



L-Università  
ta' Malta

# Strategic Plan 2020–2025

---

*Serving students, scholarship  
and society, sustainably*

# Strategic Plan 2020–2025

---

*Serving students, scholarship  
and society, sustainably*

**The Strategic Plan 2020-2025 was written by the Rectorate of the University of Malta and the members of the Committees and Advisory Groups for Strategic Planning.**

Prof Alfred J Vella, Rector

Prof Tanya Sammut-Bonnici, Pro-Rector for Strategic Planning and Enterprise (main editor)

Prof Godfrey Baldacchino, Pro-Rector for International Development and Quality Assurance

Prof Joseph M Cacciottolo, Pro-Rector for Academic Affairs

Prof Carmen Sammut, Pro-Rector for Student and Staff Affairs and Outreach

Prof Ing Saviour Zammit, Pro-Rector for Research and Knowledge Transfer

**ISBN: 978-99957-1-794-0**

# Contents

Rector's Statement	4
Vision, Mission and Values	5
Summary of Strategic Plan 2020-2025	6
Strategic Planning Process	8
Strategic Theme 1: Learning and Teaching	12
Strategic Theme 2: Research and Knowledge Transfer	19
Strategic Theme 3: Societal Factors and Impact	25
Strategic Theme 4: Enterprise and Industry Impact	30
Strategic Theme 5: National Impact	37
Strategic Theme 6: International Outlook	42
Strategic Theme 7: Sustainability	48
Services and Administrative Support	54
Developing MATSEC and Junior College	72
Forging a Culture of Quality	73
Implementing the Strategic Plan	74
Appendix I: Guidelines for Higher Education	75
Appendix II: University Structure	78
Appendix III: Committees and Advisory Groups	82

## Tables

Table 1: Summary of Strategic Themes	6
Table 2: Strategic Recommendations on Learning and Teaching	17
Table 3: Strategic Recommendations on Research and Knowledge Transfer	23
Table 4: Strategic Recommendations on Societal Factors and Impact	29
Table 5: Strategic Recommendations on Enterprise and Industry Impact	35
Table 6: Strategic Recommendations on National Impact	39
Table 7: Strategic Recommendations on International Outlook	47
Table 8: Strategic Recommendations on Sustainability	52
Table 9: Strategic Recommendations on Services and Administrative Support	70

# Rector's Statement

**D**uring the academic year 2018/19, from September 2018 through to May 2019, all members of the community at the University of Malta were invited to actively participate in the Strategic Planning Process, as part of an ongoing improvement effort. The University was keen to hear different views so that we could ensure that the updated Strategic Plan is enriched by the insights of the wider University community.

The development of the current Strategic Plan reflects the evolving state of higher education, the economy, industry, and society. Although every new plan differs in some ways from previous plans, each one emphasises consistency in our mission, vision and values. It also draws even greater attention to our focus on the students' experience, the needs and contributions of the academic community, and our impact on society.

It is important for the University to engage in strategic planning, particularly at a time when rapid economic change, competitive forces, shifts in public demand and advances in technology pose challenges to every aspect of higher education.

Students, staff and alumni are encouraged to rally around this Strategic Plan as a model for the pedagogical community we want to nurture the impact we want to have on our nation and society. We are committed to making the Strategic Plan an evolving blueprint.

For this purpose, the Rectorate, Senate and Council aim to prioritise a workable agenda of seven key strategic themes: learning and teaching, research and knowledge transfer, societal factors and impact, enterprise and industry impact, national impact, international outlook, and sustainability. These priority areas will guide academic, administrative, technical and industrial staff in aligning daily activities with decision-making and the allocation of resources.

As the University continues to advance and succeed, we will engage the campus community in refining these priorities and phasing in other important components of the Strategic Plan.

This Strategic Plan is, of course, only the beginning. As members of the University community, we must endeavour to implement improvements and new initiatives, be accountable for our respective part of the plan, and be committed to the development of the institution as a whole. We must make achievement and continuous advancement an inherent part of our daily work activities so as to collectively achieve the goals that have brought us together at the University of Malta.

**Prof Alfred J Vella**

*Rector of the University of Malta*

# Vision, Mission and Values

The University is committed to serving students, scholarship and society in a sustainable manner. The vision, mission and values of the University of Malta are driven by our community's desire to move forward and embrace new challenges.

The vision of the University of Malta is to be among the leading institutions in higher education, contributing to the development of our region, our country and society in general. We will continue our long tradition of developing the knowledge required to help Malta flourish as a small island nation and a member state of the wider international community.

Our mission is to serve the aspirations of the people of these islands through the provision of quality higher education in the arts, sciences, social sciences, the humanities and other areas of knowledge as required for Malta's economic, social and cultural development through the scholarship of critical inquiry, discovery, research and service to the community. The University will deliver these functions in a sustainable manner that is responsive to this country's present and emergent needs.

As a member of the European Higher Education Area and signatory of the Magna Charta Universitatum, the University of Malta is committed to the values of academic freedom, institutional autonomy, good governance, accountability, equality and social responsibility.



# Summary of Strategic Plan 2020–2025

**Table 1: Summary of Strategic Themes**

<b>1. Learning and Teaching</b>	<ul style="list-style-type: none"> <li>• Enhance academic and pastoral support for students</li> <li>• Create dynamic frameworks which provide holistic learning</li> <li>• Develop physical environments which are conducive to learning</li> <li>• Expand high-quality online learning</li> <li>• Engage in work-based learning that adds value to the learning experience</li> <li>• Maintain the relevance of teaching programmes</li> <li>• Design continuous, formative and summative assessments which are valid, robust and transparent</li> <li>• Improve and modernise the doctoral programmes</li> <li>• Deliver continuous professional development programmes</li> </ul>
<b>2. Research and Knowledge Transfer</b>	<ul style="list-style-type: none"> <li>• Promote world-class research of local, regional and global significance</li> <li>• Conduct research and knowledge transfer that supports the rankings</li> <li>• Secure sustainable funding for R&amp;D</li> <li>• Expand corporate research and knowledge transfer</li> <li>• Improve communication and dissemination of research output</li> <li>• Undertake responsible research ensuring integrity and ethics</li> <li>• Design a human resource strategy that supports researchers</li> <li>• Apply clusters concepts to stimulate well-funded, sustainable research</li> </ul>
<b>3. Societal Factors and Impact</b>	<ul style="list-style-type: none"> <li>• Assist students and members of staff with disability</li> <li>• Support under-represented and first-generation students</li> <li>• Advance and commit to gender and LGBTIQ rights</li> <li>• Ensure access and inclusion of diverse cultures</li> <li>• Expand health promotion and wellbeing services</li> <li>• Engage the campus community</li> <li>• Promote public outreach</li> </ul>
<b>4. Enterprise and Industry Impact</b>	<ul style="list-style-type: none"> <li>• Engage industry in curriculum development</li> <li>• Embed industry knowledge in the learning experience</li> <li>• Enhance learning through enterprise projects</li> <li>• Promote interpersonal and collaborative skills</li> <li>• Prepare learners for employment and self-employment</li> <li>• Expand executive education</li> <li>• Provide expertise to industry</li> <li>• Develop enterprise and industry colloquia</li> </ul>

<b>5. National Impact</b>	<ul style="list-style-type: none"> <li>• Promote studies and research that are focused on cultural heritage</li> <li>• Instil an awareness and appreciation of Maltese characteristics</li> <li>• Protect and preserve the Maltese language while simultaneously continuing to cherish the English language</li> <li>• Prepare sufficient and suitable local human capital that is creatively empowered, culturally enriched and fit to serve the evolving economy</li> <li>• Deliver high-quality education which can transform learners into highly competent and effective citizens</li> <li>• Preserve the University's place as the principal higher education institution on the island and a unique academic hub in the Mediterranean</li> <li>• Retain and improve the University's position among the top 4% of the world's universities</li> </ul>
<b>6. International Outlook</b>	<ul style="list-style-type: none"> <li>• Strengthen and deepen student internationalisation in a context where Malta itself is a testbed of growing cosmopolitanism</li> <li>• Strengthen and deepen staff internationalisation</li> <li>• Nurture and disseminate the University's good name</li> <li>• Attract international postgraduate students</li> <li>• Broaden the University's respectful and enriching engagement with the world</li> </ul>
<b>7. Sustainability</b>	<ul style="list-style-type: none"> <li>• Develop sustainable land and buildings</li> <li>• Reduce, reuse and recycle waste</li> <li>• Extend energy efficient measures</li> <li>• Conserve water and reduce consumption</li> <li>• Encourage sustainable transport measures</li> <li>• Deliver training and research on sustainability</li> <li>• Promote healthy living practices on campus</li> </ul>
<b>8. Services and Administrative Support</b>	<ul style="list-style-type: none"> <li>• Create an ecosystem of infrastructure and support</li> <li>• Manage and develop student-centred processes</li> <li>• Expand infrastructure for student welfare</li> <li>• Enhance library resources</li> <li>• Achieve excellence in technology-based services</li> <li>• Invest in people, empower the workforce</li> <li>• Develop internal and external communications</li> <li>• Deliver physical infrastructure</li> <li>• Consolidate the financial framework</li> </ul>



# Strategic Planning Process

## Engaging the University's Stakeholders in Strategy Formulation

The University of Malta embarked on a Strategic Planning Process to update its vision and mission for the forthcoming years. The Strategic Plan presents a set of overall goals and a roadmap for how to achieve them. It also serves as a guide for strategic planning process that can be replicated and improved in future cycles, fostering a culture of continuity and creating a legacy of strategic thinking.

The University's objectives are to sustain and develop its position as a world-class education provider that also has a strong national role. The goals act as guidelines for day-to-day decision-making and operational activity by establishing a clear direction for the organisation and helping to define its priorities. Nurturing a culture of continuous improvement in the implementation stage will be crucial.

The Strategic Planning Process was a widespread effort that involved all voices within the University community and synthesised meticulously the wide variety of contributions, which were all aimed at building a dynamic and contemporary institution. The Strategic Planning Process spanned one academic year from September 2018 to July 2019, during which time the University engaged in a comprehensive set of activities that helped to evolve its thinking, knowledge and vision.

The planning process underwent three phases. In the first phase, the University focused on the involvement of internal stakeholders. Students, academics and administrators contributed to the content of the plan through fora, working groups, committees and surveys. Their valuable input was instrumental to the plan. The second phase involved external stakeholders who helped shape a strategic direction for the University's effective impact on society, industry and the nation. The third phase captured the views of all stakeholders on the principles presented in the initial draft. The final version of the Strategic Plan is a result of a review by the Senate and Council. The strategic development activities involved:

- hosting seven conferences in the form of Strategic Development Fora for the University community and its wider stakeholders;
- organising 49 Working Groups focusing on eight cohorts of stakeholders representing students, academics, industrial and technical staff, enterprise, civil society, government, and pre-university education providers;
- engaging 14 faculties, 150 academic departments, academies, centres, colleges, institutes and schools, and 12 administrative directorates within the University's structure;
- encouraging the University community of 15,870 members, including 11,650 students and 4,220 members of staff working full-time or part-time, to participate in the development of the plan through Stakeholder Feedback Activities run in the form of seminars, meetings and surveys, which gave all members the opportunity to share their vision and ambitions of the University;
- delivering presentations to stakeholder groups and other interested persons in order to gain further insights and embrace different perspectives;
- creating a constructive and positive environment for feedback and open discussions for all stakeholders.

The foundations for the Strategic Planning Process were laid down by key components, which included: the steering committee, a strategic benchmarking exercise that identified the strategic themes and key stakeholder groups, the stakeholder fora where the working groups were hosted, a strategy survey, the stakeholder feedback and public consultation, and the University Senate and Council review. The following sections will briefly explore the role of each key component.

### **Steering Committee**

The Strategic Planning Process was administered by a Steering Committee operating as a joint sub-committee of the Senate and Council. The Committee consisted of student representatives, the Rector and Pro-Rectors, academic representatives of the Senate on Council, the Registrar as Secretary of the Senate, and the Secretary of the Council. It provided direction for those initiatives and activities relevant to the development of the plan, and also offered an inclusive platform for discussion and decision-making.

### **Benchmarking Exercise**

The main strategic themes were derived from a comprehensive benchmarking exercise which included a thorough review of a substantial number of guidelines and best practices, as referenced in Appendix I, and these are:

- Strategic plans of leading universities
- National guidelines for higher education
- International guidelines for higher education
- Quality frameworks set by local legislation
- Quality frameworks set by international organisations
- International ranking metrics
- Higher education networks

### **Core and Enabling Strategies**

The development of the strategic vision considered the interaction between Core and Enabling Strategies, which are prevalent in global higher education institutions. Our core strategies address educational objectives and provide a starting point in developing and evolving the University of Malta's vision and mission. The following themes were adopted as core strategies, but further subsets were created and are subject to refinement:

1. Learning and Teaching
2. Research and Knowledge Transfer
3. Societal Factors and Impact
4. Enterprise and Industry Impact
5. National Impact
6. International Outlook
7. Sustainability



The core strategies are followed closely by the enabling strategies as these focus on the administrative support required to meet the educational objectives. The main areas of administrative support are represented by the administrative directorates.

### Stakeholder Groups

The Strategic Planning Process revolved around the University's key stakeholder groups and these were:

- Students
- Academic Staff
- Administrative, Technical and Industrial Staff
- Government
- Civil Society
- Commerce, Industry and Enterprise
- Pre-university Education Providers

### Strategic Development Fora

Members of each stakeholder group were invited as delegates within a number of fora and workshops. All stakeholders were involved in collaborative platforms where they provided vital feedback for the development of a dynamic and contemporary university. Each forum was run as a day session, centred on seven Strategy Working Groups representing the Core Strategies. Co-chairs and rapporteurs were assigned to each working group, and these also made part of the Strategic Advisory Groups that were engaged in developing the University's strategy for each theme.

## **Strategy Survey**

In the early months of 2019, the University conducted a survey with over 15,750 of its members and external stakeholders to obtain feedback on the Strategic Planning Process. The themes of the survey reflected the core strategies: learning and teaching, research and knowledge transfer, societal factors and impact, enterprise and industry impact, national impact, international outlook, sustainability, and administrative support.

## **Strategic Advisory Groups**

The roles of the Strategic Advisory Groups were to document the points raised by the respective Strategy Working Groups, compile drafts of the plan on the respective theme, and advise the Senate and Council on the strategic themes. The composition of the Strategic Advisory Groups included members of Senate, deputy deans, Senate and Council Sub-Committee members, administrative directors and deputies, student representatives on the Senate and Council, internal advisors, external stakeholders, and members of the internal Steering Committee.

## **Stakeholder Feedback and Public Consultation**

The final draft of the Strategic Plan was made available to the entire University community of students, staff and the external stakeholders from civil society, government, industry and pre-university education providers. The feedback obtained from the consultation process helped to fine tune the version of the plan which was presented to the Senate and Council.

## **Senate and Council Review**

The process of formalising the University of Malta's Strategic Plan involved its review by the Senate and Council. The Senate is responsible for academic matters regulating studies, research, documentation, entry requirements and examinations. The Council is responsible for the governance and for resource allocation, including finance, human resources, capital projects, information technology, estates, legal services, and investments in library services and research support.

# Strategic Theme 1: Learning and Teaching

## Developing Students, Scholarship and Society

The University of Malta fosters an integrated combination of higher studies and research. The Institution is sensitive to the needs of the community-at-large and regards itself as the premier learning hub for the Maltese society. Two principal roles of the University are to nurture knowledgeable, highly skilled and responsible citizens of integrity, as well as to encourage the consistent output of pertinent research of high quality.

### Enhancing Academic Support

We strive to deliver courses of study that are relevant, that reflect the milieu of the University, and that respond rapidly to changing circumstances. We are increasingly sensitive to the needs of potential and actual students coming from non-traditional backgrounds and to those already in employment. Mature persons are changing the demographic profile of the student body. This is a welcome trend. Mature students should be offered greater support and flexibility, taking into account the knowledge they have gained through prior learning and work experience.

Proactive academic support is necessary to help all students succeed in their studies, particularly those persons who are vulnerable or coming from backgrounds with low participation rates in higher education. The progressive increase in international students is a welcome trend and enriches the cultural diversity and cosmopolitan outlook of the University.

### Creating a Holistic Learning Experience

The University's programmes of studies are designed to be dynamic frameworks for learning and teaching that are both engaging and inspiring, and thus, conducive to life-long inquiry, learning, and flexibility of mind. We strive for excellence in learning through internal and external peer-review, as well as through comfortable and student-friendly teaching spaces of high quality, equipped with the latest didactic resources.

Since the delivery of teaching has to be versatile and flexible, we will encourage the use of a variety of modalities directed at a wide spectrum of needs and activities, including outreach services provided by the University. We will endeavour to adopt more student-centred interactive sessions and discussions by adopting well-planned tutorial-based systems that encourage individual participation, inclusion and dialogue. University teaching is informed by research reflecting advances in the various disciplines and is delivered by academics with proven expertise in research.

In addition to discipline-specific learning, we will strengthen and support the acquisition of a combination of skills such as critical thinking, informed debate, communication and public speaking, as well as soft skills. These enable students to find satisfying employment at the right level upon completion of formal higher education.

The links between higher education and the labour market need to be both effective and efficient in order to match the increasing need, at all levels, of specialists with higher education. To this end, we will aim to facilitate learning in a flexible manner by being mindful of students' actual and future needs.

### **Developing the Physical Learning Environment**

Given the dynamic and virtual information landscape, the library as a key resource for learning is continuously transforming its role and responsibilities to ensure that it caters for patrons' changing needs and expectations. Hence, further investment is required to ensure that the current excellent library services are expanded to nurture an environment favouring innovation and creativity. In turn, this would stimulate learning and teaching, at both individual and collaborative levels, as well as enhance the visibility of research carried out at the University itself.

### **Expanding High-Quality Online Learning**

The need for expansion of high-quality online learning and teaching is both crucial and pressing. With the support of trained practitioners and appropriate infrastructure geared to ensure effective implementation, we will consolidate existing online facilities. These require constant updates in consonance with emerging teaching technologies and the rapidly changing learning and research needs and priorities of student populations, both in terms of scope and method, as well as in the allocation of time.

### **Engaging in Work-Based Learning**

We will continue to encourage professional placements, specifically tailored apprenticeships and work-based learning, locally and abroad, as these add value to the overall educational experience. We will also seek to facilitate a seamless transition between the time spent at the University and entry into appropriate employment. The University operates work-based learning programmes in several fields, including those of medicine, health sciences and pharmacy. We will provide support systems to increase the development of practical-learning units across other subject areas. Study programmes with work-based learning components would be supported by mentoring and would include assessments and accreditation.

### **Maintaining Relevance of Teaching Programmes**

Existing structures serve to facilitate the regular updating of teaching programmes, in response to feedback from students, expert advice, programme reviews and in step with rapid changes in the content and approaches of different disciplines. Such combined administrative and academic structures need to be strengthened and regularly revised to quickly respond to the changing needs of the University's many entities.







The changing roles of academics, from purveyors of knowledge to mentors, advisors and facilitators are acknowledged and welcome. Motivation, commitment to teaching and innovation should be recognised and rewarded. Indeed, we will aim for excellence in teaching as an integral part of those processes leading to academic advancement, in step with research output and leadership or participation in outreach projects.

### **Designing Formative Assessments**

Learning and teaching are fundamentally associated with continuous, formative and summative assessments. All appraisal of student effort and work needs to be valid, robust and transparent. The accent on formal examinations is gradually shifting to other forms of assessment that are probably more specific, and which determine accurate levels of knowledge and competencies. To this end, the roles of assignments, authentic assessments, presentations and portfolios are increasingly gaining prominence and welcome acceptance among both students and academics.

### **Expanding Doctoral Education**

Both the purpose and scope of doctoral education, as a fusion between teaching and research, have widened in response to the changing needs of society and the demographic profile of students. The structured fostering of skills, competence in communication, teaching and leadership are now part of doctoral education and the remit of the recently launched Doctoral School, all effectively complementing the traditional doctoral-level research-related skills.

### **Delivering Continuous Professional Development Programmes**

We will focus on expanding the short courses, part-time courses, online courses and practical training programmes for professions across a broad spectrum of fields. Flexible study-units can be designed to suit professionals in mid or early career for the updating of their knowledge, skills and qualifications. The training would provide opportunities for individuals to develop their careers and for employers to enhance their workforce. The University has the knowledge base to create bespoke courses for professional organisations and government officials. These courses can be designed together with stakeholders and would provide a dynamic and supportive environment that promotes valuable professional networks.

The training and continuing professional development of academic staff is an essential ongoing process at all levels in their academic trajectory. All academics, from the most junior, to the most senior professors and thesis supervisors, benefit from appropriate mandated training and support. To this end, we will strengthen and extend the already existing structures, such as the Office for Professional Academic Development, that provide this type of mentoring. We will develop systems to acknowledge teaching excellence through mechanisms of reward and recognition.

**Table 2: Strategic Recommendations on Learning and Teaching**

Core Strategies	Enabling Strategies
<ul style="list-style-type: none"> <li>• <b>Enhance academic and pastoral support for students</b></li> </ul>	<ul style="list-style-type: none"> <li>• Train lecturers and support staff to identify areas requiring support in the mentoring and guidance of students</li> <li>• Create accessible channels for students to seek support</li> <li>• Enhance academic support for students particularly for those from less advantaged backgrounds</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Create dynamic frameworks which provide holistic learning</b></li> </ul>	<ul style="list-style-type: none"> <li>• Promote teaching which is informed by research reflecting advances in the various disciplines</li> <li>• Extend training in student-centred learning</li> <li>• Include a combination of skills, such as critical thinking, informed debate, communication and public speaking in learning programmes</li> <li>• Guide curricula to include optional studies in special interest areas</li> <li>• Offer training and continuing professional development to all academic staff</li> <li>• Acknowledge teaching excellence through mechanisms of reward</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Develop physical environments conducive to learning</b></li> </ul>	<ul style="list-style-type: none"> <li>• Increase investment in comfortable teaching spaces of high quality</li> <li>• Create more independent study areas which encourage self-directed learning and collaborative learning</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Expand high-quality online learning</b></li> </ul>	<ul style="list-style-type: none"> <li>• Increase resources and training for the provision of online learning</li> <li>• Develop technological capabilities for online assessment</li> <li>• Establish a long-term policy and guidelines for online learning, defining objectives, knowledge, skills, infrastructure and administrative support services</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Engage in tailored work-based learning that adds value to the learning experience</b></li> </ul>	<ul style="list-style-type: none"> <li>• Encourage integrated work-based learning curricula</li> <li>• Provide guidelines for the development of work-based study-units, learning outcomes and assessment</li> <li>• Provide training for academics and mentors engaged in work-based learning</li> <li>• Create an administrative infrastructure to support work-based learning</li> <li>• Uphold guidelines and regulations for work-based learning</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Maintain relevance of teaching programmes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Revise and update teaching programmes regularly in response to feedback from students, expert advice, and in step with rapid changes in the disciplines</li> <li>• Improve formal and encourage informal feedback systems between students and academics</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Design continuous assessments</b></li> </ul>	<ul style="list-style-type: none"> <li>• Design continuous, formative and summative assessments which are valid, robust and transparent, providing guidelines on best practices in assessment design</li> <li>• Provide training on assessment development and assessment implementation</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Expand doctoral programmes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify areas of research which have an impact on society, industry and the nation</li> <li>• Provide continuous support for doctoral researchers</li> <li>• Provide guidelines and training for doctoral supervision</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Deliver professional development programmes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Expand short courses, part-time courses and online courses</li> <li>• Design courses together with external stakeholders</li> <li>• Strengthen the Office for Professional Academic Development, to support teaching excellence through training, reward and recognition</li> </ul>



# Strategic Theme 2: Research and Knowledge Transfer

## Fostering Research of Local, Regional and Global Significance

In line with its vision and mission, the University of Malta strives to engage in world-class research with local, regional, European and global significance. To achieve this, the University endeavours to strengthen the quality of its research output through high-calibre academics and the provision of an enhanced research infrastructure.

Researchers at the University of Malta are amongst the most efficient in the EU based on quantifiable metrics, such as the number of quality publications per research Euro invested. While we will continue to recognise the research carried out where career progression is concerned and maintain our focus on access to resources, we will aim to invest in the development of early stage researchers.

The University recognises the fundamental role its doctoral researchers play in the research ecosystem. We will continue to improve the newly set up Doctoral School by providing the best support for doctoral researchers and their supervisors.

To attract and retain high-quality doctoral and postdoctoral researchers, we will continue to invest in sustainable infrastructure to provide an environment conducive to creativity and innovation.

Smart specialisation plays a fundamental role in enhancing European competitiveness through structural investment in research and innovation. We will continue to participate in the development of Malta's Smart Specialisation Strategy to ensure that it is aligned with the capabilities of the University's research ecosystem.

To better respond to local, regional, European and global needs, we will strive to better recognise and respond to emerging areas of interest. The advantage of the nation's small size means that we can be flexible and have the capacity to identify niches which can be adapted to the local context.

Researchers will be offered the support necessary to access high level research infrastructures and research data. We will endeavour to form part of global research networks in order to foster international collaboration and cooperation with a view to increasing our participation and success in European-funded research.

## Research Supporting the University Rankings

To improve our global university rankings, we must improve our key performance indicators, which are crucial to research, development and innovation. As the University improves in global rankings, it will become increasingly easier to attract the best talent, leading to a positive feedback loop on performance and output. We will therefore strive to increase the number of:

- researchers;
- doctoral researchers and the student-to-staff ratio;
- publications in top peer-reviewed international academic journals;
- citations of authored papers;
- papers indexed in main citation indices for sciences, social sciences, arts and the humanities;
- h-index of academic staff based on their publications and citations.

Meanwhile, the University will continue to benchmark its research activities with the best-in-class exponents to identify areas that require improvement, and which in turn yield better rankings.

### **Research Funding and Sustainability**

The University will continue to petition local authorities to meet Malta's stated Research and Development investment target of 2% of Gross Domestic Product (GDP) by 2020. In 2017 the figure stood at around 0.54% of the GDP according to the EU Research and Innovation Observatory. We will continue to advocate for an increase in Research and Development funds for the Higher Education Sector. We will aim to pursue collaboration with government and businesses to utilise research funds in the best interest of Malta and the EU, from both an economic and a societal perspective.

We will strengthen the Research Support Services Directorate (RSSD) and Project Support Office (PSO) to help staff compete for funds and we will explore the possibility of establishing an EU office to improve funding opportunities. The RSSD will continue to be driven by a focus on research excellence, as this is the only way to guarantee research funds from international sources. We will seek to leverage local research and development funds by exploiting co-funding opportunities in Europe.

The Research Innovation and Development Trust (RIDT) has been successful in attracting funds from businesses and non-governmental organisations, raising over three million Euro since its inception. The largest share of the funds has, to date, been invested in medical research. The RIDT will implement a strategy to diversify both its traditional sources and the areas in which donations may be invested.

We recognise that the University needs to sustain and exploit capital investments in research infrastructure, including laboratories, with a reasonable operational budget, and hence, we will aim to dedicate adequate funds in this respect. The University will also make its research infrastructure available to the industry at market rates in order to better meet operational requirements.

### **Knowledge Transfer**

The Corporate Research and Knowledge Transfer Office (CR&KTO) focuses on the discovery, protection and commercialisation of intellectual property, industry-academia collaboration and contracted research. The latter function is coordinated by Malta University Consulting Limited, specifically when the research contracted is multi-disciplinary and involves coordinating multiple research units. We will streamline its internal processes to make it easier for external stakeholders to contract research services, and hence provide a better service for industry.

The University will strengthen its Knowledge Transfer functions and provide funds to: stimulate innovation-oriented activities; identify, protect and commercialise intellectual property; improve industry-academia collaboration; provide more proof-of-concept and start-up funding, and attract more commercial partners. The setting up of Malta University Investment Portfolio Limited is a step in the right direction, as it allows the University to invest in promising spinouts.

To incentivise academics in declaring and commercialising intellectual property, the University will recognise academics who engage in such activities through, for example, annual best-innovator awards and recognition in career progression.

### **Research Outreach**

The University will engage professional science, technology, engineering, arts, humanities and mathematics (STEAHM) education communicators to disseminate and popularise research endeavours and results. It is essential for us to communicate the importance of research in support of a knowledge-based economy in Malta. We will, therefore, consolidate the University's position as a proactive pillar in Malta's economic development and in the provision of knowledge to its research stakeholders, including the government, industry and society. Better outreach would encourage more students to pursue postgraduate studies and research.

In an attempt to consolidate public exposure through traditional media, we will aim to improve our radio station programming and increase the participation of academics in radio and TV programmes. Recognition of public engagement by academics could be achieved through an annual best communicator awards and recognition in career progression.

New-media channels could be exploited, for example, podcasts and YouTube channels, to improve the University's Social Media Strategy and disseminate our research endeavours to a wider audience. The improved outreach services would also serve to improve communication amongst researchers, leading to more inter, multi and trans disciplinary research.

We will endeavour to reorganise thematic research journals into a University series and consider the possibility of producing a broad-spectrum quarterly journal in Maltese. This would stimulate interaction between the University and research stakeholders. At the same time, the University will continue to embrace Open Science and Open Data initiatives as exemplified by its Open Access Repository.

### **Responsible Research, Integrity and Ethics**

The University set up the Committee for Research Engagement to study how it can best weave the tenets of Responsible Research and Innovation (RRI) into its everyday fabric. RSSD will support academics in preparing RRI work packages in research grant applications as these could, eventually, become a mandatory feature of EU funding processes.

A Research Integrity Office (RIO) will be established to ensure that interaction between advanced researchers and early-stage researchers, including doctoral researchers and their supervisors, is conducted with the utmost integrity, as enshrined in the University's Collective Agreement and Manual of Conduct and Procedures for Academic Staff.

We will strengthen the University Research Ethics Committee (UREC) by providing it with the necessary IT and other resources to streamline its functions and interactions with all researchers.

### **Human Resource Strategy for Researchers**

Besides the pre- and post-award support provided by the RSSD and the PSO, the University will continue to improve the support provided to academic, doctoral and postdoctoral researchers. The Research Stream enacted in the past Collective Agreement will be increasingly offered to researchers who need to focus on their research projects and can 'buy out' of their teaching obligations for a period. Academic resources can be extended to research support officers including postdoctoral researchers. The University will encourage local authorities to offer studentships to doctoral researchers and fund postdoctoral positions.

A scheme could be introduced to allow advanced researchers to mentor junior researchers. The University will promote researcher training on emerging scientific technologies and will facilitate research staff mobility both locally and internationally. The University will endeavour to attract more women to research and research management positions and will promote equal opportunities in relation to gender.

We will introduce more of the 40 principles enshrined in the Human Resources Strategy for Researchers (HRS4R) Charter and Code, as it works towards the European Commission's Human Resources Excellence in Research Award.

### **Research Clusters Concept**

The University is working towards the introduction of multi-disciplinary Research Clusters which would benefit from national and leveraged funds. The clusters would conduct basic and applied research of both national and international relevance. Funds would be provided against a business plan which details expected outputs over a minimum three-year period, such as the number of funded doctoral scholarships, postdoctoral researchers, research publications, intellectual property generated, protected and exploited, and additional external funds generated through the award of national and EU research grants. Twenty Research Clusters could be funded at an average level of half a million Euro per cluster per year and which would potentially result in an increase of 200 doctoral and postdoctoral researchers across all research disciplines.

**Table 3: Strategic Recommendations on Research and Knowledge Transfer**

Core Strategies	Enabling Strategies
<ul style="list-style-type: none"> <li>• Promote world-class research with local, regional and global significance</li> </ul>	<ul style="list-style-type: none"> <li>• Attract and retain high-level researchers</li> <li>• Reward world-class researchers</li> <li>• Invest in the best possible environment for researchers</li> <li>• Develop the functions of the Doctoral School</li> <li>• Foster international collaboration and cooperation networks</li> <li>• Respond to local, regional and global needs and emerging areas</li> <li>• Enhance smart specialisations and European competitiveness</li> <li>• Identify niches that the University can make its own</li> </ul>
<ul style="list-style-type: none"> <li>• Conduct research and knowledge transfer that supports the rankings</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark research activities with the best-in-class exponents</li> <li>• Increase peer-reviewed publications and citations</li> <li>• Improve the doctoral-researcher-to-staff ratio</li> </ul>
<ul style="list-style-type: none"> <li>• Secure sustainable funding for R&amp;D</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate for increased research funds in line with target GERD</li> <li>• Improve access to international research infrastructure and data</li> <li>• Extend auditing at end-of-project for the effective use of resources</li> <li>• Strengthen and diversify the funding sourced by RIDT</li> <li>• Strengthen RSSD and PSO to increase competitiveness for funds</li> <li>• Streamline procurement and recruitment processes</li> <li>• Procure and update infrastructure including laboratories and office space</li> </ul>
<ul style="list-style-type: none"> <li>• Expand corporate research and knowledge transfer</li> </ul>	<ul style="list-style-type: none"> <li>• Expand the potential of Intellectual Property</li> <li>• Strengthen research consultancy offering</li> <li>• Establish standard operating procedures for consultancy</li> <li>• Recognise academics engaged in IP and knowledge transfer</li> <li>• Strengthen the CR&amp;KTO</li> <li>• Promote knowledge transfer partnerships and industry collaboration</li> <li>• Increase proof-of-concept and start-up funding for researchers</li> </ul>
<ul style="list-style-type: none"> <li>• Improve communication and dissemination of research output</li> </ul>	<ul style="list-style-type: none"> <li>• Improve social and traditional media strategies</li> <li>• Consider a new Malta-centric research publication</li> <li>• Position research as a pillar in Malta's economic development</li> <li>• Encourage more students to take on postgraduate research</li> <li>• Engage STEAHM communicators</li> <li>• Increase internal and external communication</li> </ul>
<ul style="list-style-type: none"> <li>• Undertake responsible research ensuring integrity and ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Set up Committee for Research Engagement and a Research Integrity Office</li> <li>• Strengthen and streamline UREC</li> </ul>
<ul style="list-style-type: none"> <li>• Design a human resource strategy that valorises and supports researchers</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce studentships</li> <li>• Adopt the principles of the HRS4R Charter and Code</li> <li>• Introduce a scheme to mentor and support early stage researchers</li> <li>• Encourage take-up of the Research Stream to increase flexibility</li> <li>• Improve the status of researchers and extend resources</li> <li>• Strengthen technical support and improve conditions of support staff</li> <li>• Address gender balance in research and administration</li> <li>• Facilitate research staff mobility both locally and internationally</li> <li>• Promote researcher training on emerging scientific technologies</li> </ul>

*continued on next page >*



**Table 3: Strategic Recommendations on Research and Knowledge Transfer  
(continued)**

- |                                                                                                                                    |                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• <b>Apply the clusters concept to stimulate well-funded, sustainable research</b></li></ul> | <ul style="list-style-type: none"><li>• Leverage agility to excel in multidisciplinary research</li><li>• Support efforts for funding from national and international sources</li><li>• Develop business plans detailing expected outputs in diverse research areas</li></ul> |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



# Strategic Theme 3: Societal Factors and Impact

## Creating an Inclusive University for an Inclusive Society

The University of Malta encourages a participative society where intellectuals maintain a significant role in the country's social, political, economic and cultural life. It is an inclusive institution that strives to support our community, both within the University and in wider society, with the involvement of students and staff. We aim to stimulate public responsibility and inspire public service to actively identify opportunities and maintain a lead-by-example approach. While we seek to improve the wellbeing of our academic community, we are committed to strengthen, develop and synergize the intersections of gender, race, ethnicity, disability and other spheres of diversity.

### Supporting Persons with Disability

The University facilitates access and support to ensure that those with a disability stand a good chance to succeed in their studies. It also provides assistance to members of staff and visitors.

To improve accessibility, we endeavour to:

- make offices accessible and provide resources for Access Disability Support Unit (ADSU) support staff in a central area of the campus;
- propose new initiatives to support members of staff with intellectual challenges;
- conduct regular accessibility audits, effect immediate subsequent action where required, and monitor problematic areas on a regular basis;
- provide an on-campus taxi service for students and staff with mobility issues;
- develop standard operating procedures regarding 'Fitness to Practice' that assess students prior to being accepted on specific courses;
- offer support to members of staff who interact with students with disability or learning difficulties, including students with dyslexia or who are on the autistic spectrum, through OPAD and ADSU;
- ensure that the design of new buildings considers the needs of students on the spectrum;
- make more 'quiet rooms' available on campus.

### Providing Assistance for Under-Represented and First-Generation Students

The University will improve support systems that enhance the learning experience and increase the completion rates of students from diverse and under-represented backgrounds. Students from under-privileged socioeconomic environments, minorities and first-generation students face additional challenges to cultivate a sense of belonging within the University community. We will provide a support infrastructure to develop personal identity as a source of strength and to nurture networks and connections across student cohorts in the academic and social environments on campus.

## Advancing Gender Rights

The University is committed to the advancement of gender and LGBTQ rights. For this purpose, we propose to:

- conduct regular gender audits;
- give greater visibility to the Committee for Gender Issues so that it is empowered to work on issues of gender mainstreaming within the curriculum together with OPAD;
- promote further the Sexual Harassment Policy, which was implemented both at the University and Junior College, as a model of such policies for other sectors outside the University;
- lead the discussion on specific gender-related challenges on campus when it comes to promotion;
- address the gender gap in professions such as engineering, education and health care;
- set up a depository within the library that archives historical documents related to the advancement of gender-related rights;
- provide gender-neutral restrooms.

## Promoting Diversity

The University is a multi-cultural community where international students and staff are on the increase and many pertain to diverse cultures. The Committee for Race and Ethnic Affairs was established to create awareness, ensure access and integration, safeguard students and members of staff and advise the Rectorate. We will commit to:

- promote the benefits of diversity, including race and ethnicity;
- ensure that there are adequate inter-faith facilities;
- develop a programme of events to encourage attitudinal change;
- support a buddy system for international students and staff.

Continuous monitoring and evaluation of the implications of migration in the educational sector will be maintained. Recognition of Prior Learning will enable more students with refugee status or who are seeking asylum in Malta to apply for and be admitted to courses. The approach will contribute to national integration efforts through the provision of courses, outreach initiatives and collaboration with other relevant entities.

## Expand Health and Wellbeing Services

An inclusive campus enhances wellbeing and accommodates the unique needs of different individuals. Best-practice diversity and inclusion policies acknowledge that mental health and wellbeing are diversity issues. The proposed actions are to:

- improve the counselling services, mental health support, together with healthy lifestyle programmes within the Health and Wellness Centre;
- become a health-promoting University, as recognised by the World Health Organisation, and for this purpose, the services of a social worker, youth worker and nurse will be required;
- provide regular stress-management sessions for students around examination periods;
- continue to organise Mental Health First Aid courses on a regular basis for both staff and students;
- follow up on the guidelines for members of staff on support of highly distressed individuals by offering them training.



## Engaging the Campus Community

An inclusive environment will promote positive student and staff recruitment practices, social mobility initiatives and outreach programmes to attract participants from all sectors of society. The University proposes to:

- make an effort to improve internal and external communications to ensure that there are fewer overlaps, better coordination and more synergy, as well as put in place a communication strategy with measurable key performance indicators;
- support recognised student societies, by ensuring that adequate resources are available, including the possibility of a youth worker to assist them;
- design mentoring schemes on campus;
- promote awareness of the Bullying and Harassment Policy;
- promote inclusive language on campus;
- ensure that evening courses cater for the needs and interests of part-time students and consider providing full-time day programmes on a flexible part-time basis when required by the learner.

## Promoting Public Outreach

The University is involved in a wide range of outreach activities both with local cohorts and with the wider national community. These activities aim to promote the public's interest in higher education and encourage the pursuit of studies leading to a qualification and career development. We will strive to:

- expand the online distance learning opportunities and provide a variety of teaching modalities;
- extend the reach of the University of the Third Age;
- extend the services offered by the Cottonera Resource Centre which include counselling and a law clinic to other localities such as the Northern Harbour Area, Buġibba, Qawra and Gozo;
- consider expanding specific outreach services such as those offered by the Mobile Dental Unit;
- set up a Visitor's Centre at the Valletta Campus to highlight its legacy and promote its projects from within the heart of the capital city;
- re-evaluate CAMPUS FM and THINK magazine with a view to making these media more effective;
- involve arts and humanities in 'Science in the City', given the spread of interdisciplinary approaches;
- revive efforts such as 'University in Piazza';
- improve collaboration with non-state actors, namely civil society and industry.

**Table 4: Strategic Recommendations on Societal Factors and Impact**

Core Strategies	Enabling Strategies
<ul style="list-style-type: none"> <li>• <b>Assist students and members of staff with disability</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create accessible offices and resources for ADSU support staff</li> <li>• Support members of staff with intellectual challenges</li> <li>• Conduct accessibility audits and subsequent action</li> <li>• Monitor problematic areas on a regular basis</li> <li>• Provide campus taxi service for students and staff with mobility issues</li> <li>• Establish procedures for assessing students' 'Fitness to Practice' for certain courses</li> <li>• Support staff who interact with students with disability or learning difficulties</li> <li>• Design buildings that address the physical and mental needs of students</li> <li>• Make more 'quiet rooms' available on campus</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Support under-represented and first-generation students</b></li> </ul>	<ul style="list-style-type: none"> <li>• Improve support systems that increase completion rates</li> <li>• Nurture networks and connections across student cohorts</li> <li>• Create activities that cultivate a sense of belonging on campus</li> <li>• Develop personal identity as a source of strength</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Advance and commit to gender and LGBTIQ rights</b></li> </ul>	<ul style="list-style-type: none"> <li>• Conduct regular gender audits</li> <li>• Work on issues of gender mainstreaming within the curriculum</li> <li>• Promote the Sexual Harassment Policy with external stakeholders</li> <li>• Address specific gender-related challenges with respect to promotion</li> <li>• Address the gender gap in subjects such as engineering, education, and health care</li> <li>• Create a library depository of historical documents on the advancement of gender-related rights</li> <li>• Provide gender-neutral restrooms</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Ensure access of students and staff of diverse cultures</b></li> </ul>	<ul style="list-style-type: none"> <li>• Promote the benefits of diversity</li> <li>• Ensure that there are adequate inter-faith facilities</li> <li>• Promote a programme to encourage attitudinal change</li> <li>• Support a buddy system for international students and staff</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Expand health promotion and wellbeing services</b></li> </ul>	<ul style="list-style-type: none"> <li>• Provide stress-management support around examination periods</li> <li>• Provide Mental Health First Aid courses for staff and students</li> <li>• Provide a social worker, youth worker and nurse on campus</li> <li>• Organise staff training to support distressed individuals in critical situations</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Engage the campus community</b></li> </ul>	<ul style="list-style-type: none"> <li>• Develop an internal and external communications strategy</li> <li>• Support recognised student societies</li> <li>• Set up a one-stop-office for guidance on University procedures</li> <li>• Promote awareness of the Bullying and Harassment Policy</li> <li>• Promote inclusive language on campus</li> <li>• Schedule courses that specifically address the needs of part-time students</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Promote public outreach</b></li> </ul>	<ul style="list-style-type: none"> <li>• Expand online distance learning to increase accessibility</li> <li>• Spread the scope and geographic reach of the University of the Third Age</li> <li>• Spread the geographic reach of services similar to the Cottonera Resource Centre</li> <li>• Consider expanding specific outreach services</li> <li>• Establish a Visitor's Centre at the Valletta Campus</li> <li>• Re-evaluate CAMPUS FM and THINK magazine for outreach</li> <li>• Involve arts and humanities in 'Science in the City'</li> <li>• Revive efforts such as 'University in Piazza'</li> <li>• Improve collaboration with civil society and industry</li> </ul>

# Strategic Theme 4: Enterprise and Industry Impact

## Developing Synergies between Academia and Industry

The University of Malta is investing to increase its capacity for collaborative activity with small and medium-sized enterprise (SMEs), industry, and other social and economic stakeholders. Enterprise and innovation are the strategic foundations of the ongoing development of knowledge and research programmes as vehicles to achieve a positive impact on society and the economy. We will endeavour to move forward with priorities concerning work-based learning, outreach and education programmes for life-long learning and economic development.

### Engaging Industry in Curriculum Development

Malta currently benefits from near to full employment that has created a wide choice of careers and job opportunities for our graduates. Nonetheless, there are a number of knowledge and skills gaps resulting from high demand in various sectors. Periodic research and reporting of these gaps would provide the foundations for decision-making on the development of curriculum and employment planning.

We will encourage engagement of industry in the development of learning programmes by improving dialogue with industry through strategic advisory groups, focus groups and surveys, and active involvement in curriculum development.

### Embedding Industry Knowledge in the Learning Experience

Malta has a rich variety of local firms that have flourished and thrived. Our student community would benefit from the knowledge of the underpinnings of these success stories, which could be made accessible through case study catalogues of local entrepreneurship.

We will encourage a higher uptake of the Industry Speaker Series which brings corporate and public speakers of the highest calibre from the worlds of business, the arts, academia and civil society to our campus, to share their experiences and ideas. We will also seek to promote the Distinguished Lecturer Series, whereby specialists in their respective areas are invited to interact with students and academics as part of the curriculum.

### Enhancing Learning through Enterprise Projects

We will strive to enhance the learning experience of students in undergraduate and postgraduate courses through enterprise projects, assignments and other activities that facilitate practical interaction with industry. Study programmes can be designed to ensure undergraduate students have the chance to engage in project-based activities during their time at the University of Malta. The learning experience is improved if students gain experience in solving real-world problems, learn how to address critical questions, manage uncertainty, and engage in practical solutions with expert academic supervisors and industry advisors.







## **Promoting Interpersonal and Collaborative Skills**

Based on feedback received from industry, there is a need to better equip students with the knowledge and skills that are relevant and vital in today's interconnected world. The skills in demand by employers include problem-solving, interpersonal skills, visual communication and professional conduct. As the complexity and internationalisation of business increases, graduates are under increased pressure to be effective at collaboration and teamwork in environments of globalisation and digitisation. We will endeavour to focus on such skills and also include elements of good citizenship in the curriculum, concern and empathy for the welfare of co-workers and clients, as well as traditional organisational and leadership skills. We will deploy traditional and innovative learning methods including sport and physical activity to develop students' capacity for effective problem solving and resilience.

## **Preparing Learners for Employment and Self-Employments**

Based on feedback from SMEs and larger industrial corporations, the University recognises there is a need for training in commercial skills, which can be provided through University-wide programmes accessible to all disciplines.

Self-employment, cooperative and entrepreneurial skills are essential for the stability and resilience of the economy. Therefore, we will commit to increase the provision of teaching which encourages the development of business ideas and the setting up of commercial units and organisations, supported by the knowledge of governance and financial literacy.

## **Expanding Executive Education**

The University is upgrading its resources for the provision of continuing professional development for executive practitioners and professionals. The infrastructure required for a wider reach of lifelong learning programmes includes the provision of expert trainers, learning environments and administrative support systems for educators and learners. The programmes aim to keep participants abreast of the continuing advances in their field and the use of related technologies.

Online education remains an efficient platform to increase the accessibility of education for adult learners that have career and family commitments. We will seek to collaborate with world-class publishers to make use of their expertise and curriculum content for the development of digital learning platforms.

The Maltese economy and its gross domestic product are increasing at a considerable rate. The country is moving up the league tables in terms of economic wealth, which brings with it not just added prosperity but also a higher level of responsibility regarding management and administration. For this reason, we will contribute through a more intensive delivery of education on regulation and compliance in collaboration with the national regulatory authorities and with international institutions specialising in the respective regulatory fields.

### **Providing Expertise to Industry**

The University will increase its engagement with enterprise and industry associations as external stakeholders and social partners. Our objective is to nurture an environment of dialogue and knowledge sharing with this important group of employers which makes up the majority of the graduate population. There is scope to increase the dissemination of internal knowledge in specific fields with industry partners. There is the need to promote academic experts with the commercial community and to showcase student projects and dissertations with the relevant external partners. We will continue to promote the wide breadth and depth of the University's short courses, diploma, undergraduate and postgraduate programmes with students and employers.

### **Organising Enterprise and Industry Colloquia**

The University of Malta's Strategy Forum for Enterprise, Government and Social Partners, which attracted a wide audience at the beginning of 2019, is proposed to become an ongoing event to be held at least every two years. The University will host colloquia for industry sectors that are the highest contributors to the Maltese economy. We will organise seminars on emerging areas of public interest and contemporary topics to disseminate new knowledge within the University community of 15,750 members as well as the wider public. The University can act as a catalyst to give a higher level of importance to local products and services, including those generated by SMEs in the field of agriculture, food production, tourism accommodation, entertainment and the leisure industry.

**Table 5: Strategic Recommendations on Enterprise and Industry Impact**

Core Strategies	Enabling Strategies
<ul style="list-style-type: none"> <li>• <b>Engage Industry in Curriculum Development</b></li> </ul>	<ul style="list-style-type: none"> <li>• Monitor national requirements for knowledge and skills, monitor supply and identify gaps</li> <li>• Report of gaps and dislocation to support decision-making, course design and curriculum development</li> <li>• Engage with enterprise and industry associations</li> <li>• Promote dialogue with industry through strategic advisory groups</li> <li>• Actively involve industry in curriculum development through committees, focus groups and surveys</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Embed Industry Knowledge in the Learning Experience</b></li> </ul>	<ul style="list-style-type: none"> <li>• Develop a case study catalogue of local enterprise</li> <li>• Support the Industry Speaker Programme within study units</li> <li>• Organise the Distinguished Lecturer Series in areas of expertise and specialisation pertaining to industry</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Enhance Learning through Enterprise Projects</b></li> </ul>	<ul style="list-style-type: none"> <li>• Include project-based activities in study programmes</li> <li>• Develop a support ecosystem of academic supervisors and industry advisors for industry based assignments and projects</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Promote Collaborative and Interpersonal Skills</b></li> </ul>	<ul style="list-style-type: none"> <li>• Include collaborative skills, teamwork, work ethics and good citizenship in learning programmes</li> <li>• Develop study units in interpersonal skills, visual communication and leadership across disciplines</li> <li>• Deploy innovative learning methods including sport and physical activity to develop students' capacity for effective problem solving and resilience.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Prepare Learners for Employment and Self-Employment</b></li> </ul>	<ul style="list-style-type: none"> <li>• Provide University-wide entrepreneurship training</li> <li>• Provide training on fundamental commercial skills, including financial literacy, organisational skills and work practices</li> <li>• Deliver training on the setting up of commercial companies, social enterprise and cooperative societies</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Expand Executive Education</b></li> </ul>	<ul style="list-style-type: none"> <li>• Encourage continuing professional development, executive education, and industry life-long learning</li> <li>• Develop online programmes for commercial courses</li> <li>• Provide executive training on regulation in collaboration with regulators and international institutions</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Provide Expertise to Industry</b></li> </ul>	<ul style="list-style-type: none"> <li>• Disseminate internal knowledge in specialist fields and promote academic experts with industry</li> <li>• Showcase student projects and dissertations</li> <li>• Promote courses with employers</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Organise Enterprise and Industry Colloquia</b></li> </ul>	<ul style="list-style-type: none"> <li>• Organise colloquia and conferences on contemporary topics</li> <li>• Provide ongoing seminars on areas of special interest</li> <li>• Promote exhibition of local services and products</li> </ul>



# Strategic Theme 5: National Impact

## Nurturing Malta's Heritage, Culture and Economic Development

A set of factors were identified by the University of Malta as having an important and significant national impact, namely cultural heritage and identity, the Maltese language, economic impact, overarching general challenges, the need for a skilled and competent workforce, opportunities for growth, and the effect of international rankings on the perception of the University in the Maltese society. The factors identified influence each other and together exert a potent impact on the life of the nation.

### Championing Cultural Heritage and Identity

As the only public comprehensive University in Malta, the University of Malta has a crucial role in preserving and developing national culture, safeguarding cultural heritage and defending national identity. We will strive to instil in our students an awareness and appreciation of the Maltese identity and culture by building a sense of community rooted in strong democratic ideals and embracing values of tolerance, fairness and non-discrimination in today's multicultural society. One way of achieving this objective is to ensure that, where practicable, programmes of study include an appreciation of our cultural heritage.

### Honouring the Maltese Language

The rebranding of the University in 2018, with an emphasis on its official name as L-Università ta' Malta, clearly points towards the importance that the University accords to the protection and development of the Maltese language. Protecting and preserving the Maltese language must be achieved while simultaneously continuing to cherish the English language, and also promoting students' proficiency in at least one other foreign language.

We will promote initiatives to encourage students to write both humanistic and scientific scholarly publications in the Maltese language, to continue enriching their linguistic repertoire. Such works would be published in a University research journal. We will consider creating a Maltese language version of THINK magazine to pay tribute to the work done by local scholars through our national language. We will aim to develop a language policy and offer international students and staff the opportunity to study Maltese. We will continue to promote language skills in Maltese in specific settings such as the caring professions.

### Supporting Economic Impact

The University's impact on the national economy is mainly that of preparing suitable local human capital that is creatively empowered and culturally enriched, and which is also fit to serve the industry and the evolving labour market. We will endeavour to provide graduates in the fields of Artificial Intelligence, FinTech, Distributed Ledger Technology and other emerging domains, to support the country's strategic direction to succeed in emergent industries.

The University will revisit its processes of internal quality assurance procedures, with a view to finding a balance between ensuring academic standards and an efficient approval system. Although the scope of academic education is broader than responding to employment needs, we will aim to expand activities that promote entrepreneurial education and practice.

### **Facing National Challenges**

Malta faces some challenges related to its present successful wealth generation, which may in some instances be a result of potential social tensions arising from local multiculturalism and the quality of the physical environment associated with development. We will endeavour to actively engage with these problems through conduct of research intended to inform and influence national policies. This strategic direction is to be complemented by the organisation of fora on issues that are of interest to the public.

Another major challenge that Malta is experiencing is the lower percentage of students pursuing higher education and the effect this has on the labour market. The University will consider its admission requirements with a view to encouraging enrolment across different disciplines.

### **Responding to the Knowledge and Skills Gap**

The primary responsibility of the University is to deliver high-quality education which can transform learners into skilled and competent citizens who can sustain and grow the economy, improve the quality of life of the community, including its weaker members, and protect the social and physical environment. In a global situation that is in a state of constant and rapid flux, the University needs to provide more flexible programmes of study containing a major element of multidisciplinary, which could cater for jobs requiring better versatility, rather than be limited by a singular and specialised focus.

Wherever possible, these programmes would respond to the personal interests and aspirations of the learner. In a small state with limited human resources, transferable skills are key to a successful future from which both the individual and the nation may benefit.

### **Driving National Opportunities for Growth**

Retaining its place as the principal University on the island and a unique academic hub in the Mediterranean is a major opportunity for an institution celebrating its 250th anniversary since its founding as a public University. We will continue to reach out to the general public, the government and significant external stakeholders, including business and industrial concerns, the sporting, artistic and cultural communities and social groups requiring care and attention. Growth can be achieved by responding effectively to society's needs and exigencies but also by creating economic niches in order for the University to diversify its income and revenues. We will remain favourably disposed towards improving permeability for progression of learners deriving from the vocational sector and also and especially, returning adult learners.

## Monitoring Country Rankings and Indices

The University will continue to monitor and respond to national requirements in an attempt to improve its rankings in international country indices, particularly those administered by reputable institutions such as Eurostat, the World Bank, the World Economic Forum, and United Nations agencies. The indices signal gaps in performance and are an indication of areas requiring investment and resources for education and skills development.

## Tracking University Rankings

Rankings published by reputable international institutions have placed the University among the top 4% of the world's universities. To further improve this prestigious position, it is crucial to enhance and expand the University's research and innovation outcomes. The University will seek networking collaborations with reputable European universities in order to take part in ambitious and well-funded research projects that can lead to better prospects for innovation and the commercialisation of intellectual property.

**Table 6: Strategic Recommendations on National Impact**

Core Strategies	Enabling Strategies
<ul style="list-style-type: none"> <li>• Promote studies and research that are focused on both the physical and intangible cultural heritage</li> </ul>	<ul style="list-style-type: none"> <li>• Train students through a holistic approach to appreciate and understand the foundations of cultural heritage</li> <li>• Build greater awareness among all members of the University community, of the value of intangible cultural heritage and of the importance of its safeguarding</li> <li>• Conduct research to inform and influence national policy</li> <li>• Develop a series of public seminars to promote awareness, inform and share knowledge on cultural heritage</li> </ul>
<ul style="list-style-type: none"> <li>• Instil in students an awareness and appreciation of the characteristics of being Maltese</li> </ul>	<ul style="list-style-type: none"> <li>• Include cultural heritage content and appreciation from a broad perspective in programmes of study</li> <li>• Promote the values of good citizenship: a sense of community, hospitality, democratic ideals, tolerance, fairness and non-discrimination</li> </ul>
<ul style="list-style-type: none"> <li>• Protect and preserve the Maltese language while simultaneously continuing to cherish the English language</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the Maltese linguistic repertoire for both humanistic and scientific subjects</li> <li>• Maintain a dynamic language policy for the University</li> <li>• Offer international students and international staff the opportunity to study the Maltese language</li> </ul>

*continued on next page >*



**Table 6: Strategic Recommendations on National Impact (continued)**

<ul style="list-style-type: none"> <li>• <b>Prepare sufficient and suitable local human capital that is creatively empowered, culturally enriched and fit to serve the industry and the evolving labour market</b></li> </ul>	<ul style="list-style-type: none"> <li>• Revisit processes of internal quality assurance procedures to create a balance between upholding academic standards and efficient approval systems</li> <li>• Expand activities that promote entrepreneurial education and practice</li> <li>• Develop graduates in emerging technologies such as Artificial Intelligence, FinTech and Distributed Ledger Technology</li> <li>• Address the low percentage of students that participate in higher education and the effect this has on the labour market</li> <li>• Maintain admission requirements with a view to increasing accessibility and enrolment</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Deliver high-quality education which can transform learners into highly competent and effective citizens</b></li> </ul>	<ul style="list-style-type: none"> <li>• Provide more flexible programmes of study containing a major element of multidisciplinary</li> <li>• Produce competent qualified personnel with better versatility and good transferable skills</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Preserve the University's place as the principal higher education institution on the island and a unique academic hub in the Mediterranean</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reach out to the general public, the government, business and industrial organisations, the sporting, artistic and cultural communities, and social groups</li> <li>• Improve permeability of progression from the vocational sector and returning adult learners</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Retain and improve the University's position among the top 4% of the world's universities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Continue to expand and enhance the research and innovation</li> <li>• Form stronger networking collaborations with reputable universities</li> <li>• Participate in more research projects that can lead to better prospects for innovation and the commercialisation of intellectual property</li> </ul>



# Strategic Theme 6: International Outlook

## Embracing Opportunities

In 2018, 3% of administrative staff, 6% of academic staff and 15% of the student population at the University of Malta were non-Maltese nationals. 118 international externally funded projects were running during the same period and almost all resident academics have secured one or more of their degrees outside Malta.

These indicative statistics are evidence of a strong and deepening internationalisation and a campus community that remains preponderantly local but increasingly global in terms of its research efforts, its networks, its reach, and the citizenship and background of its staff and students. Furthermore, given the increasingly hybrid nature of identity, these staff and students include Maltese nationals returning to Malta from living overseas, as well as non-Maltese nationals now living in Malta, who may have acquired Maltese citizenship.

Malta today is a testbed of growing cosmopolitanism. Almost 18% of Maltese residents in 2019 are not Maltese born and this is a substantial leap from the 8% reported in 2013. This proportion makes Malta the 28th country in the world and the third highest in the EU, with the largest ratio of resident immigrant community to native-born ratio, surpassed only by Luxembourg and Cyprus. We benefit from a good climate, safe public spaces, a solid welfare state, a world-class health care system, an extensive public transport network and progressive legislation, which are all attractive inducements towards the promotion of education to foreigners.

Malta is unique in being a small, sovereign European archipelago. Unlike many small states, its national University is neither young nor small. With the exception of the University of Gibraltar, the University of Malta is the only public University in the Mediterranean where 99% of the programmes of study are taught, tutored and examined in the English language. This is a tremendous advantage.

Moreover, as the only fully-fledged national University in the country, external also means international. Quality assurance practices started with the engagement of external examiners, all of whom continue to be sourced internationally, mainly from the United Kingdom and Ireland. We will focus on improving existing practices by aiming to:

- cultivate an international mind set and enrich classroom dynamics by mainstreaming the diverse experiences of international students in each cohort;
- enhance intercultural understanding within each learning space and boost social integration by organising activities such as cultural days, ethnic food sampling events, poetry appreciation sessions, dance and song events, storytelling, treasure hunts and study visits abroad;
- nurture a collaborative spirit between local and international students by encouraging mixed group work assignments;
- encourage a multilingual student body by promoting an enrichment of language skills in different languages other than the individual's native language;
- create a resident student body via the Campus Hub residential unit which will attract international students and Gozitans;

- close the gap between the number of accepted and enrolled international students by improving the application process of prospective international students, seeking collaboration with visa authorities and issuing more provisional and conditional acceptance letters as early as is feasible.

#### Based on the proposed new initiatives, we will seek to:

- encourage, better recognise and promote the personal and professional networking of academic staff beyond Maltese shores;
- support buddy programmes and accommodation schemes and other aspects of a 'support package' for incoming international students;
- build a programme of 'cultural encounters' during the academic year for all students to socialise;
- monitor the threat of excessive rental costs, as this may erode the University's competitiveness in attracting international students, and thus, explore host family options or partnerships with religious communities that may be able to offer affordable accommodation to students;
- invest in sports facilities and other performance and activity spaces on campus to boost the University's attraction to all students;
- establish links between the University and the private English language schools in Malta;
- implement more assiduously a mobility semester in all programmes of study at the University to ensure that such semesters are exempted from compulsory study-units or any other work which makes it difficult or impossible for students to leave and go abroad;
- offer wider support to both incoming and outgoing mobility students;
- enrich classroom pedagogies to encourage the enhancement of oracy, dialogue, respectful debate and other forms of communication, and foster critical learning and thinking;
- promote interaction and dialogue in a multinational and multicultural community on campus;
- develop graduates holistically, professing humility, confidence and competence in various contexts;
- discern how changes in future demographics of the student population might impact the current student profile. This is suggested by the changing demographics in the schools which are experiencing an increase in children of non-Maltese citizens;
- train staff in multicultural competencies.

#### Global Rankings and Reputation Management

The University of Malta is increasingly becoming an institution of choice and not of inevitability. Local students who choose to study in Malta have a variety of institutions of higher education to choose from, ranging from MCAST and ITS to private higher education providers and branches of international universities.

The University should be more proactive with regard to sourcing students from abroad to follow pre-programme, foundation, undergraduate or postgraduate courses. We need to develop our visibility and reputation internationally. The University has the opportunity to exploit the positive effects of word-of-mouth of international alumni. Hence, there is a need to communicate the University's expertise and programmes, to nurture and cultivate its brand, and to develop a positive image in the increasingly crowded and competitive field of higher education.

The University of Malta ranks in the top 4% of 28,800 tertiary education institutions worldwide. The University ranks 951st in 2019, having advanced from its ranking of 1243rd in 2016 (Webometrics). We are convinced that together, we can achieve better results in the future.

To consolidate and improve existing practices, we will aim to:

- make the University more visible via rankings, and through the work of national ambassadors and honorary consuls;
- build, nurture and engage regularly with the University's alumni network;
- promote the University of Malta as a long-standing University with a campus in a world heritage site and the world's oldest University in the 53 Commonwealth countries outside the UK;
- instil a culture of continuing professional development amongst staff, which involves visits to universities abroad;
- increase the number of doctoral researchers and the number of resident academics with a doctoral degree supervising doctoral researchers;
- increase the number of researcher profiles on all major platforms by more scholars, doctoral and postdoctoral researchers as a means to promote their publications, as well as raise the University's profile;
- encourage scholars of repute to develop their own Wikipedia page;
- critically understand and identify why international students choose Malta;
- promote specific programmes that are attractive to international students, such as providing details of job opportunities for international students while and after their period of studies;
- target 'source countries' with specific marketing campaigns, which could be achieved by equipping faculties, institutes, centres and schools with skills related to specific programme marketing via social media.

In line with the proposed new initiatives, we will strive to:

- introduce administrative and academic contact persons in each faculty, institute, centre and school to address internationalisation issues;
- utilise existing international students as agents or ambassadors for the University to promote its programmes in the respective countries;
- follow up on and monitor the many memorandums of understanding and agreements signed by the University with other international institutions;
- offer more joint doctoral programmes with reputable international universities, which may involve online and blended learning;
- promote presentations by doctoral candidates and postdoctoral researchers to the wider campus community and civil society;
- encourage international students from older age cohorts to study at the University; this includes developing services that cater better for their specific needs.

## International Students

The University aims to expand its postgraduate teaching and research by attracting smart and talented postgraduate students. This may depend on the University's ability to support such students during their research time in Malta. Offers of scholarships and internships financed by industry or government are welcome, with the University potentially offering scholarships in strategic areas of interest. In order to improve existing practices, we will aim to:

- provide grants or supplements to research-based international doctoral researchers;
- offer grants or scholarships to international students undertaking full-time postgraduate studies mainly by research;
- reach out to and support socio-economic development and human capital formation in those countries.

**By committing to the new initiatives, we will attempt to:**

- identify doctoral and postdoctoral funding, possibly from government funds;
- offer training on how to supervise doctoral researchers;
- assist the Doctoral School to embark on more initiatives in support of the wellbeing of all its students;
- encourage scholarships and teacher and research assistantships to support international students;
- consider the possibility of investing in a Graduate House for the accommodation of graduate students and their families.

## **International Engagement**

Malta's small size obliges us, as the University community, to reach out. Our academic, administrative, industrial and technical staff can and should operate with local identities but thrive on opportunities to interact with like-minded scholars or administrators from elsewhere.

The Erasmus programme, and its various offshoots has been a showpiece of European integration and deserves particular mention here. The University benefits from the Erasmus programme, which provides financial support for students who go on learning programme exchanges during the academic semesters, and who wish to undergo periods of employment abroad as interns during the summer recess. There is scope for increasing the uptake of internships through a campaign with students and the wider academic community. Enhancing the infrastructure required to enable students to connect with internship employers abroad will also improve opportunities for our students.

**Following up on existing practices and aiming for improvement, we will:**

- encourage stronger involvement of academics in all international aspects of their work (conferences, projects, workshops, peer reviews, editorial boards, guest lectures, and examination or supervision of students from elsewhere) since such experiences would cascade positively onto the quality of the learning space and thus enhance students' skills;
- promote the formation of new research areas, thus developing rationales for new and different international collaborations;
- urge students to embark on a semester abroad, and therefore, faculties, institutes, centres and schools should embrace more flexibility to facilitate Erasmus mobility exchange by not obliging students to follow a curriculum overseas which is identical to the local one;
- promote and increase take-up of Erasmus traineeships to provide students with international work experience;
- consider offering shorter periods of time abroad to students who may be, for various reasons, reluctant to embark on any mobility experience;
- improve the guidance offered to academics on how to participate in international projects.

In consideration of the new initiatives, the University proposes to:

- provide specific cultural sensitivity and intercultural competence training to staff through OPAD and the Office for Human Resources Management and Development;
- encourage academics to spend a period of time abroad during their sabbatical;
- mainstream diversity in the University's activities;
- urge academics to internationalise further through institutional research funds;
- stimulate financial investment to support short-term, more intensive, experiences abroad for industrial, technical and administrative staff and also for students who are in paid employment or active in the local voluntary sector.



**Table 7: Strategic Recommendations on International Outlook**

Core Strategies	Enabling Strategies
<ul style="list-style-type: none"> <li>• <b>Strengthen and deepen student internationalisation in a context where Malta itself is a testbed of growing cosmopolitanism</b></li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream diverse experiences of international students and enhance inter-cultural encounters across campus</li> <li>• Encourage and promote a multilingual University</li> <li>• Plan for Graduate Hub residences</li> <li>• Encourage Buddy Programmes</li> <li>• Explore host family options or partnerships with religious orders to offer affordable accommodation to incoming international students</li> <li>• Invest in sports facilities, performance and activity spaces</li> <li>• Strengthen links with private English language schools as pre-University education providers</li> <li>• Improve visibility of how international students can work in Malta, during and after their period of study</li> <li>• Target 'source countries' with bespoke marketing drives</li> <li>• Provide faculties, institutes, centres and schools with the skills required to market specific programmes of study effectively via social media</li> <li>• Identify why international students choose Malta and the University</li> <li>• Engage students and alumni as ambassadors</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Strengthen and deepen staff internationalisation</b></li> </ul>	<ul style="list-style-type: none"> <li>• Support networking of academic staff beyond Malta</li> <li>• Train staff in multicultural competence and cultural sensitivity</li> <li>• Foster a Continuing Professional Development culture among staff</li> <li>• Set up Google Scholar Profiles for all academics to announce and showcase their expertise</li> <li>• Set up administrative and academic 'contact persons' in each faculty, institute, centre and school to address internationalisation issues</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Nurture and disseminate the University's good name</b></li> </ul>	<ul style="list-style-type: none"> <li>• Give the University better visibility via rankings, Malta's ambassadors and honorary consuls</li> <li>• Build, nurture and cultivate the alumni network</li> <li>• Set up and nurture alumni chapters overseas</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Attract international postgraduate students</b></li> </ul>	<ul style="list-style-type: none"> <li>• Improve internal processes to assist in smoothening the experience of visiting Malta for international students and researchers</li> <li>• Offer grants, scholarships and teaching opportunities for international students</li> <li>• Identify more diverse sources of research funding</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Broaden the University's respectful and enriching engagement with the region and the world</b></li> </ul>	<ul style="list-style-type: none"> <li>• Encourage broader, stronger and deeper involvement of academics in all international aspects of their work</li> <li>• Encourage new research areas and clusters, serving as rationales for new and different international alliances</li> <li>• Inspire more students to take up Erasmus mobility on academic exchange programmes and traineeships</li> <li>• Reach out to and support socio-economic development and human capital formation in developing countries</li> </ul>



# Strategic Theme 7: Sustainability

## Acting Responsibly and Protecting our Future

The University of Malta is committed to delivering on sustainability reflecting the principles of the UN Sustainable Development Goals. Sustainability considerations will be mainstreamed across all functions including administration, teaching and research, and will be facilitated by a dedicated committee reporting directly to the Rector. Strategy, guidelines, assessment, data infrastructure, projects management, communication, awareness, training, teaching, research and outreach will be stepped up with a view to making the University a living laboratory of good sustainable practice.

## Developing Sustainable Land and Buildings

The Msida Campus consists of a number of buildings surrounded by open and green spaces, with about 33% of the campus area within the ring road being built up. The green and open spaces are beneficial to the campus community. The Msida Campus green wooded areas require continuous management which can be facilitated by setting up a tree database. The sustainability of these areas can be enhanced by the planting of indigenous trees and possibly promoting green enterprise, as in the case of olive trees, if and where feasible. Since the various green spaces are at different levels, the accessibility of all spaces poses a challenge. Parking occupies 47% of the total land area of the Msida Campus, excluding green wooded areas, with traffic and parking demands exerting pressure on the land resource on campus. Considering the large share of the land resource used as road and parking infrastructure, the latter requires better management.

Whilst the campus enjoys open spaces and green areas, there has been an increasing demand for space, resulting in the take-up of space for new buildings and the construction of additional floors on existing buildings. Sustainability Assessment Tools need to be used in new construction and in the upgrading of buildings and infrastructure. Construction works generate large volumes of demolition and excavation waste which need to be addressed through innovative practice. Because of the increasing demand for space, ongoing works for new construction, extensions to buildings and refurbishment works result in ongoing permanent works in different parts of campus, presenting challenges in the management of these spaces.

The increasing demand for space within and outside buildings needs to be addressed, possibly also through alternative working practices. While the need for adaptability and flexibility in the use of space is essential to meet the future needs of the University, including design for deconstruction, it is necessary to enable the selective dismantlement of building components for reuse and recycling. At the same time, existing buildings can be exploited as a living laboratory for research on the evaluation of interventions and assessment of performance.

## **Reducing, Reusing and Recycling Waste**

While procedures are in place for some streams of waste, such as IT equipment and chemical waste, the University will work on developing a clear policy for waste management accompanied by targets for paper, plastic, organic, metals, electronic, hazardous, construction and demolition waste. It should include a multi-faceted approach involving the development of procedures and guidelines, the provision of infrastructure, as well as communication and incentives or disincentives, and enforcement, so as to achieve reduction, separation and safe disposal of all streams of solid waste. Procurement of sustainably sourced materials, clarity of waste management obligations in contracts and improved inventorying with a view to assisting the shared use, re-use or recovery of resources such as furniture, within the campus are also important measures.

In terms of specific waste streams, paper use reduction is emphasised for assessment, given the large quantities generated, and the potential to digitise further (assignments, multiple choice exams) while recognising that VLE and AIMS have already contributed to this effect. The elimination of single-use plastic in catering and in documentation for assessments, the potential for composting of organic waste and the safe storage of construction waste are also important. Where relevant, the introduction of such measures will be carried out through pilot projects or research, whilst regular data collection would provide the necessary evidence on progress.

## **Extending Energy Efficient Measures**

Various energy efficiency measures and renewable energy initiatives have been implemented on the campuses and at Junior College over the past few years. These include the installation of a solar power park for renewable energy generation, the shift to energy efficient light fittings, replacing fluorescent tubes and halogen and sodium floodlights, and the installation of centralised smart air conditioning systems with ethernet control. These various initiatives have led to a reduction of the carbon footprint of the University of nearly 1,000 tons of carbon dioxide emissions saved annually, with annual grid energy consumption for the years 2015 to 2018 inclusive below 2014 grid consumption. A number of buildings on campus have a primary energy consumption which is below national targets for non-residential nearly-zero energy buildings.

The carbon-emission reduction programme needs to be sustained over the coming years, with emphasis on the continuing investment in centralised, efficient air conditioning systems having capillary control capabilities to replace stand-alone air conditioners, the use of passive measures to reduce further the energy consumption needs of buildings, installation of photovoltaic systems on new buildings, and the use of presence and light sensors for more efficient energy management.

We will draw up a plan following a close examination of the retrofitting of older buildings with smart building management systems, and we will aim to focus on sourcing the necessary funding, for the sustainable refurbishment and renovation of older buildings on campus. This will enable additional buildings to have primary energy consumption values below nearly-zero energy building targets.



### **Conserving Water and Reducing Consumption**

Water is an important resource in Malta and water conservation presents a crucial challenge. An effective water catchment system exists on campus with a significant network of reservoirs for its storage. Second class water stored in the reservoirs is used for irrigation and water collected in reservoirs in new buildings is used for flushing in toilets. Various drinking fountains have also been installed throughout campus. Nevertheless, we will attempt to improve water catchment systems including water collection in reservoirs and its reuse and recycling, which are required in specific areas where water collection in reservoirs is not so effective.

Moreover, whilst the increased awareness on resource conservation has led to improvements in water and energy use in most buildings on campus, we will work toward reducing further water consumption wherever possible and promote water conservation through education campaigns. Smart systems for the conservation of water can be adopted further where possible. Water wastage on campus, including laboratories, can be addressed and the infrastructure for the use of grey water for secondary applications should be extended. We will consider the possibility of investing in a wastewater recycle plant for the campus, with the extracted water being used for irrigation on the campus grounds.

### **Encouraging Sustainable Transport Measures**

The University adopted the first ever Green Travel Plan in Malta in 2011. Since then, it has implemented several initiatives related to green travel to the Msida Campus. The limitation on the number of parking spaces introduced in the 2006 Local Plan acts as a very strong deterrent to increased car use to and from the campus. With effective parking management being a top priority, this can be achieved through a monitoring programme that will provide the necessary information on parking demand at the Msida Campus, followed by the development of a plan for better management of parking on campus, which might include the use of financial disincentives, based on pay-as-you-go principles.

The Msida Campus benefits from direct public transport links to all towns and villages and direct and express links to the Marsa and Pembroke Park and Ride areas. We will continue to encourage the growing community of walkers and bicycle riders, as well as seek to improve the facilities outside and inside the campus. A pedestrianised lane on the ring-road is a much needed investment to improve safety and access within the campus. We will aim to consider the development of safe walking and cycling routes to and from the campus, which would be proposed to government. Dedicated on-demand transport would support a modal shift, and the use of smartphone technology will facilitate such monitoring, and green travel would support the University's overall objectives. The University will consider participating in the European Mobility Week with car-free day events.

### **Delivering Training and Research on Sustainability**

The University has pockets of strength in teaching and research on sustainability practices in a number of Institutes and Departments. The Kunsill Studenti Universitarji and other student bodies are active participants, as are many academics, who consult or work with government entities and non-governmental organisations to promote sustainability practices.

Nonetheless, there is a broad spectrum need for educating and training individuals, not only students and academics but also the auxiliary support staff. We will encourage a review of sustainability study-units on offer to fill gaps in knowledge. Consideration needs to be given to mainstreaming sustainable practices into programmes, whereby sustainability should be one of the learning outcomes of courses. To this effect, students should be given access to more electives in programmes of study outside their registered faculty to promote the take-up of sustainability-related study-units. Joint projects between individuals from different disciplines should be encouraged. General courses on the appreciation of local wildlife and flora and sustainable practices should also be introduced.

### **Promoting Healthy Living Practices**

The University will promote increased availability of a wider range of healthy food at all outlets on campus. This needs to be accompanied by an effective awareness campaign of the dependence of health on food intake. On the fitness side, besides the improved fitness that results for those coming to University on foot or by cycling, more promotion is needed to encourage a healthier lifestyle through exercise and sports. This requires improved fitness infrastructures on campus and the promotion of organised sports events held on a regular semester basis. The University will also consolidate 'tobacco-free' policies on campus.

A further contribution to healthy living that can be facilitated by the University is to provide appropriate training on work-life management programmes for its staff. Additionally, the wider provision of flexible working hours for all University employees will further enhance healthy living.

**Table 8: Strategic Recommendations on Sustainability**

Core Strategies	Enabling Strategies
<ul style="list-style-type: none"><li>• <b>Develop sustainable land and buildings</b></li></ul>	<ul style="list-style-type: none"><li>• Apply sustainability assessment tools in new construction and upgrading of buildings and infrastructure</li><li>• Integrate open spaces and shift parking areas to expand green reading and meeting spaces for students and staff</li><li>• Allow space usage flexibility in new buildings, extensions and refurbishment projects</li><li>• Follow green procurement and use of low impact materials</li><li>• Adopt design for deconstruction, reduction, reuse and recycling of construction, demolition and excavation waste, and the use of recycled materials in construction</li></ul>
<ul style="list-style-type: none"><li>• <b>Reduce, reuse and recycle waste</b></li></ul>	<ul style="list-style-type: none"><li>• Develop policy, guidelines, targets, infrastructure, measures, communication and enforcement to reduce, separate and safely dispose of waste</li><li>• Improve procurement of all goods and services to encourage sustainable sourcing, emphasising producer responsibility</li><li>• Design an inventory application for shared use, re-use and recovery of resources</li><li>• Eliminate single-use plastic in catering</li><li>• Reduce paper in forms, learning materials and assessments through digitisation</li></ul>
<ul style="list-style-type: none"><li>• <b>Extend energy efficient measures</b></li></ul>	<ul style="list-style-type: none"><li>• Pursue energy efficiency in air-conditioning systems</li><li>• Promote active and passive measures for the reduction of energy consumption</li><li>• Increase buildings with primary energy consumption values below nearly-zero-energy building targets</li><li>• Retrofit older buildings with smart energy management systems</li><li>• Change University car fleet to electric vehicles</li><li>• Continue with additional carbon emission reduction initiatives</li></ul>



<ul style="list-style-type: none"> <li>• <b>Conserve water and reduce consumption</b></li> </ul>	<ul style="list-style-type: none"> <li>• Improve water catchment and storage with large reservoirs in new buildings</li> <li>• Widen use of smart systems for water conservation</li> <li>• Extend wastewater recycling and infrastructure for secondary applications</li> <li>• Embark on a communication campaign to promote water conservation</li> <li>• Extend the network of drinking fountains on campus</li> <li>• Complete water consumption reduction actions in laboratories and buildings</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Encourage sustainable transport measures</b></li> </ul>	<ul style="list-style-type: none"> <li>• Incentivise active travel and disincentivise car travel in the Green Travel Plan</li> <li>• Implement safe-cycling and walking paths on public roads</li> <li>• Introduce a dedicated on-demand bus service</li> <li>• Develop a parking monitoring system to support a parking management plan</li> <li>• Participate in the European Mobility Week with car-free day events</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Deliver training and research on sustainability</b></li> </ul>	<ul style="list-style-type: none"> <li>• Enhance sustainability interest among academic and support staff and students, promoting equity on Campus</li> <li>• Promote and expand existing courses which focus on sustainability</li> <li>• Encourage interdisciplinary teaching and research on environmental, social and economic sustainability issues</li> <li>• Encourage sustainability issues as learning outcomes of more study-units</li> <li>• Introduce academic mentorship, by pairing senior and junior academics</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Promote healthy living practices on campus</b></li> </ul>	<ul style="list-style-type: none"> <li>• Encourage availability of healthy food at outlets on campus</li> <li>• Promote health and fitness through improved infrastructure, events and sports</li> <li>• Consolidate 'tobacco-free' policies on campus</li> <li>• Promote work-life management programme and flexible hours for all employees</li> </ul>



# Services and Administrative Support

## Creating an Ecosystem of Infrastructure and Support

For the University to achieve the objectives of the Strategic Plan, we need to create an ecosystem of infrastructure and educational support, which promotes an environment conducive to high-quality teaching and research. Our students and staff require support and guidance when engaging in learning programmes or when conducting research to allow them to perform impactful work with relevance to academia, industry and society. Learning and study environments and the ancillary infrastructure of support services can be powerful enablers of knowledge creation, research, innovation and sustainability.

### *Equitable Allocation of Resources*

The supply of support services must be fair, equitable, innovative and practical to empower students and staff to maximise their output and involvement in learning. The allocation of resources will continue to be based on accurate information on educational needs and evaluated by a transparent and systematic process.

### *Evidence-Based Management*

It is vital to encourage evidence-based decision-making and to balance the University's commendable desire for new initiatives with a proper evaluation that the projects are sustainable in the long term.

### *Synergy and Efficiency*

In order to supply educational programmes and cutting-edge research, the University community requires specialised and up-to-date administrative expertise for the indiscriminate provision of human resources, financial services, estates planning, information technology, legal frameworks, procurement, communications, student processes, library services and research support. As part of our pragmatic approach, the University will recognise and follow through on management initiatives that increase productivity and align operational processes, which enable students and staff to support the vision of the University.

We will continue to develop the University's educational programmes and research partnerships. It is essential that faculties, departments, centres, institutes and schools collaborate to build a sustainable financial foundation by creating synergies, improving student processes, and avoiding the duplication of programmes, resources and costs throughout the organisation.



## Managing Student-Centred Processes

The University of Malta is committed to serving the needs of all prospective and current students, staff, alumni and external stakeholders. We recognise the need for efficiency in the provision of student-centred processes in the areas of enrolment, scheduling and assessments, as well in ensuring the integrity and confidentiality of students' academic records.

The University will continue to review programmes to enhance the service it provides to its internal and external stakeholders. The development of processes, decisions and implementation will be student-focused to provide the best educational experience possible. We will invest and focus on delivering the best technological and logistic support to facilitate the following essential student processes by:

- responding to requests for information about programmes;
- managing operations of student registration and programme commencement;
- planning and executing all logistics related to educational programmes;
- coordinating the use of lecturing halls and campus space shared by multiple units;
- ensuring the optimum utilisation of all instructional opportunities available to students;
- organising assessment processes and examination logistics;
- collecting and recording student assessments and academic programme information;
- coordinating and producing official certification;
- providing support for determining eligibility for academic progress;
- informing students and academics about recognition of qualifications across borders;
- providing relevant and timely data to assist institutional decision-making.



### *One-Stop Office for Student Services*

We aim to set up an office to deal with queries and services required by students enrolled at the University. A One-Stop Office for Student Services would provide students, from all academic programmes, the convenience of visiting or contacting one office to talk with trained officers regarding enrolment, academic records and financial issues. This common area would also enable staff who are dedicated to the respective areas of service to interact, interrelate and cooperate to resolve problems more effectively and efficiently.

### *Ceremonies, Certification and Records*

We will create a unit for ceremonies, certification and records within the Admissions and Records Office to deal specifically with the organisation of opening, graduation and other official events, as well as with the issuance of transcripts, diploma supplements and other official documentation for students and alumni.

### *Document Digitisation*

The University will explore ways to reduce paper documents in the interest of sustainability and efficiency and replace them with secured electronic media. This strategy will affect all student processes that are not yet digitised, from enrolment to graduation.

We will leverage opportunities for rapid implementation on all paper-based request forms such as those for study-unit add or drop adjustments and requests for the extension of studies and will make them available online.

A more complex project would be the development of methods to distribute certification using secure digital platforms on demand. Another project that requires multilateral coordination would be to create automatic recognition systems with other educational institutions.

### *Automated Scheduling of Lectures and Examinations*

Through the collaboration of various administrative departments, the University will introduce scheduling software for lectures, teaching and examination sessions. We will evaluate new functionalities that are added via new University management software, thus maximising our use of technology in our management processes. Utilising established applications for the allocation of facilities will allow the University to capitalise on the usage of physical space, which may help save on the energy used to operate buildings that are not utilised fully.

### *Student Information Management System*

The existing Student Information Management System and the University App MyUM will continue to be enhanced, and new features and services will be provided for students. This improved functionality will assist the University in having all applicable student services available through the web, thus eliminating paper forms and email queries, which take time to process and resolve. The University will evaluate the processes required to enable students to take responsibility for registration, curriculum,

and programme adjustments. The University will consider activating the functionality of the existing Virtual Learning Environment to empower academic staff to post grades directly, and to encourage voluntary course feedback.

### *Mobile Applications*

As the use of mobile technology continues to expand, so will the expectations of students. We will promote technology to determine which services can be offered through the University App. The main concern when using mobile technology is maintaining the security of student data, records and privacy. Services and processes such as annual enrolment and study-unit results are already available on the app. New services will be introduced, such as timetables and reminders of important student and staff deadlines.

### *Management Information System*

The University has a vast amount of student-level data that can significantly inform policy. Analysing and organising the data will increase evidence-based decision-making and identify opportunities for improvement. The University will move forward on the implementation of a management information system which will provide timely information about students, programmes and resource allocation for deans, heads and administrators of departments, and directors of academic and administrative units. Through the deployment of a tried and tested system, we will be able to:

- improve interdisciplinary collaboration between academic and administrative units;
- discuss, analyse, share and make decisions based on organisational information;
- make statistics and analysis accessible via internal proprietary online platforms;
- streamline databases that rely on similar information variables, eliminating the duplication of manual entry of programmes of study, study units, scheduling and allocation of learning spaces.

The University will be able to drive better solutions for improving the quality of research, learning, student services, marketing efforts to promote student recruitment, as well as increasing operational efficiencies and optimising financial resources.

### **Expanding Student Support and Welfare**

The University is committed to providing a high-quality student experience within an academically inspiring and motivating environment in the knowledge that this will lead to the enhancement of learning and performance of our graduate community. We understand that students who are provided academic and social support and who are engaged in campus life achieve more in their studies and career. We will increase our focus to improve the student experience across a breadth of factors, including security, health, safety, physical and psychological welfare, and social engagement.

Safeguarding students and warranting that they receive a comprehensive and positive educational experience is central to the strategy of the University. It is essential for us to identify the particular needs of specific student cohorts and create activities that integrate international and domestic

students and students with different social, economic and cultural backgrounds. The integration of students with the campus community is vital for students with disabilities, as well as students studying remotely via online programmes and on exchanges or internships at international institutions.

It is our responsibility to create an intellectual and social culture within a research environment that has a variety of extracurricular programmes. Students and researchers require flexible learning spaces that are conducive to productivity and an ecosystem of support. Student safety, security and welfare are the essential prerequisites for achieving the University's goals, and we will continuously seek to develop student support services on campus.

The University aims to be clear about roles, reporting duties and boundaries of services, acknowledging student rights and responsibilities and providing options that foster student engagement. Building an ecosystem of student support is a collaborative undertaking involving many areas of the University's academic, administrative and student community. In providing a comprehensive and complete educational experience to our students, the University is ensuring that it fulfils its quality agenda, which allows the country and its graduates to maintain their competitive edge.

### **Enhancing Library Support and Resources**

The library will continue to play a vital role in engagement, development and academic achievement by providing a wealth of scholarly resources and services, both physical and virtual, and by equipping patrons with the necessary information literacy skills.

We plan to reconfigure various library areas to maximise the use of study spaces and to cater for the emergent and diverse needs of patrons. The initiative will increase seating capacity, improve acoustics, provide space for facilities and allow the flexibility to remain functional on a 24/7 basis.

In line with international academic institutions, the library will continue to advocate in favour of Open Science. Subsequently, we will strive to ensure that all research output generated under the auspices of the University is collected, preserved and disseminated. Research output and all digitised content will be uploaded in the Institutional Repository OAR@UM to improve ease of access.

Furthermore, the library will compile and implement a Research Data Management Policy and provide the necessary infrastructure to support open data.

In order to enhance the visibility and preservation of the library's prestigious Special Collections, the library will embark on a digitisation project. We will develop archival resources to preserve our institutional and national memory.



## **Achieving Excellence in Information and Communications Technology**

The University will continue to align its provision of information technology towards the Information Technology Infrastructure Library (ITIL) best-practice management framework and tools to ensure high-quality, reliable services are provided in a systematic and professional manner. Policies and processes will be documented, and information communicated to stakeholders. The University will be adopting the use of service desk software that is ITIL-based and will make this tool available for use by other service departments. It is crucial to have good coordination across the various management structures, to make sure that all stakeholders are well informed and involved in projects.

The ICT infrastructure, systems and facilities will continue to be developed and maintained, providing a robust, resilient and efficient technology platform to support the current and future needs of the University. This will include supporting the University's new buildings projects, as well as the systematic refurbishment of technology-enhanced learning spaces.

We will implement technologies and ICT practices that will make the University more energy efficient and sustainable. This will include measures to reduce paper and ink through more sustainable printing facilities and the use of digitised systems.

In a highly competitive labour market, retaining high-calibre technical staff will continue to remain a significant challenge. We will seek ways to further empower and engage our personnel. The University will continue to develop the staff structure in the area of information technology to ensure that they have strong managerial and technical career development paths. Enhanced performance and line management will be promoted through mentoring, training, integrated service management and project management.

## **Investing in People and Empowering the Workforce**

### *Attracting and Retaining Staff*

The University will continue to ensure that it can attract, retain and manage essential human resources, so as to meet its strategic and operational objectives. We will boost our efforts to employ academic, administrative, technical and industrial staff of a high-calibre. It is essential to attract prospective candidates for vacancies and to focus on an efficient and effective recruitment process. The University will continue to recruit qualified and trained academics in specific disciplines and interdisciplinary areas, which will drive the calibre of the institution's learning, teaching and research.

Retaining the right people presents a challenge. We will ensure that the conditions of work are competitive in the context of a rapidly changing market landscape and conducive to creating a positive working environment. The University will encourage mechanisms that motivate staff to reach high standards of service quality and that reward outstanding performance.

### *Organisational Culture*

We will cultivate an environment that encourages professional fulfilment and promotes a culture of listening to ideas and providing support for new initiatives. The University will support career progression, which acknowledges the duties and professional conduct associated with each post. The current organisation chart would benefit from the streamlining of reporting lines to empower the workforce and improve collaboration.

### *Knowledge Sharing and Support*

The University will play its part in ensuring that staff members are knowledgeable, informed, engaged and self-motivated. We will stimulate a culture of knowledge-sharing among staff to leverage their areas of expertise and to promote best practices in operational, curricular and infrastructural matters.

We encourage cross-departmental activities to inform, train and communicate regularly with staff on academic and administrative processes. Information sessions for staff will increase in frequency and will be organised at regular intervals. We will conduct periodic annual seminars, providing an additional opportunity for staff to suggest new initiatives to improve our administrative services.

Orientation and induction programmes will be provided automatically for new members of staff. We will consider setting up a formal process of mentorship to support new members of staff. Employees who move into new roles of leadership in any department will benefit from briefing sessions designed to guide them on educational processes, administrative procedures and people management. There is a need to establish clear guidelines for handover processes of leadership positions. There is also scope to expand team building and social activities for staff.

### *Professional Development*

We will seek to improve administrative output and performance through leadership, good management, operational skills and greater involvement in decision-making. The University will continue to drive forward with internal training programmes for all its employees. Staff members are also encouraged to benefit from the unique educational environment and opportunities for learning in a wide variety of subject areas at their place of work. The development of staff will be designed to increase professional capabilities and advancement in their respective career paths.

### *Digitisation and Modernisation*

Manual processes, in general, can be modernised by transferring them to the University's digital platforms, thereby reducing the use of paper and increasing efficiency. The MyUM mobile app can be made more relevant for staff by adding the functionality of services pertaining to human resources, including basic services such as online leave applications and information on salaries. The use of multiple databases that rely on similar information variables can be coordinated to reduce duplicate entry of information pertaining to the programmes of study, study units, timetables, Programme for Human Resource Requirements (PHRR) and remuneration of staff.

## Developing Internal and External Communications

The communications strategy of the University of Malta will follow the route of the student experience, from enrolment to graduation and beyond. Communications will focus on the need to build a sense of community and involvement of students and staff in campus life. The primary focus of the communications strategy will be to provide a constant flow of information and insights on events and opportunities on campus that enhance the learning experience and to define the University of Malta's identity and reputation.

The communications strategy will pivot on media relations, marketing communications, special events, executive communications, and public outreach. To meet our objectives, we publish content via a range of media vehicles, including the website, newsletters and magazines and continuously evaluate and explore new technologies and ways of reaching audiences.

### *Marketing Communications*

Marketing media management will focus on the output of visual, audio and published articles across traditional and social media platforms. In the course of addressing the Strategic Plan, we will continue to plan and execute a media outreach strategy for each communication initiative, distribute press materials and press releases, and develop a comprehensive approach to collecting and disseminating information.

Marketing communications will expand across a wide range of owned and paid formats, media and experiences. We will develop subject matter, advertising materials and manage our media vehicles such as magazines, websites and social platforms, to interact with internal and external stakeholders in meaningful ways. We will focus on the way the University is perceived as an institution of repute, and we will:

- recognise the internal and external stakeholders as the target audience of our communications effort and to develop customised communication campaigns;
- create, develop and coordinate websites, social channels, apps and email campaigns;
- provide guiding principles through policies and templates for users;
- produce audio, visual, print, digital and multimedia templates and materials that can be used by departments and units to disseminate information across the University;
- continue to design, produce and circulate magazines and e-newsletters;
- reflect the brand identity and coordinate externally paid media advertising;
- provide marketing services to faculties, departments and units across campus;
- disseminate notification concerning student processes;
- communicate timely solutions for disruptions created by ongoing development;
- periodically update staff with strategic decisions taken by the Senate and Council;
- publicise the strategic vision through internal media initiatives.



### Stakeholder Outreach

Outreach initiatives give voice to the educational mission of the University of Malta. Through written and spoken communication for the rectorate, deans, heads and directors, we will communicate the University's principles, insights, achievements and long-term plans to a wide range of internal stakeholders, including students, staff, social partners, enterprise, industry, government and other education providers. Public outreach is essential to increase awareness, understanding and support of the University's accomplishments among local, national and international audiences. Initiatives in this area will aim to:

- create outreach activities to improve the recognition by internal and external stakeholders of the University's role as an instrument for the quality of life regionally and internationally;
- produce engaging activities in the form of conferences and seminars that will showcase the University's academic leadership as a catalyst of discussion and knowledge sharing;
- develop a continuous dialogue among students, academics and representatives of the diverse social communities, industries and public establishments in the country;
- identify national and international events to engage stakeholders;
- partner societal organisations, public entities and schools for effective outreach and visibility opportunities for faculty and administrators.



## *Enrolment Communications*

The University will encourage applications for admission and enrolment through targeted online lead generation solutions, bespoke events and services. The University has for many years focused on being an admitting institution for those students seeking to obtain a tertiary qualification. With the rise in standards of local and international education providers, the University is no longer the sole alternative to students pursuing tertiary education, and to this effect, the University needs to re-position itself as a recruiting entity. There is a growing need for the University to identify and prioritise how and where to target enrolment communication campaigns for prospective students.

Through local and international student events and fairs, we aim to attract student applications across the full spectrum of academic programmes. We aim to provide electronic access to thousands of prospective students through events in schools, localities and international events on an annual basis. Our goal is to link school leavers, undergraduates and post-graduates by creating events in accessible venues supported by our experienced and dedicated staff.

We plan to launch an innovative registration process and pre-screening technology, enabling us to provide faculties with a targeted number of leads of international students, which can be followed up by a dedicated team for international admissions. The student enrolment process requires a more intensive approach to follow up on enquiries, particularly from international students, who typically lack access to information and need more support.

The process of enrolment of a wider spectrum of international students will benefit from technological support which the University will evaluate to create a structured approach through:

- customer relationship software for student data management, timely response to queries and follow up;
- market insight and analytics of historic enrolment data and trends in local and international programmes.

Students who enrol at the University will continue to be supported by the proposed One-Stop Office for Student Services, which can also serve as a centre to host persons visiting the University to obtain information on enrolment.

## *Events*

Special events will require the crafting of experiences that create affinity by allowing audiences to interact with the University directly. Activities showcase the University's impact and reputation for excellence. From dignitary visits and campus-wide celebrations to gatherings and intellectual events, the University will use the standard for events of significance and impact. To fulfil the strategic objectives, we will:

- identify, plan and coordinate events and activities to be supported through a specialist events team in support of University-wide strategic direction;
- create a toolkit for conferences, seminars and other events which can be adopted by departments when organising internal and external activities;
- coordinate a University-wide calendar of events and activities to facilitate coordination, resolve overlap, and communicate ongoing activities;
- provide guidelines on event-related policies, procedures and best practices;
- manage events involving high-level state, national and international delegations.

### *Alumni*

The University seeks to stimulate collaboration and networking among its alumni, who live and work across different industries, sectors and countries. We aim to capitalise on and boost the strength of the research networks which already exist, to stimulate dialogue, and help establish further collaborative and exchange partnerships with alumni. As part of the strategy to engage alumni, the University seeks to link with alumni to encourage and foster joint projects and to explore the building of other joint initiatives.



## Delivering Physical Infrastructure

The Strategic Plan requires an effective enabling strategy to invest in physical learning and working spaces which bridge the gap between its existing facilities and the new facilities that are needed to meet future needs as identified and determined in the strategic vision. Future investment in capital development will need to target and address these considerations. The University's properties form a group of assets that are conducive to delivering excellence in its operations.

### *Collaborative Spaces for Learning and Research*

The University requires additional learning and self-study areas, laboratories, incubation areas, distance learning studios, and discussion and meeting spaces. The University community would benefit from conference facilities and meeting space available for enterprise and industry to meet with academics and researchers on collaborative projects.

A critical objective would be to create a range of working spaces that academics and students can use to collaborate, and which could also be used for renting out to new ventures, to help them develop and mature before moving on to the permanent premises, and that can also be of use to support research projects.



### *Sharing of Physical Resources with Modular Flexibility*

The University will develop and implement an ecosystem of support services and flexible spaces that are transitory, and which can be reconfigured to sustain education and research as they change over time. The support framework will be shared across the University and will include facilities and expertise suited for initiatives of various types and at different phases of growth. We will endeavour to be efficient, effective and responsive to the needs of a rapidly evolving University community.

### *Processes and Services Guidelines*

A number of the practices covering the duties and responsibilities of the estates' upkeep and development are often guided by unwritten rules and practices that have been in place for several years by tacit agreement. It has become necessary to review these practices and formalise them in the form of policies through standard operating procedures or other means, to strengthen and govern the implementation of the University's growth strategy. Recognisable and clear rules and procedures will empower divisions to utilise their capabilities and to work within accepted boundaries, as well as to provide an effective and efficient technical support service to the various entities within the University's structures.

### *Reactive and Preventive Maintenance*

The University experiences several requests daily to address maintenance and for minor works to be carried out. An automated system will be a useful tool in immediately directing such requests to the various sections on a priority basis, to ensure appropriate and timely action.

### *Facilities Management*

Many of the practices governing the use of space, precincts, energy, parking, traffic, transport, cleaning, security, waste and caretaking management, have developed over the years in reaction to the needs and circumstances of the University and its organic growth. However, in order to prove effective and efficient, the policies and procedures guiding all the stakeholders in this respect need to be put into a written policy, so as to ensure the proper functioning of every aspect and for the smooth running of the University's operational support services. Caretaking management is being given particular importance, given the number of personnel involved and the role that they can play in ensuring operational support.

### *Capital Projects*

The project life cycle of large-scale capital projects often offers various challenges at each stage in ensuring efficient use of resources while satisfying the demands and meeting both present and future needs. A clear definition of roles and responsibilities will assist in guiding all stakeholders in taking correct and timely decisions. In this respect, the project life cycle needs to be defined and documented with written approvals, responsibilities and extent of authority.

Given the various construction activities that need to take place on campus while the University goes about its regular operation, it is essential that communication channels between the administrative entities and the rest of the University is adequate. Construction activity on campus often brings with it challenges and logistical issues, pollution, noise, and parking and accessibility limitations. It is crucial for the University to communicate the challenges, solutions and mitigation measures to all stakeholders.

## **Consolidating the Financial Framework**

### *Empowerment through Information*

The University will engage in monitoring its income and expenditure thoroughly and responsively. This will enable us to react promptly and effectively to challenges in the external public and international funding environment. To manage financial resources and to ensure the organisation's long-term economic sustainability, we appreciate that the operational control of resources underpins all our objectives.

We will seek to improve the integration of financial support structures, to ensure that learning and research environments are complemented by best practices in organisational management, including economic measures and reporting. The adoption of modern, up-to-date methods of operation will create an improved working climate for all academics and administrators and deliver substantial cost reductions by improving efficiency.

The strategic stance that the University is taking is one of empowerment through the accessibility of information and allocation of resources. This can assist management with information-based decisions. Through the collaboration of several administrative divisions, information tools will be installed to consolidate data from the different systems into a unified information system which will provide the necessary reports.

In tandem with this activity, the University will be providing more visibility of the budgets to the budget holders, which currently are just restricted to the operational budgets of the academic and administrative units. This information will be accompanied by data reflecting an activity-based costing approach, which has been maintained and refined over the past years.

### *Expanding Revenue Earning Streams*

Our strategy will be to protect and nurture our income streams by exploiting opportunities that are yet untapped, such as the provision of fee-paying continuing professional development, executive education, and certified online learning. We intend to diversify our income and to pursue a comprehensive development strategy which seeks to finance our core strategies and long-term academic objectives.

### *Improving Financial Literacy*

The University will invest in training personnel who are or will be in a position of managing funds and making decisions for specific units within the University, based on the new reporting systems. Training and briefing sessions on understanding and evaluating accounting reports will also extend to academics and administrators.

Central contact points will be set up for academic and administrative units, to provide support and financial insights in interpreting information, carrying out managerial action and understanding accounting processes.

### *Procuring through Circular Economy Measures*

The University encourages a greener procurement approach in supporting the principles of the circular economy. Circular procurement aims for the acquisition of products and services that reduce waste, promote reuse and minimise the negative effects on the environment.



**Table 9: Strategic Recommendations on Services and Administrative Support**

Enabling Strategies	Commitments
<ul style="list-style-type: none"> <li>• <b>Create an ecosystem of infrastructure and support</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create an ecosystem of support services and infrastructure</li> <li>• Allocate resources equitably through systematic processes</li> <li>• Conduct evidence-based decisions on resources and sustainable initiatives</li> <li>• Synergise existing expertise and diminish duplication of resources</li> <li>• Promote management initiatives and practices that increase productivity and align operational processes to organisational objectives</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Manage and develop student-centred processes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Improve student processes from enrolment to graduation</li> <li>• Introduce a One-Stop Office for Student Services</li> <li>• Create a dedicated unit for ceremonies, certification and records</li> <li>• Increase digitisation and reduce paper-based processes</li> <li>• Install automated scheduling for lectures and examinations</li> <li>• Enhance the functionality of the Student Information Management System</li> <li>• Increase the services available for students and staff via the University app</li> <li>• Enable automated functionality for grade uploading and feedback</li> <li>• Deploy a management information system for evidence-based processes</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Expand infrastructure for student welfare</b></li> </ul>	<ul style="list-style-type: none"> <li>• Support the strategies defined for learning, teaching and social impact</li> <li>• Enhance the psychological, social and physical welfare of students</li> <li>• Increase social engagement and a sense of community across the campus</li> <li>• Expand support for local students on outgoing international educational exchanges, internships and remote online learning programmes</li> <li>• Clarify roles and responsibilities for the provision of student support</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Enhance library resources</b></li> </ul>	<ul style="list-style-type: none"> <li>• Develop scholarly information resources and information literacy skills</li> <li>• Reconfigure library areas to maximise study spaces and functionality</li> <li>• Encourage Open Access of scientific information and publications</li> <li>• Collect, preserve and disseminate the University's research output</li> <li>• Compile and implement a Research Data Management Policy</li> <li>• Enhance the visibility of the Special Collections through digitisation</li> <li>• Develop archival resources to preserve institutional and national memory</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Achieve excellence in technology-based services</b></li> </ul>	<ul style="list-style-type: none"> <li>• Align the provision of IT with the Information Technology Infrastructure Library (ITIL) best-practice management framework and tools</li> <li>• Provide robust, resilient and efficient technology platforms to support the current and future needs of the University</li> <li>• Deploy energy-efficient systems in the provision of IT infrastructure</li> <li>• Attract and retain high-calibre technical staff</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Invest in people, empower the workforce</b></li> </ul>	<ul style="list-style-type: none"> <li>• Attract staff of the highest calibre in different disciplines</li> <li>• Retain staff through a positive and motivating organisational environment</li> <li>• Stimulate a culture of knowledge-sharing among staff</li> <li>• Create regular cross-departmental briefing sessions</li> <li>• Formalise orientation and induction programmes for new staff</li> <li>• Train staff in new leadership roles on academic and administrative processes</li> <li>• Provide continuous professional development through training and enrolment to existing programmes of study</li> <li>• Digitise manual processes, integrate multiple databases systems</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Develop internal and external communications</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define and develop the University of Malta's identity and reputation</li> <li>• Create high-quality websites, social channels, apps and email campaigns</li> <li>• Create outreach activities to engage internal and external stakeholders</li> <li>• Improve communication through mobile technology and customer relationship software</li> <li>• Build communication plans on market insights and data analytics</li> <li>• Create toolkits for conferences, seminars and events</li> <li>• Coordinate a University-wide calendar of events and activities</li> <li>• Stimulate dialogue and engagement with alumni</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Deliver physical infrastructure</b></li> </ul>	<ul style="list-style-type: none"> <li>• Manage the rapid growth of capital infrastructure on campus</li> <li>• Develop collaborative spaces for learning and research</li> <li>• Design modular physical spaces that can be shared and adapted to the University's evolving needs</li> <li>• Provide and implement guidelines for the provision of estates services</li> <li>• Introduce automated systems for service requests, delivery and control</li> <li>• Manage reactive and preventive maintenance across the campus</li> <li>• Organise and update the roles and duties of facilities management</li> <li>• Mitigate the effects of construction projects on campus life</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Consolidate the financial framework</b></li> </ul>	<ul style="list-style-type: none"> <li>• Monitor finances to react to changes in the funding environment</li> <li>• Implement modern methods of operation to improve efficiency</li> <li>• Empower decision makers through regular financial reporting</li> <li>• Deliver timely budgets and financial targets for sub-units</li> <li>• Expand revenue streams through fee-paying professional development, executive education, online learning and research projects</li> <li>• Train staff in financial administration and reporting systems</li> <li>• Create contact points to support financial reporting and accounting</li> <li>• Adopt circular economy principles in procurement</li> </ul>



# Developing MATSEC and Junior College

The University will continue to share and improve its governance and support infrastructure for two major educational stakeholders.

The Matriculation and Secondary Education Certificate (MATSEC) Examinations Board is entrusted with the development of the national system which sets examinations at Secondary Education Certificate, Intermediate and Advanced Certificate, covering all subject areas taught at secondary and post-secondary level.

The Junior College offers a range of educational programmes based mainly on the Matriculation Certificate and is an essential partner as the leading provider of pre-university education on a national scale.

These two vital entities of Malta's educational infrastructure require specialised and separate strategic planning, to address their specific requirements for expertise, infrastructure and resources.



# Forging a Culture of Quality

The quality of learning and teaching is at the core of the University's agenda, with a focus on curricula that deliver up-to-date knowledge and skills that are globally connected and relevant to the labour market, and which form a basis for graduates' on-going learning.

The University continuously examines ways to enhance the quality of higher education while simultaneously catering for an increasingly diverse and numerous student body. We refer to the long-standing guidelines for higher education and policymaking to address some of the most pressing issues in pedagogy. We will continue to promote a culture of quality based on the:

- European Standards and Guidelines
- Internal Quality Audit requirements developed by the University
- External Quality Audit procedures as set by the regulator for higher education

The legal requirement for internal and external quality auditing leads us to align our strategic direction to the eleven pillars of quality which include:

1. abiding by the University's policy for internal quality assurance;
2. ensuring procedures are in place to ensure financial integrity and sustainability;
3. facilitating the systematic design and approval of programmes;
4. encouraging student-centred learning, teaching and assessment;
5. providing infrastructure for admission, progression, recognition and certification;
6. verifying and developing the competencies of teaching staff;
7. providing learning resources and student support;
8. maintaining efficient information management systems;
9. offering information to the public on programmes and operations;
10. monitoring and periodically reviewing programmes;
11. engaging in the process of cyclical, external, quality assurance.

The University nurtures a culture of quality based on the principle that quality comes from people. In such a culture:

- teaching, learning and research are fundamental core missions;
- student engagement and involvement are indispensable in the design, development and review of programmes, evaluation of procedures and governance;
- rewarding research over teaching in defining academic merit needs re-evaluation and mechanisms for rewarding excellence in teaching need to be identified;
- academics are employed to provide instruction of a high professional standard;
- academics are well-trained and qualified as professional educators, as well as qualified in a particular academic subject;
- new staff have teaching experience or qualifications on entry or have access to professional development in the early stages of their engagement;
- opportunities for continuing professional development are available to staff as professional educators and not just as subject or discipline specific academics;
- administrative and support staff are provided with opportunities to improve skills and knowledge with relevance to the provision of the services required.

# Implementing the Strategic Plan

The Strategic Plan provides a roadmap to achieve a set of goals, deliver value, and succeed as a critical stakeholder in Malta's education sector. The plan is just the beginning of the journey.

In the next phase, the University will engage in an intensive implementation process that turns strategic objectives into actions in order to achieve the vision and mission it has developed with students, academics, administrators and social partners.

For the strategy to be implemented, the University will engage in best practices pertaining to:

- communicating the content, principles and objectives of the university's strategy to the stakeholders of each strategic activity;
- addressing the who, where, when and how of each strategic objective;
- managing the pillars of implementation - people, resources, structure, systems, and culture;
- creating clear ownership and accountability for strategic initiatives;
- empowering implementers with authority, responsibility and the tools required;
- linking employee incentives to the strategy;
- linking budgeting to the strategy;
- integrating the strategic plan with day-to-day administrative activities;
- tracking progress and engaging in review and discussion on implementation at regular intervals, through monthly strategy meetings on each strategic theme, as well as an annual strategic review.



# Appendix I: Guidelines for Higher Education

The University of Malta embeds good practices, guidelines and performance metrics of local and international organisations in its strategic direction through a periodic review and benchmarking exercise of knowledge and best practices regarding the administration of higher education.

## Previous Plans and Commentary

- Forging Ahead, 2016
- Living the Vision, 2016
- Vision 2020, 2010
- Strategic Plan 2002-2006, 2002

## National Guidelines for Higher Education

- Education Act, 1988
- Malta Qualifications Framework, 2016
- Mutual Recognition of Qualifications Act (Cap 451), 2002
- Recognition of Professional Qualifications Regulations (SL 451.03), 2008
- Referencing Report, NCFHE, 2016

## International Guidelines for Higher Education

- Bologna Process Implementation Report, 2018
- Bologna with Student Eyes, 2018
- Diploma Supplement, 2018
- ECTS Users' Guide, 2015
- European Guidelines for Validating Non-Formal and Informal Learning, 2015
- European Higher Education Area, Ministerial Communiqué, 2012, 2015, 2018
- European University Association, Trends 2018, Learning and Teaching in the European Higher Education Area
- Framework of Qualifications for the European Higher Education Area, 2018
- Magna Charta Universitatum, 1988
- Modernisation of Higher Education in Europe, 2017
- Recognition of Professional Qualifications, 2005
- University Policy, Austria, 2018

## Quality Frameworks

- European Standards and Guidelines for Quality Assurance, 2015
- External Quality Assurance Providers Audit Manual of Procedures, NCFHE, 2015
- Guide to Internal Quality Assurance, NCFHE, 2016
- Internal and External Quality Assurance in Further and Higher Education, NCFHE, 2016
- The National Quality Assurance Framework for Further and Higher Education, NCFHE, 2015

## International Ranking Metrics

The following is a combination of ranking metrics used by international organisations for higher education including the Times Higher Education Rankings, QS World University Rankings, Webometrics and U-Multirank:

### *Learning and teaching metrics*

- teaching mission
- skills development
- graduation rate
- student career preparation
- student engagement
- student interaction
- faculty to student ratio
- academic reputation
- student experience survey
- internationalisation

### *Research metrics*

- research bibliometrics
- regional joint publication
- inter-disciplinary publications
- international joint publications
- top-cited publications
- citations per faculty
- co-publications with industrial partners
- patents awarded
- research income
- papers-to-staff ratio
- doctorate-to-bachelor's ratio
- doctorates-awarded-to-academic-staff ratio
- reputation survey

### *Student mobility metrics*

- international-to-domestic-student ratio
- international-to-domestic-staff ratio
- international faculty ratio
- international collaboration

### *Administrative functions metrics*

- quality of services
- employer reputation
- gender balance of students and staff

### *Financial sustainability metrics*

- institutional income
- income from continuing professional development
- income from industry
- income from research

### **University Networks**

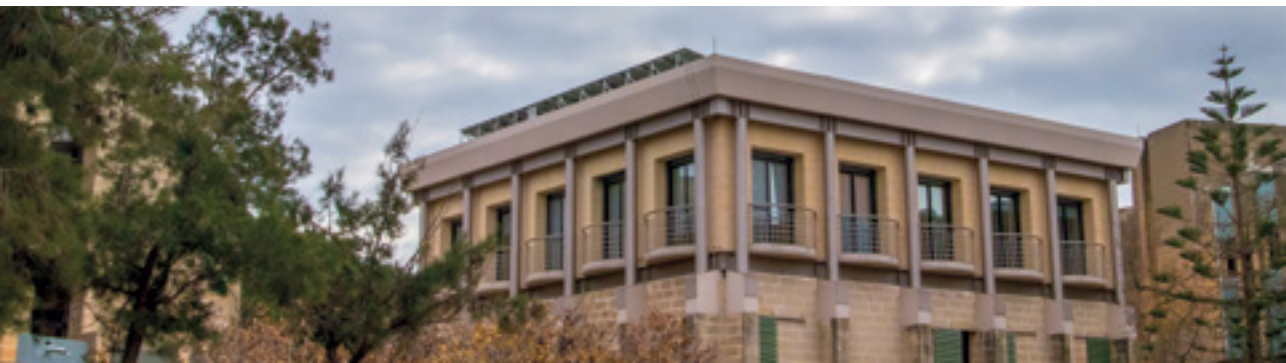
The University of Malta is a member of the following networks and abides by the principles governing the terms of association:

- Association of Commonwealth Universities
- Compostela Group of Universities
- European University Association
- European University Continuing Education Network
- Excellence Network of Island Universities
- Magna Charta Universitatum
- Network of Universities of Small Countries and Territories
- Network of Universities from the Capitals of Europe
- Santander Group European Universities Network
- UK National Agency for Recognition and Comparison of Qualifications and Skills
- Utrecht Network

### **National Networks**

Malta is a member of the following education networks at a national level:

- Council of Europe's Steering Committee for Higher Education and Research
- Education, Youth, Sport and Culture (European Commission)
- European Association for Quality Assurance in Higher Education
- European Higher Education Area
- European Research Area and Innovation Committee
- European Quality Assurance Register
- International Institute for Educational Planning (UNESCO)



# Appendix II: University Structure

The University is composed of 14 faculties, 114 academic departments, 1 academy, 17 institutes, 13 centres, 3 schools and 12 administrative directorates. The University operates from four campuses located in Msida, Valletta, Marsaxlokk and Gozo, with two outreach centres in Argotti and Cottonera.

The student population consists of 11,650 members, including 1,750 international students from 92 different countries, following full-time or part-time degree and diploma programmes. Study programmes are designed to produce highly qualified professionals, with experience of research, who will play key roles in industry, commerce and public affairs in general. Over 3,500 students graduate from the University each year.

The University is one of the largest employers in the country, employing 4,220 people: 860 full-time and 2,100 part-time academics, 1,010 full-time and 250 part-time staff in administrative, technical and industrial roles.

The University Library manages a collection of over one million physical volumes. The library provides the University community with access to over 60,000 e-journals, a wide spectrum of online databases and 16,550 e-books, and is a national repository of Melitensia. Moreover, the library administers the Institutional Repository OAR@UM which holds over 35,000 digital items.

## Governing Structure

University Council  
University Senate

## Faculty of Arts

Department of Anthropological Science  
Department of Art and Art History  
Department of Classics and Archaeology  
Department of English  
Department of French  
Department of Geography  
Department of German  
Department of History  
Department of International Relations  
Department of Italian  
Department of Maltese  
Department of Oriental Studies  
Department of Philosophy  
Department of Sociology  
Department of Spanish and Latin American Studies  
Department of Translation, Terminology and Interpreting Studies

## Faculty for the Built Environment

Department of Architecture and Urban Design  
Department of Civil and Structural Engineering  
Department of Conservation and Built Heritage  
Department of Construction and Property Management  
Department of Environmental Design  
Department of Spatial Planning and Infrastructure  
Department of Visual Arts

## Faculty of Dental Surgery

Department of Child Dental Health and Orthodontics  
Department of Dental Surgery  
Department of Oral Rehabilitation and Community Care  
Department of Restorative Dentistry

## Faculty of Economics, Management and Accountancy

Department of Accountancy  
Department of Banking and Finance  
Department of Economics  
Department of Insurance  
Department of Management  
Department of Marketing  
Department of Public Policy

## Faculty of Education

Department of Arts, Open Communities and Adult Education  
Department of Early Childhood and Primary Education  
Department of Education Studies  
Department of Health, Physical Education and Consumer Studies  
Department of Inclusion and Access to Learning  
Department of Languages and Humanities in Education  
Department of Leadership for Learning and Innovation  
Department of Mathematics and Science Education  
Department of Technology and Entrepreneurship Education

## Faculty of Engineering

Department of Electronic Systems Engineering  
Department of Industrial and Manufacturing Engineering  
Department of Industrial Electrical Power Conversion  
Department of Mechanical Engineering  
Department of Metallurgy and Materials Engineering  
Department of Systems and Control Engineering

## Faculty of Health Sciences

Department of Applied Biomedical Science  
Department of Communication Therapy  
Department of Food Sciences and Nutrition  
Department of Health Services Management  
Department of Medical Physics  
Department of Mental Health  
Department of Midwifery  
Department of Nursing  
Department of Occupational Therapy  
Department of Physiotherapy  
Department of Podiatry  
Department of Radiography

## Faculty of Information and Communication Technology

Department of Artificial Intelligence  
Department of Communications and Computer Engineering  
Department of Computer Information Systems  
Department of Computer Science  
Department of Microelectronics and Nanoelectronics

## Faculty of Laws

Department of Civil Law  
Department of Commercial Law  
Department of Criminal Law  
Department of Environment and Resources Law  
Department of European and Comparative Law  
Department of International Law  
Department of Legal History and Methodology  
Department of Media, Communications, and Technology Law  
Department of Public Law

## Faculty of Media and Knowledge Sciences

Department of Cognitive Science  
Department of Corporate Communication  
Department of Digital Arts  
Department of Information Policy and Governance  
Department of Library Information and Archive Sciences  
Department of Media and Communications

## Faculty of Medicine and Surgery

Department of Anatomy  
Department of Clinical Pharmacology and Therapeutics  
Department of Family Medicine  
Department of Medicine  
Department of Obstetrics and Gynaecology  
Department of Paediatrics  
Department of Pathology  
Department of Pharmacy  
Department of Physiology and Biochemistry  
Department of Psychiatry  
Department of Public Health  
Department of Surgery

## Faculty of Science

Department of Biology  
Department of Chemistry  
Department of Geosciences  
Department of Mathematics  
Department of Physics  
Department of Statistic and Operations Research



## Faculty for Social Wellbeing

Department of Counselling  
Department of Criminology  
Department of Disability Studies  
Department of Family Studies  
Department of Gender Studies  
Department of Gerontology and Dementia Studies  
Department of Psychology  
Department of Social Policy and Social Work  
Department of Youth and Community Studies

## Faculty of Theology

Department of Church History, Patrology and Palæochristian Archaeology  
Department of Fundamental and Dogmatic Theology  
Department of Moral Theology  
Department of Pastoral Theology, Liturgy and Canon Law  
Department of Philosophy  
Department of Sacred Scriptures, Hebrew and Greek

## Administrative Units

Corporate Research and Knowledge Transfer Office  
Estates, Facilities and Capital Development Directorate  
Finance Office  
International Office  
Information Technology Services  
Legal Services  
Library Services  
Marketing, Communications and Alumni Office  
Office for Human Resources Management and Development  
Office of the Registrar  
Procurement Directorate  
Research Support Services Directorate

## Academy

Mediterranean Academy of Diplomatic Studies

## Centres

Centre for Biomedical Cybernetics  
Centre for Distributed Ledger Technologies  
Centre for English Language Proficiency  
Centre for Entrepreneurship and Business Incubation  
Centre for Environmental Education and Research  
Centre for Labour Studies  
Centre for the Liberal Arts and Sciences  
Centre for Literacy  
Centre for Molecular Medicine and Biobanking  
Centre for Resilience and Socio-Emotional Health  
Centre for the Study and Practice of Conflict Resolution  
Centre for Traditional Chinese Medicine  
Euro-Mediterranean Centre for Educational Research

## Institutes

Confucius Institute  
Edward de Bono Institute  
Institute for Climate Change and Sustainable Development  
Institute for European Studies  
Institute for Sustainable Energy  
Institute for Tourism, Travel and Culture  
Institute of Aerospace Technologies  
Institute of Anglo-Italian Studies  
Institute of Digital Games  
Institute of Earth Systems  
Institute of Linguistics and Language Technology  
Institute of Maltese Studies  
Institute of Space Sciences and Astronomy  
International Institute for Baroque Studies  
Institute for Physical Education and Sport Islands and Small States Institute  
Mediterranean Institute

## Schools

Doctoral School  
International School for Foundation Studies  
School of Performing Arts

## College

ĠF Abela Junior College

## Resource Centres

Argotti Botanic Gardens and Resource Centre  
Cottonera Resource Centre

## Trusts and Foundations

Emanuele Cancer Research Foundation  
Foundation for the Promotion of Entrepreneurial Initiatives  
Malta Internet Foundation  
Research, Innovation and Development Trust

## Associated Organisations

MATSEC Examinations Board  
Institute for Public Services  
University of the Third Age

## Malta University Holdings

Malta University Residence  
Malta University Language School  
Malta University Consultancy Services  
Malta University Continuous Professional Development  
Malta University Laboratory Services  
Malta University Publishing  
Malta University Broadcasting  
Malta University Hospitality, Sports and Leisure  
Malta University Merchandise  
Hotel Kappara

## Registered Student Organisations

Kunsill Studenti Universitarji  
+9 Studenti  
Arts Student Association  
Association des Etats Généraux des Etudiants de l'Europe  
Association International des Etudiants de Science, Economie et Commerce  
Association of Linguistics and Language Technology  
Beta Psi  
Communication Association  
Department of English Students Association  
Earth Systems Association  
Erasmus Student Network University of Malta  
European Law Student Association  
European Studies Organisation  
GetUpStandUp!  
Ghaqda Studenti tal-Kriminoloġija  
Ghaqda Studenti tal-Liġi  
Ghaqda Studenti tat-Teoloġija  
Ghaqda tal-Malti - Università  
Graffiti  
Green House  
Grupp Universitarji Ghawdxin  
History of Art Student Association  
Independent Collective Realtà  
Information Communication Technology Students' Association  
Insite  
Institute of Electrical and Electronics Engineers  
Institution of Civil Engineers Student Chapter  
International Association for the Exchange of Students for Technical Experience  
Junior Chamber of Advocates Malta  
Malta Association for Dental Students  
Malta Health Students' Association  
Malta International Relations Student Society  
Malta Medical Student Association  
Malta Pharmaceutical Student Association  
Malta University Film Club  
Malta University Historical Society  
Malta University Sports Club  
Malta University Student Teachers  
Move Studenti  
Moviment Kattoliku Studenti Universitarji  
Organizzazzjoni Studenti Qwiebel  
Pulse  
Science Students' Society  
Social Science Students' Integrative, Educational and Research Association  
Society of Architecture and Civil Engineering Students  
Studenti Demokristjani Maltin  
Studenti Harsien Soċjali  
Students for Healthy Living  
Students Philosophical Society  
Students Sociology Association

Terra di Mezzo Malta  
The Third Eye  
Together We Learn  
Università tat-Terza Età  
University Bible Group  
University Engineering Student Association  
University of Malta Debating Society  
University of Malta Geographical Society  
University of Malta Racing  
University of Malta Rowing Club  
University of Malta Students' Futsal Team  
University Students of Performing Arts  
We Are - The University of Malta LGBTQQI Organisation  
Young European Federalists  
Youth for the Environment

# Appendix III: Committees and Advisory Groups

The University of Malta owes enormous gratitude to the members of the community who gave their time and shared their expertise as active participants in the Strategic Planning Process. In this section we attempt to list and thank the leadership team within the Steering Committee, the Chairs and Rapporteurs of the 49 Strategy Working Groups, the members of the Strategic Advisory Groups, the members of the Operations Team, and the 1,500 delegates who attended the Strategic Development Conferences.

## Governance

Chancellor: Prof David Attard  
Pro Chancellor: Dr Michael Sciriha

## Rectorate

Rector Prof Alfred J Vella  
Pro-Rector Prof Godfrey Baldacchino  
Pro-Rector Prof Joseph M Cacciottolo  
Pro-Rector Prof Tanya Sammut-Bonnici  
Pro-Rector Prof Carmen Sammut  
Pro-Rector Prof Ing Saviour Zammit

## Steering Committee for Strategic Development

Chair: Rector Prof Alfred J Vella  
Co-Chair: Prof Tanya Sammut-Bonnici  
Prof Godfrey Baldacchino  
Prof Joseph M Cacciottolo  
Mr Omar Chircop  
Prof Dominic Fenech  
Mr William Farrugia  
Ms Carla Galea  
Ms Veronica Grech  
Mr Alexander Hili  
Mr Michael R Piccinino  
Prof Carmen Sammut  
Mr Simon Sammut  
Prof Emmanuel Sinagra  
Prof Alex Torpiano  
Mr Daniel Vella  
Prof Ing Saviour Zammit  
External Advisors: Prof John McGee,  
Prof David Wilson

## Advisory Group on Learning and Teaching

Chair: Prof Joseph M Cacciottolo  
Ms Sarah Albanozzo  
Ms Jo-Anne Attard  
Ms Lara Attard  
Prof Nikolai J Attard

Prof Christopher Bezzina  
Mr Stephen Cachia  
Dr Colin Calleja  
Ms Josianne Camilleri Vella  
Prof Sandro Caruana  
Mr James Cilia  
Ms Anne Marie Debono  
Prof Ing Carl James Debono  
Mr Kevin J Ellul  
Dr Francis Fabri  
Mr Alessandro Gauci  
Prof Adrian-Mario Gellel  
Ms Veronica Grech  
Prof David Mamo  
Ms Elizabeth Micallef  
Dr Denise Mifsud  
Ms Jessica Napier  
Mr Dario Pirotta  
Prof Godfrey Pirotta  
Mr Roderick Vassallo  
Ing Godfrey Vella  
Prof Nicholas C Vella  
Mr Paul Xuereb

## Advisory Group on Research and Knowledge Transfer

Chair: Prof Ing Saviour Zammit  
Dr Ing Anton Bartolo  
Dr Christian Bonnici  
Dr Ruben Borg  
Prof Ing Kenneth P Camilleri  
Prof Joseph Cannataci  
Dr Ing Glenn Cassar  
Mr Omar Chircop  
Ing Michelle Cortis  
Mr Mark Debono  
Prof Ing Simon Fabri  
Prof Anthony Fenech  
Dr Ing James Foden  
Dr Gabriella Gatt  
Prof Suzanne Gatt  
Prof Helen Grech

Prof Joseph N Grima  
Dr Stephen Lungaro Mifsud  
Mr Clint Meli  
Prof Luciano Mule Stagno  
Mr Geoffrey Saliba  
Prof Charles V Sammut  
Dr Ing Nicholas Sammut  
Dr Axel Steuerer  
Ms Gabriella Sutton  
Prof Peter Vassallo  
Prof Andre' Xuereb  
Prof Ing David Zammit Mangion

### **Advisory Group on Societal Factors and Impact**

Chair: Prof Carmen Sammut  
Mr Robert Abdilla  
Rev Prof Emmanuel Agius  
Prof Andrew Azzopardi  
Dr Roderick Bugeja  
Ms Josanne Cassar  
Dr Maureen Cole  
Dr Greta Darmanin Kissaun  
Dr Andrew Decelis  
Dr Nadia Delicata  
Dr Giuliana Fenech  
Ms Jacqueline Fenech  
Prof Marvin Formosa  
Dr Maria Luisa Gainza-Cirauqui  
Rev Prof George Grima  
Dr Mark Harwood  
Ms Carmen Mangion  
Dr Gillian Martin  
Mr Bernard Micallef  
Dr Dione Mifsud  
Prof Janet Mifsud  
Dr Marceline Naudi  
Dr Roberta Sammut  
Rev Prof Hector Scerri  
Mr Karl Andrew Schembri  
Mr Jean Claude Scicluna

### **Advisory Group on Enterprise and Industry Impact**

Chair: Prof Tanya Sammut-Bonnici  
Mr Joseph Azzopardi  
Mr Stephen Agius  
Mr Yacopo Baldacchino  
Prof Frank Bezzina  
Mr Herald Bonnici

Prof Noellie Brockdorff  
Dr Ing Marvin K Bugeja  
Mr Christopher Busuttill  
Prof Ernest Cachia  
Prof Jean Calleja Agius  
Mr Peter Calleya  
Ms Fiona Captur  
Mr Noel Caruana  
Mr Pierre Cassar  
Ms Daniela Castillo  
Mr James Cilia  
Prof Joseph Cilia  
Dr Franco Curmi  
Prof Alexiei Dingli  
Ing Jonathan Ferrito  
Mr Gavril Flores  
Mr Beppe Galea  
Mr Paul M Gauci  
Dr Michelle Gialanze  
Ms Elaine Grech  
Mr Alexander Hili  
Ms Amanda Holmes  
Prof Matthew Montebello  
Dr Emanuel Said  
Mr Josef Said  
Prof Russell Smith  
Dr Chris Soler  
Prof Doreen Spiteri  
Dr Robert Suban  
Mr Joe Tanti  
Ms Cindy Vargas  
Ms Chiara Vassallo  
Dr Odette Vassallo

### **Advisory Group on National Impact**

Chair: Rector Prof Alfred J Vella  
Prof Kevin Aquilina  
Ms Naomi Attard  
Prof Lilian Azzopardi  
Mr Elton J Baldacchino  
Dr Peter Baldacchino  
Rev Dr John Berry  
Ms Eleanor Bezzina  
Prof Anthony Bonanno  
Mr Colin Borg  
Prof Frank Camilleri  
Dr Mario L Cassar  
Mr Mario Cutajar  
Dr Joshua Ellul  
Prof Dominic Fenech  
Prof Saviour Formosa

Mr Tonio Mallia  
Dr Ivan Mifsud  
Mr Michael R Piccinino  
Dr Ing Andrew Sammut  
Mr Simon Sammut  
Prof Keith Sciberras  
Ms Angela Tabone  
Dr Anne Marie Thake  
Prof Alex Torpiano  
Dr Josef Trapani  
Dr Mario T Vassallo  
Dr Philip von Brockdorff  
Ms Jennifer Vella

### **Advisory Group on International Outlook**

Chair: Prof Godfrey Baldacchino  
Ms Stephanie Abood  
Ms Stefania Agius Fabri  
Ms Hanien Alouzi  
Dr Natasha Azzopardi Muscat  
Prof Simone Borg  
Prof Stephen Calleya  
Ms Antoinette Caruana  
Ms Caroline Chetcuti  
Ms Charlotte Cucciardi Fava  
Ms Yasmine Ellul  
Ms Victoria Gauci  
Prof Raymond Galea  
Dr Omar Grech  
Mr Bernard Hamilton  
Dr Anna Khakee  
Ms Nicola Kirkpatrick  
Prof Godfrey LaFerla  
Prof Gloria Lauri Lucente  
Mr Nigel Micallef  
Prof Stephen Montefort  
Prof Isabel Stabile

### **Advisory Group on Sustainability**

Chairs: Rector Prof Alfred J Vella,  
Prof Ing Joseph Micallef  
Ing Marjohn Abela  
Prof Maria Attard  
Perit Carmelo Barbara  
Dr Ruben Borg  
Dr Marie Briguglio  
Mr Joe Bugeja  
Prof Spiridione Buhagiar  
Prof Louis F Cassar  
Prof Vincent Cassar  
Mr Mark Debono  
Ms Carla Galea  
Ing Francarl Galea  
Dr Paul Gauci  
Ms Petra Grech  
Dr Simon Grima

Dr Odette Lewis  
Prof David Magri  
Ing Reuben Mifsud  
Dr Stefano Moncada  
Prof Paul J Pace  
Perit Michelle Piccinino  
Prof Emmanuel Sinagra  
Perit Christopher Spiteri  
Mr Robert Sultana  
Mr Walter Zahra

### **Services and Administrative Support Committee**

Coordinator: Mr Simon Sammut  
Mr Robert Abdilla  
Ms Stefania Agius Fabri  
Mr Joseph Azzopardi  
Dr Ing Anton Bartolo  
Dr Christian Bonnici  
Mr Joe Bugeja  
Ms Josianne Camilleri Vella  
Dr Mario L Cassar  
Mr Pierre Cassar  
Mr James Cilia  
Mr Mark Debono  
Mr Kevin Joseph Ellul  
Ms Jacqueline Fenech  
Ms Victoria Gauci  
Ms Veronica Grech  
Mr Wilfred Kenely  
Mr Tonio Mallia  
Mr Dario Pirotta  
Mr Geoffrey Saliba  
Dr Chris Soler  
Perit Christopher Spiteri  
Dr Axel Steuwer  
Mr Robert Sultana  
Ms Angela Tabone  
Ms Angela Xuereb  
Mr Walter Zahra

### **Strategic Planning Team**

Coordinator: Prof Tanya Sammut-Bonnici  
Administration: Ms Brenda Vella

Data Analysis:  
Mr Colin Borg  
Ms Daniela Castillo  
Dr Franco Curmi  
Ms Elaine Grech  
Ms Carmen Mangion  
Dr Emanuel Said

Information Technology:

Mr Michael Caruana  
Mr James Cilia  
Mr Mark Farrugia  
Mr Dave Mifsud  
Mr Robert Sultana

Marketing and Communications:

Dr Mario L Cassar  
Mr Pierre Cassar  
Ms Monica Farrugia  
Mr Gabriel Izzo  
Mr James Moffett  
Ms Roberta Scerri  
Ms Dorianne Tabone  
Ms Angela Xuereb

Translation and Proof Reading:

Dr George Farrugia  
Prof Bernard Micallef  
Mr Thomas Pace  
Dr Michael Spagnol  
Dr Odette Vassallo  
Ms Doriana Vella  
Dr Daniel Xerri

Valletta Campus:

Ms Veronica Barbara  
Ms Lucienne May Bugeja  
Mr Carmel Falzon  
Mr David Farrugia  
Mr Clive Ferrante  
Ms Angele Gixti  
Mr Rayvin Mercieca  
Ms Sarah Sammut  
Ms Maria Evelyn Vella

