Research Council Grants, creating opportunities for UAlg to strengthen its position. There is a growing incentive for interdisciplinary proposals in UAlg's areas of excellence, such as marine and health sciences, with integrated approaches such as One Health, One Water and the Planetary Health Diet (PHD). A favourable context exists for developing more teaching and research activities in collaboration with the collaborative laboratories (CoLAB) associated with UAlg, such as S2AQUA (Sustainable and Smart Aquaculture), KIPT (Knowledge to Innovate Tourism Professions), ABC CoLAB (Integrated Ageing and Rejuvenation Solutions) and Green CoLab (Algae Biotechnology). These laboratories function as facilitators of science-business partnership creation, responding to growing interest in areas such as sustainable food production, agri-tech, the Planetary Health Diet, medicine, tourism and marine biotechnologies in R&D. UAlg, with the R&D



centres and laboratories it hosts, is particularly well placed to contribute to the PTRR Portugal Transformation, Recovery and Resilience Programme, at the level of advanced and region-focused capacity building and Research and Innovation projects in climate resilience that urgently need to be developed.

- **Growing international student demand.** Demand is increasing from students from Europe, Asia, Africa and Latin America, attracted by safe destinations that offer enriching mobility experiences in multicultural settings underpinned by research excellence. The Algarve's cultural and scientific soft power, combined with Portugal's image as a safe and welcoming country, creates opportunities to attract more international students, especially in a context of declining interest in other traditional destination countries such as the United States, the United Kingdom and the Netherlands, due to political factors. This scenario favours the expansion of undergraduate programmes taught in English and the strengthening of postgraduate provision, increasing UAlg's attractiveness in the global higher-education landscape.
  
- **Growing demand for innovative, student-centred learning approaches.** In teaching and learning, there is growing recognition of innovative, student-centred pedagogical methodologies such as Problem-based Learning (PBL), Research- and Innovation-driven Learning (RbL), Challenge-based Learning (CBL), hands-on learning (learning by doing) and Service Learning (SL). At the same time, micro-credentials, lifelong learning and flexible formats are becoming increasingly relevant, including Blended Intensive Programmes (BIP) and initiatives such as Collaborative Online International Learning (COIL), which promote short-duration mobilities and hybrid or online experiences. These opportunities are reinforced by European directives and funding mechanisms that encourage institutional adaptation to these new forms of teaching, with particular emphasis on integration into European alliances, which will enable automatically recognised educational offerings, as envisaged by the Union of Skills. The cross-cutting adoption of these innovative methodologies, integrated with research, internationalisation and the Sustainable Development Goals (SDGs), constitutes a natural path towards the sustainability of UAlg and of the Algarve region itself. However, investment in broader global partnerships will be indispensable in order to face current challenges, attract students from new geographies, provide competences for sustainable careers and create conditions for the development of scientific excellence and the co-production of innovation with impact beyond the academic sphere.



### 3.4. External Analysis – 5 Key Threats:

- **Algarvian social context.** The social context of the Algarve region presents vulnerabilities that may constitute threats to UAlg's stability and mission. Labour precariousness in the tourism and agriculture sectors, the scarcity of affordable housing and even scientific employment, and inequalities between local and foreign residents generate social discontent, creating fertile ground for populism and, consequently, for pressures on democratic institutions and their resilience. Additionally, evidence of disrespectful and sexist behaviour at academic events outside UAlg's walls, by some final-year students, reveals gaps in the development of essential competences throughout the academic pathway, such as critical thinking and citizenship. Particularly concerning is the absence of reflection on individual and collective freedom, respect for gender equality and the objectification of the human body, aspects that science associates with greater risk of radicalisation and even potential gender-based violence in the future.
  
- **General demographic decline, low transition rate from secondary to higher education in the Algarve** and weak representation of Barlavento students at UAlg. The lack of effective public transport links between the Barlavento and Faro constitutes an additional threat to student recruitment from this region. There is also lower female representation in the choice of STEM areas such as CTeSP, engineering and computer science, and lower male representation in health, well-being and education areas. At European level, a concerning trend of declining doctoral numbers in STEM areas is observed, with a global fall of 7%, including 13% in natural sciences, mathematics and statistics, and 26% in ICT.
  
- **Changes in legislation, funding and European, national and regional economic vulnerability.** The current restructuring of higher education and research and innovation institutions, associated with RJIES, Degrees and Diplomas, Career Statutes (Teaching and Scientific Research), and the creation of a new Research and Innovation Agency (AI<sup>2</sup>) also creates difficulties in strategic planning, but also constitutes an opportunity for timely adjustment to legal changes. Instability in public funding, dependent on political cycles, represents a risk to budgetary sustainability and stable funding of UAlg's mission. Moreover, research investment in the Algarve remains below the national average, while regional economic agents show limited willingness to fund scholarships, support research projects and promote knowledge co-production. The regional economic base, strongly concentrated in the tourism sector — currently experiencing strong growth — hinders diversification and the



consolidation of other strategic areas, increasing the vulnerability of the region and, consequently, of UAlg, to economic fluctuations and sectoral crises.

- **Real estate pressure and high cost of living in the Algarve region.** The local housing market and higher cost of living in the Algarve constitute a threat to retaining students and young talents. Despite the planned increase in accommodation capacity in UAlg residences by 2026, this may prove insufficient to guarantee competitive prices favouring the recruitment of displaced students. In recent years, 427 beds in six residences have been renovated and new infrastructure for 297 additional beds is under construction under the RRP. Nevertheless, real estate pressure and the scarcity of affordable solutions continue to represent a strategic challenge for UAlg's attractiveness.
- **Aggressive international competition and global pressure on talent recruitment.** UAlg faces increasingly aggressive international competition, marked by the European and global “hunt” for talent. Larger universities with strong marketing capacity offer attractive scholarship packages and reduced tuition fees, as in Nordic, Spanish and German institutions, which also offer better research conditions. This scenario is aggravated by the rising cost of living in the Algarve and rising interest rates, linked to instability caused by international conflicts, factors that may affect the capacity for investment in research and innovation by regional economic agents. There is a need to rethink how talent is attracted to Europe, so as to avoid depleting human capital from regions with pressing health, environmental and technological development needs, such as many countries in Africa, South America and Asia. Cooperation in capacity building *in situ* through distance or hybrid programmes, enhancing local development, will also impact institutional and business relations and could be the lever for a win-win strategy instead of traditional competition, such as those UAlg has through the coordination of consortia within the Portuguese-Language Science Schools for PALOP and Timor-Leste for young researchers with research hypotheses on local problems, but which with the extinction of the Foundation for Science and Technology and creation of AI<sup>2</sup> may be at risk.
- **Global instability: social, environmental and technological, with a gap between educational provision and the needs of the market and society's well-being.** The world faces a context of rapid change marked by conflicts, the unpredictability of climate change and wars in Europe and the Middle East, factors that affect social and economic confidence. The demotivation of Generation Z, or iGEN, regarding the current political system — sometimes self-styled 'doomed generation' — and the fear of starting a family add to the challenges facing social cohesion and the attractiveness of higher education. This scenario increases the risk of a gap between educational



provision and labour market needs, in a context of rapid technological evolution (AI, big data, etc.) and social changes demanding new peer-to-peer relationship competences. The pressure on the University to respond with agility — through differentiated and innovative teaching and through specific transdisciplinary projects for climate resilience, such as the PTRR — demands that UAlg adapt to ensure regional relevance and sustainability at a global level.



## 4. STRATEGIC FORMULATION, STRATEGIC OBJECTIVES AND STRATEGIC INITIATIVES

At a time when science, research and innovation play an increasingly decisive role in responding to the major and complex challenges of our time — namely demographic ageing, climate change, the digital and energy transitions, and technological and geopolitical changes with implications for security and competitiveness — it is imperative to promote investment in higher education and fundamental research, as well as to strengthen the link between interdisciplinary research and innovation. This alignment must generate greater social, cultural, environmental and economic impact, contributing to the improvement of citizens' living conditions.

With the purpose of leading a new cycle of strategic renewal, this plan is built around four fundamental pillar-axes - teaching; research, co-production and innovation; governance; and community - linked to five cross-cutting areas<sup>15</sup>. These areas reflect the major and complex global challenges and are aligned with the Algarve Smart Specialisation Strategy (RIS3): sustainability and internationalisation, climate action, health and quality of life, digitalisation, and the circular economy.

The strategic plan presented here is founded on the quality and diversity of UAlg's teaching, technical, research and innovation staff, as well as the ambition to promote the active involvement of students and coordination with well-established external networks. The strategic formulation aims to ensure the fulfilment of the institutional mission, guided by the University's vision and values, through the mobilisation of human, financial and property resources, organised within the Organic Units, R&D centres, services and governance bodies (see the stakeholder framework in the methodological annex).

The strategy adopted is based on transforming threats into opportunities and capitalising on UAlg's strengths. In the **Teaching** axis, considered the Institution's central pillar and

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<sup>15</sup> [https://www.ccdr-alg.pt/site/sites/default/files/inline-files/20250205\\_updr\\_elisabete\\_20250203.pdf](https://www.ccdr-alg.pt/site/sites/default/files/inline-files/20250205_updr_elisabete_20250203.pdf)



currently subject to heightened challenges arising from social change, greater emphasis will be placed on action, in coordination with the **Research, Co-production and Innovation** and **Community** axes, so as to sustain the ambition of sustainable teaching and learning as a distinctive global feature. In the **Research, Co-production and Innovation** axis, beyond interaction with teaching from the earliest levels, priority will be given to attracting diversified funding, ensuring its consolidation and securing the means to attract and retain young researchers through fair contracts, while also leveraging philanthropy for scientific excellence activities. In turn, the relationship with the **Community** will continue to be strengthened through teaching, research, knowledge co-production, cultural, sports and well-being activities, and civic participation, consolidating UAlg's role as an active agent in regional and global development.

In the field of Teaching, UAlg's main distinguishing feature is the presence of both the university and polytechnic subsystems on an equal footing, enabling the delivery of programmes ranging from Higher Professional Technical Courses (CTeSP) to third-cycle programmes. It is precisely in these two types of programmes, located at the extremes of the training-level continuum and representing the most distinctive elements of the two subsystems, that the greatest growth in student numbers should be sought. In CTeSP programmes and business-interface doctorates, the educational offering will be strengthened in close connection with the labour market, whereas in third-cycle programmes priority will be given to increasing the recruitment of international degree-seeking students and creating more partnerships with foreign universities through co-supervision agreements. To this end, research centres, with the support of UAIC, will make an additional effort to attract a larger number of doctoral scholarships for all third-cycle programmes.

In research, co-production and innovation, UAlg's objective in this strategic plan is to achieve greater integration between research and teaching, developing stronger research environments in critical areas for course accreditation, from undergraduate and master's provision, but especially doctorates. UAlg will also respond to the lines of action of the new Research and Innovation Agency (AI<sup>2</sup>), which focuses on boosting the R&I ecosystem, promoting not only fundamental and applied research, but also disruptive research, almost always interdisciplinary — and often transdisciplinary — oriented towards solving complex problems that do not fit within a single discipline and require real integration of methods, data and infrastructures. In this context, conducting internal analyses of the scientific output of research units (R&D), based on international platforms such as Scopus,<sup>16</sup> WoS<sup>17</sup> and ERIH+,<sup>18</sup> is particularly important, supported by

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<sup>16</sup> <https://www.scopus.com/sources.uri?zone=TopNavBar&origin=>

<sup>17</sup> <https://www.webofscience.com/wos/woscc/basic-search>

<sup>18</sup> <https://erihplus.hkdir.no/?input=>



an institutional intelligence hub (Rectorate, Administration, IT Services, UAIC, Library, OUs, R&D units). While the excellence of results strongly depends on the dynamics of OUs, R&D units, research groups and their leadership, strategic options must take account of the changes introduced in the decree-law governing degrees and diplomas, namely the requirement that 75% of third-cycle teaching staff be integrated into institutional research units (Article 29 of Decree-Law No. 74/2006, as amended by Decree-Law No. 65/2018)<sup>19</sup>. UAlg's doctoral degree holders are paramount for guaranteeing the accreditation of its third-cycle provision and for creating suitable research environments for students. The R&D unit strategy must also include obtaining funding to retain researchers, maximising their teaching involvement within the permitted percentages and enabling funding in coordination with the Organic Units of both subsystems, in order to prepare a research-professor profile.

Governance will promote more effective articulation between Research Units (R&D) and Organic Units (OUs) - schools and faculties - across UAlg's various structures, including the Academic Senate, thereby bringing teaching and research closer together, both of which are transformative within a higher education institution that includes both the polytechnic and university subsystems. Relations with external entities will also be strengthened for the benefit of teaching quality and the interdisciplinarity of research, innovation and entrepreneurship. In parallel, it is essential to ensure appropriate responses and high levels of professional satisfaction for all staff, reinforcing the sense of belonging and creating an environment in which well-being prevails, making the University of Algarve a place of belonging for all and of well-being for the entire academic community.

The relationship with the Community, pursued through research, knowledge co-production, teaching, the promotion of cultural, sports and well-being activities, and civic participation in general, must be guided by UAlg's commitment to the SDGs of the United Nations 2030 Agenda, to the European agendas for higher education (European Higher Education Area - EHEA, EEA)<sup>20</sup> and research (European Research Area - ERA),<sup>21</sup> by strengthening the university's role as a producer and disseminator of culture, as well as by the societal challenges identified in RIS3 Algarve 2.0: climate change, active ageing, the Mediterranean diet, food security, digitalisation/economy 4.0 and the circular economy.

International partnerships should also be expanded, such as the UNESCO Portuguese-Language Science initiative (PALOP and Timor-Leste), which favours the attraction of

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<sup>19</sup> <https://diariodarepublica.pt/dr/detalhe/decreto-lei/65-2018-116068879>

<sup>20</sup> <https://education.ec.europa.eu/education-levels/higher-education>

<sup>21</sup> <https://www.consilium.europa.eu/pt/policies/european-research-area/>



excellent students, talent retention in the region and qualified return to countries of origin. The strengthening of strategic alliances, such as SEA-EU – European University of the Seas<sup>22</sup>, with the Legal Status of International Association, will enable a stronger connection to European and international HEIs, leveraging new funding and reinforcing UAlg's excellence in teaching, research and innovation, aligned with global and regional challenges.

The strategic objectives defined below for each of the four axes — Teaching; Research, Co-production and Innovation; Governance; and Community — aim to intensify the interaction between them and promote complementary actions that strengthen the coherence and effectiveness of UAlg's overall strategy.

## 4.1. TEACHING

With the strategic objective of increasing student satisfaction with the quality of teaching and learning at UAlg, several challenges were previously identified. The main threat is weak student involvement in UAlg's academic and democratic life, associated with high dropout and low educational efficiency. The response will focus on strengthening students' sense of belonging and participation in governance, preparing the institution for anticipated changes to RJIES requiring enhanced informed participation. To ensure inclusive and innovative teaching, it will be essential to stabilise and diversify funding: expand postgraduate scholarships and attract new sources (philanthropy, partnerships with non-academic institutions and international programmes such as Erasmus Mundus, already with a positive track record of excellence at UAlg).

True to its social responsibility, the University will focus on delivering higher-quality education to a wider audience, with continuous improvement of teaching and learning processes, pedagogical innovation and distance learning. The goal is to increase success and reduce dropout, reaching new audiences and diversifying origins. The coexistence of the polytechnic and university subsystems enables internships from the early years in companies and R&D Units. UAlg will establish itself as an innovative, inclusive and multicultural institution, integrating open access (OA) digital tools and Artificial Intelligence (AI). New pedagogical methods will engage students in real-world problems facing UAlg and the community, promoting critical reflection and personal, social and academic competences. These initiatives — many led by early-career researchers — will strengthen cooperation between organic units, research centres and services, and stimulate civic responsibility and commitment to sustainability.

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<sup>22</sup> <https://sea-eu.org/>



As a first step, pilot teaching and learning projects oriented towards sustainability, health and quality of life, internationalisation, communication, digital and energy transition, and the circular economy will be launched. UAlg will consolidate active, student-centred teaching and learning methodologies linked to UAlg's research results, such as Problem-based Learning (PBL), Project-based Learning (PjBL), Research-based Learning (RbL), Challenge-based Learning (CbL), the flipped classroom, cooperative/collaborative learning, Service Learning (SL), already tested at UAlg in various curricular units<sup>23</sup>, and Team-based Learning (TbL), to be further developed. Other curricular units initiated within courses offered under SEA-EU - European University of the Seas - may be expanded to more study cycles and areas of knowledge. The process will be supported by specific training and by certifying platforms that facilitate the acquisition of competences in sustainability (e.g. Assessment of Sustainability Knowledge). Curricular modernisation will align with the European skills strategy Union of Skills<sup>24</sup>, promoting STEAM areas (Science, Technology, Engineering, Arts and Mathematics), mobility and inclusion, and offering interdisciplinary micro-credentials (e.g. in sustainability, digital and financial literacy, the blue economy and public health). The Advanced Training Platform - BlueRoute 2030<sup>25</sup> will be restructured, linked to UAlg's Doctoral College, and will expand MOOCs and SPOCs, democratising access and projecting UAlg's doctoral training internationally. At national level, contributions to the NAU platform<sup>26</sup>, and within the SAPIEN Centre of Excellence<sup>27</sup> HUB (and later CNIPES) in which UAlg participates, will be promoted.

The priority domains — consolidated, complementary and cross-cutting — aim for specialisations with regional competitive advantage, fully aligned with RIS3 Algarve 2030. The alignment of CTeSP with RIS3, EREI Algarve 2030 and the STEP Algarve Platform (Strategic Technological European Platforms)<sup>28</sup> — which identifies biotechnologies, digital technologies and clean technologies as critical technologies — will be integral, as defined by the Algarve Regional Programme 2021–2027<sup>29</sup> for economic diversification and industrial modernisation. This framework ensures strategic coherence and strengthens impact on employment, innovation, competitiveness and regional sustainability. In parallel, UAlg will continue to expand STEAM provision, strengthening scientific

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<sup>23</sup> Vários exemplos partilhados nos Ciclos de Encontros de Partilha e Inovação Pedagógica da UAlg (<https://www.ualg.pt/inovacao-pedagogica>)

<sup>24</sup> [https://commission.europa.eu/topics/competitiveness/union-skills\\_en](https://commission.europa.eu/topics/competitiveness/union-skills_en)

<sup>25</sup> <https://blueroute2030.com/plataforma-formacao-avancada/>

<sup>26</sup> <https://www.nau.edu.pt>

<sup>27</sup> <https://www.ualg.pt/inovacao-pedagogica>

<sup>28</sup> [https://strategic-technologies.europa.eu/index\\_en](https://strategic-technologies.europa.eu/index_en)

<sup>29</sup> [https://www.adcoesao.pt/centro\\_de\\_recursos/programa-regional-do-algarve-2021-2027/](https://www.adcoesao.pt/centro_de_recursos/programa-regional-do-algarve-2021-2027/)



foundations and critical thinking to face complex problems and respond to an increasingly technological and demanding labour market.

On the international front, the University will strengthen teaching in Portuguese and English, bringing Lusophone and Hispanic countries closer together and expanding English-medium provision, particularly through Campus Sul and SEA-EU, and through the European Approach while meeting the criteria of the European Degree Label<sup>30</sup>. In this way, UAlg consolidates its identity as an inclusive, innovative and globally attractive institution, prepared to educate graduates capable of responding to a rapidly changing society.

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<sup>30</sup> <https://esn.org/news/european-degree-label-advancing-student-centred-education-across-europe>



### Strategic Objective 1

**Increase the satisfaction of UAlg students with the quality of the teaching and learning process, with greater participation and belonging.**

	2024/25	2028/29
Average dropout rate in the first year / first-time entrants in study cycles (CTeSP, undergraduate and master's) - UAlg (1)	28.5%	23%
Overall student satisfaction rate with institutional support and academic environment (PSIS) <sup>(2)</sup>	58%	≥80%

Source: (1) % of students who do not remain in the programme or institution; national average of 23% (2025). DGEEC (InfoCursos Portal: <http://infocursos.pt>). (2) Assessment scored as 5 - satisfied and 6 - very satisfied, on an ascending Likert scale from 1 to 6, of overall satisfaction with UAlg Services. Internal Satisfaction Perception Survey Report (PSIS 2025).

#### Strategic Initiative 1.1: Inclusion and academic success

UAlg will strengthen the active participation of students and their sense of belonging, deepening cooperation with AAUAlg on initiatives that promote democratic participation, inclusion and civic responsibility. Structural policies will be developed, such as the Plan for the Promotion of Academic Success and Prevention of Dropout, so as to bring UAlg's dropout rates closer to the national average. In parallel, joint actions with PI2GenUAlg will ensure 'Inclusion without exceptions' at student events, guaranteeing gender equality and a culture of respect, aligned with a zero-tolerance policy for humiliating practices. Strengthening the Inclusion Support Office — together with gender-equity measures and monitoring under — will contribute to improving the inclusion of all students in the community. The AI Use Policy at UAlg, also applicable to teaching, will be published as a competence-development measure promoting responsible use by students; it will serve as a living document subject to regular updating.

In the domain of well-being and integral development, the University will expand training offerings in transversal competences (such as mindfulness, non-violent communication and gender equality) and will define a sports policy that, on the one hand, integrates sport into health, well-being and academic success policies, and on the other hand, aims to increase sports participation of the entire academic community inclusively, in both competitive and leisure dimensions. It will further strengthen the sports services management model to project UAlg as a benchmark in sport, nature, sea, inclusion and sustainability, will invest in the development of sports spaces and infrastructures and will



create and collaborate on sports initiatives in interaction with students and the wider community.

Through the Social Action Services, we will continue to improve the quality of accommodation, sustainable food and social support, strengthening scholarships for disadvantaged students, as well as merit, excellence, student professional initiation (BIPE) scholarships and end-of-course prizes. A review of residence management models will also be undertaken, progressively testing new more participatory models. Integrated communication about scholarships and prizes will also be improved, ensuring clarity, predictability and greater access by students.

The UAlg excellence scholarships regulation, in partnership with various companies and non-academic institutions, will be expanded, rewarding not only the best students in the transition from secondary to UAlg, but also their continued enrolment in subsequent years. A scholarship system linked to teaching master's degrees will also be established through patronage, to encourage the training of basic and secondary school teachers in the region.

### **Strategic Initiative 1.2:** Curricular flexibility and interdisciplinarity

UAlg will promote more flexible training models, enabling students to build more differentiated learning pathways. To this end, the share of optional ECTS will be increased to 30%, creating more opportunities to choose curricular units from different scientific areas, including offerings from other OUs, from both subsystems, from R&D units and CoLABs, as well as recognition of professional and transversal competences. The Regulation for the Application of the Credit System, which incorporates student-centred methodologies, will be renamed and updated. It will also be revised in the light of the recent European initiative to monitor implementation by the Bologna Follow-Up Group (BFUG) 2026, with synergies between the European Higher Education Area (EHEA), the European Economic Area (EEA) and the European Research Area (ERA) as interconnected pillars of the European knowledge ecosystem.

The University will further strengthen internships and practical activities in collaboration with companies and public entities, and will recognise self-care and personal development competences — aligned with IDGs and SDGs — eligible for credits in the study plan or Diploma Supplement.

### **Strategic Initiative 1.3:** Pedagogical innovation as a driver of institutional change

UAlg will advance pedagogical innovation as a strategic axis to strengthen motivation, reduce dropout and promote academic success. To this end, the current Office for Pedagogical Innovation Support will be restructured into a Centre of Excellence,



integrating synergies from the SAPIEN consortium, the SEA-EU Alliance and the Pedagogical Councils, and supported by a cross-cutting pedagogical innovation plan across OUs. A policy for promoting innovation and pedagogical training will also be developed, aligned with European frameworks for academic competences and digital literacy.

The University will consolidate hybrid teaching, strengthening synchronous and asynchronous online classes supported by RRP digital investments, and enhancing hybrid mobilities. In parallel, active, student-centred methodologies will be valued, with more practice and activities in real regional ecosystems, linking teaching, research, innovation and entrepreneurship. Good practices identified in SIMEA will be disseminated institutionally, and the training of teaching staff and other professionals will be reinforced within the European framework of the Union of Skills. Finally, continuous monitoring of teaching quality, as well as dissemination of the results, will be strengthened so as to broaden participation and commitment to pedagogical improvement.

**Strategic Initiative 1.4:** Educational provision with teaching infrastructures and academic activities across a regional continuum

UAlg will promote a regional teaching continuum, coordinating infrastructures, new educational provision and partnerships in order to increase the transition from secondary to higher education and strengthen the attraction and retention of students in the Algarve. This initiative includes decentralised expansion in the Barlavento area - with a campus plan, reinforcement of the current Portimão Campus, and the potential provision of Entrepreneurship teaching activities in Lagos - as well as the consolidation of the Sagres Marine Station. Collaboration with the Living Science Centres (Algarve, Lagos and Tavira) may be structured into a more systematic programme of academic activities and of the reception and integration of new students, as well as through environmental, social and cultural volunteering projects that create additional opportunities for student participation. In addition to exhibitions, interactive experiences and experimental activities, the Living Science Centres may function as complementary pedagogical environments, enabling, for example, practical classes in non-conventional contexts, interdisciplinary experimental activities, and direct contact between students, researchers and the public. The Lagos Living Science Centre will, as a host institution, support SEA-EU initiatives in the Barlavento area, such as BIPs and Staff Weeks. In the Sotavento area, the Digital Building and UAlg TEC MED in Faro, the Blue Hub in Olhão, and the Castro Marim Marine Station will be strengthened in cooperation with municipalities and entities from the scientific, maritime (for example IPMA, S2AQUA, DOCAPESCA, etc.) and environment/nature systems (ICNF). Innovative educational offerings that respond to the challenges of economic diversification and professional



higher education (dual education)<sup>31</sup> will also be analysed, as will academic initiatives oriented towards climate resilience. In this context, the creation of programmes - including degree and postgraduate provision - that structurally integrate the areas of Law, Environment and Sea will be considered, ensuring their scientific autonomy and strategic relevance.

In parallel, the plan for the Health Campus associated with the Central Hospital of the Algarve will be prepared, and a policy for developing a robust educational offering with a medium-term horizon will be promoted, supported by a working group of internal and external stakeholders that will advise on new study-cycle proposals to be approved by the Organic Units and the Academic Senate. The focus is on expanding CTeSP programmes, teacher training, professional master's degrees (60 ECTS), distance-learning programmes and business-interface doctorates, with particular emphasis on the future Barlavento Campus.

Aligned with the Algarve Regional Programme 2021–2027 (RSO1.6) and STEP critical technologies, UAlg will prioritise areas such as smart monitoring of production systems (AI, IoT and automation) applied to agriculture, aquaculture and shipbuilding, as well as biotechnologies, digital technologies and clean technologies, exploring innovative pedagogical models to bring teaching, research and the regional economic fabric closer together.

#### **Strategic Initiative 1.5:** Internationalisation for all and communication - Generation Z

This initiative strengthens internationalisation as a cross-cutting axis of UAlg's mission, promoting inclusive opportunities for students through Blended Intensive Programmes (BIP), both within and beyond UAlg, as well as the possibility of studying, undertaking internships, receiving training and gaining experience at partner universities abroad. The opportunities extend equally to teaching staff, researchers and technical-administrative personnel through Staff Weeks, job shadowing, and mobility for training or teaching purposes, in both physical and virtual formats, while consolidating strategic partnerships such as the European University of the Seas (SEA-EU). The aim is to expand the University's global attractiveness by diversifying English-medium provision - namely by progressively adopting English as the language of instruction in second- and third-cycle programmes - attracting more international students and implementing collaborative digital methodologies, thereby ensuring a multicultural and innovative experience and increasing opportunities for 'internationalisation at home', for example through Collaborative Online International Learning (COIL)<sup>32</sup> activities and International Weeks,

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<sup>31</sup> [https://www.europarl.europa.eu/RegData/etudes/BRIE/2014/529082/IPOL\\_BRI\(2014\)529082\\_PT.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2014/529082/IPOL_BRI(2014)529082_PT.pdf)

<sup>32</sup> <https://www.oxfordinternationaleducationgroup.com/about-oxford-international/csr/coil/>



the latter organised whenever possible in coordination with regional **stakeholders**. In parallel, communication aimed at Generation Z will be intensified, with content and formats adapted to their expectations, strengthening the relationship with secondary and vocational education and increasing UAlg's visibility at national and international events, both virtual and face-to-face.

## 4.2. RESEARCH, CO-PRODUCTION AND INNOVATION

The main objective of this axis is to consolidate UAlg research as a global benchmark, with greater ambition and achievement, and closer alignment of research with teaching. At the University of Algarve, synergies between the European Higher Education Area (EHEA), the European Economic Area (EEA) and the European Research Area (ERA) will be enhanced as interconnected pillars of the European knowledge ecosystem. The focus must remain on promoting an increasingly strong interaction between Science and Society, enhancing the co-production of knowledge and technology and contributing to cohesive and sustainable regional and societal development. The valorisation of research work, both fundamental and applied, and the co-production of Knowledge and Technology, with direct effects on cultural and business activity, must frame researcher freedom within the institution's and region's strategic context, increasing UAlg's productivity and societal impact, as well as knowledge valorisation through innovative products, services and processes, based on Open Science policies with respect for intellectual property. It will be ensured that all research data comply with the FAIR (Findable, Accessible, Interoperable, Reusable<sup>33</sup>) principles. It is a priority to promote the deposit of scientific output in the institutional repository Sapientia and research data on available platforms — including the Polen and OSF services, among others — so that results are made available in open access. IT procedures will also be updated to facilitate a simple, effective process aligned with knowledge valorisation, scientific impact and intellectual property protection.

The opening of the scientific process to the community as a whole must reinforce the concept of scientific social responsibility, going beyond the open access provision of publications already carried out through the SAPIENTIA repository, which will be deepened. Implementing effective Open Science practices also generates multiple innovation opportunities, as it drives the development of new products, services, businesses and companies.

The aim is for technology, ideas and knowledge to flow bidirectionally between the University and the community, rapidly and usefully, for the benefit of society's well-being,

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<sup>33</sup> <https://www.nature.com/articles/sdata201618>



contributing to balanced production and consumption that meet the needs of current and future generations and thereby support the sustainable development of the planet. The strategy will be grounded in a scientific, transformative and ambitious rationale, with autonomy and freedom to experiment, creating centres with their own identity, greater international projection and globally recognised scientific output. Institutional pluralism must be valued, supporting autonomous and de-bureaucratised R&D Units, with transparent self-correction mechanisms (such as self-assessment committees and external advisory boards), and promoting shared platforms and collaborative networks. Another challenge will be to structure the University of Algarve's research network by creating incentives for innovative forms of interdisciplinary collaboration (through regular events involving all Units and Centres), as well as a joint plan to develop a research building project on UAlg campuses in several areas encompassing multidisciplinary research in the sustainability sciences (e.g. One Health, One Water, the EAT-Lancet Planetary Health Diet, or the European New Bauhaus). Supporting early-career researchers will be a priority, ensuring that doctoral scholarships and contracts as teaching assistants or monitors provide stability and facilitate academic and business integration. UAlg's Doctoral College will be restructured so as to create an internal Advisory Board comprising all UAlg doctoral programme directors, and it will once again have an international Advisory Board, articulating networks of excellence. Scientific assessment will be aligned with CoARA - the Coalition for Advancing Research Assessment - reducing simplistic metrics and valuing quality, creativity, social impact and diverse contributions.

UAlg will consolidate its presence in Campus Sul (with the University of Évora and NOVA University Lisbon), continuing projects such as FOSTEAM@SOUTH and H2Talent and initiatives in this area, such as Água que Une and ONE WATER, while strengthening cooperation with other institutions in the South, such as those in Macaronesia. At European level, participation in the new Erasmus+ Programme (2028-2034) and in SEA-EU will position the University in global areas such as climate change, food security, migration and multilingualism, among others. Links with the Collaborative Laboratories (CoLABs) - S2AQUA (aquaculture), GREEN (algae biotechnology), KIPT (tourism) and ABC CoLAB (active ageing) - will attract more private funding and strengthen regional and national impact.

It will be essential to diversify funding, drawing on international agencies (CAPES, CONACYT, CONCYT and others), multilateral organisations (World Bank, UNESCO, FAO, UNDP, WHO, WOA, and networks such as the Fulbright Program and FLAD), as well as philanthropic funds (the Aga Khan Foundation, the Gates Foundation, Rockefeller and others). Partnerships with the private sector, through UAlg Tec Campus and the Medical Simulation Centre, will leverage innovation in clean, biomedical and digital technologies. With these actions, UAlg will affirm scientific, applied and transformative research,



capable of attracting talent, generating innovative solutions and contributing to the sustainable development of society, valorising its knowledge.

### Strategic Objective 2

Consolidate UAlg research as a global benchmark, with greater ambition.

	2024/25	2028/29
Rate of multi-/interdisciplinary scientific output at UAlg (1)	4.2%	5.5%
No. of SDGs in which UAlg publications have an impact >4x the global/world average (2)	4	6

Source: (1) SciVal - Scopus (Subject Classification used to categorise Scopus publications into scientific disciplines - Multidisciplinary, 2015-2024; ASJC, 1000); (2) SciVal - Scopus (the impact measured by the Relative Activity Index is defined as the share of an institution's scholarly output in an SDG relative to the worldwide share of scholarly output in that same SDG).

#### Strategic Initiative 2.1: Interdisciplinary research for the future at UAlg

UAlg aims to establish itself as a research hub capable of anticipating global and regional challenges, promoting integrated, collaborative and solution-oriented science. Interdisciplinary research is a structural axis of the institutional strategy, involving all scientific areas and aligning with national and international agendas such as EREI Algarve 2030, the 2030 Agenda and the critical technologies of the STEP programme.

Within this framework, an institutional plan will be developed to strengthen cooperation between research units and academic structures, promoting working models that combine fundamental, applied and interface knowledge. This vision includes, on the one hand, the creation of a 'Research Coordination Council' to replace the current 'UAIC Research Council', whose regulations will also be revised. Among other functions, this body will have the capacity to coordinate and stimulate transdisciplinary research lines, identify and structure cross-cutting funding opportunities for scientific employment, and submit proposals to improve internal administrative processes. Its nature and statutory framework will be defined in the process of updating the Statutes envisaged in this Strategic Plan. On the other hand, the strategy also values research spaces that encourage encounters between researchers and the creation of teams dedicated to complex societal challenges, such as One Health, One Water and initiatives inspired by the New European Bauhaus.



The creation of a future building dedicated to interdisciplinary research will be a milestone of this strategy, bringing together researchers from different areas in a space designed to promote multidisciplinary, interdisciplinarity and, where relevant, transdisciplinarity, integrating companies, public institutions, civil society organisations and local communities.

UAlg will promote regular scientific convergence initiatives involving R&D units, the Doctoral College and CoLABs, strengthening the culture of institutional collaboration and will invest in advanced training, including new doctoral programmes, in a polytechnic environment and at the interface with companies, strengthening a diversified critical mass. The modernisation of research support processes will ensure a more agile and effective ecosystem, geared to the needs of increasingly complex and interdisciplinary research teams, increasing the quality, competitiveness and impact of scientific output.

In the long term, this strategy will strengthen regional investment in science, consolidating UAlg as an engine of sustainable development, innovation and well-being, leading a new generation of research oriented towards excellence, collaboration and effective societal impact.

### **Strategic Initiative 2.2:** Young Talents and Doctoral College

The initiative aims to attract, develop and retain young scientific talents, strengthening doctoral training and their full integration into UAlg's R&D units and OUs. To this end, the increase in contracts for early-career researchers/professors is promoted, ensuring fair conditions compatible with the European Charter for Researchers. Doctoral students may collaborate in teaching activities in initial years (CTeSP and undergraduate), maintaining the focus on research. The Doctoral College assumes a central role in quality, interdisciplinarity and internationalisation of third cycle training, with transversal programming (methods, integrity, open science, data, entrepreneurship), mentoring, support for co-supervision with partner foreign universities, and trajectory monitoring. An Internal Advisory Council is created, integrating all UAlg doctoral programme directors, and the External Advisory Council is reactivated, with renowned scientists and annual events, to align the offering with societal challenges and competitive opportunities.

On the institutional front, UAlg guarantees high-quality research environments and compliance with legal requirements for doctoral accreditation (DL 65/2018), ensuring that all doctoral students are integrated into UAlg's R&D units (or integrated hubs) and that at least 75% of teaching staff are integrated into R&D units with a minimum rating of Very Good. Business-interface doctorates with companies and public entities (funded contracts) will be encouraged, leveraging UAlg TEC initiatives and CoLABs (Green CoLAB, S2AQUA, KIPT, ABC CoLAB). In parallel, minimum supervision criteria will be defined and the full integration of supervisors into UAlg's centres will be promoted, strengthening



critical mass, excellence and the co-production of knowledge with economic and social impact.

**Strategic Initiative 2.3:** CoARA Commitments for greater pathway diversity and societal impact analysis

This initiative is based on the appreciation of quality, diversity of academic and professional pathways, the societal impact of research and the principles of open science, aligned with the principles of the **Coalition for Advancing Research Assessment**<sup>34</sup> (CoARA).

In this context, a CoARA Action Plan for UAlg will be developed and published, dedicated to the responsible evolution of assessment systems, seeking to integrate more qualitative approaches, foster peer review and recognise differentiated contributions to the university mission, from research and innovation to human resource training and collaboration with external partners. The integration of narrative, accessible and transparent CVs will highlight dimensions such as impact on the Sustainable Development Goals, international partnerships, collaboration with companies, participation in interdisciplinary projects or community engagement.

A more flexible academic career structure is needed in Higher Education Institutions, bringing the university and polytechnic research and teaching statutes closer together, through the Practice Professor, University Professor and Research Professor profiles. The Research Professor profile, in particular, should prioritise research and scientific discovery while maintaining some teaching load and supervision activities at different levels, from initial stages through to the doctorate.

Progressively, a convergent assessment system for teaching and research staff will be implemented, integrating CoARA principles into both curricular and performance assessment. This model will seek to ensure fairness, consistency and recognition of overall merit, valuing different career pathways and promoting an institutional culture of excellence, responsibility and social impact.

**Strategic Initiative 2.4:** Support for fundraising for research and innovation

This initiative aims to strengthen UAlg's capacity to attract competitive and diversified funding (regional, national, European and international, patronage and philanthropy), ensuring the sustainability and impact of research and innovation. To this end, a hybrid structure dedicated to pre-submission support (pre-award services) will be created,

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<sup>34</sup> <https://www.coara.org>



responsible for supporting researchers in the preparation of applications and offering specialised assistance with proposal writing, budget construction and the identification of funding opportunities, both in European programmes and in patronage and philanthropy initiatives. This process will be complemented by the implementation of an internal evaluation system (internal peer review system), to be carried out before proposals are submitted, thereby ensuring the quality, consistency and competitiveness of the applications put forward by the institution.

In parallel, cooperation with companies, civil society and alumni will be promoted, leveraging partnerships, patronage and strategic donations that add value to knowledge from its earliest stages. The initiative also includes the promotion of the SEA-EU scientific-potential database, the active dissemination of opportunities and the creation of complementary services, such as international summer schools, in order to increase self-generated revenue and consolidate UAlg's position as a hub of excellence and innovation.

#### **Strategic Initiative 2.5:** Impact of scientific output – Interaction of research with society and business

UAlg aims to strengthen the societal, economic and cultural impact of its scientific output, promoting a closer, bidirectional relationship between research, the community, companies and public entities. This initiative seeks to value the work of its researchers, stimulate the visibility and relevance of science produced at the institution and consolidate a culture of knowledge co-production oriented towards regional, national and global challenges.

Accordingly, scientific merit recognition mechanisms will be promoted, including the recognition of young researchers, institutional prizes and the creation of public spaces dedicated to the dissemination of research results. UAlg will promote regular forums bringing together research centres, CoLABs, business partners and public entities, leveraging the application of scientific results in public policies, technological innovation, socioeconomic development and regional sustainability. UAlg intends to strengthen collaboration with entities such as the Living Science Centres in the Algarve, which can function as a strategic lever for disseminating the knowledge produced at UAlg and enhancing the societal impact of research, through the co-creation of digital resources, activities involving researchers and communities, or citizen science programmes or teacher capacity building/training.

The interaction between science and society will also be strengthened through the involvement of students from different study cycles, promoting the analysis and discussion of scientific results in a pedagogical context, the promotion of STEAM areas and bringing young people closer to research. Cooperation with the business sector and



public institutions will be intensified, stimulating doctoral co-supervision, collaborative R&D projects and the development of interface doctorates, with special focus on the polytechnic subsystem.

The University will also foster the economic valorisation of knowledge, in alignment with the Code of Good Practice<sup>35</sup> and the Recommendations issued by the European Commission<sup>36</sup>, encouraging the protection of intellectual property, the creation of spin-offs and the co-production of technology. In parallel, the institution will strengthen its open science policy, developing digital infrastructures for the management and dissemination of data and publications, promoting greater transparency, visibility and collaboration, thereby contributing to consolidating UAlg's external image as an innovative, open institution committed to sustainable development.

### 3.3. GOVERNANCE

UAlg's governance must be based on internal democracy, administrative efficiency, connection to the Algarve region and international strategic vision, and must be plural, transparent and innovative. It will support projects that reinforce the University's mission as an institution committed to creative freedom, diversity and humanist values. Organisational well-being will be a priority, streamlining workflows and reducing bureaucracy in areas such as financial management, research, teaching and assessment.

Internationalisation and sustainability will be cross-cutting axes. Internationalisation, integrated into the 2030 Agenda, aims to build resilience, accelerate innovation and generate global impact, strengthening international networks such as the SEA-EU Alliance and Erasmus Mundus master's programmes. The UAlg+ Sustainable and Healthy Council will be strengthened as an engine for action and a participatory agenda. In coordination with the Social Action Services, the ECO.AP 2030 Plan will be implemented to reduce consumption, increase renewable energies and sustainable mobility, involving junior researchers in the analysis of ecological footprint and food quality.

The University will continue to optimise resources in creating impact in the region through leveraging co-produced knowledge, as well as promoting work-life balance with a focus on valuing people and promoting quality of life in the future. It will also invest in updating and integrating information systems and will maintain control of annual salary targets by

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<sup>35</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32023H0499&from=EN>

<sup>36</sup> <https://data.consilium.europa.eu/doc/document/ST-14448-2022-INIT/en/pdf>



Organic Unit and services, as a function of the growth of the annual State Budget allocation and the normalised salary index per FTE.

### Strategic Objective 3

Promote participatory, efficient, sustainable and transparent management.

	2024/25	2028/29
Ensure compliance of institutional regulatory instruments, promoting the statutory and regulatory updating arising from legislative changes (RJIES, ECDU, ECDESP, ECI) so as to strengthen well-being at UAlg, clarity, attractiveness for students and academic careers, and relations with companies	-	1
Position in the Sustainability Ranking (1)	301-400	200-301

Source: (1) *Times Higher Education (THE) University Impact Rankings 2025*: [https://www.timeshighereducation.com/impactrankings#!/length/25/name/Algar/sort\\_by/rank/sort\\_order/asc](https://www.timeshighereducation.com/impactrankings#!/length/25/name/Algar/sort_by/rank/sort_order/asc)

**Strategic Initiative 3.1:** Participatory, efficient and sustainable management, with organisational well-being.

This initiative aims to strengthen efficiency, transparency and participation in UAlg's governance, ensuring an organisational model adapted to current and future challenges and aligned with the proposed new RJIES, with a focus on sustainability and student well-being, and establishing internal and external working groups to debate the future of the University, including new educational offerings and organisational models. It includes the drafting of new statutes, ensuring the effective establishment and operation of the Statutory Assembly (independent of the Rectorate), as required by law, as well as the regulatory review — a Rectorate responsibility — associated with the regulations necessary for the consolidation of the academic career in teaching and research. In parallel, greater investment will be made in smart digitalisation and in the simplification of administrative and academic processes, with more intuitive interfaces and the responsible use of AI for all staff, promoting greater efficiency and less bureaucracy, for example through the automation of repetitive academic and research procedures and strategic decision support based on advanced analysis of academic and research data presented in 'smart dashboards', thereby freeing up time for higher-value professional and personal activities. UAlg's AI policy will be published at the beginning of the term as a living document, updated on an ongoing basis.



The initiative also integrates the application of continuous improvement methodologies, such as the *Kaizen*<sup>37</sup> principles, to create a culture centred on quality and participation, using specialised training whenever necessary. Open science and cybersecurity practices will be strengthened, ensuring robust data protection and responsible openness, and organic regulations for services and functional units will be revised.

Greater participation by R&D units and researchers in UAlg's governance activities will be encouraged, together with a more cross-cutting alignment of research activities with teaching needs, through coordination between the Research Council and the OUs. The role of the Economic and Social Council will be further developed, ensuring more inclusive governance aligned with the principles of transparency and innovation.

Planning of response, mitigation and prevention actions for the community and UAlg infrastructures in the face of climate change, extreme events and disasters will also be developed by the end of the term. Assets ensuring physical protection, energy continuity and communication must be permanently updated, as well as regular drills with self-protection measures. On UAlg campuses (Gambelas and Penha), nature-based solutions will be designed (e.g. water retention ponds for flood mitigation, Mediterranean vegetation barriers for fire mitigation), as well as sustainable urban drainage systems (SuDS) mimicking natural rainwater infiltration and retention processes, aiming to reduce flood risk, increase climate resilience and create greener urban spaces, aligned with the Municipality of Faro.

### **Strategic Initiative 3.2:** Completing Projects and Expanding Campuses through Strategic Partnerships

UAlg will pursue a robust strategy for upgrading its academic and scientific infrastructures, completing structural projects such as the Arts Building and the expansion of student residences built under the RRP — which will increase accommodation capacity by more than 60%. Construction of the Digital Building will begin on the Gambelas Campus, bringing together shared laboratories, technological teams and human resources specialised in digitalisation and artificial intelligence, thereby enhancing efficiency, innovation and scientific output. The relocation of these units will improve functional coherence and the quality of space available for other areas. The transformation of the 'Rector's House' on the Penha Campus into the Mediterranean Diet Innovation Centre (UALG TEC MED), in association with the implementation of the flexitarian Planetary Health Diet (PHD, including vegetables and the lowest marine trophic levels), is also envisaged. The creation of a residence for postgraduate students and young doctoral researchers will likewise be promoted. The Sagres and Castro Marim

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<sup>37</sup> <https://kaizen.com/pt/insights-pt/principios-kaizen-estabilidade-basica/>



marine stations will also be strengthened through local partnerships, particularly with the municipalities.

Within this framework of strategic investment, UAlg will upgrade sports infrastructures - including the sports hall and the running/trail circuit - and will create informal sports-practice spaces across the campuses, promoting health, well-being and academic quality of life.

In parallel, new innovative campuses will be developed — such as the Barlavento Campus and the Health Campus — in partnership with municipalities, companies and regional and European entities, strengthening the University's connection to the territory and to global challenges. This will make it possible to relocate some OUs and R&D units partially, while creating the conditions for a future interdisciplinary research building on the existing campuses. In connection with the Health Campus, a partnership with the Loulé/Faro Municipalities Association has been consolidated, making it possible to promote pre-incubation, incubation and business-acceleration spaces in Parque das Cidades, with the potential to host new technology-based companies associated with the applied-research results generated by UAlg and its partners, namely ABC CoLAB and initiatives in the area of Sport and Well-being.

UAlg will strengthen its internationalisation strategy through the operationalisation of the recently created International Association of the European University of the Seas (SEA-EU), with legal status under Maltese law enabling the consolidation of this European alliance, allowing new contracting models, resource sharing and greater global competitiveness. The European legal instrument being developed by the European Commission for application to European Universities will enable the Alliance to function even more integrally by 2029. Internationalisation will be cross-cutting across all organic units, promoting new partnerships, mobilities and joint projects. To ensure effective functioning with international partners, the linguistic capacity of teaching staff, technicians and researchers will be strengthened, making UAlg more attractive and fully integrated into European and global academic ecosystems.

### **Strategic Initiative 3.3:** Efficiency and sustainability

The University of Algarve will adopt environmental efficiency and institutional sustainability as cross-cutting strategic priorities, reinforcing its commitment to the 2030 Agenda and ecological responsibility in managing its resources. This initiative aims to promote a more rational use of energy, water and materials, modernise infrastructures, reduce waste and incorporate circular economy principles throughout university life.

One of the central axes will be the progressive reduction of energy and water consumption, the reduction of waste generation and the strengthening of recycling



across all campuses, contributing to more responsible and integrated environmental management, supported by continuous monitoring systems and the expansion of renewable-energy production solutions. Sustainable mobility will also be strengthened through reinforcement of the shared bicycle programme (ECO BIKE), incentives for carpooling, and the promotion of solutions that reduce transport-related emissions.

The food sustainability policy in canteens will be revisited, integrating scientific evidence aligned with global healthy diets, e.g. Planetary Health Diet (PHD) and/or the Mediterranean Diet, including products of primarily plant-based, local, seasonal and low-trophic marine origin. Awareness-raising campaigns will be launched, reinforcing efforts to reduce food waste and composting solutions linked to the reuse of plant organic waste will be implemented. In parallel, conditions will be created for sustainable purchasing practices, promoting short supply chains, the consumption of food from low-impact and environmentally responsible production, and agrobiodiversity, contributing to the economic and social sustainability of the region.

Plastics remain ubiquitous in our daily lives and, although recycling has an important role to play, waste reduction must be a societal priority. UAlg will develop an action plan for the gradual reduction of plastics and other single-use items, advancing towards 'single-use free' campuses, promoting a circular economy and low-waste culture.

On the ecological front, actions will be undertaken to enhance natural spaces, strengthening the resilience of campus ecosystems through the planting of native species and the sustainable management of biodiversity. These actions will include reforestation campaigns and ecological restoration initiatives that contribute to climate adaptation, soil protection and the creation of healthier and more harmonious environments for the benefit of the academic community.

The initiative will also strengthen UAlg's participation in national and international networks linked to the SDGs, promoting alignment with global good practices and greater institutional engagement. The consolidation of a sustainable culture will be pursued in coordination with the UAlg+ Sustainable and Healthy Council, promoting the cross-cutting integration of sustainability across the dimensions of management, teaching, research and academic life. With this strategy, the University of Algarve reinforces its commitment to environmental efficiency and sustainability, contributing to the well-being of the academic community and a more resilient and responsible future in the Algarve region.

### **Strategic Initiative 3.4:** Recognition and Inclusion for all at UAlg

UAlg will strengthen recognition and inclusion through the continuity of institutional prizes that recognise good practices, pedagogical excellence and merit in services. The



Inclusion Office will be structured, aligned with PI2GenUALg, and will be responsible for promoting an inclusive institutional culture, monitoring practices, preventing discrimination and supporting the community on issues of equality and well-being. Building on the work already carried out, the office will continue to support the inclusion of students with special educational needs, while strengthening some of its competences, with particular emphasis on staff training in specific areas and on the establishment of protocols that enable students to take part in adapted sports activities. The Inclusion Office will operate across the institution, promoting awareness-raising and training actions and developing initiatives aimed primarily at students, fostering inclusive behaviours, healthy integration and respect for diversity. The objective is to consolidate a university in which everyone can participate fully and find a safe, equitable and welcoming environment.

Inclusion is directly linked to participation. The trend towards declining student participation in academic life can be combated if we explicitly combine these two dimensions. The Inclusion Office can be decisive in identifying the causes of declining student participation in academic life, and in incorporating pilot actions and experiences that can improve it.

### **Strategic Initiative 3.5:** Career development and recruitment

This initiative aims to ensure strategic and sustainable career management at UALg, balancing professional development, generational renewal and the quality of teaching and research.

The aim is to define annual salary targets by Organic Unit, to authorise new recruitment procedures responsibly and transparently, adjusted to the State Budget (OE) funding model applied since 2024, based on updated weightings to calculate full-time equivalent students (FTE). The strategy includes a multi-year recruitment plan for entry-level positions, ensuring an adequate proportion of career teaching staff, with incentives for hiring at entry level to promote pedagogical innovation and proximity to students. The career development plan up to 2029 will also be updated. This update will focus on staff renewal needs, based on analysis of anticipated retirements and vacancies arising from legislative changes to the Scientific Research Career Statute 2025. The initiative also includes analysis of technical and administrative staffing needs, adjusted to salary targets and requirements from organisational restructuring and the creation of new campuses, ensuring that managers and teams are equipped to respond to UALg's future challenges.



## 4.4. COMMUNITY

Universities have a responsibility to position themselves as benchmarks for the communities in which they are embedded, not only through academic and scientific excellence, but also through how they cultivate democratic values, integration, well-being, care for nature and human development. UAlg's relationship with the community — through teaching, research, knowledge co-production, governance, cultural promotion and civic participation — must be guided by commitment to the 2030 Agenda (UN, Europe and Portugal) and the challenges identified in the RIS3 Algarve 2.0 (2030): climate action, active ageing, Mediterranean diet, food security, digitalisation/economy 4.0 and circular economy, including the Algarve 2021–2027 Regional Programme which identifies critical technologies as essential for diversifying the Algarve economy. The lifelong learning provision will be expanded with flexible and interdisciplinary micro-credentials, adapted to rapidly changing demand for professional competences in areas such as financial sustainability, digital literacy, blue economy, public health and critical technologies (STEP: Biotechnologies, Clean technologies, Digital), in Portuguese with regional impact and in the CPLP space, and in English for global impact. The definition of provision will be guided annually by UAlg's Economic and Social Council recommendations. Working groups defining new degree courses may also combine with companies' lifelong learning needs. At the internal community level, the Participatory Budget initiative launched in 2023 will be maintained and strengthened in terms of funding.

The relationship with the community will be deepened within the framework of the New European Bauhaus<sup>38</sup> Initiative, through an interdisciplinary approach integrating science, art and culture to build innovative communities and resilient, inclusive and sustainable ecosystems, aligned with the 'Beautiful, Sustainable and for All' Principle. UAlg, through its academic nature integrating university and polytechnic systems, provides the ideal platform for mobilising designers, architects, engineers and scientists in the New European Bauhaus, across its five dimensions — sustainability, aesthetics, inclusion, accessibility and affordable housing — translating into concrete improvements in citizens' quality of life.

UAlg must strengthen its position as a cultural producer at regional level, especially by leveraging its recent membership of the National Plan for the Arts (Axis C – Campus Cultural Programme) and benefiting from partnerships with a wide range of civil society organisations. This action is based on fundamental values such as individual freedom, democracy and respect for human rights. Partnerships with local and regional entities

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<sup>38</sup> [https://new-european-bauhaus.europa.eu/index\\_en](https://new-european-bauhaus.europa.eu/index_en)



will be fostered for projects responding to the Algarve's cultural and social needs, strengthening the University's third mission and establishing itself as an engine of human and territorial development. UAlg's commitment at the internal and external community level also extends to the PTRR, the response programme to the climate catastrophe that struck various regions of mainland Portugal in early 2026, with several actions already underway on campuses (fire and flood prevention) that may extend to the region and will prepare for a safer, more resilient and competitive future.

Strategic support for education and training in partner countries under the Global Gateway Strategy has a transformative impact and fosters sustainability, while simultaneously reinforcing the competitiveness of European companies, especially in investment countries. Complementing the measures for activation and improvement of the active population's competences, UAlg must become a hub for attracting and retaining talent worldwide.

In order to maintain and strengthen its position in education, research and innovation, UAlg must enhance its attractiveness to top researchers, academics and students from around the world, as well as to specialists in strategic domains linked to the next wave of cutting-edge technologies. UAlg's capacity to compete globally depends not only on retaining local talent, but also on actively mobilising talent from outside Europe by offering teaching, research and innovation infrastructures of major global relevance, competitive career prospects and an attractive destination for young talent. European frontier-research grants and Algarve 2030 research grants may be fundamental to attracting and retaining outstanding researchers from around the world in the European Union by providing flexible, long-term funding to carry out frontier research in Europe.

However, UAlg must also be guided by a commitment to *in situ* capacity building in developing countries, so as to avoid brain drain from areas that are crucial to the sustainable development of the planet as a whole, such as countries in Africa, South America and Asia. UAlg already contributes in this field by coordinating the allocation of doctoral scholarship packages to address local problems through the Portuguese-Language Science UNESCO Centre consortia (Schools of the Sea and of Public Health) and the European University of the Seas (SEA-EU). At the same time, UAlg will maintain a global outlook, assuming greater responsibility in contexts of crisis and conflict. International partnerships will be promoted for scholarships aimed at displaced or refugee students, notably from Ukraine, Syria or Palestine, thereby strengthening the University's commitment to solidarity, international cooperation and the construction of a fairer and more inclusive future.



## Strategic Objective 4

Intensify UAlg's regional, cultural and social impact through more partnerships and strengthen the international projection of the Algarve.

	2025/26	2028/29
UAlg Strategic Plan for the Arts and Culture with projection in the Lusophone and European space	-	1
Student participation rate (voters) in the Participatory Budget <sup>(1)</sup>	8%	15%

Source: (1) PB Report 25/26.

### Strategic Initiative 4.1: UAlg in culture and sport in the Algarve and in Europe

This initiative aims to consolidate UAlg's presence in the domains of science, culture and sport, through diversified events expanding the University's visibility and promoting a closer relationship with society. Concerts, exhibitions, scientific initiatives, cultural actions and thematic festivals — developed in partnership with regional, national and European entities — will project UAlg as a space of encounter, creation and participation. For UAlg's cultural development, joining the National Plan for the Arts/Campus Cultural Programme is fundamental, structured in phases: firstly, the construction of a Strategic Plan for the Arts and Culture (PEAC), through an initial diagnosis of the institution's potential, with methodological support from the National Plan for the Arts team. In a second phase, the PEAC will be implemented, monitoring its actions and projects. The Campus Cultural Programme will also include coordination with a specialised CRUP committee. The cultural action aims not only to improve UAlg's role as a cultural producer but also to strengthen the community's engagement with culture. The 'cultural corridor' initiative and cultural prescription will be crucial. UAlg's cultural development will also explore links between art and inclusion and between art, culture and sustainability.

The creation and implementation of the PEAC may also represent an opportunity for the dissemination of UAlg's cultural production in the community. Not all cultural production is made to be presented and enjoyed at the institution. The surrounding community offers an opportunity to increase UAlg's visibility in spaces that favour certain types of cultural production.

The strategy therefore includes expanding the University's presence across the territory not only through teaching, research and innovation, but also through its cultural action. The UAlg Library, as a member of the Algarve Libraries Network, will play a relevant role in this movement, reinforcing university cultural outreach and bringing science and culture closer to citizens.



In parallel, UAlg's cultural projection in the Lusophone and European space will be promoted, encouraging participation in networks, cultural circuits and international initiatives that strengthen the Algarvian cultural identity and contribute to the University's assertion as an open, creative and global institution. With this orientation, UAlg assumes culture as a structuring dimension of its mission, enhancing creation, sharing and dialogue between knowledge, communities and geographies.

#### **Strategic Initiative 4.2:** Social sustainability

This initiative integrates different dimensions of social sustainability, from democratic participation and volunteering to the promotion of healthy ageing and the fight against inequalities.

The UAlg Participatory Budget will continue to be a structuring tool for engaging the academic community, enabling all its members to decide on the financial resources placed at their disposal and to build projects with real impact on the campuses. In the first three editions, participation in terms of the number of proposals has remained stable (and always balanced between student and staff proposals), while participation in terms of voters has been highly representative (with students standing out). It is expected that, over time, the number of completed projects will increase and, with it, the public visibility of the usefulness and transformative potential of the participatory budget. In parallel, the UAlg V+ volunteer group will be strengthened, promoting actions with schools, associations, public bodies and civil-society organisations, and thereby contributing to the development of responsible and participatory citizenship.

The University will also continue to foster **Service Learning** initiatives, integrating this teaching and learning methodology into curricula in line with the core objective of bringing teaching staff, students and the community closer together. Strengthening service learning contributes to the development of experiential learning and citizenship, bringing students closer to concrete social challenges with potentially measurable impact in local communities. Beyond service learning, other activities jointly developed between the university and the community will also be promoted, which likewise implies a greater community presence in academic curricula. Awareness-raising actions and discussion forums on relevant topics - namely the prevention of gender-based violence - will also be organised in partnership with schools, companies and associations and framed within UAlg's Inclusive Gender Equality Plan.

#### **Strategic Initiative 4.3:** Lifelong Learning

UAlg will strengthen Lifelong Learning (LLL) through the development of a digital micro-credentials platform, preferably in Portuguese and integrated into a multilingual



consortium. The offering will be defined annually on the basis of recommendations from UAlg's Economic and Social Council and from specialised working groups, enabling agile responses to emerging needs such as ESG or critical technological areas. Micro-credentials may be combined to form postgraduate programmes, facilitating upskilling and reskilling pathways adapted to labour-market demands. The University will expand its offering in areas such as digital skills, health and well-being, in partnership with employers. The entire micro-credentials programme will be aligned with European best practices and with the Union of Skills framework, ensuring flexibility, recognition and quality.

Micro-credentials aimed at the internal community will also be created, recognised within SIADAP and useful for CPLP countries, in synchronous and asynchronous formats, particularly in sustainability and digital literacy. Through partnerships such as Campus Sul and SEA-EU, UAlg will develop a new internationalisation strategy through an in situ teaching plan and flexible micro-credentials designed to strengthen postgraduate provision, especially in developing countries, increase recruitment and diversify UAlg's revenue sources. This will help to prevent brain drain from those regions and to build a qualified workforce for business opportunities in the Portuguese and European public and private sectors.

Beyond strengthening initial teacher training — consolidated with the launch of three new teaching master's degrees and our intervention in the in-service teacher training course at the Universidade Aberta — UAlg will expand the offering of continuing training in scientific areas, in coordination with the OU(s) as accredited entity/entities (CCPFC)<sup>39</sup> and with the network of training centres of school associations, capitalising on the privileged relationships established with school clusters through assessments, expert evaluations and participation in educational bodies, to build a regional pedagogical and scientific capacity-building strategy that promotes innovation in practices and raises the quality of training.

The UAlg C+ Community University will also be implemented, as a lifelong learning initiative structured around the dimensions “Learning to Know, Learning to Do, and Learning to Be”. The increasing ageing of societies in recent decades has posed significant challenges to the ageing process. Education and learning offerings for older adults have proven decisive for improving their quality of life. In close cooperation with municipalities, cultural entities, social institutions and local partners, this community will promote training and cultural activities, strengthen the social participation of the older population and consolidate the University's connection to the territory. With this initiative, the University of Algarve reaffirms its role as a public institution open to the

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<sup>39</sup> Conselho Científico-Pedagógico da Formação Contínua / Ministério da Educação  
(<https://www.ccpfc.uminho.pt/>).



surrounding community, committed to inclusion, social justice and human development, promoting a more cohesive, participatory and sustainable society.

#### **Strategic Initiative 4.4:** Relationship with the Alumni

UAlg will strengthen its relationship with the alumni community, maintaining the Alumni Career Award and the Alumni Mentoring Programme, while encouraging greater student participation. Networking events will be organised and the involvement of former students in lectures, workshops, masterclasses and course advisory committees will be intensified.

The University will also strengthen national and international communication through multilingual campaigns and a network of alumni acting as UAlg ambassadors. A network of employment and internship opportunities with alumni-led companies will also be developed, along with a talent bank connecting students to former students in leadership positions, including future possibilities in philanthropy.

#### **Strategic Initiative 4.5:** Well-being on UAlg campuses for all

The University of Algarve seeks to strengthen a culture of well-being, inclusion and quality of life across its campuses, promoting environments that value coexistence, creativity, health and contact with nature. It recognises that academic well-being results not only from good pedagogical practices, but also from welcoming, stimulating university spaces that are integrated into the region.

Accordingly, routes combining sport, art and biodiversity will be developed, strengthening the links between the campuses and the surrounding territory and eliminating, whenever possible, physical barriers that hinder access to these spaces. Projects inspired by the principles of the New European Bauhaus, such as the seahorse trail, will serve as references for promoting cultural and environmental experiences that value Algarvian identity and stimulate community participation. The healthy integration of new students will be supported through activities developed in partnership with AAUAlg, reinforcing the sense of belonging from the first year and promoting balanced lifestyles. Biodiversity enhancement will continue to be a priority through the sustainable management of natural spaces, the creation of native vegetation barriers such as cork oaks - more resistant to fire - and the establishment of regional partnerships ensuring ecological stewardship based on native species and practices aligned with international conservation standards.

UAlg will promote participatory processes for the upgrading of its campuses, involving the academic community and external partners in improving infrastructures, creating social spaces through tactical urbanism and collaborative ecological management.



Pedagogical trails, together with participatory mapping actions, will also be developed in order to strengthen accessibility, inclusion and safety, thereby consolidating campuses that are more vibrant, sustainable and people-centred.

Making the most of these spaces will strengthen well-being across the academy, promoting healthier, more inclusive and more inspiring environments, including through interventions in surrounding areas such as infiltration basins and water-retention zones that help mitigate extreme events such as floods and foster plant and animal biodiversity.

The initiative also includes the creation of innovative animal-welfare solutions, developed in coordination with volunteering projects such as Patudos Felizes. These actions reinforce the University's social, community and humanistic dimension and contribute to more inclusive, safer and more balanced campuses. Through this integrated approach, the University of Algarve seeks to promote an academic environment that values people, nature and culture, enhancing the physical, emotional and social well-being of the entire university community.

## **METHODOLOGICAL ANNEX**

Implementation of the Strategic Plan of the  
University of Algarve 2026–2029: UAlg HORIZON  
2030

*Strategic Thinking for Sustainability through  
Strategic Environmental Assessment – (ST4S SEA)*



## 1. FRAMEWORK

The strategic and collaborative approach proposed for Strategic Assessment for Sustainability (Strategic Thinking for Sustainability, ST4S, through Strategic Environmental Assessment<sup>40</sup>, SEA) was applied to the 'UAlg Horizon 2030' Strategic Plan and adapted to the institutional context of the University of Algarve.

The method is structured around the Critical Decision Factors (CDFs), which frame the process from scope to monitoring so as to ensure a focus on priorities of public and academic value. The object of assessment includes strategic options and their respective opportunities and risks for sustainability. It unfolds through three non-linear and iterative phases — Strategic Context & Focus (stakeholder reference framework), for (i) identifying the critical decision factors; (ii) assessing pathways to sustainability; and (iii) continuous dialogue (follow-up before and after). It is based on retrospective planning — backcasting — whereby the medium-term vision/objectives (UAlg Horizon 2030) are taken as the starting point and retroactively inferred (2030→2029→2028→2027→2026) in order to define enabling conditions.

The strategic assessment links evidence, participation and governance, producing actionable recommendations for the milestones, initiatives and indicators of the Plan. To operationalise it at UAlg, the Critical Decision Factors are derived from the mission, strategic objectives, reference frameworks and stakeholders, and translated into indicators and milestones integrated into SIGQUALg<sup>41</sup> and management instruments, ensuring continuous-improvement cycles and accountability and aligning implementation with the internal quality system and with the commitment of the 'UAlg Horizon 2030' programme.

As set out in Article 2 of the Statutes, the **Mission** of the University of Algarve is to serve as 'a centre for the creation, transmission and dissemination of culture and humanistic, artistic, scientific and technological knowledge, contributing to the cultural and scientific promotion of society, with a view to improving its capacity for anticipation and response

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<sup>40</sup> <https://researchportal.ulisboa.pt/pt/publications/strategic-thinking-for-sustainability-st4s-in-strategic-environme/>

<sup>41</sup> <https://www.ualg.pt/qualidade>



to social, scientific and technological changes, for the development of communities, particularly the Algarve region, for social cohesion, promoting and consolidating the values of freedom and citizenship.'

## Vision

The Vision, the inspirational element guiding the medium-term path, proposes that UAlg, by 2030, serve as an institutional guide within the limits set by national, European and UN targets and affirm its diversity, further strengthening the integration of the polytechnic and university subsystems as a centre of excellence where **fundamental and applied research underpin inclusive and innovative teaching and learning** (based on real problems, sustainability challenges, learning by doing, and anchored transversally in the development of inner competences). **With an increased transition rate from secondary education to UAlg, lifelong learning and the attraction of international talent**, by 2030 there will be more graduates in the region and more ethical professionals and entrepreneurs leading full and healthy lives. In 2030, UAlg, through its motivated students and flexible-profile technical and academic staff, will contribute to diversifying the Algarve's economy through social innovation and sustainable critical technologies, rooted in a strong transdisciplinary and intelligent approach, **breaking down barriers and operating across a regional continuum, with impact beyond the Algarve**. By 2030, UAlg will be embedded in European and global networks of excellence and will **contribute to a society and an Algarve region with sustainability pilots that**, despite accelerated change, **are fairer, more resilient and more respectful of planetary health**.

## Strategic Objectives

With the purpose of contributing to a new cycle of strategic renewal in higher education, the UAlg Horizon 2030 Strategic Plan is founded on four fundamental pillars: teaching; research, co-production and innovation; governance; and community. These are linked to six cross-cutting areas reflecting the major and complex global challenges, namely climate change, demographic ageing, the use of Artificial Intelligence, the valuing of human competences, the energy transition, and technological and geopolitical changes.

- ➔ **Strategic Objective 1: Increase the satisfaction of UAlg students with the quality of the teaching and learning process, with greater participation and belonging**



- **Strategic Objective 2: Consolidate UAlg research as a global benchmark, with greater ambition**
- **Strategic Objective 3: Promote participatory, efficient, sustainable and transparent management**
- **Strategic Objective 4: Intensify UAlg's regional, cultural and social impact through more partnerships and strengthen the international projection of the Algarve.**

**UAlg strategic development questions (Strategic Issues, SI)** linked to the strategic objectives:

- How to offer inclusive and innovative Teaching?
- How to develop excellent Research with impact?
- How can more efficient, participatory and well-being-oriented governance be implemented?
- How can UAlg contribute to a more cohesive and culturally vibrant community, both internally and across the region?

**Environmental and sustainability issues (Strategic Environment Issues, SEI) of the UAlg Horizon 2030 Plan:**

- How can UAlg contribute to the smart transition, the energy transition, AI, climate action, mobility, healthy and sustainable food, well-being, the reduction of inequalities and the promotion of inclusion?

**Strategic pillars for the strategic objectives**

- Installed capacity (critical mass, campus infrastructures);
- Adequate, stable and predictable Higher Education funding;
- Strategic domains with regional, national and international impact;
- Innovation and entrepreneurship in higher education — and the relationship between the university and polytechnic subsystems and with municipalities, companies and other non-academic entities.

**Strategic Reference Framework**

Alignments with strategies:

- Algarve Regional Smart Specialisation Strategy (EREI)<sup>42</sup>

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<sup>42</sup> EREI Algarve 2030 - Domínios de especialização.pdf



- National Smart Specialisation Strategy (ENEI)<sup>43</sup>, Recovery and Resilience Plan (RRP) Impulsos (Portugal)
- Transformation, Recovery and Resilience Programme (PTRR – Portugal)
- European Higher Education Area (EHEA)<sup>44</sup> / Union of Skills<sup>45</sup>, European Universities Initiative<sup>46</sup> (Erasmus+), European Degree Label<sup>47</sup>, European Research Area<sup>48</sup> (ERA) (Europe)
- UN 2030 Agenda - Sustainable development linked to transformative inner competences (Inner Development Goals) (International).

### Problem framework (root causes)

Reduction in recruitment foreseen by demographics and government measures; first-year dropout; scientific critical mass; unstable funding; student integration: inclusion/equality, accommodation/costs; repetitive and slow administrative processes; climate change, biodiversity loss, ecological footprint; declining well-being levels?

### Stakeholder Reference Framework

In addition to the governance framework involving the internal community — Rectorate; Administrator; Organic Units (university and polytechnic subsystems); Academic Association AAUAlg; Research and Development Units – R&D; Services and Offices; Ethics Committee; Inclusive Gender Equality Plan PI2GENUAlg; UAlg+ Sustainable and Healthy Council — there is also a mapping of key external stakeholders in the strategic domains of higher education, research, technology and innovation in the Algarve region, as well as at broader and global level:

- Government (MECI)
- Regional Coordination and Development Commission of the Algarve (CCDRAlg) and Algarve 2030 Regional Programme
- Directorate-General for Higher Education (DGES)/Higher Education Institute I.P.
- Directorate-General for Studies, Planning and Assessment (DGEPA)

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<sup>43</sup> [2023\\_enei\\_2030.pdf](#)

<sup>44</sup> <https://ehea.info>

<sup>45</sup> [https://commission.europa.eu/topics/competitiveness/union-skills\\_en](https://commission.europa.eu/topics/competitiveness/union-skills_en)

<sup>46</sup> <https://education.ec.europa.eu/education-levels/higher-education/european-universities-initiative>

<sup>47</sup> <https://education.ec.europa.eu/education-levels/higher-education/joint-european-degree/working-towards-a-joint-european-degree> e <https://joint-edu-offerings.unite-university.eu/european-degree-criteria-and-label>

<sup>48</sup> [https://research-and-innovation.ec.europa.eu/strategy/strategy-research-and-innovation/our-digital-future/european-research-area\\_en](https://research-and-innovation.ec.europa.eu/strategy/strategy-research-and-innovation/our-digital-future/european-research-area_en)



- Research and Innovation Agency, E.P.E. (AI<sup>2</sup>)
- Council of Rectors of Portuguese Universities (CRUP) and Coordinating Council of Polytechnic Institutes (CCISP)
- Municipalities of the Algarve (Faro, Loulé, Olhão, Tavira, VRSA, Castro Marim, Alcoutim, Albufeira, Portimão, Lagoa, Silves, Lagos, Vila do Bispo, Aljezur, São Brás de Alportel) and AMAL
- Living Science Centre (Algarve, Tavira and Lagos), Geoparque Algarvensis, MarAlgarve, Algarve STP, Collaborative Laboratories GREEN, S2AQUA, KIPT, ABC
- AICEP, IAPMEI, National Industrial Property Institute (INPI), Algarve Regional Energy and Environment Agency (AREAL)
- ForEU.PT – Network of Portuguese Universities in European Alliances
- Specific professional groups, doctoral researchers in the business system, entrepreneurs, social and environmental NGOs
- Civil society organisations of diverse nature
- European and global partners: European University SEA-EU, UAlg Alliances: Lusophone countries, PALOP and Timor-Leste, South America, Africa, Asia, International community (international networks and European programmes, international scientific community, Portuguese-speaking and PALOP); European Patent Office (EPO); European Union Intellectual Property Office (EUIPO)
- Portuguese Youth Institute, Fédération Internationale du Sport Universitaire (FISU) and Academic Federation of University Sport (FADU).
- Citizens



## 2. CRITICAL DECISION FACTORS

Based on the four axes of the UAlg Horizon 2030 Plan (**Teaching; Research & Innovation; Governance; Community**) and on the respective diagnosis, there will be **7 Critical Decision Factors (CDFs) for the Strategic Plan (2026-2029)**. The CDFs are milestones of the assessment framework; they focus on what matters most; they guide the analysis of options, risks and opportunities; and they anchor the monitoring of the performance indicators listed in the following sections - the core of the strategic assessment for sustainability (Strategic Assessment for Sustainability, ST4S). Criteria are aligned for each CDF, ensuring coherence and objective measurement.

### 1. Student Success and Inclusion

**Criteria:** 'Inclusion without exceptions' training at AAUAlg student events; Merit promotion with more excellence scholarships throughout the pathway; anti-dropout measures; recruitment (first year); educational efficiency; student participation (surveys/bodies); pedagogical innovation actions; actions aimed at students' psychological and physical well-being; new educational offer in a regional continuum, ensuring provision remains grounded in research and aligned with society's needs; UAlg integration into the network of High Performance Support Units in Higher Education (UAARESuperior); new provision in an online and digital continuum; student inclusion actions.

### 2. Scientific Quality, Interdisciplinarity and Societal Impact

**Criteria:** Research interaction in teaching; attraction of students to scientific areas; European/international funded projects in interdisciplinary doctoral areas (including polytechnic subsystem); open science output (FAIR data, Sapientia repository, UAlgoritmo<sup>49</sup> journal); impact of scientific output on SDGs; collaboration.

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<sup>49</sup> Dados FAIR (sigla em inglês para "Encontrável, Acessível, Interoperável e Reutilizável"). Wilkinson, M., Dumontier, M., Aalbersberg, I. et al. The FAIR Guiding Principles for scientific data management and stewardship. *Scientific Data* 3, 160018 (2016).  
<https://doi.org/10.1038/sdata.2016.18>



### 3. Fundraising and Funding Diversification

**Criteria:** OE MECI; MECI-CCDR-Municipalities programme contracts; own revenues; competitive funding (EU, AI<sup>2</sup>, ERC, Erasmus+, WIDERA); patronage/philanthropy; services and Winter, Midterm and Summer Schools.

### 4. Internationalisation and Attractiveness

**Criteria:** Internationalisation at OU level; internationalisation at home actions (including SEA-EU, Campus Sul); mobility-promoting actions (BIP, Staff Weeks, COIL); educational offer in English (1st, 2nd, third cycles); mobilities (International Weeks); international Alumni network (ambassadors abroad).

### 5. Environmental Sustainability and Healthy Campuses

**Criteria:** New infrastructures built and existing ones upgraded; ECO.AP 2030 plan execution and monitoring; GHG reduction; sustainable mobility; flexible and sustainable PHD food in canteens; waste management; THE Sustainability rating; well-being actions on campuses; creation of Sport Without Borders/University Without Borders programme (international students, SEN students, community in general).

### 6. Smart Governance

**Criteria:** Production of new statutes/RJIES; administrative simplification; cybersecurity and data; internal satisfaction; Inclusion and Equality Office; greater academic community participation, such as researchers in University bodies like the Senate; monitoring mechanism for ongoing processes; Climate change adaptation plan for campuses; Action measures for extreme events and disasters.

### 7. Regional Infrastructure Continuum

**Criteria:** execution of ongoing construction contracts; development of more innovative teaching spaces; more residences; more spaces for physical/sports activity; more transdisciplinary teaching spaces in the regional continuum in partnership with municipalities.



### **3. FROM THE 2030 VISION TO THE 2029→2026 MILESTONES: SUSTAINABILITY PATHWAYS THROUGH THE CRITICAL DECISION FACTORS**

From the 2030 Vision to the annual milestones of 2026 to 2029, sustainability pathways are structured through critical decision factors articulating a progressive transition between future ambition and present execution, ensuring strategic coherence, systemic integration and adaptive capacity. The journey begins with the clear definition of a sustainable vision for 2030 — grounded in institutional resilience, responsible innovation, participatory governance, well-being and environmental neutrality — and unfolds into concrete annual milestones translating this vision into operational priorities. Each year represents a set of chained decisions, where factors such as resource alignment, social and ecological impact, ethical digitalisation, risk management and inclusion determine the course of actions. Thus, the 2026–2029 milestones function as progressive stages of consolidation and learning, ensuring phased, measurable and coherent evolution towards the full materialisation of the 2030 Vision.



## UALG HORIZON 2030 STRATEGIC TREE (summary)

**CDF 1**  
Student Success and Inclusion

**CDF 2**  
Scientific Quality,  
Interdisciplinarity and Impact

**CDF 3**  
Fundraising and Funding  
Diversification

**CDF 4**  
Internationalisation and  
Attractiveness

**CDF 5**  
Environmental Sustainability  
and Healthy Campuses

**CDF 6**  
Governance and  
Smart Processes

**CDF 7**  
Regional Infrastructure  
Continuum

**SO 1**  
**TEACHING**  
Increase student satisfaction  
and reduce dropout

**SO 2**  
**RESEARCH, CO-PRODUCTION AND INNOVATION**  
Increase student satisfaction  
and reduce dropout

**SO 3**  
**GOVERNANCE**  
Participatory, efficient and sustainable  
management – organisational well-being

**SO 4**  
**COMMUNITY**  
Intensify internal, regional and  
international impact

**CDF** Critical Decision Factor    **SO** Strategic Objective

## Vision 2030

**UAig Horizon 2030** – an institutional guide aligned with national, European and UN targets, affirming its diversity and strengthening the integration of the polytechnic and university subsystems, with a critical mass of excellence. Fundamental and applied research sustains **inclusive and innovative teaching and learning, oriented towards real problems and sustainability challenges**, fostering **inner competences**. With a higher transition rate from Algarvian secondary education to UAig, **lifelong learning and the attraction of international talent**, by 2030 there will be **more graduates and ethical professionals, leading full and healthy lives**.

UAig will contribute to **diversifying the Algarve's economy** through **social innovation and sustainable technologies, with a transdisciplinary approach implemented across a regional continuum**. UAig will help promote a **fairer region that is more respectful of planetary health**.



## CDF1 — Student Success & Inclusion

Vision 2030 (target state)	Milestones 2028	Milestones 2027	Milestones 2026	Enabling conditions (guidelines)
<p>Excellence Scholarships throughout the entire student pathway</p> <p>Educational provision in the Barlavento area doubled: more CTeSP programmes, professional master's degrees and business-interface PhD development</p> <p>Teaching activity with cross-cutting entrepreneurship and more optional curricular units in any scientific area - greater flexibility</p> <p>First-year dropout reduced to <math>\leq 15\%</math>, and questionnaire participation increased to <math>\geq 50\%</math></p> <p>Increase in inclusive sports participation on campuses by 20%</p>	<p>Internship agreements with companies in the Barlavento area</p> <p>Submission of new educational provision - programmes for accreditation</p> <p>Sport and well-being actions on the campuses</p> <p>Revision of study plans in the context of ACEF/NCE processes</p> <p>Master's degrees for Basic and Secondary Education offered in diverse areas, with tuition scholarships secured through patronage</p>	<p>First award of UAIG Excellence Scholarships in all years of the study cycle</p> <p>Development of study plans for new CTeSP programmes, professional master's degrees and business-interface PhD programmes on the Barlavento Campus</p> <p>Cross-cutting pedagogical-innovation actions across OUs</p> <p>Sport / well-being actions on campuses</p> <p>Revision of study plans in the context of ACEF/NCE processes</p>	<p>Revision of the Excellence Scholarships Regulation</p> <p>Report on new innovative educational provision for economic and social diversification</p> <p>Entrepreneurship and sustainability platforms</p> <p>Revision of the ECTS Regulation integrating student-centred methodologies and the Bologna Follow-Up Process (BFUG)</p> <p>Start of construction of the Digital Building infrastructure</p>	<p>UAIG Excellence Scholarships Regulation</p> <p>Rector's orders for task forces for the new educational provision at the Barlavento Campus, and for social and environmental entrepreneurship and innovation</p> <p>Cross-cutting pedagogical innovation plan across OUs associated with the SAPIENS Centre</p> <p>Partnership agreements with AAUAIG, municipalities and associations for sports activities</p>



## CDF2 — Scientific Quality & Impact

Vision 2030 (target state)	Milestones 2028	Milestones 2027	Milestones 2026	Enabling conditions (guidelines)
<p>Effective synergies between teaching and research activities at UAlg</p> <p>Open-access publications with transformative agreements in force</p> <p>Doctoral students regularly involved in interdisciplinary activities of the Doctoral College</p> <p>Stabilisation of the situation of career researchers at UAlg</p>	<p>Platform of cross-cutting courses and internal competences developed for doctoral students</p> <p>Interface doctoral programmes</p> <p>Professors with narrative CVs on the UAlg website</p> <p>All UAlg teaching researchers applying the UAlg / R&amp;D-unit affiliation rules</p> <p>Revision of the Organic Regulation of the Scientific Research and Postgraduate Training Support Unit - including the Research Coordination Council</p>	<p>Pre-award service in operation for HE/ERC/Widera; MCSA</p> <p>UAlgnat established at UAIC</p> <p>UAlgoritmo popular-science journal, registered trademark, with international impact and linked to UAlg Press</p> <p>UAlg Doctoral College with an annual event outside the campus walls</p> <p>Revision of second- and third-cycle regulations</p>	<p>Identification of research-professor profiles associated with the UAlg teaching-career rejuvenation plan</p> <p>Implementation of the CoARA Action Plan at UAlg</p> <p>Development of the Open Science Hub, including Citizen Science</p> <p>Revision of the Doctoral College</p> <p>Regulations and of international cotutelle arrangements</p> <p>Pilot implementation of the new teaching-staff and researcher performance-assessment regulation</p>	<p>ECDU, ECDESP, ECIC</p> <p>Scientific-employment policy in higher education institutions clarified and linked to OE / AI<sup>2</sup></p> <p>UAlg teaching-staff and career-researcher performance-assessment regulations</p> <p>Open-science policy and transformative agreements in force</p>



## CDF3 — Fundraising and Funding Diversification

Vision 2030 (target state)	Milestones 2028	Milestones 2027	Milestones 2026	Enabling conditions (guidelines)
<p>UAlg-MECI-Municipalities programme contract implemented</p> <p>Diversified revenues through patronage and recurring services supporting early-stage research, strengthened</p> <p>Diversified national, European and international funding</p>	<p>Knowledge-valorisation unit established</p> <p>Scholarship package linked to UAlg doctoral programmes in companies and in strengthened non-academic partnerships, with an increase in contracts for early-stage researchers</p>	<p>Implementation of activities with donors and partners, with annual dissemination</p> <p>Launch of the catalogue of summer, spring and winter schools</p> <p>Operating model for the new residences</p>	<p>MECI programme contract signed, including municipal co-funding</p> <p>Knowledge-valorisation policy under discussion</p> <p>New patronage contracts for student scholarships</p>	<p>Partnership agreements with municipalities for teaching activities across a regional continuum</p> <p>Policy for attracting donations and patronage</p> <p>National, European and international funding</p>



## CDF4 — Internationalisation & Attractiveness

Vision 2030 (target state)	Milestone 2028	Milestone 2027	Milestone 2026	Enabling conditions (guidelines)
<p>Strengthened internationalisation, talent attraction and retention in the region, multicultural campus environment, and COIL/BIP at scale</p> <p>Teaching activities present in association with partners from developing countries (outside Europe)</p> <p>Organic Units with cross-cutting internationalisation activities</p>	<p>English implemented in programmes and services</p> <p>Organisation of internationalisation initiatives (BIP, Staff Weeks, International Weeks) across a regional continuum</p> <p>Development, in partnership, of educational provision in developing countries through micro-credentials</p> <p>'Internationalisation at home' initiatives in all OUs</p>	<p>Active alumni ambassador network</p> <p>SEA-EU NEXT operational at UAlg</p> <p>Organisation of internationalisation initiatives (BIP, Staff Weeks, International Weeks) across a regional continuum</p> <p>'Internationalisation at home' plan published</p> <p>Internationalisation guidelines for OUs published</p> <p>International hybrid teaching activities (outside Europe) in partnership</p>	<p>European University SEA-EU with leadership at UAlg (second-semester presidency)</p> <p>Submission of the SEA-EU NEXT application for funding of the 2027-29 alliance, with UAlg leading work packages</p> <p>GRIM UAlg mobility regulation updated</p> <p>Organisation of internationalisation initiatives (BIP, Staff Weeks, International Week, SEA-EU Governing Week) across a regional continuum</p> <p>'Internationalisation at home' plan defined</p> <p>Training on Collaborative Online International Learning</p>	<p>SEA-EU Association with legal status</p> <p>GRIM UAlg Mobility Regulation</p> <p>Experience in organising initiatives that promote internationalisation (BIP, Staff Weeks, virtual modules)</p> <p>SEA-EU Support Office integrated into GRIM and fully operational</p> <p>Continuous dissemination of mobility opportunities for the entire academy</p> <p>Educational provision in English across all study cycles</p>



## CDF5 — Sustainability & Healthy Campuses

Vision 2030 (target state)	Milestones 2028	Milestones 2027	Milestones 2026	Enabling conditions (guidelines)
<p>UAlg as a benchmark for sustainability in the Algarve region, with an effective reduction of its ecological footprint (energy, water, waste, mobility, biodiversity), grounded in sustainability science and with primary use of blue and green foods as the basis of the Mediterranean diet - local and aligned with the global flexitarian PHD (Planetary Healthy Diet)</p> <p>UAlg as a benchmark in health and well-being - FISU Healthy Campus label, with more sports infrastructures and nature-based leisure spaces</p> <p>UAlg events 100% covered by the Sustainability Label (eco-label)</p> <p>More biodiverse and resilient</p>	<p>Sustainable urban drainage system (SuDS), mimicking the natural processes of rainwater infiltration and retention, implemented with the aim of reducing flood risk, increasing climate resilience and creating greener urban spaces</p> <p>Broader implementation of Planetary Healthy Diet (PHD) options in canteens: Mediterranean diet, including plant-based, local, seasonal and low-trophic marine-based options</p> <p>Anti-waste campaigns</p> <p>Composting and bio-waste valorisation pilot</p> <p>Sustainability Label applied to institutional events, linked to waste measurement by type in pilot events</p> <p>Expansion of ecological</p>	<p>Flood-prevention project on the Penha Campus</p> <p>Planting of a buffer zone with Mediterranean vegetation on the Gambelas Campus</p> <p>Healthy-practices project on campuses</p> <p>Quality-of-life monitoring through the WHO questionnaire</p> <p>Strengthening of recycling points and signage</p> <p>Consolidated monitoring (energy / water + waste)</p> <p>Integration of environmental criteria into procurement specifications</p> <p>Creation of 'protected target areas' on campuses</p>	<p>Creation of the Working Group for Urban Water Resilience based on UAlg campuses</p> <p>Restructuring of the UAlg + Sustainable and Healthy Council</p> <p>UAlg ECO.AP 2030 Plan defined</p> <p>Communication plan for a systematic shift towards healthier food in UAlg canteens, for both people and the environment</p> <p>Integrated Plan for Prevention, Mitigation and Response to extreme events and climate change</p> <p>Communication strategy for sustainability</p> <p>Guidelines for 'Sustainable UAlg Event' and creation of a</p>	<p>Annual plans and reports of the active UAlg + Sustainable and Healthy Council</p> <p>ECO.AP 2030 Plan</p> <p>ECO360 - National Strategy for Green Public Procurement 2030</p> <p>Civil-protection / municipality protocols and risk communication</p> <p>Portugal Transformation, Recovery and Resilience Programme (PTRR), the response programme to the climate catastrophe that is preparing Portugal for a safer, more resilient and more competitive future</p>



Vision 2030 (target state)	Milestones 2028	Milestones 2027	Milestones 2026	Enabling conditions (guidelines)
<p>campuses with increased areas planted with native species UAIG as a benchmark for climate resilience, mitigation, prevention and response to extreme events Improved performance in the Impact Rankings (priority SDGs)</p>	<p>management, linking biodiversity to efficient irrigation, with an invasive-species control programme Healthy-practice projects consolidated across all campuses, with a consistent increase in uptake and participation over time Regular well-being assessments implemented, with evidence of improvement against the baseline</p>		<p>sustainability label (eco-label)</p>	



## CDF6 — Regional Infrastructure Continuum

Vision 2030 (target state)	Milestone 2028	Milestones 2027	Milestones 2026	Enabling conditions (guidelines)
<p>More innovative teaching and residential spaces More transdisciplinary teaching spaces across a regional continuum More and better spaces for physical and sports activity</p>	<p>Interdisciplinary research spaces in operation Development of well-being and sports spaces in partnership with municipalities Regular use of transdisciplinary spaces (marine stations, Blue Hub Olhão, Lagos Entrepreneurship, etc.)</p>	<p>Develop multi-purpose spaces in residences Innovative and multidisciplinary teaching spaces Project launch Barlavento Campus Development and upgrading of well-being and sports spaces</p>	<p>Complete Penha Campus and Gambelas Campus residences  Delivery of the Arts Building  Relocation of visual arts course to Arts Building, Gambelas Campus  Construction of the Digital Building in Gambelas  Sports and well-being spaces and infrastructure plan updated</p>	<p>Construction contracts awarded Infrastructure-management models in consortia Sports and well-being plan</p>



## CDF7 — Smart Governance (Digitalisation and AI)

Vision 2030 (target state)	Milestones 2028	Milestones 2027	Milestones 2026	Enabling conditions (guidelines)
<p>Governance revised</p> <p>Agile processes</p> <p>Secure data</p> <p>Effective inclusion</p> <p>Greater participation of the academic community in processes</p>	<p>New plan for the development, rejuvenation and recruitment of academic careers implemented</p> <p>Simplification of administrative processes in programmes</p> <p>UAlg Campus Cultural Programme (aligned with the National Plan for the Arts) implemented</p> <p>Implementation report of the PI2GENUAlg Inclusive Gender Equality Plan 2028</p>	<p>Production of new statutes</p> <p>Training actions on the <i>Kaizen</i> method</p> <p>UAlg C+ Community University established</p> <p>Participatory Budget revised</p> <p>Implementation report of the PI2GENUAlg Inclusive Gender Equality Plan 2026 published</p>	<p>AI-use policy at UAlg defined</p> <p>Training actions on 'inclusion without exceptions'</p> <p>Inclusion and Gender Equity Office restructured</p> <p>Plan for the development, rejuvenation and recruitment of academic careers associated with OU salary targets</p>	<p>UAlg Statutes</p> <p>Legal Framework for Higher Education Institutions (RJIES)</p> <p>Statute of the University Higher Education Teaching Career (ECDU)</p> <p>Statute of the Polytechnic Higher Education Teaching Career (ECDESP)</p> <p>Statute of the Scientific Research Career (ECIC)</p> <p>National Agenda for Digitalisation and AI</p>



## 4. TARGETS AND PERFORMANCE INDICATORS

### TEACHING

Strategic Objective 1: Increase the satisfaction of UAlg students with the quality of the teaching and learning process, with greater participation and belonging

Targets 2030	24/25	28/29
Average dropout rate in the first year / first-time entrants in study cycles (CTeSP, undergraduate and master's) - UAlg (1)	28.5%	23%
Average dropout rate in the first year / first-time entrants in study cycles (CTeSP, undergraduate and master's) - National (2)	21%	17%
Percentage of study cycles with 30% optional ECTS implemented and regulated	<5%	>10%
Percentage of curricular units integrating formally identified active student-centred methodologies, recorded in Curricular Unit Forms and SIMEA reports	-	>70%
Overall student satisfaction rate with institutional support and academic environment (PSIS) <sup>(2)</sup>	58%	≥80%
No. of programmes included in the educational provision at the Barlavento Campus	6	12
No. of students, teaching staff, researchers and technical-administrative staff in mobility programmes (incoming and outgoing), recorded in GRIM	1083	1400
No. of international students at UAlg	~2000	2200
Students participating in sports and inclusive sports activities	1100	1320

Source: (1) % of students who do not remain in the course or institution; national average of 23% (2025). DGEEC (InfoCursos Portal: <http://infocursos.pt>). (2) Assessment scored as 5 - satisfied and 6 - very satisfied, on an ascending Likert scale from 1 to 6, of overall satisfaction with UAlg Services. Internal Satisfaction Perception Survey Report (PSIS 2025).



## Strategic Initiatives and Performance Indicators:

### IE.1.1 Inclusion and academic success

- First-year dropout rate
- Graduates
- Graduation rate within n years (where n = the number of years in the curriculum plan)
- Higher education enrolment rate (%) in the Algarve (ratio of students aged 18–22 enrolled in higher education to the resident population aged 18–22 in the region)

### IE.1.2 Curricular flexibility and interdisciplinarity

- Rate of study cycles with 30% optional ECTS implemented and regulated
- Rate of students completing at least 6 ECTS outside their main area/course of origin per academic year
- Micro-credentials under way

### IE.1.3 Pedagogical innovation as a driver of institutional change

- Rate of CUs integrating formally identified active student-centred methodologies, with reference to the pedagogical innovation plan
- Rate of teaching staff (and other professionals involved in teaching) with certified training in pedagogical innovation and digital literacy
- Rate of student participation in teaching quality assessment mechanisms (SIMEA)
- Rate of positive assessments in the 'teaching methodologies' and 'learning environment' dimensions in SIMEA

### IE.1.4 Educational provision with teaching infrastructures and academic activities across a regional continuum

- Rate of students attending courses at the Barlavento Campus
- Courses included in the educational provision at the Barlavento Campus

### IE.1.5 Internationalisation for all and communication – Generation Z

- Rate of international students at UAlg
- Courses taught in English



- Students, teaching staff, researchers and technical-administrative staff in mobility programmes (including incoming and outgoing)
- 'Internationalisation at home' events
- Increased involvement of national and international students in institutional activities
- Use of CRM (Customer Relationship Management) platforms and digital marketing strategies in analysing results and converting campaigns and activities developed



## RESEARCH, CO-PRODUCTION AND INNOVATION

Strategic Objective 2: Consolidate UAlg research as a global benchmark, with greater ambition

Targets 2030	25/26	28/29
Rate of multi-/interdisciplinary scientific output at UAlg (1)	4.2%	5.5%
Share of UAlg doctoral students relative to the current national context (2)	2%	4%
UAlg CoARA Action Plan	0	1
Total amount raised in international and national projects (compared with the previous cycle)	(3)	+20%
No. of SDGs in which UAlg publications have an impact >4x the global/world average (4)	4	6

Source: (1) SciVal – Scopus (Subject Classification to categorize Scopus Publications into scientific disciplines – Multidisciplinary, 2015–2024; ASJC, 1000), (2) DGEEC. (3) Data from UAlg Activities Report 2025 (in preparation). (4) SciVal – Scopus (The impact measured by Relative Activity Index is defined as the share of an Institution's Scholarly Output in an SDG relative to the worldwide share of Scholarly Output in that same SDG).

### Strategic Initiatives and Performance Indicators:

#### IE.2.1 Multidisciplinary output and future-oriented interdisciplinary research at UAlg

- ➔ No. of articles in Multidisciplinary journals (ASJC 1000)
- ➔ Interdisciplinary research projects
- ➔ Annual events and initiatives promoting interdisciplinarity

#### IE.2.2 Young Talents and Doctoral College

- ➔ Doctoral students
- ➔ Completed doctorates



- Contracts awarded to doctoral students as early-career researchers (including academic interface activities such as tutoring and teaching assistance)
- Scholarship-holding doctoral students (FCT, SEA-EU, CEMAR, etc.)
- Doctoral students attending Doctoral College initiatives (3MT Award, Doctoral Meetings, etc.)
- Doctoral programmes (including in interface with companies and public entities)

### **IE.2.3** CoARA Commitments for greater pathway diversity and societal impact analysis

- Teaching staff in R&D Units
- Rate of teaching staff and researchers with narrative CV submitted and validated
- Open access publication rate
- Documents deposited in SAPIENTIA

### **IE.2.4** Support for fundraising for research and innovation

- Applications submitted with support from the pre-award unit and their results
- Projects with national science system funding
- Projects with funding from outside the national science system
- R&D revenue
- State-budget funding for scientific employment

### **IE.2.5** Impact of scientific output – Interaction of research with society and business

- Rate of publications resulting from international partnerships
- Rate of publications resulting from collaboration with non-academic entities
- Companies created: spin-offs and start-ups
- Patents



## GOVERNANCE

### Strategic Objective 3: Promote participatory, efficient, sustainable and transparent management.

Target 2030	24/25	28/29
Ensure the revision and compliance of institutional regulatory instruments, promoting the statutory and regulatory updating arising from legislative changes (RJIES, ECDU, ECDESP, ECI) in order to strengthen the stability, clarity and attractiveness of academic careers for teaching staff and researchers	-	1
No. of new UAlg infrastructures in consortium with regional entities	-	5
AI-use policy applied across all of UAlg	-	1
No. of beds in university residences (1)	550	>900
Integrated Plan for Prevention, Mitigation and Response to extreme events and climate change	-	1
Eco.AP 2025-2030 Plan under implementation, with measures defined by axis (energy, water, waste / circular economy, mobility, sustainable procurement, biodiversity and infrastructures)	-	1
Sustainable urban drainage system (SuDS) on the campuses	-	2
Position in the Sustainability Ranking (2)	301–400	200-301
Inclusion Support Office restructured and operational	1	1
Statutory and regulatory revision based on legislative changes (RJIES, ECDU, ECDESP, ECI) for consolidation of teaching and research careers	-	1
Reformulation of the management and participation model for sports and well-being services	-	1

Sources: (1) UAlg Activities Report 2025 (in preparation). (2) [https://www.timeshighereducation.com/impactrankings#!/length/25/name/Algar/sort\\_by/rank/sort\\_order/asc](https://www.timeshighereducation.com/impactrankings#!/length/25/name/Algar/sort_by/rank/sort_order/asc)



## Strategic Initiatives and Performance Indicators:

### IE.3.1 Participatory, efficient and sustainable management, with organisational well-being

- Degree of satisfaction of internal and external stakeholders
- Degree of stakeholder participation in SIGQUALg
- Rate of publications deposited in the institutional open access repository

### IE.3.2 Complete Projects and Expand Campuses with Strategic Partnerships

- Degree of internal community satisfaction
- Residence beds
- Sports and well-being spaces

### IE.3.3 Efficiency and sustainability

- Annual energy consumption
- Annual water consumption
- Rate of electricity from renewable sources
- Undifferentiated waste per user
- Area with active ecological management

### IE.3.4 Recognition and inclusion for all at UAlg

- Rate of members of the academic community (students, teaching staff and non-teaching staff) participating in the Internal Satisfaction Perception Survey on Services (PSIS) and in the questionnaire(s) promoted under PI<sup>2</sup>Género UAlg
- Number of new services (or adjustments) in well-being services implemented directly on the basis of identified needs

### IE.3.5 Career development and recruitment

- Researchers hired with external funding
- Number of training hours per employee per year



## COMMUNITY

Strategic Objective 4: Intensify UAlg's regional, cultural and social impact through more partnerships and strengthen the international projection of the Algarve.

Target 2030	25/26 <sup>(1)</sup>	28/29
UAlg Strategic Plan for the Arts and Culture (PEAC) with projection in the Lusophone and European space	-	1
Student participation rate (voters) in the Participatory Budget <sup>(2)</sup>	8%	15%
Digital micro-credentials platform	-	1
No. of students involved in structured alumni interaction programmes <sup>(3)</sup>	50/year	100/year
Rate of students, teaching staff, researchers and technical-administrative staff participating annually in integration and well-being activities (enjoyment of natural spaces, sport, art, biodiversity, NEB routes)	-	70%

Source: (1) ND - Not determined; (2) Participatory Budget reports; (3) Office for Pedagogical Innovation, Student and Alumni Support (GAIPEA).

### Strategic Initiatives and Performance Indicators:

#### IE.4.1 UAlg in culture and sport in the Algarve and in Europe

- UAlg/Regional/European cultural and sporting events
- Participation of UAlg members in cultural initiatives across the region
- National/international partnerships
- Public participation in UAlg cultural activities

#### IE.4.2 Social sustainability

- No. of proposals submitted to the UAlg Participatory Budget
- No. of voting participants
- Annual participation growth rate
- Budget allocated to OP UAlg



- Active participants in UAlg V+ activities
- Joint initiatives between academia and the community
- Community organisations participating in the curriculum

#### **IE.4.3** Lifelong Learning

- Students enrolled in micro-credentials
- Students enrolled / certified
- Enrolments in UAlg C+ - the University of Algarve Community University

#### **IE.4.4** Relationship with the Alumni

- Students involved in structured alumni interaction programmes

#### **IE.4.5** Well-being on UAlg campuses for all

- First-year/first-time students in integration and well-being activities
- Annual outdoor space enhancement initiatives
- Inclusive sports activities
- Participants in integration and well-being activities



## ABBREVIATIONS AND ACRONYMS

**A3ES** Agency for Assessment and Accreditation of Higher Education

**AAUAlg** Academic Association of the University of Algarve

**AI<sup>2</sup>** Agency for Research and Innovation, E.P.E.

**AMAL** Intermunicipal Community of the Algarve

**ARH Algarve-APA Algarve Hydrographic Region Administration – Portuguese Environment Agency (APA)**

**BIP** Blended Intensive Programmes

**CCDRAlg** Regional Coordination and Development Commission of the Algarve

**CCISP** Coordinating Council of Polytechnic Institutes

**CoLAB** Collaborative Laboratory

**CP** Pedagogical Council

**CRIA** Entrepreneurship and Technology Transfer Division

**CRUP** Council of Rectors of Portuguese Universities

**CTeSP** Higher Professional Technical Courses (CTeSP)

**DGEEC** Directorate-General for Education and Science Statistics

**DGES** Directorate-General for Higher Education

**EHEA** European Higher Education Area

**ENEI** National Smart Specialisation Strategy

**ERA** European Research Area

**EREI** Algarve Regional Smart Specialisation Strategy

**FCT** Foundation for Science and Technology

**FUC** Curricular Unit Form

**GAIPEA** Office for Pedagogical Innovation, Student and Alumni Support

**GAJ** Legal Advisory Office

**GAQ** Assessment and Quality Office

**GCP** Communications (and Protocol) Office

**GRIM** International Relations and Mobility Office

**AI** Artificial Intelligence

**IDG** Inner Development Goals

**IoT** Internet of Things

**IPMA** Portuguese Institute for Sea and Atmosphere

**MECI** Ministry of Education, Science and Innovation



**MI** Integrated Master's Degree  
**MQUAlg** University of Algarve Quality Manual  
**SDG** Sustainable Development Goal  
**UN** United Nations  
**PALOP** Portuguese-Speaking African Countries  
**PI<sup>2</sup>GenUAlg** UAlg Inclusive Gender Equality Plan  
**PRR** Recovery and Resilience Plan  
**RAIDES** Register of Students Enrolled and Graduated in Higher Education  
**RJIES** Legal Framework for Higher Education Institutions  
**RTA** Algarve Tourism Board  
**SAC** Academic Services  
**SAS** Social Action Services  
**SEA-EU** European University of the Seas Alliance  
**SFP** Financial and Property Services  
**SGD** Document Management System  
**SIGES** Academic Management IT System  
**SIGQUALg UAlg** Internal Quality Assurance System  
**SIMEA** Integrated Teaching and Learning Monitoring System  
**SRH** Human Resources Services  
**ST** Technical Services  
**UAIC** Unit for Scientific Research Support and Postgraduate Training  
**UAlg** University of Algarve  
**UAlg V+** UAlg V+ Volunteer Group  
**UC** Curricular Unit  
**UI&D** Research and Development Units/Centres  
**OU** Organic Unit

