Concorso pubblico, per titoli ed esami, per la copertura di n. 1 posto afferente all'area dei Funzionari, settore scientifico-tecnologico, con rapporto di lavoro subordinato a tempo determinato, per la durata di 13 mesi, con regime di impegno a tempo parziale al 50%, profilo Knowledge Transfer Manager per le esigenze della Direzione Ricerca, Terza Missione e Internazionalizzazione, nell'ambito del Progetto PNC-E3-2022-23683268 "PerfeTTO - Life science TTO network" - Piano nazionale per gli investimenti complementari al piano nazionale di ripresa e resilienza, programma "Ecosistema innovativo della salute" (CUP H53C22001280001), indetto con D.D.G. n. 1073 del giorno 12/05/2026

Domande elaborate dalla commissione esaminatrice per l'espletamento della prova orale.

Prova n. 1

Cosa si intende per Public Engagement.

Quali sono i compiti principali del Consiglio di Amministrazione.

Quali software applicativi conosce per elaborare testi e quali le applicazioni e le caratteristiche.

Prova n. 2

Cosa si intende per TRL.

Quali sono i compiti principali del Senato Accademico.

Quali software applicativi conosce per predisporre fogli di calcolo e quali le applicazioni e le caratteristiche.

La conoscenza della lingua inglese è stata accertata attraverso il documento allegato

Il Segretario della Commissione
Dott.ssa Vita SASSI

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Valorization of research results for knowledge and technology transfer in public higher education institutions☆

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ABSTRACT

Public higher education institutions (universities) in developing countries are making great strides regarding action geared to the valorization of research results oriented toward transferring knowledge and technologies to society and the market. Such valorization implies huge challenges for research staff in these institutions as well as for the body of directors and the whole administrative team. The current research arose from the lack of specialized knowledge on the topic of this particular area of valorization in developing countries such as Colombia. The article delves into the experience of the University of Cauca, located in the southwest Colombian city of Popayan, concerning the valorization of research results aimed at transferring knowledge and technologies from research groups to the business sector and to public organizations. As of 2018, in its research system the university boasted 160 registered research groups. Selected for the study were those with the highest scientific readiness level, featuring important research results from the execution of science, technology and innovation projects backed by external financing and within the last 10 years. Characterization of the research results was carried out based on international references (such as the Technology Readiness Level, TRL) and on the particularities reported in the various results generated by the research groups selected. The case study concludes in putting forward a route for the valorization and transfer of knowledge and technologies associated with results from higher education institution research within the contexts of developing countries and regions with a low-to-non-existent business presence.

1. Introduction

Since their beginnings in the Middle Ages, universities (higher education institutions, or HEI) have been considered as social actors of great importance (Coşkun et al., 2022; Ortiz-Reyes et al., 2017). The role of universities evolved as changes occurred in their relationships with external organizations (Ortiz-Reyes et al., 2017). From Germany at the end of the 19th century the "research university" emerged through the vision of W. Von Humboldt. In what is known as the "first academic revolution" (Etzkowitz et al., 2000), the research university incorporated the creation and dissemination of knowledge as its secondary university mission. For several decades, with the advent of the knowledge society, knowledge and technology emerged as some of the most important factors in meeting human and planetary needs. In developed countries, universities that have become a source of knowledge and technologies for society and the market have ceased to be considered ivory towers – isolated, elitist entities disconnected from the real world – and have been transformed into organizations that create value for society (Matthews, 2022; Sun et al., 2023). These HEIs are protagonists of what is known as the "second academic revolution" (Etzkowitz et al., 2000), to the point that some are seen as catalysts of social, environmental and economic development based on the results they achieve in

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