

An abstract geometric wireframe pattern in the top right corner, consisting of interconnected white and light blue lines forming various polygonal shapes.

STRATEGIC PLAN EAESP

2023 - 2025

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SUMMARY

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STRATEGIC
PLAN
EAESP

2023 - 2025



INTRODUCTION

One of the greatest challenges in strategic management is reconciling long and short-term perspectives. In this document, we try to achieve this balance by first discussing in more detail a vision for FGV EAESP for the future. We called it Vision 2030 to give it a relative point in the future meaningful to most of our stakeholders. It should be taken as the general direction we expect the school to evolve that should guide our actions and reviews of our strategic plans. The direction is more important than the date. The vision focuses on the long-term. We operationalize this direction in five main axes of development:

- Incorporating the principles of DEIB (Diversity, Equity, Inclusion, and Belonging);
- Effectively becoming a global school;
- Assuming a clear distinctive position in the country and in the world;
- Expanding the School impact zone;
- Embracing digitalization.

The second part of this document describes the Strategic Plan 2023 – 2025 itself focusing on concrete initiatives and targets for these three years. Its perspective is more short-term and will be revised periodically. It unfolds into ten goals, each of them operationalized in objectives, tactics and KPIs.

The strategic process involved all stakeholders (faculty, students, staff, alumni, executives, and others) and started in late 2020, with several on-line meetings. It was matured in 2021 and 2022. Main milestones of this process were the Strategic meetings (SAP – Seminário Anual de Planejamento) of 2022 and 2023.



BACKGROUND

01

FGV EAESP has a history of success, leadership and internationalization. Founded in 1954, its undergraduate program became a primary source of influential leaders underpinning São Paulo's leadership in the industrialization of Brazil. In the 70's, the school diversified and started the internationalization process, becoming an AACSB member in 1970 and joining the PIM (HEC, NYU and LBS were the founding members). The diversification included the successful creation of programs that became a synonym of high-level graduate studies in São Paulo, besides Research Masters and PhD programs.

The school continued to grow and solidify its reputation and leadership and, in 2000, it received its first international accreditation by AACSB, followed by EQUIS accreditation in 2001. In 2004, it received the AMBA accreditation, becoming a triple crown school at a time when no more than two dozen schools in the world had that status. In 2021, FGV EAESP was the first business school in Latin America to receive the Business School Impact System (BSIS) Label, in recognition of the School's on-going commitment to impact accountability.

In the early 2000, the school underwent a significant change with its integration with FGV, when the operational activities related to its consulting and executive education programs were moved to national FGV divisions. Even with these new constraints, the school continued its internationalization and development successfully renewing the accreditations until today. FGV EAESP developed partnership with over 110 partners and became part of 11 international alliances. The school is clearly the best internationally connected and known Brazilian business school in the world.

The mission of FGV EAESP is (i) to develop and disseminate business, government, and civil society administration and organizational knowledge that helps improve the quality of collective life and the socio-economic development of Brazil and (ii) to maintain standards of excellence in research and teaching comparable to those of other leading institutions worldwide.

In addition to undergraduate programs, the School offers Pre-experience Master's, Specialized Master's, MBAs, and Doctorates. With the operational support of FGV's Institute for Educational Development (IDE), FGV EAESP also offers short-, medium-, and long-term programs for managers and executives. In 2022, the School had 2507 undergraduate students, 944 graduate students, 241 faculty members, 100 employees, and over 40,000 alumni.

HIGHER EDUCATION CONTEXT

02

The context of higher education has been going through a radical change worldwide. This change has been moved by factors related to society, business, technology, and competition.

Society is undergoing changes such as the growing concern with sustainability and the future of the planet, the urging need to tackle rising social inequalities and the large access to knowledge and information (or misinformation). In addition, the meaning of work has changed and continues to change with many alternatives to traditional employment.

Businesses and organizations have prioritized competences development that allow professionals to make decisions in an uncertain and changing environment. They also have been elevating stakeholders' interests at the level of shareholders' interests what requires executives with different skills and abilities.

New competitors arise with value propositions aligned to the new market challenges. Traditional educational approach has been replaced by a student-centered approach that aims to prepare learners to face uncertainty with agility and adaptability, being able to actively seek for a lifelong learning. In addition, students have showed a growing aspiration to study abroad.

Technology advance was substantial in the last decades, intensified by the pandemic, and it promoted not only new ways of learning that allow the development of new skills and competences, but also the appearance of global competitors.

In this fierce context of society and organizations transformation, new alternatives to traditional education, and increase in the competition of schools overseas; a long-term strategic vision for EAESP has been discussed and is shared in this document.

VISION 2030

03

The school vision for 2030 involves a desire to continue and broaden its impact contributing especially in the following SDGs (Sustainable Development Goals):

Quality Education: The school strives to provide quality education and skills development to future business leaders, by offering high quality education, inclusive and accessible education through scholarships and financing aid opportunities and developing an outstanding and diverse faculty team; and

Partnerships for the Goals: Collaboration and knowledge-sharing among stakeholders can enhance the impact of sustainable development efforts and EAESP foster partnerships with other educational institutions, businesses, governments, and civil society organizations to collectively work towards achieving the United Nations SDGs.

Considering the higher education challenges and school commitment with societal impact mentioned above, the long-term vision can be defined by the four main aspirations presented below, reflecting the school we want to be in 2030 and beyond.

1. INCORPORATING THE PRINCIPLES OF DEIB (DIVERSITY, EQUITY, INCLUSION, BELONGING)

The concern with diversity and inclusion has already been incorporated into the strategy of leading companies around the world. In business schools, the theme also took the main stage, as shown by an AACSB publication in 2021¹.

FGV EAESP strategic vision needs to address and prioritize this issue at the highest level. Although we have some initiatives in this regard, there is still a lot to do to become protagonists of diversity, equity, inclusion and belonging. The school identified the need to review and enhance its scholarship and financial aid policies; to improve students support along their journey; to review the selection process; and to review faculty recruitment and support.

¹ <https://www.aacsb.edu/insights/reports/pathways-to-innovation>

Additionally, the school can rely on its research centers to build EAESP positioning as a regional inclusive leader in challenges related to the region such as sustainability and social inequality. For example, the Research Center for Studies in Sustainability of Fundação Getulio Vargas (FGVces) is well known for its excellence in formulating and following-up public policies, building tools for self-regulation, and the development of strategies for business management towards sustainability, locally, regionally, nationally, and internationally. Moreover, the Research Center for Entrepreneurship and New Business (FGVcenn) stands out in generating and disseminating entrepreneurial spirit; new businesses are encouraged to contribute to the country's social and economic development.

2. EFFECTIVELY BECOMING A GLOBAL SCHOOL

FGV EAESP is the most internationalized school in the country and probably in South America, but to be comparable to the main European schools there is a lot to be done. The school needs to promote more second language (English and Spanish, for instance) development opportunities for its students and collaborators; to attract more international students and professors; and to offer more international programs.

3. ASSUMING A CLEAR DISTINCTIVE POSITION IN THE COUNTRY AND IN THE WORLD

There is a great opportunity to attract students from other regions of the country to all program levels, including undergraduate programs, taking advantage of the size of the country, the recent trend to seek an undergraduate education in a different city, and the growth of international baccalaureate (IB) schools. Graduate level programs in a modular, blended format are also an opportunity to exploit the central location in São Paulo. Recent changes in regulation favoring professional master and doctorate programs and the commoditization of the MBA offering have been exploited. The trend of studying abroad evidenced by the growth of IB schools can also be exploited offering a world-class, internationally connected education in São Paulo, combined with international dual degrees and English section of the undergraduate program.

In this scenario, the school's value proposition at national level is to offer high-quality, world-class education combining the international connection with the knowledge and specificities of Brazil, maintaining its leadership in the country.

In the regional level, FGV EAESP is one of the top schools. In the only regional ranking, AméricaEconomía², the FGV EAESP has always been among the top schools and maintained the first position in the last two editions. The offering of programs in English, like the undergraduate, the OneMBA, and the pre-experience Masters, can be an additional strength with the potential to attract students from the region and expand the impact of the school associated with the size of Brazilian economy and its employment opportunities.

² <https://www.americaeconomia.com/>



The current scenario in part of the global south region, including Latin America and Africa, is that each business school individually builds partnerships and relationships with European and North American schools. The language divide in South America has been a factor of isolation of Brazil but English is quickly becoming the common business language, as witnessed in the growth of multilatinas and new entrepreneurial firms like Movile, iFood, Rappi, C6 Bank. To this end, the school will seek to strengthen partnerships in the global south, bringing professors from South America and Africa to teach and develop research temporarily or permanently in Brazil. This movement will allow the creation and strengthening of an interconnected network in the southern region operating across borders.

EAESP is part of a group of leading business schools worldwide and has a privileged network of relationships with schools in the northern axis. School connectivity with the North can be completed with an intense and capillary connection with the South, enhancing FGV EAESP impact. As a long-term strategy, the school will seek to occupy a position of reference in part of the global south, becoming a hub of excellence in business. The school can become the great connecting point of aggregation and access, a hub between North and South, assuming a regional inclusive leadership in challenges related to the region such as sustainability and social inequality. The first step to achieve global south leadership is to increase connections and strengthen partnerships with Latin American and African schools, professors, and researchers.

Under this positioning one important possibility is to explore the possibility of further integration and collaboration with our partner school in Rio FGV EBAPE.

4. EXPANDING THE SCHOOL IMPACT ZONE

To increase its impact and scale, the school needs to accelerate initiatives related to attracting not only international students, but also students from other Brazilian regions.

It is important to review the admissions process; to offer support to students along their journey before, along and after school years; and to improve program attractiveness through a more effective communication.

5. EMBRACING DIGITALIZATION

The pandemic accelerated digitalization and we should take advantage of this experience to bring it to the next level exploiting opportunities in both research as in our operations. Access to proprietary databases and knowledge of how to explore open, less structured, databases will certainly be a distinctive factor in Research in the future. In our operations, digitalization is the way to bring our service to the level of excellence achieved academically.

STRATEGIC PLAN (2023 – 2025)

04

FGV EAESP adopts the agile strategic planning model, the same as AACSB. Agile because it predicts that the indicators can be revised whenever necessary. The process was carried out with the participation of professors, students, alumni and employees. The detailed planning presented in this document considers the horizon from 2023 to 2025 and it is focused on ten strategic goals that will allow the school to reach a global standard, considered a prerequisite for increasing attraction of students from all over Brazil. These goals were defined considering internationally strategic topics and school's preparation for the school we want to be in 2030 and beyond. Goals 1 to 9 cover the EQUIS standards of excellence: Connections with Practice; Internationalization; Ethics, Responsibility, and Sustainability; Students; Faculty; Programs; Executive Education; Research; and Resources and Administration. Goal 10 addresses the growth of the impact zone focusing on the undergraduate program.

Each goal unfolds, in most cases, into 2 objectives. The objectives were broken down into tactics, and key performance indicators (KPIs). Indicators allow us to monitor the evolution of these goals and achievement of the objectives.

10 GOALS



GOAL 1

Continue to promote interaction between practice and programs

The connection with practice must be a stronger part of teaching programs, especially at undergraduate level. Teachers with a professional background must be part of the school's staff, allowing teaching to be closer to practice in organizations, an EAESP differential that needs to be strengthened.

In addition, to promote a greater cooperation of professors with organizations, we will focus on the expansion of research centers. Professors and students can be associated to research centers conducting applied research projects in collaboration with organizations.



GOAL 2

Increase school's internationalization of faculty and students

The attraction of international professors and students is a pre-requisite for the school to promote an international environment and consequently to be recognized internationally.

Considering the long-term goal of achieving global south leadership, the first step is to increase connections and strengthen partnerships with Latin American and African schools, professors and researchers. The focus will be on adopting a more active recruitment internationally with building partnerships that allow greater exposure of the school to potential professors. In addition, opportunities will be promoted for international professors to teach for short periods at FGV EAESP. In addition, the school will improve infrastructure for international students and professors, having, for instance, all internal and external communication in English and Portuguese.

The school will also focus on attracting international students from part of the global south region (Latin America and Africa), especially in the oneMBA, MPGI, CMCD and undergraduate programs, promoting a truly international experience for EAESP students.



GOAL 3

Incorporate practices focused on ethics, social responsibility and sustainability into the core activities of FGV EAESP

The topic of ethics, social responsibility and sustainability has been part of FGV EAESP's strategy for some years now. The school recognizes that the subject has a transversal role in the different programs and areas of the institution and identifies opportunities that refer to governance and internal and external communication of issues related to ethics, social responsibility, and sustainability.

The school joined the Global Pact as a way of committing to the external community. In addition, it will expand the presence of the theme in the programs. .

**GOAL 4**

Increase the diversity and wellbeing of the student body

In addition to the target of greater diversity in the student body, it is EAESP's objective to build a long-term relationship with all its students and alumni. This relationship will be built from the student initial experience with the school and will be perpetuated throughout their journey, with systematic listening. The offering of student support during their journey as student and alumni will contribute to build a sense of community. The School will set up a student support center (Student Services) that will enable greater integration among different school staff teams, leading to a more consistent student experience along student journey. It will also enable the school to achieve greater transparency and systematization in the dissemination of information that involve student experience.

**GOAL 5**

Have an outstanding faculty team

The school aims the excellence in the faculty team as a condition to achieve not only international recognition, but also to contribute to the socioeconomic development of the country. It is important that professors with diversified profile compose the faculty team, diversity is essential to the school achievement of international recognition. Additionally, it is expected that tenure track professors, with full dedication to teaching and research, represent a significant number of the faculty team. Revision of the policies for attracting and retaining professors, as well as the training process for professors and researchers, will contribute to these goals.

**GOAL 6**

Offer a portfolio of innovative and up to date programs

FGV EAESP has been challenged last decades because of opportunities promoted by technological advance, changes in market needs, the emergence of new non-traditional players with innovative offers, in addition to the implementation in Brazil of a new education model for high school students. The school needs to review its programs so that they can offer more technological and innovative activities in line with the new demands. In addition, the managing and continuous development mechanisms of these programs must be strengthened.

**GOAL 7**

Greater integration of the school with executive education

Executive education courses are currently offered in partnership with FGV's Institute for Educational Development (IDE), however, these courses can play a role as a gateway to the school. FGV EAESP will offer impactful, innovative courses that will be proposed and managed by the school. These courses will be designed considering a methodological differential, being complementary to the IDE portfolio. For this, a structure with flexibility and autonomy will be necessary in order to have agility in launching and communicating these courses. This structure will have the possibility of carrying out quick tests and experiments with executive education courses to evaluate new methodologies and content. Research centers are great allies in this process and must have the autonomy to propose courses, develop content and identify market opportunities.

**GOAL 8**

Achieve excellence in high-quality research and high impact research

It is the school's focus to maintain its excellence in research and teaching at the national level and to achieve international visibility. For this, school strategic plan prioritizes and values the effort for high-quality publications in top journals, as well as high impact applied research that contributes to society. Additionally, the school supports and encourages research on teaching and learning that are directly related to students learning process.

The goal for high-quality publications (ABS3 3, 4, 4*) is part of faculty incentives. They are encouraged to participate in international teams that allow greater international insertion of their research and enhancement of school international connections.

In addition, increased adherence by teachers to the use of resources to disseminate the knowledge produced is encouraged, with a view to greater scientific and practical impact. Publications with a practical impact are also encouraged, with appropriate incentives for professors who follow this path. The presence in media assessed by valuation of media appearances is one of the indicators of knowledge dissemination and impact.

**GOAL 9**

Achieve excellence in service delivery while maintaining financial sustainability

Service delivery to all stakeholders, especially students, must be raised to be consistent with the academic position. Processes should be reviewed and redesigned to focus on satisfaction.

The administrative and staff teams that currently support FGV EAESP professors and students are part of an FGV structure shared by all schools. One of the biggest challenges for the coming years is to achieve excellence in support services. Investments in technology, marketing and infrastructure should make it possible to offer an excellent, highly satisfactory and sophisticated educational service. With the new building, it will be possible for FGV EAESP to review the areas of use of the 9 de Julho building, aiming at greater integration of students with the school.

The school has been able to generate resources internally, which has allowed it to grow in both undergraduate and graduate programs. These resources come from the school's own revenue generation. The school's goal is to remain financially independent, which will allow it to invest in the priority areas defined in the strategic plan.

Financial sustainability will also allow the school to seek more efficient management in administrative areas and cover additional costs for services provided by FGV's centralized activities, such as marketing and communication, school office, human resources, facilities management and others. These services will have to grow and be updated to meet the growing and more qualified demand. In addition, the support areas should be better prepared to promote greater school internationalization and attraction of students from all over the country.

**GOAL 10**

Increase the number of students at undergraduate program - CGAE

The expansion of the undergraduate course in Business Administration – CGAE is a driver for the school financial sustainability and required investments to the achievement of the strategic plan.

Attraction of students beyond from the city of São Paulo is the major opportunity for growth. The growth of the undergraduate must be managed carefully to maintain high quality students.

Attract and enrolling more students from outside the city of São Paulo will also expand impact and diversity of student body.



 **FGV EAESP**