

# STRATEGIC PLAN COMILLAS 2030



**COMILLAS**

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS




# ÍNDEX

NAVIGATION, SYMBOLOGY AND ACRONYMS .....	4
PRESENTATION BY THE RECTOR.....	7
1. INTRODUCTION .....	9
1.1. UNIVERSIDAD PONTIFICIA COMILLAS .....	11
1.2. UNIVERSITY AND SOCIAL CONTEXT .....	19
1.3. DEVELOPMENT PROCESS .....	25
2. IDENTITY, MISSION AND VISION.....	31
2.1. IDENTITY .....	33
2.2. MISSION .....	35
2.3. VISION .....	37
2.4. A JESUIT UNIVERSITY .....	38
2.5. A SOCIAL UNIVERSITY.....	40
2.6. AN INNOVATIVE UNIVERSITY .....	41
2.7. A SUSTAINABLE UNIVERSITY.....	43
2.8. IDENTITY AND MOTTO .....	45
3. STRATEGY .....	52
3.1. STRUCTURE OF THE STRATEGIC PLAN .....	53
3.2. DIMENSIONS .....	53
3.3. STRATEGIC PURPOSES .....	57
3.4. STRATEGIC PROGRAMMES .....	61
3.5. PROJECTS, ACTIONS AND INDICATORS.....	67
A. RESEARCH WITH IMPACT.....	69
B. PREFERRED PARTNERSHIP.....	74
C. SOCIAL AND ENVIRONMENTAL COMMITMENT.....	79
D. COMMUNITY OF CARE .....	83
E. COMILLAS EXCELENTE .....	89
F. IGNATIAN AND COMPREHENSIVE TRAINING.....	94
G. NETWORK GOVERNANCE .....	98
H. 360° ARTIFICIAL INTELLIGENCE .....	102
I. COMILLAS INTERNACIONAL .....	106
J. JESUIT GLOBAL NETWORK.....	110
3.6. DEPLOYMENT AND OPERATIONAL PLAN .....	115
3.7. MONITORING AND EVALUATION.....	119
CONCLUSIONS AND FUTURE COMMITMENT.....	125

NAVIGATION

General interactive table of contents and interactive table of contents in each section

SIMBOLOGY

	Go to index (p. 3)
	See infographic
	Location
	Download

NAVIGATION,  
SIMBOLOGY  
AND ACRONYMS

ACRONYMS

EIOA	Office of the Vice Rector for Strategy, Internationalisation and Academic Planning
ROSG	Office of the Vice Rector for Institutional Relations, Organisation and General Registrar
IMAA	Office of the Vice Rector for Identity and Mission and Alumni and Students
PIIA	Office of the Vice Rector for Research, Teaching Staff and Artificial Intelligence
DAER	Director for Economic Affairs and Business Relations
L	Lead





# PRESENTATION BY THE RECTOR

The Universidad Pontificia Comillas is a centenary institution that reflects the heritage of almost five centuries of Jesuit higher education. Our university has demonstrated for decades the excellence of its professional and human training, something of which our alumni are permanent ambassadors.

But Comillas does not intend to stand out only because of an excellent university tradition. On the contrary, we are aware that our world is constantly changing and with it the needs and social challenges. We Jesuits have always wanted to be at the frontiers of humanity, contributing values to new social debates, generating cutting-edge knowledge where it is most needed, and opening up new cultural and technological perspectives. Our university does not resist or settle in the face of social, ecological, scientific or educational changes. We want to keep on playing a leading role in the society around us, accompanying young people, training better professionals and people, caring for our natural environment and answering the new questions of humanity from the perspective of faith and justice.

To this end, we have undertaken and completed a new process of strategic reflection that is condensed in this plan. A process based on listening to our own university community and the demands of the institutional and social agents that accompany us. The Comillas Strategic Plan 2030 aims to be not only a five-year plan for our university activity, but also a reflection on our mission and vision as a university in a context of important changes and transitions. Comillas wants to continue to respond to the new demands of increasingly globalised, technological and diversified societies through education, knowledge generation and social commitment. This plan guides us internally to develop our mission in the coming years and its publication and external presentation fulfil the commitment that as a university we assume with the rest of society.

Thank you for your interest in our university and for helping us to build men and women for others.

The rector  
**Antonio Allende Felgueroso SJ**





# 1

# INTRODUCTION


- 1.1. UNIVERSIDAD PONTIFICIA COMILLAS
- 1.2. UNIVERSITY AND SOCIAL CONTEXT
- 1.3. DEVELOPMENT PROCESS

# 1.1. UNIVERSIDAD PONTIFICIA COMILLAS

The Universidad Pontificia Comillas was founded in 1890 and is progressively structured through the creation or incorporation of its current academic centres. Comillas reflects the inheritance and tradition of the higher education of the Society of Jesus and is a pioneering university in Spain in the field of social initiative higher education.

Comillas is also a university in a permanent process of transformation. Since 2009, the university has been adapting to the Bologna Process, fully incorporating itself into the construction of the European university space and facing new challenges such as pedagogical innovation through the Jesuit model of education, internationalisation, the promotion of research and its transfer and quality management. Currently, Comillas offers a project for the comprehensive

training of people and professionals and a scientific contribution oriented towards the service of society.

*See infographics* 

- **HISTORY** (pp. 12 -13)
- **CAMPUS** (pp. 14-15)
- **COMILLAS IN FIGURES** (pp. 16-17)

SEMINAR

UNIVERSIDAD PONTIFICIA COMILLAS

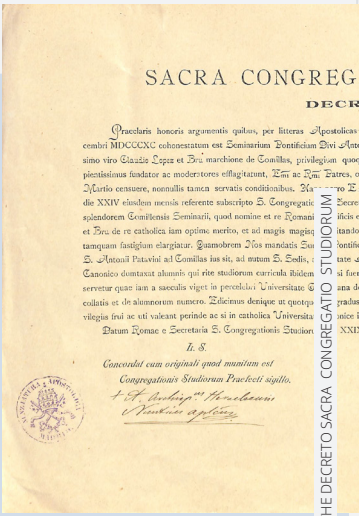


SEMINAR COMILLAS (SANTANDER)

Pope Leo XIII authorises the creation of a pontifical seminary in Comillas, and entrusts its direction to the Society of Jesus.

1890

FROM SEMINARY TO PONTIFICAL UNIVERSITY



DETAIL OF THE DECRETO SACRAE CONGREGATIONIS STUDIORUM

1904

Pope Pius X granted the seminary the faculty to teach philosophy, theology and canon law, making it a pontifical university.

[from 1908 to 1960]

1908

The Madrid Jesuits founded a school for the training of workers in the capital: the Catholic Institute for Arts and Industries (ICAI).



WORKSHOPS OF THE OLD ICAI INSTITUTE

1950

The Catholic Institute of Business Administration (ICADE) is founded as a seminary for graduates.

1960

More than a hundred students enrolled in 1960 in E-3, the first double degree in the Spanish university system.



DETAIL OF SPECIALISED CIRCULARS (E3)

This moment provided the impetus for the university we know today.

UNIVERSIDAD PONTIFICIA COMILLAS. CAMPUS ALBERTO AGUILERA (MADRID)



After its transfer to Madrid, Comillas Pontifical University inaugurates the first academic year and academic activity on the Cantoblanco campus.

1972



UNIVERSIDAD PONTIFICIA COMILLAS. CAMPUS CANTOBLANCO (MADRID)

[from 1978 to 1997]

1978

ICAI and ICADE become part of Comillas Pontifical University and the Spanish State recognises the full civil effects of their studies.

1981-1994

Several research and teaching institutes are created: Institute of Modern Languages, University Institute of Educational Sciences, Institute of Spirituality, Institute of Legal Practice, Institute for Research in Technology (IIT), University Institute of Marriage and Family, University Institute of Research on Liberalism, Krausism and Freemasonry and the University Institute of Studies on Migration.

1997

The Instituto de Postgrado y Formación Continua was created. In 2009 it became ICADE Business School.

2000

2005

The CID-ICADE was born.

2012

The International Doctoral School is created.

2014

Attachment of the Centro de Enseñanza Superior Alberta Giménez (CESAG).

2018

Integration of INEA as an affiliated centre.

2020

Creación de Advantere School of Management, nueva escuela internacional de management que nace bajo la inspiración de la Compañía de Jesús, con la Universidad Pontificia Comillas, Universidad de Deusto y Georgetown University.

2023

Madrid Culinary Campus, a university centre for training, creation and gastronomic exchange, led by Comillas and Vocento, is born.

2024

ONEXED, School of Continuing and Executive Education, is launched.



INTERIOR DETAIL CAMPUS ARRUPÉ (MADRID)

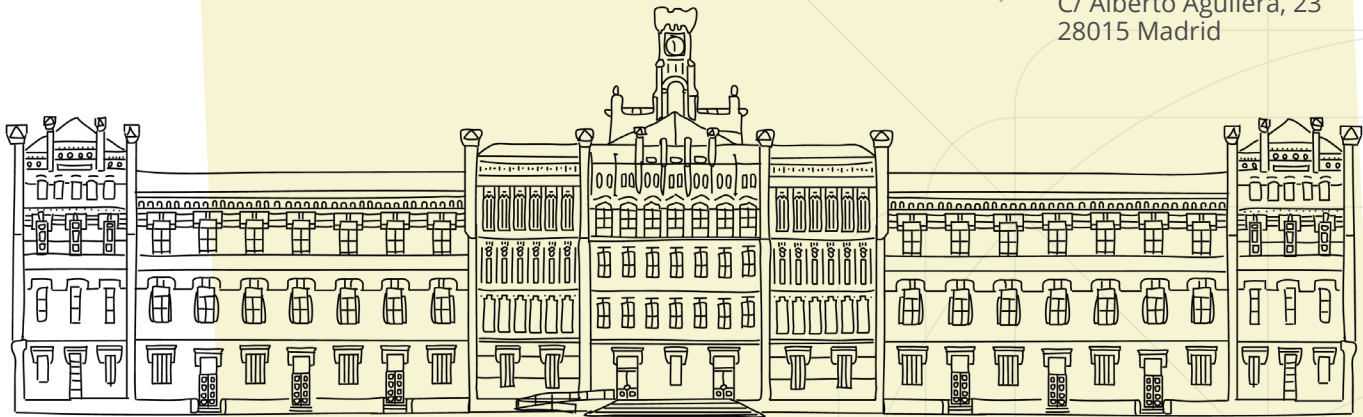
Comillas sigue creciendo....

FUTURO

[+]



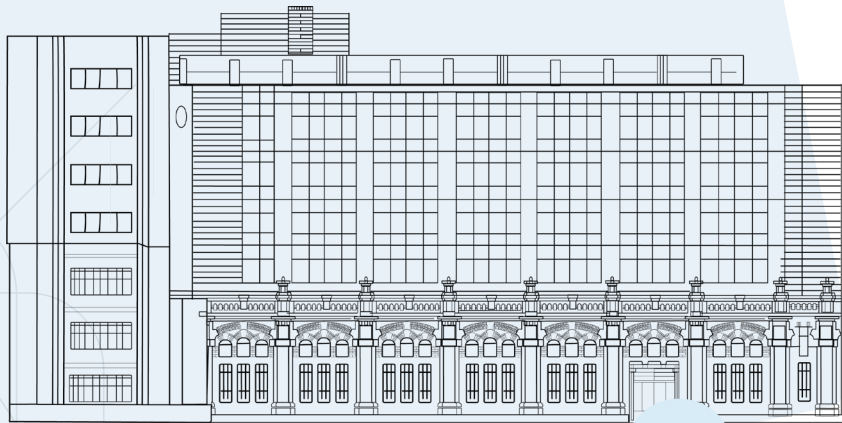
CAMPUS ALBERTO AGUILERA  
C/ Alberto Aguilera, 23  
28015 Madrid



Faculty of Economics and Business Studies (Comillas ICADE) and Faculty of Law (Comillas ICADE)

C/ Alberto Aguilera, 25  
28015 Madrid

School of Engineering (Comillas ICAI)



CAMPUS CANTOBLANCO  
C/ Universidad Comillas, 3-5,  
Fuencarral-El Pardo  
28049 Madrid



Faculty of Human and Social Sciences. Faculty of Theology and Faculty of Canon Law (Comillas CIHS)



CAMPUS COMILLAS CHAMARTÍN  
C/ Mateo Inurria, 39 - Mateo Inurria 25-27  
28036 Madrid



Postgraduate School and Continuing Education. Comillas ONEXED Graduate School of Postgraduate and Continuing Education

+ Centres  
CAMPUS COMILLAS EUEF

San Juan de Dios  
University School of Nursing  
and Physical Therapy  
Avda. San Juan de Dios, 1  
28350 Ciempozuelos  
(Madrid)  
Pº de la Habana, 70 Bis  
28016 Madrid

CAMPUS COMILLAS INEA

University School of  
Agricultural Engineering  
Cno. Viejo de Simancas,  
km. 4,5  
47008 Valladolid

Associated centre  
CESAG  
UNIVERSITY COLLEGE  
ALBERTA GIMÉNEZ  
C/ Costa de Saragossa, 16  
07013 Palma

Special centres  
MACC  
Madrid Culinary Campus  
C/ Alberto Aguilera, 37  
28015 Madrid

ADVANTERE  
Advantere School of Management  
C/ Mateo Inurria, 39  
28036 Madrid

DEGREES OFFERED 145

Bachelor's Degrees and Dual Degrees.....	40
University Master's Degrees and Dual University Master's Degrees .....	34
Doctorate Programmes .....	11
Ecclesiastical Degrees .....	4
Own Master's Degrees .....	20
Own Doctorate Programme .....	1
Specialist Programmes .....	18
Other Programmes.....	17

CENTRES 22

Faculties and Schools.....	7
International Doctoral School.....	1
Institutes.....	5
Special Centres.....	5
Associated centres.....	2
Other Centres.....	2
Departments.....	36
Chairs.....	36
Observatories.....	12

See CAMPUS infographic (pp. 14-15)

RESEARCH

Research grants (€) .....	12.968.671
Researchers in training .....	316
Doctoral theses defended .....	34
International R&D&I projects .....	40

INTERNATIONALISATION

International Agreements.....	804
International Teaching and Research Staff .....	244
Comillas Students on Erasmus Exchange .....	437
Comillas Students on Bilateral Exchange.....	682
International Internships .....	154

STUDENTS ENROLLED 16.442

	FEMALE STUDENTS	MALE STUDENTS	TOTAL	FOREIGN STUDENTS
Bachelor's Degrees	5.490	3.977	9.467	428
Postgraduate degrees	1.996	2.038	4.034	1.102
Continuing Education for Adults	363	122	485	2
Exchange Programmes	1.139	724	1.863	1.863
<i>Erasmus</i>	338	181	519	519
<i>Bilaterals</i>	801	543	1.344	1.344
Complementary training programmes	163	86	249	-
Non-ordinary students	185	159	344	15
<b>TOTAL</b>	<b>9.336</b>	<b>7.106</b>	<b>16.442</b>	<b>3.410</b>

HUMAN RESOURCES

Teaching and research staff - own centres.....	2233
Teaching and research staff - others centres.....	138
Staff Administration and services - own centres.....	438
Staff Administration and services - other centres .....	48
Staff of independent companies who provide services to the University.....	125

SCHOLARSHIPS AND GRANTS

Scholarships and Grants .....	854
Collaboration Grants to Support Teaching and Extracurricular Internships .....	170
Grants from the Ministry of Education and Vocational Training .....	531
Grants of Excellence from the Community of Madrid .....	417
Grants from the Basque Government .....	7

INFRASTRUCTURE

5 Campus	3 Affiliated halls of residence	3 Libraries
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RANKINGS



1st in Spain in employer reputation according to QS World University Rankings by Subject 2024



1st in Spain in Teaching and Learning according to CYD Ranking



2nd in Spain in employability results and employment actions according to QS World University Rankings by Subject 2024



1st in Spain in commitment to SDG 8 (decent work and economic growth) according to the University Impact Ranking 2024



European Top 10 in student mobility (income and outcome) according to QS Europe



## 1.2. UNIVERSITY AND SOCIAL CONTEXT

Our societies are in a state of permanent transformation. Although the entire history of humanity is punctuated by changes, the fact is that these changes are occurring ever more rapidly and disruptively. In particular, scientific and technological advances are bringing major human and social transformations, not only in terms of interpersonal communication but also in terms of ways of researching, thinking, learning, creating and sharing knowledge. To this are added the major uncertainties and challenges we are facing today. In addition to the traditional risks of collective insecurity and economic crises, we are facing the greatest ecological crisis of our existence and demographic imbalances unknown to Western societies.

These and other factors of change affect society as a whole, but especially the new generations. The speed at which these

changes are taking place and their intensity force us to rethink the role of universities in the current context.



## 1.2.1. A WORLD IN DEEP TRANSFORMATION

We live in an **increasingly globalised world**, in which people and countries are becoming more interdependent. While European societies are ageing rapidly, new population movements are generating much more diverse and multicultural contexts. Other regions of the world are emerging strongly as new political, economic and cultural actors. At the same time, virtual networks and new forms of interpersonal communication reduce the importance of territory for human and social relations, generating new forms of encounter, but also profound disagreements and a strong tendency towards atomisation and polarisation.

In this context, we are immersed in a profound **environmental crisis** that requires global and shared solutions for which we do not yet have adequate governance. The deterioration of our natural environment is severely affecting our lives and the future of new generations. A review of consumption and growth patterns is now a requirement that is far from being sufficiently and adequately addressed. This is aggravated by the enormous and unacceptable economic and social inequalities that continue to exist in our world and in our society.

Alongside the demographic and ecological transitions, we are witnessing a permanent and accelerating **technological transition**, the effects of which we are unable to foresee. The extensive and accessible irruption of artificial intelligence is not merely an instrumental advance but the prelude to a real revolution in the way we understand work, production, communications and, in short, human, social and political relations.

All these factors partly explain a **political and cultural uncertainty** that generates anxieties in broad layers of society and particularly among the youth. The profound unease that many individuals or groups experience sometimes translates into support for populist phenomena, superficial beliefs or exacerbated identities. The demographic, ecological or technological transitions also produce a crisis of values that makes the search for truth, critical reflection and solid training of people more necessary than ever, reinforcing the role that agents such as universities are called upon to play in future decades.

### 1.2.1.1. A GROWING AND IN-DEMAND UNIVERSITY SYSTEM

In recent years, Spain has seen a **renewal of the regulatory framework** affecting universities, with the approval of the Science Act in 2022 and the Organic Law of the University System in 2023, as well as important decrees. At the same time, the Spanish university map, which experienced a significant growth of public universities in the last two decades of the 20th century, is witnessing in recent years a considerable creation of private universities, many of them located in Madrid.

This increase in the number of universities means a significant **increase in competition** between them. In addition, no effective incentives have been implemented to date to encourage complementarity and collaboration between universities. The demographic evolution of Spanish society in the medium term suggests that competition between universities will continue to increase in the coming years, with significant effects on university policies. In this context, social initiative and non-profit universities, such as the Jesuit universities in Spain, represent an independent and qualitatively different offer compared to other public and private universities.

**Social expectations** of universities are also changing. As a result of the opportunities and challenges of the new technological, social

and economic context, society demands greater proximity from universities to professional needs. At the same time, there is a growing demand for lifelong learning, for flexibility in educational pathways and for diversification of products, formats and teaching methodologies.

Although traditional university education continues to be socially valued, new products and formats aimed at new or wider audiences are appearing. Thus, there is an increasing demand from universities for non-official degrees, shorter and more modular courses, and courses aimed at a public that is not necessarily young. Expectations are also growing regarding distance or hybrid training, both synchronous and asynchronous, and those aimed at international, interdisciplinary or intergenerational groups. Likewise, society is demanding new methodologies and more participatory learning strategies, which, together with the impact that artificial intelligence is having on learning, is forcing universities to rethink the role of teaching staff.

All of this encourages universities to offer new courses aimed at different audiences than the usual ones. In this sense, society expects more flexibility than currently exists, both in terms of teaching content and schedule, as well as more adaptable or even individualised processes. Similarly, institutions and companies are demanding new ways of universities to contribute to the generation of knowledge and, above all, to

transfer it to society.

All these changes are profoundly affecting universities. Both academic and technical staff are under considerable pressure from the need to carry out different activities simultaneously and to undergo constant performance appraisals. While this has improved the efficiency of university work, excessive competition has sometimes had undesirable effects on both the individual and the collective level. This makes it more necessary than ever to invest efforts in the personal and professional care of the university community itself, from the student body to all the professionals.

1.2.1. 2. NEW UNIVERSITIES FOR NEW TIMES

Universities are facing a **new paradigm** in which it is necessary to promote important transformations both in organisational terms and in university activities themselves.

Universities today are forced to move from a traditional, theoretical and formal model, which can be considered classical, towards a more **professionalising, applied and innovative vocation**, making their structure more flexible and streamlining products, processes, contents and methods. This includes

the possible transition from spatial and exclusively in-person universities to a reality that combines the physical with the virtual, or the in person with the digital, and which normalises hybrid relations for both learning and research and their transfer.

Today's universities are also called upon to give up their monopoly on higher education, incorporating **new teaching formats and new training products** that can respond to the needs and demands of a wider social sector in terms of age and the labour market itself. This does not mean relegating the official training of young students, which has traditionally been the main university effort, but it does mean adapting it to the new times and to the reality of a society that is experiencing new ways of accessing knowledge and preparing for the exercise of professions and responsible citizenship.

Lastly, the excellent universities of tomorrow must be **linked universities**, working in networks not only with other university or research centres but also with businesses, the social sector and public institutions. There is no room in the future for endogamic and isolated universities with a vocation for self-sufficiency. Reality demands complementary universities that know how to work together to achieve greater levels of excellence in their training and

research. In this context, membership of clusters of socio-economic entities or international university networks is an important factor of distinction. The same linkage is now required within universities, which cannot remain atomised around segregated units with divergent strategies. The universities that are valued are those that are adequately **articulated** and internally **coordinated**, in which the **strategy** is shared by a cohesive community committed to its mission. To this end, strategic **planning** becomes a fundamental and essential activity.





## 1.3. DEVELOPMENT PROCESS

The adoption of a new strategic plan is both an opportunity and a challenge for any university. On the one hand, the process of drawing up the plan can be a privileged platform for encouraging the participation of the university community, reviewing the basic elements of the university's identity and deciding on specific policies to promote and guide it in the face of contextual changes. On the other hand, drawing up a new strategic plan involves the challenge of adequately balancing these functions and responding to the expectations, both internal and external, that such a process generates.

In order to draw up this plan, a process was designed that could simultaneously meet the three objectives mentioned above: participation of the university community, review of the basic definition (identity, mission and vision) of the university and adoption of new uni-

versity strategies for the next five years. To this was added the desire to make the strategic plan a useful document for the day-to-day management of the university by means of a monitoring and evaluation system that would combine simplicity and effectiveness.



To this end, the elaboration process was spread over one academic year and was conceived with four basic objectives in mind:

- A. Alignment.** The process was to generate a new strategic plan that was perfectly aligned with the Jesuit identity of the university. This implied incorporating the apostolic preferences defined by the Society in 2019, as well as the strategic plans of the global (IAJU), European (Kircher) and Spanish (UNIJES) Jesuit university networks, into its own vision and strategic options. These references constituted the indispensable framework for planning.
- B. Planification.** The elaboration of the plan was understood as a moment of definition of the long-term strategy of the University in the form of medium-term planning. This idea is summarised in one of the phrases that presided over the internal process: 'Think 10 years, plan 5'. This highlights the need to incorporate a long-term view in a sector, the university sector, in which the effects of major strategic decisions are produced very slowly compared to other business or social sectors. This also implies the need to differentiate between the strategic and the continuous improvement, and to translate into a plan the result of a reflection that takes into account factors and vectors that are going to be projected onto the university sphere in at least a decade's time.

- C. Participation.** The process of drawing up the strategic plan provided an opportunity to involve the entire university community in a broader debate on the identity and needs of the university. The context of a major renewal of the management team made it advisable to open up a broad space for listening and dialogue that would serve to link, engage and unite the very community that is to implement the plan.
- D. Monitoring.** From the outset, the process aimed to develop a strategic plan that would not be merely declarative or nominal, but would remain alive throughout its life. The aspiration was that the plan would serve as a roadmap for the university's management and that it would incorporate a simple and effective model for effective monitoring and evaluation.

In order to meet these criteria, a dynamic process was designed in which, although the university management was to have the main responsibility and competence for adopting basic strategic decisions, special emphasis was placed on the participation of the university community itself. At the same time, the process aimed at the final adoption of a plan that could be useful in the definition and monitoring of Comillas' strategy over the following years, and adapted both to the university and social context and to the priorities set by the Society of Jesus and its university sector.

The process followed for the design and approval of this plan has been structured around four major phases or moments that have been developed consecutively: [See Figure 1]

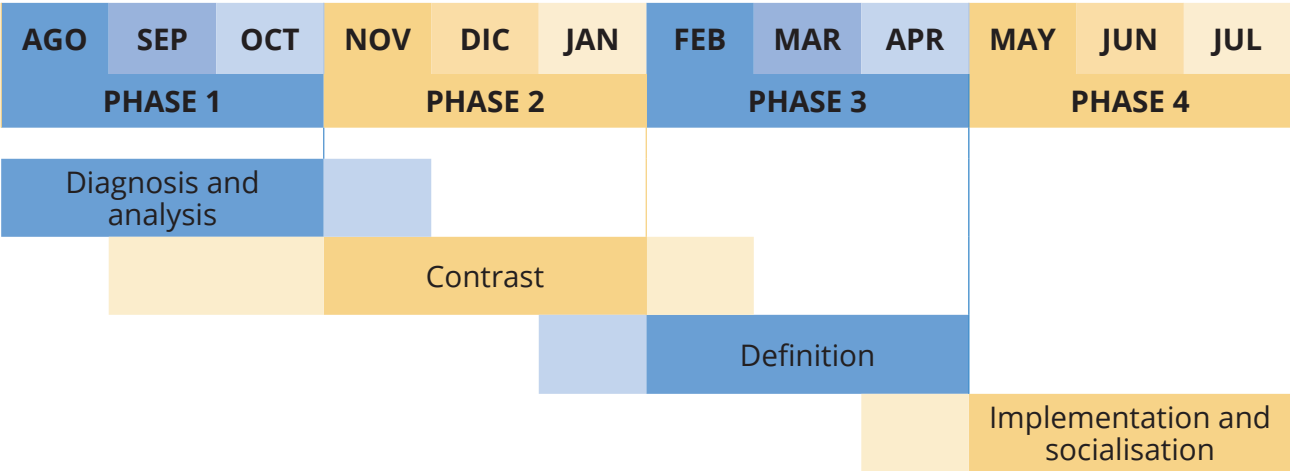


FIGURE 1. Phases of development of the strategic plan

PHASE 1. Diagnosis and analysis

The first phase consisted mainly in the preparation and discussion of the diagnosis of the university situation, both internally and with regard to the external political, social, economic and cultural factors that will condition the Spanish university system in the coming years. This also included an analysis of numerous strategic plans of Spanish and foreign universities, as well as other relevant official and prospective documents. In the same phase, the objectives of the process and the bases of the desired model were defined.

PHASE 2. Contrast

Phase 2, or the contrast phase, incorporated the opinion of various agents of the university community on the diagnosis carried out and on the fundamental strategic options for the University. This was done through focus groups with various sectors of the alumni and student body, as well as by seeking the opinion of other alumni associations or other internal bodies. At the same time, the involvement of the university's academic and technical staff as a whole was ensured by means of two different ways of comparison:

- A. a structured comparison through the different academic centres or services in which their respective managements set up mechanisms for debate and consultation before submitting to the management their main contributions in terms of new projects, internal changes or modifications to the diagnosis carried out. Participation in this model was therefore collective and compulsory.
- B. an open contrast through the organisation of discussion sessions in which people from different services or academic centres and with different functions and profiles within the University interacted. Participation in this second contrasting model was therefore individual and voluntary.

All the inputs received in the different listening spaces mentioned above were collected and systematised in order to be made available to the management for the definition phase. The contrast phase, in addition to ensuring participation, aimed to increase the cohesion of the university community itself and the link with the resulting plan, as well as to generate a common language and a space for the new university management team to listen.

**PHASE 3. Definition.**

In the third phase, the University's management adopted the final structure

of the plan, the fundamental purposes and the strategic programmes into which the projects and actions to be developed during the period 2025-2030 would be grouped. This phase also saw the finalisation of the drafting of the university's mission and vision and the design and adoption of the operational plan that would guide the deployment phase and future monitoring. With the completion of phase 3, the Comillas Strategic Plan 2030 was formally approved by the relevant statutory bodies.

**FASE 4. Implementation and socialisation**

After the formal approval of the strategic plan, phase 4 of deployment and socialisation included, on the one hand, the specification of the operational plan, identifying the deadlines for compliance and the target values for the different indicators previously adopted. This would enable the implementation of the strategic plan and its continuous monitoring from the beginning of the 2025-26 academic year. On the other hand, in this phase the plan is presented both to the university community itself and to the most relevant political and social agents for the university.

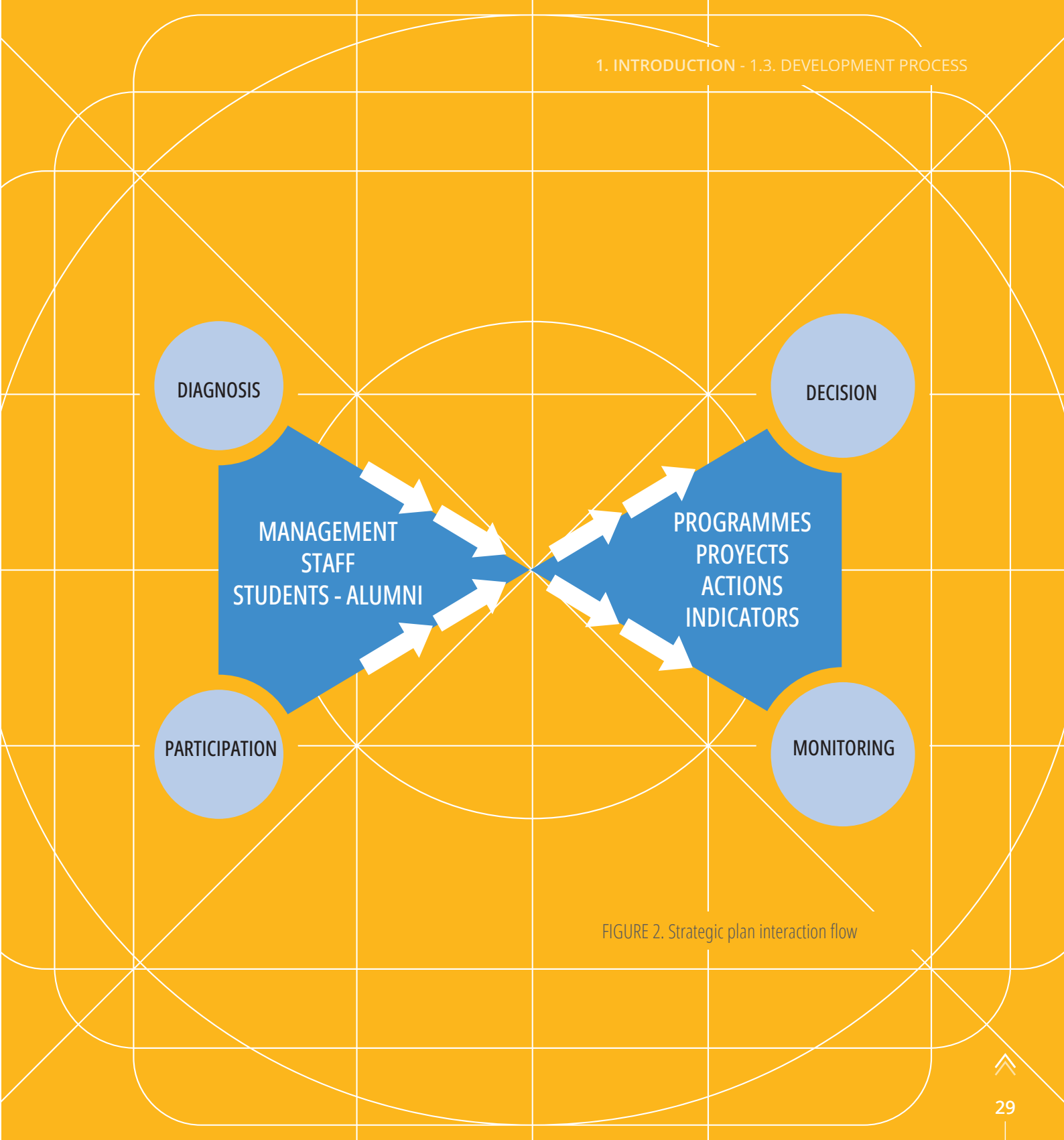


FIGURE 2. Strategic plan interaction flow



# 2

# IDENTITY, MISSION AND VISION

- 2.1. IDENTITY
- 2.2. MISSION
- 2.3. VISION
- 2.4. A JESUIT UNIVERSITY
- 2.5. A SOCIAL UNIVERSITY
- 2.6. AN INNOVATIVE UNIVERSITY
- 2.7. A SUSTAINABLE UNIVERSITY
- 2.8. IDENTITY AND MOTTO



## 2.1. IDENTITY

Comillas is, above all, a Jesuit university, whose identity and mission are fully embedded in those of the Society of Jesus as part of the evangelising mission of the Catholic Church in the world. The mission of the Society of Jesus today is the service of faith, of which the promotion of justice is an absolute requirement. Within this framework, our university offers society a specific and unique university model, with nearly five centuries of history, which is widespread throughout the world and widely recognised for its quality. This model is based on the Universal Apostolic Preferences of the Society of Jesus (2019), the Ledesma-Kolvenbach paradigm and Ignatian leadership as a guide for personal and professional development.

In the process of deciding its major strategic orientations, Comillas is inspired by the Universal Apostolic Preferences of the Society of Jesus as points of reference for the planning of all its work over the next 10 years. These preferences guide us by indicating where we should place our strategic accents in order to best fulfil our university mission.

- A. Showing the way to God, through our comprehensive training of students and our social projection.
- B. Encouraging social transformation, justice and reconciliation, training people for this purpose and generating knowledge in the service of excluded people and the most vulnerable communities.

- C. Supporting young people in their training, not only professionally but also personally, in order to create a more hopeful social future.
- D. Caring for our Common Home through the management of the institution itself, as well as through training and research aimed at harmonious coexistence between humanity and the rest of creation.

The Jesuit identity of Comillas also implies belonging to one of the largest global networks of universities and higher education centres (IAJU, International Association of Jesuit Universities), with six regional associations in North America, Latin America, Southeast Asia and the Pacific, Africa, India and Europe. Both the



strategic plan of the global IAJU association, which brings together almost 200 universities and colleges around the world, and the strategic plan of the European Kircher network guide and inspire our strategic choices.

The network developed for years by the university centres of the Society of Jesus in Spain (UNIJES, Jesuit Universities), grouped around Comillas (present in the communities of Madrid, Castilla y León, Andalusia and the Balearic Islands), Deusto (Basque Country and Madrid), Loyola (Andalusia) and Ramón Llull (Catalonia and Madrid), deserves a special mention. This permanent collaboration between the aforementioned universities, which together make the Aristos Campus Mundus association, is embodied in the UNIJES 'Saber para servir' project and in its strategic guidelines. Comillas' contribution and collaboration within UNIJES is not only one of its strengths, but also a commitment and a hallmark of its identity. In an environment that increasingly demands networking and complementarity between university institutions, UNIJES is a privileged actor called to lead joint strategic projects in which Comillas is and will be a major player.



## 2.2. MISSION

Comillas is a university of the Society of Jesus whose mission is to serve society by promoting faith, justice and reconciliation through higher education, knowledge generation, entrepreneurship and collaborative work with other political, economic, social and cultural entities.

This mission is deployed in the specific aims of our university mission:

- To transfer knowledge in order to train excellent professionals and people oriented to the service of society in a comprehensive and lifelong manner.
- Expanding the frontiers of knowledge through research and transfer carried out with an interdisciplinary, critical and independent approach, and in collaboration with other political, social, economic and cultural agents.
- Support young people formatively in the creation of a hopeful future
- To offer society a space for intellectual dialogue and free academic debate, which, based on Christian identity, promotes coexistence and harmony between the diverse cultures, ideologies and worldviews of today's world.
- To create with all its employees, students and alumni a university community strongly identified and cohesive around the vision of Comillas and its shared mission.



## 2.3. VISION

The vision of the Universidad Pontificia Comillas is to be recognised as a Jesuit, social, innovative and sustainable university, a benchmark for academic excellence, commitment to justice and contribution to the integral development of society.

Comillas aspires to be a university of reference and internationally recognised for offering excellent professional and personal training and a scientific contribution to the service of justice and the other values of Christian humanism from an independent and non-profit perspective.

Comillas also aims to maintain its position as a university that is recognised in its immediate social and cultural environment,

a university reference that is esteemed and valued by society, companies and social and ecclesiastical entities.

Comillas defines itself as a **Jesuit, social, innovative and sustainable** university. These four adjectives backbone and condense the vision of our university in accordance with its mission and previously defined values, and are aligned with the Universal Apostolic Preferences of the Society of Jesus.



## 2.4. A JESUIT UNIVERSITY

The **JESUIT** nature of our University denotes that it belongs to a centenary and universal institution, spread over the five continents, with more than 200 universities or higher education centres all over the world, making up the IAJU network.

The Society of Jesus has accumulated almost five centuries of experience in education, distinguishing itself by offering a solid intellectual training that is committed to

people who combine excellent professional and human skills. Comillas has been developing this university model for more than a century. In it, people are at the

centre of the educational project and make up a university community committed to its mission. Personal accompaniment throughout the training and the relationship with employers and social entities are an essential part of our project, which is also aimed at training people who are open to religious transcendence by clearly and freely proposing the anthropological and social model embodied in Jesus of Nazareth.

In necessary coherence with this university model, Comillas offers interdisciplinary academic work, with a distinctive emphasis on values, ethics, Christian humanism and concern for the most relevant social challenges for society.

The Jesuit nature of our institution distinguishes it, on the one hand, from public universities by its specific project based on values inspired by Christian humanism and by its political independence. As a project of social initiative, our model is our own, independent and differentiated. On the other hand, our University, being Jesuit, is distinguished from other private universities by its non-profit nature and its vocation to serve society. Being also a university of Christian inspiration, its Jesuit character implies a free and sincere openness to the encounter between different people and to the dialogue between different cultures and worldviews.



## 2.5. A SOCIAL UNIVERSITY

The **SOCIAL** character of Comillas means that we are an independent university that does not arise from public planning, but from a free initiative founded on the university mission of the Society of Jesus. Comillas is a university project of social initiative and, therefore, non-profit, which clearly differs from other university projects, both public and private.

This reality of a social university also implies, in accordance with our ideology, a commitment to society both globally and locally. From a global perspective, Comillas shares the concern for peace, respect for the human rights of all people and social and environmental sustainability. From a local point of view, Comillas feels committed to the specific national and local environment in which the University is located.

The social nature of Comillas explains why it is called to actively collaborate with other civil, political, social, economic and cultural agents to face the great challenges of today, from a point of Justice, with the vocation to contribute to peace, respect for human rights, inclusive and sustainable welfare for all people and the care of the Common Home.

## 2.6. AN INNOVATIVE UNIVERSITY

The **INNOVATIVE** vocation of Comillas implies adding to a solid university tradition the desire to be at the forefront of time, adapting permanently through pedagogical and methodological change, opening up to new audiences and contexts, the constant and progressive renewal of methodologies and infrastructures to support teaching and research, and the commitment to digital transformation and ecological transition. This innovative character is reflected in particular in the recognised quality of our teaching as one of the identifying signs of our university project.

From its definition as an innovative university, Comillas faces the internationalisation of its own university community and of its teaching and research activity. It also understands internationalisation in terms of active membership of transnational university networks, the promotion of

multilingualism, and a commitment to internal and external diversity in an increasingly changing and globalised world. The University is also presented as a privileged space open to dialogue and reciprocal encounters between different cultures, traditions, languages, beliefs and visions of reality.



The University's vocation for innovation is not only reflected within the University itself, but is also directly linked to its Jesuit and social essence. This is demonstrated in its commitment to approaching its educational and research activities from an interdisciplinary perspective, combining perspectives, approaches, methods, sources and sciences to better respond to the complex problems of today's societies. All academic work at Comillas is oriented towards the ultimate goal of transforming and improving society through the training of responsible people and professionals and the generation of useful knowledge and quality employment to achieve greater levels of peace, justice, well-being and environmental sustainability. At the same time, our University is committed to entrepreneurship as an instrument for generating employment and improving society.



# 2.7. A SUSTAINABLE UNIVERSITY

Comillas aspires to be recognised as a **SUSTAINABLE** university, which develops its activities from a critical awareness of the care of the Common Home and which trains its students and staff to care for it in the future.

Aware of the enormous socio-environmental challenges we face, Comillas positions its professional training and research activity at the service of caring for the Common Home, a primary concern of our time expressed by Pope Francis through the Encyclical Letter *Laudato si'* on caring for the Common Home (2015) and reiterated in the Universal Apostolic Preferences.

The sustainable nature of the University translates into its commitment to the integral ecology promoted by the magisterium of the Church. Universities can and must make a significant contribution to the fulfilment of this agenda through

training, the generation of knowledge and direct intervention, alone or through networked collaboration with other academic centres, public institutions and social entities. The work for integral ecology is a task that pushes Comillas to collaborate with others.

At the same time, the sustainable adjectivisation of Comillas means the viability and independence of its university project, both economically and organisationally, fostering a model that avoids dependence on conditional funding and guarantees the freedom necessary to fully develop its activities.



## 2.8. IDENTITY AND MOTTO

Comillas wants to be perceived as a different university, oriented towards social transformation and progress, and prepared for the future.

**A different university:** because we are not just another university, but a Jesuit university, and because we want to highlight the specificity of our university project compared to that of the other universities around us. Although we share goals with all universities, ours responds to a particular identity that makes it necessary and that is projected in the way we educate, research and relate to society as well as within our university community. This specificity and the independence of our project are shared and link us to the rest of the Jesuit universities in Spain and the world.

**A university for social transformation:** because we believe that the existence of a university like ours only makes sense within a more ambitious framework of seeking a better world based on justice and inhabited by better people. In a planet that

continues to be profoundly and structurally unfair, through university work in personal and professional training, the generation of new knowledge and its transfer, we aim above all for Comillas to contribute to making better people and fairer and more humane societies.

**A university for progress:** because we want to share with new generations a future of hope that translates into a better, fairer, more just, ecological, peaceful and reconciled society, in which knowledge, its generation and transmission are useful tools for the progress of humanity. We are a university open to scientific, technological and methodological advances, which looks with hope to the new possibilities offered by artificial intelligence and the new resources to which society in general, and young people in particular, have access.



**A university for the future:** because, although we come from a consolidated and recognised tradition of training and transmission of knowledge, we want to continue adapting it to the ever-changing times, anticipating the challenges facing society and the university world, including the environmental and ecological challenges facing humanity. Jesuits have always been at the forefront of the great debates affecting our world and open to technical and methodological advances. In keeping with this tradition, at Comillas we want to continue to be prepared to face future scenarios of change and ecological transition, while maintaining excellence in the development of our mission.

Comillas aspires to be perceived as a university that is **necessary** (for its difference), **committed** (to social transformation), **hopeful** (in the future and the new generations) and **ecological** (at the service of the Common Home). These four points, which derive directly from its institutional identity, mission and vision, constitute the framework of the strategy set out in this document and are in line with the priorities of the Society of Jesus in today's world.

UNIVERSAL APOSTOLIC PREFERENCES	OUR VISION: A UNIVERSITY			CENTRAL THEME	GOAL
VOCATION Showing the way to God	JESUIT	Different	Necessary	People in search for meaning and open to transcendence	People in search for meaning and open to transcendence
Walking with the EXCLUDED	SOCIAL	Transformative	Committed	Peace, justice, reconciliation	A fair and inclusive society
Accompanying YOUNG PEOPLE on their journey	INNOVATIVE	For the progress	Hopeful	Accompanying from experience	A different and hopeful future
Caring for the COMMON HOME	SUSTAINABLE	For the future	Ecological	Ecological transition	A better world

FIGURE 3. Strategic framework

This ideology, which includes the identity, mission and vision of Comillas, is condensed in the central motto of the present strategic plan: **‘Men and women for and with others’**. This motto was initially formulated as ‘Men and women for others’ in 1973 by Fr. Pedro Arrupe, Superior General of the Society of Jesus, in a memorable speech addressed to former students of Jesuit schools in Europe. Fr. Kolvenbach, his successor, added that they were not only for others, but also with others. The phrase remains relevant today, understanding university work in all its dimensions as an activity directed towards forming people and professionals, while offering them new knowledge and tools to improve both their own lives and the society and planet in which we live, making possible a more hopeful future. The allusion to men and women for and with others must be understood as being projected in the first instance towards our students, but also towards the rest of the university community and, indirectly, towards the whole of the society we serve.

 [Ver infografía](#)

■ **MISSION, VISION AND MOTTO**  
(pp. 48-49)

## MISSION

Service to society by promoting faith, justice and reconciliation through higher education, entrepreneurship and collaborative work with other political, economic, social and cultural entities.

## VISION

To be recognised as a JESUIT, SOCIAL, INNOVATIVE and SUSTAINABLE university, a benchmark for academic excellence, commitment to justice and contribution to the integral development of society.

JESUIT

SOCIAL

INNOVATIVE

SUSTAINABLE

## MOTTO

MEN AND WOMEN FOR AND WITH OTHERS





# 3

# STRATEGY

- 3.1. STRUCTURE OF THE STRATEGIC PLAN
- 3.2. DIMENSIONS
- 3.3. STRATEGIC PURPOSES
- 3.4. STRATEGIC PROGRAMMES
- 3.5. PROJECTS, ACTIONS AND INDICATORS
- 3.6. IMPLEMENTATION AND OPERATIONAL PLAN
- 3.7. MONITORING AND EVALUATION

## 3.1. STRUCTURE OF THE STRATEGIC PLAN

Comillas' strategy is articulated on the basis of its identity, mission and vision as a university and is specified in the context of 2025 through the definition of four major strategic orientations or **PURPOSES**. These four purposes are transversal to the different policies that are projected on the five **DIMENSIONS** of university work and are condensed into projects and actions grouped around 10 **STRATEGIC PROGRAMMES**.

## 3.2. DIMENSIONS

All university activity is organised around five major dimensions. These correspond, on the one hand, to the three basic university functions and, on the other hand, to the internal management of the human and material resources necessary for their achievement.



DIMENSIONS		
SUBSTANTIAL FIELD University functions (ad extra)		
TRAINING TEACHING	RESEARCH GENERATION OF KNOWLEDGE	TRANSFER IMPACT AND SOCIAL COMMITMENT
INSTRUMENTAL FIELD Means and resources (ad intra)		
COMMUNITY PEOPLE	GOVERNMENT ORGANISATION	

FIGURE 4. Dimensions and areas of application

### 3.2.1. TRAINING - TEACHING

Education is the original and primary mission of universities. Historically, university teaching has been the basis for personal and professional training at the highest academic level. Training includes all scientific disciplines and various cycles that are projected on the most important professions of any society or

on a human training that responds to its thirst for knowledge and personal growth. University education is nourished by research activity and is currently extending to new formats and new audiences that are profoundly transforming the university experience and the composition of its community.

### 3.2.2. RESEARCH - GENERATION OF KNOWLEDGE

The search for and generation of knowledge is one of the basic goals of any university. Research consists of seeking the answer to a question that has not been previously answered. It can take the form of basic, fundamental or applied research, or as a creative activity, and is structured through

programmes, projects and contracts, directly linked to the concepts of development and innovation. Research formulated in the university is directly related to the training mission, especially in postgraduate programmes, and constitutes the fundamental object of doctoral programmes.

### 3.2.3. TRANSFER - IMPACT AND SOCIAL COMMITMENT

The third university mission is socio-economic and condenses its contribution to the territory and society. It consists of extending or transferring knowledge beyond the academic spheres for the benefit of social, cultural and economic development. The primary objective of this university dimension is to generate impact through dialogue and interaction between the university, economically relevant

agents (companies, public institutions, foundations, associations) and society as a whole. A large part of this mission is carried out in collaboration with other university entities, economic, social or cultural, through permanent networks or specific collaborations. The so-called third mission has taken on an increasingly relevant and strategic role in the relationship with the environment and society.

### 3.2.4. UNIVERSITY COMMUNITY

The development of the three basic missions of any university involves a complex task of organisation and use of the resources necessary to carry them out. Firstly, the human resources that translate into the existence of a university community

of academic and technical professionals, together with the present and past student body. This entails the need to ensure adequate governance and policies for recruitment, care and professional development.

### 3.2.5. GOVERNMENT AND ORGANISATION

The three university missions also require advanced management of material resources, including infrastructures, technologies, spaces and assets necessary

for the development of training, research and transfer. Likewise, adequate management of assets and financial resources is required to ensure the viability of the university project.





## 3.3. STRATEGIC PURPOSES

The strategic purposes are the major orientations or options that the Universidad Pontificia Comillas adopts in the context of 2025 to give substantial and transversal impetus to its university policies over the next five years. These purposes are articulated on the basis of the mission and vision and, therefore, at the same time, reflect the identity of the university. For operational purposes, they are subsequently specified or deployed through 10 strategic programmes.

Thus, in order to fulfil its mission today and to be recognised as a **Jesuit, social, innovative** and **sustainable university**, the Comillas Plan 2030 establishes four strategic purposes:

- TRANSFORM
- LINK
- INNOVATE
- INTERNATIONALISE

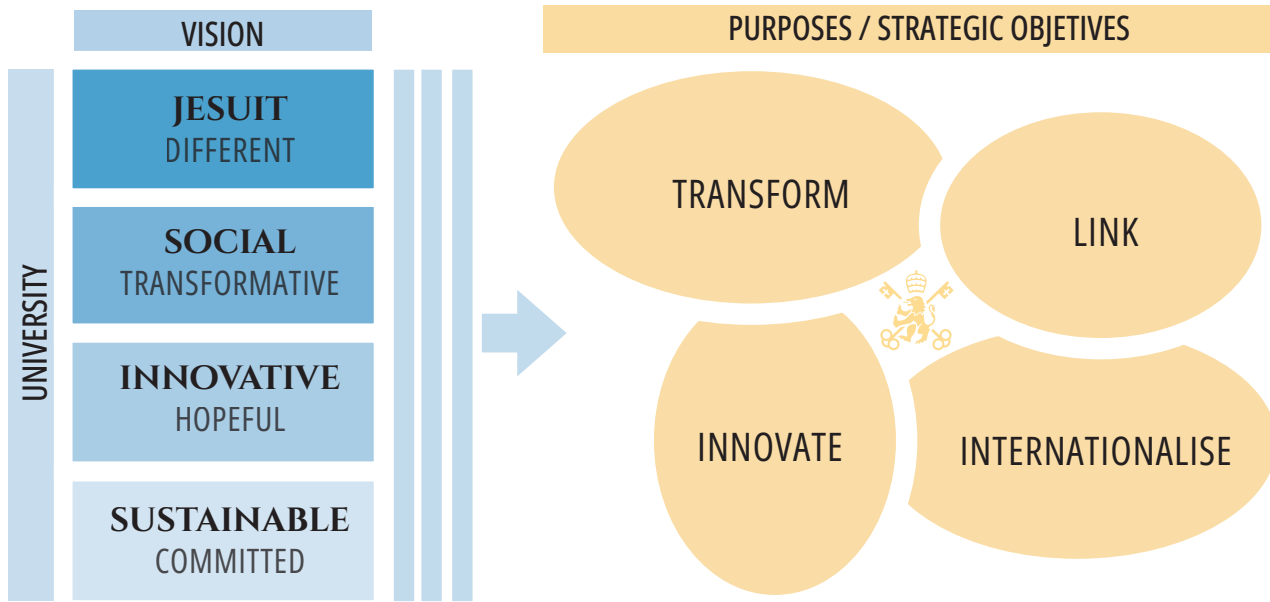


FIGURE 5. Strategic objectives articulated from the mission and vision of the university

These strategic purposes are the university's macro-options to make its university vision possible at the end of the plan. This does not imply that each adjective in the vision corresponds directly to a purpose, but rather that these are the main orientations that Comillas considers necessary in 2025 to approach the vision in a transversal manner.

The purposes are the fundamental commitments in which Comillas' current strategy is condensed, and therefore they are directly related not only to the adjectives of the vision but also to the mission itself and to the context and diagnosis that condition the current strategic reflection. At the same time, they are broad actions that act as catalysts to encompass the set of specific actions contemplated in the different programmes and projects of the plan

TRANSFORM

The mission of the university entails a commitment to transformation in multiple directions, training and transforming the students themselves, as well as changing society through training, research and transfer activities. To this end, the university must also change ways of training and teaching, renew methods and content, incorporate new technologies such as artificial intelligence, and update internal structures to ensure the necessary transformation to be an excellent university in the social and cultural context of 2030.

LINK

In the current context, being an excellent university implies the need to make a qualitative leap in networking. The best universities are obliged to train, research and transfer knowledge hand in hand with other social, economic, political and cultural entities, including other universities and education and research networks. Comillas must continue to commit to deepening and consolidating its links with companies, professional associations, third sector entities, public institutions and other higher education centres in order to develop dual degrees, intersectoral research projects and shared transfer plans that bring the university closer to society and its main demands and challenges.

INNOVATE

Comillas is a consolidated university, with experience, which has demonstrated its ability to adapt and commit to innovation. This commitment must continue to be reinforced in the current context in which new social, cultural and technological factors are emerging and transforming the transmission and generation of knowledge, particularly through the expansion of artificial intelligence. The Jesuit university heritage and tradition, far from signifying conservatism, has always stood out for being at the forefront of knowledge, of society's concerns and of technological and methodological advances. Our current challenge continues to be to maintain our commitment to innovation in order to ensure the success and usefulness of the university project in the coming decades.

INTERNATIONALISE

Comillas is a Spanish university, rooted in its territory and in its society, but with a vocation for international projection. The intensity of internationalisation is a commitment that sets Comillas apart from the universities in its surroundings and continues to be one of the fundamental options for the coming years, to consolidate and advance in academic excellence and in the diversification of the university community, from the student body to the academic and technical staff, promoting and facilitating the exchange of experiences and knowledge with other countries, particularly beyond the immediate European sphere.



## 3.4. STRATEGIC PROGRAMMES

The strategic programmes articulate the purposes with the various university dimensions, ensuring thematic unity of action and setting the university's main goals in this plan. For their development and monitoring, they are subsequently deployed in operational projects that are specified in actions, indicators and scheduling, which are responsible for compliance and allocated resources. The word 'programme' evokes precisely that they must be achieved through a set of actions or projects that are coordinated or subordinated to a common direction and objective.

The strategic programmes are led by the vice rectors, so as to ensure the coordination and direction of the plan from the highest management body. To improve the transversality and complementarity of policies, each of the programmes is under the shared leadership of two vice rectors according to the specific policies of their

respective mandates, which aims to ensure a coordinated management network for the plan as a whole. At the same time, the projects in which each programme is deployed can be led by deans, service directors or other responsible positions, facilitating the implementation of the plan, its subsequent monitoring and transversality.



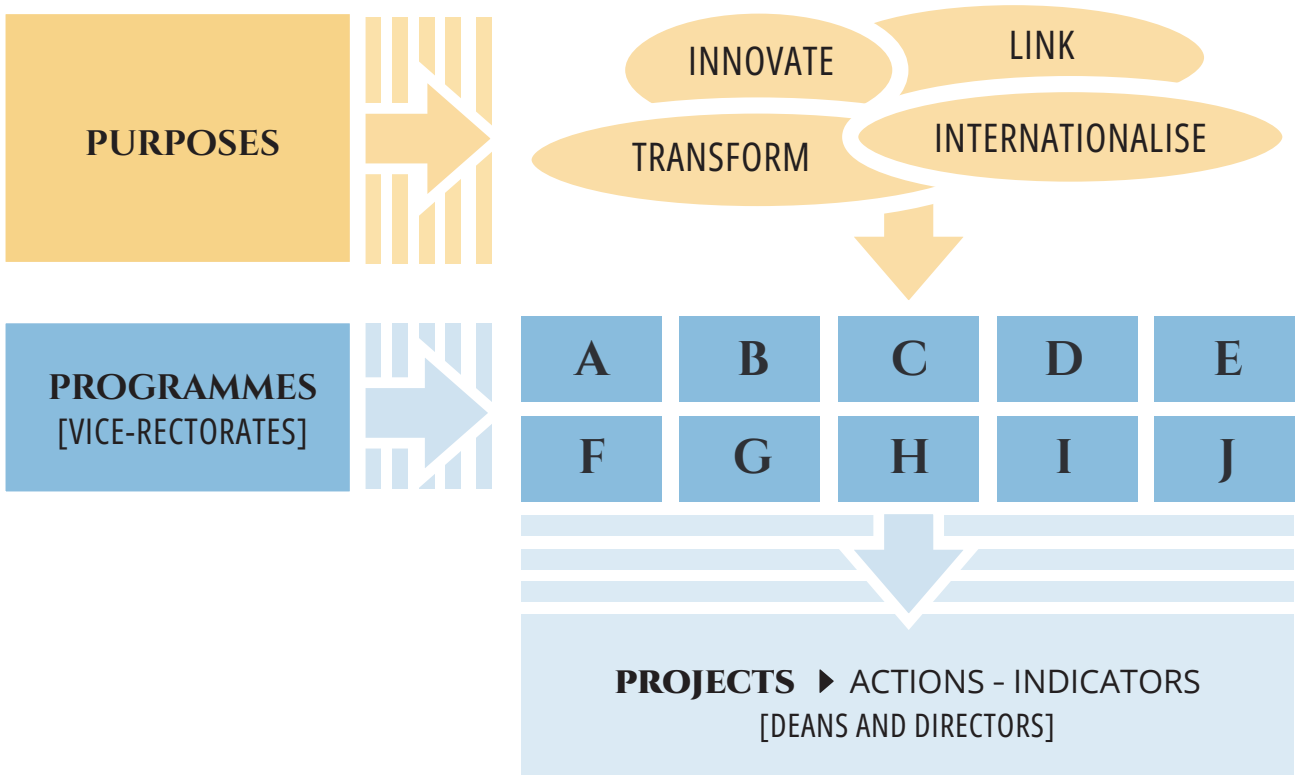


FIGURE 6. Purposes. Programmes. Projects

The four strategic purposes are addressed through **10 strategic programmes** that cover the five dimensions of university work, with no hierarchical relationship between them, but rather complementarity:

- A** - RESEARCH WITH IMPACT

**B** - PREFERRED PARTNERSHIP

**C** - SOCIAL AND ENVIRONMENTAL COMMITMENT

**D** - COMMUNITY OF CARE

**E** - COMILLAS EXCELENTE
- F** - IGNATIAN AND COMPREHENSIVE TRAINING

**G** - NETWORK GOVERNANCE

**H** - 360° ARTIFICIAL INTELLIGENCE

**I** - COMILLAS INTERNACIONAL

**J** - JESUIT GLOBAL NETWORK

		4 STRATEGIC PURPOSES			
		TRANSFORM	TRANSFORM	LINK	INTERNATIONALISE
5 DIMENSIONS OF UNIVERSITY WORK	TRAINING	<b>E</b> COMILLAS EXCELENTE	<b>F</b> IGNATIAN AND COMPREHENSIVE TRAINING	<b>B</b> PREFERRED PARTNERSHIP	<b>I</b> COMILLAS INTERNACIONAL
	RESEARCH		<b>A</b> RESEARCH WITH IMPACT		<b>J</b> JESUIT GLOBAL NETWORK
	TRANSFER AND SOCIAL IMPACT		<b>C</b> SOCIAL ENVIRONMENTAL COMMITMENT		<b>C</b> SOCIAL ENVIRONMENTAL COMMITMENT
	UNIVERSITY COMMUNITY	<b>D</b> COMMUNITY OF CARE		<b>D</b> COMMUNITY OF CARE	<b>I</b> COMILLAS INTERNACIONAL
	GOVERNMENT AND ORGANISATION	<b>G</b> NETWORK GOVERNANCE		<b>J</b> JESUIT GLOBAL NETWORK	

FIGURE 7. Purposes and dimensions

**A - RESEARCH WITH IMPACT**

**OBJECTIVE:** To be a reference in high-impact research that contributes to the resolution of the challenges we face as a society, collaborating with companies and institutions and always with the identity of a Jesuit university.

**DESCRIPTION:** Consolidation of the university's position as a benchmark in applied research with high academic impact, oriented towards solving real problems facing our society, promoting international collaboration and networking with companies, universities and institutions, and ensuring transfer to society. Alignment of knowledge generation with the fundamental options of the university and the Company's university networks. Consolidation of existing lines of research.

**B - PREFERRED PARTNERSHIP**

**OBJECTIVE:** Build and nurture a network of permanent partners.

**DESCRIPTION:** Generation and consolidation of a network of permanent collaborating entities, in the business, economic and social spheres, aligned with the defining lines of Comillas that facilitates and promotes various university activities for training, internships and employment of its graduates. Promotion of and permanent contact with alumni networks and their incorporation into this strategy.

**C - SOCIAL ENVIRONMENTAL COMMITMENT**

**OBJECTIVE:** Distinguish and define the university through an explicit social and environmental commitment in all its dimensions.

**DESCRIPTION:** Specific emphasis on social and environmental commitment as an essential part of the identity and mission of the university as a Jesuit university, by incorporating care for the Common Home and the search for a fairer society in educational activities, the generation of knowledge and its scientific, political and social transfer.

**D - COMMUNITY OF CARE**

**OBJECTIVE:** To care for and strengthen the Comillas university community and its commitment to the university's mission.

**DESCRIPTION:** Focusing on people as the centre of the university project, with special attention to students and employees and their welfare, increasing their degree of attachment and commitment to the identity and mission of the university and enabling their personal and professional development.

**E - COMILLAS EXCELENTE**

**OBJECTIVE** Consolidate and increase the university's excellence and its national and international positioning.

**DESCRIPTION:** Consolidation and promotion of a university aimed at offering the best programmes with the best lecturers/ researchers to train the best professionals for the world. Reinforcement of the image and evidence of a university of excellence in Spain and its expansion abroad. Care for what is done well and is valued by society. Continuous improvement of national and international positioning.

**F - IGNATIAN AND COMPREHENSIVE TRAINING**

**OBJECTIVE:** To train excellent professionals and people for others.

**DESCRIPTION:** Comprehensive professional training and training in values to achieve competent, aware, compassionate and committed people, through quality education and the permanent accompaniment of students and staff at Comillas. Expansion and flexibility of the training offer and thematic and methodological innovation in order to maintain its excellence and adapt it to social demands and new technological possibilities. Design of training itineraries for university staff.

**G- NETWORK GOVERNANCE**

**OBJECTIVE:** Update, review and strengthen the university's governance model.

**DESCRIPTION:** Redesign of the university's governance model to foster participation and transparency, ensuring effectively democratic processes, as well as coordination of all strategies and internal communication. Professional support to university governance with new external resources, visions or capacities.

**H - 360° ARTIFICIAL INTELLIGENCE**

**OBJECTIVE:** To position Comillas as a benchmark in AI in all university dimensions (education, research, management and governance), encouraging critical reflection and its responsible use for the improvement of society.

**DESCRIPTION:** Consolidation of the position of reference in training and research in our areas of knowledge through the decisive incorporation of AI, and other digital tools, in the different university activities in an innovative and responsible way. Consideration of AI as a technological tool capable of transforming the university and society as a whole. Contribution to the debate on the ethical, theological, philosophical and legal issues arising from the adoption and dissemination of AI tools.

**I - COMILLAS INTERNACIONAL**

**OBJECTIVE:** Substantially boost the internationalisation of the university community and its activities.

**DESCRIPTION:** Deepening the process of internationalisation of the university, understood as a diversification of the original university community and greater academic activity with an international presence, preferably through networking with other universities or institutions and through the use of English together with Spanish as the vehicular languages of training and research activity.

**J - JESUIT GLOBAL NETWORK**

**OBJECTIVE:** Strengthen and work with national (UNIJES) and international (Kircher, IAJU) networks of Jesuit universities.

**DESCRIPTION:** Active positioning in the consolidation and promotion of Jesuit university networks in Spain, Europe and the rest of the world to promote the internationalisation, linkage and transformation of Comillas through collaborative activities in all university dimensions (teaching, research, transfer and management).





## 3.5. PROJECTS, ACTIONS AND INDICATORS

To implement the plan, the 10 strategic programmes are broken down into more specific projects, which in turn include actions or milestones to be developed over the next five years. A total of 136 actions complete the deployment of the 41 identified projects. The fulfilment of these actions, in turn, must be corroborated through a battery of 249 indicators and evidence that are associated with each of them.

The indicators adopted fall into two categories. On the one hand, quantitative indicators in the strict sense of the term are measurable and require appropriate data management. On the other hand, the so-called compliance indicators consist of documentary or practical evidence that

certain actions have been effectively carried out. In turn, measurement indicators may have an initial value if they do not respond to strictly new activities and, in any case, a goal or final value that can be deployed in partial values to be achieved in each of the academic years of application of the plan.

# STRATEGIC PLAN

COMILLAS  
2025 - 2030

10 STRATEGIC  
PROGRAMMES

41 PROJECTS

136 ACTIONS

249 INDICATORS

FIGURE 8. Programmes, projects, actions and indicators

The total number of projects, actions and indicators foreseen for the implementation of each of the ten programmes is as follows:

## PROGRAMME - A - ALIGNED RESEARCH

### PROJECT A1 - FOCUS OF RESEARCH

To differentiate Comillas in the field of research through the definition of strategic research focuses which, in accordance with the priorities of the Company and the University, seek to respond to the challenges of society, companies and institutions from all areas of knowledge at Comillas

#### ACTIONS

- |     |   |
|-----|---|
| A11 | Identifying and declaring strategic research focuses              |
| A12 | Developing a plan to promote impact research in strategic focuses |

#### INDICATORS

- |      |  |
|------|--|
| A111 | Proposal of priority focuses: documentary evidence                 |
| A121 | Approval of the plan: documentary evidence                         |
| A122 | Number of projects linked to the strategic focuses                 |
| A123 | Number of high-impact publications linked to the strategic focuses |



PROJECT A2 - IMPACT AND TRANSFER	
Increase the impact on society through transfer (projects with companies and institutions, entrepreneurship, influence on public policies, etc.) and communication of research results. Create and maintain national and international networks of intersectoral collaboration with companies and public and private institutions in strategic research topics	
ACTIONS	
A21	Developing a plan to boost the transfer and impact of research on society
A22	Improving transfer support structures
A23	Publication and presentation of an annual report in different formats with the main research results from the perspective of their social impact
A24	Increased intersectorality or linkage with external entities in knowledge generation
INDICATORS	
A211	Approval of the plan: documentary evidence
A221	Number of patents and activity models registered and active
A222	Number of spin-offs
A223	Number of scientific publications at Q1 level (or equivalent), normalised impact, quotes and altmetrics
A231	Publication of the annual report on the social impact of research: documentary evidence
A241	External funds raised for Comillas research projects and contracts



PROJECT A3 - PROMOTION OF RESEARCH	
Promote policies that support the development of the research and transfer activity of research groups. Encourage the creation of new research centres (institutes, chairs and observatories) capable of attracting external funding. Integrate doctoral programmes into the university's research strategy. All of this with the aim of generating the necessary structures to consolidate Comillas as a benchmark in strategic research areas, attracting, retaining and promoting teaching and research talent	
ACTIONS	
A31	Review of the management model for externally funded projects
A32	Creation of new research centres
A33	Support plan for the teaching and research staff to obtain research projects and contracts
A34	Plan to attract and retain national and international talent, predocs, postdocs and research leaders in our areas of knowledge and strategic focuses
A35	Coordination between doctoral programmes and research groups, chairs and institutes
INDICATORS	
A311	Review of the management model for externally funded projects: documentary evidence
A321	Review of research group regulations
A322	Number of consolidated research groups with relevant funded activity
A323	New research centres



A331	Number of research projects and contracts obtained
A341	National and international talent recruitment plan: documentary evidence
A342	Number of bachelor's and master's degree students involved in research activities
A351	Number of doctoral students with funded or co-funded pre-doctoral contracts

PROJECT A4 - INTERDISCIPLINARY, COLLABORATIVE, INTERNATIONAL AND OPEN SCIENCE RESEARCH

Establish stable research partnerships with universities, companies and public, private, national and international institutions, and in particular with the universities of the UNIJES, Kircher and IAJU networks. Encourage interdisciplinarity, as well as open science policies

ACTIONS

A41	Promoting the implementation of projects with external institutions
A42	Promotion of research cooperation with the universities of UNIJES, Kircher and IAJU.
A43	Supporting the internationalisation of research and mobility
A44	Promotion of interdisciplinary research
A45	Promotion of open science

INDICATORS

A411	Number of research projects or contracts carried out by Comillas together with teams or researchers from other national and international institutions
A412	Number of external entities carrying out research activities in direct collaboration with the university
A413	Funds raised for projects in collaboration with external institutions
A421	Number of international joint supervision agreements
A431	Number and duration of international stays by Comillas teaching and research staff and visiting researchers
A441	Number of co-authored publications with external and international institutions
A451	Open Science Plan: documentary evidence





# PROGRAMME - B -

## PREFERRED PARTNERSHIP

### PROJECT B1 - COMILLAS PARTNERSHIP

Establish preferential and permanent collaboration networks with certain companies, foundations or social entities on a mutually beneficial relationship, including a variety of actions: internships for students, applied research, project or grant funding, support for entrepreneurship, employability of graduates, in-company training, etc. Include permanent collaborating entities in different university bodies according to their volume or degree of involvement. Fostering the loyalty and care of external funders or donors with whom the university aspires to maintain a privileged and permanent relationship

#### ACTIONS

B11	Definition and implementation of the friendly companies category
B12	Mapping of potential friendly companies by sector, setting out preferences
B13	Progressive growth in the number of friendly companies on the potential map
B14	Drafting of a framework for collaboration with friendly companies, taking into account the categorisation of these companies

B15	Creation of the Comillas Business Council and the Comillas Circle of Collaborating Entities
B16	Increased private funding
INDICATORS	
B111	Drafting of the regulatory bases for the different categories of friendly companies: documentary evidence
B112	Approval of the regulatory bases by the Board of Directors and delimitation of the actors involved (financial, marketing, communication, students, alumni, office of external internships): minutes
B121	Mapping of potential friendly companies by sector, establishing the order of preference
B122	Definition of sectors and companies excluded because they are not compatible with university R+M
B131	Number of officially recognised friendly companies in the various categories that are part of the potential map
B141	Approval of the framework for collaboration with friendly companies
B151	Drafting of the regulatory bases for the Comillas Business Council and the Comillas Circle of Collaborating Entities: documentary evidence
B152	Approval of the regulatory bases by the Board of Directors: minutes
B153	Constitution and operationalisation of the Council and the Circle
B161	Annual amount of euros raised from private entities
B162	Number of regular financing agreements with private entities

PROJECT B2 - ALUMNI NETWORKS	
To strengthen and structure alumni networks in all the university's degree programmes, establishing mechanisms for representation and coordination between alumni associations and with the university	
ACTIONS	
B21	Organisation and representation of alumni networks for all degrees
B22	Creation and promotion of sectoral alumni clubs
B23	Creation of the Comillas Alumni Forum in connection with the alumni office
B24	Development of the alumni digital platform
B25	Coordination with UNIJES/IAJU alumni networks, as well as with the EDUCSI/WUJA alumni network
INDICATORS	
B211	Number of degrees with formally constituted alumni networks
B212	Number of alumni associated with the different associations linked to the university
B221	Number of alumni clubs and their memberships
B222	Actions carried out by each alumni club, as well as the quality of these actions
B231	Drafting regulations for alumni associations and their representation in an official university forum: documentary evidence
B232	Approval of the regulation by the Board of Directors: minutes



B233	Establishment of the forum and start of operationalisation
B241	Number of registered users on the alumni digital platform
B251	Number of meetings or coordination meetings with UNIJES/IAJU alumni networks or with EDUCSI/WUJA alumni networks

PROJECT B3 - ENTREPRENEURIAL COMMITMENT	
Promote entrepreneurship as a training and employability opportunity, without losing focus on the necessary adaptation of the profitability/risk binomial for each of the projects in which the university takes a position, through regular calls for proposals to support entrepreneurship initiatives	
ACTIONS	
B31	Student entrepreneurship promotion plan
INDICATORS	
B311	Number of students or alumni directly involved in entrepreneurship projects approved and supported by the university
B312	Number of credits offered for training in entrepreneurship
B313	Number of spin-offs or entrepreneurship projects approved and supported by the university
B314	Number of university calls for proposals to support entrepreneurship projects





### PROJECT B4 - ENDOWMENT LAUNCH

Create a fund for donations from alumni and people identified with the university who wish to donate resources aimed at making a long-term contribution to Comillas

#### ACTIONS

<b>B41</b>	Search for the Endowment Reference Group
<b>B42</b>	Legal and economic set-up and definition of the purposes of the Endowment
<b>B43</b>	Demarcation of the Endowment from other fundraising strategies (grants, research projects, chairs, etc.)
<b>B44</b>	Launch of the Endowment
<b>B45</b>	Management of the Endowment

#### INDICATORS

<b>B411</b>	Defining the reference group, drafting the Endowment's guidelines and setting up the Endowment
<b>B421</b>	Fundraising campaigns and follow-up
<b>B431</b>	Drafting of Endowment guidelines and their demarcation from other fundraising strategies
<b>B441</b>	Funds raised and granularity of donations
<b>B451</b>	Management of the Endowment's income, expenditure (purpose and amount), investment policy and governance

## PROGRAMME - C - ENVIRONMENTAL SOCIAL COMMITMENT

### PROJECT C1 - CARE FOR THE COMMON HOME

To be a university of integral ecology in accordance with the Encyclical Laudato si' by incorporating care for the Common Home in all university activity and with the entire university community. Include the dimension of integral ecology in educational spaces, student training, research and internal governance. Commit to environmental sustainability and care for the Common House as a priority research and transfer theme for Comillas. Ensure that all university buildings and infrastructures respond to the sustainability plan established by the Integral Ecology Unit

#### ACTIONS

<b>C11</b>	Incorporation of integral ecology content in the syllabuses of cross-curricular undergraduate subjects
<b>C12</b>	Offering of complementary modules and non-official training on integral ecology
<b>C13</b>	Making the care for the Common Home one of Comillas' priority research focuses
<b>C14</b>	Creation of an interdisciplinary research group, team or institute that includes integral ecology or environmental sustainability approaches as a central focus
<b>C15</b>	Sustainability report to be produced and regularly updated by the Integral Ecology Unit
<b>C16</b>	Improving environmental efficiency

INDICATORS	
C111	Number of teaching guides for bachelor's degree subjects that have incorporated integral ecology contents
C121	Number of credits offered on integral ecology in complementary modules and non-formal training
C131	List of priority research foci incorporating integral ecology: documentary evidence
C132	Number of research projects or contracts that directly and primarily address issues on integral ecology, environmental sustainability or care for the Common Home
C133	Number of publications aligned with the Universal Apostolic Preferences or SDGs
C141	Formal constitution of a research group, team or institute on integral ecology or environmental sustainability
C151	Progressive improvement of the university's sustainability indicators, following the plan established in the sustainability report by the Integral Ecology Unit
C161	Percentage of square metres in buildings with energy certification A

PROJECT C2 - COMMITTED UNIVERSITY

Include social justice in the training of all students through core subjects or cross-cutting initiatives (SL, UNINPSI, social consultancy, ethics subjects, legal clinic, Comillas Solidaria...). Partially align priority research focuses with the Company's preferences and with the 2030 Agenda

ACTIONS

C21	Incorporation of subjects, modules or transversal training activities related to social commitment in coordination with the institutions of the social sector of the Society of Jesus (Entreculturas, Alboan, SJM, etc.)
C22	Incorporation of the Company's preferences and the strategic plans of IAJU, Kircher Network and UNIJES in the definition of priority research areas
C23	Incorporation of Agenda 2030 goals in the definition of priority research foci

INDICATORS	
C211	Number of subjects (degrees) that incorporate the minimum content in social subjects in their syllabus through their methodology, content or curricular activities and that are aligned with the Universal Apostolic Preferences
C212	Number of subjects that incorporate participation in social projects as part of their training activity
C213	Number of students who participate annually in training projects with social content (legal clinic, social consultancy...)
C214	Number of NGOs or third sector entities that actively and substantially collaborate in the teaching or development of a subject or course
C221	Number of SJ, IAJU, Kircher or UNIJES objectives or preferences incorporated into the priority research focuses: documentary evidence
C222	Number of research projects or contracts that directly and substantially address social justice issues
C231	Number of Agenda 2030 goals incorporated into priority research foci: documentary evidence

PROJECT C3 - SCHOLARSHIPS FOR STUDENTS

Promote social commitment through the granting of scholarships and financial aid from the University, seeking and promoting talent in the least favoured sectors of society, including gradual scholarships that increase the diversity of the student body and scholarships for residence and maintenance that allow the increase in the price of accommodation to be alleviated. Also increase scholarships for excellence, both at Bachelor and Master's degrees. Ensure the effectiveness of financial aid and its allocation to those sectors that really need it

ACTIONS

C31	Increase of scholarships for students from low-income backgrounds, people with disabilities and marginalised groups
C32	Increase of agreements with private entities for the funding of students from low-income backgrounds, people with disabilities and marginalised groups





INDICADORES	
<b>C311</b>	Number of students receiving scholarships through our own programmes for students from less favoured sectors
<b>C312</b>	Number of study grants for large families
<b>C313</b>	Number of students with 'excellence scholarships', both in Bachelor and Master's degrees (e.g. extraordinary degree award)
<b>C314</b>	Amount of euros spent on scholarships for students from less favoured sectors
<b>C315</b>	Study of the effectiveness of financial scholarships in relation to the economic capacity of the beneficiaries
<b>C321</b>	Amount of euros obtained from private entities for students from less favoured sectors



# PROGRAMME - D - COMMUNITY OF CARE

## PROJECT D1 - COMMUNITY OF VALUES

To develop a participatory and dialogued process to update and define the university's long-term identity values, in line with the mission and vision and what is established in the Comillas 2023 strategic plan and in the strategic plans of UNIJES, Kircher and IAJU, generating a more cohesive community that identifies with its mission

### ACTIONS

<b>D11</b>	Development of a participatory process for the definition of Comillas values
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### INDICATORS

<b>D111</b>	Layout of the process: documentary evidence
<b>D112</b>	Culmination of the process: value document



ACTIONS	
D21	Improving internal listening, communication and coordination
INDICATORS	
D211	Design and implementation of listening processes and improvement of communication within and between services
D212	Design and implementation of coordination bodies between services and between academic centres and services
D213	New website, intranet or digital platform with complete and simple organisation chart of all sites, services and departments

PROJECT D3 - SLOW UNIVERSITY	
To present the university as an open space for debate and reflective dialogue on the great social challenges of our time and as an ‘agent of resistance’ in the face of the immediacy of today’s social and political pressure	
ACTIONS	
D31	Encouraging spaces for debate and dialogue on relevant current challenges
D32	Limited use of communication technologies
INDICATORS	
D311	Monthly plan of open activities with different views on socially and politically relevant topics
D312	Monthly publication of dialogues and debates between different people on socially and politically relevant topics
D321	Regulation of communication in the university community and of the digital disconnection

PROJECT D4 - PROFESSIONAL DEVELOPMENT	
Implement policies to foster professional development and performance, with special attention to planning, reviewing job profiles, redefining or clarifying career plans and their assessment criteria	
ACTIONS	
D41	Definition and objectification of the professional development of the Administration and Services Staff
D42	Redefining and objectifying the professional development of Teaching and Research Staff
D43	Evaluation of workloads and risk prevention
INDICATORS	
D411	Drawing up a professional development process plan for the Administration and Services Staff by category or section, including performance assessment: documentary evidence
D412	Approval of the professional development plan by the Board of Directors: minutes
D413	Implementation of the professional development process plan for the Administration and Services Staff
D421	Drafting of improvements to the professional development model for the Teaching and Research Staff: documentary evidence
D422	Approval of the improvements by the Board of Directors and entry into force: minutes
D431	Departmental analysis of work planning and detection of dysfunctionalities: documentary evidence
D432	Annual evaluation of the departmental set of analyses and adoption of corrective measures: minutes



PROJECT D5 - PERSONAL DEVELOPMENT	
Promote active family reconciliation policies, Ignatian formation itineraries and pastoral activities for all university staff	
ACTIONS	
D51	Promotion of personal and family reconciliation
D52	Elaboration, approval and monitoring of a training plan in R&M for the Administration and Services Staff and the Teaching and Research Staff
INDICATORS	
D511	Number of employees benefiting from family reconciliation measures
D521	Number of training or identity initiatives
D522	Number of actions to disseminate training or identity initiatives
D523	Number of employees in identity training courses organised by the Province or UNIJES
D524	Number of employees in identity training courses organised by the University itself

PROJECT D6 - STUDENT CARE	
To promote the personal development of students through the offer of subjects or training modules on soft-skills and personalised support, with special attention to the mental and emotional health of young people	
ACTIONS	
D61	Update and improvement of the training offer on soft-skills

D62	Promotion of the Comillas Contigo Service
D63	Accompaniment and tutoring plan
INDICATORS	
D611	Positive student evaluation of the soft-skills training offer
D621	Satisfaction of students attended by the Comprehensive Care and Support Service
D622	Number of students attended by the Comprehensive Care and Support Service
D623	Hours of direct attention or accompaniment of students carried out by the Comprehensive Care and Support Service
D631	Satisfaction of tutored students

PROJECT D7 - COMILLAS INCLUSIVA	
Incorporate people with disabilities or other specific personal circumstances into the university community, adapting the university to all possible profiles and promoting an attitude of active respect for the minorities present in the community. Developing equality plans and incorporating students with fewer economic or social resources through scholarship policies or financing, in collaboration with other educational, social and economic entities	
ACTIONS	
D71	Care for equality and inclusion of diversity in the university community

INDICATORS	
D711	Percentage of staff with a disability over 33%
D712	Percentage of students with a disability over 33%
D713	Percentage of spaces (square meters) with full accessibility
D714	Percentage of students with financial grants over 25% of their enrolment
D715	Percentage of women/men in management positions
D716	Percentage of women/men with reduced working hours or reconciliation measures



# PROGRAMME - E -

## COMILLAS EXCELENTE

### PROJECT E1 - COMILLAS TOP UNIVERSITY

To achieve excellence in the performance of academic teaching and research functions and the technical and organisational functions associated with them, complementing the projects contemplated in the other programmes and making it possible to consolidate the external recognition of Comillas as a university of great prestige both nationally and internationally

#### ACTIONS

E11	Attracting the best students through advanced marketing policies
E12	Implementation of a teaching evaluation system
E13	Incorporation of remuneration in teacher evaluation
E14	Rationalisation and operational efficiency of internal processes
E15	Intervention and improvement of selected national and international prestige indicators
E16	Obtaining new prestige seals and accreditations





E17	Technical and administrative support for centres in obtaining accreditations or prestige seals
E18	Development of specific communication policies to promote the image of the university
INDICATORS	
E111	Approval and implementation of a new marketing plan
E112	Number of incoming students with outstanding average grade
E121	Improvement in faculty surveys
E122	Overall student satisfaction index
E131	Approval of the remuneration system linked to teaching evaluation
E141	Number of reviewed and optimised processes
E151	Overall position in selected national rankings
E152	Global positioning in selected international rankings
E153	Improvement of the university's H-index
E161	Number of relevant accreditations or seals obtained as a university
E171	Number of relevant accreditations or seals obtained by the university's centres
E181	Measurement of brand recognition in surveys to society



PROJECT E2 - POST GRADUATE, LIFE LONG LEARNING AND FLEXIBLE TRAINING	
Significantly increase postgraduate, executive and lifelong training as one of the fundamental academic strategies for the consolidation and expansion of the Comillas brand as an excellent university. Increase for all students the possibilities of flexible training in terms of content, duration and form of delivery at all stages of higher education	
ACTIONS	
E21	Accreditation of the offer of official postgraduate programmes
E22	Substantial increase in the offer of continuing, lifelong, executive or in-company training programmes
E23	Development of our own flexible programmes (minor) that go together and enrich undergraduate or postgraduate training
E24	Development of protocol for hybrid teaching and for content on open platforms (MOOC)
INDICATORS	
E211	Number of postgraduate credits enrolled
E212	Number of continuous training credits enrolled
E221	Number of people enrolled in continuous training programmes
E222	Number of enterprises or entities with agreements or contracts for in-company or continuous training
E223	Amount of euros received through continuous training, executive or in-company training



E231	Number of flexible programmes offered
E232	Number of undergraduate students enrolled in flexible programmes
E233	Number of postgraduate students enrolled in flexible programmes
E241	Number of hybrid subjects adapting to the protocol for hybrid teaching
E242	Number of MOOC

PROYECTO E3 - TALENT RECRUITMENT AND RETENTION

Attract new talent and retain the talent of the Teaching and Research Staff and the Administration and Services Staff. Increase efficiency and professionalisation in management, giving a more active role to the Administration and Services Staff in order to focus the Teaching and Research Staff on work. Incorporate talent into the faculty and management in a flexible way, seeking synergies in associate lecturers and alumni and favouring dialogue with companies

ACTIONS

E31	Design and implementation of a plan for the recruitment and retention of high performing academic and technical staff
E32	Promotion of continuous and ongoing training for Administration and Services Staff and Teaching and Research Staff
E33	Design and implementation of a plan for the collaboration of associated staff and alumni in strategic actions
E34	Drafting and approval of a training plan in AI for technical staff aimed at releasing Teaching and Research Staff from management tasks

INDICATORS

E311	Drafting of a plan for the recruitment and retention of high-performing academic and technical staff
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E312	Approval of the plan for the recruitment and retention of high-performing academic and technical staff
E313	Average number of applications received for each academic and technical position offered
E321	Number of hours of continuous training received by Administration and Services Staff and Teaching and Research Staff
E331	Drafting of a plan for the collaboration of associated staff and alumni in strategic actions
E332	Approval of the plan for the collaboration of associated staff and alumni in strategic actions
E333	Number of associated lecturers linked to the university in tasks that go beyond formal teaching
E334	Number of alumni collaborating with the university with a minimum dedication of 10 hours per year
E341	Number of technical staff trained in AI for the release of management tasks from the Teaching and Research Staff
E342	Improvement in overall employee satisfaction (employee survey)



# PROGRAMME - F -

## IGNATIAN AND COMPREHENSIVE TRAINING

### PROJECT F1 - VALUES TRAINING

Generalise the added value of Ignatian teaching: in values, social commitment, critical thinking, personal and religious growth, openness to transcendence. Strengthen our identity and mission values, clarifying the meaning of our identity subjects and improving their coordination and communication

#### ACTIONS

<b>F11</b>	Mandatory inclusion of a minimum number of credits in all degrees structured in 'identity subjects' or training in values
<b>F12</b>	Improvement of the complementary offer of training in values

#### INDICATORS

<b>F111</b>	Drafting of the new course plan for training in values: documentary evidence
<b>F112</b>	Approval of the plan by the Board of Directors: minutes
<b>F113</b>	Implementation of the plan by course
<b>F121</b>	Number of credits offered in non-compulsory training in values
<b>F122</b>	Number of credits enrolled in non-compulsory training in values

### PROJECT F2 - STUDENT SUPPORT

Innovate and improve the processes of accompaniment and tutoring of students from entry to graduation, standardising the role of the tutor and the work of mentoring in all centres. Study of the impact on the values of students after their time at university

#### ACTIONS

<b>F21</b>	Standardised procedure for the accompaniment, tutoring and monitoring of undergraduate students
<b>F22</b>	Specific training of tutors
<b>F23</b>	Drafting, implementation and revision of the Tutorial Action Plan

#### INDICATORS

<b>F211</b>	Drafting of the procedure: documentary evidence
<b>F212</b>	Approval of the procedure by the Board of Directors: minutes
<b>F221</b>	Number of tutor training courses carried out
<b>F222</b>	Number of people who have received tutor training
<b>F231</b>	Approval of the action plan: minutes

### PROJECT F3 - EXTENSION OF THE EDUCATIONAL OFFER

Diversify the educational offer with special emphasis on non-official continuing, lifelong, executive and in-company training as an element of differentiation of the university and expansion of its social presence. Deepen the interdisciplinary nature of the new degrees offered, with special attention to the social and healthcare fields, the ethical, philosophical, legal and economic implications of artificial intelligence and the combination of engineering with other areas of knowledge

ACTIONS	
F31	Implementation of new official bachelor and postgraduate degrees
F32	Substantial increase of non-official and executive training credits
INDICATORS	
F311	New undergraduate degrees verified
F312	New undergraduate degrees implemented
F313	New official postgraduate degrees verified
F314	New official postgraduate degrees implemented
F321	Number of credits offered in non-official training
F322	Number of credits enrolled in non-official training

PROJECT F4 - TEACHING INNOVATION

Adopt Comillas’ own teaching methodologies (SL, PBL, others) as part of the differentiation of its own educational model, as well as the keys of the Ignatian pedagogical tradition. Increase the use of hybrid or virtual teaching methods, especially in the postgraduate and lifelong learning areas

ACTIONS	
F41	Plan for the general adoption of Ignatian teaching methodologies (SL, PBL, Ignatian pedagogy, debate, etc.)

F42	Increasing the offer of postgraduate credits in hybrid or online modality
F43	Increasing the supply of non-official training credits in hybrid or online modality
INDICATORS	
F411	Drafting of the teaching methodology plan: documentary evidence
F412	Approval of the teaching methodology plan by the Board of Directors: minutes
F413	Implementation of the teaching methodology plan by year
F421	Number of postgraduate credits offered in hybrid or online modality
F422	Number of postgraduate credits enrolled in hybrid or online modality
F431	Number of non-official training credits offered in hybrid or online modality
F432	Number of non-official training credits enrolled in hybrid or online modality



# PROGRAMME - G -

## NETWORK GOVERNANCE

### PROJECT G1 - STRATEGIC MANAGEMENT

Promote, implement and adapt the university's strategic plan through coordinated and comprehensive policies that include accountability and continuous evaluation. Incorporate risk management, constant foresight and monitoring of the strategy to ensure fluid and transparent communication between academic centres and central services

#### ACTIONS

<b>G11</b>	Coordinated monitoring and continuous evaluation of the strategic plan
<b>G12</b>	Promoting forward planning and analysis
<b>G13</b>	Incorporating risk management into management analysis

#### INDICATORS

<b>G111</b>	Bi-annual evaluation of the development of the strategic plan programmes: documentary evidence
<b>G112</b>	Annual evaluation of strategic plan compliance by the Board of Directors: minutes
<b>G113</b>	Annual briefings on the implementation of the strategic plan in the Senate and the High Council
<b>G121</b>	Number of sessions by the Board of Directors that include analysis of medium/long-term strategies
<b>G122</b>	Creation of an executive committee for risk and strategic analysis
<b>G131</b>	Annual report on risk identification, measurement, mitigation and governance

### PROJECT G2 - EXTERNAL BOARDS

Transform the High Council to establish a permanent consultative body made up of relevant individuals from the Society and from economic, social or cultural entities of special importance for the university's work, reserving a decision-making area for a certain level of this body, which would serve both as an instrument of control and transparency as well as an element of coordination with other Jesuit universities. Increase or consolidate External Boards in the academic centres, made up of alumni, representatives of employing entities and professionals of recognised prestige in their respective areas

#### ACTIONS

<b>G21</b>	Transformation and adaptation of the High Council as a new High Social Council
<b>G22</b>	Regulation and extension to all centres or degrees of External Boards made up of alumni, professionals or representatives of companies or employing entities

#### INDICATORS

<b>G211</b>	Drafting of the regulations governing the new High Council: documentary evidence
<b>G212</b>	Approval of the regulations by the Board of Directors: minutes
<b>G213</b>	Constitution and operationalisation of the new Board
<b>G214</b>	Number of sessions held by the High Social Council and its Standing Committee
<b>G221</b>	Approval of the External Boards regulations by the Board of Directors: minutes
<b>G222</b>	Constitution and operationalisation of External Boards in all degree programmes or academic centres
<b>G223</b>	Number of sessions held by the External Boards of faculties or degree programmes as a whole

PROJECT G3 - PARTICIPATION AND COHESION	
Implement internal in-person or virtual communication mechanisms to ensure adequate information flows within and between faculties, schools, services and sites. Review the presence and weight of the different categories of lecturers and Administration and Services Staff in the university's different representative bodies and review the weight assigned to students in decision-making bodies	
ACTIONS	
G31	New internal communication plan for the university community
G32	Review of the regulations on university participation and decision-making bodies
INDICATORS	
G311	Drafting of the internal communication plan: documentary evidence
G312	Approval of the internal communication plan by the Board of Directors: minutes
G313	Implementation and implementation of the various communication means of the plan
G321	Drafting of the new regulations on participation and decision-making bodies: documentary evidence
G322	Approval of the regulations by the Board of Directors: minutes
G323	Constitution of the renewed bodies according to the new regulations
G324	Percentage of lecturers by categories, Administration and Services Staff and students in the main representative or governing bodies



PROJECT G4 - COMILLAS MULTICAMPUS	
Spatially expand the facilities, infrastructures and services to make the university's presence in various spaces and campuses more profitable, creating a friendlier place to be and work, and to improve the university experience for students. Decentralise certain services, activities or resources to present an integrated offer in the different locations of Madrid as a campus articulated in several locations	
ACTIONS	
G41	Adaptation and expansion of university spaces and facilities
G42	Increase of spaces dedicated to students and university life
G43	Decentralisation of university services
G44	Establishment of a shuttle service between campuses and buildings
INDICATORS	
G411	University-wide square metres available
G412	University-wide square metres available for open use
G421	Square metres available for student use and university life beyond teaching
G431	Percentage of university services with effective presence in the two main campuses in Madrid
G441	Launching of the shuttle service between campuses and buildings



# PROGRAMME - H -

## 360° ARTIFICIAL INTELLIGENCE

### PROJECT H1 - SMART RESEARCH

Promote the use of digital and AI tools to boost the impact of research and encourage its transfer to companies, institutions and society as a whole from the multiple ethical, philosophical and legal considerations it raises. To be leaders in its implementation and in the ethical and governance reflections associated with it

#### ACTIONS

<b>H11</b>	Development of research on the challenges arising from the rise of AI
<b>H12</b>	Use of AI tools to enhance the quality and impact of university research
<b>H13</b>	Carry out dissemination and transfer activities on AI challenges
<b>H14</b>	Carry out dissemination and transfer activities on AI challenges

#### INDICATORS

<b>H111</b>	Number of high impact scientific publications and projects on AI
<b>H121</b>	Design of the training plan for the Teaching and Research Staff in the use of AI in research: documentary evidence
<b>H131</b>	Number of scientific dissemination and transfer activities on the challenges derived from AI
<b>H141</b>	Number of interdisciplinary high impact publications and projects on AI

### PROJECT H2 - SMART TEACHING

Incorporate AI into teaching to achieve deeper, more efficient and flexible learning. Train our Teaching and Research Staff, provide the necessary technological tools and design a project for cultural change, deployment and implementation

#### ACTIONS

<b>H21</b>	Inclusion of AI as a learning tool in the syllabus of all the university's programmes
<b>H22</b>	Review of the evaluation and grading systems of all the Comillas training programmes
<b>H23</b>	Design and implementation of a training plan for lecturers in the use of AI as a teaching tool
<b>H24</b>	Design of an internal and external communication plan on the adoption of AI
<b>H25</b>	Creation of a coordination and monitoring committee on the adoption, dissemination and application of AI in teaching activity

#### INDICATORS

<b>H211</b>	Number of syllabus adapted to the inclusion of AI as a learning tool
<b>H221</b>	Number of AI-based tools implemented and integrated in Comillas platforms
<b>H222</b>	Number of subjects for which grading and assessment systems have been adapted due to the rise of AI
<b>H231</b>	Design of the training plan for the Teaching and Research Staff in the use of AI in teaching: documentary evidence
<b>H241</b>	Number of teaching staff trained in the use of AI
<b>H251</b>	Constitution and implementation of the coordination and monitoring committee on the application of AI in teaching activities: documentary evidence



PROJECT H3 - SMART TRAINING	
Incorporate the knowledge and skills required by the rise of AI into existing degrees, as well as create new programmes. The ultimate goal is to prepare students for a society and a labour market in which being competent in all things AI will be a key element	
ACTIONS	
H31	Update syllabus of undergraduate and postgraduate courses to include AI content and competences and their application, particularly in ethics courses
H32	Offer additional courses and modules in existing programmes on AI-related content and competences
H33	Creation of new programmes and courses motivated by the rise of AI
INDICATORS	
H311	Number of syllabus adapted to include AI as an object of study
H321	Number of additional courses and modules in existing programmes offered on AI-related competences
H331	Number of new programmes and subjects motivated by the rise of AI

PROJECT H4 - SMART GOVERNMENT	
Introduce an ambitious plan for digital transformation and AI implementation that allows the university to be more efficient in its management, able to respond to emerging challenges and agile in order to take advantage of the opportunities that arise in such a changing context.	

ACTIONS	
H41	Design of a plan to incorporate AI into university management
H42	Design and implementation of a training plan for all staff in the use of AI as a management tool
H43	Design of a plan to define strategic data for the university and promote data capture (internal and external), storage and easy access for better and more agile management
H44	Creation of an organisational unit that coordinates all efforts related to the deployment of AI in research, teaching and management
INDICATORS	
H411	Design of the plan to incorporate AI into university management: documentary evidence
H421	Design of the plan to train all staff in the use of AI as a management tool: documentary evidence
H431	Number of organisational units that have incorporated AI tools into their management
H441	Creation of an organisational unit to coordinate the deployment of AI: documentary evidence
H442	Capture and storage of strategic data for management: Number of additional available indicators



# PROGRAMME - I -

## COMILLAS INTERNACIONAL

### PROJECT I1 - INTERNATIONALISATION OF THE UNIVERSITY COMMUNITY

Diversify the university community by moving towards global citizenship, both in terms of academic staff, administration staff and students, attracting more international students to official degrees, fostering internationalisation at home, and presence in new markets in ways other than the traditional ones. Change and adapt the processes linked to international recruitment

#### ACTIONS

I11	Increase the international skills of Teaching and Research Staff
I12	Increase scholarships for foreign students
I13	Extend the international marketing of the teaching offer in all disciplines
I14	Increase the activity associated with internationalisation at home as COIL
I15	Simplify the enrolment process for foreign students
I16	Develop the activity of the Institute of Modern Languages for the internationalisation of the university community

#### INDICATORS

I111	Percentage of Teaching and Research Staff with B2-C1 level of English
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I112	Percentage of Administration and Services Staff with B2-C1 level of English
I113	Percentage of Teaching and Research Staff participating in university internationalisation projects
I114	Percentage of Administration and Services Staff participating in university internationalisation projects
I121	Number of foreign students enrolled
I122	Percentage of foreign students enrolled in official degrees
I131	Number of official degrees with an increase in foreign students enrolled
I141	Number of subjects with COIL methodology
I142	Number of subjects with other internationalisation activities at home
I151	Elaboration of the programme of changes and improvements for the process of attracting and enrolling international students: documentary evidence
I161	Full implementation of the programme for recruitment and enrolment of international students

### PROJECT I2 - INTERNATIONALISATION OF THE EDUCATIONAL OFFER

Increase the joint training offer with other foreign universities, especially those of the Society of Jesus, for the development of official international dual degrees and adapt this offer to the needs or expectations of the international student body

#### ACTIONS

I21	Increase in the offer of international dual degrees
I22	Adaptation of the training offer to international students
I23	Increase in the offer of training in English

INDICATORS	
I211	Number of official dual degrees offered with foreign universities
I212	Number of credits enrolled in dual degrees with foreign universities
I221	Identification of procedural or methodological improvements in the incorporation of foreign students: documentary evidence
I231	Number of undergraduate credits offered in English
I232	Number of postgraduate credits offered in English

PROJECT 13 - INTERNATIONALISATION OF RESEARCH

Extending international research networks by supporting research staff to encourage their mobility and links with foreign teams, as well as by attracting foreign research staff to our research teams or for stays at Comillas

ACTIONS

I31	Promotion of international research stays
I32	Attraction of international research talent
I33	Promotion of research in international networks

INDICATORS

I311	Number of stays (Erasmus or similar) of researchers at Comillas in academic centres abroad
I312	Number of stays (minimum 1 week) of foreign researchers at Comillas
I321	Number of foreign researchers employed

I322	Number of foreign doctorate students
I331	Number of research projects or contracts carried out in collaboration with foreign universities or entities
I332	Amount of euros paid in research projects or contracts carried out in collaboration with foreign universities or entities

PROJECT 14 - COMILLAS GLOBAL

Incorporate people into the university community who bring new and different cultural visions or social circumstances, transversally reviewing all university services to positively welcome this diversity. Adapt the university's structures to accommodate the reception of foreign students

ACTIONS

I41	Social and cultural diversification of the university community
I42	Incorporation of new cultural perspectives in the different scientific disciplines
I43	Elaboration of procedures or plan for the reception and integration of international students in all our services

INDICATORS

I411	Drafting protocols regarding care for students or professionals from different cultural backgrounds
I421	Number of syllabus that incorporate at least several non-Western bibliographical or scientific references
I431	Development of the plan for the reception and integration process for international students across all university services: documentary evidence
I432	Complete implementation of the plan for the process of integrating international students





# PROGRAMME - J -

## JESUIT GLOBAL NETWORK

### PROJECT J1 - SHARED TEACHING

Create new training offers, preferably postgraduate or non-official, carried out jointly with other Jesuit universities. Establish and take advantage of a pool of teaching staff, materials and training shared with UNIJES through the exchange of lecturers, in person or virtually, or through COIL actions

#### ACTIONS

J11	New postgraduate or non-official programmes offered together with other Jesuit universities
J12	Faculty exchanges with other Jesuit universities

#### INDICATORS

J111	Number of official degrees offered jointly with other Jesuit universities
J121	Number of lecturers from other Jesuit universities who have participated as lecturers in official degrees (minimum 10 hours taught)
J122	Number of lecturers from Comillas who have participated as lecturers in official degrees from other Jesuit universities (minimum 10 hours taught)
J123	Number of COIL actions carried out with lecturers from other Jesuit universities

### PROJECT J2 - REFERENCE RESEARCH

Establish and promote new groups, chairs and interdisciplinary research institutes of international reference on particularly relevant topics in collaboration between the four UNIJES/ACM universities

#### ACTIONS

J21	Creation of new interdisciplinary research institutes UNIJES/ACM
J22	Collaboration between research groups/teams working in the same fields

#### INDICATORS

J211	Drafting and approval of the operating bases of the UNIJES/ACM Research Institutes
J212	Definition of the main topics for the constitution of the UNIJES/ACM Research Institutes
J213	Number of research projects or contracts developed by the new UNIJES/ACM Research Institutes
J214	Number of researchers partially seconded to UNIJES/ACM research institutes
J221	Number of research projects or contracts obtained that have been submitted collaboratively between similar research teams or groups from different UNIJES universities
J222	Number of research projects or contracts in the execution of which similar research teams or groups from different UNIJES universities collaborate

PROJECT J3 - IAJU PARTNERSHIP	
Preferably use the regional networks of Jesuit universities to promote international stays and exchanges, international research projects or dual, multiple or unofficial joint training projects (global citizenship, social entrepreneurship...) with other foreign universities that belong to the IAJU. Offer new spaces to develop a possible hub of Jesuit universities in Madrid	
ACTIONS	
J31	Creation of a specific exchange programme for lecturers and researchers through the IAJU network
J32	Dual or joint degrees offered with foreign Jesuit universities
J33	Offering of double or joint degrees with foreign Jesuit universities
J34	Design and offer of an international hub project for Jesuit universities in Madrid
INDICATORS	
J311	Number of outgoing and incoming exchanges of lecturers and researchers with universities of the IAJU network
J321	Number of research projects or contracts developed involving foreign Jesuit universities
J331	Number of dual or joint degrees (official or non-official) offered together with foreign Jesuit universities
J341	Drafting and approval of a project for an international hub of Jesuit universities in Madrid

PROJECT J4 - POLITICAL PRESENCE AND DIALOGUE

Open and maintain a permanent and systematic dialogue channel with different political actors and main public institutions, especially at national level, hand in hand with UNIJES to create a space for dialogue and joint recognition

ACTIONS

J41	Development of a political agenda for dialogue with the main political and institutional actors at national level
J42	Public positioning on relevant issues for UNIJES/ACM and the Company
J43	Development of an agenda for dialogue with entities sponsoring joint projects for UNIJES/ACM

INDICATORS

J411	Number of meetings or encounters with representatives of political parties or public institutions
J412	Number of relevant political, institutional or social entities with which at least one annual meeting or encounter has been held
J413	Creation of a rapid response committee for advocacy in policy procedures and political (budget) negotiations
J421	Number of UNIJES/ACM documents or positioning papers presented publicly
J422	Amount of euros obtained through sponsorship of joint UNIJES/ACM university projects





PLAN



**COMILLAS**  
UNIVERSIDAD PONTIFICIA

## 3.6. IMPLEMENTATION AND OPERATIONAL PLAN

The implementation of the plan entails, in Phase 4 of the process, the preparation of an **operational plan** that serves as a roadmap for its subsequent implementation, monitoring and evaluation by the university's management team. This operational plan is based on the matrix of programmes and projects of the strategic plan, on which the expanded Board of Directors determines both the direct responsibility of each of the foreseen actions and the rate of compliance or measurement of the associated indicators.

- A. For performance indicators, the operational plan establishes the academic year in which they must be verified
- B. For measurement indicators, the operational plan contains the final values to be achieved, as well as the partial values to be met in each of the intermediate academic years. This makes it necessary to determine the initial or baseline value for those measurement indicators that do not correspond to new data

The indicators and actions themselves identify the academic or technical centre responsible for implementation and, consequently, the dean's office that must ensure compliance with the values decided upon, completing the operational plan. These responsible parties are coordinated and supported by the vice-rectors in charge of each programme, providing the necessary resources in each case.



The operational plan is presented as a necessary complement to the strategic plan. While the strategic plan is an open and accessible document in which the University's strategy is condensed, the

operational plan is an internal instrument that guides in its implementation and contains a monitoring and evaluation methodology for the five years of the plan's validity.

The format of the operational plan implemented based on this strategic plan follows the following outline:

STRATEGIC PLAN				OPERATIONAL PLAN																					
PROGRAMME	PROJECT	ACTION	INDICATORS	INITIAL VALUE	GOAL	ACADEMIC YEAR					RESPONSIBLE VICE-RECTORS' OFFICES					RESPONSIBLE FACULTY OR SERVICE									
						2025 / 2026	2026 / 2027	2027 / 2028	2028 / 2029	2029 / 2030	OFFICE OF THE VICE RECTOR FOR STRATEGY, INTERNATIONALISATION AND ACADEMIC PLANNING	OFFICE OF THE VICE RECTOR FOR INSTITUTIONAL RELATIONS, ORGANISATION AND GENERAL REGISTRAR	OFFICE OF THE VICE RECTOR FOR IDENTITY AND MISSION AND ALUMNI AND STUDENTS	OFFICE OF THE VICE RECTOR FOR RESEARCH, TEACHING STAFF AND ARTIFICIAL INTELLIGENCE	DIRECTOR FOR ECONOMIC AFFAIRS AND BUSINESS RELATIONS	FACULTY OF LAW	FACULTY OF ECONOMICS	SCHOOL OF ENGINEERING	FACULTY OF HUMANITIES AND SOCIAL SCIENCES	FACULTY OF THEOLOGY	UNIVERSITY SCHOOL OF NURSING	INEA	ONEXED	RESPONSIBLE SERVICE	
X	X1	X11	PERFOR- MANCE		202X							(X)		(X)			(X)			(X)	(X)				
X	X1	X11	MEASURE- MENT	YYY	Z5	Z1	Z2	Z3	Z4	Z5	(X)			(X)		(X)		(X)					(X)		

FIGURE 10. Format of the strategic plan

## 3.7. MONITORING AND EVALUATION

The monitoring of this strategic plan is based on the operational plan that specifies the timetable for the implementation of the actions and the level of compliance with the different indicators, and on the other hand, on a simple monitoring and evaluation scheme that ensures its strategic, cross-cutting and coordinated nature.

To this end, a specific **Executive Committee** is established to monitor the strategic plan, which will be chaired by the Rector and vice-chaired by the Vice-Rector for Strategy, Internationalisation and Academic Organisation. This committee will be completed by the director of Economic Affairs and Business Relations, as the highest non-academic representative of the management, by a second vice-rector and

by one of the deans or directors of schools or centres as members of the rectoral team and the expanded Board of Directors respectively.

This executive committee has the primary responsibility for ensuring compliance with the strategic plan, its monitoring and evaluation, in the terms contained therein. To this end, it has the power to include the

analysis of the monitoring of the plan in the management meetings, as well as to ensure the necessary communication on the plan with the Board of Directors.

Under this executive committee, the **rectoral team** is the competent body to lead the development of the ten strategic programmes. These programmes are managed by the vice rectors in accordance with the principles of coordination, collegiality and collaboration. Each of the

programmes has a vice-rector in charge and a second vice-rector according to his or her area. All members of the rectoral team share responsibility for at least one of the programmes with each of the members of the team, creating a complete mesh of crossed responsibilities. In this way, the aim is to ensure the transversality and complementarity of the plan’s development policies, which are projected on the five university dimensions.

The distribution of maximum responsibilities for each of the ten strategic programmes is as follows:

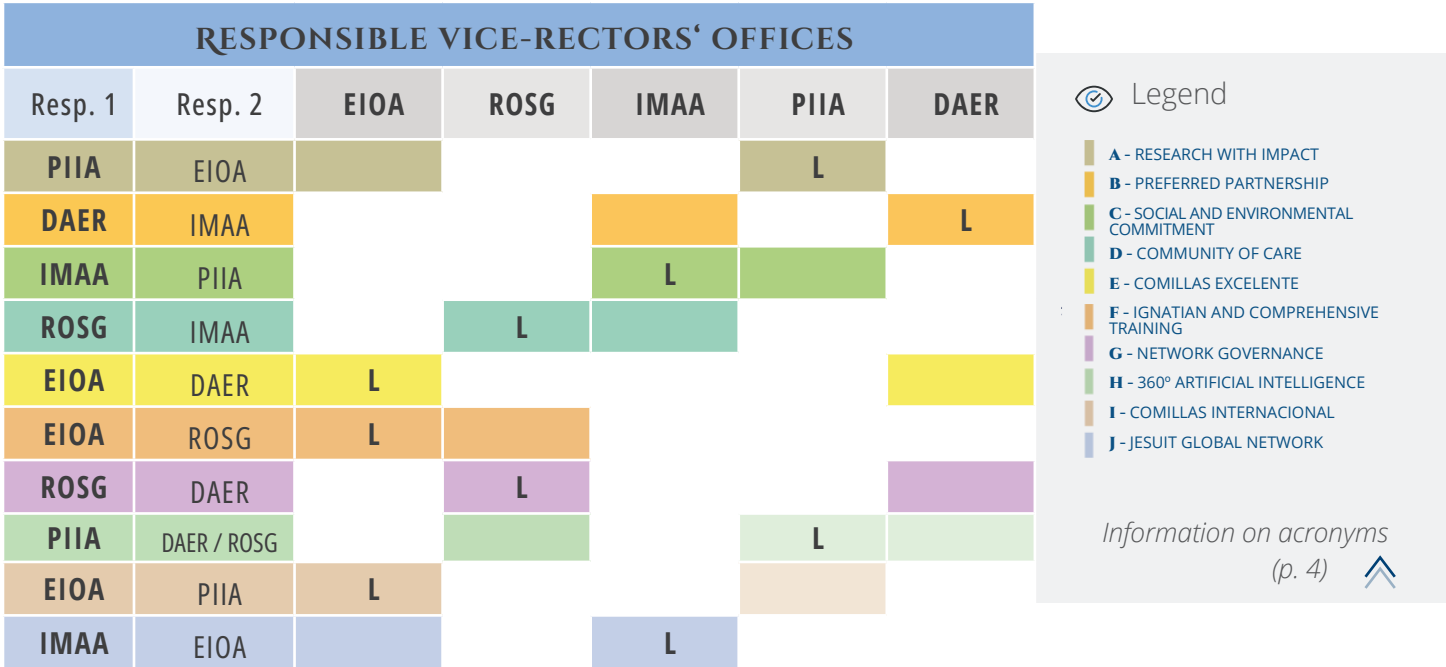


FIGURE 11. Sharing responsibilities of each programme

The projects in which each programme is deployed and the actions within these projects can be led by one or more deans, directors of services or other competent positions. The aim is to facilitate the involvement of all academic and technical units in the fulfilment of the university’s strategy and at the same time to do so through a simple scheme that facilitates subsequent monitoring and evaluation.

For its part, the **monitoring model**, channelled through the so-called operational plan, involves a shared review of the indicators and actions pending in each of the semesters and an evaluation and update of the degree of compliance with the strategic plan at the end of each of the academic years.

A. AT THE BEGINNING OF EACH SEMESTER:

- a. Each vice-rector in charge of a programme organises the actions to be developed or the indicators to be met and their assignment to the different academic centres or services.
- b. Each dean compiles the actions arising from the various programmes of the plan to be implemented during the semester and shares this information with his or her team. The vice-rectors, with the collaboration of the deputies, do the same for the central services under their direction.

B. AT THE END OF EACH ACADEMIC YEAR:

- a. Each vice-rector compiles the necessary information to present an assessment of the degree of compliance with each programme, with the deviations detected and, where appropriate, the proposed corrections.
- b. This assessment is shared in the expanded Board of Directors which, where appropriate, approves corrections to the plan or measures to improve compliance.
- c. Each dean presents a joint assessment of the evolution of the plan to their respective faculty and staff. Each vice-rector does the same for the services for which he/she is responsible.
- d. The rector and the vice-rector for Strategy present the joint assessment of the progress of the plan to the Board of Directors and the Senate.

To make this monitoring possible and effective, a scorecard containing the operational plan with updated data on the indicators is kept open for the Board of Directors throughout the life of the plan, so that management has basic information on compliance with the plan at all times. This scorecard, fed from the Data Governance Office, serves as a roadmap for both the expanded Board of Directors and the Executive Committee of the strategic plan.



Comillas aspires to be perceived as a university that is **NECESSARY** (for its difference), **COMMITTED** (to social transformation), **HOPEFUL** (in the future and the new generations) and **ECOLOGICAL** (at the service of the Common Home). These four points, which derive directly from its institutional identity, mission and vision, constitute the framework of the strategy set out in this document and are in line with the priorities of the Society of Jesus in today's world.

These four pillars, which derive directly from its institutional identity, mission and vision, constitute the framework for the strategy set out in this document and are in line with the priorities of the Society of Jesus in today's world.

See FIGURE 3 (p. 46) >

The **4** strategic purposes are addressed through **10** strategic programmes that cover the **5** dimensions of university work, with no hierarchical relationship between them, but rather complementarity

**10** STRATEGIC PROGRAMMES [VICE-RECTORATES]

See FIGURE 4 (p. 54) >

See FIGURE 6 (p. 62) >

- 4** STRATEGIC PURPOSES
- TRANSFORM
  - LINK
  - INNOVATE
  - INTERNATIONALISE

- A** RESEARCH WITH IMPACT  
[Go to p. 69 >](#)
- B** PREFERRED PARTNERSHIP  
[Go to p. 74 >](#)
- C** SOCIAL AND ENVIRONMENTAL COMMITMENT  
[Go to p. 79 >](#)
- D** COMMUNITY OF CARE  
[Go to p. 83 >](#)
- E** COMILLAS EXCELENTE  
[Ir a p. 89 >](#)

- F** IGNATION AND COMPREHENSIVE TRAINING  
[Go to p. 94 >](#)
- G** NETWORK GOVERNANCE  
[Go to p. 98 >](#)
- H** 360° ARTIFICIAL INTELLIGENCE  
[Go to p. 102 >](#)
- I** COMILLAS INTERNACIONAL  
[Go to p. 106 >](#)
- J** JESUIT GLOBAL NETWORK  
[Go to p. 110 >](#)

See FIGURE 5 (p. 58) >

See FIGURE 7 (p. 63) >

**5** DIMENSIONS OF UNIVERSITY WORK

- TRAINING
- RESEARCH
- TRANSFER AND SOCIAL IMPACT
- UNIVERSITY COMMUNITY
- GOVERMENT AND ORGANISATION

**41** PROJECTS  
RESPONSIBLE VICE-RECTORS' OFFICES

**136** ACTIONS  
RESPONSIBLE FACULTY OR SERVICE

**249** INDICATORS

See FIGURE 8 (p. 68) >

# CONCLUSIONS AND FUTURE COMMITMENT

The **STRATEGIC PLAN COMILLAS 2030** represents a firm and consensual institutional commitment to the future of our University. After a participatory and rigorous process, we have produced a strategic document structured into specific programmes, defined lines of action and indicators that will allow us to evaluate its development in an objective and transparent manner.

This Plan not only expresses a shared vision, but also sets out the path to follow in order to face the challenges of the coming years with ambition, coherence and realism. The strategic axes defined articulate a clear proposal to strengthen our academic and scientific excellence, promote sustainability, deepen the digital transformation and project Comillas as a university committed to the common good.

El reto ahora es hacer realidad este Plan a través de su implementación efectiva en todos los centros, servicios y unidades, de forma coordinada y con una gestión orientada a resultados. La implicación de toda la Comunidad Universitaria será clave para el éxito de este despliegue.

The challenge now is to make this Plan a reality through its effective implementation in all centres, services and units, in a coordinated manner and with results-oriented management. The involvement of the entire University Community will be key to the success of this deployment.

Comillas 2030 is not only an institutional strategy: it is an expression of the purpose that unites us. Through this Plan, we renew our commitment to a University at the service of people and society.

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## **STRATEGIC PLAN** COMILLAS **2030**

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