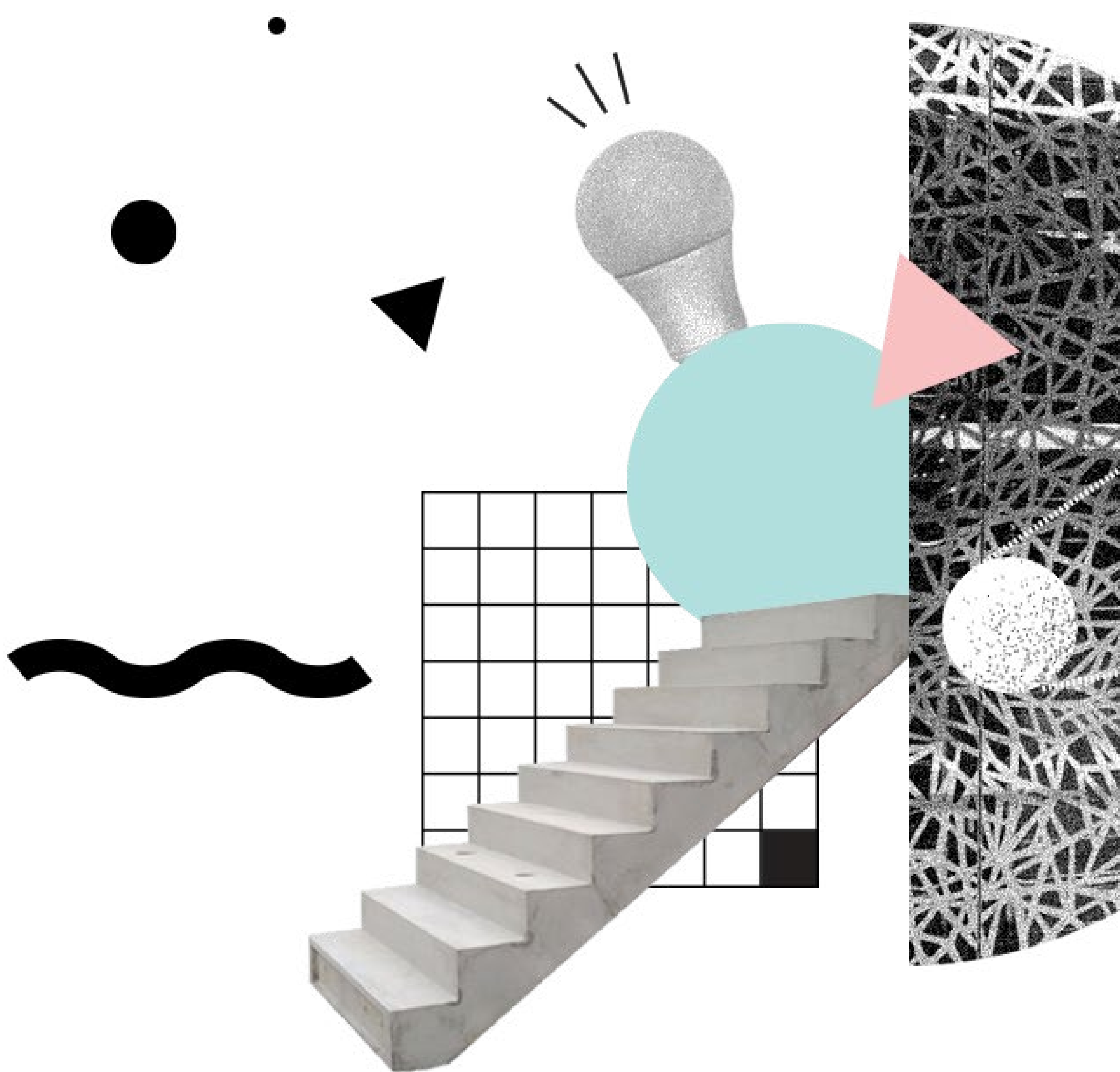
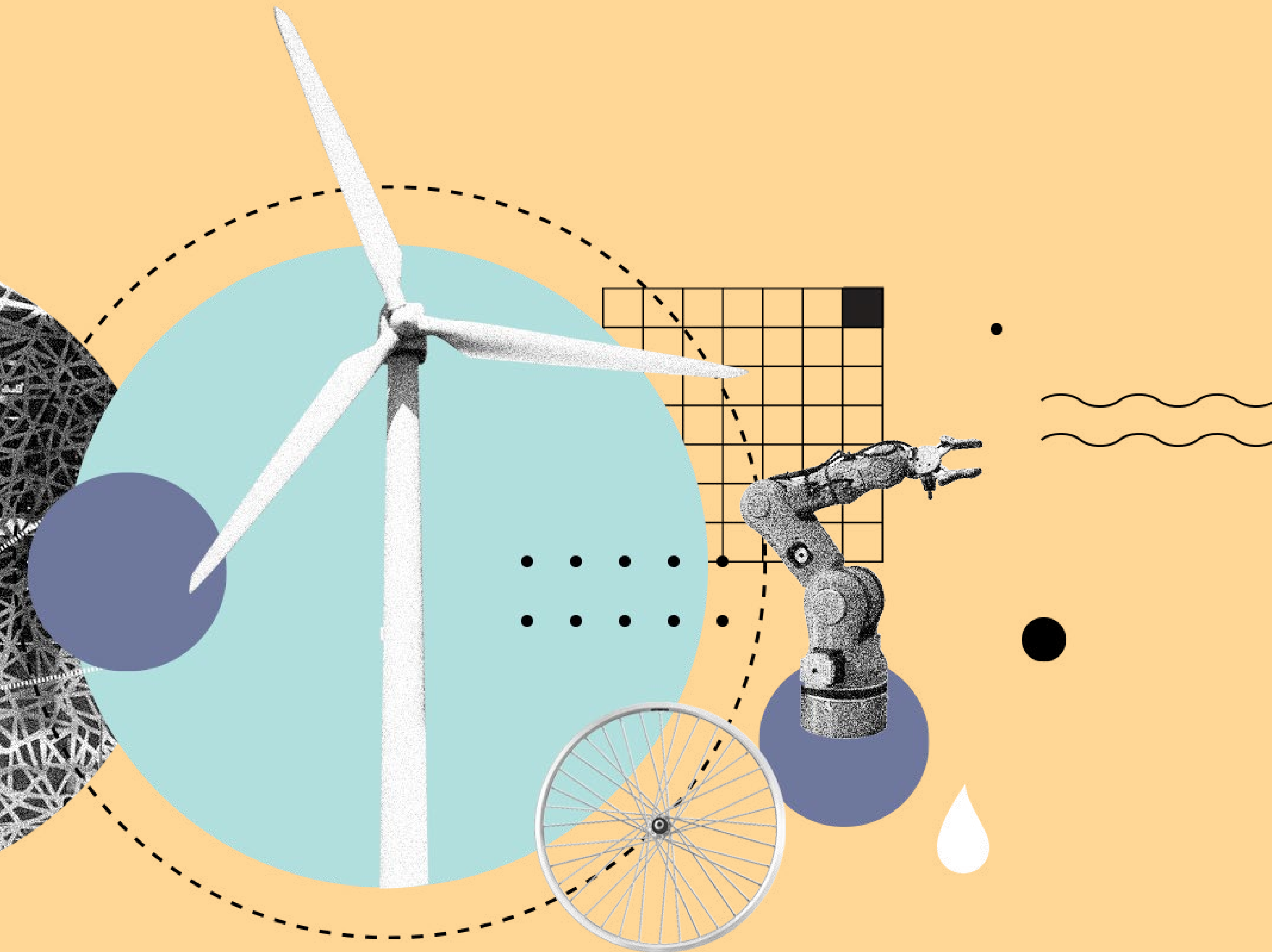


European University of the Future



We want to be a European University of the future.



We are:

- **teachers who prepare students for the jobs of the future and civic responsibility**
- **researchers who open and empower the University by boldly embarking on innovative research ventures and collaborations to develop the economy and improve the well-being of the local community**
- **citizens who sincerely believe in the European values of freedom, human rights, and enlightenment, and are building a new European future.**

At the University of Rijeka, we secure and promote the values that form the true idea of the University:

- **RESPONSIBILITY – we believe that institutional autonomy, academic integrity, academic freedom, and the pursuit of excellence and creativity in science and the arts are the prerequisites of authentic and quality achievements**
- **OPENNESS – we nurture curiosity, courage, inclusiveness, diversity, participation, and solidarity as necessary conditions for progressive and just institutions**
- **INNOVATION – we recognize the importance of sustainable development, community engagement, education for the needs of the labor market and jobs of the future, and knowledge transfer as the pillars of social trust in academic institutions**
- **CONNECTION – we cooperate and encourage all forms of international relationships to authentically promote the European values of peace, enlightenment, and harmonious relations**

We want to be internationally recognized as an open and modern European University that extends beyond the walls of institutions, research disciplines, and borders; one that continuously expands the horizons of sustainable development and development of competitive innovation ecosystems, and one that enhances all citizens' quality of life and work while advancing the community's resilience and well-being in cooperation with the local and regional government.

We, therefore, strive to do better in the four strategic areas within which we have defined our quantitative and qualitative development goals:

- 1) in learning and teaching, we promote open education**
- 2) in research, we promote innovation and the development of the economy and community**
- 3) in regional involvement, we promote knowledge transfer and social responsibility for sustainable development**
- 4) in internationalization, we promote the continuous expansion of horizons and strategic partnerships.**



Strategic policies of the University of Rijeka

Strategic policies define our University's profile and transform our vision, mission, values, and goals into action. Through these policies, we articulate our actions' priorities and features for which we want to be nationally and internationally recognized.

Our strategic policies' core consists of twenty objectives that can be covered by quantitative metrics. We have operationalized them with associated indicators in four key areas:

- 1) learning and teaching
- 2) research
- 3) knowledge transfer and regional inclusion
- 4) internationalization.

Although common, quantitative metrics are unable to recognize and evaluate different contributions and individual and institutional advances that form an indispensable part of the idea of the University and academic freedoms. Therefore, we have articulated the University's profile by creating qualitative goals and indicators within four broader and more comprehensive areas:

- 1) open education
- 2) innovation in research and development
- 3) social responsibility
- 4) expanding horizons through strategic partnerships.

We will measure our University's progress and development in two ways:

- 1) by managing and increasing numerical indicators following global ranking systems and national monitoring and financial reward systems
- 2) through projects, collaborations, and activities whose value cannot be covered by uniform quantitative metrics, but is embedded in European and global strategies, policies, and funding plans relevant to higher education and science.

Quantitative and qualitative indicators are complementary and intertwined and are ultimately the optimal framework for planning, management, and action. They contribute to a fuller understanding and evaluation of the University's contributions and overall development.

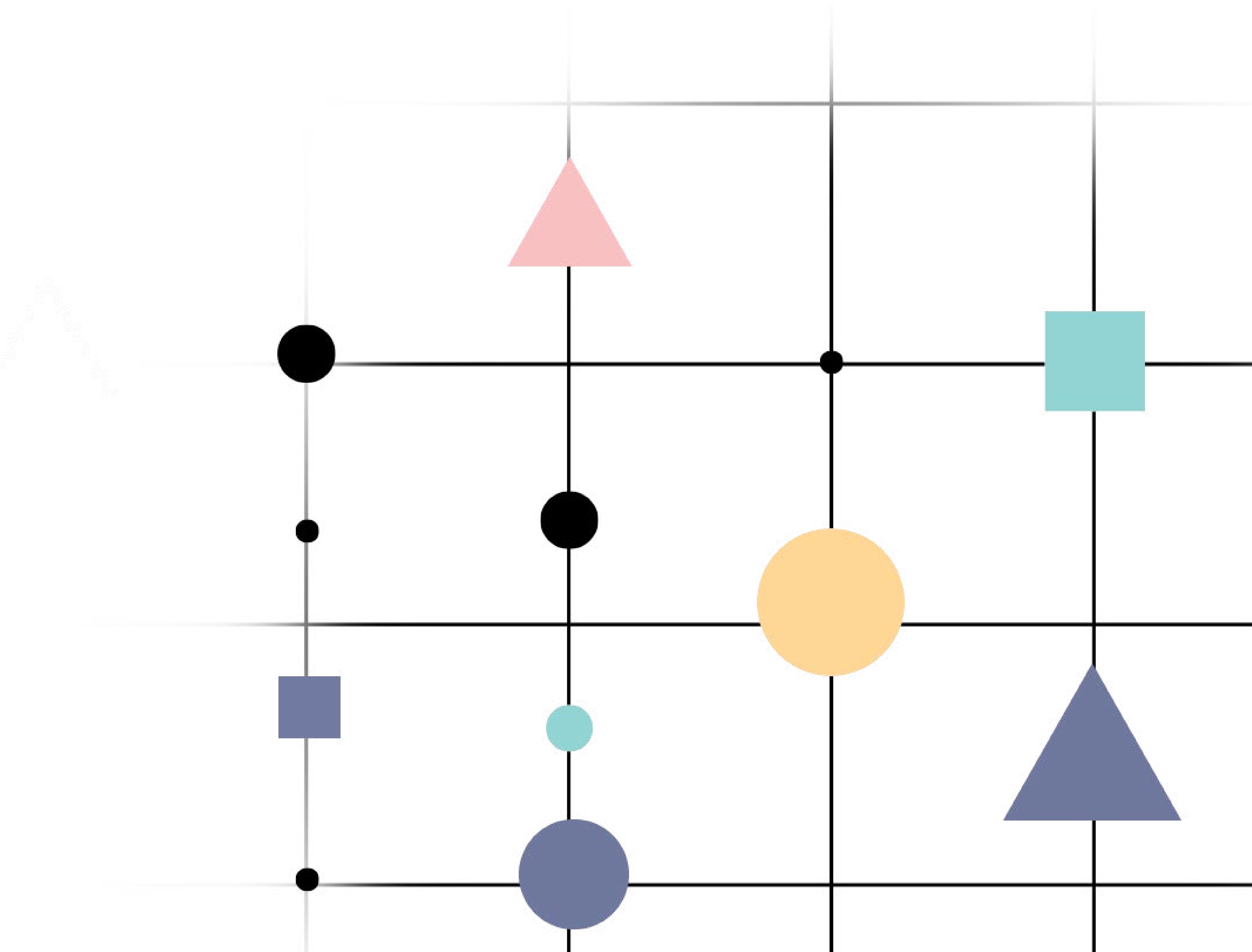
Monitoring the Strategy's implementation is based on intrinsically motivated joint progress rather than competition between the University of Rijeka's constituents. The constituents' achievements will be monitored annually so that their results are primarily compared with those in the previous years, allowing us to monitor each constituent's development's

specifics. We will monitor each constituent's growth trends and contributions to the University's progress annually. Transparent annual reporting is based on digitalized and reliable data collection devised for this purpose.

Moreover, the University of Rijeka Strategy contains two appendices.

Appendix A provides a list of priority areas of activity to effectively implement the four overlapping and related areas of qualitative and quantitative indicators. These areas direct stakeholders to specific actions identified as optimal for achieving the established target values.

Appendix B, entitled *The Power of Integration*, establishes the principles of organization, management, and business procedures at the University of Rijeka and contains a list of measures that provide a framework for implementing strategic policies in terms of both qualitative and quantitative indicators.



Strategic policies – quantitative indicators

Learning and teaching

> [Table 1](#)

Each of the defined institutional goals is accompanied by quantitatively measurable indicators, an explanation of the purpose, i.e., broader strategic motivation, and a definition. Furthermore, through a participatory and deliberative process, the University's target values were defined as an aggregate indicator of the target values chosen by each constituent for itself. We set the target values as a percentage increase or an absolute numerical value for each indicator.

In learning and teaching, we intend to increase the educational process' quality and efficiency, strengthen flexible learning pathways, foster relevant student competencies, and increase students' overall satisfaction with their study programs and studying experience at the University of Rijeka.

Research

> [Table 2](#)

In research, we intend to increase the quantity and quality of scientific and artistic production and influence, strengthen participation and funding through competitive projects, and improve doctoral and postdoctoral education.

Knowledge transfer and regional involvement

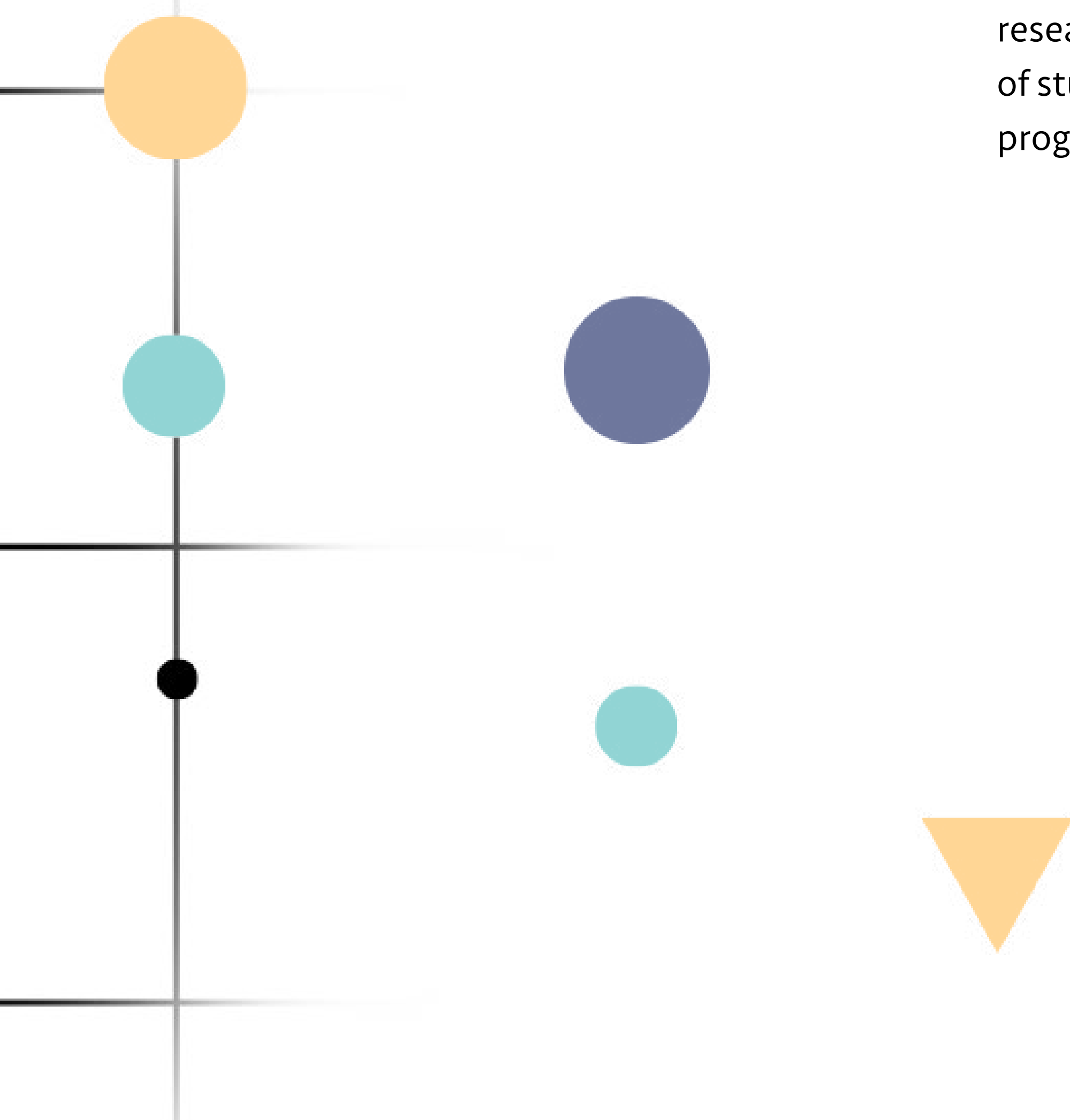
> [Table 3](#)

In knowledge transfer and regional involvement, we intend to increase the number of research, educational, and professional strategic partnerships with the local and regional community, economy, and civil society and the scope and intensity of the University's regional influence through joint strategic interdisciplinary projects.

Internationalization

> [Table 4](#)

In internationalization, we intend to increase the number of research and professional strategic partnerships with international institutions and improve the mobility of students, researchers, and non-teaching staff by raising the number of study programs and other educational and professional programs in foreign languages.



| Goal | Indicator | Purpose | Definition | 2025 target value |
|---|---|--|---|----------------------|
| What do we aim to achieve? | What is the indicator of success? | Why should this be monitored? | How do we measure it? | |
| 1. Maintain the quality of teaching conditions | Student-teacher ratio | Improving HE's quality | The total teacher FTE (associate, teaching, scientific-teaching, and artistic-teaching ranks, regardless of the source of funding) compared to the number of students enrolled in all study programs (all levels, regardless of funding) | 1:15 |
| 2. Increase the organization level and teaching effectiveness | Share of graduate students | improving HE's efficiency (U-Multirank) | The total number of graduate students divided by the total number of first-year students enrolled as many years ago as is the prescribed duration of the corresponding study program (duration of the study program + 1) | 88% |
| 3. Develop a personalized approach to learning | Share of ECTS credits acquired through prior learning recognition | Improving HE's quality, availability, and relevance | The total number of ECTS credits acquired through prior learning recognition, divided by all students' acquired ECTS credits. The following are factored in: a) recognition of learning outcomes achieved at other HE institutions, b) student exchange program mobility (Erasmus+, CEEPUS), c) recognition of non-formally and informally acquired competencies | 53% increase |
| 4. Foster students' practical competencies | Share of ECTS credits from courses involving practical competencies | Improving HE's relevance | The number of ECTS credits acquired through professional traineeships, divided by the total number of ECTS credits in related study programs. The following are factored in: a) the number of ECTS credits for professional traineeship and b) the number of ECTS credits from the course description related to practical work | 116% increase |
| 5. Maintain student satisfaction with their study program | Graduate student satisfaction index | Improving HE's quality, efficiency, relevance, and availability | From the graduate student survey – a composite index containing the grades: satisfaction with studies' program and organization, compulsory and elective courses' content and offer, teaching methods and relationship with teachers, evaluation of student work, availability of learning materials, and the possibility of gaining practical competencies and joining various forms of extracurricular activities | 4,20 |

| Goal | Indicator | Purpose | Definition | 2025 target value |
|--|--|---|--|--|
| What do we aim to achieve? | What is the indicator of success? | Why should this be monitored? | How do we measure it? | |
| 1. Increase scientific and artistic production | The number of works per scientist/artist | Promoting the international competitiveness of science and art (U-Multirank, THE) | a) The number of scientific papers according to Scopus/WoS database, divided by scientists' FTE (scientific rank regardless of the source of funding) b) For DH: the number of scientific papers in a1 publications (according to the Ordinance on the Conditions for Appointment to a Scientific Rank, OG 28/2017) that are not already listed under II.1.a. c) The number of books and edited books d) For DH: the number of chapters in books that are not already listed under II.1.a - II.1.c. e) The number of creative and performing arts works divided by artists' FTE (artistic academic rank regardless of the source of funding) | increase: a) 47% b) 22% c) 30% d) 28% e) 32% |
| 2. Increase scientific impact | Share of Q1 and Exc papers | Promoting scientific work's international impact (citation rate in THE, QS, U-Multirank) | The number of papers in scientific journals categorized as: a) Q1 and b) Exc <i>in the previous year divided by the number of articles from 1.a</i> | increase: a) 20 % b) 22 % |
| 3. Attract research funding | Share of research income | Strengthening the scientific infrastructure system (THE, U-Multirank) | Income from national and international competitive projects divided by total income | 42% increase |
| 4. Strengthen doctoral education | The number of defended doctorates | Encouraging scientific excellence and strengthening human resources (THE, U-Multirank) | The number of defended doctoral theses in doctoral studies at the University (independent or joint; in the case of the latter, doctoral theses with at least one of the mentors from the University count) | 58% increase |
| 5. Attract postdoctoral students | The number of postdoctoral positions | Promoting scientific excellence and strengthening human resources (THE, U-Multirank) | The number of postdoctoral positions financed by competitive or other projects and own funds | 39% increase |

| Goal | Indicator | Purpose | Definition | 2025 target value |
|--|--|--|---|---------------------|
| What do we aim to achieve? | What is the indicator of success? | Why should this be monitored? | How do we measure it? | |
| 1. Increase cooperation between the University and the community | The number of active collaborations with the economy and the community | Promoting cooperation with society as a whole (U-Multirank) | The number of active institutional cooperation agreements with the economy and the community | 31% increase |
| 2. Attract project funding for knowledge transfer purposes | Share of income from professional projects for the economy and the community | Strengthening connections between scientific and professional work with the entire society (THE, U-Multirank) | Income from all professional projects for the economy and the community, divided by total income | 51% increase |
| 3. Offer educational programs for the economy and the community | The number of participants in educational programs for the economy and the community | Promoting networking between HE and society as a whole (U-Multirank) | The number of participants (outside the University) in educational programs for the economy and the community (lifelong education, lectures) | 33% increase |
| 4. Increase regional impact | Share of graduates employed in the region | Strengthening HE's regional impact on the community (U-Multirank) | The number of alumni employed in the region (Primorje-Gorski Kotar County), divided by the total number of alumni employed in the Republic of Croatia | 53% |
| 5. Strengthen interdisciplinary research and development | The number of interdisciplinary research and development projects | Encouraging interdisciplinary research and developmental impact on society as a whole (U-Multirank) | The number of interdisciplinary research and development projects involving business or community stakeholders | 70% increase |

| Goal | Indicator | Purpose | Definition | 2025 target value |
|---|--|---|---|----------------------|
| What do we aim to achieve? | What is the indicator of success? | Why should this be monitored? | How do we measure it? | |
| 1. Enroll more international students | Share of international students | Promoting HE's inclusiveness and availability (THE, QS, U-Multirank) | The number of international students (exchange and enrolled, duration: one semester or more), divided by the total number of students | 84% increase |
| 2. Offer more study programs in a foreign language | The number of study programs in a foreign language | Promoting HE's availability (U-Multirank) | The number of study programs in a foreign language: a) undergraduate b) graduate c) integrated undergraduate and graduate d) postgraduate | 150% increase |
| 3. Increase academic staff mobility | The number of academic staff members in incoming and outgoing mobility | Strengthening HE and science's international visibility and competitiveness (THE, QS, U-Multirank) | The number of academic staff members (associate, teaching, scientific, scientific-teaching, and artistic-teaching ranks) in incoming and outgoing mobility: a) up to 7 days b) from 15 to 3 months c) 3 or more months | 37% increase |
| 4. Increase cooperation with international institutions | The number of cooperation agreements with international institutions | Strengthening HE and science's international influence | The number of active cooperation agreements with international institutions: a) Erasmus b) CEEPUS c) other | 15% increase |
| 5. Encourage international activities. | The number of participants in international activities | Encouraging HE and science's international visibility and competitiveness | The number of participants in international events at the University: a) summer/winter schools b) seminars c) conferences d) doctoral programs (including online programs). | 43% increase |

Strategic policies - qualitative indicators

1) Open education

Promoting open education in learning and teaching guarantees our students relevant competencies for the future, ensures employability in new jobs of the future, and creates the foundations for personal growth and realizing their interests.

- Learning and teaching are based on European quality guidelines and on ensuring the conditions that allow students to complete their studies in the study program's time.
- Students are at the center of the educational process; they are our partners and are actively involved in policymaking and the University's procedures. Their satisfaction with the study program and study conditions is continuously monitored and improved.
- The acquisition of relevant competencies and proportion with students' interests is guaranteed by promoting and supporting open learning pathways, opportunities to create international personalized curricula, innovative teaching and learning methods based on new scientific knowledge, and gaining relevant practical competencies through professional traineeship during their studies.
- The quality of achieved learning outcomes is improved through the digital transformation of the learning and teaching process to expand the space for personal growth and competencies that constitute the modern European citizen.
- Learning and teaching are open processes that incorporate, recognize, and value all forms of lifelong learning (including the micro-credentials model) and prior learning (formal, non-formal, and informal).

2) Innovation in research and development

Scientific and artistic research based on the principles of academic freedom and academic merit encourages innovation, open science and creative arts, the strengthening of European cooperation and knowledge circulation, and the transfer thereof to the community to increase the community's quality of life and well-being.

- Scientific/artistic productivity and influence recognize and respect the diversity of scientific/artistic fields and disciplines and interdisciplinary strategic research's substantial value for community development.

- Competitive research's success depends on its collaborative potential and ambitious European project initiatives that require a high level of innovation and researcher creativity.
- Open science and open access to science are essential prerequisites for merit-based research and development. They encourage an environment defined by fair competition and full respect for collective innovation and creativity.
- The development of science and the arts competitive in European terms is bolstered by attracting talent and encouraging young scientists/artists' career development through doctoral education and postdoctoral project activities.
- Research focuses on creating innovative and entrepreneurial ecosystems in collaboration with the community to achieve relevant and integrated new knowledge that meets citizens' needs and finds solutions to societal challenges.

3) A socially responsible University

Contemporary European universities recognize their responsibility for the quality of life and work in the community and their unique role in promoting and preserving the European identity. Universities must uphold the democratic values of freedom, equality, and enlightened active citizenry.

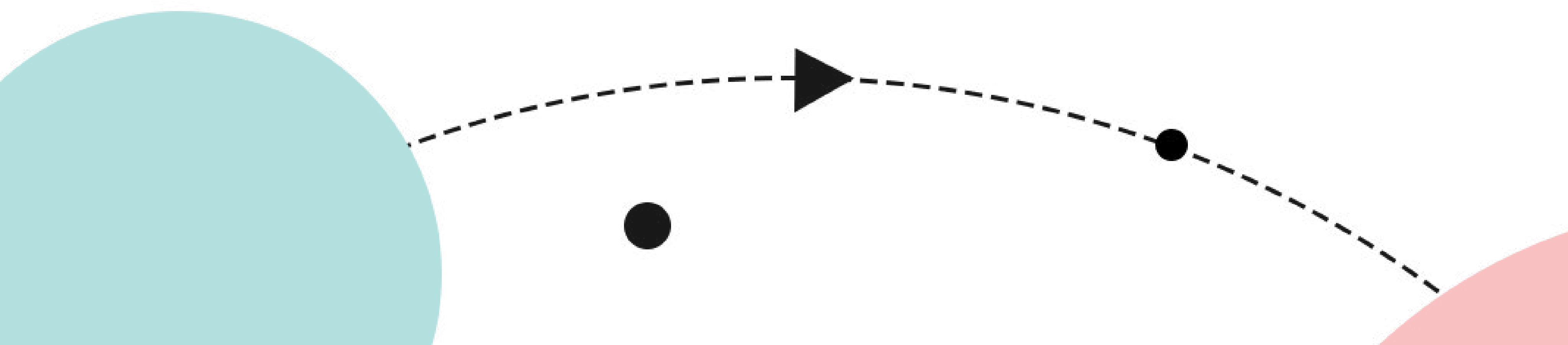
- Regional involvement through the transfer of knowledge to the community, collaborative research and professional projects, educational programs, and institutional engagement in the community is crucial for solving citizens' problems and needs.
- The preservation of cultural heritage in its tangible and intangible forms is crucial for sustainable social development, promoting European values, and realizing sustainable development goals.
- Access to education, ensuring equal opportunities for all, caring for vulnerable and underrepresented groups, promoting diversity, and every person's inclusion and dignity are fundamental principles that, alongside heightened academic integrity and public accountability, enhance research and education's authentic quality and contribute to justice in society.
- Democratic competencies and democratic culture in higher education, developed by encouraging critical thinking, civic literacy, active citizenship, and decision-making in a transparent and participatory manner, including public deliberation, have a far-reaching formative impact on the entire community.
- Awareness-raising and action following the United Nations' sustainable development goals are a vital feature of responsible institutions. The University of Rijeka's priority

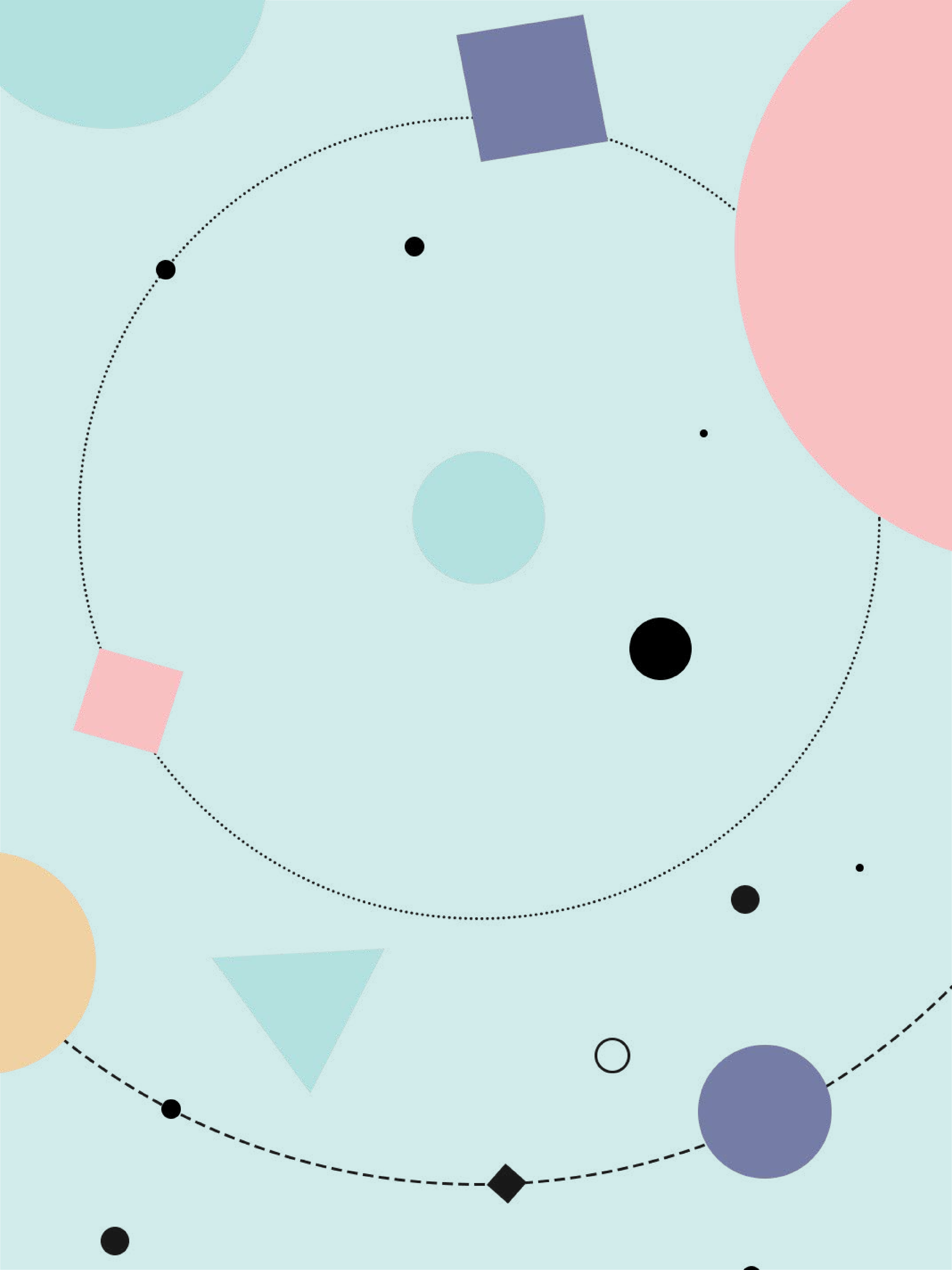
4) Broadening horizons through strategic partnerships

sustainable development goals are: health and well-being (goal 3); quality education (goal 4); and green and blue policies aimed at preventing the consequences of climate change (goals 1, 2, 6, 8, 13).

Comprehensive internationalization, connectivity, and partnerships with other academic and non-academic institutions and social stakeholders expand horizons, contribute to quality and sustainability, and stimulate new advances.

- The University of Rijeka's priority international strategic partnership in education is participation in developing the YUFE network (Young Universities for Future of Europe), which is part of the European University Initiative, the European Union's largest reform project in higher education and university policies.
- The University of Rijeka's priority international strategic partnership in research is its participation in the YERUN network (Young European Research Universities Network), strengthening our visibility, cooperation, and transformation potential and contribution to defining EU policies.
- The University of Rijeka takes part in European and global university and other associations and bodies through consultations with members of the International Scientific Council and interaction with other international platforms, seeking to co-create European policies and strengthen international visibility.
- The University's comprehensive internationalization is carried out by encouraging student, researcher, and teaching staff mobility, creating innovative international digital environments, and developing strategic global partnerships with academic and non-academic institutions.
- The University of Rijeka is actively working to ensure the conditions for positioning in world ranking systems, contributing to recognition within European and global quality systems.





Priorities for action to implement strategic policies

1) Learning and Teaching/ Open Education

Achieving qualitative and quantitative indicators requires activities identified as efficient ways of realizing these goals. The University constituents' annual action plans aimed at the target values should contain the stated measures as they essentially guarantee results. Each constituent adapts and develops these measures to its specific institutional practices and contexts.

- 1.1. Continuously revising study programs in terms of horizontally and vertically harmonizing content, increasing the number of elective courses, expanding the space for professional traineeships, harmonizing ECTS credits with the workload, alongside the active participation of students, graduates and employers as co-creators.
- 1.2. Providing a more accessible introduction to higher education for non-traditional students and facilitating vertical mobility by revising enrolment policies for graduate and postgraduate studies.
- 1.3. Developing personalized learning pathways by applying the prior learning recognition system (formal, non-formal, and informal learning) and harmonizing the achieved learning outcomes with the study program's learning outcomes.
- 1.4. Promoting the teaching staff's involvement in programs aimed at improving teaching competencies.
- 1.5. Supporting the introduction of innovative learning and teaching methods that develop students' competencies for the future: critical and integrative thinking, focus on problem-solving, self-regulation, autonomy and responsibility, and resilience and flexibility.
- 1.6. Refining the framework for evaluating the quality of all teaching forms and methods (classroom, online, hybrid) with the systematic introduction of peer review and the adoption of standards in evaluating and assessing student achievements.
- 1.7. Encouraging community learning and extracurricular activities for students and developing a system for evaluating them.
- 1.8. Strengthening cooperation with teaching and professional bases by including practical experts in the teaching process.
- 1.9. Devising a system for evaluating and recognizing high quality and innovation in the teaching process and connecting it with advancements in scientific and teaching ranks.
- 1.10. Developing a support system for digitalizing the teaching process by investing in digital infrastructure, tools, and teacher education.

2) Research/innovation in research and development

- 2.1. Defining each University constituent's research profile and portfolio and utilizing them in international networking.
- 2.2. Monitoring and enhancing the response to and impact of published papers to increase the University's institutional h-index and the h-indexes of its constituents.
- 2.3. Educating scientists on open science and developing the constituents' budgetary instruments to encourage open access publishing according to the FAIR principles and the EU Plan S.
- 2.4. Strengthening the constituents' institutional instruments for supporting, encouraging, and rewarding the application of international and competitive research projects, particularly in cooperation with YUFE and YERUN partners.
- 2.5. Increasing the allocation given by constituents for young talented scientists' employment and career development, especially internationally recognized postdoctoral fellows, following HRS4R policies (Human Resources Strategy for Researchers).
- 2.6. Devising general education content and courses within the University of Rijeka's Doctoral School, instruments for strengthening mentors' competencies in doctoral studies, and other measures to increase the doctoral completion rate.
- 2.7. Encouraging the constituents to develop courses and studies of interdisciplinary content and those in English within the University Doctoral School portfolio.
- 2.8. Developing institutional policies for including international lecturers and practical experts in teaching/mentoring in doctoral studies.
- 2.9. Reinforcing the procurement and maintenance of the constituents' scientific infrastructure on the principles of self-sustainability.
- 2.10. Conceiving research-oriented education instruments and increasing the number of doctoral dissertations in collaboration with stakeholders from the private and public sectors.

3) Knowledge transfer and regional involvement / Socially responsible University

- 3.1. Reinforcing the local and regional innovation ecosystem, especially teaching staff and student competencies for knowledge transfer and entrepreneurship and the growth of crucial development (primarily digital) technologies in cooperation with YUFE and YERUN networks and Step Ri and through realizing the innovation arena.
- 3.2. Developing the constituents' institutional instruments for supporting, encouraging, and rewarding the provision of professional services and projects and the use of scientific infrastructure for commercial purposes for the needs of the private and public sectors.
- 3.3. Increasing the number of publications in co-authorship

with stakeholders from the business and public sectors and strengthening the development of interdisciplinary research by including scientists from the constituents in the work of the University's research and development centers.

3.4. Developing the constituents' institutional instruments for supporting, encouraging, and rewarding all forms of intellectual property protection (patents, protected industrial designs, trademarks, geographical indications and designations of origin, protected topographies of semiconductor products, protected plant varieties, etc.).

3.5. Increasing the number of teachers who offer their scientific and professional services to the economy and the community through the University of Rijeka and the Primorje-Gorski Kotar County's RI-MAP matchmaking platform (<https://rimap.uniri.hr/>).

3.6. Raising the number of University and constituent professional bases and the number of bachelor's and master's theses in cooperation with the private and public sectors to increase students' employability.

3.7. Fostering student and staff democratic competencies through targeted training on civic literacy and cultural heritage and through including competencies in democratic culture into study programs and additional student activities recorded in the diploma supplement.

3.8. Enabling better access to higher education to vulnerable and underrepresented groups of students by developing financial assistance instruments and support systems to remove barriers to successful studying.

3.9. Cultivating inclusiveness and solidarity by defining action priorities at the constituents in implementing the YUFE Diversity and Inclusion Strategy and the Gender Equality Plan.

3.10. Promoting activities in brief lifelong learning programs for the community, project activities and engagement with the civil sector, science popularization activities, and the citizen science model.

4) Internationalization/ Expanding horizons through strategic partnerships

4.1. Fostering study programs' international visibility through promotional materials, presentations at higher education fairs, information packages and applications, and other international students' benefits.

4.2. Supporting teachers' involvement in developing language competencies to implement study programs in English or another foreign language.

4.3. Developing a quality assurance system for teaching courses in a foreign language, emphasizing collaborative observation.

4.4. Reinforcing the creation and progress of entirely online courses taught in a foreign language.

4.5. Actively participating in developing the YUFE network's Open study programs and developing new or adapting existing study programs in English.

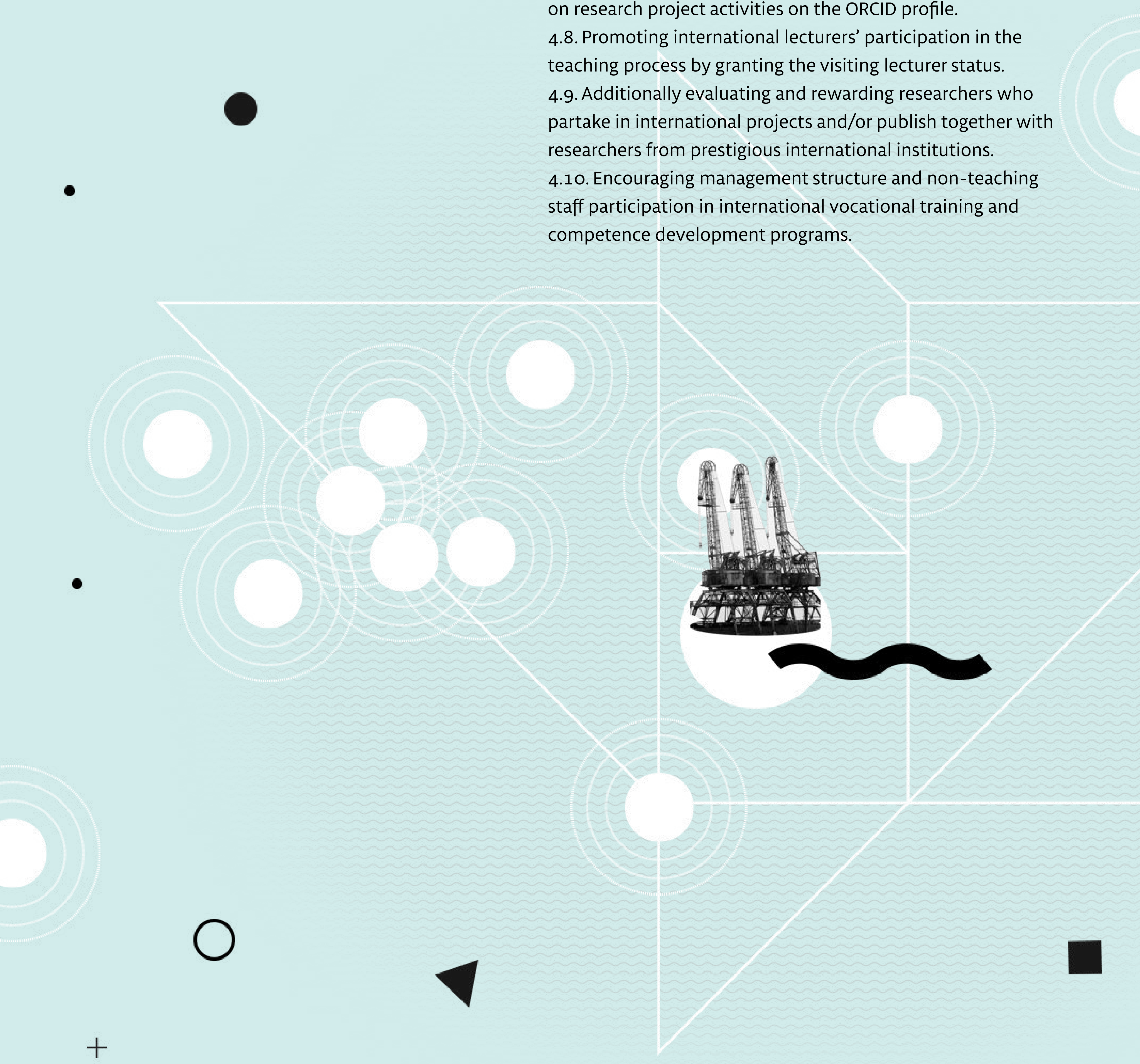
4.6. Supporting the development of international summer/winter schools by providing certificates of acquired competencies and student workload expressed in ECTS credits that can be evaluated at students' home institutions.

4.7. Developing a support system for all forms of research circulation, especially for realizing strategic partnerships in the YUFE and YERUN networks, and registering collaboration on research project activities on the ORCID profile.

4.8. Promoting international lecturers' participation in the teaching process by granting the visiting lecturer status.

4.9. Additionally evaluating and rewarding researchers who partake in international projects and/or publish together with researchers from prestigious international institutions.

4.10. Encouraging management structure and non-teaching staff participation in international vocational training and competence development programs.



The power of integration

1) The power of integration – policies

Effective organization, management, and business procedures are crucial prerequisites for developing and implementing strategic policies and improving quantitative and qualitative indicators. European higher education and science policies encourage integration and networking as essential instruments for universities' effective strategic development. Therefore, the University of Rijeka's basic integration policies and the measures for implementing them are presented below.

- Investing in the University of Rijeka Campus' integrative infrastructure elements as the space where all constituents operate is encouraged. Priorities refer to already applied projects financed from EU funds: 1. Center for Translational Medicine (TRANSMEDRI), 2. Innovation Arena (DKC-INOVA), 3. Rijeka Institute for Physical Activity, Sports Medicine and Health (RITA).
- Investments and capital investments from EU funds are primarily related to integrative infrastructure, namely the reconstruction and improvement of the Student Center's capacity and the Campus' Pavilion 3, the student dormitory Ivan Goran Kovačić, and the Campus infrastructure designed for the digital transformation.
- The financing system is transparent and based on achievements and results, ensuring balanced development, quality investments, quality projects, and better positioning in ranking systems. Funding system reforms presuppose advocating for comprehensive program agreements at the national level, their integrated and transparent implementation, and the intensive drawing of resources from EU funds designated for integrated institutional development and the implementation of scientific research.
- According to the European Charter and Code, i.e., the Human Resources Strategy for Researchers (HRS4R), the University of Rijeka is committed to modernizing human resource management and implementing transparent and merit-based recruitment, remuneration, and promotion procedures.
- To achieve fair and balanced joint development, the University transparently allocates total funds for human resources development.
- Decision-making quality and improved results in all strategic policy areas are based on continuous and systematic quantitative and qualitative institutional research and a system for refining management competencies. Heightening the satisfaction of all academic community members and all external stakeholders, especially the economy and the local and regional community, is a significant indicator of institutional action's relevance and success.
- All business processes are improved by integrating, simplifying, and digitalizing internal institutional procedures and regular data collection and making them more transparent.

2) The power of integration - action priorities for implementation

- The University of Rijeka nurtures a strategic partnership with the Clinical Hospital Center Rijeka, primarily on establishing the University Hospital, cooperating on integrative projects TRANSMEDRI (development of translational medical research in Rijeka) and RITA (Rijeka Institute for Physical Activity), collaborating on developing the Speech Therapy Center and providing speech therapy services, establishing new studies in biomedicine and health and interdisciplinary areas, and raising student and employee standard through better access to health services.
- The University of Rijeka nurtures and develops strategic partnerships with companies, especially with Jadran Galenski Laboratorij – JGL (Adriatic Galenic Laboratory) on the new Pharmacy study program and the University of Rijeka and JGL’s newly established innovation ecosystem.
- Developing integrated support for obtaining more funds from EU sources.
- Ameliorating the preconditions for launching collaborative projects and strengthening interdisciplinary research and University development centers.
- Establishing integrated institutional support for the transfer of knowledge to the economy and the community.
- Strengthening integrated institutional support for students and other University members through counseling and the University Counseling Center’s preventive, educational, informative, and research services.
- Further advancing integrated information systems for supporting teaching, scientific and artistic activities, and connecting to national information systems and the YUFE Virtual Campus.
- Conducting joint market research and finding optimal solutions for IT and other resources for improving business.
- Improving the University’s position on the WUR rankings by sharing databases and IT services such as Clarivate, Elsevier, and QS.
- Supporting the joint development of study programs for occupations most needed on the labor market and in the community and creating a participatory job development policy.
- Fostering constituent collaboration on human resource development following HRS4R, YUFE Staff Development Policy: career mentoring programs, and YUFE mobility and education, especially on digital and soft competencies.
- Mobilizing shared resources for the University Hospital project and the integration of related systems.
- Mobilizing shared resources for TRANSMEDRI, RITA, and INOVA integration projects.

- Mobilizing shared resources to improve student accommodation standards (qualitatively and quantitatively - Pavilion 3 and IGK).
- Devising business and publishing models for integrated publishing.
- Heightening visibility through a systematic integrative promotional appearance (using a unified visual identity and utilizing the University's online resources and a media platform to inform the community and better inform students about the Student Union's activities).
- Evolving an integrated approach and response to emergencies (epidemics, humanitarian activities).
- Increasing student participation in student representation (student education, student representation evaluation system, turnout in student elections) in cooperation/collaboration with the Student Union.
- Supporting student sports (University and inter-university sports competitions and e-sports) in cooperation with the Student Union.