

**“Approved by the Faculty Board at its meeting held on March 13, 2026.”**

## **Strategic Plan 2026–2029**

### **Introduction**

The present Strategic Plan builds upon the work carried out in connection with the previous strategic plans for 2019–2021, 2022–2023, and 2024–2025. It consolidates the lines of action rooted in the University's mission and vision, shaped by a highly competitive and quality-driven educational environment. The plan is the result of deliberations and contributions from the members of the School Board, enriched by the insights and feedback of the School's key stakeholders, including faculty members, researchers, students, alumni, employers, professional and administrative staff, the International Advisory Board (IAB), and international partners. It maintains, in substance, the same framework as the University's Strategic Plan 2019–2023, which has been extended to 2024 and 2025, and responds to the need to continue advancing toward international accreditations, such as EQUIS and AMBA, as well as ensuring the renewal of the AACSB Business Accreditation obtained in March 2023.

The University's Strategic Plan addresses the challenges posed by the Digital Era. This Fourth Industrial Revolution, accelerated by the transformative impact of generative artificial intelligence, demands a renewed approach that combines the humanism that has shaped Jesuit identity with sustainable growth and global citizenship. Our School is committed to fostering an innovative and engaging educational environment that enhances teaching and learning strategies, strengthens research practices, and maximizes societal impact.

Fully aligned with the recently approved University Strategic Plan and in compliance with the standards required by international accreditations, the School has approved for the period 2026–2029 the lines of action, initiatives, and performance indicators developed in this document. In December 2029, the School's Strategic Plan will be reviewed, where appropriate, revised, and aligned with the forthcoming University Strategic Plan.

### **1. Historical Background of the School**

With over half a century of contributions to higher education in Spain, the School of Economics and Business Administration (Comillas ICADE) is rooted in the long-standing academic tradition of the Universidad Pontificia Comillas, founded by the Society of Jesus in 1890 in Cantabria and established in Madrid in 1969. The Instituto Católico de Administración y Dirección de Empresas (ICADE) was established in 1956 to foster the development of business professionals who are guided by ethical and social responsibility.

In 1978, when ICADE was formally integrated into the Universidad Pontificia Comillas, the institute was reorganized into two independent schools: the School of Law (ICADE) and the School of Economics and Business Administration (ICADE). Since then, the School has consolidated its leadership in undergraduate education, combining rigorous technical training

with the Jesuit mission of forming competent, conscious, critical, and compassionate leaders capable of transforming society.

Today, Comillas ICADE is recognized for its academic excellence, strong employability outcomes, and international reach, with over 150 partner universities worldwide and a growing presence in the global higher education landscape.

## 2. Purpose, Mission, Vision, and Values

**The School's core purpose** is to place at the heart of all its actions and policies the professional and personal development of the entire university community, including faculty members, researchers, students, and administrative and service staff.

This commitment to holistic development is reflected in the **mission** to educate business leaders who are competent, conscious, critical, and compassionate, individuals committed to create meaningful and sustainable impact in a complex and changing world.

Ultimately, this commitment defines **the school's purpose**: to foster a university community that educates and accompanies individuals in becoming competent, conscious, critical, and compassionate, collectively contributing to the positive transformation of society.

### Vision

To grow as an internationally recognized institution, based on Jesuit values, providing innovative, experiential, global business education for future leaders.

### Values

Christian Humanism, by the Jesuit tradition, acts as the source of the following values:

- Commitment to business management based on ethical principles
- Professional integrity and endeavor
- Balanced and coherent critical thought
- Mutual respect and collaborative spirit
- Preparedness and dedication to serving others
- Compassionate towards the most vulnerable
- Search for integral and sustainable development

### 3. Institutional Overview and Strategic Assessment.

#### 3.1. School overview (as of November 2025)

##### Academic Programs Offered

Program Type	Number	Details
Undergraduate	5 +6	2 single degrees and 3 double degrees managed by the School. 6 Double degrees managed by other Schools, indirect managed by the School
Official Master's and Double Master's Degrees	5	5 Official Master's Programs (including the <i>Master's in International Affairs: Economics, Politics and Law</i> , jointly organized with the School of Law on alternate years)
Doctoral Programs	2	PhD in Business and Territorial Competitiveness, Innovation and Sustainability DBA in Management and Technology (jointly organized with the School of Engineering)
Specialization Programs / Diplomas	3	<ul style="list-style-type: none"> <li>• Diploma in Entrepreneurship</li> <li>• Diploma in Fundamentals of Business Analytics / Essentials in Business Analytics</li> <li>• Diploma in Research Skills</li> </ul>

##### Enrolled Students

Program Type	Total Students
Undergraduate Degrees	2,091
Undergrad Indirect Managed	1,948
Postgraduate Degrees	140
Doctoral Programs	85
<b>TOTAL</b>	<b>4,264</b>

##### Exchange and Mobility Programs

Program Type	Incoming Students	Outgoing Students
Erasmus	128	139
Bilateral Agreements	536	359
<b>Total</b>	<b>664</b>	<b>498</b>

##### Research Activity

Indicator	Data (2025)
Research Grants	€95,584 distributed across 110 actions
PhD Candidates (in training)	9
Doctoral Theses Defended	7
International R&D Projects	5

##### Internationalization

Indicator	Data
Active International Agreements	149
International Faculty and Researchers	43
Students Completing International Internships	51

## Human Resources

Category	Number	Details
<b>Total Faculty Members</b>	<b>99</b>	
• Senior Full Professors	4	
• Full Professors	19	
• Associate Professors	30	
• Assistant Professors	46	
<b>Part-time Lecturers</b>	<b>262</b>	
<b>Administrative and Service Staff (PAS)</b>	18	14 in Undergraduate Support Unit; 4 in Graduate Programs

## Scholarships and Financial Aid

Type	Academic Year	Number	Amount (€)	Notes
<b>Internal Study Grants</b>	2025–2026	56	411,754	
<b>Government Grants (MEFPD)</b>	2024–2025	30	252,592	Only tuition compensation included
<b>Excellence Scholarships (Community of Madrid)</b>	2023–2024	423	888,300	Data at university level (not broken down by faculty)
<b>Teaching Collaboration Grants</b>	2025–2026	7	9,250	Extracurricular internships managed by OPE
<b>Research Collaboration Grants</b>	2025–2026	21	28,119	

### 3.2. SWOT Matrix

<p style="text-align: center;"><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>• Strong reputation in undergraduate programs with top employability in Spain.</li> <li>• Highly engaged and influential alumni network with a strong reputation</li> <li>• Mission-driven identity: forming competent, conscious, critical, and compassionate leaders.</li> <li>• Commitment to values and ethics</li> <li>• High academic standards and technical excellence.</li> <li>• International mobility leadership: ~150 partners, +700 students incoming/outgoing.</li> <li>• AACSB accredited (2023); EQUIS pre-eligibility (2025).</li> <li>• Faculty expertise in AI and emerging technologies.</li> <li>• Strategic location in Madrid and new Chamartín postgraduate campus</li> <li>• Extensive corporate partnerships (+5,000 companies), active career services, and internship programs</li> </ul>	<p style="text-align: center;"><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>• Low attraction of full-degree international students, despite English-taught programs.</li> <li>• Low proportion of international faculty (18%)</li> <li>• Weak postgraduate portfolio and underperforming MBA.</li> <li>• Weak brand positioning of postgraduate programs among both market and ICADE undergraduate students</li> <li>• Limited autonomy due to centralized governance.</li> <li>• Insufficient marketing and visibility internationally.</li> <li>• Minimal presence in global rankings (FT, QS).</li> <li>• Limited capacity for online/blended delivery.</li> <li>• Large class sizes that may limit personalized learning, interaction, and teaching innovation.</li> <li>• Rapid institutional growth affecting internal communication and sense of belonging.</li> </ul>
<p style="text-align: center;"><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• Geopolitical shifts (US/UK/NL restrictions) create demand for EU alternatives.</li> <li>• Madrid as an academic hub attracting global talent.</li> <li>• Demographic decline pushes internationalization.</li> </ul>	<p style="text-align: center;"><b>THREATS</b></p> <ul style="list-style-type: none"> <li>• Strong competitors: IESE (MBA/Executive), IE (global brand, online), UC3M (public, AACSB)</li> <li>• Demographic winter shrinking domestic student pool.</li> <li>• Market saturation in business education</li> </ul>

<ul style="list-style-type: none"> <li>• Generative AI: chance to lead in Responsible AI in Business.</li> <li>• Rising demand for ESG and purpose-driven education.</li> <li>• Upcoming EQUIS and AMBA accreditations to boost reputation.</li> <li>• Attracting international faculty</li> <li>• Belonging to the Jesuit university network (UNIJES, IAJU) offers collaboration and mobility opportunities</li> <li>• Significant annual market of pre-experience master's candidates in Spain</li> </ul>	<ul style="list-style-type: none"> <li>• High expectations for MBA ROI and diversity.</li> <li>• Increasing commoditization of MBAs, requiring clear differentiation in value proposition</li> <li>• Growth of global online programs.</li> <li>• Competition for faculty talent in AI, ESG, and Analytics, and employability risks for graduates linked to the rapid development of Generative AI..</li> <li>• Technological disruption</li> <li>• Rising preference for shorter, customized In-Company programs focused on client needs</li> </ul>
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#### 4. Strategic Pillars of the School

The School's Strategic Plan 2026–2029 is structured around eight fundamental pillars and thirty-nine goals that define its direction and priorities for the coming years.

Each pillar represents a key area of development aligned with the School's mission and vision, and is articulated through a series of specific goals, objectives, and initiatives designed to ensure continuous improvement and measurable impact.

Together, these pillars provide a comprehensive framework to guide decision-making, resource allocation, and progress assessment across all academic, research, and institutional dimensions.

##### 4.1. Strategic Pillar 1: Achieve the Triple Crown Accreditation by 2029.

###### Description:

Consolidate the School's international recognition and academic excellence by obtaining and maintaining the three most prestigious international business school accreditations: AACSB, EQUIS, and AMBA, thereby strengthening quality assurance, global reputation, and continuous improvement processes.

Achieving the Triple Crown by 2029 will be the cornerstone of the School's internationalization and quality strategy. It reinforces academic excellence, continuous improvement, and mission alignment, while positioning Comillas ICADE among the world's leading business schools.

Goal / Subgoal	Objectives	Tactics / Key Initiatives	KPIs (Key Performance Indicators)	Resources	Responsible Units	Timeline
<b>G1.1 Renew AACSB Accreditation</b>	Ensure full compliance with AACSB 2020 standards and prepare for successful re-accreditation visits.	<ul style="list-style-type: none"> <li>• Maintain continuous improvement documentation and AoL processes.</li> <li>• Update Faculty Qualification Matrix and Impact Reports.</li> <li>• Conduct internal mock review and gap analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• CIR report submission on time.</li> <li>• % of standards fully met.</li> <li>• Peer Review Team feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Accreditation staff time.</li> <li>• Faculty development funds.</li> <li>• External consultant support (if needed).</li> </ul>	Dean's Office, Accreditation Committee, Quality Assurance	2026–2029

<b>G1.2 Obtain EQUIS Accreditation</b>	Complete the EQUIS process following pre-eligibility and achieve full accreditation.	<ul style="list-style-type: none"> <li>• Implement EQUIS action plan and gap closure measures.</li> <li>• Strengthen governance, internationalization, and corporate connections.</li> <li>• Develop EQUIS Self-Assessment Report (SAR).</li> </ul>	<ul style="list-style-type: none"> <li>• EQUIS SAR submission and acceptance.</li> <li>• Positive feedback from eligibility and peer review.</li> <li>• EQUIS accreditation granted.</li> </ul>	<ul style="list-style-type: none"> <li>• Project coordinator (0.5 FTE).</li> <li>• Travel &amp; benchmarking budget.</li> <li>• Support from Rectorate and University QA.</li> </ul>	Dean's Office, Accreditation Committee, Quality Assurance	2025–2029
<b>G1.3 Obtain AMBA Accreditation</b>	Achieve AMBA accreditation for the MBA program and the DBA program	<ul style="list-style-type: none"> <li>• Strengthen program distinctiveness and international exposure.</li> <li>• Prepare AMBA documentation and align quality processes.</li> </ul>	<ul style="list-style-type: none"> <li>• AMBA eligibility confirmed.</li> <li>• Peer Review visit completed.</li> <li>• AMBA accreditation granted.</li> </ul>	<ul style="list-style-type: none"> <li>• MBA and DBA team time.</li> <li>• Faculty training and redesign budget.</li> <li>• Marketing and communication support.</li> </ul>	Dean's Office, MBA and DBA Program teams, Accreditation Committee	2026–2027
<b>G1.4 Foster Continuous Improvement Culture</b>	Ensure accreditation processes are embedded institutionally and supported by all stakeholders.	<ul style="list-style-type: none"> <li>• Create cross-functional Accreditation &amp; Quality Committee.</li> <li>• Provide training for faculty and staff on accreditation standards.</li> <li>• Integrate KPIs into annual review cycles.</li> </ul>	<ul style="list-style-type: none"> <li>• Committee established and active.</li> <li>• % of faculty trained.</li> <li>• Annual KPI review reports produced.</li> </ul>	<ul style="list-style-type: none"> <li>• Training and communication budget.</li> <li>• Staff time allocation.</li> </ul>	Dean's Office, Quality Assurance, Human Resources Department (HR), School Board	2026–2029

## 4.2. Strategic Pillar 2: Research, Impact, and Dissemination

### Description:

Enhance the Faculty's research ecosystem to promote academic excellence, societal impact, and effective dissemination of knowledge. The goal is to foster a vibrant and mission-driven research culture that combines rigor, relevance, and visibility. By establishing strategic research lines, strengthening structures and policies, and improving communication channels and routines, the School aims to consolidate its achievements in research quality and enhance its international reputation, while ensuring that research outcomes continue to contribute meaningfully to business practice and the common good.

This strategic pillar aims to consolidate a dynamic, internationally connected, and socially engaged research ecosystem, emphasizing quality, impact and aims to strength a culture of dissemination of research together with making transference to the whole society.

Through greater autonomy, internal and external collaboration, and external visibility, the School will ensure that research excellence translates into measurable contributions to academic knowledge, business practice, and societal well-being, fully aligned with the Jesuit mission and global accreditation standards.

Goal / Subgoal	Objectives	Tactics / Key Initiatives	KPIs (Key Performance Indicators)	Resources	Responsible Units	Timeline
<b>G2.1 Strengthen Research Governance and Support Framework</b>	Review and update the Faculty's research support policies to ensure transparency, efficiency, and alignment with institutional strategy.	<ul style="list-style-type: none"> <li>• Revise and simplify research funding and evaluation regulations.</li> <li>• Create clearer guidelines for incentives and internal funding calls.</li> <li>• Establish a research budget with faculty-level autonomy.</li> <li>• Identify, define, and communicate the Faculty's priority research lines in alignment with the University's research strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• New research policy approved.</li> <li>• Annual internal funding calls launched.</li> <li>• Satisfaction rate among researchers.</li> <li>• Percentage of research projects and publications aligned with the Faculty's defined priority research lines.</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated research budget.</li> <li>• Administrative support staff.</li> <li>• Coordination time allocation.</li> </ul>	Dean's Office, Research Coordination Unit	2026–2027
<b>G2.2 Focus on Research Quality, Impact, and Dissemination</b>	Increase the quality, visibility, and dissemination of Faculty research to ensure both academic and societal impact.	<ul style="list-style-type: none"> <li>• Establish clear strategic lines of research aligned with school mission and, thus, with societal priorities</li> <li>• Prioritize publications in indexed journals (JCR/Scopus).</li> <li>• Promote open-access publication, science communication, and public outreach.</li> <li>• Encourage participation in national and international conferences, international networks, and media outlets.</li> <li>• Recognize impactful and disseminated research in performance evaluation.</li> <li>• Create a Research Dissemination Dashboard</li> </ul>	<ul style="list-style-type: none"> <li>• Number/% of JCR/Scopus publications.</li> <li>• Research with societal impact (policy briefs, media mentions).</li> <li>• Citations per faculty (Scopus).</li> <li>• Number of dissemination activities</li> </ul>	<ul style="list-style-type: none"> <li>• Research incentives fund.</li> <li>• Access to databases and dissemination tools.</li> <li>• Communication and outreach support.</li> <li>• Communication/dissemination training activities</li> </ul>	Dean's Office, Research Coordination Unit, Communications Office	2026–2029
<b>G2.3 Foster Internal Research Culture and Collaboration</b>	Stimulate dialogue, collaboration, and dissemination within the Faculty through internal activities and interdisciplinary exchange.	<ul style="list-style-type: none"> <li>• Organize regular internal research seminars and workshops.</li> <li>• Publish an annual "Faculty Research Report" to disseminate achievements.</li> <li>• Promote thematic research clusters and mentoring programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of seminars/workshops per year.</li> <li>• Participation rate of faculty.</li> <li>• Annual Research Report published.</li> <li>• Feedback from scientific board.</li> <li>• Number of interdepartmental projects</li> </ul>	<ul style="list-style-type: none"> <li>• Annual seminar and publication budget.</li> <li>• Coordination time.</li> <li>• Faculty engagement incentives.</li> </ul>	Dean's Office, Research Coordination Unit, Research Advisory Board, Academic Departments	2026–2029

		<ul style="list-style-type: none"> <li>• Activate the Research Advisory Board for strategic guidance.</li> </ul>				
<b>G2.4 Strengthen International Collaborations and Mobility</b>	Boost internationalization and collaboration through inbound/outbound mobility	<ul style="list-style-type: none"> <li>• Develop a structured Visiting Professor program (incoming and outgoing).</li> <li>• Support faculty research stays abroad.</li> <li>• Encourage joint publications and co-authored outputs with partner institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of visiting professors hosted/sent.</li> <li>• Co-authored international publications.</li> <li>• Research presented abroad.</li> <li>• Active MoUs for research collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Mobility funding.</li> <li>• Travel and dissemination budget.</li> <li>• Administrative support for inbound/outbound visiting scholars.</li> </ul>	Dean's Office, International Relations, Research Coordination Unit	2026–2029
<b>G2.5 Create Synergies with Chairs, Observatories, and Outreach Platforms</b>	Enhance coordination, research impact, quantity, and quality of research and public dissemination through collaboration among research structures (chairs, observatories, and research groups).	<ul style="list-style-type: none"> <li>• Appoint a Research Coordinator responsible for synergy development.</li> <li>• Integrate chairs and observatories into the Faculty's research plan.</li> <li>• Promote joint publications, outreach events, and shared funding opportunities.</li> <li>• Improve public visibility of research outputs through institutional channels.</li> <li>• Create a Chairs' day</li> </ul>	<ul style="list-style-type: none"> <li>• Number of collaborative projects.</li> <li>• Joint events and media outputs.</li> <li>• External funding raised through chairs/observatories.</li> <li>• Visits to online research dissemination platforms.</li> <li>• Number of major events developed by Chairs/Observatories</li> </ul>	<ul style="list-style-type: none"> <li>• Shared research funding.</li> <li>• Communication and media support.</li> <li>• Administrative assistance.</li> </ul>	Research Coordinator, Chairs and Observatories, Dean's Office, Communications Office	2026–2029

### 4.3. Strategic Pillar 3: Institutional and Corporate Relations

#### Description:

This strategic pillar aims to strengthen and expand the School's institutional and corporate partnerships through improved systems, coordination, and strategic engagement. By developing an integrated and data-driven framework, supported by enhanced CRM tools, streamlined processes, and close collaboration with the Internship and Employment Office, the School seeks to deepen its relationships with companies, alumni, student associations, and partner institutions. These efforts will reinforce Comillas ICADE's societal impact and international reputation as a trusted partner in education and business.

Goal / Subgoal	Objectives	Tactics / Key Initiatives	KPIs (Key Performance Indicators)	Resources	Responsible Units	Timeline
<b>G3.1. Expand the institutional collaboration network</b>	Increase the number and the scope of corporations with which the School collaborates	<ul style="list-style-type: none"> <li>Use key partners to disseminate the reputation of the school and to facilitate contact with new future collaborators</li> <li>Design dedicated events to attract new corporate partners and foster collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Number of new collaborators</li> <li>Number of sectors/industries embedded in collaborators</li> </ul>	Dedicated budget	Dean's Office, Corporate Relations; Alumni Office.	2026–2029
<b>G3.2 Improve Information and Coordination Systems for External Relations</b>	Develop integrated tools for managing institutional and corporate relationships.	<ul style="list-style-type: none"> <li>Design and implement a CRM system and corporate dashboard to monitor partnerships, internships, and events.</li> <li>Create unified databases for companies, alumni, and partner institutions.</li> </ul>	<ul style="list-style-type: none"> <li>CRM and dashboard fully operational.</li> <li>% of partners integrated in the database.</li> <li>Staff satisfaction with the data-entry system</li> </ul>	<ul style="list-style-type: none"> <li>CRM software and IT support.</li> <li>Data management staff.</li> <li>Training sessions for users.</li> </ul>	Dean's Office, Corporate Relations, IT & Data Office	2026–2028
<b>G3.3 Strengthen Strategic Event Management and Evaluation</b>	Improve the planning, coordination, and impact assessment of institutional and corporate events.	<ul style="list-style-type: none"> <li>Develop a standardized event management protocol.</li> <li>Introduce evaluation tools and post-event feedback reports.</li> <li>Align event calendar with strategic priorities and accreditation requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Number of events evaluated annually.</li> <li>Event satisfaction and engagement metrics.</li> <li>Alignment rate with strategic goals.</li> <li>Number of attendants</li> <li>Number of media mentions for events</li> </ul>	<ul style="list-style-type: none"> <li>Event coordination budget.</li> <li>Shared events calendar</li> <li>Communication and logistics support.</li> <li>Staff time allocation.</li> </ul>	Corporate Relations, Communications Office, Dean's Office	2026–2029
<b>G3.4 Streamline Collaboration Agreements and Institutional Processes</b>	Facilitate faster and more transparent procedures for partnership agreements (MoUs, internships, collaborations).	<ul style="list-style-type: none"> <li>Simplify and digitalize agreement workflows.</li> <li>Establish internal response time targets.</li> <li>Coordinate regularly with Legal and Rectorate offices.</li> </ul>	<ul style="list-style-type: none"> <li>Average time to finalize agreements.</li> <li>Number of active agreements renewed.</li> <li>Partner satisfaction surveys.</li> </ul>	<ul style="list-style-type: none"> <li>Legal support.</li> <li>Digital process management tools.</li> <li>Staff time.</li> </ul>	Dean's Office, Legal Office, Corporate Relations	2026–2027
<b>G3.5 Strengthen Engagement with Student Clubs and Associations</b>	Reinforce collaboration between the School and student-led clubs to enhance experiential learning and external visibility.	<ul style="list-style-type: none"> <li>Establish an annual coordination meeting with all student clubs.</li> <li>Support student-led events with corporate involvement.</li> <li>Integrate student clubs into Faculty's outreach and</li> </ul>	<ul style="list-style-type: none"> <li>Number of active student clubs engaged.</li> <li>Joint Faculty–club events organized.</li> <li>Number of attendants to Students' Clubs events</li> <li>Student satisfaction and participation rates.</li> </ul>	<ul style="list-style-type: none"> <li>Student engagement fund.</li> <li>Communication and logistics support.</li> <li>Advisory time dedicated.</li> </ul>	Dean's Office, Student Affairs, Corporate Relations	2026–2029

		communication strategy. • Create a protocol and a share calendar with Students Clubs to communicate and promote events				
<b>G3.6 Develop Alumni and Graduate Monitoring Systems</b>	Strengthen alumni engagement and track graduate employability and impact.	<ul style="list-style-type: none"> <li>• Implement alumni tracking tools linked to CRM.</li> <li>• Conduct periodic alumni and employer surveys.</li> <li>• Organize alumni–student networking and mentoring events.</li> </ul>	<ul style="list-style-type: none"> <li>• Alumni database coverage (%).</li> <li>• Response rate to alumni surveys.</li> <li>• Number of alumni engagement events.</li> </ul>	<ul style="list-style-type: none"> <li>• Alumni relations budget.</li> <li>• Survey and communication tools.</li> <li>• Administrative support.</li> </ul>	Alumni Office, Corporate Relations, Dean’s Office	2026–2029
<b>G3.7 Enhance Coordination with the Internship and Employment Office (OPE)</b>	Ensure ongoing communication and strategic alignment with the University’s Internship and Employment Office.	<ul style="list-style-type: none"> <li>• Hold quarterly coordination meetings.</li> <li>• Share data on placement rates and employer feedback.</li> <li>• Develop joint employer engagement initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequency of coordination meetings.</li> <li>• Employability rate (% of graduates employed within 6 months).</li> <li>• Number of joint initiatives launched.</li> </ul>	<ul style="list-style-type: none"> <li>• Shared data management tools.</li> <li>• Staff coordination time.</li> <li>• Communication support.</li> </ul>	Dean’s Office, OPE, Corporate Relations	2026–2029

#### 4.4. Strategic Pillar 4: Academic Affairs, Teaching and Learning Excellence

##### Description:

Promote academic excellence and continuous improvement in teaching and learning through innovation, coordination, and quality assurance. This pillar aims to enhance student experience and ensure that all programs deliver learning outcomes aligned with the school’s mission, forming competent, conscious, critical, and compassionate leaders. It emphasizes pedagogical renewal, curriculum coherence, digital integration, and systematic monitoring of learning and satisfaction.

This strategic pillar aims to enhance the quality, coherence, and innovation of teaching and learning across all academic programs.

By integrating AI and emerging technologies, strengthening pedagogical excellence, and expanding microcredentials and flexible learning formats, the School will ensure that its graduates continue to embody ICADE’s mission of competence, conscience, critical thinking, and compassion, ready to lead and transform a rapidly changing world.

Goal / Subgoal	Objectives	Tactics / Key Initiatives	KPIs (Key Performance Indicators)	Resources	Responsible Units	Timeline
<b>G4.1 Curriculum Innovation and Renewal</b>	Redesign academic programs and the Final Degree Project (TFG) and Master Final Thesis (TFM) to enhance relevance, structure, and applied learning.	<ul style="list-style-type: none"> <li>• Review TFG guidelines (format, scope, assessment).</li> <li>• Introduce capstone projects or interdisciplinary cases.</li> <li>• Incorporate more experiential and project-based learning, eventually, in collaboration with different organizations (companies, NGO and institutions)</li> <li>• Review the evaluation of the use of AI.</li> </ul>	<ul style="list-style-type: none"> <li>• New TFG framework approved.</li> <li>• Number (%) of programs with redesigned TFG.</li> <li>• Student and faculty satisfaction with the new TFG format</li> <li>• % of TFG/TFM developed within the framework of a challenge posed by a company/institution</li> <li>• % of TFG/TFM developed in collaboration with organizations</li> <li>• % of TFG that includes external evaluation and monitoring</li> <li>• % of TFG linked to the diplomas and micro-credentials offered by the university.</li> <li>• New assessment approved</li> </ul>	<ul style="list-style-type: none"> <li>• Academic staff time.</li> <li>• Review and training budget.</li> <li>• Quality support.</li> </ul>	Dean's Office, Academic Affairs, Program Directors	2026–2028
<b>G4.2 Integration of Artificial Intelligence and Emerging Technologies</b>	Incorporate AI-related content across programs and develop new subjects, diplomas, and learning experiences.	<ul style="list-style-type: none"> <li>• Map existing courses and integrate AI components.</li> <li>• Design new interdisciplinary AI-related subjects.</li> <li>• Launch specialized diplomas and microcredentials in AI and Business Analytics.</li> <li>• Encourage students' critical thinking by teaching them to challenge AI results.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of courses with AI content and use in at least one evaluated activity</li> <li>• New AI-related diplomas developed (BA diploma)</li> <li>• Student satisfaction measure developed and used</li> <li>• BA Board initiatives implemented</li> <li>• Enrollment in microcredentials.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional design budget.</li> <li>• IT and analytics support.</li> <li>• Faculty training in AI.</li> </ul>	Dean's Office, Business Analytics & Innovation Unit, Academic Affairs BA Board	2026–2029
<b>G4.3 Teaching Methodology and Faculty Development</b>	Foster pedagogical innovation and active learning methodologies across teaching teams.	<ul style="list-style-type: none"> <li>• Promote teaching renewal and content updates within academic teams.</li> <li>• Promote among teachers the application of new teaching methodologies such as challenge-based learning, problem-based learning, and service learning, among others.</li> <li>• Organize seminars on best</li> </ul>	<ul style="list-style-type: none"> <li>• Customized ongoing training plan for each teacher and follow-up.// Number of seminars conducted annually.</li> <li>• Faculty participation rate.</li> <li>• Improvement in student satisfaction with teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Training and development budget.</li> <li>• Support from HR and QA.</li> <li>• Faculty incentives.</li> </ul>	Academic Affairs, HR, Faculty Development, Dean's Office SAID	2026–2029

		teaching practices and innovative assessments. • Develop a peer-review and feedback mechanism for teaching.				
<b>G4.4 Curriculum Coherence and Coordination</b>	Ensure horizontal and vertical coordination among courses and programs to strengthen learning continuity.	<ul style="list-style-type: none"> <li>• Establish coordination committees per program and discipline.</li> <li>• Align learning outcomes across courses and levels</li> <li>• Share best practices and teaching materials within teams.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of coordination meetings (at the tutor level at the course coordinator level)</li> <li>• Number of initiatives to integrate preparation for the labor market into the curriculum</li> <li>• Updated learning outcome matrices.</li> <li>• AoL cycle completion rate.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination time.</li> <li>• QA staff support</li> <li>• Faculty workload recognition.</li> </ul>	Program Directors, Academic Affairs, Quality Assurance	2026–2029
<b>G4.5 Monitoring Student Satisfaction and Learning Experience</b>	Strengthen the continuous evaluation of students' learning experience and satisfaction.	<ul style="list-style-type: none"> <li>• Implement real-time feedback systems for courses and exams.</li> <li>• Review and act on student satisfaction results annually.</li> <li>• Integrate findings into faculty evaluations and program reviews.</li> <li>• Gradually reduce class sizes</li> </ul>	<ul style="list-style-type: none"> <li>• Annual student satisfaction rate (target <math>\geq 8/10</math>)</li> <li>• Response rate to surveys.</li> <li>• Improvement actions implemented.</li> <li>• Number of students per class</li> </ul>	<ul style="list-style-type: none"> <li>• Survey and data analytics tools.</li> <li>• QA staff time.</li> <li>• Communication and reporting support.</li> </ul>	Quality Assurance, Dean's Office, Program Directors	2026–2029
<b>G4.6 Microcredentials, Diplomas, and Lifelong Learning</b>	Develop flexible learning pathways aligned with market needs and lifelong learning trends.	<ul style="list-style-type: none"> <li>• Design short-format diplomas (e.g. INEA, Nursing, Physiotherapy).</li> <li>• Expand microcredential offerings in digital and management skills.</li> <li>• Partner with companies for co-branded certificates.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of new microcredentials and diplomas launched.</li> <li>• Enrollment figures.</li> <li>• Employer participation</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum design team.</li> <li>• Corporate partnerships.</li> <li>• Marketing budget.</li> </ul>	Dean's Office, Continuing Education, Corporate Relations	2026–2029
<b>G4.7 Academic Operations and Scheduling Efficiency</b>	Improve the management of timetables, exam calendars, and academic operations for better coordination and student satisfaction.	<ul style="list-style-type: none"> <li>• Review and optimize course schedules and exam timetables.</li> <li>• Implement digital tools for scheduling and conflict detection.</li> <li>• Gather systematic feedback on calendar organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Timetable conflict incidents (mainly in the final years and related to external internships)</li> <li>• Student satisfaction with scheduling.</li> <li>• Implementation of digital tools.</li> </ul>	<ul style="list-style-type: none"> <li>• IT systems.</li> <li>• Scheduling staff.</li> <li>• Feedback tools.</li> </ul>	Academic Affairs, Registrar's Office, Dean's Office	2026–2028

## 4.5. Strategic Pillar 5: Faculty and Professional Staff Development

### Description

Ensure the School's long-term sustainability and academic excellence through effective recruitment, development, and engagement of both faculty and professional staff. This pillar focuses on increasing the quality and size of the Faculty's academic body, fostering a culture of care and professional growth, and improving coordination, communication, and onboarding processes. It also aims to enhance the role and visibility of professional and administrative staff (PAS) as a key component of institutional success.

This strategic pillar aims to attract, develop, and retain high-quality faculty and professional staff, ensuring alignment with the School's mission and international standards.

Goal / Subgoal	Objectives	Tactics / Key Initiatives	KPIs (Key Performance Indicators)	Resources	Responsible Units	Timeline
<b>G5.1 Faculty Recruitment and Growth</b>	Increase the size and quality of the academic faculty.	<ul style="list-style-type: none"> <li>Hire two new high-quality faculty members in priority areas (Finance, Marketing, BA, Sustainability).</li> <li>Recruit actively through international academic markets and top research conferences.</li> <li>Develop an annual faculty hiring plan.</li> </ul>	<ul style="list-style-type: none"> <li>Number of new faculty hired.</li> <li>Student-to-faculty ratio reduced to 30:1.</li> <li>% of faculty with PhD or international experience.</li> </ul>	<ul style="list-style-type: none"> <li>Recruiting budget (search committee, conference attendance).</li> <li>Competitive compensation packages.</li> <li>HR support.</li> </ul>	Dean's Office, HR, Academic Departments	2026–2027
<b>G5.2 Faculty Development, Retention, and Support</b>	Foster faculty for professional growth, mentorship, and engagement.	<ul style="list-style-type: none"> <li>Establish mentorship and annual performance review systems.</li> <li>Offer development opportunities (sabbaticals, mobility, research grants).</li> <li>Recognize excellence in teaching, research, service, and transfer of research results</li> </ul>	<ul style="list-style-type: none"> <li>Faculty retention rate.</li> <li>Participation in development programs.</li> <li>Satisfaction survey scores.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty development fund.</li> <li>HR coordination.</li> <li>Travel and research budgets.</li> </ul>	Dean's Office, HR, Research Coordination Unit	2026–2029
<b>G5.3 Service Staff (PAS) Development and Efficiency</b>	Support and grow the professional and administrative staff to ensure excellence in operations and service delivery.	<ul style="list-style-type: none"> <li>Conduct role review and workload analysis.</li> <li>Offer training and upskilling programs in digital tools, languages, and service quality.</li> <li>Recognize and reward high-performing staff.</li> </ul>	<ul style="list-style-type: none"> <li>PAS size and ratio to faculty.</li> <li>Participation in training programs.</li> <li>Employee satisfaction levels.</li> </ul>	<ul style="list-style-type: none"> <li>Training budget.</li> <li>HR support.</li> <li>IT and administrative systems.</li> </ul>	HR, Dean's Office, Administrative Units	2026–2029
<b>G5.4 Onboarding and Internal Communication</b>	Improve onboarding, communication, and sense of	<ul style="list-style-type: none"> <li>Develop a Faculty Welcome and Onboarding</li> </ul>	<ul style="list-style-type: none"> <li>Onboarding manual approved and used.</li> </ul>	<ul style="list-style-type: none"> <li>Design and communication budget.</li> <li>HR staff time.</li> </ul>	HR, Dean's Office, Communications Office	2026–2027

	belonging for new and existing staff.	Manual for new hires. <ul style="list-style-type: none"> <li>• Implement structured onboarding sessions.</li> <li>• Promote fluid communication and faculty engagement through regular updates and feedback channels.</li> <li>• Implement a formal suggestion and feedback channel for faculty and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of onboarding sessions held.</li> <li>• Internal communication satisfaction and engagement score.</li> <li>• Number of suggestions received and reviewed annually</li> </ul>	<ul style="list-style-type: none"> <li>• Internal communication tools.</li> </ul>		
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#### 4.6. Strategic Pillar 6: Internationalization and Global Engagement

##### Description:

Strengthen the School’s international dimension by expanding partnerships, promoting faculty and student mobility, and fostering a globally engaged learning environment. This pillar aims to consolidate Comillas ICADE’s reputation as a leading international hub for business education, attracting students and scholars from around the world, and ensuring a truly intercultural university experience.

This strategic pillar aims to expand the School’s global presence by fostering academic partnerships, promoting faculty mobility, and enhancing an inclusive campus experience.

Through quality-driven international collaborations and a vibrant intercultural community, Comillas ICADE will consolidate Madrid’s growing role as a European hub for global education.

Goal / Subgoal	Objectives	Tactics / Key Initiatives	KPIs (Key Performance Indicators)	Resources	Responsible Units	Timeline
<b>G6.1 Strengthen International Academic Partnerships</b>	Expand and improve the quality of international agreements at undergraduate, postgraduate, and doctoral levels.	<ul style="list-style-type: none"> <li>• Replace underperforming or inactive partners with higher-quality institutions.</li> <li>• Consolidate double degree and joint programs (e.g. in Business Analytics).</li> <li>• Pursue new strategic partnerships with AACSB/EQUIS schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of active partnerships.</li> <li>• Number of new partners</li> <li>• % of partnerships reviewed</li> <li>• Number of double degrees</li> <li>• Number of incoming/outgoing places (exchange and double degree).</li> </ul>	<ul style="list-style-type: none"> <li>• International relations staff.</li> <li>• Travel and representation budget.</li> <li>• Legal and QA support.</li> </ul>	Dean’s Office, International Relations, Academic Affairs	2026–2029
<b>G6.2 Faculty Internationalization and Mobility</b>	Promote outbound and inbound mobility for faculty to enhance research, teaching, and global exposure.	<ul style="list-style-type: none"> <li>• Support faculty research stays abroad.</li> <li>• Invite visiting professors for joint teaching and research.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of faculty mobility stays.</li> <li>• Visiting professors hosted per year.</li> <li>• Co-authored publications with</li> </ul>	<ul style="list-style-type: none"> <li>• Mobility budget.</li> <li>• Research support funds.</li> <li>• Administrative assistance.</li> </ul>	Research Coordination Unit, Dean’s Office, International Relations	2026–2029

		<ul style="list-style-type: none"> <li>• Provide funding for international conferences and academic networks.</li> </ul>	international partners.			
<b>G6.3 Increase International Faculty Presence</b>	Increase the number of international professors and lecturers in all programs.	<ul style="list-style-type: none"> <li>• Recruit foreign academics through global academic networks.</li> <li>• Organize recruiting events following international standards.</li> <li>• Offer attractive visiting and part-time contracts.</li> <li>• Offer attractive full-time contracts and career paths.</li> <li>• Support relocation and integration services.</li> </ul>	<ul style="list-style-type: none"> <li>• % of international faculty.</li> <li>• Number of visiting lecturers hired annually.</li> <li>• Retention rate of international hires.</li> </ul>	<ul style="list-style-type: none"> <li>• Recruiting budget.</li> <li>• HR and immigration support.</li> <li>• Integration assistance.</li> </ul>	Dean's Office, HR, International Relations	2026–2029
<b>G6.4 Enhance International Student Experience and Integration</b>	Strengthen intercultural engagement and inclusion among international and domestic students.	<ul style="list-style-type: none"> <li>• Increasing the use of English as a co-official language within the school.</li> <li>• Develop “buddy” and mentoring programs for exchange and full-degree students.</li> <li>• Organize intercultural events and global weeks.</li> <li>• Integrate international students into student clubs and faculty activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation rate in buddy programs.</li> <li>• Student satisfaction (international and domestic).</li> <li>• Number of intercultural events organized.</li> </ul>	<ul style="list-style-type: none"> <li>• Student engagement budget.</li> <li>• Communications and event staff.</li> <li>• Coordination with Student Affairs.</li> </ul>	Dean's Office, Student Affairs, International Relations	2026–2029
<b>G6.5 Increase the number of international intake students</b>	Increase the internationalization of the school	<ul style="list-style-type: none"> <li>• Collaborate with the Comillas marketing team to promote our programs internationally</li> <li>• Increase the number of groups fully taught in English</li> </ul>	<ul style="list-style-type: none"> <li>• Number of international applicants, admissions, and intakes.</li> <li>• Percentage of international students at intake</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing plan and budget.</li> <li>• Admissions data</li> </ul>	Marketing department (product manager), admissions office	2026–2029

#### 4.7. Strategic Pillar 7: Graduate Programs Development and Internationalization

##### Description:

Consolidate and expand the School’s graduate program portfolio to strengthen academic excellence, employability, and international visibility. This pillar focuses on reinforcing existing master’s programs, exploring new offerings aligned with market and societal needs, and expanding the School’s international reach in postgraduate education, a key step toward achieving the Triple Crown and long-term institutional sustainability.

This strategic pillar aims to position Comillas ICADE as a reference in graduate education, ensuring quality, innovation, and global competitiveness.

By reinforcing existing programs, launching new market-driven master’s degrees, and internationalizing its portfolio, the School will enhance its academic reputation and meet the growing expectations of students, employers, and accreditation bodies.

Goal / Subgoal	Objectives	Tactics / Key Initiatives	KPIs (Key Performance Indicators)	Resources	Responsible Units	Timeline
<b>G7.1 Strengthen Existing Graduate Programs</b>	Enhance the quality, positioning, and distinctiveness of current master’s programs.	<ul style="list-style-type: none"> <li>• Conduct a comprehensive review of curricula and learning outcomes.</li> <li>• Strengthen links with employers and alumni to ensure market relevance.</li> <li>• Improve marketing and visibility of existing programs.</li> <li>• Align content with AACSB/AMBA quality standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Student satisfaction scores (<math>\geq 8/10</math>).</li> <li>• Graduate employability rate.</li> <li>• Number of corporate collaborations per program.</li> <li>• Ranking visibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Program development budget.</li> <li>• Faculty and employer input.</li> <li>• Marketing support.</li> </ul>	Dean’s Office, Graduate School, Academic Affairs, Corporate Relations	2026–2028
<b>G7.2 Explore and Develop New Graduate Programs</b>	Design and launch new high-impact master’s degrees that reflect market and societal demand.	<ul style="list-style-type: none"> <li>• Conduct feasibility studies and market analysis for new master’s (e.g. AI, Sustainability, Digital Transformation).</li> <li>• Develop program proposals with interdisciplinary faculty teams.</li> <li>• Seek international validation or joint delivery with other schools within the university or with partner schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of new programs approved/launched.</li> <li>• Enrollment in new programs.</li> <li>• Time-to-market for new initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum design team.</li> <li>• Market research and consultancy.</li> <li>• University approval process.</li> </ul>	Dean’s Office, Graduate School, Academic Affairs	2026–2029
<b>G7.3 Increase Internationalization of Graduate Offerings</b>	Expand the global reach and attractiveness of the	<ul style="list-style-type: none"> <li>• Develop dual-degree and joint master’s options with top partner universities.</li> </ul>	<ul style="list-style-type: none"> <li>• % of graduate students from abroad.</li> </ul>	<ul style="list-style-type: none"> <li>• International recruitment budget.</li> </ul>	Graduate School, International Relations,	2026–2029

	School's master's programs.	<ul style="list-style-type: none"> <li>• Offer more programs fully in English.</li> <li>• Strengthen recruitment abroad and participation in international fairs.</li> <li>• Integrate international students into campus life.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of double/joint degrees.</li> <li>• Enrollment at international recruitment fairs.</li> <li>• Graduate program international ranking entries.</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing &amp; admissions staff.</li> <li>• Mobility support funds.</li> </ul>	Marketing & Admissions	
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#### 4.8. Strategic Pillar 8: Mission, Identity, and Societal Impact

##### Description:

Reinforce the Faculty's Jesuit identity and mission-driven approach by promoting education for social responsibility, sustainability, and the common good. This pillar aims to consolidate the integration of Service-Learning, the Inspirational Paradigm (IP), and the principles of integral ecology into teaching, research, and community engagement. It seeks to ensure that all academic and institutional actions reflect Comillas ICADE's distinctive commitment to forming competent, conscious, critical, and compassionate leaders capable of transforming society.

This strategic pillar ensures that the School's Jesuit mission and identity remain at the heart of its academic excellence and global strategy.

By consolidating Service-Learning, the Inspirational Paradigm, and integral ecology within teaching, research, and outreach, Comillas ICADE will continue to shape leaders who act ethically, think critically, and serve compassionately, strengthening its impact on society and reinforcing its distinctive educational purpose.

Goal / Subgoal	Objectives	Tactics / Key Initiatives	KPIs (Key Performance Indicators)	Resources	Responsible Units	Timeline
<b>G8.1 Integrate Mission and Jesuit Identity Across All Activities</b>	Strengthen awareness and visibility of the Faculty's Jesuit identity in academic and institutional practices.	<ul style="list-style-type: none"> <li>• Embed Jesuit values in teaching, leadership, and decision-making.</li> <li>• Offer orientation sessions and workshops on Jesuit mission and ethics for faculty, staff, and students.</li> <li>• Include mission-related activities in performance and program evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of mission-focused activities organized.</li> <li>• % of faculty and staff attending training.</li> <li>• Mission alignment referenced in accreditation and QA reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Mission office support.</li> <li>• Workshop and training funds.</li> <li>• Faculty participation time.</li> </ul>	Dean's Office, Mission & Identity Office, HR	2026–2029
<b>G8.2 Consolidate Service-Learning (APS) as a Core Pedagogical Practice</b>	Expand and institutionalize APS methodology across programs to promote experiential learning and social engagement.	<ul style="list-style-type: none"> <li>• Integrate APS projects into undergraduate and graduate curricula.</li> <li>• Provide faculty training in service-learning design and assessment.</li> <li>• Strengthen partnerships with NGOs and social enterprises.</li> </ul>	<ul style="list-style-type: none"> <li>• % of programs with APS components.</li> <li>• Number of students participating in APS projects.</li> <li>• Community impact reports produced annually.</li> </ul>	<ul style="list-style-type: none"> <li>• APS coordination team.</li> <li>• Community partnership funding.</li> <li>• Faculty development budget.</li> </ul>	Academic Affairs, Service-Learning Unit, Dean's Office	2026–2029

<b>G8.3 Implement the Inspirational Paradigm (IP) and Integral Ecology Framework</b>	Promote the adoption of the IP and integral ecology principles across teaching, research, and campus life.	<ul style="list-style-type: none"> <li>• Incorporate IP into course design and faculty development programs.</li> <li>• Organize annual events on integral ecology and sustainability.</li> <li>• Collaborate with university initiatives on Laudato Si' and ecological transition.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of IP-integrated courses.</li> <li>• Sustainability initiatives implemented.</li> <li>• Participation in ecological activities.</li> </ul>	<ul style="list-style-type: none"> <li>• IP coordination budget.</li> <li>• Sustainability and communication funds.</li> <li>• Faculty time.</li> </ul>	Dean's Office, Mission & Identity, Sustainability Office	2026–2029
<b>G8.4 Enhance Societal Impact and External Engagement</b>	Strengthen the Faculty's contribution to societal challenges through research, partnerships, and public debate.	<ul style="list-style-type: none"> <li>• Publish societal impact reports aligned with AACSB/EQUIS requirements.</li> <li>• Organize public events and policy dialogues with social and business leaders.</li> <li>• Highlight impact stories from students, alumni, and research projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Societal impact report published annually.</li> <li>• Number of impact-related events.</li> <li>• Media visibility of mission-driven initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication budget.</li> <li>• External relations support.</li> <li>• Research and outreach resources.</li> </ul>	Dean's Office, Research Coordination, Communications Office	2026–2029

## 5. Risk Analysis

The purpose of this risk analysis is to identify the main strategic risks that could affect the School’s ability to achieve its goals during the 2026–2029 planning cycle. Each risk is assessed along three dimensions: Likelihood, Impact, and Severity.

- **Likelihood** evaluates the probability that the risk will materialize, using a three-level scale: Low, Medium, and High.
- **Impact level** measures the potential consequences for the School’s academic, financial, reputational, or operational performance, also using a Low–Medium–High scale.
- **Severity** represents the combined effect of Likelihood and Impact, providing an overall indication of the risk’s criticality. Severity is classified as Low, Medium, High, or Severe, depending on the magnitude of the combined assessment.

This framework enables the Faculty to prioritize mitigation strategies, allocate resources effectively, and monitor risks systematically throughout the implementation of the Strategic Plan.

Risk ID	Risk Title	Description	Potential Impact	Likelihood	Impact Level	Severity	Mitigation / Response Strategy	Responsible Units	Monitoring Indicators
R1	<b>Competitive and Reputational Risk</b>	Intensifying competition from national and international institutions (IE, ESADE, IESE, Carlos III, CUNEF, etc.) with stronger brand visibility, postgraduate offerings, and marketing capacity.	Decline in student recruitment (especially master’s and MBA); lower visibility in rankings; faculty and employer perception risk.	High	High	<b>Severe</b>	<ul style="list-style-type: none"> <li>• Redesign and differentiate graduate portfolio (esp. MBA).</li> <li>• Strengthen marketing and communications strategy.</li> <li>• Reinforce value proposition: ethics, employability, AI &amp; Analytics.</li> <li>• Expand partnerships and international visibility.</li> </ul>	Dean’s Office, Academic Affairs, Marketing & Admissions	- Master’s enrollment numbers- Rankings/visibility metrics- Employer surveys- International partnership growth
R2	<b>Demographic and Enrollment Risk</b>	Declining youth population in Spain (“demographic winter”) reducing the pool of qualified domestic applicants.	Lower undergraduate intake; financial pressure; increased competition for top-performing students.	High	Medium–High	<b>Medium–High</b>	<ul style="list-style-type: none"> <li>• Strengthen international full-degree recruitment.</li> <li>• Target new geographies (LatAm, Asia, Africa).</li> <li>• Expand dual degrees and pathway programs.</li> <li>• Highlight employability and mission-driven education.</li> </ul>	Admissions Office, International Relations, Dean’s Office	- Number of international degree students- Domestic vs. international enrollment ratio- Conversion rates by region
R3	<b>Organizational and Technological Agility Risk</b>	Centralized governance limits responsiveness to rapid changes in technology, pedagogy, and accreditation demands; need for adaptation to	Slow adaptation to innovation, loss of competitiveness, and perceived institutional rigidity.	Medium	High	<b>Medium–High</b>	<ul style="list-style-type: none"> <li>• Advocate for greater faculty-level autonomy.</li> <li>• Develop a digital transformation roadmap.</li> <li>• Leverage faculty expertise in AI and Business Analytics.</li> </ul>	Dean’s Office, Rectorate Liaison, IT & Innovation, Faculty Development	- Number of AI/digital initiatives implemented- Faculty training hours in digital skills- Adoption of AI-integrated learning tools

		Generative AI and digital learning.					<ul style="list-style-type: none"> <li>• Provide continuous upskilling and innovation training.</li> </ul>		
<b>R4</b>	<b>Faculty Recruitment and Retention Risk</b>	Growing competition for qualified faculty, especially in high-demand fields (Finance, Business Analytics, AI, Sustainability), may hinder the School's ability to attract and retain talent aligned with its mission and international standards.	Loss of teaching and research excellence; imbalance in AACSB faculty qualification mix (SA/PA/SP/IP); potential accreditation risk.	High	High	<b>Severe</b>	<ul style="list-style-type: none"> <li>• Develop targeted faculty retention and development plans.</li> <li>• Offer research support, sabbaticals, and mobility programs.</li> <li>• Strengthen international recruitment and visiting scholar networks.</li> </ul>	Dean's Office, Human Resources, Research Office	- Faculty qualification ratios (SA/PA/SP/IP)- Turnover rate- Number of international hires and visiting scholars
<b>R5</b>	<b>Financial Sustainability Risk</b>	Dependence on tuition revenue, combined with demographic decline and slow growth in postgraduate enrollment, could put pressure on financial sustainability.	Reduced capacity to invest in innovation, research, and faculty development; potential budgetary constraints.	Low-Medium	High	<b>Medium</b>	<ul style="list-style-type: none"> <li>• Diversify income through executive education, corporate training, and international partnerships.</li> <li>• Optimize cost structures and resource allocation.</li> <li>• Strengthen financial planning and scenario analysis.</li> </ul>	Dean's Office, Finance & Planning	- Revenue diversification ratio- Surplus/deficit trends- Share of postgraduate income
<b>R6</b>	<b>Mission Drift Risk</b>	As the Faculty expands internationally and seeks competitiveness, there is a risk of drifting away from its Jesuit mission and humanistic identity.	Loss of institutional coherence and differentiation; misalignment with University mission and accreditation expectations.	Medium	Medium-High	<b>Medium-High</b>	<ul style="list-style-type: none"> <li>• Reinforce mission-driven decision-making in strategy, curriculum, and research.</li> <li>• Integrate ethics, sustainability, and social impact metrics into evaluation processes.</li> <li>• Strengthen communication of Jesuit identity in all programs.</li> </ul>	Dean's Office, Mission & Identity, Academic Affairs	- Mission integration indicators- Student/alumni perception surveys- Ethics and sustainability course coverage