



dSEA Strategic Plan 2025 | 2027



UNIVERSITÀ
DEGLI STUDI
DI PADOVA

dSEA

DIPARTIMENTO DI SCIENZE
ECONOMICHE E AZIENDALI
MARCO FANNO



Connecting with society beyond Academia

Building lasting and meaningful impacts

Message from the Head of Department (HoD)

It is with great enthusiasm and a sense of purpose that I present to you our Strategic Plan 2025–2027. This document represents not just a roadmap for our future, but a shared vision of what we can achieve together. The plan, indeed, is the result of an extensively collaborative and bottom-up process, fostering a sense of collective ownership and commitment to its successful implementation.

Given the rapid changes in society and education, this document is subject to revisions by the governance, in consultation with various stakeholders.

Our strategy aims to:

- **Create an inclusive and stimulating academic environment for all**
- **Contribute to sustainable development through research and innovation**
- **Promote integrity in research and academic activities**
- **Enhance knowledge transfer to society and industry**
- **Foster transdisciplinary collaborations**

Thank you for your dedication and commitment to our shared mission.

Sincerely,
Paola Valbonesi
Head of Department

Competitive position and SWOT analysis

The University of Padova consists of 32 departments, with dSEA being the youngest, established in 1989. Since 2012, the Department of Economics and Management (henceforth dSEA) has consistently ranked in the top positions among Italian Universities (**CENSIS** ranking) in terms of overall quality. The ranking considers criteria such as the quality of teaching, students’ placement and excellence in research.

dSEA is one of the 200 best departments in the world in Economics and Econometrics, according to the **QS** World University Rankings, which internationally measures the quality of the university system.

In 2018 and again in 2022, the Italian Ministry of University and Research (MUR) recognised dSEA as a “**Department of Excellence**” with an extra budget of € 6.5 million for five years. This funding line aims to identify and finance, every five years, the best 180 Departments of Italian public universities that stand out for the quality of their research and the ambition of their development projects.

The following SWOT analysis reveals that dSEA has significant strengths, including its strategic position in CENSIS national ranking (for the bachelor’s degree), the recognition as a Department of Excellence, the awarded Equis Accreditation in 2023 and its innovative recent English-taught programmes. Moreover, the Department benefits from the strong relationships that faculty has cultivated over time with companies, associations, and institutions, often through internship collaborations. However, it also faces challenges such as limited presence in top generalist journals and faculty internationalisation.

dSEA’s growing size and organizational complexity require a strong management and administrative effort by faculty and professional services and this presents an opportunity for organisational development. Another opportunity lies in the new educational offerings at the undergraduate level: working groups are already constantly collaborating to develop innovative programmes that will enhance the department’s portfolio. However, dSEA must also navigate threats. The demographic decline is expected to lead to a reduction in the number of enrolments. Competition is intensifying, not only from traditional universities, but also from online ones. The ongoing technological revolution, especially Artificial Intelligence, is likely to create new jobs, necessitating a continuous updating and review of both undergraduate and postgraduate programmes. Additionally, the Department will be required to constantly adapt its teaching methods and students’ services to these technological advancements.

<p>STRENGTHS</p> <ul style="list-style-type: none">• Equis Accreditation• Department of Excellence• Ranking TrEC, three MSc in English (on digital and sustainability), innovative teaching• Stakeholders network (alumni, International Master in collaboration with CUOA), visibility in society	<p>WEAKNESSES</p> <ul style="list-style-type: none">• Limited presence in top generalist journals• Limited faculty internationalisation• Limited participation to international grants calls
<p>OPPORTUNITIES</p> <ul style="list-style-type: none">• Organizational development for sustaining Department’s growth• New educational offering (bachelor) for addressing competition and technological advancements	<p>THREATS</p> <ul style="list-style-type: none">• Demographic decline and technology (AI)• Competition in the job market (attraction & retention)• Competition from traditional and virtual universities

Swot analysis

Accomplished objectives and emerging goals

The **2022–2024 Strategic Plan** aimed to foster synergies between the fields of economics and business, promoting greater collaboration and integration across these areas to drive innovation and excellence. The table below highlights the percentage of target achievement for each of dSEA strategic objective for 2022–24:

Objective	Detailed objective	% target achievement
1 Research	Scientific outcome	89%
	International mobility	91%
	Fundraising	95%
2 Teaching and learning	Quality	96%
	Teaching approaches and industry partnerships	98%
	Attractiveness	100%
	Innovation and faculty training	88%
3 Public engagement	Engagement	100%
	Research dissemination	100%
	Fundraising with public and private firms	65%
	Lifelong learning	92%
	Alumni	100%
4 ERS	Ers initiatives	89%

In **research**, dSEA has made significant strides although not all targets were fully achieved. The Department has shown substantial progress in international mobility, successfully attracting international visiting scholars, facilitating researcher exchanges (mainly incoming), and enhancing the quality of visiting scholars. Regarding fundraising, dSEA met its targets for the success rate of applications and the number of applications to Marie Curie calls. However, the number of applications to competitive research calls fell slightly short of the goal. In terms of scientific output, dSEA presents mixed results. While successfully achieving its target of having 95% of researchers with at least one publication for VQR, the department fell short in two key metrics: the proportion of publications in Scimago VQR Area A and the ratio of such publications to the number of faculty. These results indicate room for improvement in producing top-tier publications.

The quality of **teaching** at dSEA continues to maintain high standards, particularly evident in the faculty–student ratio. This contributes to a more interactive and engaging learning environment positively impacting graduation times, mainly in the case of undergraduate students. dSEA teaching and learning initiatives have excelled, marked by significant improvements in industry partnerships and a notable increase in international faculty involvement. dSEA has also enhanced its appeal to students, both locally and globally, solidifying its position as an attractive destination for higher education. The presence of alumni at events dedicated to students continues to grow. dSEA reaffirms its commitment to innovative teaching by pledging to fund at least one ground-breaking educational project each year.

dSEA public engagement efforts have been remarkably successful: faculty involvement in skill enhancement training for public engagement has reached its target, and media presence has expanded significantly. Moreover, dSEA organized numerous events doubling the number of participants compared to previous figures, further demonstrating its commitment to engaging with the wider community. The Department also strengthened ties with schools and increased the number of agreements and partners, showing strong engagement with external organizations and professionals. There is, however, room for improvement in faculty involvement in fundraising and international partnerships. Results in lifelong learning indicate a successful focus on expanding opportunities, particularly in traditional advanced training courses and newer forms of teaching activities like micro-credentials and open badges. Alumni engagement has emerged as a standout success, significantly enhancing public outreach efforts. In the area of **Ethics, Responsibility, and Sustainability (ERS)**, dSEA has made significant progress successfully launching staff developments projects, student internships focused on ERS issues, energy-saving measures, ERS surveys for faculty, administrative staff and students, and advanced gender balance initiatives. These accomplishments underscore the department’s dedication to professional development, environmental responsibility, and creating an inclusive academic environment.

Looking ahead, **the new 2025–2027 Strategic Plan** focuses on building connections and creating meaningful impacts beyond academia. dSEA’s goal is to strengthen partnerships with industry, government, and society, ensuring that research and teaching efforts have significant positive effects and contribute to advancing knowledge and societal progress.

Vision

A Department of choice for high-quality **students** interested in a stimulating learning environment, scholars interested in pursuing quality and impact in research, and **employees** and **society** interested in an inclusive and respectful working environment and relationships.

Three-fold Mission

dSEA aims to realise its vision for the next few years, strengthening the quality of research, teaching, and **public engagement**. We believe that such strengthening is likely to be achieved by acknowledging that we are a community of students, faculty, and staff embedded within a **larger system of relations** with organisations, institutions and individuals.

RESEARCH – Quality and impactful research can be realised both attracting high quality scholars and creating a supportive environment for all the faculty members, removing obstacles to research activities (in particular, for young scholars), and stimulating research transdisciplinary.

TEACHING AND LEARNING – A stimulating learning environment can be strengthened both attracting high-quality students and continuously adjusting educational programmes to the needs of organisations, institutions, and individual professionals. An inclusive and respectful working environment is valorised by supporting merit, individual development, responsibility and diversity.

PUBLIC ENGAGEMENT – dSEA will play a relevant role in society through research and teaching activities and engaging with the community through inclusive actions and sustainable practices related to acquired competencies.

Key areas of development

Research

Research is a cornerstone of dSEA's mission. The Department fosters a multidisciplinary environment where high-impact research thrives. The faculty consistently contributes to leading scientific journals. The Department's primary goal is to further raise the quality of research, with a focus on increasing publications in top-tier journals as recommended by the internal research committee for the coming years.

The Department is deeply committed to strengthening international research collaborations, which have grown steadily. Currently, 50% of faculty's research is co-authored with scholars from abroad, and one-third of the competitive grants awarded over the past three years are international. Furthermore, dSEA faculty members hold positions on the editorial boards of many international journals, reflecting their influence in the global academic community.

dSEA is also a hub for academic exchange, actively hosting seminars and conferences. Over the past five years, the Department has welcomed nearly 150 international speakers and continues to host prestigious international conferences.

Additionally, the focus on securing external funding continues to grow as faculty members participate in both national and international projects. These include SHARE, PNRR (NRRP, National Recovery and Resilience Plan), PRIN (Projects of Relevant National Interest), FIS (Italian Science Fund), FSE (European Social Fund, Veneto Region), and funded by foundations such as Fondazione Cariparo (Fondazione Cassa di Risparmio di Padova e Rovigo). This dynamic research environment enriches teaching and supports the third mission, positioning dSEA as a bridge for impactful academic and community partnerships.

Teaching

dSEA currently offers one bachelor's programme and three MSc programmes. The bachelor's programme in Economics and Management consistently ranks among the top 5 bachelor programmes offered by public universities in Italy. It is an interdisciplinary programme designed to integrate the scientific fields of economics, management, law, mathematics and statistics. The disciplines mentioned above are covered during the first two years of the programme. Subsequently, students can choose from six "tracks", offering courses focused on the following topics: Accounting, Finance and Information Systems; Banking and Financial Institutions; Law and Consulting; Economics, Market and Institutions; International Business; Management and Marketing. This flexible model allows for building a solid interdisciplinary foundation in first and second year, followed by a specialisation in the third year, where courses are taught in English.

The necessity to align dSEA MSc programmes with the evolving demands of the job market prompted a comprehensive overhaul of the previous offer, initiated in November 2021 and fully implemented in the 2023–2024 academic year. This restructuring involved a shift from four to three distinct English-taught master's programmes: master's degree in Accounting, Finance and Business Consulting (MAFiB), master's degree in Applied Economics (MAE), master's degree in Management for Sustainable Firms (MASFi). The new programmes are enriched with innovative content and characterised by a multidisciplinary perspective.

In particular, they will delve into 1) data analytics, focusing on utilising digital technologies for data extraction, synthesis, and decision-making, and 2) sustainability, exploring how economic, environmental, and social factors drive competitiveness in businesses and institutions. Such contents are delivered through innovative teaching methodologies (e.g. projects co-developed with companies) encouraging student engagement and interaction. These methods aim to facilitate the development of soft skills such as problem-solving, teamwork, and critical analysis, preparing graduates to navigate the complexities of decision-making in an increasingly sustainable world.

dSEA Strategic Plan intends to consolidate such development toward internationalisation, innovation in teaching, and educational content to support students in their professional growth and enhance their employability. In particular, dSEA wants to create conditions that allow students to acquire new knowledge and skills in a learning environment which is inclusive and respects diversity. This goal is primarily achieved by attracting high quality students at national and international levels to create intellectually stimulating classes: learning occurs not only through acquiring concepts conveyed by the lecturer and/or individual study but also through interaction with peers.

Valorisation of knowledge: third mission and societal impact

The third mission, alongside teaching and research, represents a complementary element of dSEA Strategic Plan. It focuses on knowledge transfer and interaction with external stakeholders, aiming to directly contribute to society's economic, social, and cultural development. Enhancing academic knowledge through a continuous and constructive dialogue between universities, businesses, institutions, and citizens is essential. The Third Mission focuses on two primary goals: enhancing public visibility and strengthening relationships with organizations.

Enhancing public visibility means increasing awareness of dSEA's activities beyond the academic sphere and contributing to public discussions on topics of broad interest. Meanwhile, the second goal aims to strengthen existing partnerships and explore new collaborations, including those with non-profit organisations. Through these initiatives, dSEA will expand its network beyond academia, creating and strengthening institutional relationships.

Cross-cutting enablers: transdisciplinarity and ethics, responsibility and sustainability (ERS)

In addition to the three traditional pillars, the Department continually embraces new **key challenges**, which in the current strategic plan primarily focus on the cross-cutting themes of Transdisciplinarity and ERS.

Transdisciplinarity represents a new challenge for dSEA faculty and staff, aiming to translate our vision of “Connecting with Society Beyond Academia: building lasting and meaningful impacts for the coming years” into concrete actions.

A transdisciplinary approach manifests in interdisciplinary research projects, joint teaching programmes with departments operating in different disciplines, and partnerships with professionals, companies and public institutions to tackle real-world challenges such as sustainability, digital transformation, or economic inequality. Examples of transdisciplinary projects involving dSEA faculty and staff include:

- In teaching, dSEA is designing and developing two new bachelor’s programmes, taught entirely in English, aimed at enhancing students’ employability with a specific focus on digital transformation and economic equality.
- In research, the Strategic Plan suggests a specific objective “Interdisciplinarity and Transdisciplinarity of research”, aimed at measuring funds collected in interdisciplinary and transdisciplinary research projects.
- In third mission activities, a key objective concerns the development of the network of relationships with professional, companies and institutions.

ERS values and actions remain central to dSEA’s mission, as one of the key objectives of the strategic plan for 2022–2024. The Department is committed to creating a diverse and welcoming academic community through various initiatives, conveyed mainly through the activities of the ERS Committee.

The Department’s endeavour includes a range of initiatives to ensure equity and inclusivity for all university community members. These include an annual comprehensive questionnaire to assess the perception of faculty and administrative staff regarding organizational climate and equity of treatment, as well as a permanent and mandatory survey on discrimination and harassment directed at all graduating students. Additionally, the ERS Committee organizes various awareness-raising events on topics of equity, inclusion, and non-violence, such as “The Red Chair” on the International Day for the Elimination of Violence against Women.

Educational activities incorporate ERS themes into programmes’ content and the overall student experience, aiming to produce ethically aware graduates. The Department also promotes research on ERS topics, addressing issues such as environmental sustainability, corporate social responsibility, social entrepreneurship, consumer behaviour, and ethical concerns.

To support professional development, dSEA is promoting faculty growth through mentorship projects and offering staff development programmes.

Transdisciplinarity and ERS themes are integrated across the goals and objectives outlined below.

Goals

RESEARCH

- Goal 1: Enhancement of the internationalisation of research
- Goal 2: Strengthening of research quality
- Goal 3: Supporting career development of researchers

TEACHING

- Goal 1: Enhancement of dSEA learning environment

VALORISATION OF KNOWLEDGE: THIRD MISSION AND SOCIETAL IMPACT

- Goal 1: Enhancement of dSEA visibility in society
- Goal 2: Partnerships and engagement with organisations

Research

GOAL 1 Enhancement of the internationalisation of research	OBJECTIVE 1.1 Improvement of dSEA’s reputation	KEY ACTIONS To enhance the visibility of dSEA researchers within the international research community, we will encourage participation in scientific society activities, increase the number of leadership roles on the boards of academic journals and scientific societies and host international conferences and workshops. Moreover, to enhance the internationalisation of the faculty, we will invite highly cited researchers with strong international visibility to deliver lectures and workshops, collaborate on research projects, and potentially spend visiting periods at dSEA. These incoming visits will be supported by dSEA funds. Additionally, we will focus on recruiting researchers who have completed their PhDs or post-docs at prestigious universities, especially those at the top of QS rankings.
	OBJECTIVE 1.2 Enhancement of the attractiveness of dSEA in international job markets	KEY ACTIONS To enhance international appeal in recruitment, we will broaden dSEA’s openness to foreign candidates, boost participation in global events, and foster a welcoming environment for international researchers.
	OBJECTIVE 1.3 Increase the fundraising activity at the international level	KEY ACTIONS To increase the fundraising research activities, dSEA will propose actions to support faculty members in their effort to develop knowledge about the fundraising programmes and stimulate them to participate actively. To stimulate the participation of faculty members in fundraising programmes, dSEA aims at refining internal departmental goals and incentive systems that reward faculty for submitting proposals and informing for opportunities to participate in national and international evaluation panels.

GOAL 1 – INTERNATIONALISATION OF RESEARCH

KPI	Baseline 2024	Target 2027
Faculty participation to editorial boards of journals CABS-AJG 3, 4 and 4* (DOR – Management Journal List)	N/A	5% of Faculty Members
Faculty participation to editorial boards of journals A, A* and A** (DOR – Economics Journal List)	N/A	5% of Faculty Members
N. of not-Italian faculty members (Tenured Track + Tenured)	2	3
Success rate of international grant applications	18,84% (2022-2024)	>=20%

Not exhaustive list of monitored Key Performance Indicators (KPIs)

Research

GOAL 2
Strengthening of research quality

OBJECTIVE 2.1
Improvement of research
output quality

KEY ACTIONS

To reduce the number of scholars with no research outputs (e.g., “non-active” scholars) we will implement a periodic monitoring system to identify less active researchers and establishing support mechanisms such as mentorship and personalised development plans to encourage the resumption of research activities. A similar action has already been realised in 2024.

Peer mentoring programmes can be introduced in the VQR context to enhance the quality of researchers with medium-to-low productivity. These programmes pair high-productivity senior researchers with those producing less to promote knowledge sharing and effective publication strategies.

Further, regular seminars featuring prestigious international speakers will be strengthened to consolidate seminar activities, promote engagement from faculty, researchers, and students, and offer specialised seminars on cutting-edge research methodologies. In this instance, dSEA aims to leverage the attractiveness of LEM (Lab of Economics and Management) by providing experimental sessions to internal and external scholars, increasing opportunities for scientific collaborations.

OBJECTIVE 2.2
Interdisciplinarity and
transdisciplinarity of research

KEY ACTIONS

To strengthen interdisciplinarity and transdisciplinarity dSEA will foster collaboration among researchers from different fields, strengthening ties with the non-academic world, and building enduring structural and cultural support. For this purpose, several actions are planned: first, we will increase scientific collaborations with researchers outside the business-economics field. This can be achieved by encouraging research projects that involve diverse disciplines, such as economics, engineering, social sciences, and medicine. Facilitating networking through digital platforms, regular meetings, or “speed networking” events will help researchers from different departments connect and explore common research opportunities. Additionally, co-design workshops will foster interdisciplinary projects by bringing researchers together to address global challenges like sustainability or digitalisation.

Scientific collaborations with non-academic entities, such as companies, public bodies, non-governmental organisations, and international institutions, will also be promoted. These partnerships can apply academic research to practical problems, enriching academic perspectives and external collaborations.

Establishing research projects that include non-academic participants and participating in joint funding calls, such as Horizon Europe projects, will provide further opportunities for transdisciplinary collaboration. The same activities will also improve the chance for dSEA to engage with society (see the section “Valorisation of knowledge: Third Mission and Social Impact).

PhD programmes can support interdisciplinarity and transdisciplinarity through joint supervision between different departments, allowing students to develop research that combines diverse perspectives. Interdisciplinary workshops and summer schools for doctoral students will encourage an open mindset early in their careers.

GOAL 2 – RESEARCH QUALITY

KPI	Baseline 2024	Target 2027
Publication CABS-AJG 3, 4 and 4* / Total dSEA management publications (DOR – Management Journal List)	0,38 (baseline 2023)	0,50
Publication A, A* and A** / Total dSEA economics publications (DOR – Economics Journal List)	0,30 (baseline 2023)	0,40
Funds for interdisciplinary and transdisciplinary projects (involving also non-academic actors as partners)	€ 442.945	+5%

Not exhaustive list of monitored Key Performance Indicators (KPIs)

Research

GOAL 3 Supporting career development of researchers	OBJECTIVE 3.1 Balance between high-quality output and national requirements for tenure track (i.e. ASN)	KEY ACTIONS To help dSEA researchers achieve ASN Habilitation (National Scientific Habilitation) while maintaining high-quality scientific output, dSEA will encourage young researchers to strategically plan their publications, ensuring they are high quality and aligned with ASN requirements, such as publishing in internationally established journals. Additionally, we will assist researchers in developing career plans that combine personal high-quality goals (like building a strong international network) with achieving ASN metrics. dSEA will also connect ASN candidates with dSEA researchers who have successfully achieved Habilitation, offering guidance on balancing high-quality research with the necessary ASN criteria.
	OBJECTIVE 3.2 Balance between external talent attraction with the development and recognition of internal human resources	KEY ACTIONS Internal human resources are a valuable asset that should be nurtured through continuous training and development programmes. In this instance, strengthening dSEA Mentoring programme is crucial for offering tailored support for junior and mid-level researchers. Mentor training will be provided to equip mentors with skills in managing interpersonal relationships and transferring technical and methodological knowledge. The mentoring programme can be structured according to seniority levels: junior researchers will focus on developing foundational skills such as research management and academic networking, while senior researchers will concentrate on managing research teams, securing funding, and enhancing internationalisation efforts. An evaluation and feedback system will be implemented to ensure the effectiveness of the mentoring programme, allowing for ongoing improvements.

GOAL 3 – CAREER DEVELOPMENT

KPI	Baseline 2024	Target 2027
% faculty members with ASN habilitation for a higher position	41,81%	42%

Not exhaustive list of monitored Key Performance Indicators (KPIs)

Teaching

GOAL 1 Enhancement of dSEA learning environment	OBJECTIVE 1.1 Promote an inclusive culture	KEY ACTIONS The first objective aims to strengthen intercultural and intergenerational integration among students and faculty, essential for internationally focused, digitalized, and sustainable educational programmes in management and economics. By fostering an inclusive environment, dSEA's educational programmes prepare bachelor and graduate students to navigate diverse global markets and encourage respectful, effective cross-cultural collaboration. Through Diversity & Inclusion training and other activities, students and faculty gain critical skills for today's interconnected world. These initiatives support social sustainability by creating an equitable academic environment that respects and values all cultural backgrounds, ensuring a well-rounded and responsible professional development path.
	OBJECTIVE 1.2 Attraction of high-quality students at the national and international level	KEY ACTIONS By promoting dSEA programmes, both in synergy with the University of Padova's larger aim and with customised actions, the department will reach a broader audience and attract highly qualified students locally and globally.
	OBJECTIVE 1.3 Enhancement of faculty skills and investments in teaching	KEY ACTIONS To enhance faculty skills and investment in teaching, dSEA should support actions that promote innovative teaching efforts. In particular, by making faculty participation in training on innovative teaching a prerequisite for accessing funds dedicated to innovative teaching initiatives, dSEA can ensure that faculty are equipped with the latest pedagogical instruments and strategies. This approach not only fosters professional development but also enhances the impact of these funds by supporting projects led by faculty trained in effective, cutting-edge teaching methods. In addition, by supporting faculty participation in University funds for innovative teaching, dSEA can build a strong foundation for pedagogical excellence that aligns with University funding priorities, which tend to support experimental approaches. This consolidation encourages faculty to pursue innovative methods that can be continually refined and scaled, ultimately enhancing the quality of teaching and learning experiences.

Teaching

GOAL 1 Enhancement of dSEA learning environment	OBJECTIVE 1.4 Improvement of dSEA's position in Italian education rankings	KEY ACTIONS To improve dSEA's position in Italian education rankings, the communication and promotion of dSEA educational offers are key actions. Highlighting and promoting dSEA's unique qualities—such as being part of a major university, the rich economic landscape of northeast Italy, and substantial employment opportunities — can enhance the school's reputation. By effectively communicating these distinctive features, dSEA can attract students who value these unique benefits, improving the school's overall profile and appeal in rankings. In this instance, engaging external services to analyse dSEA's strategic positioning through annual surveys with students and stakeholders may enable dSEA to gather valuable insights into educational trends, industry needs, and programme strengths.
	OBJECTIVE 1.5 Consolidation and strengthening of relationships with international universities	KEY ACTIONS To consolidate and strengthen relationships with international universities, dSEA's focus may be on expanding and enhancing collaborative academic programmes that engage students and faculty across borders. Specifically, increasing the number of double degree programmes with partner institutions will give students the unique opportunity to earn degrees from both the University of Padova and renowned international partners, thereby improving their employability and global competence. Scholarships and other financial aid opportunities will also be prioritised to make these programmes accessible to a broader range of students, ensuring that financial constraints do not hinder participation. In addition to double degree programmes, we aim to consolidate the actual international education offering and expand it by building collaborations with international universities to develop short-term, immersive programmes. These initiatives will allow students and faculty to engage in intensive courses, fostering cultural exchange and academic growth.
	OBJECTIVE 1.6 Improvement of the PhD programme	KEY ACTIONS The PhD programme is a well-established initiative within dSEA. However, increasing national and international competition for top students and the lack of national financial resources for doctoral scholarships is making its sustainability increasingly challenging. For this reason, it is crucial to support students throughout their PhD journey and establish partnerships with national and international universities to provide exchange opportunities for doctoral students.

GOAL 1 – ENHANCEMENT OF dSEA LEARNING ENVIRONMENT

KPI	Baseline 2024	Target 2027
Equal treatment assessment (Source: Survey on Ethics, Responsibility and Sustainability delivered to students – Question on “Perception of students’ equal treatment by faculty members”)	77%	80%
N. of international students enrolled (degree seekers)	103	120
Hours of activities in LAL (Lab on Active Learning)	58% (Sep 2024 – Feb 2025)	60% (yearly basis)
N. of incoming students (exchange programmes)	215	230
N. of partner universities for international exchange programmes	70	74

Not exhaustive list of monitored Key Performance Indicators (KPIs)

Valorisation of knowledge: third mission and societal impact

The third mission, alongside teaching and research, represents a complementary element of the dSEA strategic plan. It focuses on knowledge transfer and interaction with external stakeholders, aiming to directly contribute to society's economic, social, and cultural development. Enhancing academic knowledge through a continuous and constructive dialogue between universities, businesses, institutions, and citizens is essential. The Third Mission focuses on two primary goals: enhancing public visibility and strengthening relationships with organizations.

Public visibility means increasing awareness of dSEA's activities beyond the academic sphere and contributing to public discussions on topics of broad interest. Meanwhile, the second goal aims to strengthen existing partnerships and explore new collaborations, such as those with non-profit organisations. Through these initiatives, dSEA will expand its network beyond academia, creating and strengthening institutional relationships.

GOAL 1 Enhancement of dSEA visibility in society	OBJECTIVE 1.1 Strengthening of dSEA public relationships and scientific dissemination	KEY ACTIONS Enhancing dSEA's visibility in society is vital for several reasons, including strengthening its reputation among stakeholders, fostering community engagement, expanding opportunities for graduates and alumni, encouraging funding and partnerships, amplifying research impact, reaching broader audiences, influencing policy, and supporting the University's overarching mission. Several initiatives may be undertaken to achieve this, such as events that highlight dSEA's achievements and features to a diverse audience of stakeholders. Other initiatives may involve high schools. Engaging with high school students and educators through easily replicable activities can ensure consistent outreach and foster long-term connections, which are crucial for dSEA's future. In addition, enhancing the communication office's resources is critical to support dSEA's continued growth. Allocating additional resources to this area and leveraging external expertise from specialised professionals can help improve the Department's outreach and visibility in the broader community. Finally, the participation of dSEA faculty in outreach events involving citizens, businesses, institutions, and other organisations is essential for the Department's reputation.
	OBJECTIVE 1.2 Engagement in the scientific community	KEY ACTIONS Encouraging participation in ASN (National Scientific Qualification) commissions allows eligible faculty to contribute directly to the evaluation of academic research, enhancing the Department's visibility and influence within national scientific governance. It is important to note that the Ministry of Education and Research selects the final members of these commissions randomly.

GOAL 1 – ENHANCEMENT OF dSEA VISIBILITY IN SOCIETY

KPI	Baseline 2024	Target 2027
N. of public engagement activities	103	+10%
N. of high schools involved in dissemination/orientation activities	18 per year	20 per year

Not exhaustive list of monitored Key Performance Indicators (KPIs)

Valorisation of knowledge: third mission and societal impact

GOAL 2 Partnerships and engagement with organisations	OBJECTIVE 2.1 Consolidating existing relationships and creating new partnerships with public and private organisations and professionals	KEY ACTIONS Strengthening relationships with existing partners while exploring new collaborations is essential for dSEA's development. These efforts are crucial in enhancing the Department's reputation, broadening its reach, and creating more significant opportunities for students, faculty, and alumni. One strategy involves organising annual networking events, such as "Meet Your Future," which connect students with private and public organisations. Additionally, expanding into new sectors by establishing agreements with non-profits and international organisations can open up opportunities for internships and collaboration. Another approach is to include organisations, professionals and alumni in academic activities by inviting them to participate in seminars, providing students with valuable real-world insights and enriching the learning experience.
	OBJECTIVE 2.2 Development and consolidation of professional and executive educational programmes	KEY ACTIONS The recently obtained EQUIS accreditation has encouraged dSEA to expand its educational offerings concerning university-level programmes and by developing courses for workers, managers, and professionals. These programmes enable dSEA to fulfil its full role as an academic institution in economics and management. In 2025, an International MBA in English, aimed at an international audience, will be launched in collaboration with CUOA Business School. At the same time, efforts are being made to consolidate professional and online training programmes (e.g., micro-credentials).

GOAL 2 – PARTNERSHIP AND ENGAGEMENT WITH ORGANISATION

KPI	Baseline 2024	Target 2027
N. of internships	466	500
N. of projects and initiatives by ERS Committee	10	13
N. of professional training courses	8	9

Not exhaustive list of monitored Key Performance Indicators (KPIs)