



Strategic plan

2025

2030

2025-2030 Strategic Plan

Summary

Summary	1
1. INTRODUCTION	2
2. FOREWORD	4
3. GOVERNANCE	6
4. INTERNATIONALIZATION & ACCREDITATION	8
5. TEACHING	14
6. RESEARCH.....	25
7. THE THIRD MISSION	34
8. FACULTY DEVELOPMENT	37
9. THE STUDENT AT THE CENTER.....	40
10. GENERAL SERVICES.....	46
11. STRATEGIC PLAN CONTROL	52

1. INTRODUCTION

Address by the President Riccardo Comerio

The Strategic Plan 2025-2030 strengthens, consolidates and renews the directives of the previous plan.

It strengthens the disciplinary specializations of the two schools, Economics and Management Engineering, which form the unique identity of LIUC. This identity positions the university at the national and international levels as a “Business University” in its broadest, deepest, and even metaphorical sense, as reflected in the payoff of the new logo – The Business University – which, in turn, alludes to its Vision.

It consolidates the interconnections and synergies between the PhD programs and Executive Education, between academic research and applied research, transforming the university into a place where its claims are brought to life. These claims are inspired by the symbolic setting – a manufacturing industry – where LIUC was born and continues to thrive, making it a workshop of knowledge and expertise, a factory of talent.

It renews curricula by integrating fundamental disciplinary knowledge with the skills demanded by the job market and technological innovations. It revamps the methodological and educational approach, adopting a holistic perspective of knowledge, constructed through interdisciplinarity, aggregation, synergy among disciplines, and the internationalization of relationships.

In addition, it consolidates and renews the organizational structure, ensuring smoother interaction between the academic sector and administrative services, with a review of processes that will allow for more precise documentation and monitoring. This will ensure that organizational efficiency becomes the foundation for educational effectiveness.

The year 2024, serving as the transition year between the two strategic plans, is also the year when the Sveriges Riksbank Prize in Economic Sciences, the Nobel Prize in Economics, was awarded to Daron Acemoglu and Simon Johnson of the Massachusetts Institute of Technology, and James A. Robinson of the University of Chicago, for their studies on the formation of institutions and their influence on the prosperity of nations.

Upon examining the works of these scholars, I believe that educational institutions – including universities – can be considered among those institutions that shape human action, culture, ethics, and economic orientations. It is clear that the scholars aim to promote a new conception of economics, one that is not solely profit-oriented but also attentive to social and human capital.

I am convinced that LIUC’s educational choices align with this vision, which emphasizes the development of “well-made heads rather than well-filled heads” (Montaigne): men and women capable of generating positive impacts on people and the ecosystem in which they operate,

thus contributing to the prosperity, well-being, and inclusivity of the communities they inhabit.

This life project will find ample and practical development in MILL – Manufacturing, Innovation, Learning, Logistics – which will be established alongside LIUC, serving as the new headquarters of Confindustria Varese and an entrepreneurial accelerator for our young students and the numerous stakeholders.

Finally, I would like to thank Prof. Federico Visconti for paving the way during the nine years he led LIUC, the new Rector, Prof. Anna Gervasoni, for her visionary approach to propelling the university forward, the faculty for the “renewable energy” they inject into the organizational engine, the entire Board of Directors, and LIUC for embracing challenging choices in a period marked by a complex historical context and intense competition in the provision of high-value educational offerings.

2. FOREWORD

Address by the Rector Anna Gervasoni

I have enthusiastically embraced the challenge of leading the university during a historical moment marked by significant competitive complexity. The global landscape of education is undergoing profound transformation, with academic offerings now delivered through innovative methods, addressing cutting-edge topics that impact research quality, and competing in a global arena that has long surpassed national boundaries. These are all variables that represent a clear break from the recent past, serving as an additional stimulus to pursue a growth trajectory for the future LIUC, grounded in its historical identity.

An entrepreneurial DNA, born from a region rich in industrial initiatives, has always propelled the university toward the frontier of innovation. This is evident in the four pillars on which it currently stands: the School of Economics, the School of Engineering, the Business School, and the PhD Program. Together, these create a unique structural ecosystem, generating an inexhaustible reservoir of ideas to foster dialogue and development across its components. This approach enables interdisciplinary synergies, integrated into projects with long-term visions, such as the initiatives already underway for creating a double Degree in Economics and Engineering or the Doctorate of Business Administration, aimed at reaching currently unexplored market segments.

At the core of all these efforts is the individual, the central figure in the continuous growth process of the society of the future. In a broader sense, stakeholders—everyone connected to the LIUC ecosystem—are called upon to contribute while simultaneously benefiting from an endless educational process. Achieving this goal requires contributions not only from the university's founders, faculty, and administrative staff but also from individuals in the surrounding community. It is a single, large ecosystem with students at its heart.

As the ultimate symbol of the university journey, the student is the primary beneficiary of LIUC's comprehensive educational project. This program aims to first make students more aware of their role in the world and, subsequently, shape them into the leaders of the future. Throughout their educational journey, students are encouraged to deepen their cross-disciplinary technical skills while also acquiring essential soft skills for the marketplace: teamwork, familiarity with advanced tools like AI, understanding sustainable governance, and developing critical thinking through laboratory work, internships, and study-abroad opportunities.

Openness to internationalization has historically been another foundational pillar of LIUC's competitive advantage. Always at the forefront of breaking physical boundaries to expand minds to the world, the university has established a network of relationships with international partners, offering students a broad range of opportunities for living and studying abroad.

I feel a deep commitment to continuing along this historical trajectory at LIUC, fostering international interaction that enhances collaboration in research, faculty exchange, and future opportunities. The goal is to remain updated, competent, and ahead of the curve on the issues shaping future development.

This commitment also extends to international accreditation processes, which began with the EUR-ACE certification for Industrial Engineering and later broadened to encompass the entire university. Since 2022, LIUC has been a member of AACSB and EFMD, the most recognized global university accreditation networks, pursuing the goal of obtaining certifications from both. This dual aim allows LIUC to measure its global competitiveness while continually improving service quality.

To achieve these ambitious objectives, it is essential to continue investing, as the very companies that inspired LIUC's foundation have taught us. Strengthening the faculty by nurturing young talent and ensuring a smooth generational transition are primary goals, which will, in turn, support research and its dissemination by reorganizing its structure around the Institutional Centers. This process finds its apex in the creation of MILL—Manufacturing, Innovation, Learning, Logistics—the LIUC knowledge hub and the new headquarters of Confindustria Varese. This hub will bridge theoretical and practical knowledge, accelerating the dialogue between academia and industry.

Initiating Open Innovation mechanisms and implementing Technology Transfer models will lay the foundation for renewing the technological competitiveness of today's companies while building the groundwork for tomorrow's. Promoting new startups, supporting "restart" processes, and engaging the financial sector with the ultimate goal of creating a Business Angel Hub will be natural extensions of this vision.

To turn these intentions into reality, it will be crucial to monitor progress meticulously. The work of the (x10) Rector's Delegates and (x4) Appointed Officers will be the cornerstone of the coordination process among university functions involved. The number of ongoing projects is vast, and constant oversight—including evaluations, implementations, and realignment of objectives—will increasingly become a key success factor.

3. GOVERNANCE

Vision and Mission

Vision

Deep roots in the entrepreneurial world, a strong connection with the local territory, and a determined openness to the global stage to train in business management and foster the growth of young generations, the economy, and civil society. This is achieved by educating in the spirit and values of entrepreneurship theorized by Carlo Cattaneo: intelligence and willpower, which drive innovation.

Mission (concise version)

A unique Business University founded by visionary entrepreneurs to promote and teach effective management with care and passion, always emphasizing the centrality of the individual.

Mission (extended version)

LIUC strives to position itself in the market as a “**unique and distinctive business university**”, clearly differentiated from competitors, thanks to:

- **Interconnections and synergies** between the bachelor's programs in Economics and Engineering, the PhD program, and Executive Education activities;
- Strong and constant **ties with businesses**, the economic system, and institutions;
- **The individual at the center**. LIUC ensures attention and care in teaching, student services, campus life, opportunities for international exchange, and relationships with collaborators and stakeholders;
- **Continuous academic growth**, reflected in high standards in Teaching, Research, and Third Mission activities at national and international levels, as well as in the quality of services offered;
- **Innovation** in teaching, processes, management, and institutional commitments;
- Promotion of **sustainability** in all its aspects and of values of inclusion;
- Enhancement of **merit, employability**, and the **fight against inequalities**.

The Context

The roots of LIUC can be traced back to the enlightened vision of a group of entrepreneurs who, over 30 years ago, conceived the idea of a university created by businesses for businesses. Their aim was to enrich student education with innovative content and practical tools, which at the time were largely unknown to other universities. The primary objective was to bridge the gap between academia and the professional world during students' academic years and facilitate their transition into the workforce after graduation.

This vision, which has remained steadfast over the years as a strong distinguishing feature (albeit with the necessary updates to its implementation methods), has fostered a constant dialogue between the university and its stakeholders. This has been ensured by the fact that the main association representing local businesses not only played a decisive role in founding the university and provided financial support when needed, but also entrusted its most motivated representatives—who form the majority within LIUC's two main governing bodies—with the task of guiding strategic decisions. These decisions are shaped by balancing the essential driving role of the academic community with the insights and expertise of the business world.

Complementing this, the university's Board of Directors—the institution's highest governing body—also includes representatives from key public entities operating in the region, as well as other stakeholders affected by the wide-ranging activities of the university.

Currently, a revision of the university's statute is under consideration. This revision aims, on the one hand, to further enhance the institution's ability to address the needs of civil society and various stakeholders, and on the other hand, to adjust the governance structure to ensure more efficient decision-making processes. The goal is to achieve the best balance between preserving the university's founding values and embracing necessary innovation and forward-thinking initiatives.

4. INTERNATIONALIZATION & ACCREDITATION

Internationalization

The Context

LIUC continues its journey of internationalization, building on several well-established strengths:

- Ranked first in the CENSIS ranking for small non-state universities in the past year and among the top positions over the last three years.
- Numerous agreements for student mobility, with approximately 15-20% of students engaging in international experiences.
- A structured offering of courses in English and a wide range of internships and work opportunities abroad.

On the research front, LIUC boasts a significant presence in international conferences and publications in collaboration with foreign research groups, as well as participation in projects and funding initiatives with global partners.

Specifically, the number of outgoing and incoming students has grown steadily, demonstrating strong interest in international experiences. Double degrees are particularly popular in the School of Economics, while the numbers for Engineering are more limited, primarily due to fewer agreements. The bachelor's program remains the main pillar of inbound internationalization, unlike the scenario for outgoing students. Short-term mobility has become a relevant component of international education, though evaluating areas of interest and planning a long-term offering remains challenging.

To date, no inbound Summer Schools have been organized, but with the increasing trends in short-term mobility, work is underway to develop such programs with targeted geographic areas or universities. The number of visiting faculty remains limited, albeit with slight growth, as does the international exposure of the Faculty. Similarly, the number of foreign students remains modest.

Another area of interest is internships abroad. LIUC is further expanding its commitment, continuously increasing opportunities in the international sphere.

LIUC's research network showcases multiple international collaborations, confirmed by a generally strong level of participation in formalized research projects. However, this network is not yet fully leveraged for creating student mobility partnerships.

Goals

In light of the current context, LIUC has set the following improvement-focused objectives for the next five years:

Teaching (in collaboration with the Schools and the International Relations Office):

1. Achieve international accreditations to enhance the university's global reputation and increase its attractiveness.
2. Maintain a strong position in rankings related to internationalization.
3. Promote mobility programs, balancing incoming and outgoing flows.
4. Increase international mobility of internal Faculty to gain new perspectives, skills, and best practices.
5. Attract more international faculty members, including bringing back Italian talent from abroad.
6. Increase the number of enrolled foreign students to mitigate the impact of demographic decline and enrich the experience of Italian students.

It is worth noting that the new Erasmus programming will coincide with the middle of the strategic planning period (the current Erasmus program ends in 2027).

Internships and Internships Abroad (in collaboration with the Career Service and Alumni):

1. Strengthen the offering of internships and work placements abroad, ideally creating employment opportunities.

Research (in collaboration with the Research Funding Office, PhD programs, and the Library):

1. Enhance LIUC's participation and visibility in international networks, such as conferences and publications.
2. Expand the scientific committees of institutional observatories and projects with international colleagues.
3. Increase PhD/Visiting PhD programs with international visibility.
4. Strengthen the link between research and international teaching.

Actions

To achieve the objectives outlined above, LIUC will implement various actions, including:

Teaching:

1. Continuing to strengthening and expanding international partnerships. The data highlights the overall success of LIUC's internationalization policies, with ample room to consolidate and further diversify the offering, aiming for quality and focus, leveraging flexible forms of exchange and collaboration in terms of duration and format (in-person, remote, blended).
2. Enhancing double degree programs and exploring new pathways, integrating the recommendations from the European Commission for the implementation of Joint European Degrees.
3. Advancing the international accreditation process for the Business School and other Schools (AACSB, EFMD).

4. Expanding programs accessible to foreign students, such as introducing an undergraduate course in English for the School of Engineering.
5. Participating in international fairs, targeting specific geographic areas of interest. Regarding the goal of attracting more foreign students, LIUC is participating in several international fairs (thanks also to the Uni-Italia network); this activity will be expanded in the coming years and integrated with local promoters in targeted areas.
6. Increasing the visibility of international initiatives organized at LIUC (e.g., Bip, Summer/Winter programs) to create synergies among various areas (research, teaching, and third mission) and expand the network of visiting professors, PhD candidates, and international researchers.
7. Providing non-monetary incentives to encourage faculty participation in exchange programs.
8. Finalizing the LIUC website and strengthen international communication efforts.
9. Increasing English-language content by creating a dedicated portal for the international community and developing an English-language communication plan (website, presentations, and brochures) with appropriate language interfaces.
10. Monitoring performance and market trends to conduct constant benchmarking with other institutions and refine/determine the university's international strategies.

Internships/Placement:

1. Developing new international internships in sectors of interest for students and with global brands.
2. Connecting with companies to create specific internship pathways for LIUC students.
3. Leveraging existing Chapters by sharing best practices and organizing networking and seminar events in LIUC Chapters worldwide (London, New York, Brussels, Dubai).
4. Strengthening the mentoring role of Alumni, particularly for those starting international careers.
5. Opening new Chapters in areas such as Singapore and Switzerland, which are of strategic interest for students.

Research:

1. Incentivizing reward mechanisms to promote international research, supporting faculty and researchers participating in collaborative international projects.
2. Publishing bilingual works in the "Università Cattaneo" series to ensure broader accessibility and dissemination of research results to an international audience.
3. Internationalizing academic observatories and strengthen scientific committees to foster transnational collaborations for data collection and analysis, as well as organizing high-profile international events and conferences.

4. Actively participating in European and international funding calls, strengthening LIUC's ability to access high-profile research networks, including identifying new academic and industrial partners aligned with LIUC's strategic research areas.
5. Sharing research contacts to enhance synergies with teaching and expand collaborations.

The Accreditation Process at LIUC

The Context

Since 2022-23, LIUC has embarked on two new accreditation processes to complement those already in place (ISO for the Business School, EUR-ACE for Engineering, and ANVUR-EHEA for the entire university):

- AACSB (Association to Advance Collegiate Schools of Business), American. This accreditation covers the entirety of LIUC: the School of Economics and Management, the School of Industrial Engineering, the LIUC Business School, and the PhD programs.
- EFMD (European Foundation for Management Development), European. This accreditation focuses on individual programs.

Both are organizations that certify universities meeting specific standards. Above all, they provide platforms for dialogue and networking that, through conferences, seminars, manuals, and other initiatives, encourage universities to pursue continuous improvement.

Accreditations are lengthy and demanding processes from multiple perspectives: timelines, human and financial resources, and the significant reconfiguration of organizational processes.

Below is a summary of the roadmaps ahead, indicating that we are at the beginning stages: EFMD accreditation is expected to conclude by 2027, while AACSB accreditation is projected for 2030, coinciding with the conclusion of the 2025-30 strategic plan.

Key Activities for AACSB Accreditation

The main activities related to AACSB are divided into various phases with progress updates, start and end dates:

1. Process Initiation:

- **Membership activities, eligibility initiation, eligibility approval, mentor assignment, and the mentor's first visit** are 100% completed.
- **The iSER initiation phase and the mentor's second visit** are ongoing (expected completion: 16/10/2024).
- **The iSER conclusion and report preparation** will begin on 17/10/2024 and end on 15/02/2025.

2. Faculty Classification:

- **Identification of reclassification criteria** is 50% completed.
- Other tasks, such as criteria for measuring faculty engagement and the creation of the data room, are yet to begin (expected completion: 15/02/2025).
- 3. Progress Reports:**
 - Three reports are to be prepared between 01/03/2026 and 28/02/2028.
- 4. Gap Closure:**
 - The process closure and accreditation achievement are expected by 28/02/2030.

Key Activities for EFMD Accreditation

The EFMD process includes several phases, each with specific tasks, timelines, and progress updates:

1. **Process Initiation** (Inquiry, Application, Pre-eligibility): 100% completed.
2. **Eligibility** (Pre-review): Began on 01/11/2024 and will conclude on 31/03/2025.
3. **Self-Assessment** (Report Preparation): Scheduled between 01/01/2026 and 31/10/2026.
4. **Peer Review:** Includes process closure and accreditation achievement, expected by 31/03/2027.

Accreditation offers numerous advantages, with two particularly relevant for LIUC:

- Enhanced attractiveness in international markets.
- Significant improvement in the efficiency and effectiveness of internal processes.

Four critical challenges lie ahead:

a) Faculty Model:

Achieving accreditation standards requires a substantial revision of faculty roles. Since 2023, LIUC has been optimizing its teaching offer and the use of adjunct faculty. This direction must be pursued with determination, without compromising the organizational model that has proven successful.

b) Faculty Engagement and Contributions:

Enhancing the sense of belonging among both full-time and adjunct faculty is crucial to involve them in the university's activities: research, teaching, and third mission initiatives.

c) Integrated Information System:

Creating a system aligned with internal processes and existing accreditations to measure faculty contributions through tailored reporting and KPIs. Efforts are underway, with the library expected to serve as a reference point for the data room.

d) Transition to a Formalized Approach:

Moving from an informal, oral-based modus operandi to a more formalized, rigorous method that documents the many activities currently invisible. This was already highlighted as a weakness by the CEV during its visit.

These challenges strike at the heart of LIUC, which must transition from an entrepreneurial and informal culture typical of small enterprises to one that blends its entrepreneurial mission with a more structured and managerial approach.

5. TEACHING

Teaching and Interdisciplinary Area

General Objective and Action Plan

The activity plan aims to promote teaching innovation within the university by adopting a pragmatic, results-oriented approach. The goal is to integrate interdisciplinary methodologies, advanced technologies, and training paths to enhance the effectiveness of teaching and learning, supporting instructors in adapting to the needs of modern, inclusive education. The plan is structured around six lines of intervention:

1. Development and Implementation of New Teaching Methods

The introduction of innovative teaching methodologies is a central element of the plan. This initiative involves direct collaboration with instructors to co-design courses that combine traditional pedagogical approaches with innovative techniques, such as problem-based learning, the integration of interdisciplinary content, and the use of advanced digital tools. To support this initiative, instructional design experts will be engaged to provide tailored support. Additionally, appropriate educational software and platforms will be selected and implemented to enable effective experimentation with the new methodologies.

2. Development of Teaching Interdisciplinarity

Promoting interdisciplinarity is a key strategic component to enrich students' learning experiences and better prepare future professionals. Among the initiatives already in place is the *Debate Project*, which trains students from economics and engineering schools for national debate competitions, and the *Pro-Professional and Personal Skills Development Project*, which offers courses dedicated to developing transversal skills such as teamwork and problem-solving. These projects will be further refined and complemented with new initiatives aimed at strengthening cohesion between schools and fostering a dynamic and collaborative educational culture.

3. Faculty Training

To ensure the effective adoption of teaching innovations, targeted training programs for faculty will be organized. These programs will focus on topics such as the use of advanced educational methodologies and technologies and the design of modern assessment tools. Training will be delivered by internal trainers with specific expertise and external experts. E-learning platforms will also be used to enhance accessibility and flexibility. The goal is to expand faculty involvement in training programs, fostering a tangible improvement in teaching skills within a short timeframe. A specific training line will focus on the effective integration of new faculty members through a differentiated two-year onboarding program. This process will be tailored according to the experience level of the instructors. For junior faculty with no prior teaching experience,

structured training paths will be provided to equip them with basic pedagogical skills. For senior instructors, already experienced but new to the university, the focus will be on adapting to the institution's specific teaching practices and technologies. This personalized approach aims to reduce integration time and improve teaching quality during the initial months of activity.

4. Experimentation and Evaluation

The experimentation with new teaching methodologies and technologies represents a cornerstone of the plan. Pilot projects will be launched to test innovative approaches, gathering data and feedback for ongoing analysis. These projects will be supported by a dedicated budget for acquiring specific technologies and tools, ensuring meaningful testing opportunities.

5. Knowledge Sharing Events

To promote the dissemination of best practices in teaching and create a learning community among instructors, knowledge-sharing events will be organized. These events will include seminars, workshops, and webinars designed to stimulate discussion and experience-sharing among participants. External experts will also be invited to present new approaches and teaching solutions.

6. Scouting and Technological Development

The identification and implementation of new platforms and digital tools for active learning constitute a crucial activity of the plan. A technology scouting team will be tasked with exploring the most innovative solutions available on the market and evaluating their integration into existing courses. This process will be supported by dedicated funds for acquisitions and testing to ensure effective and targeted experimentation.

The plan includes a continuous monitoring system to measure the effectiveness of the activities. Periodic surveys will be conducted among students and instructors to collect qualitative and quantitative feedback, while specific performance indicators will be defined for each project. These data will be regularly analyzed to identify successes, challenges, and opportunities for improvement, ensuring a constant optimization process.

Roles and Responsibilities

The Rector's Delegate for Educational Innovation and the Learning & Teaching Hub (LTH) play complementary yet distinct roles in improving education within LIUC.

The Delegate has a strategic function, defining guidelines and overseeing the adoption of new teaching methodologies at an institutional level. Compared to the previous role of Delegate for Educational Innovation, the new role of Delegate for Educational Innovation and Interdisciplinarity works alongside the members of the Teaching Committee (CoDi) to propose innovative educational pathways, fostering continuous innovation and interdisciplinarity in the content offered to students. Consequently, the Delegate ensures that

the teaching competencies needed to achieve this goal are adequately covered and identifies corresponding needs. Specifically, the Delegate's responsibilities include:

- **Strategic and institutional role:** The Delegate is responsible for Educational Innovation at an institutional level. They collaborate with the Rector, the Delegate for Faculty, and the School Directors to define guidelines and strategies aimed at improving teaching and learning effectiveness.
- **Supervision of pedagogical approaches:** The Delegate works closely with School Directors to propose the implementation of new pedagogical approaches and interdisciplinary content, enhancing teaching effectiveness, promoting methodological innovation, and continuously developing the educational offering.

Strategy definition for adopting new technologies: The Delegate facilitates the integration of innovative digital technologies into teaching practices, promoting the use of tools and platforms that improve the teaching and learning experience.

External representation: The Delegate represents LIUC in national and international contexts related to educational innovation, participating in conferences, meetings, and events.

The **Learning & Teaching Hub** serves as the tactical and operational center that implements the Delegate's directives, providing concrete support to faculty through training, experimentation with innovative tools, and knowledge-sharing activities.

The Teaching Committee (**CoDi**) comprises the Directors of the Schools of Economics and Engineering, the Delegate for Educational Innovation, the Delegate for Faculty, and the Rector. CoDi's objective is to align the two Schools' decisions and make institutional-level decisions regarding teaching, particularly concerning educational innovation and Faculty-related matters.

Below is a summary of responsibilities for each intervention line:

	Rector's Delegate	Learning & Teaching Hub	
<i>Intervention Line</i>	<i>Strategic Activities</i>	<i>Tactical Activities</i>	<i>Operational Activities</i>
Development and implementation of new teaching methodologies	Defining innovative and interdisciplinary methodologies, including general guidelines.	Identifying courses to update and defining the annual experimentation plan.	Implementing methodologies in courses with LTH support.
Development of Educational Interdisciplinarity	Designing new interdisciplinary frameworks and selecting projects.	Responsibility of Project Leaders.	Responsibility of Project Teams.
Faculty Training	Selecting institutional collaborations and defining long-term training objectives.	Creating an annual training plan based on identified needs.	Supporting the delivery of courses, seminars, and hands-on assistance to faculty.
Experimentation and Evaluation	Planning and supervising pilot projects to assess significant innovations.	Monitoring pilot projects, collecting feedback, and analyzing interim results.	Applying innovations in selected pilot courses.
Knowledge-Sharing Events	Designing and scheduling internal knowledge-sharing events.	Organizing workshops, seminars, and webinars with logistical support.	
Scouting Technological Development	Identifying strategic technologies that enhance the learning experience.	Supervising the technological integration into existing infrastructures.	Operational technological development, including faculty training and technology testing.

School of Economics

The Context

The educational model of the School of Economics and Management is strongly tied to LIUC's mission: a business school deeply rooted in the entrepreneurial world, providing knowledge and business management skills while placing individual students at the center. Teaching is based on both knowledge and know-how, blending theory with practice to ensure constant real-world application. The needs of companies serve as the benchmark for the content of various courses and also as a reference for verifying their relevance, as experiential learning always involves strong corporate engagement through projects, testimonials, visits, and case discussions. This makes the educational model engaging, practical, and transformative.

The curriculum is updated annually based on three key elements: consultation with an Advisory Board comprising about twelve HR managers who hire LIUC graduates, comparison with peer universities in Italy and abroad, and student evaluations. Advisory Board members identify the skills businesses will need in the coming years; monitoring peer universities highlights opportunities for innovation; and student evaluations, particularly qualitative feedback, often provide improvement suggestions that are considered in course revisions.

School of Engineering

The Context

The educational model of the School of Engineering emphasizes not only knowledge but, above all, know-how. Its strong experiential focus is ensured through the i-FAB (a lean and Industry 4.0 model factory where students practice management techniques and technologies of the Fourth Industrial Revolution), the Green Transition Hub (where students apply techniques and tools supporting sustainability and the circular economy), corporate labs (where students tackle project work to solve real-world company problems), and mandatory internships.

The curriculum is updated annually through a review process informed by two main sources: formal consultations with stakeholders interested in the graduates of the School of Engineering, aimed at defining the training objectives and profiles demanded by the corporate world, and a rigorous quality assessment system for educational activities. This approach enables ongoing improvement actions to ensure the curriculum delivers high levels of learning and skills development for students.

LIUC Business School (LBS)

The Context: Scenario and Perspectives

The reasons that make LBS a key asset for the university's Strategic Plan have steadily consolidated since the project's launch in January 2017. LBS is, first and foremost, a powerful generator of connections between the University and the business ecosystem, both through its commercial activities and its inherent ability to foster partnerships and strategic and project-based alliances with leading entrepreneurial entities and institutional stakeholders. Through its executive and university training programs, LBS is at the forefront of disseminating and transferring managerial culture. It is also a hub for Applied Research and On-Demand Advisory, primarily leveraging the knowledge and skills generated by the University and its LABs. Additionally, LBS serves as a space for the growth of young talents, enriching their experiential background. It acts as a window and sentinel for market trends and business movements, enhancing the content of university courses, experimenting with innovative teaching methods, and generating relational and reputational capital for the entire University. Moreover, LBS significantly contributes to the economic performance of LIUC. After an initial phase (2017–2018) focused primarily on consolidating valuable initiatives already in its portfolio, and a second phase (2019–2022) aimed at increasing recognition and appreciation of LIUC Business School's activities within the business community, a relaunch process began in 2023. By 2024, this process had started to take shape and deliver its first results.

Today, the core of the strategic perspective lies in the need for a new and differentiated positioning of LBS, shaped by three key elements. Market Context: The broader landscape shows an increasingly fragmented and crowded training (and advisory) market, with traditional players, aggressive new entrants focusing on both commercial acumen and product quality, and disruptors from publishing, digital technology companies, and associations. Training is increasingly seen as a commodity, with its consumption adopting increasingly fluid forms and modalities. **Stakeholder Network:** For an ambitious yet relatively small Business School, the need to develop institutional, technical, and commercial partnerships has become increasingly evident. **Internal Potential:** There is untapped potential in systematically and extensively activating and leveraging the university's diverse and multifaceted expertise, which can be marketed externally. The new positioning aims to enable LBS to grow in a challenging and highly competitive market, distinguishing itself with a clear identity and an innovative approach in terms of content and value proposition.

The Evolution of LBS and General Strategic Goals

LBS aims to establish itself as a Boutique Business School, offering a range of original, high-quality proposals tailored to a discerning audience seeking innovative, high-value-added content and product formats.

Its strategic objectives are:

1. Support managers, professionals, and companies by providing customized, bespoke solutions tailored to their specific and individual needs.
2. Bridge the usual gaps between knowledge, skills, and operational effectiveness by delivering immediately applicable content, analyses, and solutions to managers and professionals.
3. Orient the community and the production system toward future development, in addition to present performance.
4. Stand out with original, exclusive, and high-quality content, products, and services.
5. Innovate in product formats and teaching methods.
6. Foster synergies between Executive Education, Applied Research, and Advisory.
7. Pursue collaborations and partnerships with market players in a proactive networking perspective to strengthen the Brand.
8. Enhance the university's system of knowledge and skills, which is inherently geared toward production, entrepreneurial, and managerial fields.

Specific Goals and Operational Actions

Managerial and postgraduate training activities will continue to be structured into three macro-product types: catalog-based specialized courses, master's programs (university and executive), and custom projects. The offerings will be progressively repositioned toward the high-end market with innovative and high-quality projects, segmented to more effectively reach different target audiences. Given the market context, the Open and Master catalog will increasingly serve as a showcase and activator of B2B opportunities, in addition to its traditional promotional and commercial function. The custom area will become a testing ground for new formats, adopting an innovative market approach and hybridizing training and consulting activities. Key operational actions will follow these directions:

- Expanding and segmenting the offering into product lines with different positioning, exploring high-potential, premium niches.
- Developing the university's master's programs equivalent to the first year of a master's degree.
- Launching new products with an international focus and target audience.
- Innovating product formats.
- Ensuring high customizability for all products, with even custom projects individually tailored to client companies.
- Investing in accreditations and synergies/partnerships with a network of stakeholders.
- Innovating teaching methods: one-to-one modules for intercompany products, question-answering-based training sessions, individual assessments to complement custom training programs, and digital learning using flashcards and asynchronous, interactive video learning pills.

Cross-Cutting Actions

LBS's growth also depends on streamlining structures and processes and improving organizational aspects. Systemic actions identified for progressive implementation include:

- Expanding the Faculty by involving underutilized university figures and increasing the participation of external professionals, managers, and executives in classroom activities.
- Establishing stable LBS professional positions, in line with economic sustainability principles and University recruitment strategies, to retain high-potential profiles currently not formally engaged.
- Activating/enhancing certain technical and specialized support functions for core activities.
- Strengthening infrastructure.
- Enhancing management control (beyond financial-economic aspects) and internal and external monitoring/accountability.
- Updating the Business Model.

PhD School

The Context

The PhD Program in Management, Finance and Accounting represents a foundational dimension of LIUC's academic project, and in the new strategic plan, it has been reconceived as **one of the university's schools**. It serves as a "hub" for renewing the Faculty by focusing on young researchers, building the University's national and international scientific reputation, and engaging with the industrial community through technology transfer and knowledge exchange activities.

Goals

By placing students at the "center" of the doctoral program, emphasizing experiential and interdisciplinary training, and enhancing their soft skills, the program aims to achieve **the following objectives**:

- Provide excellent training, particularly on the "core" topics for which LIUC is recognized, while expanding its offerings into new market segments.
- Enhance the national and international reputation of our doctoral school.
- Increase engagement with the industrial community to generate impactful contributions.
- Expand the doctoral school and attract high-quality candidates.

Actions

These objectives will be pursued through the following key developmental actions:

- Introducing a **Doctorate in Business Administration (DBA) program**, an innovative "industrial pathway" for doctoral studies. This initiative will allow LIUC to enter a unique national and international market segment and offer a program accessible to Faculty members without a PhD, enabling Faculty development. The DBA will focus strongly on innovation, technology, Artificial Intelligence, sustainability within the ESG (Environmental, Social, and Governance) framework, and integrated economic and engineering disciplines. These topics are transversal across all university programs and will allow this new offering to appeal to a wide audience, including companies in the LIUC Alumni network, Confindustria Varese, banks, consultancy firms, and public administration.
- **Continuously improving the educational offerings and management processes of the doctoral school while completing AACSB accreditation.** This accreditation is a key success factor for enhancing the school's international reputation and positioning it among the small number of institutions worldwide pursuing this goal at the doctoral level.
- **Strengthening interaction with the industrial community, turning the doctoral school into a "forge" of young talent. Beyond developing the Faculty of the future, these students will conduct research supporting the activities of the Rector's Research Office, LIUC Hub, and MILL, while engaging LIUC Alumni for community-building activities (e.g., the "Connecting Minds" event).**
- **Increasing the number of scholarships offered**, from the current 8 to 12.
- **Maintaining a co-funding mechanism for scholarships with companies**, even after the expiration of the PNRR (National Recovery and Resilience Plan), aiming for at least three additional co-funded scholarships over the next five years.
- Introducing **co-tutorship mechanisms in collaboration with foreign universities.**

Additional complementary development actions include:

- Enhancing synergies with LIUC research projects, such as the "JRC" project, to establish agreements on shared research themes (e.g., Smart City initiatives).
- Maintaining and expanding participation in the National PhD Program in Sustainable Development and Climate Change, led by IUSS Pavia (with an additional scholarship).
- Developing national and international relations through more agreements with foreign universities and hosting seminars with faculty from other institutions.
- Organizing international research exchange events with foreign institutions (e.g., a PhD Forum with Greenwich University and Manchester Metropolitan University).
- Establishing a PhD Alumni Association.
- Educational Model and Curriculum Review Processes

- The PhD in Management, Finance, and Accounting aims to train researchers capable of interpreting business phenomena in an integrated manner, applying quantitative and qualitative research methodologies from the social sciences. It places particular emphasis on innovation, technology, sustainability, and resilience. These topics are explored through a participatory teaching method, where students actively apply the subjects studied to contexts of academic and industrial interest.

The curriculum is reviewed according to principles of continuous improvement and the PDCA (Plan, Do, Check, Act) cycle through:

Collection of field evidence:

Internally:

- Applying Assurance of Learning concepts to the PhD program, following the AACSB framework.
- Administering annual evaluation surveys to students (on individual courses and the overall doctoral program).
- Conducting annual meetings with social partners and stakeholders, engaging student representatives, and performing reviews according to ministerial procedures.

Externally:

- Interacting with AACSB networking communities via the Exchange platform to strengthen research through dialogue with AACSB network colleagues on cutting-edge topics in education and research.
- Benchmarking against national and international universities and holding annual meetings with colleagues from other institutions.

The Cross-Pollination Between Schools of Economics and Engineering

The cross-pollination between the School of Economics and the School of Engineering creates fertile ground for multidisciplinary scientific research that is relevant both from an academic-scientific perspective and from the standpoint of businesses with which LIUC maintains constant dialogue. Just as in companies where technical-production functions collaborate with more typically managerial functions, there are numerous opportunities to integrate economic expertise—focused on market models, corporate strategies, and financial dynamics—with engineering expertise, oriented toward process optimization, systems analysis, and the management of technological innovation.

Multidisciplinary scientific research enables the development of innovative approaches that, combining rigor and relevance, lead to valuable solutions for businesses. These approaches are designed to enhance organizational efficiency, stimulate innovation, and support economic and environmental sustainability.

Research at LIUC

SKILLS

- Strategy and Corporate Culture
- Family Business
- Innovative and Sustainable Finance
- Fintech
- Human Resources
- Tourism
- Food
- Health
- Sport
- Entrepreneurship
- Startups and Open Innovation
- Innovation and Patents
- Infrastructure
- Logistics
- Green Transition
- Digital Skills
- Artificial Intelligence (A.I.)
- Industry 5.0
- Business Analytics

ECONOMICS & MANAGEMENT

ENGINEERING

#LIUC RESEARCH

U

6. RESEARCH

The Context

The competitive context of research is increasingly demanding and challenging due to processes related to:

- National and international accreditation, which is also based on the quality of research management processes;
- Reputation development through positioning in Research Quality Evaluation (VQR) rankings and creating visibility opportunities in the media;
- Attraction, development, and retention of human capital, considering that scientific qualifications are primarily awarded based on scientific productivity;
- Internationalization, as high-impact research is published in international journals, which requires the development of international relationships, including participation in scientific conferences and visits to other universities;
- Applications to competitive national and international grants, whose success depends significantly on the quality of the research conducted by those involved.

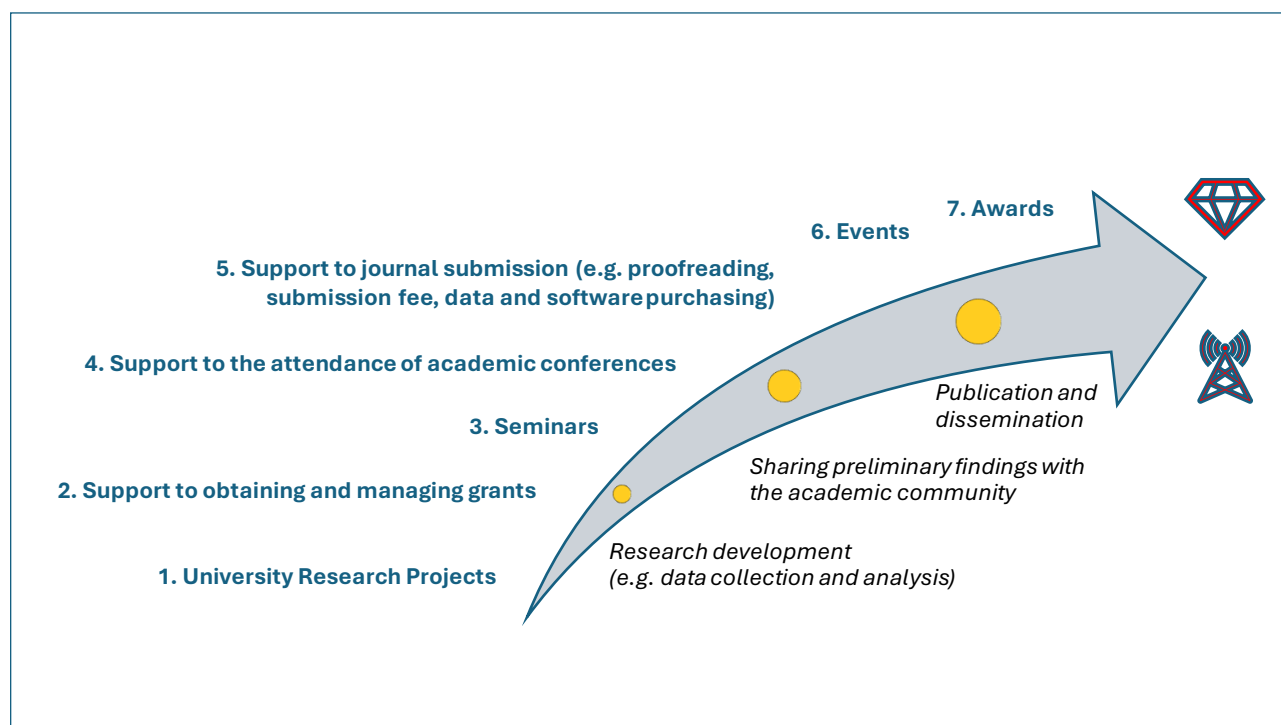
Within this context, Research at LIUC is conceived as a mission that underpins the other two missions of the University (teaching and third mission): an area of strategic investment aimed at rigorously generating useful knowledge to be shared with students, businesses, and the broader community.

Goals

The research goals for the 2025–2030 period are twofold and summarized in the following table:

- **QUALITY** (or **ACADEMIC** impact). Taking into account the results obtained in the last VQR, such that LIUC is positioned at an intermediate level among small-medium non-state universities, it is intended to **INCREASE** the average quality of research products, measured through an internal evaluation system developed in 2021 in such a way as to simulate the logic of the VQR.
- **VISIBILITY** (or **MEDIA** impact). Taking into account the excellent results obtained in the previous five years, it is intended to **MAINTAIN** the level of visibility of the University's research in terms of communication (measured through the number of annual citations per capita in the media).

	Measure	Goal 2025	Goal 2026	Goal 2027	Goal 2028	Goal 2029	Goal 2030
QUALITY	Index of quality of research products (0-1)	Higher result than 2024	Higher result than 2025	Higher result than 2026	Higher result than 2027	Higher result than 2028	Higher result than 2029
VISIBILITY	Number of citations per capita	At least equal to 7	At least equal to 7	At least equal to 7	At least equal to 7	At least equal to 7	At least equal to 7



Actions

The following seven actions are deemed necessary to achieve these goals. These actions support the different phases of the research process, from study development to sharing preliminary results with the academic community and, ultimately, to publishing and disseminating findings.

- 1) **University Research Projects.** Funding, through an internal call, of projects with high potential for scientific and outreach impact. This action will absorb the majority of available funds.
- 2) **Support for Attracting and Managing External Funding.** The Research Funding Office will provide support for identifying competitive calls, participating in them, and managing funds and necessary administrative procedures in case of success.
- 3) **Seminars.** About ten seminars of various kinds will be organized annually, with both internal and external speakers. These will allow researchers to learn new content and techniques and develop new relationships.
- 4) **Support for Participation in Scientific Conferences.** This includes funding participation costs for department members (based on responses to a call issued at the start of the year). Participation aims to foster both learning and the maturation of research content before submission to editorial committees.
- 5) **Support for Submission to International Journals.** This involves funding for submission fees, language editing services, data acquisition, and software (based on responses to the aforementioned annual call).
- 6) **Events.** The annual Research Day will be organized to share ongoing activities internally, award the best publications, and launch the internal funding call for the university's research projects. Efforts will also be made to support moments of external sharing of key research outputs.
- 7) **Incentives.** Annual awards, through a competitive process, will be given for the best research published in the previous year in each of the four disciplinary areas at LIUC: managerial sciences, economic and statistical sciences, engineering sciences, and legal sciences.
- 8) The implementation of these actions requires collaboration not only from the Research Funding Office (for fundraising, fund management, and event/seminar organization) but also from the Library (for collecting research outputs and evaluating their quality) and the Communications Office (for disseminating research results and monitoring their media impact).

Knowledge Transfer Plan

The Context: Technology Transfer and Innovation

Since its foundation, LIUC has stood out for its strong orientation towards the business world, positioning itself at the intersection of research, education, and industrial realities. This approach has made it a key player in technology transfer and a strategic lever for innovation. Acting as a bridge between academic knowledge—developed within the Schools of Economics, Engineering, PhD programs, and the Business School—and its practical application, LIUC has consistently provided concrete support to businesses, territorial and sectoral associations, as

well as institutional entities (at local, regional, and national levels). This support helps these entities seize opportunities arising from new markets, technologies, funding, and operational models.

In this context, over the years, although not always in a fully structured or codified manner, the university has developed strong expertise in entrepreneurship and innovation. It has established significant and unique institutional collaborations with entities such as the Joint Research Centre (JRC), ComoNExT—thanks to the launch of the Contamination Lab in 2019—UNECE, Netval, and other academic institutions.

Currently, technology transfer and innovation activities are fragmented across multiple entities, including observatories and institutional projects. These activities are also characterized by a variety of transfer channels, often referred to as "indirect," including:

- **Collaborations:** In various forms, such as research contracts, advisory contracts, and sponsored observatories, aimed at developing innovative solutions, monitoring the evolution of market and technological dynamics, identifying sectoral or relevant trends, and fostering exchanges among students, researchers, and companies to create a fertile environment for innovation.
- **Training:** Including methods such as educational/dissemination events and coaching, to develop professionals capable of combining theoretical knowledge with practical skills.

This scenario should be framed in light of two other key variables:

- Over the years, LIUC's different research activities have focused on or developed various aspects characterizing technology transfer, including impact measurement, Open Innovation, the third mission, innovation financing, and Technology Intelligence.
- The development of the MILL project—**Manufacturing, Innovation, Learning, Logistics**—is underway. This innovative center for entrepreneurship, financed by Confindustria, will also serve as the new headquarters for Confindustria Varese in the ex-Cantoni area.

As of today, the overall framework is as follows:

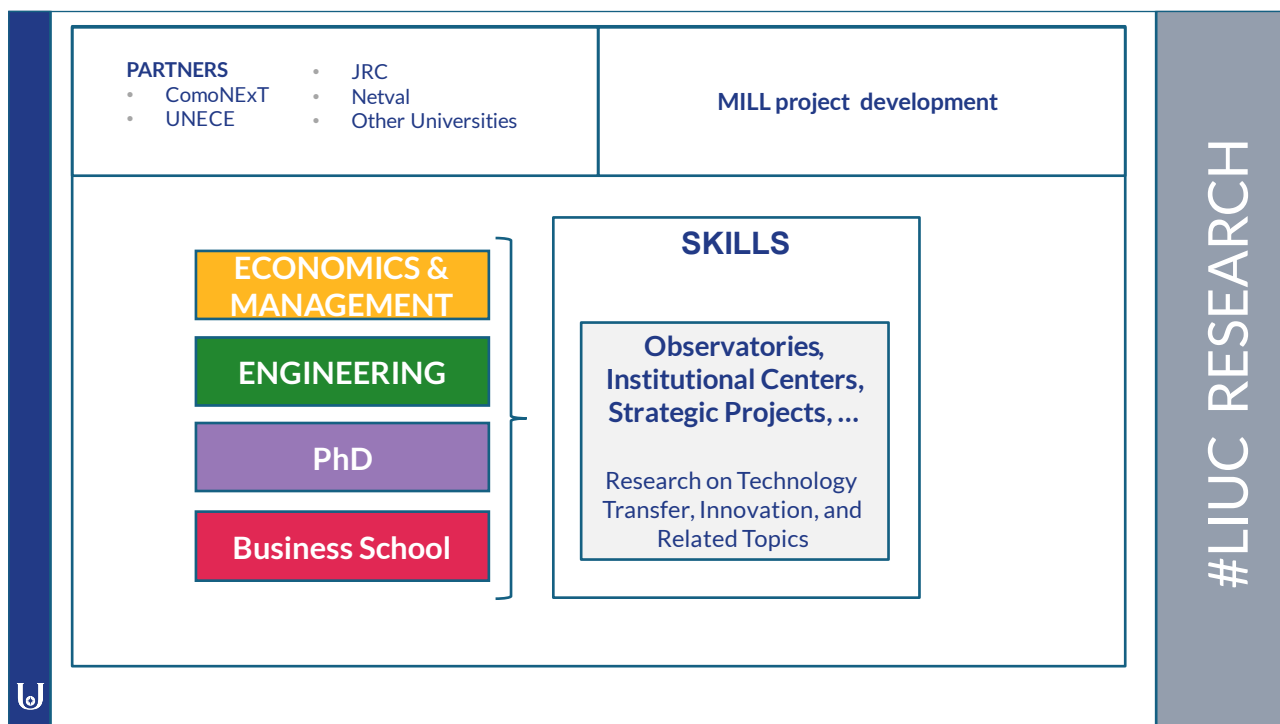


Figure 1 AS-IS Situation

Goals

In the next five years, LIUC aims to achieve four objectives, focused on consolidating an already existing ecosystem of technology transfer and innovation, in synergy with the ongoing research activities and in alignment with the MILL project:

1. **Enhance the value of LIUC's know-how and knowledge**, including opening up to new forms of valorization such as trademarks, registered know-how, patents, and spin-offs.
2. **Establish the LIUC technology transfer framework**, identifying LIUC's strengths and unique features, enabling and facilitating the production of transferable knowledge and know-how in the form of patents, models, or spin-offs.
3. **Strengthen entrepreneurial and innovation skills** for students (both LIUC and external) and the surrounding territory to create a scalable model for collecting and selecting ideas. This model should synergistically integrate with technology transfer initiatives to leverage direct channels (e.g., spin-offs and institutional partnerships) and indirect channels (e.g., training and collaborations with potential investors) to enhance long-term support for start-ups. The goal is to develop a system that attracts external investors and creates funding opportunities.
4. **Promote the revival and transformation of businesses** by providing targeted support to entrepreneurs planning to hand over their enterprises, fostering efficient and strategic generational transitions. The aim is to rejuvenate the entrepreneurial fabric by enhancing the innovative and competitive potential of businesses, with a specific

focus on family enterprises, introducing new management tools to orient them toward the future.

Actions

To achieve these objectives, LIUC plans to implement the following actions:

1. **Developing a comprehensive project proposal for the LIUC Labs**, to be submitted for funding under the Lombardia Infrastructure project and integrated into the development of the MILL project, thereby converging LIUC's competencies into a unified structure.
2. **Conducting an internal mapping of LIUC's competencies and outputs** produced to date. Starting from research products and activities carried out over the years in various projects, this action aims to outline an overall picture of LIUC's knowledge and competencies. This will also involve identifying transferable assets (e.g., patents or spin-offs) and establishing procedures to ensure the protection and commercialization of intellectual assets.
3. **Carrying out an external mapping of required competencies** to calibrate and facilitate a "demand and supply" match, leveraging LIUC's extensive existing collaboration network and tailoring it to specific competencies.
4. **Building clear connections with various stakeholders**, including:
 - Confindustria entities.
 - Internal activities in research, institutional teaching, Business School, and PhD programs.
 - Broader institutions.
5. **Establishing a collaborative network with Technology Transfer Offices (TTOs) of other universities**, promoting the exchange of best practices, sharing of competencies, and initiation of joint projects to expand technology transfer opportunities and create synergies.
6. **Developing the necessary administrative and financial regulations and procedures** to support the aforementioned actions.
7. **Creating or strengthening mentorship and trekking programs** to develop interactive targeted pathways. These will leverage collaborations with ComoNExT and JRC, connecting students with start-up founders and experienced entrepreneurs, facilitating learning through direct experiences, and integrating into the LIUC Labs to provide students with support figures from both academia and the entrepreneurial world.
8. **Developing an integrated system to create a network that serves as a meeting point for students, businesses, and investors**. This initiative aims to establish a network of potential investors to support the most promising ideas, strengthened through partnerships with ComoNExT.

9. **Designing training and networking programs** for Technology Transfer, Open Innovation, and Technology Intelligence, utilizing Artificial Intelligence techniques to design and deliver lifelong learning programs in entrepreneurship and technology. These programs will target students, start-ups, and companies seeking a "restart," incorporating innovation management tools already developed at LIUC.

Conclusion

In this context, with a focus on entrepreneurship, the technology transfer and innovation actions over the next five years aim to consolidate an already existing and dynamic system capable of organically connecting students, researchers, businesses, and investors. In line with LIUC's mission and existing and prospective collaborations, this ecosystem will contribute to forming new generations of innovators, fostering a virtuous cycle of knowledge and technological development.

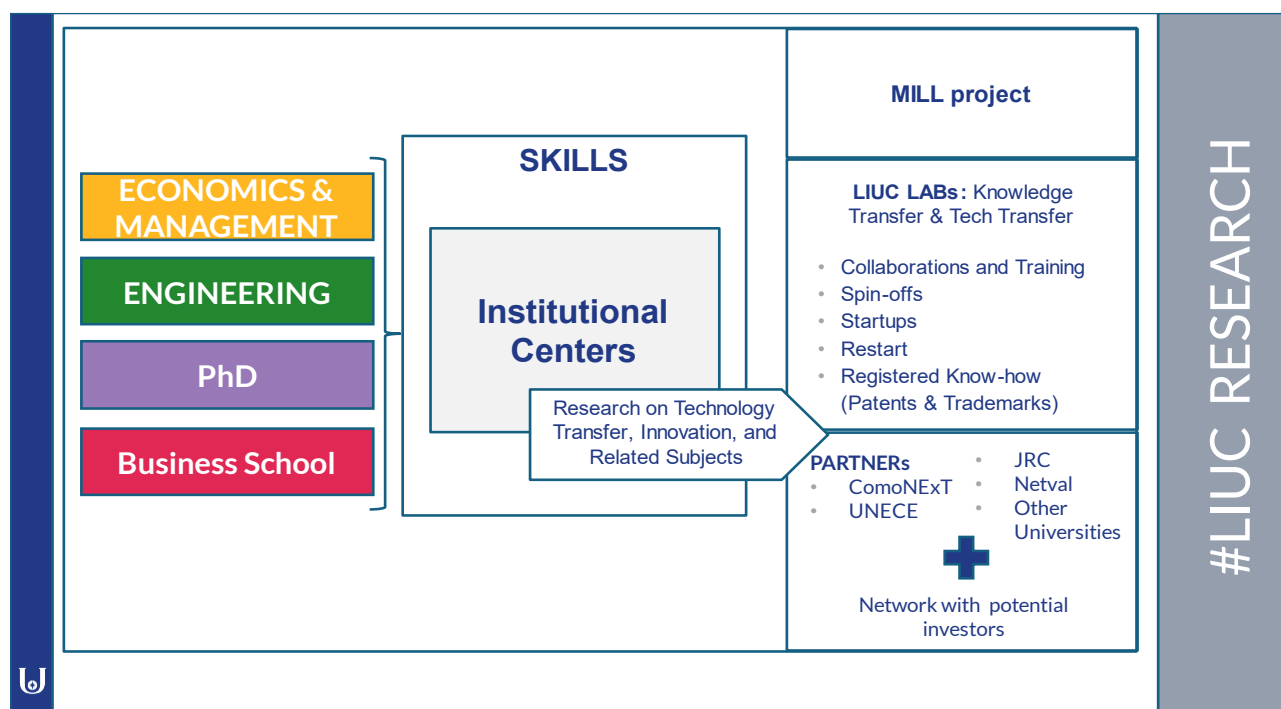


Figure 2 TO-BE

LIUC Research Office

The Context

The objective of the LIUC Research Office is to bring together the academic expertise of LIUC, primarily but not exclusively involving young researchers, to foster and promote cross-disciplinary and interdisciplinary research projects.

The LIUC Research Office aims to serve as a reference point both within and outside LIUC for research and analysis on various topics, supporting the activities of the rector and stakeholders interested in developing strategic projects.

As a newly established body, it will initially require a preliminary exploratory analysis to identify:

1. The main areas of expertise of LIUC professors, researchers, research fellows, and doctoral students, in order to define and map the key topics and subjects on which LIUC, with its well-established and proven academic expertise supported by publications and research outputs, can contribute and position itself as a scientific and cultural reference point;
2. The broader research areas that could form the core focus of the Research Office's activities.

Once fully operational, the main activities of the LIUC Research Office will include:

- Drafting reports, scientific and popular articles, working papers, and infographics;
- Curating a series of thematic Case Books.

In carrying out its activities, the Research Office will engage with various national and international actors who are experts in economic and business analysis.

MILL – Manufacturing, Innovation, Learning, Logistics

The Context

The need and determination to achieve synergies between Confindustria Varese, LIUC, and the local area form the foundation of the MILL project. The project aims to build and integrate the new headquarters of Confindustria Varese within the spaces adjacent to the campus hosting LIUC, alongside the development of new green and sports areas, as well as interventions on road infrastructure and the construction of new parking facilities.

MILL is envisioned as a "factory of knowledge and know-how," aiming to become a multifaceted structure serving as a coordination hub for skills and services for talents, young people, startups, businesses, and clusters. It also aims to act as an accelerator for entrepreneurship and innovation serving the region, as well as a "facilitator" for creating a vibrant and engaged community.

Covering a total area of 53,000 square meters, the 19,425-square-meter MILL plot will host the main headquarters (9,000 square meters), a student residence (9,425 square meters), and multipurpose spaces (1,000 square meters). The project will also include a total of 315 parking spaces.

Goals

Thanks to the solid and long-standing partnership between LIUC and the industrial sector, MILL aims to become a symbol of the repositioning and rebranding of the Province of Varese and the surrounding territory most closely connected to it, pursuing three primary objectives:

- **Promote synergy and cross-contamination** between the representation and service activities of Confindustria Varese and LIUC's academic and research activities by sharing spaces and environments.
- **Align educational content and programs** (academic, technical, and professional) with the needs of businesses, fostering a virtuous cycle between the academic and entrepreneurial worlds.
- **Design and provide services and actions** to support the creation of new startups, new clusters, and the development of businesses that already form the industrial backbone of the region.

MILL is thus conceived as a systemic investment by Confindustria Varese and LIUC, involving the local territory. It is designed, studied, defined, and implemented as such but is not envisioned as "exclusive to these actors," being open to welcoming new stakeholders interested in actively participating in the underlying philosophy of the initiative.

Actions

The project is planned to be executed in two fundamental phases:

Phase 1

This constitutes the strategic area of MILL, which will fall directly under the responsibility and management of Confindustria Varese, LIUC, and their associates, both financially and in terms of governance. The core elements of this phase include:

- The new headquarters of Confindustria Varese;
- The campus hosting LIUC;
- Road infrastructure and parking facilities to ensure accessibility across the area and to the new headquarters;
- Green areas and the redevelopment of the Olona River;
- Sports areas;
- Works agreed upon with the Municipality of Castellanza.

Phase 2

This phase includes infrastructures integrated into MILL but not under the direct responsibility and management of Confindustria Varese, LIUC, and their associates, both financially and in terms of governance. This category includes:

- The new university residence;
- The multipurpose space (restaurant, additional functional and leisure facilities).

7. THE THIRD MISSION

Knowledge Valorization – Third Mission/Social Impact

The Context

In the introductory note to the revision of the 2021–2025 Strategic Plan, Prof. Federico Visconti, then Rector of LIUC, outlined a series of challenges to address in order to enhance the university's growth in recent years.

The first of these challenges referred to the systematic enrichment of LIUC's value proposition by directing its activities toward specific targets, including broadly defined stakeholders, the focus of Third Mission activities. For these, actions are already underway both to rationalize existing initiatives and to invest in specific development areas.

In line with this direction, Prof. Massimiliano Serati, the delegate for the Third Mission, outlined in a dedicated chapter the objectives and actions aimed at systematizing, streamlining, and strategically characterizing Third Mission activities to maximize the value (not only economic) of the assets generated by Teaching and Research.

Where we stand

- A Third Mission team has been established.
- In line with ministerial areas and ANVUR evaluation criteria, two work areas have been identified:
 - **Area 1 – Research Valorization**, including: intellectual property management, academic entrepreneurship, third-party activities, and collaboration with territorial intermediaries.
 - **Area 2 – Social, Educational, and Cultural Activities**, including: cultural asset production and management, clinical trials, research and medical training infrastructure, continuous education, and public engagement.
- A dedicated Third Mission website has been created, organizing the university's various activities and contributions from faculty and experts into macro-categories. This allows for the organic tracking of development, impact, and outcomes monitoring:
 - Developing research to support businesses and the economic system
 - Promoting economic, entrepreneurial, and managerial culture
 - Placing people at the center
 - Building community and ecosystems
 - LIUC for sustainability
 - Clusters and Associations

These categories are closely interconnected and reflect the university's mission in concrete terms.

- The documentation and monitoring system has been updated in synergy with the Quality Assurance framework.
- An economic impact assessment for the year 2021 was conducted, updated for 2022, and presented at the 2022 and 2023 Third Mission Days. This assessment was included in the Sustainability Report (slides 15 and 16). The work contributed to the publication *The Value of the University for the Territory* by Serati and Venegoni, particularly Chapter 6, "Comprehensive Economic Impact Assessment of the University: An Integrated Approach," which focuses on the methodological aspects.
- The Sustainability Reporting has been drafted.

Where we are heading

The activities will evolve in line with the university's development guidelines outlined in the 2025–2030 Strategic Plan.

Through the Third Mission, LIUC will operate within an ecosystem perspective, implementing technology transfer, knowledge dissemination, and initiatives fostering mutual exchange with stakeholders. The aim is to make the boundaries between the university's core activities and regional development increasingly porous, promoting socio-economic inclusion and sustainability, with particular attention to young people, small- and medium-sized enterprises, and the community.

An extraordinary and unique opportunity in this regard will be the previously mentioned MILL project – *Manufacturing, Innovation, Learning, Logistics*, the "Factory of Knowledge and Know-How" that *Confindustria Varese* will establish in the coming years in an area adjacent to the university. As a strategic asset of the Varese industrial system, LIUC is expected to play a pivotal role in fostering the growth of skills and knowledge within this ecosystem.

Upcoming Developments

- The coordination of Third Mission activities will be assigned to a dedicated appointee, who will work with project leaders to define strategic development lines, specific objectives, and related documentation. This process will align with strategic directives and include the identification of:
 - Indicators
 - Targets
 - Responsibilities
 - Deadlines
 - Allocated resources

This activity will be conducted in collaboration with Quality Assurance.

- In partnership with the Research division, a model will be developed to highlight connections and potential social impacts.
- **Technology Transfer** and **Open Innovation** will be the strategic focal areas.

- **Orientation and relationships with schools, Next Generation, and inclusion** will be prioritized in close synergy.
- Collaboration with *ComoNEt* will be strengthened to support student entrepreneurship.
- A **LIUCLAB** will be established to unite institutional research centers and foster greater dialogue with businesses.
- The social impact assessment of the Third Mission will be integrated with the economic impact evaluation.

Sustainability at LIUC

The Context

LIUC's sustainability model is an integral part of the Strategic Plan, thanks to its cross-cutting nature in relation to the challenges—**Internationalization, Enterprises, Innovation, Inclusion**—that define the university's identity.

This model aligns the materiality matrix, in consultation with internal and external stakeholders, with macro drivers and the corresponding SDGs, adopting a complex vision centered on the value dimensions of:

- **Openness** to all and the world
- **Care** in the quality of education and the socio-environmental context
- **Reputation and Networking**, fostering relationships and community growth

Looking forward, the objective is to consolidate the monitoring system for indicators, enhancing synergy across all university components' actions.

8. FACULTY DEVELOPMENT

Description of Faculty Development Policies

The Context

In support of the activities outlined in the preceding pages, LIUC is preparing for a phase of growth and renewal of its Faculty with the goal of fostering an academic environment that enhances international collaboration, develops new educational content, and further promotes Research and Third Mission initiatives.

Moreover, accreditation procedures, both national (ANVUR) and voluntary (AACSB; EFMD), increase the need for renewal and monitoring of key indicators regarding the characteristics and composition of the Faculty in a broad sense—not only strictly academic Faculty (i.e., tenured professors) but also adjunct professors, who have been an integral part of the university's model since its founding.

In essence, to achieve these goals, the Faculty, both academic and non-academic, must consist of high-quality educators capable of addressing the demands of a constantly evolving context. Below, the **main drivers guiding the Faculty's development** are described in more detail.

It is worth noting that both national regulations and the ANVUR accreditation procedure, as well as the AACSB accreditation process, influence each of the following drivers to some extent.

1. Focus on Young Professionals

Attracting young researchers and educators is crucial to renewing the academic body and fostering innovative ideas. Recent university reforms offer new opportunities to engage young talent, for example, through Research Contracts and Tenure Track positions, which promote a more dynamic and competitive academic career path.

2. Internationalization

LIUC aims to create an academic environment that attracts global talent, both among faculty members and students. Internationalizing the Faculty means embracing new skills and ideas and developing programs that meet the demands of an increasingly global labor market. A greater presence of professors with international experience enriches the learning experience for students and offers faculty members opportunities for research collaborations, thereby strengthening the university's international standing.

3. Innovation in Educational Content

In today's context, innovating educational content—focusing, for instance, on the development of interdisciplinary skills and business analytics—is increasingly important. This task naturally falls to a Faculty equipped with the necessary skills to design and deliver courses that meet these needs.

4. Quality Research

Faculty members, particularly tenured professors (Full Professors, Associate Professors, and Researchers), are expected to produce research that meets the qualitative criteria established by ANVUR. These criteria are already integrated into internal evaluation procedures, monitored by the Research Office and the Research Delegate. Career paths for tenured faculty must therefore consider their research performance.

However, research should not be confined to academic activity alone; it should serve as a central element capable of producing an impact that enhances the university's reputation. According to AACSB accreditation requirements, non-tenured faculty members are also expected to achieve a minimum number of publications within a defined timeframe.

5. Third Mission and Connection to the Territory

The Faculty, both tenured and non-tenured, must actively contribute to the Third Mission, which involves disseminating knowledge, tools, and methodologies to benefit the economic and social fabric (e.g., training initiatives, collaborations with businesses on projects and/or advisory activities). In this regard, connections with the LIUC Business School are essential. The drivers outlined above translate into a series of **goals** and **actions** aimed at achieving these objectives.

Goals and Actions

1. Focus on Young Professionals

- **Goal:** Increase the number of young researchers.
- **Actions:** Recruit Tenure Track Researchers and expand the number of Research Contracts (replacing and supplementing ADR contracts) to support the entry of young talent and improve academic and/or teaching career prospects.

2. Internationalization

- **Goal:** Create a multicultural and internationally competitive academic environment.
- **Actions:** Further develop mobility programs for faculty and researchers, and define ad hoc initiatives and contracts to attract international professors.

3. Innovation in Educational Content

- **Goal:** Expand and enhance the Faculty to support existing programs and develop new areas of expertise deemed strategically important.

- **Actions:** In addition to the actions related to young professionals, an intervention in Lecturer contracts is planned to retain valuable resources predominantly engaged in innovative and strategically relevant teaching activities.

4. Quality Research

- **Goal:** Ensure that Faculty members produce research that meets the qualitative requirements established by ANVUR and/or other accreditation bodies, such as AACSB.
- **Actions:** Conduct regular monitoring (e.g., annually) through initiatives led by the Research Office and other organizational units (e.g., the Library).

5. Third Mission and Connection to the Territory

- **Goal:** Develop a Faculty capable of increasingly contributing to Third Mission activities.
- **Actions:** Increase the number of Faculty members, both tenured and non-tenured, involved in institutional centers, the LIUC Lab in connection with MILL, and projects of the LIUC Business School.

9. THE STUDENT AT THE CENTER

The Context

The new generations entering the university education system after the pandemic crisis are particularly influenced by mega-trends, especially the demographic crisis (aging workforce) and the ecological and digital transformation (twin transition) present in the global socio-economic and geopolitical scenario. These factors are equally significant at the macro-regional level (LIUC, Masterplan SkillMatch-Insubria, 2023). It is, therefore, essential to realistically recognize and start from this context to outline long-, medium-, and short-term strategies and measures to be implemented in education. These aim to build the skills needed to support the development of a fluid and efficient labor market, capable of representing a factor of competitiveness and social cohesion not only locally but also across the European macro-region.

LIUC thus intends to proactively and consciously address this scenario through a dual intervention dimension for the benefit of new generations:

1. A **process dimension** (definable as the *Student Journey*, including entry orientation, in-progress orientation, and exit orientation).
2. An **orthogonal dimension**, consisting of a set of conditions (including career, planning and academic support, and the campus life model).

Process Dimension

Entry Orientation and Engagement with Schools

All services related to the three phases of orientation—entry, in-progress, and exit—are designed to listen to students and their needs.

Timing plays a crucial role in success. For this reason, during the entry orientation phase, close collaboration with schools becomes fundamental. A high school student is not only interested in understanding the subjects of an Economics or Engineering degree program but also wants to know about potential career paths. To address these questions, we provide PCTO (Pathways for Transversal Skills and Orientation) and educational modules.

The PCTO activities can be tailored in different ways: some will focus on career opportunities, while others will introduce the potential content of various degree programs.

LIUC will continue to offer financial education modules, both in person and through podcasts, for two reasons:

1. To foster an informed, active, responsible, and aware citizenship. Financial education, introduced in Italy by Law No. 15/2017 converting Decree-Law No. 237/2016

- (concerning urgent measures for protecting savings in the banking sector), is defined in Article 24-bis, paragraph 2, as "the process by which individuals improve their understanding of financial instruments and products and develop the skills needed to acquire greater awareness of financial risks and opportunities."
2. Similarly, in the United States, research-driven initiatives are pushing more states to require schools to teach personal finance (The Economist, June 2024). The "Financial Literacy and Inclusion Campaign," supported by the Financial Times, also provides insights and podcasts on the topic.
 3. To increase awareness among students about the implications of their financial decisions.

In 2023-2024, LIUC engaged approximately 600 students from 5 schools in such modules. Moving forward, our aim is to offer diverse content based on market trends (e.g., cryptocurrencies and digital currencies have become critically important topics), ideally reaching 600 students or more annually, across 5 or 6 schools. In these sessions, in addition to LIUC faculty, it would be beneficial to involve current LIUC students.

LIUC could also establish a financial education observatory to monitor and assist students in their financial decision-making processes.

Additionally, these interactions allow students to familiarize themselves with university faculty, making them feel at home before taking the big step. For non-local students, we plan to strengthen outreach strategies for schools outside the immediate region by involving faculty (through the above-mentioned podcasts), offices, alumni, and current students.

LIUC will also develop tools to attract top-performing students (e.g., an entry Dean's List recognizing students demonstrating significant commitment to socially impactful activities, thus embodying the core values of our community).

To complement the current case studies and real-world simulations offered in Economics and Engineering training sessions (a kind of LIUC Summer School), LIUC aims to include sports activities, acknowledging the growing number of students in the Sports Management track.

High school students increasingly expect to find all relevant information on social media, underscoring the need to enhance and continuously update our social media presence to include academic and non-academic events.

The orientation platform will also be enriched with all necessary links (e.g., LIUC Summer School, links for school faculty, Dean's List) to ensure prospective students can easily find services like orientation team meetings, advice on the admission process, degree selection, and entrance exam preparation (*Mentorship Programme*).

In-Progress Orientation

In-progress orientation activities will be strengthened to support students, including structured tutoring courses for those requiring academic assistance. Monitoring these

courses involves ensuring they improve both academic performance and student well-being, as these aspects are often interconnected.

Psychological counseling remains available at all stages of student life. Peer mentoring, where senior students guide fresher or new arrivals, can also be implemented, reducing the workload for advisors. Networking sessions and workshops on topics like time management and mediation of educational needs can also support student growth.

Regular feedback from students on course delivery, teaching quality, and materials will be encouraged and used to improve the learning experience. Particular attention will be paid to analyzing dropouts and their reasons.

Access to consultants and/or faculty advisors to assist with study planning, elective course selection, workload balancing, and evaluating potential post-graduate paths will also be improved. Online booking systems will streamline appointments, allowing students to specify the type of guidance they need (e.g., career advice, course selection).

Given the increasing demand for students with high-level English proficiency, greater emphasis will be placed on rewarding internships abroad.

Exit Orientation

The Career Service already provides support to prepare and guide graduating students into the workforce. Services include CV reviews, pre-graduation interviews, mock interviews, assessments, group coaching, and corporate events.

To complement existing analyses (e.g., Almalaurea), an observatory could be created to monitor graduate careers, possibly in collaboration with other universities in Lombardy, similar to initiatives in Veneto.

Orthogonal Dimension

The Student Journey also encompasses Student Services. Listening, understanding needs, relationship-building, dialogue, effective responses, and innovative solutions are hallmarks of LIUC's Student Services.

This integrated service encompasses three pillars:

- **Career:** From enrollment to graduation, including international relations and career services, with a focus on flexibility in timing and methods.
- **Planning and Academic Support:** Covering the educational offerings, lessons, and graduation exams, essential for managing university life.
- **Campus Life:** Including sports, associations, counseling, and extracurricular activities, reflecting a commitment to personal well-being, networking, and the development of *soft skills*.

Activities will focus on empowerment, self-awareness, and personal and career development, in collaboration with school directors, faculty, and tutoring coordinators.

Support for Alumni continues after graduation, fostering a strong sense of belonging and identity while promoting professional and human growth within local, national, and international contexts.

Service for Inclusion, Students with Disabilities, and Learning Disorders (DSA)

The Context

The Service for Inclusion, Disabilities, and DSA (hereafter referred to as the Inclusion Service) underwent a significant transformation in 2019, adopting a pedagogical approach focused on supporting the learning abilities of students with specific challenges. The service is part of the Committee of Lombardy Universities for Disabilities and DSA (CALD).

The Inclusion Service interprets the role of the Rector's Delegate for Disabilities, established by Law No. 17/99, through the unique educational and formative model developed by LIUC. This model emphasizes holistic personal development, integrating both technical-professional and emotional-human dimensions to prepare students for paradigm shifts in the economy and society.

The strategic principles of the Inclusion Service are:

- **Focus on learning and fostering autonomy** for students with disabilities or DSA.
- **A relationship-based model** (as a means) and the building of trust (as a resource) to guide students through change.
- **A labor-market-oriented perspective** to enhance the employability of students.

Approximately 3% of the student population benefits from the service, aligning with the national average across Italian universities. The Inclusion Service collaborates with other university services, particularly Counseling and Wellbeing, to support students with specific challenges effectively.

The Inclusion Service has also been recognized for its distinctiveness, highlighted as a best practice in the EURACE certification awarded to the School of Engineering in 2019. Additionally, LIUC's commitment to inclusion is reflected in its membership in CALD, the National Conference of University Delegates for Disabilities (CNUDD), and the "Inclusion and Social Justice" working group within the Network of Universities for Sustainable Development (RUS).

Objectives and Actions

The Inclusion Service's objectives are defined within a process-driven framework:

1. **Primary Objective:** Reducing inequalities and removing obstacles for capable and motivated students with disabilities or DSA to achieve their degrees. To this end, the service aims to:
 - Comply with legal requirements while generating social value.

- Address pedagogical challenges by enhancing the potential of students with disabilities, DSA, or vulnerabilities, while transferring relevant skills to faculty members.
 - Improve the employability of students with disabilities or DSA.
 - Capitalize on expertise to strengthen the university's academic offerings and institutional roles.
2. **Collaboration Across Services:** Objectives are pursued collaboratively with various university services (Library, Career Service, Counseling, Financial Aid, Student Orientation, International Relations, Student Administration, and other relevant initiatives). This integrated approach builds on past successes to develop best practices for broader applications within the university.
 3. **Pedagogical Impact:** The Inclusion Service's efforts contribute to a shift from subjective and discretionary approaches to professional and mature practices in addressing the needs of students with disabilities or DSA.

Actions to Achieve Objectives

The following actions support the overarching goals and are not linked to individual objectives but contribute collectively to their realization:

- **Fresher Orientation:** Assisting students in selecting the most suitable degree program and strategies for navigating university life. This is conducted in synergy with the Buddy Program, coordinated by the Counseling and Wellbeing Service, the Academic Division, and the Orientation Office, in close collaboration with Student Representatives.
- **Pedagogical Counseling:** Providing individual and group consultations to address students' needs regarding course attendance and exam preparation.
- **Study Method Support:** Identifying effective educational strategies to promote academic success.
- **Faculty Training and Support:** Collaborating with the Learning Teaching Hub (LTH) to offer individual consultations for faculty members facing specific challenges, as well as seminars to promote inclusive teaching practices across the university.
- **Tutorship Support:** Developing a shared plan for tutoring services, primarily aimed at first-year undergraduate students. The plan ensures consistency in service standards across the Schools of Economics and Engineering by fostering strong interconnections among all stakeholders involved, ultimately supporting student success.

The LIUC SPORT Project

The Context

Within the newly established MILL facility, another major LIUC initiative dedicated to sports will take shape, based on the collaboration between the amateur sports association LIUC SPORT SSD and the university.

Sport has the unique power to unite people, transform lives, and create lasting bonds. It serves as a means for students to express themselves, overcome challenges, and achieve goals that once seemed impossible.

Sport is not just about victories and defeats on the field. It is a tool for instilling essential values such as fair play, respect, and loyalty. Through this project, the aim is to promote not only athletic excellence but also human excellence.

At the heart of this project are, of course, the students.

The goal of the "LIUC Sport" project is to build a culture of sport, promote values linked to environmental sustainability, and encourage the practice of sports among LIUC students across all disciplines recognized by CONI (Italian National Olympic Committee). The initiative seeks to enable student-athletes to balance their academic careers with their sports careers.

To this end, year after year, existing LIUC university teams, such as soccer, basketball, and volleyball, will be strengthened. Efforts will also focus on introducing new sports disciplines, developing new sports facilities, and promoting individual sports activities to support physical and mental well-being. This will include fostering healthy lifestyles through proper nutrition and spreading the message of sustainable and healthy living.

10. GENERAL SERVICES

The person at the center: LIUC services for student management and organizational support

In recent years, the university and higher education sectors have been profoundly influenced by changes triggered or amplified by pandemic-related policies and the continuous development of technology. These changes have initiated trends and processes that open up new scenarios and opportunities, significantly shaping the future of universities.

The technological evolution, combined with pandemic policies, has effectively legitimized distance learning and redefined the value of exclusively remote education. This has brought to the forefront institutions that were previously less visible, initially benefiting from lower costs and fewer obligations compared to traditional universities. Leveraging these advantages, online universities have adopted highly aggressive market strategies, offering training programs that are particularly attractive due to their affordability, accessibility, and reduced demands on students.

Another significant factor has been the initial evidence of the Italian and European demographic crisis, which has created increasing challenges for universities, leading to fiercer competition among institutions and difficulties in maintaining previous levels of new enrollments.

In addition to these factors, new attitudes and needs among students have become increasingly evident. In particular, there is a declining interest in traditional campus life and a growing focus on quality of life and the "convenience" of services offered, especially in terms of their usability and accessibility.

The outlook, therefore, points to ever-growing competition at both the national and international levels, as competition becomes increasingly global. This will be accompanied by the rapid evolution of teaching methodologies, educational offerings, and student services, largely driven by technological advancements and emerging needs.

LIUC starts from a strong academic reputation, albeit geographically limited. The university is well-known at the provincial and regional levels but less so at the national level and very little on the international stage. Among its strengths, LIUC can boast a robust relationship with the business world, which it represents both in the development of its educational programs and in its ability to effectively facilitate entry into the labor market.

To address this context, LIUC must, over the years covered by its plan, equip itself by enhancing the internal capabilities of its Technical and Administrative Staff through three action lines (People, Processes, and Tools). These action lines are subsequently detailed for

individual services and aligned with three priority intervention areas: internationalization, institutional communication, and technical and technological infrastructures.

Human Resources

The Human Resources function will be central to the development of the university, as every goal has meaning and significance only if the entire LIUC Community is motivated to pursue it.

Motivation, in its various forms, will therefore serve as the common thread guiding the operations and activities of Human Resources.

Specifically, the function will be involved in the implementation of the educational and training project that the university is building, as well as in ensuring adequate support services for the faculty and student community.

New roles will need to be acquired in the Academic Staff, aligned with the requirements of new academic knowledge (also in response to the evolution of ministerial regulations), and in the Administrative Staff, consistent with the new skills and knowledge that are not always currently evident in service delivery.

Equally significant will be the development of soft skills within LIUC, enhancing capabilities that are currently only partially expressed, introducing and codifying university processes suitable for optimizing LIUC Services, and measuring their effectiveness and efficiency with appropriate tools.

In this context, training and learning assessment will represent the main levers to create a service structure and functions dedicated to the university's growth.

Development and Promotion

Within the outlined context, Development and Promotion activities play a fundamental role, particularly in student relations but also in supporting faculty and collaborators.

Specifically, this function contributes to the Student Journey, primarily during the engagement phase, by developing an effective process of lead generation and lead nurturing both in Italy and abroad. Through targeted campaigns, in-person and online initiatives, and precise Customer Relations activities, it maximizes the number of contacts generated and their conversion into enrollments.

It is also involved in building the Community by carrying out targeted fundraising campaigns to support academic initiatives and services.

The function also plays a supporting role by contributing to defining LIUC's offerings, particularly in terms of pricing, benefits, and promotion. It implements, in collaboration with the academic body, marketing processes and activities to position LIUC against competitors and to define targeted tools and messages.

Finally, the Development and Promotion activities aim to expand administrative capacity to participate in research and other funding calls, as well as to support all institutional communication and branding activities.

Student Services

The primary goal of the Student Services is to respond in a unified and innovative way to the challenges and trends outlined above, emphasizing the international dimension as an integral part of its activities.

Simplification, dematerialization, and digitalization will be key pillars of the Student Services: ongoing initiatives will be completed, and new management and communication tools will be introduced to engage various stakeholders, primarily students.

Services aimed at Welcoming and Supporting students will need to reorganize their spaces to ensure suitable reserved areas where students, their families, student representatives, and those in need of specific support can be received by appointment.

Communication will also be strengthened with webinars, informational sessions, and the organization of regular meetings with student representatives, both in plenary sessions and within individual bodies.

The International Relations office will focus on ensuring the success of mobility experiences for study and internships, which are central to the university's offerings, while leveraging opportunities provided by diversifying periods and formats for such activities. It will also engage in international recruitment activities in collaboration with Marketing & Orientation. Compliance with the Erasmus Program requirements (with particular attention to the new program expected to launch after 2027) must be ensured, while supporting the development of partnerships and new projects related to teaching.

The Career Service, alongside its well-established activities of organizing internships and supporting graduates' transition into the job market, aims to increase the share of international internships to 10% of total curricular internships. This will be achieved by developing new partnerships with companies, sharing internship/job opportunities with partner universities, and offering specific training on the topic. It also plans to enhance senior graduate placement activities by involving alumni, establishing targeted partnerships with specialized firms, and creating training opportunities through the LIUC Business School.

The area dedicated to Tools and Services for Teaching will prioritize simplifying and dematerializing processes related to the academic offerings and their planning. It will provide school directors and faculty members with support and all necessary information for monitoring teaching activities (in collaboration with the PQA). Furthermore, it will liaise with the University IT Services to analyze instrumental and communication needs and implement corresponding solutions.

Campus Life Dimension

Campus Life development will involve supporting sports and extracurricular activities, which, along with student associations, align with the broader goal of fostering and spreading a culture of positive behaviors. These activities could also become a distinctive element in both national and international recruitment efforts. In this regard, the “Student-Athlete Program” will be further promoted to reconcile academic and sports life while highlighting student-athletes as LIUC ambassadors.

Through LIUC Sport SSD, efforts will focus on increasing the number of students engaging in sports by promoting initiatives that encourage a healthy lifestyle, strengthening existing teams, creating new ones, and participating in events and competitions representing the university.

The university will support student-initiated and self-managed initiatives (associations and groups) as opportunities to enhance their educational journey, actively participate in university life, and network with students from other national and international universities. A dedicated Commission has been established as a reference point for associations and groups, evaluating student requests and supporting their activities.

Mario Rostoni Library

The Mario Rostoni Library supports students from their admission to LIUC through their entire academic journey to help them achieve the highest levels of success.

For newly enrolled students, the Library offers training sessions on how to use the university’s high-quality information resources (journals, books and ebooks, bibliographic and factual databases in economics and management).

Throughout their studies, personalized consultation services assist students in addressing specific research challenges related to writing papers, assignments, and theses. Even after graduation, LIUC alumni can access borrowing and consultation services (depending on licensing agreements) to continuously update their skills.

Library initiatives to support student success include information literacy courses and the introduction of research tools during some classes, in collaboration with faculty. These efforts aim to increase the use and awareness of high-quality resources, not just for thesis writing but to improve assignments throughout their academic career.

Future actions will include supporting the conscious and effective use of generative AI tools in research. Bibliographic consultation and student information services will be reimagined to align with international reference standards (EU DigComp2.2, IFLA-UNESCO) and the growing presence of AI.

Multimedia guides to library resources will be created to meet the needs of new learning methods, such as microlearning. The management of physical library collections will be automated.

The Library will also relaunch an Erasmus staff training program for librarians from other European countries and enable its own staff to participate in Erasmus training programs to further enhance their English proficiency and expand international relations.

Technological Services

The service development plan aims to identify and implement new technologies to support the evolution of teaching methodologies for the benefit of both students and faculty, while also considering the transition to digital processes as a key priority.

Special emphasis will be placed on modernizing the infrastructure and equipment of classrooms, laboratories, and teaching spaces, as well as on supporting platforms and applications. This will ensure the seamless delivery of high-quality lessons, including in blended learning formats.

The adoption of enterprise-level platforms, easily accessible in various modalities, will be encouraged and supported. These platforms will enable the consolidation and streamlining of processes involving student interactions, thereby modernizing and expediting the services provided to students by the different components of university life.

To address the growing complexities of the sector, specific competencies of service staff will be enhanced for strategic and ongoing activities, while certain tasks will involve the engagement of industry professionals.

Administrative and Financial Services

The Administration, Finance, and Control area plays a crucial role in facilitating the work of technical and administrative staff, the Faculty, and internal services through a listening-oriented and proactive approach.

The development of this area will focus on the continuous optimization of processes, creating an administrative system that better meets the needs for efficiency and clarity for all internal stakeholders while minimizing operational complexity.

Furthermore, it must ensure economic control processes, supporting Governance in managing resources for university activities in both the short and long term.

Lastly, it will be an integral part of innovation and digitalization processes to enhance the speed and accessibility of information, reduce waste, and guarantee sustainable document and administrative management.

Technical Services and Residence

LIUC's real estate assets are an integral part of its offering: a true campus with spaces for studying, living, and socializing that puts students at the center of the LIUC experience.

This heritage must be maintained and updated: teaching spaces must meet new learning needs and be functional to related requirements; Student Services must be housed in flexible

and multifunctional spaces while preserving the attention to detail that characterizes these services. The community must have access to spaces where they can fully experience LIUC, including opportunities to engage in and practice new sports. The residence must adapt and be renovated to accommodate students from different countries, all while keeping in mind the sustainability and inclusion objectives that LIUC is committed to achieving.

The modernization of existing spaces and the renovation of new ones must align with the MILL project being undertaken by Confindustria Varese, aiming to create a single large hub for research, education, and business services in a synergy-driven approach.

11. STRATEGIC PLAN CONTROL

Overview of Quality Assurance Processes

The Context: Strategic Quality Assurance Plan (2025–30)

LIUC is committed to developing a Quality Assurance (QA) system that will serve as a cornerstone of its institutional strategy, aligning with the accreditation requirements of AVA3, AACSB, and EFMD models. This system will focus on continuous improvement, emphasizing transparency, traceability, and active participation of internal and external stakeholders. The Rector's Delegate for Processes and Rankings will play a crucial role in ensuring coherence and integration of quality policies with broader strategic goals, guaranteeing alignment with international best practices.

The university will implement self-assessment and review processes engaging all organizational levels, particularly students, faculty, and technical-administrative staff, in line with AVA3 guidelines. Priority will be given to monitoring educational objectives, innovating teaching methods, and enhancing the student experience, using clear and measurable performance indicators. Key KPIs include the graduation rate, the employability rate of graduates of six months post-graduation, and student satisfaction levels, collected through structured surveys.

In the research domain, the university will adopt a multidisciplinary and collaborative approach, promoting projects that address societal needs and global challenges in accordance with AACSB principles of societal impact. Outcomes will be monitored using advanced tools, with a focus on the social and economic impact of research and third mission activities, aligned with accreditation criteria. Indicators will include the number of indexed journal publications, citation rates per publication, and the number of activated international partnerships.

The university will strengthen its commitment to innovation and technology transfer by fostering synergies between research centers, businesses, and local communities. This approach will encompass open innovation initiatives, the creation of start-up incubators, and collaborative models with other universities and industrial networks. Specific KPIs to be monitored include the number of patents filed, the volume of funding secured for applied research projects, and the number of start-ups created or supported by the university.

The QA system will support the path toward achieving the "triple crown" of international accreditations. Governance will be characterized by strong coordination between the Quality Assurance Office, the Delegate for Processes and Rankings, and the heads of various Schools, ensuring integration of quality policies with the overall strategic planning. Monitoring systems will verify compliance with international standards, using indicators such as progress toward accreditation requirements and feedback from international peer reviews.

All activities will undergo periodic review, actively involving stakeholders to identify improvement opportunities and ensure alignment with regulatory requirements and

standards of academic excellence. LIUC's strategic narrative will be enhanced through an effective communication system that transparently shares evaluation results and engages the academic community in an ongoing dialogue on quality improvement. The goal is to create an academic environment where quality is perceived not just as a requirement but as a shared value embedded in institutional culture.

Examples of KPIs

1. Teaching:

- Graduation rate.
- Employability rate of graduates of six months post-graduation.
- Student satisfaction levels gathered through surveys.

2. Research:

- Number of indexed journal publications.
- Citation rate per publication.
- Number of international partnerships.

3. Third Mission and Innovation:

- Number of patents filed.
- Volume of funding for applied research projects.
- Number of start-ups created or supported.

4. Internationalization and Accreditations:

- Progress rate toward international accreditation requirements.
- Feedback from peer reviews.

Monitoring, Evaluation, and Review of the Strategic Plan

The QA system described above will be complemented by other periodic performance verification methods managed by external and independent bodies.

The Ministry of University and Research defines the General Guidelines for University Programming with a three-year scope (the most recent from June 2024, valid for 2024–2026), setting indicators for periodic results evaluation and resource allocation.

For program evaluation, the Ministry relies on ANVUR (National Agency for the Evaluation of the University and Research System), also responsible for periodic research quality evaluation (currently assessing 2020–2024 results). Additionally, the Erasmus National Agency annually evaluates final reports universities must submit concerning the qualitative-quantitative management of mobility funds.

From 2025, LIUC will also join the SISValdidat system, a statistical information system aimed at disseminating teaching evaluation data via web-based surveys on teaching satisfaction.

Monitoring the Plan

To monitor the Strategic Plan and overall university performance, LIUC has adopted an integrated planning and control system that ensures constant tracking of aggregate economic performance, providing timely updates to economic planning in line with plan objectives.

It has also implemented Business Intelligence systems to monitor enrollment trends (including data such as geographic origin and prior academic performance) and the management of cost centers or key university activities (mobility, internships, and traineeships).

Risk Analysis

Risk Analysis Plan (2025–30)

LIUC will develop a structured and proactive approach to Risk Analysis, aimed at identifying, assessing, and mitigating risk factors that could negatively impact academic, research, and third mission activities. This process will align with AVA3 requirements and AACSB guidelines, ensuring continuous improvement and resilient strategic planning.

Risk governance will be entrusted to a Risk Committee, comprising representatives from Schools, Departments, governance/administration, and strategic area specialists. The Committee will handle risk reporting, assessment, and mitigation planning, focusing on four identified risk areas: operational, strategic, financial, and reputational.

Operational risks primarily concern disruptions in teaching and administrative services, infrastructure issues, and limited access to digital resources. Mitigation strategies will focus on technological upgrades and physical infrastructure maintenance.

Strategic risks include academic competition, regulatory changes, and declines in enrollment or international mobility. These risks require constant sector trend monitoring and rapid action to ensure regulatory compliance and attract students and international collaborations.

Financial risks involve declines in revenue from enrollments, donations, or other funding sources, as well as rising operational costs. Strategies will include precise economic planning and resource optimization to maintain operational sustainability.

Reputational risks stem from negative feedback or public perceptions that could affect the University's image. Reputation management will rely on transparent communication, targeted quality improvement actions, and careful management of publications and media interactions.

Risk analysis will use a probability-impact scale aligned with international best practices. Risks will be prioritized based on a combined matrix indicating the most critical ones for mitigation. Mitigation plans will include operational continuity measures and financial resource optimization. Monitoring will be continuous, with semi-annual reviews and annual reports presented to academic governing bodies and the university community.

Training and awareness activities will play a crucial role. The university will organize risk management courses for faculty and staff, fostering an institutional culture of awareness and

resilience. Campaigns will also inform students and stakeholders about identified risks and mitigation measures.

Risk Analysis is a vital component of the 2025–2027 Strategic Plan, ensuring the resilience and sustainability of LIUC's initiatives. Strategic objectives, such as enhancing internationalization, improving teaching and research quality, developing advanced technological infrastructures, and increasing attractiveness to global students and stakeholders, are intrinsically linked to effective management of operational, strategic, financial, and reputational risks.

Examples of KPIs

1. Operational Risks

- Downtime rate of digital infrastructure, consistent with the goal of enhancing the digital campus and improving the study experience, as outlined in the section on technological innovation.
- Number of reported infrastructure issues per semester, aligned with the strategy to improve the university's facilities.
- Percentage of courses delivered regularly during the academic year, in line with the priority of ensuring teaching continuity described in academic governance.

2. Strategic Risks

- Enrollment rate compared to planned objectives, in synergy with initiatives for student attraction and international recruitment.
- Number of students in international mobility compared to the total, connected to internationalization goals and AACSB accreditation.
- Annual regulatory compliance, expressed as the percentage of completed adjustments, in line with the need to meet AVA3 requirements.

3. Financial Risks

- Enrollment revenues compared to the planned budget, closely linked to the financial-economic plan.
- Number of donations received per academic year, consistent with the fundraising objectives described in the strategic plan.
- Ratio of operating costs to total revenues, supporting sustainable planning.
- Annual change in net equity, monitoring possible unsustainable losses.

4. Reputational Risks

- Average student satisfaction score in annual surveys, integrated with course evaluation data and consistent with academic quality objectives.
- Number of positive/negative articles or publications related to the university, linked to the institutional communication strategy.
- Percentage of research projects completed and published compared to those initiated, in line with the emphasis on societal impact and scientific innovation.

- Interaction rate compared to the number of followers, in line with the objectives of social media engagement and monitoring the public perception of the university.

LIUC

The Business University