

PRiME

*an initiative of the
United Nations Global Compact*

2025 Sharing Information on Progress **(SIP) Report**

CUNEF Universidad

September 2025

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*”

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about CUNEF Universidad, including key details and basic institutional data.

Mission

Our Mission

- To provide individuals with solid scientific and cultural knowledge and the appropriate transversal skills to lead the changes and face the challenges of society, as well as the necessary abilities to successfully fulfil their life projects, using a teaching model defined by its rigour, innovation, and excellence.
- To achieve excellence in research as a university and thus advance the frontiers of knowledge and attain international leadership in our areas of expertise (Business & Economics; Mathematics, Computer Science & Digital Business; and Law & Institutions).
- To transfer the results of our research to society, thereby promoting the advancement and dissemination of knowledge and contributing to cultural, economic and social development.

Vision

Our Vision

- A state-of-the-art, specialized University dedicated to public service and internationally recognised as a European higher education institution.
- A University that strives to adapt to the needs of society and thus achieve the objectives established within its commitment to its stakeholders and society as a whole.
- A University that can respond, from Madrid, to the reshaping of the new European financial hubs, while focusing on the challenges that are specific to Madrid, as a financial city, to contribute to its cultural, social, digital, and economic transformation.
- A sustainable University that keeps sustainability at the heart of its mission and strategy and strives for environmental protection, social development, and sustainable economic growth.

Strategy

CUNEF Strategy

CUNEF Universidad's strategy is built around three core principles: **specialisation, excellence, and internationalisation**. These pillars guide its academic offerings, research priorities, and institutional development.

Specialisation

CUNEF focuses on specialized education in key areas including Business, Economics & Finance, Mathematics, Computer Science, Data Science & AI, Law & Institutions, and Philosophy, Politics & Economics. The university continually adapts its programs to address emerging challenges in technology and the global market, expanding into STEM and humanities alongside its traditional strengths.

Excellence

The university emphasizes high academic standards and rigorous, innovative teaching models. It aims to produce graduates with solid scientific and cultural knowledge, as well as transversal skills necessary for leadership and adaptability in a rapidly changing society. Excellence in research is also a priority, with the goal of achieving international leadership in its areas of expertise.

Internationalisation

CUNEF maintains a strong international focus, fostering global perspectives through mobility and exchange programs with over 70 partner universities worldwide. This approach prepares students for success in an interconnected world and enriches the academic community with diverse cultural experiences.

Sustainability and Social Impact

Sustainability is central to CUNEF's mission and strategy. The university is committed to environmental protection, social development, and good governance, integrating these values into its curriculum, research, and institutional practices.

Practical and Applied Learning

CUNEF's programs are designed with a practical orientation, equipping students with the skills to manage data, make informed business decisions, and lead digital transformation. The curriculum incorporates real-world case studies, internships, and strong links with industry partners to ensure graduates are highly employable and prepared for contemporary challenges.

Strategy Alignment

Strategy alignment

CUNEF Universidad: Strategy and Commitment to Sustainable Development and Responsible Management Education

CUNEF Universidad's strategic priorities are deeply integrated with the advancement of sustainable development, global responsibility, and academic excellence. With a legacy spanning over five decades, CUNEF has cultivated a distinctive model of higher education that combines academic rigour, ethical leadership, international outlook, and social impact.

Our **aspiration to excellence** drives all institutional initiatives—from the design of academic programs to faculty development, research policy, and student engagement. Recognized as a university in 2019, CUNEF has placed **sustainability and responsible management education** at the center of its academic and strategic vision, ensuring that our graduates are prepared to lead with integrity in an interconnected, fast-changing world.

As a **signatory of the Principles for Responsible Management Education (PRME)** since 2020 and a current member of the **PRME Champions Programme (2023–2025)**, CUNEF is committed to embedding the values of sustainability, ethics, and global citizenship into its institutional culture. Our curriculum, research agenda, and student initiatives are designed to align with the **UN Sustainable Development Goals (SDGs)**, particularly focusing on:

- **SDG 3:** Good Health and Well-being, through research on mental health in the workplace and wellness in organizational contexts.
- **SDG 4:** Quality Education, by fostering inclusive, high-quality learning experiences and innovative pedagogical approaches.
- **SDG 9:** Industry, Innovation, and Infrastructure, through interdisciplinary work in engineering, data science, and fintech.
- **SDG 16:** Peace, Justice, and Strong Institutions, by promoting transparency, ethical governance, and legal empowerment across disciplines.

Our **academic structure**—comprising the Faculty of Business, Economics and Law; the School of Engineering; and the Graduate School—is designed to foster interdisciplinarity and innovation while addressing real-world challenges. Sustainability and ethical leadership are cross-cutting themes across all degree programs, from undergraduate to postgraduate levels.

CUNEF's **research strategy** supports socially relevant and impact-driven scholarship. Faculty members lead and participate in projects aligned with our SDG priorities and collaborate with academic and industry partners to generate insights that contribute to both theory and practice. We are also advancing through **strategic partnerships** with universities, networks, and organizations that share our values. Our participation in the **United Nations Global Compact (since January 2025)** further aligns our institution with the Ten Principles relating to human rights, labour, environment, and anti-corruption. Through these affiliations, we aim to foster cross-border collaboration and amplify our societal contribution.

To support a values-based student culture, we have established a **Sustainability Club** with around 50 active members and launched the first **Impact Days** in March 2025—an interdisciplinary, student-led event designed to promote sustainability and innovation across campus. These initiatives aim to empower students to take leadership roles in shaping a more sustainable and inclusive world and are set to become a recurring part of our institutional calendar.

Through these interconnected efforts, CUNEF Universidad advances its strategic mission: to deliver world-class education grounded in sustainability, ethical leadership, and societal relevance—preparing the next generation of leaders to drive progress toward a more just, inclusive, and sustainable global future.

Institutional History

Institutional history

Institutional History and Path Toward Responsible Management Education (RME)

CUNEF Universidad is a Higher Education institution with over 50 years of academic history, widely recognized for its academic specialization, the excellence of its students, faculty, and researchers, and for the international scope of its programs. Academic activity at CUNEF began in 1973, and in 2019 it was formally recognized as a university. Since its foundation, more than 15,000 professionals have been trained within its classrooms.

CUNEF offers undergraduate and postgraduate programs that respond to today's challenges, shaped by technological advances and an increasingly globalized market. In this context, lifelong learning and continuous education are essential pillars of our academic mission.

Path Toward RME and PRME Involvement

The institution's academic structure—comprising the Faculty of Business, Economics, and Law, the School of Engineering, and the Graduate School of International Business—has played a key role in advancing the university's alignment with Responsible Management Education. These units have been progressively integrating sustainability and global responsibility into their curricula, research, and institutional strategies.

CUNEF Universidad's commitment to RME was initiated within the International Office, where the Dean and several faculty members laid the foundation for incorporating sustainability into the institution's mission and vision.

In August 2020, CUNEF officially became a signatory of the Principles for Responsible Management Education (PRME), a United Nations-supported initiative that promotes seven core principles to guide business and management education toward responsible leadership. PRME also fosters alignment with the Sustainable Development Goals (SDGs) and supports collaboration with the UN Global Compact.

This commitment was further strengthened in early 2025 when CUNEF became an official participant in the **UN Global Compact**, reinforcing its dedication to sustainable development at both institutional and global levels.

Key Milestones and Activities

- **2020:** Joined PRME as a signatory institution.
- **2023–2025:** Selected as a participant in the **PRME Champions Programme**, joining 50 leading institutions committed to integrating SDGs into teaching and research.
- **2023:** Launch of the **Sustainability Club**, involving around 50 students in awareness and impact initiatives.
- **2023 & 2024:** Students selected for the **PRME Global Students** team for two consecutive years.
- **September 2024:** Participation in the **PRME Global Forum** in Berlin.
- **June 2025:** Participation in PRME events at **UN Headquarters in New York**.
- **February 2025:** Organization of **Impact Days**, a university-wide series of events designed to promote sustainability engagement and foster awareness around impactful and responsible business practices, with the idea of turning it into an annual event.

These actions, driven by academic leadership and supported by a committed student body, mark important steps in CUNEF's journey toward embedding RME into its institutional identity.





Graduates & Enrollment

2024 Statistics	Number
Graduates	527
Faculty & Staff at the University	362
Faculty & Staff at the Institution	362
Student Enrollment at the University	4125
Student Enrollment at the Institution	4125
Undergraduate Attendance	3425
Masters-Level Postgraduate Attendance	700
Doctoral Student Attendance	0




2024 Statistics	Number
Certificate, Professional Development, or Continuing Education Attendance	550

Degrees Offered

Bachelor Programs

-  Bachelor of Engineering (B.Eng.)
-  Bachelor of Technology (B.Tech.)
-  Bachelor of Business Administration (B.B.A.)
-  Bachelor of Science (B.Sc. or B.S.)








Masters Programs

-  Master of Business Administration (M.B.A.)
-  Master of Science (M.Sc. or M.S.)
-  Master of Technology (M.Tech.)


Undergraduate Degree Programmes

-  Bachelor in Business Administration
-  Bachelor in Economics
-  Bachelor in Law
-  Bachelor in Business Engineering
-  Bachelor in International Business and Economics
-  Bachelor in Data Science
-  Bachelor in Philosophy, Politics, and Economics
-  Bachelor in Mathematical Engineering
-  Double Bachelor in Business Administration and Law
-  Bachelor in Computer Science
-  Double Bachelor in Economics and Mathematical Engineering
-  Double Bachelor in Business Administration and Computer Science
-  Double Bachelor in Business Administration and Data Science
-  Double Bachelor in Artificial Intelligence and Data Science

Masters Degree Programmes

-  Master in Banking Law and Financial Markets and Institutions
-  Master in Management
-  Master in Finance
-  Master in Legal Practice
-  Master in Management (MiM) Specialisation in Fashion and Luxury
-  Master in International Business and Global Management
-  Master in Data Science and Artificial Intelligence

Certificates, Professional Development, or Associate Programmes

-  Specialist in Business Analytics programme - Executive education



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment



At CUNEF Universidad, we remain firmly committed to the Principles for Responsible Management Education (PRME), integrating sustainability and ethical leadership into the foundation of our academic mission and strategic priorities. In a world increasingly shaped by digital transformation and environmental challenges, we continue to promote excellence with purpose.

Our Sustainability Strategy 2025–2027, aligned with the UN 2030 Agenda, sets out clear goals and actionable steps across teaching, research, and institutional practice. It strengthens our capacity to generate meaningful societal impact while advancing transparency and accountability in our progress. As part of this commitment, CUNEF Universidad has also become a participant in the United Nations Global Compact, reinforcing our alignment with internationally recognized principles on human rights, labour standards, environmental protection, and anti-corruption.

International collaboration remains central to our vision, and in 2024–2025, we expanded our global footprint through 128 active academic partnerships while strengthening our position within the PRME Champions cohort. Our ongoing engagement with this network—highlighted by our participation in the 2025 PRME Global Forum in New York—continues to reinforce our leadership in responsible management education. Several of our students contribute as PRME Global Student ambassadors, reflecting their growing commitment to ethical leadership and global citizenship. These collaborations not only enhance our international presence but also offer students valuable opportunities for learning, exchange, and impact.

To embed sustainability more deeply in our academic culture, we have established a dedicated coordination team supporting the integration of ESG principles across the curriculum. Students engage in experiential learning through specialized courses, internships, and initiatives such as the Impact Days, which explore the alignment of business strategy with social and environmental responsibility. Furthermore, we promote digital citizenship by offering training on the responsible use of emerging technologies, ensuring our students are equipped to navigate the digital world with integrity and awareness.

Recognition as a “Transforming School” in the 2025 Positive Impact Rating reflects our institutional maturity in advancing sustainability and values-based education. This year, we expanded our competitive research funding to support work on pressing global issues including inequality, political behavior, innovation, and climate action.

These commitments are reflected across our campus life. From earning zero-waste and accessibility certifications to launching inclusive volunteering initiatives and environmental actions, we are building a culture of responsibility. At the same time, we place strong emphasis on student wellbeing, offering dedicated counseling services, wellness programming like *Be Healthy Week*, and mental health initiatives that support personal development alongside academic achievement.

As we look to the future, we remain dedicated to shaping a university community where innovation, integrity, and impact converge. In collaboration with our students, faculty, and partners, we will continue to foster inclusive, sustainable progress through education with purpose.

Prof. Adoración Álvaro Moya

PhD

Dean of the School of Business, Economics and Law

Definition of Purpose

At CUNEF Universidad, Purpose means shaping responsible leaders who unite academic excellence with social and environmental awareness. Aligned with UN PRME and Global Compact, it promotes inclusive development, long-term value creation, and education that tackles global challenges—reflecting a strong commitment to ethical leadership and systemic, sustainable change.

Institutional Engagement

26% - 50% of faculty at CUNEF Universidad actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



How We Define Values

At CUNEF Universidad, “Values” means integrating ethical reasoning, respect for human rights, and sustainability across our programs, operations, and governance. We reflect these principles in course content, codes of conduct, campus initiatives, and partnerships, ensuring our students are prepared to act responsibly in business and society.

Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Interdisciplinary efforts across business school
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Disciplinary efforts within business school

Student Voices

The following narratives demonstrate how CUNEF Universidad has influenced students' academic journey and personal growth.

"RME Education and My Leadership Journey in PRME"

RME has profoundly shaped my academic journey and personal growth. As PRME Europe Regional Leader, I have had the opportunity to promote responsible management principles across borders and cultures. This experience has reinforced my belief that sustainability and ethics must be at the core of business education and leadership. It has also inspired me to pursue a purpose-driven career where impact and responsibility go hand in hand.

CUNEF's involvement in responsible management

Through various initiatives and events, CUNEF has positively and profoundly contributed to my education, professional development, and social responsibility. A clear example of this is my involvement, thanks to CUNEF's participation, in the PGS Ambassador Taskforce Program. This 6-month internship, which is soon to conclude, has allowed me to explore and delve into various current topics involving sustainability, leadership, responsible management, business ethics, and other related areas.

This project has allowed me to develop both professionally and personally, given its deep impact on global economies, emerging countries, and other significant areas that I plan to research and, in the future, help to develop and grow.

CUNEF's involvement with the PRME Commons and its willingness to help students in any way possible have made my student experience quite enriching.

Student Awareness

26% - 50% of students at CUNEF Universidad are aware that we are a PRME Signatory Member.

Student Engagement

0% - 25% of students at CUNEF Universidad actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Celebrating Values

The following demonstrates a way in which our institution celebrates values in various specializations.

Volunteering as a Reflection of CUNEF Universidad's Values

At CUNEF Universidad, volunteering is a powerful expression of our institutional commitment to social responsibility, solidarity, and sustainability. Each year, students engage in a wide range of volunteer initiatives, both locally and internationally, gaining hands-on experience while contributing meaningfully to society.

The CUNEF Volunteering Club actively organizes impactful projects throughout the academic year. These include collaborations with organizations like Fundación Oxiria, where students support the inclusion of individuals with intellectual disabilities, and digital literacy sessions for seniors through the "Tu móvil y tú" program. Events such as the Breast Cancer Awareness campaign and the Christmas gift drive further embed values of empathy and community engagement.

Internationally, students have participated in programs in Mexico, India, and Greece. These projects combine cultural learning with environmental conservation, circular fashion, and social entrepreneurship, reinforcing students' awareness of global challenges and their role as changemakers. These initiatives have a tangible social impact—supporting vulnerable communities, reducing inequalities, and promoting sustainable practices. At the same time, they serve as a practical extension of responsible management education. By engaging with real-world challenges, students internalize core principles such as ethical leadership, stakeholder engagement, and long-term value creation. Volunteering helps bridge academic knowledge with a purpose-driven mindset, preparing students to lead with integrity in increasingly complex global contexts.

Juan Carlos Bohoyo, Head of CUNEF Experience, Sports and Clubs



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



How We Define Teach

At CUNEF Universidad, “Teach” means embedding ethics, sustainability, and responsible management across disciplines through both core and elective courses. We promote critical thinking, real-world application, and values-driven leadership by aligning pedagogy with global challenges and engaging students in practical, reflective, and interdisciplinary learning experiences.

Courses that support RME

CUNEF Universidad reports 1 course in 2024 that support responsible management education and sustainable development goals.

Marketing Management

| G16

The Marketing Management course aims to analyze the fundamentals and basic concepts of the commercialization of goods and services, introducing the planning and management of Marketing in all types of organizations. To this end, after the analysis of the purpose and objectives of Marketing in the organizations, the course reviews the delimitation of the reference market, together with other key aspects of Strategic Marketing such as the analysis of the environment, the consumer behaviour, the segmentation process or the role of market research. The last part of the course is dedicated to showing how to put into practice the different Marketing-mix tools that allow configuring an attractive market offer, i.e., product, distribution, price, and communication policies.



Teaching Awards

In 2024, 1 award was given to faculty and educators at CUNEF Universidad.

“Teaching and Learning” Excellence

Granter: CYD Fund (Fundación Conocimiento y Desarrollo)

Grantee: CUNEF Universidad

Award Description:

CUNEF Universidad has achieved six high-performance indicators in the “Teaching and Learning” category of the CYD Ranking 2024, published by Fundación Conocimiento y Desarrollo (Knowledge and Development Foundation). These indicators show that CUNEF Universidad excels in aspects such

as graduation rates in undergraduate and graduate programmes, as well as in the presence of students from all over Spain. The study also highlights CUNEF Universidad's international focus and its graduates' employability, thanks to the University's corporate internship programme. This 11th edition of the CYD Ranking includes 81 universities, 30 fields of knowledge and over 3,400 degrees. <https://www.rankingcyd.org/info/CUNEF-universidad>

Educator Recognition

At CUNEF Universidad, we recognize educators for quality of teaching in the following ways:

- ❖ Faculty promotion and tenure consideration
- ❖ Institutional recognition events
- ❖ Performance-based teaching fellowships
- ❖ Professional development opportunities

Teaching Voices

The following statement demonstrates ways in which educators at CUNEF Universidad support sustainability and responsible management in their classrooms.

Historical Roots of SDGs

In the undergraduate courses of Economic History, Global Economic History, and Business History, offered across the programs in Economics, Business Administration, and International Business and Economics, first-year students are introduced to the historical foundations of the Sustainable Development Goals (SDGs). Particular emphasis is placed on SDGs 2, 3, 4, 9, 13, and 17, which are examined through the lens of long-term economic, technological, and institutional transformations.

The courses analyze the historical processes that enabled societies to overcome the recurrent famines that characterized pre-industrial economies, progressively improve living standards, and expand access to education. Special attention is given to the drivers of technological innovation and competitiveness, which played a central role in shaping patterns of growth and development. Another key area of study is the relationship between energy and economic growth, focusing on the causes, dynamics, and consequences of successive energy transitions—from organic economies to coal, oil, and the contemporary challenges of renewable energy. These transitions are explored not only as technological breakthroughs but also as catalysts for profound social, economic, and environmental change. Finally, the courses explore the multiple forms of economic and institutional cooperation that have emerged historically at national and international levels. Students examine how these

cooperative frameworks influenced economic growth, the expansion of globalization, and the evolution of global governance, thereby linking past experiences to contemporary debates on sustainable development and international collaboration.

These topics are analyzed through a variety of methodologies. In addition to discussions based on instructor-led readings and case studies, students work in groups on one of the themes related to the selected SDGs. They are required to give a presentation, supported either by a slide deck or an academic poster, and to submit a written report in the form of an executive summary. The projects are always approached from a historical perspective and focus on a specific country, region, or institution. They are grounded in quantitative evidence and secondary sources.

The objective is not only for students to develop sensitivity toward the SDGs and understand how these goals are, or are not, integrated into decision-making by businesses and governments; it is also to help them grasp the historical processes that explain how we have reached the current situation and why different countries approach the SDGs from diverse starting positions.

Fostering Innovation



A lot

Our institution supports innovation significantly through teaching and learning.

Experiential Learning



A lot

Our institution supports experiential learning significantly through teaching and learning.

Learning Mindset



A lot

Our institution supports a lifelong learning mindset significantly through teaching and learning.

Method of Teaching and Learning

**In person**

Traditional classroom-based learning with face-to-face instruction.

Barriers to Innovative Curriculum

In 2024, CUNEF Universidad identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Accreditation constraints
- ❖ History and institutional tradition

Barriers to Innovative Pedagogy

In 2024, CUNEF Universidad identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Assessment rigor concerns
- ❖ Overloaded faculty
- ❖ Scalability issues
- ❖ Time constraints



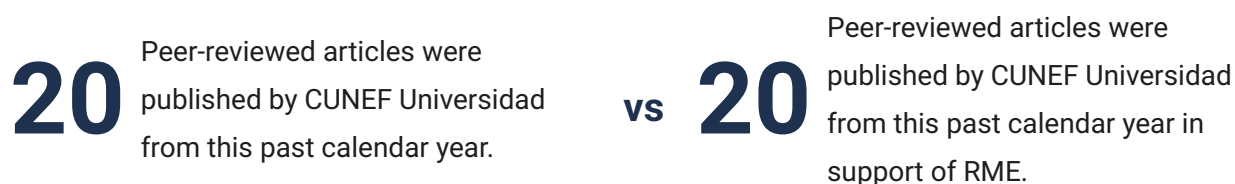
Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

How We Define Research

At CUNEF Universidad, we transfer research outcomes to society to drive knowledge dissemination and contribute to cultural, economic, and social development. Our interdisciplinary research informs policy, business ethics, and sustainable development, aligning academic inquiry with real-world impact and long-term value creation.

Research vs Research for RME/Sustainable Development



Research Funding

In 2024, CUNEF Universidad was awarded funding for research that is:



National



International

Socializing Research

In 2024, CUNEF Universidad contributed research findings to:

- ❖ Community organizations
- ❖ Industry and business networks
- ❖ International media
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations

Research Projects

In 2024, CUNEF Universidad reported 1 research project that implemented responsible or sustainable activities.

Is Technology Bringing Us Together or Driving Us Apart? Understanding the Digital Divide's Impact Within and Beyond the Company

Period Covering: July, 2025 - December, 2028

Department: Management

The current research seeks to delve deeper into the intersection of digitalization and sustainability by investigating the digital divide from multiple perspectives, with a particular focus on corporate dynamics through a corporate lens. The digital divide refers to disparities in accessing, using, and benefiting from using information and communication technologies (ICT) (Lythreitis et al., 2022). These disparities exacerbate inequalities by amplifying the uneven distribution of social and economic capital at both individual and organizational levels (Ragnedda, 2017; Ramdas & Sungu, 2024). The COVID-19 pandemic has accelerated the integration of digital technologies into everyday life, further deepening these inequalities (Malhotra, 2021). In response, the United Nations has underscored the urgent need to address the digital divide, recognizing it as a critical pathway to reducing inequality, as articulated in Sustainable Development Goal 10.

This issue has gained even greater significance with the rise of Generative AI, a technology that is transforming how individuals and organizations interact with digital tools (Noble et al., 2022). Generative AI allows for the creation of content, solutions, and innovations that were once the domain of experts, making it a powerful tool for enhancing productivity, creativity, and decision-making (Anthony et al., 2023). However, the rapid adoption of generative AI presents significant risks for those who lack the necessary digital infrastructure, skills, or access (Gao et al., 2024). Organizations and individuals who are unable to leverage these advanced technologies may fall further behind in terms of competitiveness and innovation (Cillo & Rubera, 2024). The increasing reliance on AI technologies, without equal access, is likely to deepen existing inequalities, highlighting the urgency of addressing the digital divide in the context of the evolving technological landscape.

This research project is novel in its approach by examining the digital divide using a firm level approach, a perspective largely absent in existing literature. Indeed, while numerous studies explore the phenomenon of digitalization, far fewer studies focus on the digital divide as a specific problem stemming from the digitalization process. Even more scarce are studies that examine the digital divide from a firm-level perspective. New insights and theories to explain the heterogeneous effects of digitalization on firm performance are required (Stark et al., 2023). Lack of research in this aspect is surprising, considering the fundamental role firms play in diffusing digital technology, providing digital resources to their stakeholders such as employees and customers (Karp, 2023), and advancing

technology infrastructure (Cirera et al., 2022). Given the rapid advancement of digital technology, a deeper examination of how this divide influences firms and its stakeholders is essential to understand modern business and its environment. Particularly for those firms lagging behind their peers, adopting relevant technologies is likely to be an effective way to improve their performance (Liao, 2020). The project's novelty also lies in its comprehensive approach, which examines both internal organizational and external market dynamics. It aims to clarify how the digital divide affects talent development, innovation generation, value creation, market positioning, customer engagement, and supply chain relationships.

The first core area of the project is to analyze organizational dynamics in the digitalization process. This line investigates how companies utilize technology to enhance internal collaboration, drive innovation, and improve process efficiency. This is especially relevant, as access to advanced technologies enables teams to develop creative solutions and streamline workflows. Organizations that prioritize digital innovation can meet market demands effectively while fostering an environment that encourages employees to adapt, experiment, and excel. A particular emphasis is placed on understanding how digital tools influence workplace culture, employee engagement, and job satisfaction as the digital divide among employees is likely to exacerbate workplace inequalities and hinder inclusivity.

The second core area is to clarify market dynamics in the age of technology. The project will provide insights into how technological advancements influence relationships between businesses and external stakeholders, including customers, suppliers or competitors. Companies with better access to digital tools can offer superior customer service, build stronger brand loyalty, and adapt more quickly to market trends that would lead to a better competitive positioning (Lewnes, 2021). However, disparities in digital capabilities can lead to mismatched expectations between firms and their stakeholders. On the one hand, customers may expect seamless digital experiences that some companies are unable to provide, widening the gap in satisfaction and engagement. On the other hand, companies may offer overly complex or advanced technologies that exceed the digital capabilities of certain customers, leading to frustration and disengagement (Stephen, 2024). Similarly, for suppliers, the digital divide can strain collaboration and operational efficiency (Stark et al., 2023). Suppliers with limited digital capabilities may struggle to integrate with companies' automated systems, causing delays, miscommunication, and inefficiencies in supply chains (Yu et al., 2023). Conversely, companies with less advanced digital infrastructures may find it challenging to meet the requirements of tech-savvy suppliers, leading to missed opportunities or diminished competitiveness.

Furthermore, organizational and market dynamics are not independent, they are deeply interconnected. They interact in complex ways, influencing each other and shaping the broader impact of the digital divide. One of the novelties of this research is its holistic approach, examining the interaction between internal organizational dynamics and external market forces. This research will show how internal technological practices can affect market performance and vice versa. These

insights will inform policy and managerial recommendations designed to close digital gaps, ensuring that technology is used as a tool to foster inclusivity, efficiency, and innovation within firms. Simultaneously, the research will offer strategies to promote fair and equitable market relationships with customers, suppliers, and competitors, helping businesses build stronger, more sustainable, and digitally empowered ecosystems.

Addressing these challenges requires a holistic approach that integrates insights from both organizational and market dynamics, and their interplay. This entails examining the internal digital divide within firms, while understanding how it interacts with external market forces. In doing so, strategies can be identified to align internal digitalization efforts with external demands, fostering greater synergy, resilience, and long-term competitiveness.



Research Awards

In 2024, CUNEF Universidad was awarded 1 research award for responsibility- and/or sustainability-related research.

CFA Reserch Challenge

Granter: CFA Institute

Grantee: Máster en Finanzas de CUNEF Universidad, compuesto por Cristian Millán, Juan Alcaire, Manuel Latorre, Álvaro Valbuena y Jon Orbe

Award Description:

The CFA Research Challenge is a global competition that simulates the work of a financial analyst, offering students the opportunity to face real-world situations in the field of finance. Each year, more than 6,700 students from around 1,000 universities in over 100 countries take part in this challenge, which promotes best practices among future investment professionals. In this twentieth edition, participants analyzed Inditex, preparing an investment proposal that included valuation and a buy or sell recommendation.

Research Presentations Related to RME and/or Sustainability

In 2024, CUNEF Universidad gave 1 research presentation related to RME and/or sustainability.

Lights, camera, chaos: The dark side of TV-induced tourism

Authors: Andreea Trifu, CUNEF Universidad | Sandra Horvat, University of Zagreb | Felipe Ruiz-Moreno, University of Alicante | Ricardo Sellers-Rubio, University of Alicante

Date of publication: July, 2025

Presented at: National or international discipline-specific conference

Department: Management

In recent years, media-induced tourism has emerged as a powerful force shaping global travel behavior. Destinations once known primarily to locals have gained international attention through their appearances in books, films, and particularly television shows (Tessitore et al., 2014; Hahm & Wang, 2011). For destinations, this attention offers tangible benefits: increased visibility, tourism revenue, and the possibility of long-term branding. However, these benefits often come at a cost. The rapid influx of visitors can strain local infrastructure, erode environmental integrity, and shift the nature of the tourist experience itself (Bąkiewicz et al., 2017; Pratt, 2015).

This research offers a multidimensional view of how media exposure reshapes tourist perceptions, and whether it contributes to overlooked negative externalities. The study aims to contribute to a more balanced discourse on media-induced tourism. It highlights the powerful appeal of pop culture as a travel motivator and, at the same time, the complex consequences that such popularity can generate for tourists and destinations alike. This research responds to an urgent need to understand and manage the full spectrum of perceptions catalyzed by media-induced tourism in an era of global entertainment and mass mobility.



Research Barriers

In 2024, CUNEF Universidad identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Funding challenges
- ❖ Time constraints
- ❖ Publishing barriers



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

How We Define Partner

At CUNEF, a partner is someone we actively collaborate with to drive meaningful change—whether through joint projects, learning opportunities, or shared commitments. They help us extend our impact beyond the classroom and connect our values with real-world action.

Institutional Partnerships

- ❖ United Nations Global Compact non-business signatory
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ Responsible Research in Business & Management (RRBM)
- ❖ Positive Impact Rating (PIR)
- ❖ Quacquarelli Symonds (QS)
- ❖ Local institutions and associations
- ❖ EFMD (European Foundation for Management Development)
- ❖ AMBA (Association of MBAs)
- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ CLADEA (Consejo Latinoamericano de Escuelas de Administración)

Student Organization Partnerships

- ❖ PRME Global Students

Partnerships

The following provides more details on 1 key partnership at CUNEF Universidad.

CUNEF Universidad's Collaboration with the Spanish Bank Association Fund (AEB)

The long-standing partnership between **CUNEF Universidad** and the **Asociación Española de Banca (AEB)** exemplifies the university's commitment to building bridges between academia and the financial sector to foster responsible leadership, ethical decision-making, and sustainability-driven innovation.

Strategic Alignment and Institutional Support

AEB has played a foundational role in **supporting CUNEF's institutional evolution**, from its origins as a training center for banking professionals to its current status as a specialized private university. The relationship is grounded in shared values around **professional excellence, regulatory rigor**, and the need for **finance to serve the broader interests of society**.

- AEB contributes to strategic guidance and long-term visioning by participating in advisory roles, contributing to debates on the **future of financial education**, and advocating for **responsible banking practices**.

Joint Education and Training Initiatives

- AEB supports the **continuous improvement of CUNEF's academic programs**, particularly in the areas of **finance, banking law, regulation, and governance**.
- Through co-organized **seminars and guest lectures**, AEB professionals bring current issues in **regulatory compliance, anti-money laundering (AML)**, and **sustainable finance** directly into the classroom.
- CUNEF's students benefit from **case-based learning and insights** drawn from real-world practices in the Spanish and European banking sectors.

Research and Knowledge Dissemination

- The collaboration supports applied research on topics such as **digital transformation in banking, financial literacy**, and **ethical challenges in the financial sector**.
- CUNEF hosts and participates in **forums and roundtables** in partnership with AEB that explore emerging trends, including **green finance, AI in banking**, and **financial inclusion**.

Employability and Talent Pipeline

- AEB and its member banks are consistent recruiters of CUNEF graduates, recognizing the university as a **hub of specialized talent** in finance, law, and economics.
- The collaboration facilitates **internships, mentoring, and project-based learning**, enhancing students' understanding of industry demands while reinforcing academic knowledge.

Responsible Finance and ESG Integration

- In alignment with the **UN Principles for Responsible Banking**, AEB and CUNEF jointly promote dialogue on how financial institutions can support the **SDGs** through **impact investment, risk management**, and **transparency**.
- CUNEF's academic offerings increasingly integrate **ESG criteria** in response to insights and feedback from AEB and its affiliates.

The collaboration between CUNEF Universidad and AEB exemplifies how strategic partnerships can amplify impact—bridging education and industry, theory and practice, and aligning financial education with the ethical, environmental, and social challenges of our time.



Practice

We adopt responsible and accountable management principles in our own governance and operations.

How We Define Practice


At our institution, Practice means applying responsible management across all levels: transversally through curriculum design, academic research, staff engagement, and operational decisions. We embed sustainability in our governance while actively developing a sustainable campus and fostering a culture of accountability through everyday practices and long-term institutional commitments.

Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Environmental stewardship policies
- ❖ Greenhouse gas emissions
- ❖ Open-access guides
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Water
- ❖ Zero-waste guides
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Carbon reduction or offset commitments
- ❖ Employee equity, diversity, inclusion
- ❖ Student equity, diversity, inclusion

Policy Documents Related to RME and/or Sustainability

CUNEF_Política Sostenibilidad CUNEF format (005) [View document](#)  [Download document](#) 

POLÍTICA DE COMPRAS SOSTENIBLES_CUNEF
UNIVERSIDAD [View document](#)  [Download document](#) 

Politica Ambiental_ESP [View document](#)  [Download document](#) 

Code of Conduct [View document](#)  [Download document](#) 

Practice Voices

The following statement from stakeholders at CUNEF Universidad demonstrates our commitment to sustainable and responsible practices.

Sustainability and Responsibility in Action at CUNEF Universidad

Sustainability and Responsibility in Action at CUNEF Universidad

At CUNEF Universidad, sustainability is not an isolated initiative—it is a guiding principle embedded in the way we design, manage, and evolve our campus and operations. In line with the Sustainable Development Goals (SDGs), this academic year we have continued to advance towards a more responsible consumption model and a more sustainable campus, integrating sustainability into our day-to-day operations and institutional culture.

Among our key actions is the promotion of recycling through the installation of an Ecoembes machine in the cafeteria, which rewards users for recycling bottles and cans, encouraging active participation in waste reduction. We have also donated 100 chairs to the Notre Dame du Mont Carmel school in Benin, supporting access to education as a tool for social transformation in one of the most disadvantaged regions of the country.

As part of our environmental responsibility, we have conducted our first carbon footprint measurement, in preparation for the new legal requirements coming into effect in 2025. Transparency is a cornerstone of our approach: updated information about our sustainability actions is publicly available on the SDG section of our institutional website.

This year, CUNEF has obtained several key certifications that reflect our deep institutional commitment:

- - ISO 14001 Environmental Management
 - AENOR Zero Waste Certification, recognizing our ability to recover and repurpose over 90% of waste
 - AENOR Universal Accessibility Certification for Buildings A and D
 - AIS International 5-Star Accessibility Certification for Building B

We have also formalized our sustainability governance through strategic documents that shape our operations: a Sustainability Policy, a Guide to Good Practices, a Sustainable Procurement Policy, and updated Norms of Coexistence. These tools help embed sustainability into every decision and every interaction on campus.

Together, these actions strengthen our alignment with SDG 12 (Responsible Consumption and Production), SDG 13 (Climate Action), and SDG 4 (Quality Education). At CUNEF Universidad, we are committed to leading by example—building an inclusive, transparent, and sustainable institution for the future.

Gregorio Pascual Carrascosa, Head of Infrastructure



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



How We Define Share

At CUNEF Universidad, “Share” means fostering an open exchange of experiences, results, and challenges—both internally among faculty, staff, and students, and externally with our academic and institutional partners. We use this transparency to enhance collective learning and strengthen our contribution to responsible management and sustainable development.

Engagement Opportunities

CUNEF Universidad offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Student and staff volunteer programs
- ❖ Boards and advisory committees

Communication Audiences

CUNEF Universidad communicates its policies and progress on sustainable development and responsibility with:

- ❖ Boards and advisory committees
- ❖ Accreditation bodies
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students
- ❖ Research and academic networks

Sharing Voices

The following statement from stakeholders at CUNEF Universidad demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Storytelling for Responsible Management

As Head of Communication at CUNEF Universidad, one of my responsibilities is to align the actions of our Communication strategy (external, internal, and digital) with the Sustainable Development Goals (SDGs), particularly SDGs 3, 4, 9, and 17, which are the institution's primary focus.

Digital Communication

In the realm of digital communication, we have developed a dedicated Sustainability section on our website. This includes a clickable module showcasing CUNEF Universidad's initiatives aligned with each specific SDG, a detailed description of our commitment to PRME, and an ESG news section highlighting events such as CUNEF Universidad's Impact Days and its participation as a signatory of the United Nations Global Compact. This structure allows the university community and our diverse stakeholders to gain a deeper understanding of the actions undertaken by CUNEF Universidad. We have also given visibility to sustainability initiatives promoted by the Sustainability Department, both on the website and across our social media platforms. Global awareness days, such as World Recycling Day, World Environment Day, and World No Tobacco Day, have been linked to university-led actions, including the use of recycled materials in the construction of the Almansa Campus, the planting of 1,200 trees by incoming students, and the designation of smoke-free campuses. On World Sustainable Transport Day, we published videos explaining how to reach our campuses using public transportation.

Internal Communication

We have implemented internal communication efforts to align existing initiatives at CUNEF Universidad with the SDGs. For example, during Health Week, we linked various activities—such as healthy cooking workshops and blood donation campaigns—to the corresponding Sustainable Development Goals. Additionally, we produced SDG-themed cardboard cubes that are now permanently displayed on campus, along with digital content featured on campus screens.

External Communication

With regard to external communication, we have reflected our commitment to sustainability in the vast majority of media coverage we generate. This academic year, we included specific sections on sustainability in national newspapers' special university supplements, such as *La Razón* and *ABC*. Moreover, we highlighted our initiatives in media rankings, including those published by *El Mundo* and *El Español*.

Communication Barriers

CUNEF Universidad faces the following barriers in transparent communications:



**Data privacy
regulations**



**Audience
reach**



Media visibility

SIGNATORY

CUNEF Universidad



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