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

Domande del giorno 17/07/2023

N. 1

La programmazione della didattica: descrivere brevemente il processo, i vincoli e le fasi con particolare riferimento all'esercizio di facoltà discrezionali riguardo l'accesso ai corsi, illustrando le ragioni che sottendono alle decisioni assunte.

Il sistema di autovalutazione e valutazione della offerta formativa : finalità, attori, aspetti rilevanti e azioni da mettere in atto a livello di Ateneo

This chapter describes the segment of the education and training system that follows the completion of upper secondary education and that covers a set of different higher education systems:

the university system, that includes universities and other equivalent institutions

the system of the Higher education for the fine arts, music, and dance (*Alta formazione artistica, musicale e coreutica* - AFAM)

the system of the Higher technological tertiary education (*Sistema terziario*)

La memoria RAM e la memoria ROM: differenze

N. 2

Gestione dei servizi agli studenti: ipotesi di sviluppo dei servizi illustrando le ragioni, in termini di economicità, efficacia ed efficienza e di miglioramento degli indicatori di sistema , che sottendono alle diverse a soluzioni prospettate

Principali aspetti da tenere in considerazione per la progettazione di un corso di studio: analisi di contesto, vincoli, processo

The institutes that belong to the university system are:

State universities

non-State recognised universities

non-State recognised online universities

higher schools for language mediators and specialisation institutes for

psychotherapists

According to the DPR 212/2005, AFAM institutions carry out production and research activities in the artistic field, in particular the fine arts, music, choreography, drama and design, in order to promote the achievement of educational objectives and the pursuit of high artistic and professional standards.

Le unità di input e di output

N. 3

Gestione dei servizi agli studenti internazionali: ipotesi di sviluppo dei servizi illustrando le ragioni, in termini di efficacia, efficienza e miglioramento degli indicatori di sistema che sottendono alle diverse soluzioni prospettate

I servizi di Ateneo per il diritto allo studio: tipologie, analisi di impatto in termini di assicurazione della qualità e ipotesi di sviluppo, illustrando le ragioni delle scelte effettuate

The quality assurance system in higher education has been introduced with law 240/2010, which delegated the Government to regulate the quality assurance system in compliance with the main European directives.

I sistemi operativi

N. 4

Studenti internazionali: illustrare i principali aspetti gestionali e di impatto sugli indicatori di sistema da affrontare e le soluzioni organizzative/tecniche/ amministrative ritenute più idonee in termini di efficacia ed efficienza del sistema

Requisiti di sede per l'attivazione dei corsi di studio: tipologie, valutazione, processo e rilevanza nel processo di valutazione

According to law 240/2010, universities are the primary seat of free research and free training and are a place of learning and critical elaboration of knowledge. In the implementation of the provisions set in the Constitution, each university shall operate on the basis of principles of autonomy and responsibility, combining research and teaching for the cultural, civil and economic progress of the country

The institutions belonging to the AFAM system are:

State academies of fine arts (*Accademie di belle arti statali*)

recognised non-State academies of fine arts (*Accademie di belle arti non statali riconosciute*)

higher institutes for artistic industries (*Istituti superiori per le industrie artistiche - ISIA*)

conservatoires (*Conservatori*)

the National academy of drama (*Accademia nazionale d'arte drammatica*)

the National dance academy (*Accademia nazionale di danza*)

the officially recognised music institutes

other institutions authorised to release recognised qualifications

I sistemi di protezione informatica

N. 5

La gestione e valutazione dei servizi offerti ai laureati: tipologie e ipotesi di sviluppo, ai fini del miglioramento di indicatori di sistema, illustrando le ragioni delle scelte proposte.

La consultazione delle Parti sociali nella programmazione dell'offerta formativa: aspetti rilevanti e qualificanti nel processo, ricadute nel sistema

With D.Lgs. 19/2012, the Government regulated the procedures for the accreditation and evaluation of university courses and settings through: the introduction of the initial and recurrent evaluation of university settings and courses; the introduction of an evaluation system and a system for assuring quality, efficiency and effectiveness of didactic and research; empowerment of the system of self-evaluation of the quality and efficiency of teaching and research activities.

La firma digitale

N. 6

Valutazione dell'impatto degli sbocchi occupazionali dell'offerta formativa: rilevanza, modalità di rilevazione e ricadute in termini di programmazione

Programmazione nazionale e programmazione locale degli accessi: ambiti di competenza , vincoli e aspetti gestionali in capo agli Atenei

Institutions belonging to the university and AFAM systems organise programmes of the first, second and third cycle of the Bologna Process structure (corresponding to the ISCED 6, ISCED 7 and ISCED 8 levels, respectively). In addition, universities and AFAM institutions may organise courses leading to other qualifications outside the Bologna structure. All the relevant qualifications are described in the NQF. Qualifications issued by universities and AFAM institutions are also described in the Italian qualification framework of higher education

I data base

N. 7

Organizzazione dei servizi di Ateneo per il supporto alla programmazione dell'offerta formativa: indicare le aggregazioni, illustrando le ragioni delle scelte effettuate in termini di efficacia, efficienza e uso razionale delle risorse

Il processo di qualità nella gestione dell'offerta formativa: attori, requisiti, valutazione

The providers of Higher technological education are the Higher technological institutes (Istituti tecnologici superiori - ITS Academies), from now on referred to also as ITSs, that are specialised tertiary institutions established to meet the demand of new and high-level competences coming from the labour world, in particular the technological sectors. ITSs have recently been reformed (law 99/2022). Main changes are described in the chapter on ongoing reforms in higher education, awaiting the decrees that are to define the organisation of the courses.

I client di posta elettronica

N. 8

Gli strumenti per la valutazione dell'offerta formativa: tipologie, attori, ricadute e impatto di sistema

Il processo di autovalutazione e riesame nella gestione dei corsi di studio: attori, impatto e ricadute sul sistema

The quality assurance system has an advisory orientation and aims at improving the quality of higher education.

A quality assurance system for the Higher education for fine arts, music and dance system (Alta formazione artistica, musicale e coreutica – AFAM) is, at present,

Il power point

N. 9

Come effettuare un efficace ed efficiente sistema di valutazione interna (autovalutazione) dell'offerta formativa

Spazio europeo della formazione: strumenti, vincoli e opportunità

Institutions of the university and AFAM systems as well as ITSs, have legal status and statutory, teaching, scientific, administrative, financial and accounting autonomy. They establish the organisation of the academic year, which, in general, starts on the 1st of November and ends on the 31st of October of the following year and is usually organised in semesters.

Le differenze tra software applicativo e software di sistema

N. 10

Come effettuare un sistema efficace di monitoraggio sistematico dei dati significativi per comprendere l'andamento dell'offerta formativa : individuare gli ambiti e le dimensioni da monitorare indicando l'impatto a livello di sistema

Soccorso istruttorio nell'ambito del procedimento amministrativo

Besides universities, AFAM institutions and ITSs, other institutions offer courses leading to a qualification equivalent to a second-cycle qualification issued by universities (DM 87/2009). Among them: the Higher institute for the conservation and restoration (Istituto superiore per la conservazione e il restauro) in Rome, the School of the Gemstone Factory (Scuola dell'Opificio delle pietre dure) in Florence, with its branch in Ravenna at the School of Restoration of the Mosaic (Scuola di restauro del mosaico), the Higher school at the Central institute for the

pathology of archives and books (Istituto centrale per la patologia degli archivi e del libro) in Rome. In general, access to courses requires an upper secondary

Le principali funzioni di un sistema operativo

N. 11

Quali dati/ informazioni ritiene sono da inserire in cruscotti strategici/ direzionali a supporto delle decisioni degli organi di Ateneo e per quali ragioni

L'autonomia universitaria

The Italian national agency for the evaluation of universities and research institutes (Agenzia nazionale di valutazione del sistema universitario e della ricerca - [Anvur](#)) is the national agency for quality assurance as foreseen by the European Higher Education Area (EHEA), in compliance with the evaluation practices at international level and according to principles of autonomy, equity, transparency, publicity of documents.

L'apprendimento a distanza attraverso internet

N. 12

Quali strumenti e procedure di coordinamento ritiene si debbano adottare per attivare fasi di monitoraggio sull'andamento dell'offerta formativa, argomentando le scelte e soluzioni individuate

Competenze degli organi di Ateneo nella programmazione didattica

The Italian public administration has a decentralised organisation. Regions and local authorities (metropolitan areas, provinces and municipalities) carry out all the administrative tasks that are not expressly assigned to the State. The State

and the Regions work in collaboration through a collegiate body called the State/Regions Conference (*Conferenza Stato/Regioni*).

As for the education and training field, the State and the Regions have exclusive legislative competences in some sectors, while in other sectors they share responsibilities.

Il backup dei dati

N. 13

Illustrare le correlazioni tra corsi di studio, dipartimenti, scuole e organi di governo e altri soggetti del sistema universitario nella gestione dell'offerta formativa, mettendo in evidenza quali iniziative possano essere adottate per un efficace processo di programmazione e valutazione

Diritto di accesso ai documenti amministrativi con particolare riferimento all'accoglimento e diniego delle istanze nell'ambito delle segreterie studenti

The State has exclusive legislative competences on the general organisation of the education system: minimum standards of education, fundamental principles, school staff, quality assurance, State financial resources, foreign schools and cultural institutions in Italy.

The Regions, through their relevant offices, define the school network within their own territories, fix the school calendar and contribute to non-State schools.

Moreover, Regions have exclusive legislative power on the organisation of the regional vocational education and training system (*Sistema di istruzione e formazione professionale – IeFP*)

L'utilizzo di Pop-up

N. 14

I principali processi di programmazione di Ateneo e loro connessioni con la programmazione dell'offerta formativa

Le principali fonti di finanziamento delle Università

Anvur is a public body under the surveillance of the Ministry of university and research (ministero dell'università e della ricerca - Mur). It is committed with the definition of the criteria for the accreditation and evaluation. In 2012, in the document 'Self-evaluation, recurrent evaluation and accreditation of the Italian university system' (Autovalutazione, valutazione e accreditamento - [AVA](#)), Anvur defined the model of Quality assurance of universities and research institutes. The system is, at present, regulated by the DM 6/2019 that replaced all the previous Ministerial decrees issued in 2013 and 2016

I Moocs

N. 15

Politiche di Ateneo per la definizione della contribuzione studentesca: vincoli, prospettive e ricadute gestionali.

Ruolo e funzioni del MUR e dei suoi organi consultivi nell'ambito della programmazione

the closing down of schools, the interruption of teaching for serious and urgent reasons, the setting up, control and dissolution of school collegiate bodies.

Schools have administrative and managing autonomy. Within the general frame on school autonomy set at national level (DPR 275/1999), schools define the curricula, widen the educational offer, organise teaching (school time, groups of pupils, etc.). Schools can be either State schools or non-State schools. These latter can be run by either private or public subjects. Upon certain conditions, non-State schools can be recognised as '*paritarie*' schools, with the same status of State schools.

L'utilizzo dell'informatica nella dematerializzazione dei documenti

N. 16

La gestione integrata della programmazione didattica: stato dell'arte, prospettive e ambito di implementazione

La collaborazione tra Istituzioni nazionali e internazionali per la istituzione e gestione di corsi di studio

At tertiary level, universities, the institutions of the Higher education for the fine arts, music and dance (*Alta formazione artistica, musicale e coreutica - Afam*) and the Higher technological institutes (*Istituti tecnologici superiori – ITS Academies*) have statutory, regulatory, teaching and organisational autonomy Institutions at tertiary level can be either public or private.

The education system includes preprimary, primary, secondary (lower and upper), post-secondary and tertiary education. Compulsory education lasts 10 years and covers from primary up to the second year of upper secondary education, from 6 to 16 years of age. The last two years of compulsory education can also be spent attending the courses offered by the regional education and training systems

I motori di Workflow

N. 17

Analisi statistiche a supporto della programmazione didattica con scenari a medio e lungo termine: variabili da considerare

L'accesso generalizzato ai documenti amministrativi nell'ambito della programmazione dell'offerta formativa ed in particolare dei corsi ad accesso programmato

The model defines the following aspects of quality assurance:

requirements for the accreditation of universities and courses;

quality assurance requirement;

reference number of students for accreditation;

indicators for the recurrent evaluation of research third mission and teaching activities at universities.

Utilizzo del proxy

N. 18

Integrazione dei documenti di programmazione relativi alla didattica con particolare riferimento agli aspetti gestionali di Ateneo

Diritto di accesso: il contemperamento degli interessi coinvolti nelle materie di competenza delle segreterie

Within the Quality assurance system, the Anvur has the following tasks:

supervision of the national evaluation system of the quality of universities and research institutes;

external evaluation of the quality of the activities in public and publically subsidised private universities and research bodies;

guidance for internal evaluation activities carried out by the evaluation centres of the universities and of research bodies;

evaluation of the efficiency and efficacy of public financing and programmes for the promotion of innovation and research activities.

Utilizzo di excel

N. 19

I principali aspetti della sostenibilità economico-finanziaria in AVA 3 e riflessi sugli atti di programmazione dell'Ateneo

Ruolo e funzioni del Presidio della qualità

The results of the evaluation activity carried out by the Anvur are public and are the basis for the allocation of State funds to universities and research institutes.

Every two years, the Anvur also draws up a report on the state of the university and research system.

L'utilizzo delle applicazioni per fini gestionali

N. 20

Strutturazione del sistema di qualità interna in AVA 3: attori, processi e correlazioni tra le attività

Ruolo e funzione dei Dipartimenti universitari nella programmazione didattica

The Self-evaluation, recurrent evaluation and accreditation of the university system (Autovalutazione, valutazione e accreditamento - [AVA](#)) is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) that are drawn up by the European Association for Quality Assurance in Higher Education (ENQA)

L'utilizzo del sito di Ateneo e dei social a fini comunicativi

N. 21

Ciclo di assicurazione della qualità della sede e dei corsi di studio in Ava 3 con particolare riferimento alle procedure di follow up per l'accREDITamento periodico

Ruolo e funzioni delle Scuole

The Quality assurance system of Anvur has an advisory orientation and aims at the improvement of the quality of universities and research institutes and it is based on the following elements:

L'utilizzo della posta elettronica

N. 22

La preparazione alla visita di accreditamento della sede e dei corsi: aspetti rilevanti, ruolo degli organi, tempi e procedure

La gestione del modello organizzativo delle segreterie studenti in una visione di processo

a system of initial and recurrent accreditation of courses and settings by

Anvur;

a system of quality assurance (AQ) of the teaching and research activities of universities, under the responsibilities of quality protection teams;

the internal evaluation by joint committees and by the evaluation teams of universities;

the external evaluation by Anvur.

Le query: tipo e modalità di utilizzo

N. 23

Politiche di Ateneo per il sostegno al diritto allo studio: analisi di contesto, strumenti e azioni di sistema

Ruolo e funzioni del Nucleo di Valutazione con particolare riferimento nel processo di AVA 3

The internal Quality assurance system is the requirement for the accreditation of courses and settings. The accreditation is an external evaluation procedure carried out by Anvur and is divided into an initial and a recurrent accreditation.

Initial accreditation is awarded to courses and settings according to minimum quantitative and qualitative requirements. Qualitative requirements are verified by Anvur through the Committee of experts of evaluation (CEV). Then, Anvur gives its opinion on the accreditation of the new course or setting and submits it to the Ministry of university and research that, finally, authorises the accreditation.

N. 24

Evoluzione normativa del sistema e del modello di accreditamento: analisi critica, principali differenze e implementazioni

L'opinione degli studenti: sistemi di rilevazione e ricadute sul sistema

After having obtained the initial accreditation, courses and settings undergo recurrent accreditation that implies a wider assessment activity that includes: checking the possession of the requirements of initial accreditation; checking the possession of requirements for quality assurance; a real improvement of teaching and research activities through indicators and assessment criteria.

Programmi più largamente utilizzati per comprimere i files

N. 25

Programmazione della didattica ed erogazione della didattica a distanza: correlazioni, valutazione e possibili criticità e opportunità

Programmazione della formazione post laurea: tipologie, vincoli e prospettive di sviluppo

Recurrent accreditation is based on visits at universities from the Committees of expert of evaluation. Committees verify the quality assurance system of universities and a sample of courses. In particular, the committee verifies the following requirements:
the adoption of policies on teaching quality at university level;

the capacity of monitoring the application of quality policies at course level;
actions aimed at the continuing improvement of the quality of courses;
the decisional and monitoring power of the university aimed at assuring the
quality of courses;

Cosa si intende per e-governement

Domande del giorno 18/07/2023

N. 1

Codice etico e codice di comportamento differenze ed evoluzione normativa.

Processo di accreditamento della sede ambito A: strategie, pianificazione e organizzazione

L'archiviazione elettronica nei sistemi informatici

From the heart of Europe's metropolitan areas to peripheral rural regions, **our diversity and complementarity drives our ambition**. Each of our campuses is deeply embedded in its local ecosystem, connected to the regional and national society and deeply integrated in the European Community. By linking our campuses, EULiST connects territories and communities and their rich social, cultural, technological and economic knowledge and experience. By **integrating perspectives from the social and technical sciences** and **boosting challenge-based learning**, EULiST fosters innovation to build a more sustainable and globally engaged Europe and trains future generations of students, researchers, scholars and life-long learners to develop solutions to the grand challenges of today and tomorrow, notably **climate change, digital transition and social cohesion**

N. 2

Politiche di inclusione degli studenti: azioni, ambiti di implementazioni e valutazione

Processo di accreditamento periodico della sede Ambito B: strategie, pianificazione e organizzazione.

I software per navigare nel web

As universities, we have the responsibility to address the challenges that humanity is facing in everything we do, from education to research, innovation and societal outreach. This requires a major transformation: ensuring that our campuses become carbon-neutral, enabling true inter- and transdisciplinarity and integrating new perspectives by cooperating among our universities; while connecting with our stakeholders and partners from civil society, economy, culture and politics, for instance in cooperation clusters and joint innovation centres in EULiST Regions. To achieve this, we have defined a guiding principle and chosen a clear focus based on sustainability: **interlinking knowledge in Science, Technology, Engineering and Mathematics (STEM) together with Social Sciences and Humanities (SSH)** to develop solutions to the major societal challenges of today and tomorrow, in particular climate change and the risks to social cohesion. This includes the major technological challenges like Artificial Intelligence (AI), machine learning and (big) data science

N. 3

Strategie di pianificazione dell'offerta formativa: ruolo del Ministero, dei suoi Organi consultivi e del Co.Re.Co. e degli Organi di Ateneo

Le relazioni sindacali nel pubblico impiego: attori, strumenti, ambito di riferimento

Il software Adobe Acrobat Reader

Climate action is for us more than a unifying ambition, but demonstrates how EULiST will transform and prepare our universities for a sustainable future in terms of campus life, education, research, innovation, outreach and internationalisation. At the same time, **securing social cohesion** is both a prerequisite for and a consequence of climate mitigation as well as adaptation. True sustainable development therefore needs to consider ecological, economical and societal goals (SDGs).

N. 4

La programmazione dell'offerta formativa e la definizione della contribuzione studentesca: riflessi sui documenti contabili di Ateneo e sugli indicatori ministeriali

Diritto di accesso e privacy ambito di applicazione con riferimento ai documenti delle segreterie studenti

Il programma Microsoft Excel

EULiST will thus serve as an intermediary and generator of knowledge and innovation, empowering responsible change agents by laying out career paths for students, scholars and researchers contributing to societal and technological developments. The Alliance will thus have a direct impact on SMEs and start-ups and represent an opportunity for the development of communities. To this end, EULiST strives to build a unique, creative and inclusive academic ecosystem inspired by the reciprocities and synergies between all disciplines and recognizing the importance of **trust between society and technology**

N. 5

Istituzione, modifica e soppressione dei corsi di studio: presupposti, attori e procedure

Il sistema dei controlli nelle Università: organi, ambiti e funzioni con particolare riferimento alla didattica

Funzioni e utilizzo della PEC

EULiST integrates **over 200,000 students and 20,000 staff at 10 universities in 10 countries and even more European regions** motivated by the joint mission to educate new generations of graduates and early-career researchers as well as equip life-long learners with the necessary competencies to address the societal and global challenges of today and tomorrow. We base our proposal on a comprehensive and inclusive approach. From the outset, EULiST has engaged all groups and institutions in our member universities with a special focus on students, as well as civil society representatives and other stakeholders at all levels, from the local, regional and national to Europe and the world, in a **dynamic bottom-up approach**. Our vision reflects this approach.

N. 6

Programmazione e sbocchi occupazionali dell'offerta formativa: modalità di valutazione e impatto sugli indicatori di sistema.

Differenze tra accordi e contratti della Pubblica Amministrazione

I più noti sistemi operativi per personal computer

We are located in large metropolitan areas such as Athens, Madrid, Paris or Vienna, in major cities like Bratislava, Brest, Brno or Hannover and smaller rural towns such as Albi, Jönköping, Lappeenranta or Lahti. However, our diversity is not only geographic. Our members vary in size from 6,000 students at Lappeenranta-Lahti to 45,000 at Rey Juan Carlos. There are many public Members and privately funded ones, long-standing and newly created. Seven of our universities specialise in technology and business; three are comprehensive, offering a full range of disciplines including both STEM and SSH degrees. Some are based on a single campus; others are spread across a wide metropolitan area (URJC, NTUA), in different cities (LUT) or throughout the whole country (IMT).

N. 7

Dalla programmazione strategica alla programmazione didattica: attori, ricadute e impatto di sistema

Avocazione e potere sostitutivo in ambito universitario

La differenza tra motori di ricerca e directory

Despite our differences, our collective motivation is based on a set of shared values and principles. Among these are **equality, inclusion, diversity, democracy** and **peaceful international cooperation**. In line with **the objectives of the European Education Area and the European Research Area, in synergy with the European Higher Education Area**, we believe in the active role of universities and borderless mobility and innovation in the **digital age**. We believe in sustainable development, in life-long learning and in providing future-proof skills for sustainable, long-term employment that match the **twin green and digital transition**. We strive for interdisciplinary, high-impact research while **ensuring academic freedom, open data and open science** for the general public in order to serve society.

N. 8

Esercizio del controllo amministrativo nelle segreterie studenti: fattispecie, strumenti e responsabilità

Il ruolo degli studenti nel sistema di assicurazione della qualità

Le F.A.Q. presenti nelle sezioni dei siti web

All EULiST Members are strongly committed to these core values and objectives and will stick to them in the future. Working together as **one university with shared institutional structures of a common academic ecosystem and across academic disciplines** will enable us all to accomplish more than we could on our own: educating students and scholars to think, create and act in ways that benefit a diverse and inclusive society. Our combined capacities will help propel cooperation between the EULiST regions and thus foster sustainable **European cohesion**. Transdisciplinary European projects will support the regions to act as motors for implementing the **Europe 2020 strategy for smart, sustainable and inclusive growth**.

N. 9

Il supporto alle decisioni in materia di programmazione didattica: principali indicatori da monitorare

Il sistema universitario tra autonomia e valutazione

Il phishing informatico

Our shared European values enable us to develop a **unique approach within our institutional and individual diversity**. This methodology provides an added value for the community of all European University Alliances to develop joint approaches to societal challenges, in particular to the climate crisis and social disruption. Many research-intensive alliances aim to address sustainability and climate change as probably the most challenging threat to our societies. At EULiST, we combine our strengths in technology and impactful research to propose an approach that focuses on innovative, yet practical and quickly implementable solutions by integrating both universities of technology and comprehensive universities.

N. 10

La contribuzione studentesca: evoluzione normativa, vincoli, problematiche e prospettive gestionali

I servizi di segreteria: strumenti di ottimizzazione, semplificazione ed efficientamento delle procedure

I file cookie

Finally, our institutional diversity, allied to that of our local and national environments, ecosystems and student bodies, gives

us the necessary diversity of perspectives to develop **solutions relevant to both metropolitan and regional areas.**

Solutions that aim to counter increasing inequalities and polarisation and contribute to social cohesion. Solutions that aim

not only to help solve challenges facing our planet but also those affecting different forms of human agglomerations.

This perspective and ambition are reinforced and anchored in our profile and notably by the alignment of our publications and European funded research projects with the **Sustainable Development Goals**

N. 11

Il procedimento disciplinare nei confronti degli studenti: presupposti, organi e sanzioni

Programmazione locale degli accessi: presupposti, requisiti e aspetti gestionali in capo agli Atenei

Le principali funzioni del sistema operativo

The two Specialisation Indexes below identify the SDGs that EULiST Members most specialise in compared to the rest of Europe. More than the numeric results, what is relevant are the relative results, i.e. which SDGs 'stand out' from the others. For both publications and projects, EULiST's research is highly specialised (in comparison to the EU-27 baseline) in SDGs 6, 7, 9, 11, 12 and 13.

N. 12

La programmazione triennale del sistema universitario: correlazioni con la programmazione dell'offerta formativa

Autonomia didattica delle Università: fonti, limiti e strumenti

Il software Microsoft Access

EULiST's focus on climate change mitigation and social cohesion is therefore backed by our combined research strengths: **climate action (SDG 13)** and **clean energy solutions (SDG 7)**, linked to **industry, innovation and infrastructure (SDG 9)** and to society through **sustainable cities and communities (SDG 11)** and finally to citizens' behaviour regarding **clean water (SDG 6)** and **responsible production and consumption (SDG 12)**. These strengths and focus areas demonstrate that questions affecting social cohesion are at the core of the EULiST Members' recent, extensive research work.

N. 13

Il sistema di finanziamento delle Università e le variabili connesse alla popolazione studentesca

Qualità della didattica (AVA3): elementi per la valutazione della connotazione internazionale di un Ateneo

La funzione del menu blocca riquadri delle righe e colonne in excel

In addition to our strengths in these SDGs, the research and education activities of the EULiST Members are addressing all other SDGs as well. In line with the 2022 Agreement on Reforming Research Assessment, EULiST Members agree to

“ensure gender equality, equal opportunities and inclusiveness” and to “take into account diversity in the broader sense (e.g. racial or ethnic origin, sexual orientation, socio-economic, disability)” (4) in all EULiST action, particularly in research and

innovation. **Gender equality (SDG 5)** is central to our approach of reconciling society and technology in agreement with the recently published European Strategy for Universities (COM(2022) 16), stating: “Diversity, inclusiveness and gender equality in the higher education sector have become more important than ever” (2).

N. 14

Visita di accreditamento periodico della sede e dei corsi: attività preparatorie, svolgimento della visita e correlate attività successive

Procedimenti per il reclutamento del personale nelle Università

Le reti di trasmissione dati e la LAN

This profile underlies our guiding principles of integrating societal demands and needs into the creation of innovative technologies, the dissemination of technological wisdom and of educating young and life-long learners to this end. Social innovations and changes in nature – not only climate change – are also bringing about changes in the job market, necessitating support and adaptability through skills development and resilience in **life-long education**. Our scholars will work together across disciplines and borders to identify and address needs for innovation in design and technology against a background of social, political and legal developments and consequences. Exposing EULiST students to this

transdisciplinary thinking in **international challenge-based learning formats, impactful research and outreach projects** with various stakeholders will improve creativity and help shape a new generation, better equipped to meet upcoming challenges.

N. 15

Istituzione, modifica e soppressione dei corsi di studio: presupposti, attori e procedure

Il soccorso procedimentale nelle procedure selettive

Il pacchetto applicativo Microsoft Office

The **EULiST Campus**, physical and digital, will offer an academic ecosystem which will support inter- and transdisciplinary learning, research and outreach in facilities which support student participation and interaction with society. The campus will function as an **academic ecosystem of sustainable development**, exhibiting innovative techniques and providing access to hands-on experience and experiments, notably by digital and on-site EULiST demonstrators – all open to the public.

N. 16

La gestione efficace dell'offerta formativa: ruolo dei corsi di studio, dei dipartimenti, scuole, organi di governo e altri soggetti del sistema universitario con particolare riferimento al processo di valutazione

L'accesso informale: presupposti, modalità, strutture competenti

La connessione wireless: finalità e utilizzo

Following in-depth exchanges with both existing European University alliances and the huge Pan-European initiatives like the EOSC (European Open Science Cloud) or the emerging common European data spaces, as well as recommendations and reports on the European University Initiative (such as the October 2022 EUA briefing), we acknowledge that a successful European University alliance must do two things. On the one hand, alliances must find a way to define a **common strategy and governance** for campuses distributed across Europe. On the other hand, alliances must learn to create a **common digital infrastructure** to enhance the excellence of each member university and improve the complementarity of research activities, focusing on the high level of performance of early-career researchers in particular.

N. 17

I regolamenti di riferimento della programmazione didattica di Ateneo: tipologie, contenuti e correlazione fra gli stessi

Il reclamo all'autorità garante per la protezione dati personali, nelle materie di competenza delle segreterie studenti

Le cause di malfunzionamento di un software

These two challenges appear to be relevant to all European Universities but they are particularly crucial to EULiST because of our **institutional diversity**. This diversity is fundamental to find innovative ways to address societal developments in different contexts and, in particular, climate change and social cohesion, but complementarities also increase complexity and risks of divergence between campuses.

We believe that EULiST can propose particularly important and relevant approaches to resolve these challenges and risks thanks to the **experience of our Members**. Notably, EULiST partners with the **German National Library of Science and Technology (TIB Hannover)**, affiliated to and part of the EULiST Member LUH, and uses TIB's expertise and initiatives as a model for developing EULiST's common digital infrastructure and digital knowledge services with data- and AI-based tools.

N. 18

I crediti formativi universitari: natura, utilizzo e procedure di riconoscimento, criticità e ipotesi di miglioramento

L'annullamento in autotutela con particolare riferimento agli atti di competenza della segreteria studenti e ai titoli di studio

"L'homepage" dei siti web

One of the biggest structural challenges for European Universities is to break down barriers to **inclusive and 'green'**

mobility. EULiST seeks to diversify and simplify inclusive and green mobility of students and staff (online, hybrid or on-site), in particular with its digital course catalogue, online mobility, Blended Learning and Virtual Exchange, which will allow students from underrepresented groups to benefit from international experience. Overall, EULiST respects and values its student body of 200,000 for its large diversity. Within EULiST, students will act as the bonding individuals, treated not only as insiders within the new governance schemes, but their unique characteristics and invaluable feedback are required for organisational success. Regular feedback loops and surveys will help design EULiST and its digital and physical campus infrastructures to students' true needs and requirements. In workshops and confirmed in a joint Service Agreement, EULiST Members are benchmarking their **support services**, aiming to provide international students and staff with the same quality services and welcome culture across the entire Alliance.

N. 19

Programmazione degli insegnamenti e attribuzione dei carichi didattici: criticità, prospettive di soluzione per la copertura didattica degli insegnamenti

Gli obblighi di trasparenza ai sensi del D.lgs. 33/2013 con riferimento ai documenti di competenza della direzione offerta formativa e servizi agli studenti

La compressione di dati in informatica

This diversity is fundamental not only because it enables us to address the challenges of tomorrow, but because we can do so from different perspectives that take into account the different regions and also help us be aware of the complex

consequences of our actions on individuals, society and the planet; enabling us to respond accordingly and appropriately. This diversity also provides the basis for future collaboration, beyond the four-year funding period, in hubs with other European University alliances, and allows us to act as a model of good practice for other universities, in order to form synergies across a broad disciplinary range within and beyond Europe.

Il Segretario della Commissione
Sig. Vincenzo PICCININI