



STRATEGIC PLAN

2019 / 2023

COMILLAS PONTIFICAL UNIVERSITY



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1

Presentation

We are currently in the midst of the **4th Industrial Revolution** which, for the sake of simplicity, we call the Digital Revolution, where digital, physical and biological technologies converge. It is a time when the way we live, work and interact is changing. The transformation in which we are immersed is perhaps unparalleled with that of any other era. Moreover, everything is taking place at a dizzying speed. It is not that before there were fewer problems, but there were more certainties, with credit often given for attempting to interpret world events in a more global way, events which today have given rise to uncertainty and perplexity. Insecurity is increasing, and as a consequence, so is the temptation that can arise from being carried away by pure emotional reactions to the present time, or being dragged along by the rushing flood waters of current events.

Our time in history is also a time of urgent causes, such as that of sustainable development, crystallized in both the **UN 2030 Agenda** and in **“integral ecology”** of *Laudato si’*; a time to

affirm the rights of vulnerable or socially disadvantaged groups, and to denounce destructive and indignant behavior towards women, but also a time of exasperating populism and nationalism. Almost everything is measured and valued according to utility and profitability, including people, and that is the reason why it is not strange to see how easily people can be “discarded”.

We live in a difficult time for long-term commitments, when it is easy to move from experiment to experiment: many things happen to us, but we have little “human experience.” The weakness of social ties often places us between *“every man and woman for himself/herself”* and *“save yourself if you can”*, strangely accompanied by an unbridled gregariousness of immersion in the masses and the dissolution of personality. We have an abundance of channels of communication and few genuine interpersonal encounters, because technologies are very sophisticated, but communicating is still a human act, and not just a technological one.



We are direct witnesses of a time in history in which no one can anticipate the scope or depth of the changes in the economic, political and social world, in consumer habits or in the way we relate to each other. And this goes without mentioning the acceleration in Science and Technology in sectors such as Genetics, Neurosciences or Artificial Intelligence, from which some prophesize the advent of Post-Transhumanism. We anticipate how new technologies can facilitate the necessary energy transition, transform the physical and intellectual capacities of human beings to surpass their limits; how they can merge technological elements and human organisms, enhance the capacities of certain organs such as the bionic eye or ear, or favor more effective continuous learning. It is a total revolution that will not only influence social control through *Big Data* or the future of the workplace with its social imbalances, but will exert control over human beings themselves.

There are factors which coincide in time, with diffuse borders, that are conditioning now, and will condition in the future, a model for development and the characteristics of the workplace. These factors are not only defining technology companies; Analog technological companies that wish to have a future have no choice but to accept the transformations that digitalization brings. Reliable studies agree that the incidence of these changes will be lower in professionals with higher education, and that more than a large percentage of

jobs will be destroyed by automation, which will affect many of the tasks of current and future jobs. But technological progress will not only affect the structure of employment, in terms of the number and variety of the type of jobs, but also the change in the nature and cultural significance of these occupations. With individuals trained in the digital culture comes the problematic nature of hierarchies and changes in the ways of interacting and decision-making. They are not merely changes in form, but rather in substance. Roles have become largely *self-managed* and the hierarchical scale much reduced for the sake of greater efficiency. In addition, companies must be prepared to respond very quickly, leading to a need for continuous learning, and to a decentralization in decision-making, as well as the need for collaborative work and in networks. Educating and training responsible, trustworthy and able-bodied individuals: conscientious, competent, critical, compassionate and committed; training subjects with skills for discernment, with the ability to choose, remembering the good that has been instilled in them, and then projecting it to better serve other human beings is becoming more important than ever. In this sense, the acquisition of cognitive skills is still important, but above all, it is the development of non-cognitive and transversal skills, and the continuous dynamics of active learning throughout life which will be ever more vital. Comillas purports to provide an adequate response to all of these challenges.

As we currently discover the vulnerability of the entire biosphere, we understand that human action involves a responsibility that extends both in time and space and becomes inter-specific, since it refers to the sphere of the non-human. The whole of nature is vulnerable and has received many wounds, some incurable and others reversible. The horizon of sustainability is growing closer with an urgency to which there are no excuses: it demands that the problems of the present take into account the guarantee of the foundations of life for future generations, while still placing the impoverished at the center. The poor cannot keep waiting.

At Comillas, we are clear on who we are and what we are; the proximity to business and professional fields has allowed us to creatively meet the educational and training needs demanded by society. Of course, we are responding to the changes that technology is requiring of society by constantly keeping content courses in our Bachelor's and Master's Degrees up-to-date, but, at the same time, we are placing more emphasis on responding to training in transversal competences, that is, self-knowledge, the search for one's own vocation and life project, ethical commitment and openness to intercultural experience; the capacity for innovation and adaptation to change; orientation to the solution of problems, team work and collaborative effort, leadership from a commitment to service, entrepreneurship, service-learning and the importance of communication skills. These are



the skills and abilities that provide the necessary solid foundations to face the challenges of the future in any professional field.

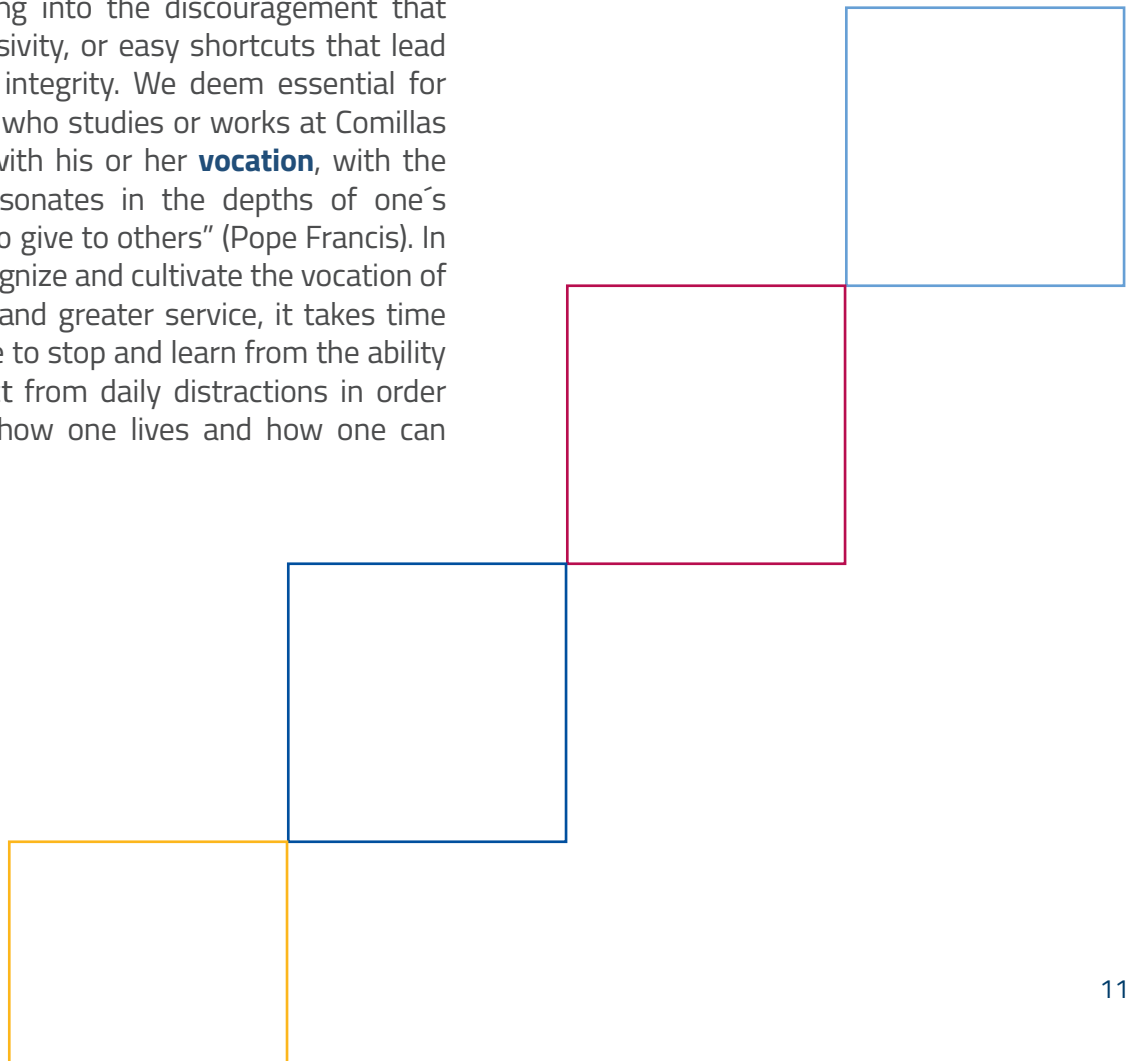
Nowadays something that has always been present in our Jesuit way of education and training is being considered more and more: that to prepare students with skills in adaptation to change, there is no better way than to strengthen a Humanistic Education. The growing relevance of technology precisely requires a **Humanistic Education** that gives sense to, and properly guides, the changes that technology is producing in society. When confronted with an overdose of Technology 4.0., the therapy is to put human beings, the person, at the center. At Comillas, the presence of this Humanism is essential in everything that we do. Fomenting culture and building leadership is to educate in a *humanitas* intimately linked to ethical commitment and the Christian faith, which does not disregard, on the contrary, the usefulness of professions.

Pope Francis invokes the “culture of the encounter” which occurs when “looking for points of coincidence amid many differences, in that artisan-like and sometimes costly effort to build bridges and spread peace.”

The world needs **growth to be sustainable and inclusive**, and it also needs to develop the category of universal citizenship, which gives membership to the human community a value at least as high as the citizenship of a particular nation. This is required by the extreme situations of refugees or forced migrants, where humanity itself suffers. The conscience of global citizenship sees others as people who, in their diversity, are fellow companions on the road of life, and not inferior beings, who must be ignored, or enemies, who must be combatted. To weave “social friendship” and stand up to destructive enmity, Pope Francis invokes the “**culture of the encounter**” which occurs when “looking for points of coincidence amid many differences, in that artisan-like and sometimes costly effort to build bridges and spread peace.” And something which is indispensable in a society as diluted as ours: solid **people with strong ties and a clear, not rigid, sense of belonging**; people capable of seeing the good side of things and building from a healthy, unprejudiced point of view; people eager to seek depth by not settling for or adopting clichés or trends; people with a universal and fraternal outlook, who do not lose sight of a concrete local focus, following from which comes the principle of aspiring to the maximum, of not being frightened by vast horizons, but also being attentive to the smallest of details ; people with a system of coherent moral values.

Whoever goes forth by following an **Ignatian leadership** system of values does not seek success as an objective, but rather as a means to serve, by lending oneself to a greater cause. It is not service outside of reality, but rather a very concrete and realistic service, which calls for giving more and doing things better; which does not cause self-blockage due to complaining nor does it lament over obstacles that may arise, but rather concentrates on overcoming them without falling into the discouragement that leads to passivity, or easy shortcuts that lead to a lack of integrity. We deem essential for each person who studies or works at Comillas to connect with his or her **vocation**, with the “call that resonates in the depths of one’s inner being to give to others” (Pope Francis). In order to recognize and cultivate the vocation of authenticity and greater service, it takes time to be, a place to stop and learn from the ability to disconnect from daily distractions in order to examine how one lives and how one can

improve, making this a habit of self-knowledge; taking into account one’s own weaknesses and strengths, to respond with freedom and creativity, with discernment in a continuous adaptation to change.



2

Comillas Responds Proactively to Challenges

At Comillas, our response is a comprehensive, well-rounded education and training for students who have the desire to prepare conscientiously for their professions and for those of us who would like to make an impact on them as individuals, such that, in a spirit of freedom, they make a conscious decision for themselves to be devoted to good and truth in all realms of their existence. And our response is also that of useful, transforming, networked and inter(trans)-disciplinary research on crucial issues, in line with the mission of the Society of Jesus, as it is defined in contemporary society. To carry out the very important tasks of the transmission and generation of knowledge to the benefit of young people who are being educated today, and of society as a whole, there

is a need for professors and researchers, as well as administration and services personnel, that contribute to the successful functioning of the University.

These challenges calls on us to reinforce learning of the following types:

- **consistent** learning, of which effort remains an indispensable value;
- learning which is **constructive**, demonstrating initiative and transforming problems into solutions;
- **cooperative**, assuming that one learns more when one shares with others, not neglecting or feeling superior to others;



- **continuous**, to promote constant adaptation to change;
- **deep**, tending to a deep understanding of that which is truly essential, without being seduced by the merely superficial;
- and **universal**, orientated to overcoming petty self-interests to transcend the general interest and take into account the actions and decisions of the poorest and most vulnerable individuals.

This combination of technical competence, along with openness of perspectives, activation of awareness and willingness to compromise, contributes to the achievement of true professional leaders and, also, to a more complete sense of personal fulfillment.

The *Universidad Pontificia Comillas*, Comillas Pontifical University, is perhaps one of the institutions best prepared in Spain today to offer its students this multidimensional and comprehensive, well-rounded learning, effectively incorporating educational innovation, at the base of our tradition, since the fundamental premise is that students learn, not that professors teach; for learning to be effective we must use the best means at our disposal. This Strategic Plan intends to provide the means so that this University can continue to be one of the leading universities, with the best students in Spain, and with the ability to attract students from every corner of the world.

And if we examine research, the incorporation of ethical perspectives leads us to affirm that we can and must carry out research on everything - to research is to pursue the truth in order to know and to transform - obviously in a scrupulous manner. And only if it is orientated - with sufficient guarantees - toward dignity, not an abstract dignity, but dignity which is fully steeped in the concrete conditions of existence (needs, relationships, freedoms). Without those specific premises, dignity may become an empty concept which is easily manipulated.

“What” to research is a very broad question, but the human and material resources to do so are finite and usually scarce, so choices must be made. In Ignatian tradition, we have the guiding criteria of the “greatest and most universal good” and the “greatest need and most pressing urgency”. Always from a realistic perspective of taking into account specific circumstances, and contemplating the usefulness and transformative effects that research may have on the lives of people, especially those most in need. Our aspiration, as expressed in this Strategic Plan, is to combine scientific recognition and transformative effects. We need professors with accredited research and, at the same time, we need research committed to the causes where the future of human beings is at risk. In addition, the commitment to the Christian faith, rooted in a sense of social justice and which does not forget the poor, leads us to aspire to the greatest excellence in our work.

SUSTAINABLE DEVELOPMENT GOALS



In order to make possible these previously formulated objectives, we need all of the efforts of the University Community to be orientated to better service. This orientation speaks of a sincere desire for improvement, helpful attitudes and continuous learning in all of us who work at our institution, which must provide the means for professional development.

Comillas is in a position to respond to these challenges of advancing knowledge (research) and to make a significant transfer of this knowledge, because it has been providing resources to its research centers in that regard. In the coming years, we will make an important effort to support these essential university functions, providing resources and choosing what to research and how to go about it, with a view to the horizon that sustainable development / integral ecology offers us in the future. This transfer of knowledge also calls us to be aware of our public role in the life of society as a whole, in which many University alumni stand out for their achievements, and in the life of the Church, to which we are honored to belong.







3

Strategic Plan

Horizons

The framework and horizons for education, training and research are provided by the United Nations *Sustainable Development Agenda 2030*, with its 17 Sustainable Development Goals (SDG's), and the proposal of "*integral ecology*" by Pope Francis. We believe that all must be combined to provide dignified university responses to the global and interdependent framework of our world, where we must face the challenge of reaching the frontiers of diversity and inequality. The *2030 Agenda* highlights themes and guidelines, while *integral ecology* places them at the depth of Anthropology and Spirituality. We are in a position to creatively combine social justice by facing socio-economic and environmental conditions, together with the sign of the times of cultural and religious diversity. And we must also meet the need for inter (trans) -disciplinarity in order to carry out research according to an *agenda* of discernment, from

which useful and transformative knowledge can be transferred to society.

The principles of the *2030 Agenda* which evidence a special affinity with the nature of the University are:

- the **principle of integrality**, which challenges all of the dimensions and activities of universities, requiring coherence and responsible consistency in building a world committed to sustainable and inclusive development;
- the **principle of universality**, also present in the very nature of the University, which calls for a global view that does not lose sight of local commitment, and that seeks synergies with other agents of society, from public administrations to companies and professional entities, through its impact on public debate.



Moreover, the “integral ecology” of *Laudato si’* does ask that we hear “the cry of the Earth and the cry of the poor” (LS, 49), and sets before our eyes the inseparability of “the concern for nature, justice with the poor, the commitment to society and inner peace” (LS, 10), and the analysis “of environmental problems and human, family, work, and urban contexts, and the relationship of each person with himself/herself” (LS, 141). Hence, it is “fundamental to search for integral solutions that consider the interactions of natural systems with each other and with social systems. There are not two separate crises, one environmental and one social, but only one complex socio-environmental crisis” (LS, 139).







4

A New Strategic Plan that Gives Way to "Creative Fidelity"

Following from the Strategic Plan for 2014-2018, it is not an option to remain stagnant and without progress, as that would be the same as starting to go backwards. "Continuous learning", "constant updating", "commitment to social reality" are expressions that precisely alert us to the need for continuing to move forward without hesitation. As Father General and Grand Chancellor of our University pointed out at UNISINOS (Brazil) in 2017, "*Magis* means that it is always possible to improve. If by applying instruments of planning, we manage to reach the best use of our resources,

especially in the richness and variety of human skills and abilities of the people with whom we share the same mission - Jesuit and non-Jesuit -, we can surely do more and do it better " .

That is the reason that this new Strategic Plan 2019-2023 gives continuity to the one developed in the period from 2014-2018, but does not reproduce the objectives, formulas and techniques used so far, no matter how successful they have been. As again, Fr. General advised us at the World Meeting of Universities entrusted to the Society of Jesus, in Loyola:



"Feeling or declaring ourselves to be heirs to the rich educational tradition of the Society of Jesus is not enough, as we are now in such changing situations, those in which our university activity is carried out today. Living the tension of creative fidelity is a profound requirement of the magis of spirituality that provides us with encouragement (...). Authentic fidelity is what manifests itself through innovative responses to the challenges of the times. Faithfulness to the tradition from which we come means responding creatively to the signs of the times from the foundations of the identity that unites us."

In carrying out this task, we are cordially convened to come together. And for this purpose, it is necessary to appeal to discernment, given that as our Grand Chancellor has reiterated the following, applying the recommendations of General Congregation 36 to our university environment, through the discernment of universities:

- open up to the possibility of tapping the source of life that they intend to transmit, and acquire the freedom necessary to follow the stream of life that arises from its own source;
- keep in touch with the dreams of a better world towards which research, the generation of knowledge, teaching and social advocacy efforts are orientated;
- prepare to plan the best use of available resources to achieve the purposes of one's work.

4 A New Strategic Plan that Gives Way to “Creative Fidelity”





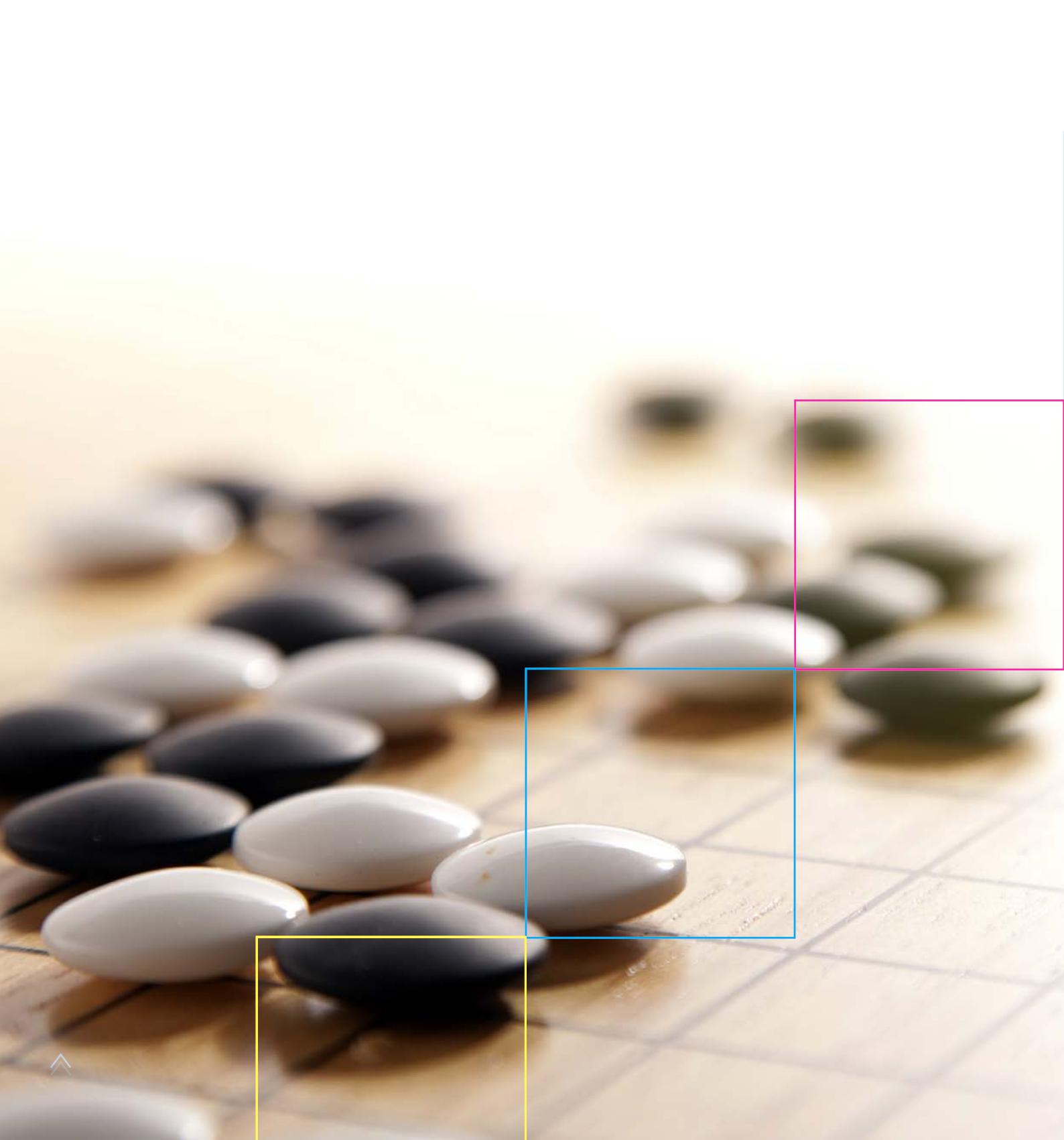
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How Do We

Foresee Comillas to Look in 2023?

- Comillas is a university **committed to its students**, to all of its staff and to society; it is a reference in excellence in education and training, attracting the best students; it conducts relevant, useful and transformative research, of an inter (trans)-disciplinary nature, decidedly orientated to the transfer of knowledge and social impact.
- Comillas **educates universal citizens** who learn and integrate others into their education and training, learning not only knowledge and tools to work in the professional and social world, but acquiring transversal skills and ethical values to think and discern in their decision-making, and activate continuous, collaborative, innovative learning, and entrepreneurship in the different areas of life.
- Comillas is the Jesuit University of Madrid and **exercises the social and Ecclesial leadership** that society and the Church require, corresponding to the adjective "Jesuit". And it does so thanks to a clear Ignatian identity of its members and the institution, with a firm and open Ecclesial sense of belonging, promoting and generating "a culture of the encounter", where dialogue and openness to other world views is effective and does not detract from the sense of its own identity and mission, nor the word "university."





6

A Strong Nucleus for the Mission

In relation to the *pillars*:

An education and training which is comprehensive, innovative and capable of attracting the best and most committed talent; useful, selective and transforming research; a reference among universities in **transfer of knowledge and social impact**, stemming from the identity of being the Jesuit University of Madrid.

In relation to *transversal issues*, which consolidate and strengthen the pillars:

A prominent preference for **internationalization, innovation / digitalization, computer resources**

and cooperation, identity, relationship with external entities.

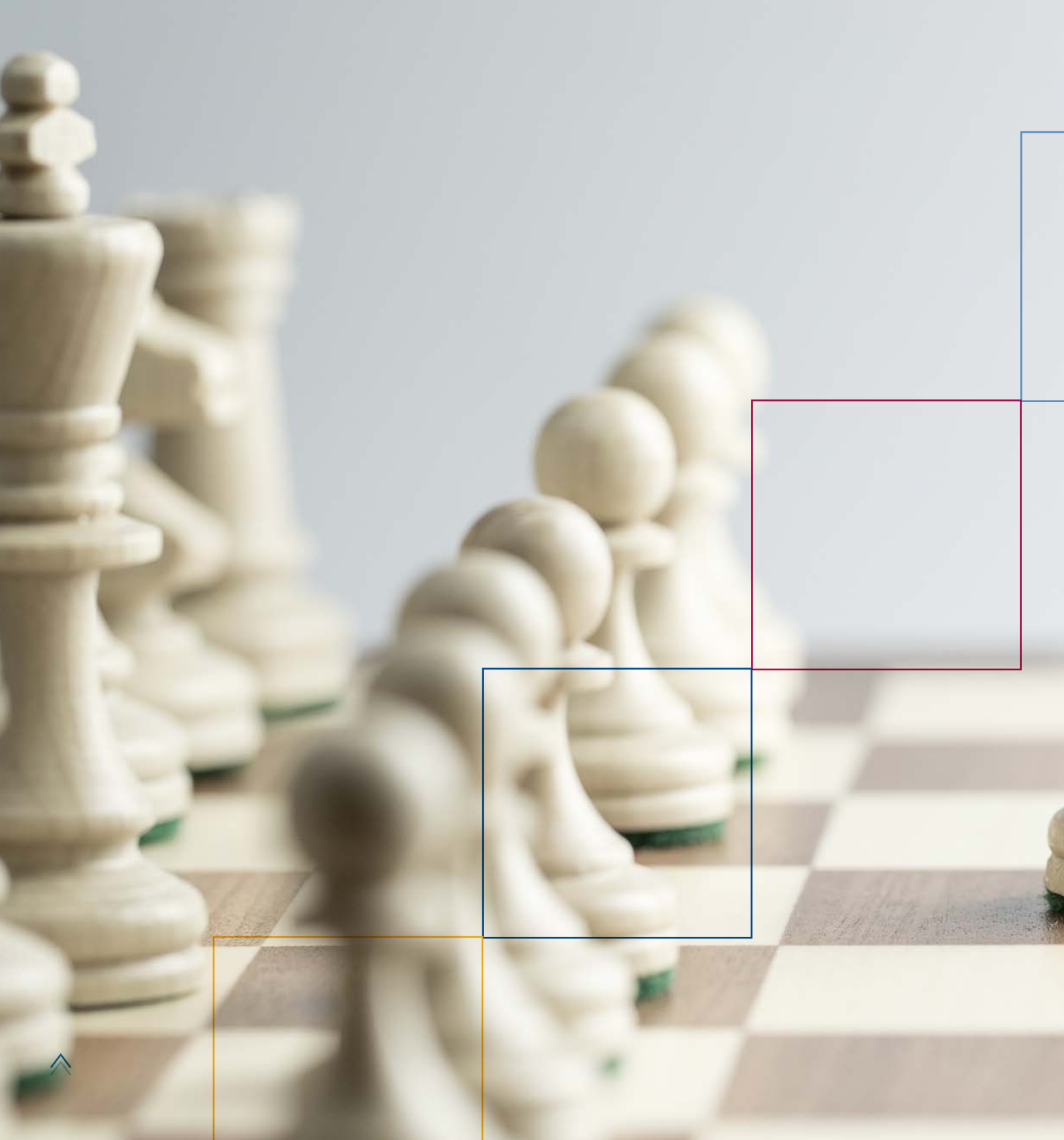
In relation to *internal services*:

A strong commitment to deep **transformation**, taking into account the needs of **users and beneficiaries of services** and the possibilities of **continuous improvement** of all services.

In relation to *social presence*:

Awareness of the **public role** in society and the Church as a whole; reinforcement of the **transfer of knowledge**; the strength of our **Alumni; Jesuit** identity and synergies with works of the Society of Jesus, the Jesuits.





7

Strategic Areas

Research

Education and Training

Transfer of Knowledge and Impact

Orientation to Better Service

Identity and Jesuit Mission



Research

- L1.**
DEFINE AN AGENDA FOR RESEARCH FOR EACH FACULTY / SCHOOL / INSTITUTE OR CENTER, ALIGNED WITH THE OBJECTIVES OF THE UNIVERSITY
- L2.**
STRENGTHEN THE CENTERS FOR RESEARCH AT THE UNIVERSITY
- L3.**
STRENGTHEN SUPPORT PLATFORMS FOR RESEARCH
- L4.**
INCREASE THE INTERNATIONALIZATION OF RESEARCH
- L5.**
CARRY OUT A COMPREHENSIVE EVALUATION OF THE BENEFITS GAINED FROM RESEARCH

Education

- L6.**
PROMOTE INNOVATION IN THE FIELD OF TEACHING
- L7.**
ADAPT THE ACADEMIC OFFER CONTINUOUSLY
- L8.**
ENHANCE THE OFFER FOR POSTGRADUATE PROGRAMS
- L9.**
DEVELOP A "LIFELONG LEARNING" STRATEGY
- L10.**
EVALUATE THE IMPACT OF EDUCATION AND TRAINING ON OUR STUDENTS

Identity and Jesuit Mission

L24.

PERMEATE ALL AREAS OF UNIVERSITY LIFE WITH THE IDENTITY OF THE SOCIETY OF JESUS, THE JESUITS



Transfer of Knowledge and Impact

L11.

CONSOLIDATE COMILLAS AS A PLATFORM ROOTED IN SOCIETY

L12.

STRENGTHEN THE RESEARCH-INNOVATION-TRANSFER OF KNOWLEDGE-TEACHING LINK

L13.

ESTABLISH AN AGENDA OF TOPICS TO INFLUENCE SOCIETY

L14.

STRENGTHEN THE LINKS BETWEEN UNIVERSITY AND BUSINESS-SOCIAL AND ECCLESIAL ORGANIZATIONS

L15.

ACTIVATE AN ECOSYSTEM THAT FOSTERS ENTREPRENEURSHIP

Orientation to Better Service

L16.

ENHANCE A DIRECT AND CLOSE RELATIONSHIP WITH STUDENTS AND THE COMMITMENT OF THE UNIVERSITY TO STUDENTS AND ALUMNI

L17.

EVALUATE UNIVERSITY SERVICES TO ADAPT THEM TO THE CURRENT NEEDS OF THE USERS

L18.

DEVELOP AND DISTRIBUTE DIGITAL AND TECHNOLOGICAL SUPPORT

L19.

INCREASE SCHOLARSHIPS, LOANS AND RESOURCES FOR RESEARCH

L20.

PROMOTE THE PROFESSIONAL EXCELLENCE OF MANAGEMENT PERSONNEL

L21.

PROGRESS IN THE PROFESSIONALIZATION OF THE KEY SERVICES OF MARKETING, COMMUNICATION AND PROFESSIONAL CAREERS

L22.

STRENGTHEN COMPLIANCE BY FOLLOWING THROUGH UNTIL COMPLETION

L23.

PROMOTE THE CARE OF INDIVIDUALS TO FOMENT THEIR DEVELOPMENT AS THE MAIN ASSET OF THE UNIVERSITY

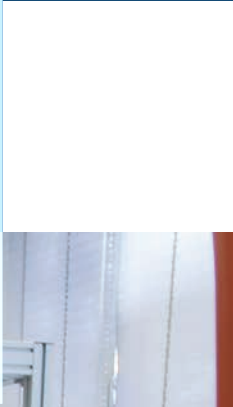
Internationalization

Innovation

L25.

BE A REFERENCE IN SOCIAL RESPONSIBILITY





Research

- L1.** DEFINE AN AGENDA FOR RESEARCH FOR EACH FACULTY / SCHOOL / INSTITUTE OR CENTER, ALIGNED WITH THE OBJECTIVES OF THE UNIVERSITY
- L2.** STRENGTHEN THE CENTERS FOR RESEARCH AT THE UNIVERSITY
- L3.** STRENGTHEN SUPPORT PLATFORMS FOR RESEARCH
- L4.** INCREASE THE INTERNATIONALIZATION OF RESEARCH
- L5.** CARRY OUT A COMPREHENSIVE EVALUATION OF THE BENEFITS GAINED FROM RESEARCH



Introduction

Research is a vital function at any university, even more so at this time in which scientific-technological advances are taking place that are changing the way we live at an unprecedented pace and with a far-reaching scope. We face increasingly complex problems that, in order to be addressed successfully, require **deep, rigorous, interdisciplinary and applied research**. In this context, the prestige of Comillas in university education must be matched by increased activity in research that is steeped in quality and that finds just solutions to the challenges facing Humankind and, at the same time, contributes to attracting talent from students and of professors in an increasingly competitive and globalized market.

This strategic plan identifies **five lines of action** that attempt to answer the following questions:

Where are we now and how far would we like to advance?

How do we motivate and recognize research activities with an efficient and sustainable management model?

How can we support Researchers from the vantage point of our services?

How can we further internationalize our research?

And how should we measure research activities?

Preliminarily, this strategic plan aims to “draw a map and mark the road to travel” for research in the coming years. For this purpose, actions are proposed to clearly identify the starting point, understand trends in national and international rankings and accreditations, identify in which areas of the SDG’s and of integral ecology we may concentrate our efforts and, finally, **define guidelines and clear objectives**.

Once the objectives have been identified, the most relevant actions are those aimed at promoting research by professors and researchers through motivation and recognition of their activity, as well as the promotion of researchers in training as a driving force for research and transfer of knowledge activities. In order to achieve this, it is necessary to have **an economic management model that is efficient and sustainable**, that promotes, whenever possible, the acquisition of external resources, evidencing in these cases that our activity responds to real demands and challenges of the social and professional environment of the different Schools and Faculties at Comillas.

Additionally, we will need to strengthen **support services for research** that stimulate fund raising, transfer of knowledge and the

publication of results. Likewise, it is urgent to develop a systematic methodology in planning and coordination of the research activities for which more importance will be given to the role of the Head of Research in each School or Faculty.

The challenges that we face as human beings are global and increasingly complex, such that collaborating in international networks, in addition to being a sign of quality, has become a form of work necessary to succeed in research. To achieve this, the **mobility** of professors and researchers will be fomented, projects in collaboration with foreign universities will be encouraged, as well as the recruitment of international Doctoral students.

Finally, this Strategic Plan establishes actions aimed at carrying out a **comprehensive evaluation of the results** obtained from research and their social impact, for which it will be necessary to define indicators adapted to each area of knowledge and establish a system for monitoring the results.

The ultimate goal of this plan is for Comillas, as a University of the Society of Jesus, to carry out quality research that, through the transfer of knowledge, contributes to a more just and sustainable world.



Lines of Action (L), Initiatives and Indicators (I)

L1. 1. DEFINE AN AGENDA FOR RESEARCH FOR EACH FACULTY / SCHOOL / INSTITUTE OR CENTER, ALIGNED WITH THE OBJECTIVES OF THE UNIVERSITY

Establish the strategic axes and priority for lines of research based on the mapping of the potential strengths of the University, the interest for society, the Sustainable Development Goals (SDG's) and the Apostolic preferences and Identity and Mission of the University. Carry out a plan for research by professorial staff in a way analogous to the manner in which teaching is planned, establishing basic objectives.

I 1 Development of a periodic and diagnostic evaluation of research: This mapping aims to locate strengths, weaknesses and align our lines of research with national and international standards, six-year evaluation periods ("sexenios", in Spanish, hereinafter throughout the document referred to in Spanish in cursive), rankings and accreditations, in order to assess the current situation and define actions to undertake.

I 2 Selection and prioritization of the strategic lines of research: Prioritize those research needs / opportunities that arise from strategic lines, which on the one hand will follow from the interests of the University, Schools and Faculties, and Institutes: ODS, Agenda 2030, Integral Ecology, Identity and Mission, or "I + M", hereinafter – etc.), and on the other hand, which must respond to the demands and challenges of the respective social and professional environments of each of the departments.

I 3 Definition of the structures that support the implementation of the agenda for research: Through groups / chairs, generate an agile structure that can be aligned with the strategic agenda for, among others, the design and implementation of Doctoral Programs, which facilitates the training of researchers. Provide coherence to Postgraduate and Doctoral Programs centering around strategic lines, which will consolidate the pool of researchers and their productivity.

L2. STRENGTHEN THE CENTERS FOR RESEARCH AT THE UNIVERSITY

Establish an *ecosystem* of centers for research that allow the university to have Schools and Faculties of excellence which attract the necessary talent, and which are capable of obtaining greater external funding, and all of this with special emphasis on transversal centers that address issues with an inter(trans)-disciplinary perspective across Schools and Faculties.

I 4 Recognition of research: To fully integrate research into the career plans of Professors and Research Staff at all levels of dedication, and readjust, when necessary, the model for research management to align it with national and international demands for recognition: six-year evaluation periods (“sexenios”), rankings and accreditations.

I 5 Increase in the number of Researchers in Training / Doctoral Students: Create the right conditions (offers of grants / scholarships, reduction of indirect costs, etc.), to increase the number of Researchers in Training / Doctoral Students in projects or strategic research lines rooted in Research Groups / Institutes / Chairs, etc. This initiative is related to Point 2.2. of the section Transfer and Impact.

I 6 Reinforcement in the allocation of calls for individual research (investment) projects, in alliance with prestigious researchers: The main purpose of these projects is to improve training in order to be awarded projects under the National Plan and other European competitive calls for research.

I 7 Review of the economic management system for research to facilitate its sustainability.



L3. STRENGTHEN SUPPORT PLATFORMS FOR RESEARCH

Strengthen research support services. Invest in fundraisers and in the hiring of expert mediators to raise public funds. Develop a “culture” of research among professors and broaden training of professors for research.

I 8 Promotion of a support service-companionship-guidance for joint research: Take advantage of existing structures that support research and promote a support service-and companionship-guidance for joint research, dependent on the Office for the Transfer of Results from Research / Vice-Rector’s Office for Research and International Affairs, which will focus and guide the processes for research.

I 9 Appointment of a Head of Research per School or Faculty: Appoint a person responsible / coordinator / advisor per School or Faculty to coordinate all research issues (planning, recognition, accreditation, etc.) supporting / reporting to / advising Deans and the Vice Rector, and whose responsibility will be to coordinate research and mapping from a comprehensive global perspective (in collaboration with Department Directors, Research Groups, Chairs, Institutes, etc.).

L4. INCREASE THE INTERNATIONALIZATION OF RESEARCH

Participate in a greater number of international research projects, and attract a greater percentage of international Doctoral students.

I 10 Promote the mobility of Researchers: Promote periods of stay for research for Professors and Research Staff, Doctoral students, and invite prestigious professors from other universities (In / Out Program), in such a way that the creation of networks which improve the ability to obtain public-financing projects is strengthened (National Plan and H2020), as well as private financing, etc.

I 11 Promote the recruitment of talent through international students for Doctoral Programs: Link Master's Degrees and Doctoral Degrees to lines of research identified in mapping, in such a way that coherence is generated among them to improve the recruitment of international candidates, searching for formulas for public co-financing (H2020 – MSCA-COFUND) and private funding.

L5. CARRY OUT A COMPREHENSIVE EVALUATION OF THE BENEFITS GAINED FROM RESEARCH

Establish criteria for comprehensive evaluation of returns from research with external parameters appropriate to each discipline, in order to properly allocate resources for research. Develop concrete actions to increase the relevance of research and measure its contribution to the objectives of the University and its impact on society.

I 12 Definition of research return indicators: Define *ad hoc*, for each Faculty, School or Institute, the weighting of indicators chosen to enhance the model for management, career plans and the evaluation of research activities (for Institutes, Chairs, Groups and Researchers), and eliminate biases by specializations, taking into account the scales of measurement of Ranking Agencies as well as National and International Accreditation Bodies.

I 13 Establishment of a system for monitoring and evaluating results: Establish a system for monitoring and evaluating results based on recognition (Ranking / Six-Year Evaluation Periods or "*Sexenios*"; / Accreditations) in order to study the current situation and assess actions to be undertaken.

I 14 Communication of results from research: Taking into account the two previous points, make visible and communicate results from research to society, while placing importance on including our students.



HECHOS QUE NO APARECEN
EXPLICITAMENTE POR LA



Education and Training

- L6.** PROMOTE INNOVATION IN THE FIELD OF TEACHING
- L7.** ADAPT THE ACADEMIC OFFER CONTINUOUSLY
- L8.** ENHANCE THE OFFER FOR POSTGRADUATE PROGRAMS
- L9.** DEVELOP A “LIFELONG LEARNING” STRATEGY
- L10.** EVALUATE THE IMPACT OF EDUCATION AND TRAINING ON OUR STUDENTS



Introduction

One of the fundamental missions of Education is “the ability to help people discover life as a vocation, as a project, full of meaning.” This is the pronouncement included in the document “A Contemplation of Reality”, which appears as an Annex to the Apostolic Project of the Province of Spain, evoking the consideration of the mission of university teaching **as a vocation to accompany others, in turn, in their vocation.** The lines of action and initiatives that make up this area of Education and Training are aimed at attempting to guarantee these goals even more effectively, with humility, but for the purpose of advancing in wisdom and with a breadth of view.

The Educational Model of our University has progressed at an steady pace in the achievement of the aspiration of a comprehensive, well-rounded education and training for students, but it is a never-ending task which is in a constant state of renovation, and which must adapt to constantly changing times. Hence, despite the roots which have taken hold gradually in adopting a constant and determined routine of continuous improvement in the configuration of our academic offer, the strategic lines of this plan are aimed at promoting more intensely the innovative capacity of the University, to take a step further to ensure quality in student education and training. This refers to quality, whose measurement cannot depart from universal criteria, increasingly used in the university system, but which also must ensure greater depth in achieving the desire to educate and train competent individuals,

developed in all facets of their personality, who, in this way, are in a position to connect with the very nature of their being, committing themselves to their vocation and opening up to others to foment a more just society.

The determination and attention paid to teaching innovation in this plan must be understood in this context. It is not about participating in passing fads or fashions, nor of introducing modifications without sufficient previous thought that which might add to confusion, but of orderly, effectively and efficiently enhancing the proposed educational and training objectives, in such a manner that we take advantage of the educational resources at our disposal to continue being considered as a leader in Education by other universities. If students are encouraged, in the course of their professional activity, to be not only able to adapt to change but to become authentic transforming agents of this change, new learning formulas cannot be disregarded, including those that are available thanks to technological progress. Thus, we are endowing students, of course, with an ultimate sense that implies **activating global learning.** Sacrificing innovation would betray our tradition; to persevere in innovation makes us more faithful to our rich trajectory. This is understood by the Apostolic Project of the Province, which marks as a fundamental option “to accompany and educate for human growth ... committing ourselves to educational excellence and quality and integrating educational innovation into Ignatian Pedagogy”.

The first two lines of the plan are focused directly on promoting innovation in the field of Education and Training, with a series of initiatives aimed at strengthening the teaching and learning processes, through relevant actions and resources, and continuing to adapt the academic offer. A particular consideration is given to the connection with emerging social demands and, also, the cultivation of depth with inter (trans)- disciplinary programs that emphasize the relevance of transversal competences, skills and abilities that are more directly linked to the identity of the University. This constant search for quality also explains the third line of action in this area (the strengthening of Postgraduate Studies), in such a way that the entire academic offer can meet the standards of excellence which are recommended.

Although University Education has traditionally focused on young people, if education is conceived as an accompaniment aimed at providing fundamental bases for the lifelong project of each individual, we must broaden the vision of the University by defining a strategy of "lifelong learning". Perhaps this line of action is one of the most innovative included in this Strategic Plan, and expresses the wish to extend it to a greater number of people, and for a longer period of time, this service in education and training that the University is called to provide. Indeed, the context of constant change can lead to the sterilization of the less stable elements of the education and training received, thus forcing their continuous nature to appear as

inexcusable, particularly that which gives support and firmness to the set of knowledge already acquired and life experiences. With this strategy, in addition to a total fulfillment of its mission, the University can also achieve, on the one hand, a strengthening in ties with its former students, and, on the other hand, collaboration with other projects of the Society of Jesus in order to fully carry out its objectives.

The last of the lines of action defined in this area reminds us of the need that every process has to incorporate the evaluation of activities undertaken, fleeing from complacency. Evaluations are relevant to prove the successful outcomes obtained; but above all, they help to guide, or if necessary, re-orientate plans which have been designed, whose real effectiveness must be inescapably contrasted. If a Jesuit University intends to educate and train "the best for the world" (not only the "best in the world"), it must examine whether the educational actions that it undertakes have a positive impact on students (for example, if they leave an "ethical mark" according to the values Comillas purports to instill). And, if this impact is confirmed, evaluations measure how lifelong learning and professional development are subsequently transferred to the whole of Society, which would represent the culmination of educational vocation, in the sense of actively accompanying the vocation of others, as mentioned previously in the Apostolic Project of the Province of Spain .

Lines of Action (L), Initiatives and Indicators (I)

L6. PROMOTE INNOVATION IN THE FIELD OF TEACHING

Launch the initiatives required to activate and foment learning in students in order to have leading professors in the university system, effectively achieving the objectives for training and efficiency in the use of teaching resources. Some examples, without presenting an exhaustive list here, are initiatives such as: adapting the teaching methodology by reducing face-to-face load, enhancing the digitization of the educational offer, adapting spaces and infrastructures to new methodologies, sharing best teaching practices and establishing groups to foster improvement, increasing the effective use of technological resources, enrich the evaluation of the professorial staff, increase the training and development of professors.

I 15 Define the profile of competencies of a Comillas Professor to reinforce the acquisition of skills and abilities, and for teacher training in teaching innovation: This initiative is based on the development of a map or profile of proficiency for a Comillas Professor, in relation to teaching methodology, personal skills and the values of the institution. This profile will guide in the training and education of professors in teaching innovation, which will be facilitated through the revision and renewal of the **Diploma for the Training of Professors** (professional courses for pedagogical training) and the creation of discussion groups to share teaching experiences.

I 16 Preparation of a catalog of teaching strategies and provision of services and sufficient material means to support educational innovation: Facilitating services and material resources to support teaching innovation will involve the development of a constantly updated catalog of teaching strategies - training activities and evaluation systems; the creation of a teaching innovation unit that promotes and supports the implementation of innovative initiatives in teaching methodology; calls for and development of teacher innovation projects; the creation of a Digital Content Editing Unit for training that takes place outside the classroom, as well as the adaptation of classrooms adjusted to innovative training activities.

I 17 Promotion and strengthening of teaching innovation in the curricula: The reinforcement of teaching innovation in curricula requires that, from the Departments, a teaching innovation plan be designed in each University School or Faculty and that teaching guides be updated for the incorporation of innovative aspects in content, training activities and evaluation systems.

L7. ADAPT THE ACADEMIC OFFER CONTINUOUSLY

Review and continuously evaluate the offer for training, adapting it to the emerging training needs in topics such as: training in values, training for companies, training for entrepreneurs, on-line programs, etc. for the purpose of maintaining the innovative nature of the University.

I 18 Enhance and strengthen the involvement of all agents of the educational system in the design and monitoring of degrees: Set procedures for the involvement of all agents - alumni, professors, employers, ... - in the configuration, modification and monitoring of degrees, through their active involvement.

I 19 Promote the inter(trans)-disciplinary nature of programs: Creation or modification of degrees based on an inter (trans)-disciplinary approach, fostering collaboration between the different Schools, Faculties, and Institutes in order to broaden the focus and depth of training offered.

I 20 Enhance the offer in teaching focused on transversal and identity-orientated competencies: Definition of a map of transversal and identity-orientated skills and abilities that every Comillas graduate should acquire, within the framework of the 2030 Agenda for Sustainable Development and the "integral ecology" of *Laudato si'*, and in accordance with the style derived from Ignatian pedagogy, with an increase in the offer of Undergraduate Degrees and Postgraduate Programs in areas such as soft skills, Ignatian leadership, sustainable development objectives, integral ecology, entrepreneurship ...



L8. ENHANCE THE OFFER FOR POSTGRADUATE PROGRAMS

Define a portfolio of Postgraduate Degrees in line with the University's positioning for excellence and establish the required national and international alliances.

I21 Definition, design and consolidation of a leading Postgraduate offer of reference that has repercussions on rankings and / or accreditations:

Definition and execution of a Postgraduate educational and training strategy (student profiles based on their work experience, program categories, faculty, content, means, alliances with other institutions, in particular in the case of ICADE Business School).

I22 Review and strengthening of personal, economic and material means for Postgraduate studies:

Assessment and redesign of the available facilities, reinforcement of services and support staff for Postgraduate courses (administrative staff, coordination, marketing, management of professional careers, management of exchanges).

I23 Enhancement of the internationalization of Postgraduate programs:

The internationalization of our offer for Postgraduate Education requires improving the position in rankings and obtaining international accreditations, internationalizing Postgraduate teaching, attracting international Master's Degree students, as well as promoting the establishment of international networks with prestigious universities and companies that will reinforce exchanges and the employability of our students.

L9. DEVELOP A "LIFELONG LEARNING" STRATEGY

Defining an academic offer that includes lifelong learning by providing professionals with the skills they will need in their professional and personal lives, thus broadening the relationship with our alumni, and generating new sources of income for the University.

I24 Design and development of a lifelong learning strategy:

Design and development of a Life-long Learning Strategy that encompasses existing activities both in force (such as the Pre-University Campus and the Senior Citizens University, for those over the age of 55) as well

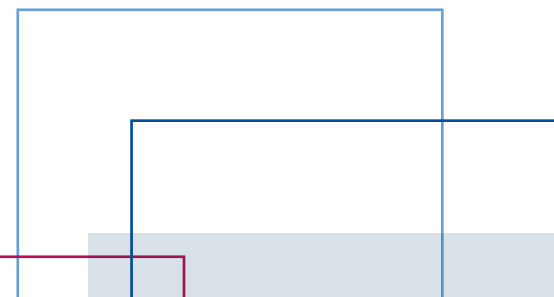
as latent activities (such as the overlapping of our degrees with the Advanced Vocational Training Cycles); other emerging activities (such as refresher courses for professionals) and, as far as possible and in collaboration with other initiatives of the Society of Jesus, the Jesuits, other activities such as the "LAP" or Local Apostolic Platforms, and new initiatives such as "recycling" or training courses to favor the professional insertion of sectors at risk of obsolescence.

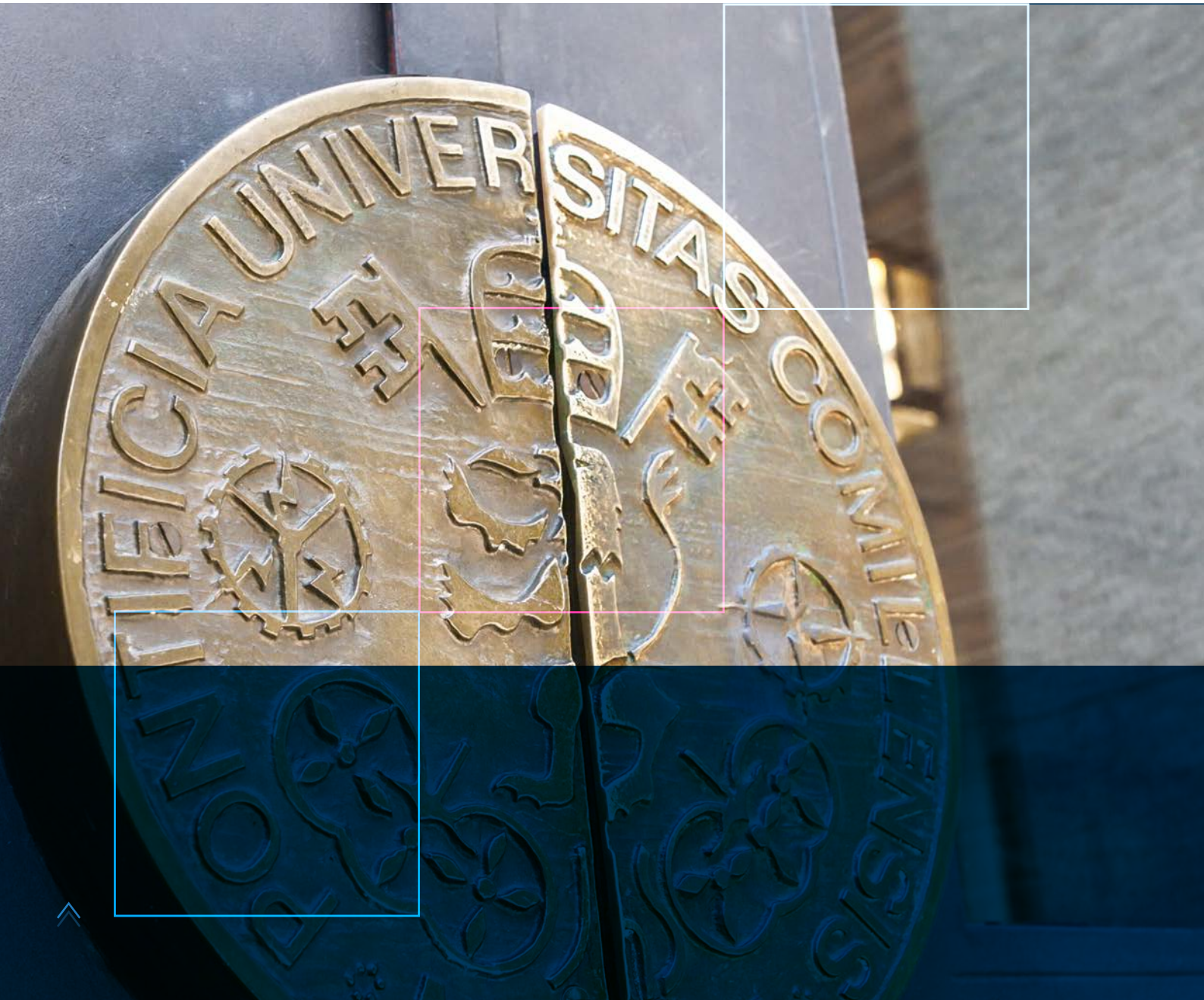
I25 Bi-directional strengthening of the relationship with our alumni: Stemming from their dual status as a reference-recipient of lifelong learning: Strengthening of the Comillas Alumni Office, promotion through segmentation into groups and areas of interest that facilitate communication in the supply and demand for training, favoring a flexible and updated educational and training service for our alumni.

L10. EVALUATE THE IMPACT OF EDUCATION AND TRAINING ON OUR STUDENTS

Analysis of the manner in which the university contributes to the educational differentiation of our students with a positive impact on their development as individuals and their contribution to society as citizens with a global perspective.

I26 Systematization of the analysis of the impact of differential training of our students in their contribution to society: Defining procedures (metrics, periodicity) that allow us to monitor the impact of training on the competencies, skills, and abilities of our graduates and facilitate the traceability of their professional careers, the social impact of their professional training and their "ethical footprint", which, among other goals, will facilitate public recognition of cases of excellence.





Transfer of Knowledge and Impact

- L11.** CONSOLIDATE COMILLAS AS A PLATFORM ROOTED IN SOCIETY
- L12.** STRENGTHEN THE RESEARCH-INNOVATION-TRANSFER OF KNOWLEDGE-TEACHING LINK
- L13.** ESTABLISH AN AGENDA OF TOPICS TO INFLUENCE SOCIETY
- L14.** STRENGTHEN THE LINKS BETWEEN UNIVERSITY AND BUSINESS-SOCIAL AND ECCLESIAL ORGANIZATIONS
- L15.** ACTIVATE AN ECOSYSTEM THAT FOSTERS ENTREPRENEURSHIP



Introduction

The impact effected on the transformation of society is an essential part of the mission of Comillas. Precisely because of its university nature, which calls for a commitment to the transfer of knowledge to society as an Apostolic work of the Society of Jesus, its success is measured in terms of contributing to the advancement of our society in justice, cohesion and reconciliation. In this sense, we say, for example, that Comillas does not wish to train simply “**the best in the world**”, but rather “the best for the world”, and we talk about the research that we carry out as a helpful and useful act of service, since in some cases “Excellence is measured primarily with the parameter of the greatest service to the Human Family” (Fr. A. Nicolás, SJ).

This strategic plan identifies five lines of action that attempt to answer the following questions:

How can we strengthen the relationship of Comillas with society?

How can we increase the impact on society by strengthening the research-transfer of knowledge-educational training link?

What issues do we have the most capacity to influence in a positive way?

How can we best serve companies and social and Ecclesial organizations?

And how can we support entrepreneurship as a tool for the transfer of knowledge?

- The Strategic Plan for 2019-2023 intends to fulfill this mission by first focusing on our main **agents of impact**: our students. To do this, it designs a strategy that begins in the educational stage, generating both awareness of its value and co-responsibility in fulfilling this function and the certainty of the accompaniment of Comillas in the performance of students.
- In addition to the impact produced by our students **and alumni**, actions are proposed to obtain the maximum benefit from the circle of virtue that is established between Applied Research and Innovation, that not only creates knowledge and uses it to solve specific problems of our society, but also allows us to anticipate emerging educational areas. Likewise, it is increasingly necessary to coordinate the work that the different Schools, Faculties and Services of the University develop with and for **social, business and Ecclesiastical entities**. It is urgent to do so to optimize management, but also, fundamentally, to focus effort on the areas in which our contribution can have the greatest impact.
- And, finally, we must contribute to extending the **“culture” of entrepreneurship** by harnessing the potential of our students and professors, as well as our alumni. Moreover, entrepreneurship constitutes an advanced and innovative method of learning for our

current students, since it arises from an essentially transformative question, such as enquiring about what needs to be created or how we can improve the functioning of a particular social, political or economic field.



Lines of Action (L), Initiatives and Indicators (I)

L11. CONSOLIDATE COMILLAS AS A PLATFORM ROOTED IN SOCIETY

Enhance the role of Comillas as a platform and meeting place that unites society and our Alumni with students and faculty of the University, providing them with the means and mechanisms to have a more active presence, strengthening the relationship with Alumni.

I 27 Support for students in planning their professional careers: For the purpose of developing links with students, foment the design and periodical revision of their career paths, conforming to the resources and the means made available by the university. In this action it is important to involve the Alumni network and explore different innovative initiatives that bring students closer to the university (mentoring activities, etc.).

I 28 Creation of continuous programs and ongoing training programs to respond to concerns and strengthen links with Alumni: Strengthen the offer of Lifelong Learning Programs (LLL) to respond to the needs of professionals to constantly update and renew their knowledge. Continuing programs (lectures, round tables and other similar activities) are conceived as a permanent meeting point between the Schools and Faculties and their graduates, and would be an umbrella, giving greater visibility to the activities of the diverse Chairs.

I 29 Increase in visibility and impact of the professional trajectories for the social impact of our alumni: Contribute to a greater dissemination in the media of professional trajectories of social impact and entrepreneurship of our alumni, which are differential aspects of our university and show our impact on society.

L12. STRENGTHEN THE RESEARCH-INNOVATION-TRANSFER OF KNOWLEDGE-TEACHING LINK

Ensure that the results of research generate knowledge, which together with innovation, are useful for society, and which are reflected in a special way in teaching in the different programs of the University.

I 30 Promotion of the Industrial / Business Doctoral Program through agreements for collaboration: Encourage applied research through collaborative agreements with companies and non-academic research centers, with natural partners being those with whom we are currently collaborating on research projects.

I 31 Providing incentives for research through the training of researchers: Define a system of fees and recognition of Professor / Researcher activities that favor research with Doctoral students vis-à-vis other alternatives, as a way to maximize the links between research, transfer of knowledge and teaching. This initiative is related to Point 2.2 on Research.



L13. ESTABLISH AN AGENDA OF TOPICS TO INFLUENCE SOCIETY

Define the issues where Comillas would like to play an active role in influencing Society and creating opinions in accordance with the identity of the University and internal capacity, stressing the value of research developed by the University and strengthening the commitment to solidarity.

I 32 Elaboration of the agenda of issues for which Comillas would like to foment social impact: Prepare an agenda of areas, for example, centering on Sustainability and Reconciliation, in which Comillas wishes to focus on having a social impact.

I 33 Preparation of an annual report on the social impact of Comillas: Prepare an annual report on social impact presented at an yearly meeting, to all of our stakeholders, and help to develop the institutional link with all of our stakeholders and Society as a whole (Alumni, Church, sponsors, media, etc.).

I 34 Systematization of the reflection on social impact of theses and other works such as Master's Degree Theses: With the aim of favoring discussion and generating social debate, this reflection must be part of the process of preparation and follow-up of all theses and other works such as Master's Degree Theses.

L14. STRENGTHEN THE LINKS BETWEEN UNIVERSITY AND BUSINESS-SOCIAL AND ECCLESIAL ORGANIZATIONS

Establish a close and constant relationship with companies, as well as social and ecclesial organizations that are called to demand specific profiles for training, in addition to providing education and contributing to the financing of research.

I 35 Empowerment of the role of Comillas as an institution of reference at the service of the Church: It is necessary to coordinate, structure and give visibility to the different actions and support services, and social and spiritual accompaniment, which are developed at Comillas, so that they are offered in an interdisciplinary way at the service of the Church (UNINPSI Psychological Service, Legal Clinic, Chair for Minors, Social Consultancy, Service Learning, University Institute of Spirituality, Francisco José Ayala Chair for Science, Technology and Religion, etc.)

I 36 Conversion of Comillas into the leading university for company training: Comillas, because of its interdisciplinary and Humanistic conception, must play a relevant role in this new scenario, where lifelong learning is becoming increasingly important and many companies have created corporate universities. However, these companies do not have the capacity to cover all of their needs, especially in areas that are not directly related to their business.

L15. ACTIVATE AN *ECOSYSTEM* THAT FOSTERS ENTREPRENEURSHIP

Launch initiatives that promote entrepreneurship by capitalizing on the multidisciplinary nature of the University, giving impetus to entrepreneurial initiatives as an instrument of sustainable value for society.

I 37 Implementation of a support structure for entrepreneurs: Implement a support structure and tutorships of student / entrepreneurial alumni that allows them to implement start-ups. In parallel, the model and the appropriate strategy for the development of the commercial aspect of results from research (spin-off) must be defined.

I 38 Encouragement of a Club for Entrepreneurship: Promote a Club for Entrepreneurship, in the same format, for example as the Debate Club, with the aim of creating a wider community of students, participating in *hackathons* and other competitions linked to entrepreneurship, and giving visibility to the activity of entrepreneurship in student associations.





Orientation to Better Service

- L16.** ENHANCE A DIRECT AND CLOSE RELATIONSHIP WITH STUDENTS AND THE COMMITMENT OF THE UNIVERSITY TO STUDENTS AND ALUMNI
- L17.** EVALUATE UNIVERSITY SERVICES TO ADAPT THEM TO THE CURRENT NEEDS OF THE USERS
- L18.** DEVELOP AND DISTRIBUTE DIGITAL AND TECHNOLOGICAL SUPPORT
- L19.** INCREASE SCHOLARSHIPS, LOANS AND RESOURCES FOR RESEARCH
- L20.** PROMOTE THE PROFESSIONAL EXCELLENCE OF MANAGEMENT PERSONNEL
- L21.** PROGRESS IN THE PROFESSIONALIZATION OF THE KEY SERVICES OF MARKETING, COMMUNICATION AND PROFESSIONAL CAREERS
- L22.** STRENGTHEN COMPLIANCE BY FOLLOWING THROUGH UNTIL COMPLETION
- L23.** PROMOTE THE CARE OF INDIVIDUALS TO FOMENT THEIR DEVELOPMENT AS THE MAIN ASSET OF THE UNIVERSITY





Introduction

The commitment to better (but also greater, higher and more comprehensive service) implies a constant **listening to the external and internal recipients** of our university services, an exhaustive surveillance of our **traditional and new competences**, and a **continuous search for a better methodology**, or *savoir faire*, adapting our services, processes and employees to a future which is not yet quite defined, and in which, perhaps, the only certainty is change itself, resulting from the 4th Industrial Revolution, referred to here as the Digital Revolution. It is not only that this new reality calls us to offer new products and services that did not exist before, but rather that it radically changes existing ones or, at least, imposes on us, for the sake of gains in efficiency or effectiveness, a new way of providing them.

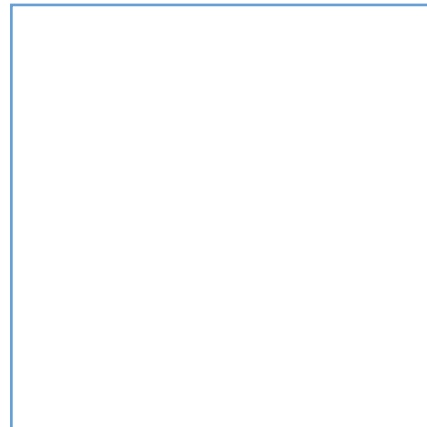
In this uncertainty we assume, of course, that in the near future we will need an organization with **a great deal of flexibility and with much more technology**, especially, but not uniquely, in the realm of computer technologies. This implies a profound change in the capabilities of the institution and, consequently, in the knowledge and skills of its current and future employees. Likewise, these technological and adaptive skills should not be limited to certain teaching, research or support services

areas, but must be present in almost all of our activities if we truly aspire to providing the best and most comprehensive service.

Comillas is a university where people willing to offer the best of themselves work, people who strive to continuously learn, and who are able to offer good service. In order for the university to carry out its mission efficiently, it is necessary to achieve professional excellence, not only in professors and researchers, but also from all of the staff involved in Administration and Services, key personnel for the institution to function properly. For this purpose, actions are defined, aimed at the designing of plans that include training, as well as the development of the professional careers of those collaborating in the different services of the university.

Additionally, the University will have to search for ways to continue attending to the new parameters of two collateral needs within the profound changes referred to here. First, we must pay special attention to the **care of people**, since a large majority of us will need, in addition to our own effort, help and time in this difficult process of adaptation. In order to foment this care, we must place a particular emphasis on **internal communication**, as it is crucial to motivate, reduce uncertainty and effectively convey the need for change. Second, we need to improve and invest resources in our **marketing and external communication**, in

order to better make evident our strengths and continue to attract, as we do today, the best students. We are committed to communicating well *ad intra* and *ad extra*, with truth and efficiency, to better fulfill our mission, one that we recognize to be of exceptional worth for society and the Church, even more so in such complex and uncertain times.



Lines of Action (L), Initiatives and Indicators (I)

L16. ENHANCE A DIRECT AND CLOSE RELATIONSHIP WITH STUDENTS AND THE COMMITMENT OF THE UNIVERSITY TO STUDENTS AND ALUMNI

Integral implementation of the University-Student Plan for Communication, promoting coordination with delegates and associations, the creation of channels for student participation in University Schools and Faculties, and the promotion of a “single window for attention in essential services”, that is to say, streamlining administrative processes.

I39 Implementation of the University-Student Plan for Communication: Complete the development and implementation of the University-Student Plan for Communication through: (i) the implementation of a model for relations with students based on a technological solution that allows each student to subscribe to different newsletters based on their interests; (ii) the centralization of communication with students through our APP; (iii) possible establishment of a virtual “single window for attention” for essential service for students, coordinated by the Office for Information and Student Welcome Service; and (iv) the organization of information sessions for students in the classroom.

I40 Design of a coordination system between Faculties-Schools-Institutes / Services with Delegates / Student Associations: Design a coordination system between Schools/Faculties/Institutes and Services with delegates and student associations: (i) favoring the creation and revitalization of activities in associations; (ii) planning a calendar of activities per academic year and establishing regular meetings, with the aim of increasing collaborative decisions; and (iii) creating channels for the participation of students and associations in Schools, Faculties and University Institutes that allow their proposals and initiatives to be systematically collected.

L17. EVALUATE UNIVERSITY SERVICES TO ADAPT THEM TO THE CURRENT NEEDS OF THE USERS

Reinforce current evaluations with an annual system to assess the satisfaction of stakeholders and design a plan that promotes continuous improvement, aimed at ensuring efficiency and quality in management.

I 41 Establish a system to evaluate the feedback of the interest groups in each Service: Previously identify the stakeholders and implement a unified periodic process of assessment to ensure satisfaction and proportionate value that complements information currently available (NPS / JIRA, University Monitoring Informatics Tools).

I 42 Develop a management system based on efficiency and continuous improvement: Prepare an Annual Operating Plan for Services, carrying out a six-month follow-up of its evolution; foster the “culture” of data governance and the development of individuals with a data-mindset; and perform benchmarking regularly.

I 43 Capitalize on management know-how: Create a common repository of service catalogs and procedural maps / flow charts in the management of Services / Units / Deans’ School-Faculty Offices that allows for the capitalization of know-how in management and reduction of time needed for training, and establish a system of periodic rotation of administrative functions in “PAS” (Administrative and Service Personnel) with the aim of promoting their versatility and technical training, as well as improving management efficiency.

I 44 Design a plan for the optimization and redistribution of functions in Services / Departments / Deans’ – School and Faculty Offices: Design an optimization plan and redistribution of functions in the Services / Departments / Deans’ – School and Faculty Offices in order to properly size them, based on an analysis of the activities that are carried out, time, resources allocated and to what extent they contribute to the main activities and areas of the university.



L18. DEVELOP AND DISTRIBUTE DIGITAL AND TECHNOLOGICAL SUPPORT

Act on processes and accompany individuals in the development of technological skills.

I 45 Increase in the number of employees with technological and digital/computer skills (staff with an IT-mindset): Distribute technological talent at all levels and areas of the organization; weighing significantly the value of technological competencies in the selection and evaluation processes; and boosting the use and maximizing the potential of technological tools already available.

I 46 Efficient prioritization in the development of IT projects: Focusing the planning of the portfolio of projects orientated to the creation of “added value” or competitive advantages; introducing into the project application procedure the justification for creating value and calculating the estimated impact thereof; and expanding the frequency of project applications (via portfolio).

I 47 Promotion of digitalization – computer-based procedures in administrative processes: Encourage digitalization and electronic administration of the university (efficiency and ecology in management) by promoting the digitalization of processes and the incorporation of the electronic signature into processes in which it might be applicable.

L19. INCREASE SCHOLARSHIPS, LOANS AND RESOURCES FOR RESEARCH

Strengthen, to a greater extent, the search for external funding for Bachelor’s, Postgraduate and Doctoral Degrees, as well as an increase in the allocation of University resources for lines of research considered to be strategic.

I 48 Design of a comprehensive strategy for attracting external funds: Define the model for recruiting that fits the philosophy of Comillas, specifying the fundamental aspects: strategy, necessary resources and planned objectives, with the participation in the design of

the main services involved (Alumni, Office for the Transfer of Research Results, Economic and Financial Service, Office for Employment and Internships, Communication ...) and with the support of the Schools, Faculties and University Institutes. Among the possible measures to be evaluated is the establishment of an Institutional Development Office (fundraising) to coordinate and lead fundraising or create a fundraiser focused on obtaining scholarships for Undergraduate students, as well as build and maintain a portfolio of potential donors that serves as the basis for the performance of this function.

I 49 Promotion of programs of sponsorship by companies that support Postgraduate programs: Identify the portfolio of companies with potential in this regard and strengthen the relationship and collaboration with them.

I 50 Increase funding for Research / Doctoral Programs: Increase funding for Research / Doctoral Programs by intensifying the search for external funds for research projects, public financing, European funding, etc.; and provide internal financing for research in strategic lines of the university.

L20. PROMOTE THE PROFESSIONAL EXCELLENCE OF MANAGEMENT PERSONNEL

Provide these individuals with a plan for training and development, and re-size and reorganize functions when necessary.

I 51 Consolidation of the model for the attraction and development of talent: Define the profiles and competencies required for each position in order to guarantee an adequate selection in all cases; continue to enhance the evaluation of performance and intensification of the development of transversal and technical competencies (leadership, critical thinking, communication skills in multilingualism and multiculturalism, problem-solving, computer skills and data analysis); promote horizontal / vertical professional careers for Administration and Service Personnel that includes systems for the recognition and perception of professional incentives based on the evaluation of performance in a double dimension (individual / objectives of the Service / Unit); and promote talent / expertise in the management of Administration and Service Personnel / Teaching and Research Personnel in the Schools and Faculties.



L21. PROGRESS IN THE PROFESSIONALIZATION OF THE KEY SERVICES OF MARKETING, COMMUNICATION AND PROFESSIONAL CAREERS

Continue with this process of consolidation as a catalyst for attracting talented students and for the positive reinforcement of the image and on-line and off-line reputation of the University as a whole.

I52 Maximize the knowledge of activities at Comillas from Marketing

Offices: Maximize the knowledge of the Offices of Institutional Marketing, Product Marketing and Institutional Communication of the value provided – competitive advantages, and the differentiating elements for the diverse programs of studies offered, as well as of the activities developed and planned by the Schools and Faculties.

I53 Promote the organizational efficiency of Marketing and the Office for Employment and Internships:

Promote the efficient organization and generation of synergies in the areas of Marketing and the Office for Employment and Internships, as well as a clear definition of responsibilities and coordination with the rest of the Services at the University.

I54 Increase in the added value provided by University Services:

Increase the added value provided by the aforementioned Services through strategic and tactical planning in the short, medium and long term.

L22. STRENGTHEN COMPLIANCE BY FOLLOWING THROUGH UNTIL COMPLETION

Seeking to minimize any type of risk (security, reputational, cybersecurity, etc.) through the execution of audits and the creation, in the corresponding areas, of the necessary procedures, capitalizing on and safeguarding know-how concerning the management of the University.

I 55 Design a plan for the execution of internal audits: Guarantee the identification of critical procedures for purposes of compliance and define the necessary actions to be taken to minimize the risk of non-compliance and, where appropriate, to adequately manage contingency plans.

L23. PROMOTE THE CARE OF INDIVIDUALS TO FOMENT THEIR DEVELOPMENT AS THE MAIN ASSET OF THE UNIVERSITY

I 56 Implementation of measures to reconcile work and family life: Activate measures that favor the reconciliation of work and family life, as well as the adoption of initiatives aimed at facilitating management in departments with a need for different working hours than those considered standard, thus promoting, as a result, the adoption of EFR (balance between work and family life) practices.

I 57 Design of an internal plan for communication: Design an internal plan for communication that facilitates the dissemination of information among Professors and Research Personnel / Administration and Service Personnel of agreements, measures or initiatives carried out by the different Governing Bodies of the University





Identity and Jesuit Mission

- L24.** PERMEATE ALL AREAS OF UNIVERSITY LIFE WITH THE IDENTITY OF THE SOCIETY OF JESUS, THE JESUITS
- L25.** BE A REFERENCE IN SOCIAL RESPONSIBILITY



Introduction

Our University, as a work of the Society of Jesus, is committed to **Faith and Justice** in all of its activities: in its transformative vocation through the education and training of good professionals, and better people; in research on the great problems of Humankind; in its work to catalyze and promote ideas and projects that intend to contribute to a more just and sustainable society, and in its organization and internal life, with a view to better and more comprehensive service. We are aware that the transformations resulting from changes in the era in which we are living not only extend to the far corners of the planet, but also to the inner depths of individuals and to collective Humanity, challenging the structures of meaning and the links in the internal nature of people, institutions and companies. The profound underlying desire that provides cohesion to this plan is culminated in this section on the Identity and Jesuit Mission of Comillas, which aspires to bring about the ideal of being a University as a **“source of reconciled life”** (*Fr. A. Sosa, SJ*).

For this purpose, we have taken on a firm commitment in favor of **sustainability**, and we express this through **integral ecology**, understood and practiced from the perspective of Ignatian tradition, which delves into anthropological depth in the SDG’s of the 2030 Agenda. It is a commitment that leads us to look to globality, to the whole of

the biosphere, to what we do in our common house; while leading us to look inside each and every individual, inside every one of us, recognizing the importance of caring for people on the inside, and their relationships with themselves, with others, with non-human nature and with God.

As Fr. Arturo Sosa, SJ states, “the entire university community is called on to embody the identity that guarantees creative fidelity to the educational tradition of the Society of Jesus.” In order to achieve this purpose, **Ignatian educational leadership and training** should help us, both among those who work at Comillas and those who study there. This is an education that we aspire to provide – because of its objective value and due to its beneficial effects on the people who act according to it - to our alumni and to society in general. The relational anthropology that may be found at the base of our proposal for meaning helps to situate this between an unabashed anthropocentrism and a biocentrism that often becomes inhuman.

We aspire to understand and to live **Ignatian leadership** from the great key context of integral ecology, since stemming from it, our university commitment to *utilitas*, *humanitas*, *iustitia* and *fides* is made contemporary in a more adequate manner. Our University is determined to be a promoter of the cultural change that the world needs, taking into account the Apostolic Preferences of the

Society of Jesus (2019) for the next decade, which will guide our current and future efforts within the Province of Spain. In its current Apostolic Project, it is participating in university networks (UNIJES, The Kircher Network, IAJU – International Association of Jesuit Universities – and ACM) and is reinforcing **alliances** with social and educational organizations of the Society of Jesus (Entreculturas, SJR, SIM, Educsi, Mag + s). These special links should not prevent, but rather, to the contrary, promote, relations with other entities that practice university excellence or promote dignity in its many facets and dimensions.

Today Comillas is very aware of its **responsibility**, rooted in its membership in the Church, vis-à-vis society as a whole, and it will respond accordingly, both in the words that are spoken and, above all, in the works and actions that are carried out. Comillas recognizes that by ascribing and **belonging to the valuable, highly-esteemed Ignatian tradition**, and in being the work of the Society of Jesus, that its brand name provides it with an added value and degree of excellence, evidenced in its contribution to the world from the foundations of its main functions as a university. In being the Jesuit University of Madrid, Comillas must discover its own way of proceeding and its great differential brand of quality and qualities.



Lines of Action (L), Initiatives and Indicators (I)

L24. PERMEATE ALL AREAS OF UNIVERSITY LIFE WITH THE IDENTITY OF THE SOCIETY OF JESUS, THE JESUITS

Ensure that the identity of Comillas is imbued in all teaching activities, research, transfer to society and management, and that the University is recognized by a set of values that are transmitted to the individuals associated with it, making explicit a differential value, as people who are exemplary in their daily life, for the greater good in the transformation of society.

I 58 Incorporation of I + M in its entirety into teaching at the University: Creation of a transversal structure distributed for the coordination and development of I + M in all teaching, with special emphasis on integral ecology-ODS, reconciliation and protection of minors and vulnerable adults. This will entail the revision and reorganization of the defining subjects in line with I + M priorities, so that they may guide the rest of the teaching philosophy towards I + M.

I 59 Execution of a program of “Ignatian Leadership” orientated to the greater service “Magis”: Execution of a program for the development of leadership competence in all personnel of the organization through accompaniment and experiential learning based on “interiority” (self-acceptance) and purpose; individual and collaborative discernment to order our life and work at the service of the mission of the University and the organization; caring for others, with special emphasis on reconciliation; and the ability to direct efforts to the greater service (*Magis*). This will entail the development of a framework of competencies in line with Ignatian leadership (Competence Library).

I 60 Development of a comprehensive management system for continuous improvement in our action in the area of I + M: Development of a structure for coordination with management resources of the different University agents (management, teaching, research and service to society) to reinforce the impact of Comillas in the area of I + M through evaluation for continuous improvement and internal visibility, and towards society, with special emphasis on ODS-integral ecology, vulnerable protection, social justice, health, diversity, conciliation and family.

L25. BE A REFERENCE IN SOCIAL RESPONSIBILITY

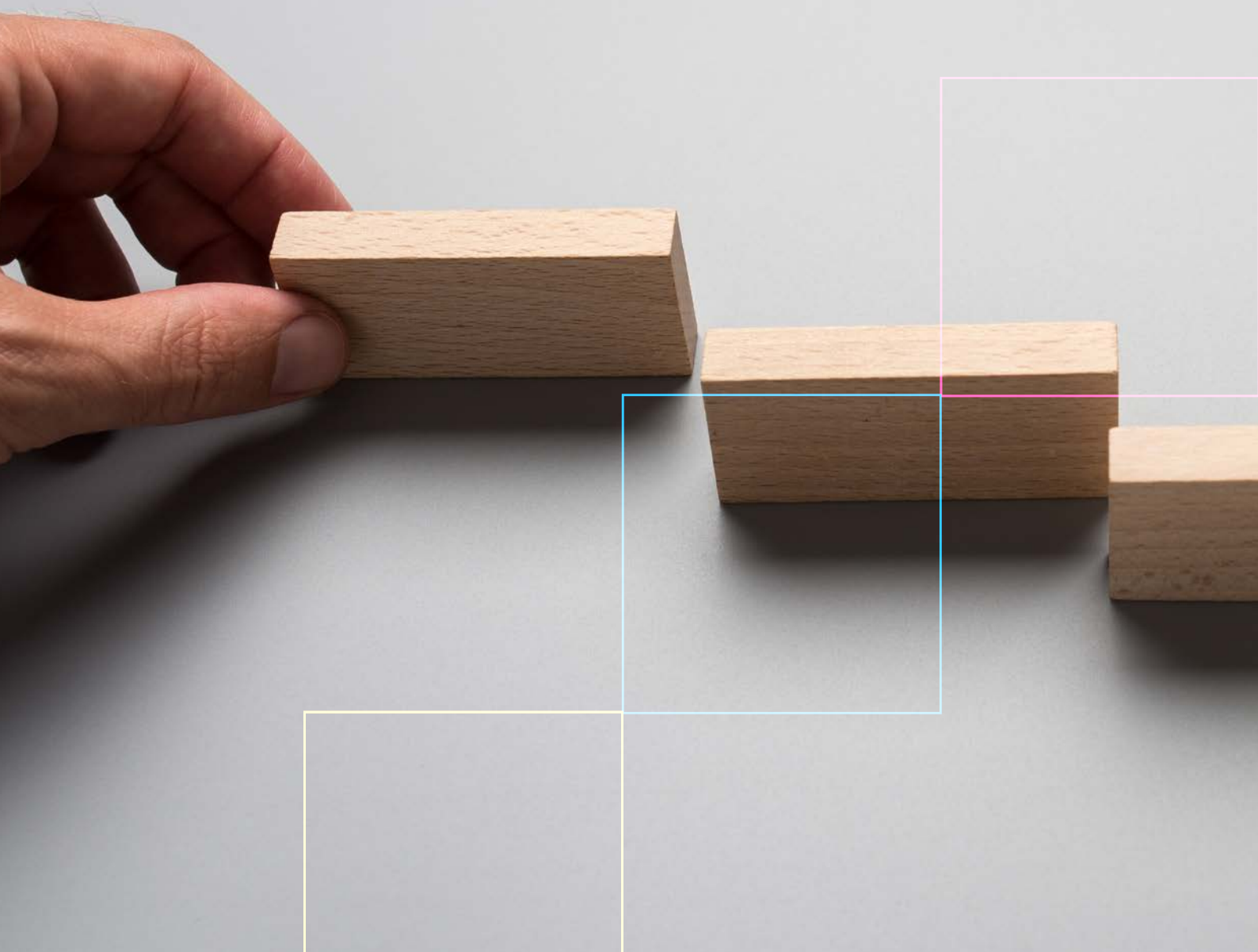
Give greater visibility and socialize the actions and procedures of social responsibility of the university in such a way that we are a leading reference for society in “universal citizenship”, with strong roots in local society, in sustainable development (combining the 2030 Agenda and “integral ecology” to convert the University into a „source of reconciled life” (Fr. Sosa), all within the framework of the Apostolic preferences of the Society of Jesus, taking into account the formative model of our Jesuit pedagogical tradition (context, experience, reflection, action and evaluation) and the meta-competencies that are associated with it: *utilitas, humanitas, iustitia* and *fides* (the Ledesma-Kolvenbach paradigm), Comillas purports to maintain a special relationship with certain designated educational institutions, pastoral and social, of the Society of Jesus (“Entreculturas”-SJR-SIM, EDUCSI, MAG + S, etc.), stemming from their deep roots and permanence in the Church.

I 61 Definition of a strategy to project I + M as a Jesuit University to Spanish society, the Church and the Society of Jesus: Define and develop a strategy to project our “brand” I + M as a Jesuit university that allows us to communicate and make visible our action and influence on Spanish society, being able to unite in such action and relevance with the Society of Jesus and the Church in transversal areas such as integral ecology-SDG’s, family, youth, reconciliation and protection of vulnerable people. This would help to continue defining the meaning of I + M for Comillas as an SJ labor for the greater service to Society, and as a reference in action and the influence to promote Integral Ecology-SDG’s.

I 62 Development of a Plan for Action - “The University as a Place of Encounter”: Promote an open space for plural and inclusive reflection, with other institutions of the Society of Jesus and the Church, that promotes a place for spiritual, socio-political, inclusive, plural and critical advocacy, with special emphasis on integral ecology-SDGs, reconciliation, protection and support for diversity and vulnerable people. “A place for encounter” would also include promoting the presence and inclusion of disadvantaged and vulnerable individuals among our students and professionals.

I 63 Development of “Camps” for Sustainable Entrepreneurship: Development of “Camps”, in collaboration with INEA and other works of the Society of Jesus in Madrid, for the development of initiatives of sustainable entrepreneurship that contribute to solving social problems.





8

Strategic Projects

- SP1 COMILLAS Inter(trans)disciplinary Center on Sustainability**
- SP2 COMILLAS Innova Project**
- SP3 Global Positioning**
- SP4 “Applied” Ignatian Leadership Project**
- SP5 “COMILLAS Accompanies” Project**
- SP6 COMILLAS Global Alumni**

Transversal Strategic Projects



SP1 COMILLAS Inter (Trans) Disciplinary Center

Create an Inter (Trans) Disciplinary Center (flexible structure) that interconnects the branches of knowledge involved in Integral Ecology and SDG's, along with those present at our University.



SP2 COMILLAS "Innova" Project

Define the profile of competencies for a "Comillas Professor", develop a catalog of pedagogical strategies, provide resources for educational innovation and promote and strengthen teaching innovation in *curricula*.



SP3 Global Positioning

Strengthen the positioning of our University in international rankings and accreditations that consolidate Comillas as a World Class University.

SP4 “Applied” *Ignatian* Leadership

Promote and foment the Ignatian Spirit, its identity and procedures throughout the University Community and among all members for the greatest good in the transformation of Society.



SP5 COMILLAS “Accompanies” Project

Enhance the social commitment of Comillas and the transformative impact of our activities on our interlocutors and representatives.



SP6 COMILLAS Global Alumni

Activate the Alumni Network, not only because of the ability we have to continue providing worthwhile services to alumni, but also due to the fact that our alumni can continue to help us in our mission.







SP1 COMILLAS Inter (Trans) Disciplinary Center



SP1 COMILLAS Inter (Trans) Disciplinary Center

The Society of Jesus has established collaboration in the care of our “common house” as one of its Universal Apostolic Preferences, thus responding to the call by Pope Francis in his Encyclical, *Laudato si'*. This exhortation is particularly timely at a moment when all universities have been convened to contribute to reaching the SDG's formulated by the United Nations, and which largely coincide with the principles of Integral Ecology.

The Universidad Pontificia Comillas has been working in the field of Integral Ecology and SDG's for many years, with high-level teaching and research on issues such as Energy Sustainability, Migration, Family, and Child Protection. However, given the magnitude of the challenges we face, it is necessary, on the one hand, to intensify efforts, and on the other, to respond to the request by Pope Francis to fight against the fragmentation and compartmentalization of knowledge.

For this reason, it has been a long-time wish of Comillas to **create an Inter (Trans) Disciplinary Center**, which integrates the branches of knowledge involved in Integral Ecology and the SDG's, present at our university in the following areas: Theology, Philosophy, Psychology, Sociology, Social Work, International Relations, Health Sciences, Engineering, Economics, Business and Law. And the goal should be to stimulate dialogue with society, to try, from a rigorous university viewpoint, to contribute to solving the main problems of Humanity, and in

particular, the social and environmental crisis which we are confronting today.

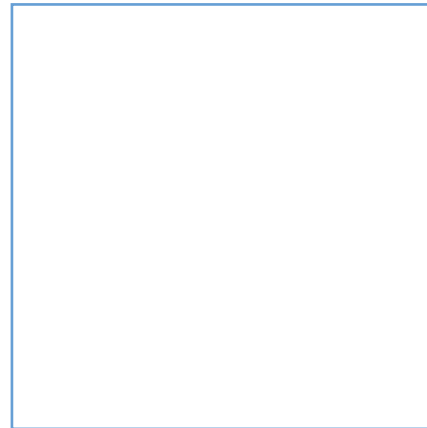
This Center will catalyze the activities of the Universidad Pontificia Comillas related to Integral Ecology and the SDG's. Without providing an exhaustive list, the activities will include:

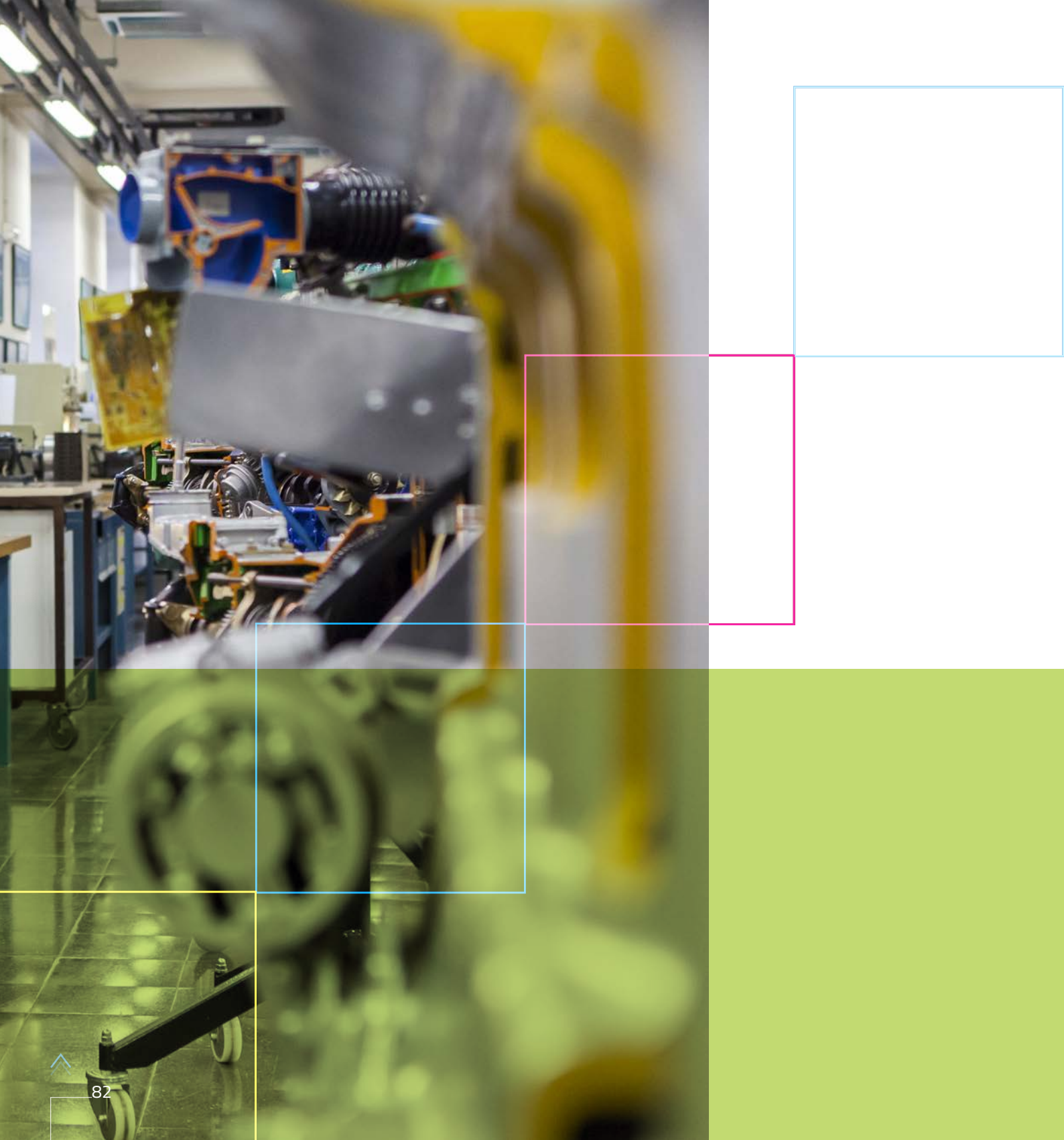
- Coordination of specific teaching on Integral Ecology and SDG's, in collaboration with the Schools, Faculties and Departments at the university.
- Implementation of Applied Research and Projects for the Transfer of Knowledge, in collaboration with companies and institutions, and in coordination with existing Institutes, Chairs and Research Groups.
- Supervision of Final Undergraduate Projects and Final Master's Degree Projects (FUP and FMDP)
- Promotion of Integral Ecology and SDG's among students, and support for their initiatives.
- Organization and management of "SDG's in Action". This initiative would consist of having students at Comillas, on multidisciplinary teams, make proposals throughout the academic year of ideas that would lead to solving the challenges associated with the SDG's.
- Advice for the establishment of an Internal Sustainability Management System.

- Alliances with similar institutions at other universities.

The Center will be financed through agreements for collaboration with companies and institutions, internal financing at Comillas with University funds, and through public aid or research and projects for the transfer of information and knowledge.

The ultimate goal of this Center is to contribute to creating alternative models for society based on respect for human creation, and sustainable development that guarantees an appropriate level of well-being, without a decrease in quality, while distributed fairly, for current and future inhabitants of our planet.





SP2 COMILLAS

“Innova” Project



SP2 COMILLAS "Innova" Project

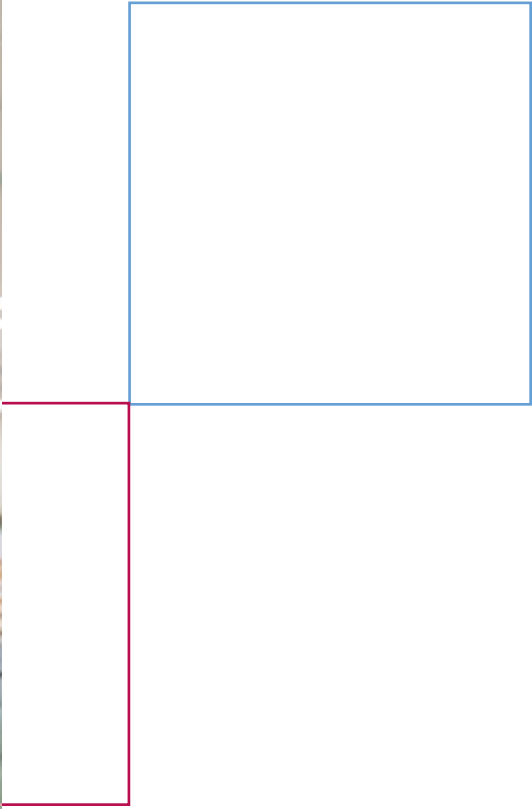
As stated in this Strategic Plan, the Apostolic Project of the Province of Spain of the Society of Jesus marks as a fundamental option “to accompany and educate for human growth... committing ourselves to educational excellence and quality and integrating educational innovation into Ignatian pedagogy “Indeed”, the preferential attention for teaching innovation does not make it an end in itself, but rather a means - that is, inexorable - to achieve, with a desire for excellence, the objective of integral education and training, in the axiological framework of the Ledesma–Kolvenbach paradigm; that is to say, with the procedures that are inherent in a Jesuit University.

Innovation, therefore, is a means, but it is essential to stimulate appropriate learning in order to make possible the model for education and training that we have proposed. As indicated in the presentation of the Plan, we aim to achieve an even more consistent, constructive, cooperative, continuous, profound and universal learning, for which it is necessary to combine technical competence with the opening of perspectives, the activation of awareness and the willingness to compromise.

For this reason, it is necessary to weave together, at least, the initiatives that are foreseen in the first two lines of action of the

Education and Training area, together with the first line of action in the area of Jesuit Identity and Mission. In this manner, again without providing an exhaustive analysis here, the initiatives that this project attempts to promote will be the following:

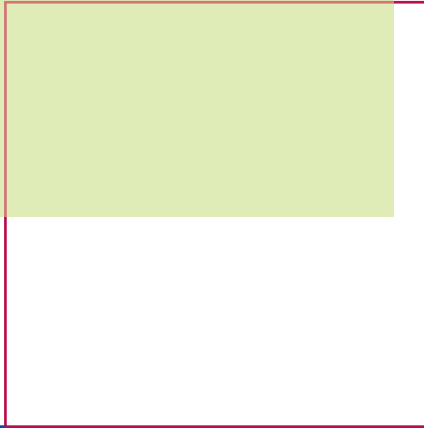
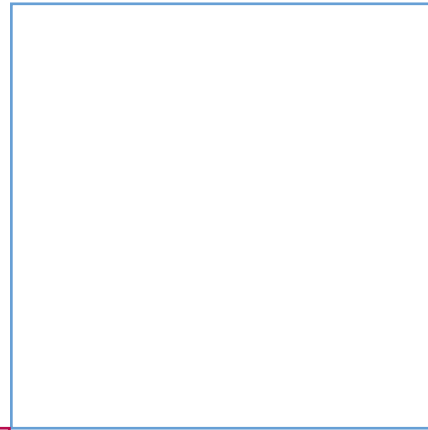
- Define the profile of competencies of a “Comillas Professor” to strengthen the education and training of professors in teaching innovation;
- Develop a catalog of teaching strategies, as well as provide sufficient services, human resources and material resources to support educational innovation;
- Encourage and strengthen teaching innovation in curricula, informing on new educational training proposals and their modifications, encouraged by the exigencies of the Ledesma-Kolvenbach paradigm.



SP3 Global Positioning



SP3 Global Positioning



The consolidation of the globalization of Undergraduate Programs, Master's Degree Programs and Doctoral Degree Education has obliged universities to redefine their scope of action, moving from a local to an international dimension. In this context of globalized competition to attract talent, universities need to position themselves internationally in order to successfully carry out their mission. Proof of the importance of this trend is the popularization of the term world class university, to refer to those universities of proven academic prestige, well-placed in international rankings and whose excellent work is evidenced in the most prestigious international accreditations.

The Comillas Global Positioning Project aims to internationalize the prestige of the Universidad Pontificia Comillas. In order to achieve this, it will be necessary to facilitate the excellent positioning of our university in international rankings and accreditations that consolidate "Comillas as a World Class University", which in turn will allow us to attract more resources and, above all, the best talent in order to achieve our mission with greater impact, amplified by an increasing scale of operations.

This Strategic Plan establishes a series of well-articulated actions that configure this Comillas International Positioning Project. Among them, the following stand out:

- Increase internationalization by promoting the mobility of professors and researchers and by attracting international Doctoral students;
- Establish a system of monitoring and evaluation of the most relevant indicators for international positioning;
- Strengthen the Postgraduate offer through accreditations and positioning in international rankings;
- Reinforce resources devoted to positioning in rankings and international marketing.

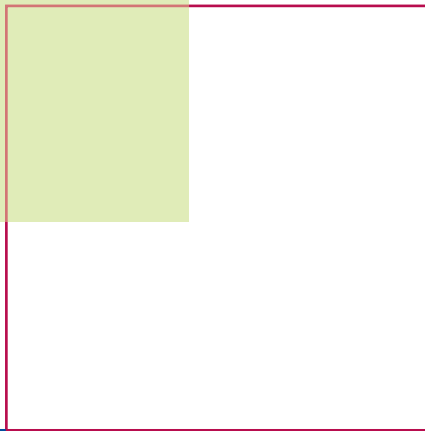




SP4 “Applied” *Ignatian* Leadership Project



SP4 "Applied" *Ignatian* Leadership



Comillas, in its desire to embody the identity and mission of the Society of Jesus from a perspective of creative fidelity, has proposed this project in its Strategic Plan for the purpose of instilling and developing the Ignatian spirit in the entire university community, as an identity and way of proceeding, in order to bring about the greatest good in the transformation of society.

As Pope Francis points out in the Apostolic Constitution *Veritatis gaudium*, today we are facing a change of era marked by an anthropological and socio-environmental crisis that requires us to adopt habits of moving forward through the construction of diverse leaderships that offer paths of reconciliation and social justice (*VG, 3*). Encouraged by the Apostolic Project of the Province of Spain of the Society of Jesus, we are presenting this project in order to propose leadership, following from Ignatian *charism*, which will help to change the global development model and redefine progress, from the perspective of integral ecology, in favor of a more just, supportive and fraternal world.

From the point of view of Comillas, Ignatian Leadership is Leadership in Service and Discernment in collaboration. This offers the spiritual basis that makes strategic planning possible, stemming from the characteristic

Ignatian and Jesuit way of proceeding. As it is a corporate, collaborative and non-individual leadership style, it requires the participation of each and every person who is committed to the progress of our University. Therefore, the actions to carry out this project will seek to contribute to the development of Ignatian skills in all of the people who make up the university community, through integral accompaniment and experiential learning. Among these actions, the following are highlighted here:

- Constitute a light cross-sectional structure that ensures that the identity and mission of the Society of Jesus is present in all of the teaching process as a whole;
- Develop training opportunities in Ignatian leadership for all University personnel;
- Design and execute a plan of action, "The University as a Meeting Place", an open space for pluralistic and inclusive reflection with other institutions of the Society of Jesus and the Church;
- Define and carry out a strategy to project our "brand" I + M (Identity + Mission) as a Jesuit university;
- Develop a comprehensive management system for continuous improvement in our I + M lines of action.





SP5 COMILLAS

“Accompanies” Project



SP5 COMILLAS "Accompanies" Project

This strategic project seeks to strengthen the social commitment of Comillas and the transformative impact of our activity on our interlocutors, starting with our students and continuing through the network of social, Ecclesial, business and professional entities that define our implementation in the social ecosystem.

To this effect, and as a preliminary measure, we must become aware of the relevance of the function of social transformation in the mission of Comillas. Defining our current degree of implementation will contribute to this purpose, since it will make visible a network of social, Ecclesial, business and professional entities that make up our network to effect change. Actions which take priority are those aimed at raising the awareness of our students of their role as agents of social transformation, and accompanying them in the development of their professional careers.

Once the context is established, it is destined to transfer useful and transformative knowledge to society. It requires adopting measures to extend and consolidate our network of impact, identifying suitable areas of collaboration (in continuous education, training, research and consulting) and defining the service that best suits an adaptation to the objectives of our interlocutors and to the ways of proceeding at Comillas.

The returns generated from the relationship with our students and from this social dialogue are essential for the correct definition of the rest of university functions. This is particularly so in the area of education and training, where the involvement of the agents of the educational system in designing and strengthening the academic offer is crucial, as well as in providing training in all stages of life by the University, in order to prepare, update and improve personal and professional skills.

The following is a summary of the lines of action of this Strategic Plan with regard to this Project:

From the Area of **Research:**

- Define a research agenda that meets the interests of our social, Ecclesial and business partners

From the Area of **Education and Training:**

- Define an academic offer that contemplates lifelong learning by providing professionals with the skills they will need in their professional and personal life

From the Area of **Transfer and Impact:**

- Encourage reflection on the social impact of Final Undergraduate Projects (FUP) / Final Master’s Degree Projects (FMDP) and Doctoral theses

- Stimulate entrepreneurship as a purely transformative learning methodology
- Increase the visibility and impact of the professional trajectories of social change of our students
- Prepare an annual social impact report by Comillas

From the Area of **Orientation to Better Service:**

- Define the fund-raising model consistent with the philosophy of Comillas.
- Progress in the professionalization of Services: professional careers

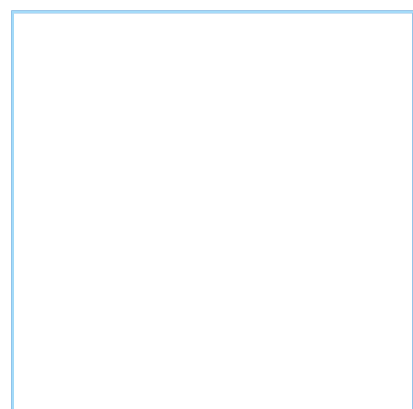
From the Area of **Identity and Mission:**

- Actions aimed at raising awareness among our students concerning their vocation to serve others
- Consolidate Comillas as “The University as a Meeting Place”

From the **Global Alumni Project:**

- Strengthen the relationship with our Alumni bi-directionally



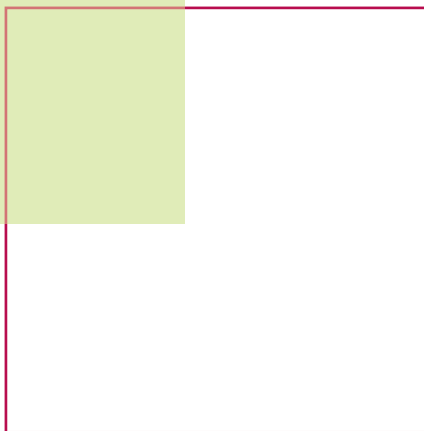


SP6 COMILLAS

Global Alumni



SP6 COMILLAS Global Alumni



The activation of the Alumni network at an institution such as the Universidad Pontificia Comillas is a fundamental need, not only to foment the ability that we have to continue providing value once students finish their studies, but also for the purpose of having our former students help us in our teaching, research and in the transfer of knowledge and social impact.

Thus, we must set as another objective of this project the successful implementation of a relevant alumni network in the following aspects:

- As a fundamental element in attracting future students, Spanish as well as international, both in Undergraduate and Postgraduate Programs;
- As facilitators of the relationship and close proximity of the University to the professional and business worlds, a highly developed characteristic at our institution of which we are especially proud, and which allows us to identify the educational and training needs of professionals of the future, and to advise us on adapting existing programs and defining new programs;
- As donors whose financial contributions to us facilitate granting scholarships for studies or internships, financing Chairs or Research Projects, etc.;

- As mentors of our students, helping to guide them in their future professional careers, boost entrepreneurship activities and student associations;
- As future students of professional Continuing Education Programs in a context of profound changes that imply a need for continuous and lifelong learning, widely discussed in this Strategic Plan;
- As direct agents of enrichment in our teaching, supporting teaching activities such as lecturers, visiting professors and in managing Master's Degree Programs;
- As enhancers of the impact of our research, helping to identify the most critical needs in social, industrial or business development;
- As reciprocal facilitators in the creation, maintenance and development of personal, professional and institutional relationships.

To achieve this, we will need a detailed analysis of the experiences of our students throughout their lives, an orderly and structured planning of the relationship with them, and the human resources and technological tools needed to facilitate a personalized, efficient and multi-channel approach.

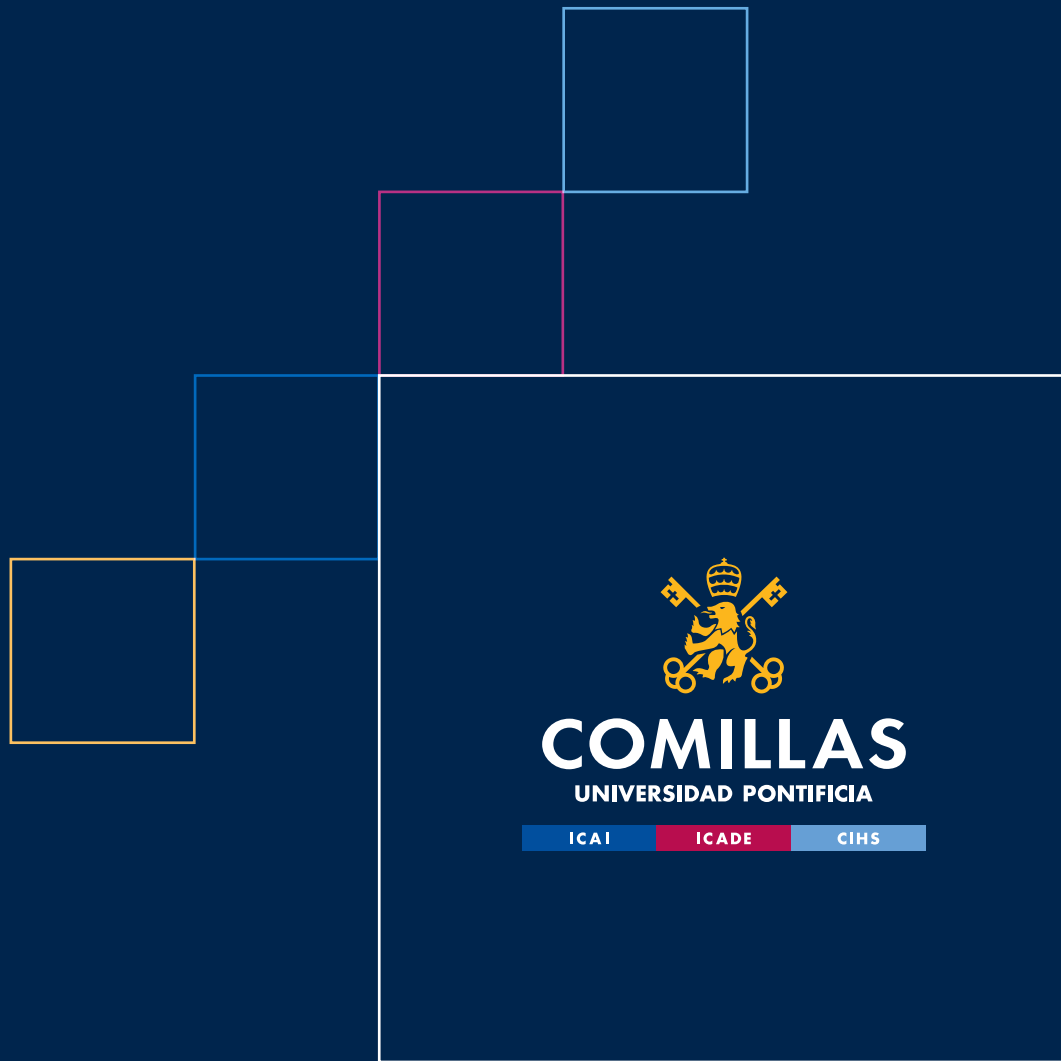


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