DOMANDE

1. Quali sono i principi fondamentali applicabili al trattamento dei dati personali secondo l'art. 5 del GDPR?

2. Quali sono le principali funzioni del Rettore?

3. Come è disciplinato il fondo economale dal Regolamento di Ateneo?

12-10-2020 ( )

SOFT SKILLS 4

Si immagini di assistere ad un violento litigio tra 2 dei suoi colleghi pari grado che si vocifera siano legati da una relazione sentimentale extra-coniugale. Come si comporterebbe e perché?

HIGHER EDUCATION FOR A KNOWLEDGE SOCIETY

THE WORLD-CLASS UNIVERSITY AND RANKING: AIMING BEYOND STATUS

Jan Sadlak and Liu Nian Cai, Editors

with the support of
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take more than 500 million US$ along with clever leadership and much good luck to achieve the same result.

Hence, there are not many world-class universities. Higher education systems worldwide are stratified and differentiated. The concern here is only with institutions seeking to be at the top of the tiny pinnacle of national and international systems of higher education. Even in the United States, very few universities have managed to "claw their way" up to the top echelons. The Association of American Universities, generally seen to be the club of the elite, has just 60 American and two Canadian member universities (many of which are not world-class), a number that has grown only modestly since it was established in the early twentieth century – out of a total of more than 3,500 academic institutions existing in the United States. In other countries, the number of top-tier institutions is also limited, even when all universities are basically treated the same in terms of missions and budgets by the government.

It is, of course, the judgment of others that carries a university into the rarefied ranks of world-class institutions, and no one has yet figured out how to conduct an appropriately objective international evaluation of universities that aspire to such a moniker. Such guidelines cannot be provided here, though international discussion may be the first step toward understanding and developing relevant criteria.

Definitions of a World-Class University

Few have attempted to define a world-class university. The following characteristics are by no means agreed upon by teams of experts – this is simply an effort by the author to create some benchmarks that will provide a sound basis for debate and analysis. The dictionary defines the "world-class" as "ranking among the foremost in the world; of an international standard of excellence." Fair enough, but in higher education, who decides? Even given this *caveat*, one can, at least, point to some relevant characteristics necessary for world-class status.

Excellence in research underpins the idea of world-class – research that is recognized by peers and that pushes back the frontiers of knowledge. Such research can be measured and communicated.

Domanda 4

Base dati: file iscritti.csv

Ordina per colonna TIPOL. ed inserisci il subtotale al cambio di tipologia di corso di studio e la funzione somma in corrispondenza della colonna ISC-CORR

DOMANDE

1. Che cos'è il PIAO e quale funzione svolge la sezione "Rischi corruttivi e trasparenza"?

2. In che cosa consiste la «decertificazione» introdotta dalla L. 183/2011 e quali conseguenze comporta per i dipendenti pubblici che non la rispettano?

3. In cosa consiste la soggettività tributaria delle Università e quali imposte le riguardano principalmente?

12/10/26

SOFT SKILLS 3

Sta redigendo un documento importante relativo al Bando per la Consigliera di Fiducia di prossima implementazione, con la collaborazione di altri 2 colleghi. Viene a sapere che uno di questi è andato a lamentarsi ripetutamente con il Vostro responsabile, accusandoLa di essere il "membro passivo" del gruppo, che va a traino degli altri senza riuscire ad essere propositivo. Come si comporterebbe e perché?

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extensive (a 2000-classification category) include the world famous "brand name" universities – Research Universities.

Unintended Impacts of Classification and Ranking

Both ranking and classification processes can have some unintended impacts on institutional policy and practices, and in turn on the overall higher education system. These effects include a homogenizing effect on the academic system, escalating administrative costs associated with expanding research activities, overemphasizing research at the possible expense of teaching and service functions of universities, and widening gaps between both universities and regions.

First, from the perspective of organizational and economic structure, diversity is an essential element for an organizational system's long-term survival and sustaining development. Diversity lays out an advantageous position in the natural selection process – a diverse system is agile and responsive to environmental changes. In fact, compared to higher education systems in other nations, institutional diversity is a major strength of American higher education. However, the avid quest for prestige triggers a phenomenon called "academic drift" –institutions forgo their original, unique missions and blindly mimic the structure, organization, and process of "successful" institutions ranked above them. Therefore, institutions become increasingly alike. It has been observed that the level of diversity has decreased over the past 20 years.

Ranking is thus an explicit conforming force by propelling institutions to emulate those on top of the "pecking order". With respect to the Carnegie Classification, although it was designed to acknowledge the social importance of a diverse range of institutions, it has had an unexpected effect of homogenizing the general landscape of higher education. For instance, despite the fact that the Carnegie Foundation openly stated that there is no need for any more research-type universities granting the PhD in the foreseeable future, ever more institutions have consistently sought to "climb up" into the research university categories.

Second, the most successful institutions may not have the best practice. Since research is at the forefront in the march for prestige, by

Domanda 3

Applicare la funzione "Revisioni" di WORD, inserire una modifica e mostrare il contenuto originale del testo.

1. Introduzione alla Tecnologia Moderna

La tecnologia ha cambiato radicalmente il nostro modo di vivere, lavorare e comunicare. Ogni giorno nascono nuovi strumenti digitali.

1.1 L'evoluzione degli smartphone

Gli smartphone sono diventati estensioni del nostro corpo. Non servono più solo per chiamare, ma gestiscono la nostra intera giornata.

1.2 L'impatto dei social network

I social network collegano miliardi di persone in tempo reale. Questo fenomeno ha modificato le relazioni sociali e il marketing globale.

2. Intelligenza Artificiale e Futuro

L'intelligenza artificiale (IA) rappresenta la frontiera più avanzata dell'innovazione tecnologica contemporanea.

2.1 Machine Learning e Reti Neurali

I sistemi di machine learning permettono alle macchine di imparare dai dati senza una programmazione esplicita.

2.2 Etica e regolamentazione dell'IA

Regolamentare l'uso dell'intelligenza artificiale è fondamentale per evitare discriminazioni e tutelare la privacy degli utenti.

3. Sostenibilità Ambientale e Digitale

La transizione ecologica deve andare di pari passo con la transizione digitale per garantire un futuro sostenibile al pianeta.

3.1 Il consumo energetico dei data center

I grandi centri di calcolo richiedono enormi quantità di energia elettrica. Trovare fonti rinnovabili è una priorità assoluta.

3.2 Smart City e mobilità sostenibile

DOMANDE

1. Che cos'è il preavviso di rigetto (art. 10-bis L. 241/1990), quali effetti produce sui termini del procedimento e in quali procedimenti non si applica?

2. Quali sono le conseguenze delle dichiarazioni mendaci rese ai sensi del D.P.R. 445/2000?

3. Come si sviluppa il ciclo passivo di un acquisto nel sistema di contabilità economico-patrimoniale e analitica dell'Ateneo, dall'ordine al pagamento?

12/10/2026

SOFT SKILLS 9

Il Suo responsabile La accusa, ingiustamente, di aver predisposto il comunicato stampa dell'evento della Notte dei Ricercatori, delegandolo ad uno strumento di intelligenza artificiale. Come si comporterebbe e perché?

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ranking exercises at the national and international levels illustrates very clearly that a change has occurred in the culture of universities and that benchmarking and ranking have become widely used throughout the world (in Australia, Canada, China, Germany, the Netherlands, Switzerland, the United Kingdom, the United States, and in the Scandinavian countries, among others) and at the same time have never been so abundantly and severely criticized.

The first purpose of this chapter is to bring to the forefront the importance of *reliable* and *consistent* data as the foundation of any assessment exercise where quantity hopes to meet quality. For this reason, data have played different roles. Data are sometimes collected for themselves – one must remember a time when universities were gathering large amounts of data without knowing afterwards what to do with them – but they are also collected in view of very specific exercises: institutional or divisional evaluation, planning, benchmarking and ranking. For these reasons, in most cases the process of collecting data has been inverted, the data being collected in response to a request and in support of various evaluative processes, in conformity to various goals and purposes and according to specific choices of indicators. In turn, the inverted collection of data has led to the need for collection and analysis instruments, for consistent and reliable data, and for commonly agreed definitions of terms.

Reporting consistent and reliable data is a difficult and complex process. It becomes even more difficult and more complex when it is realized in a university with various affiliated components: comparability and reliability are at stake. As an illustration of this challenge, the author turns to the University of Montreal as a case study in order to suggest specific criteria for collecting data in view of benchmarking and ranking similar comprehensive universities possessing affiliated components.

A Case Study: The University of Montreal and Its Affiliates

The University of Montreal is a very complex institution, bearing the traces of history and politics. Founded in 1878 as a franchise of Laval University in Quebec City on the basis of three faculties (Theology, Law and Medicine), the University of Montreal gained its autonomy in 1920.

Domanda 9

Inserisci nella presentazione Power Point delle forme a piacimento, una volta inserite utilizza due differenti animazioni

DOMANDE

1. Chi è il Responsabile della Prevenzione della Corruzione e della Trasparenza (RPCT) e quali sono le sue funzioni?

2. Quali sono le funzioni e la composizione del Senato Accademico?

3. Che cosa sono i centri di costo e i centri di responsabilità e a cosa servono nella contabilità analitica?

12/10/2026

SOFT SKILLS 7

Il Direttore del Dipartimento la rimprovera davanti ai colleghi per il ritardo nel rimborso di una missione, ritardo dovuto a documenti che lui stesso non ha consegnato. Come reagisce e perchè?

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the degree of robustness of their community grounded universities. To this end, the author hopes that a by-product of the discussions held so far would be the emergence of a continuous dialogue between universities not just from the aforementioned three regions, but also from those of South Asia, Africa, South America and the Arab world.

Two International Academic Rankings Compared

The act, the art of ranking universities, albeit nationally or globally, is formidable. Some would even say that it is scientifically impossible. For one thing, using a current cliché, while the intellectual landscape may be "flat", the economic landscape, especially when university funding models are taken into account, often is different from region to region, and certainly from nation to nation. The constraining comparative example of United Kingdom and the United States, where supposedly there exist great similarities in their higher educational systems, is indicative of the problem. Still, a cursory examination shows that the research funding of universities in the two nations is profoundly different, both in amount and in the ways in which resources are handled and distributed. Hence, in this sense, it may be argued that in attempting to rank universities in the United Kingdom and United States, in fact, one could be comparing, as the cliché goes, "apples and oranges".

Still, there is now apparently widespread societal acceptance of the global ranking of universities, especially research universities. In addition, having a ranking system, as long as it is carried out according to well-defined criteria, could bring about (hopefully friendly) competition, which is a commonly held good for any human organization to possess. Confronted with this reality, education leaders can either pretend to be ostriches – by burying their heads in the sand in the wish that it will vanish – or be proactive in formulating a process in which such rankings are made meaningful. The choice is clear: the latter course is the obligation that must be accepted.

As mentioned earlier, there are two internationally recognized academic ranking systems in current use, one by the Shanghai Jiao Tong University and the other by the *Times Higher Educational Supplement*. While employing different criteria for rankings, it is quite encouraging

Domanda 7

Inserisci nella presentazione il logo Ud'A e crea un collegamento ipertestuale al link www.unich.it

DOMANDE

1. Quali sono le principali differenze tra accesso documentale, accesso civico semplice e accesso civico generalizzato?

2. Che cos'è Consip e quale ruolo svolge nel sistema degli acquisti pubblici?

3. Quali sono le finalità e la struttura del bilancio unico di previsione delle Università?

12.10.2026

SOFT SKILLS 2

Le viene chiesto di coordinare la nuova campagna di comunicazione relativa all'evento della Notte dei Ricercatori. Come pianificherebbe le attività e perchè?

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ROMANIA
PRESS UNIVERSITARIA

This fact partly explains the domination by American universities in the rankings. In the United States, and on the whole, major higher educational institutions tend to be top-heavy on research. Again, as it is well known, of the 99 top-ranked universities, 51 are American. Of the European universities in the top-100, 11 are British, seven German, four Swedish, four French, three Swiss, two Dutch, and then there are top-100 universities scattered among Norway, Finland, Denmark, Russia and Italy. Scandinavia is represented by seven universities in all, the same number as Germany. One should consider the fact that Germany has almost four times the number of citizens as these Scandinavian countries combined. The author argues that a great part of the explanation for this imbalance can be found in the fact that Germany uses a "dual system" of research institutions, locating the activity in both universities and research institutes. (Interestingly, in Germany, there are now voices suggesting that research be transferred *from* the institutes *to* universities precisely because it would benefit their outcome in academic rankings.)

Another factor for this finding may be the lasting influence of Humboldt upon German higher education – leading to sizeable universities comprising all fields of study, which tends to spread out resources, something that – again – becomes a limitation in ranking methods that reward the medical and natural sciences. It would perhaps be a fairer method to compare complete universities among themselves, and specialized institutions like technical universities (comprising, say, a single or merely a few faculties) with each other. In all, these factors illustrate the complexities involved in ranking universities. That is, not only issues of different scientific disciplines, but also questions of bibliometrics and indeed also structural matters, such as the relative frequency of, for example, research institutes, affect the outcome of a ranking process.

Another survey concerns a more direct comparison between countries. Published in *Nature* (2004) by David King, Chief Scientific Advisor to the British Government, it employs a citation-frequency methodology, solely based on the *Thomson International Citation Index Database,* and applies the results to countries, not individual universities. Sweden does well in this broad survey, which covers 31 nations, but also shows that Sweden is the only western country that shows a decrease in

Domanda 2

Inserire una nota a piè di pagina al termine della seguente frase. La nota deve indicare: CODICE CONCORSO: 2025-2DAMM-DIP

TESTO: La tecnologia moderna ha cambiato radicalmente il nostro modo di vivere, lavorare e comunicare. Ogni giorno nascono nuovi strumenti digitali.

DOMANDE

1. Quali sono le basi giuridiche che legittimano il trattamento dei dati personali ai sensi dell'art. 6 del GDPR?

2. Come si articola il ciclo di vita del contratto pubblico secondo il D.Lgs. 36/2023?

3. Che cos'è il budget degli investimenti e come si relaziona con il budget economico?

12/10/2026

SOFT SKILLS 8

Nella rilevazione annuale sui fabbisogni formativi all'interno della Sua divisione, richiede al Settore Risorse Umane l'attivazione di un corso sul team building. La Sua Responsabile, molto offesa, Le chiede di ritirare tale suggerimento, che indubbiamente la mette in cattiva luce, evidenziando le sue scarsi doti manageriali nella gestione del team. Come si comporterebbe e perché?

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Given the fact that there are many possibilities to improve the ranking process within its own rules and limits, this study intends to "drain" from the methodology of evaluation several elements with which to improve ranking of "world-class universities". It begins with the extension of needs regarding a better understanding of university structures and strategies followed by analyses of the diversity of the objectives of evaluation, comparing them to the simpler, thus easier to understand, objectives of ranking. Then, it presents a selected panel of indicators, which can be managed within evaluation process. Finally, it presents lessons drawn from evaluation indicators aiming at improving the ranking activity. In conclusion, the author will revisit a few core questions about the goals of ranking and evaluation.

The Increasing Need for a Better Characterization of Universities

In an open economy and society, the characterization of academic activity and of performances is not only a concern for transversal authorities [for years, the OECD has published indicators on education and research and UNESCO has produced an important study on performance indicators for higher education (Fielden and Abercromby, 2001)] but also an increasing need for each individual university. Characterization is thereby jointly related to measures of absolute excellence, and toward self-improvement within each specific context. Better understanding of a university's standpoint, better management of the given assets, better efficacy and output, are thus mandatory, both for the locally embedded as well as for the world-class university.

Yet, characterization raises two different questions:

- how well do universities perform when their goals and means are taken into account?; and,
- how is a particular university better, equivalent or worse than its competitors?

Interestingly, however, these questions are *not* the same according to everybody, for they inevitably differentiate according to the values of the universities' stakeholders.

Domanda 8

Inserisci nella presentazione Power Point una tabella a piacimento dal file ISCRITTI.csv

DOMANDE

1. Chi è il responsabile del procedimento e quali sono i suoi compiti principali?

2. Quali sono i principi fondamentali del nuovo Codice dei contratti pubblici (D.Lgs. 36/2023)?

3. Quali sono le principali novità introdotte dal D.I. n. 34/2025 rispetto ai previgenti principi contabili e schemi di bilancio delle Università?

12/10/2026

SOFT SKILLS 1

Si immagini di essere stato inviato dal/la Suo/Sua responsabile a presenziare, a spese dell'università, al Salone dell'Orientamento di Bari. Alla fine di un'intensa settimana, molto ricca di suggestioni e possibilità formative, si reca all'aeroporto di Bari dove scopre di essersi confuso/a giorno della ripartenza: il Suo areo è partito, in realtà, il giorno prima. Cosa farebbe e perché?

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First, to which activities are the leagues related? In the case of universities, for example, is the main activity to teaching or to research, or to both of these academic tasks? Second, how does one measure the performance with respect to the chosen activity in an international context? Third, is it possible to conduct these performance measurements for, in fact, all universities in the world in a relatively easy but still reliable and valid way? Fourth, is it possible to express this performance in just one numerical value? If this is the case, then, in principle, a ranking can be made. This, however, immediately implies a next, fifth, question: what is the statistical significance of the difference in, for instance, ranking position ten and 15? The sixth question follows upon an essential decision in any soccer league, *i.e.*, how many members can or should be in a specific league? In other words, at what position of the ranking should the league table be "closed"?

The first question can be answered by making a decision. This chapter deals with scientific research. But this choice does not mean that teaching has become irrelevant. Academic research is closely interwoven with teaching, and strength of research is particularly important at the MA, MSc and PhD levels. Thus, in the international competition for talented students, scientific performance of a university does matter. The second question leads us to the problem of performance measurement. As discussed above, this problem is not new. Peer review procedures and bibliometric analysis are the main methods to evaluate research performance of universities. So the most crucial question is the third one: *how much effort does a reliable evaluation of an entire university require, and, as a consequence, will such an evaluation be possible for all universities in the world, within a short period of time, and for a reasonable cost?*

Here is an example: since the early 1990s, universities in the Netherlands have been evaluated by discipline. Each year the focus is on three to four disciplines, for instance, chemistry, biology, psychology, and civil engineering. In the following year, three to four other disciplines are evaluated, and so on. The whole procedure has a "cycle time" of about five years, so after five years there is a new evaluation round for chemistry. In these nation-wide, discipline-specific evaluations, all departments and research groups in a specific discipline in all thirteen universities in the Netherlands are subject to an international peer

Domanda 1

Crea un sommario utilizzando la funzione WORD

1. Introduzione alla Tecnologia Moderna

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1.1 L'evoluzione degli smartphone

Gli smartphone sono diventati estensioni del nostro corpo. Non servono più solo per chiamare, ma gestiscono la nostra intera giornata.

1.2 L'impatto dei social network

I social network collegano miliardi di persone in tempo reale. Questo fenomeno ha modificato le relazioni sociali e il marketing globale.

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3.2 Smart City e mobilità sostenibile

13/10/2026

1

DOMANDE

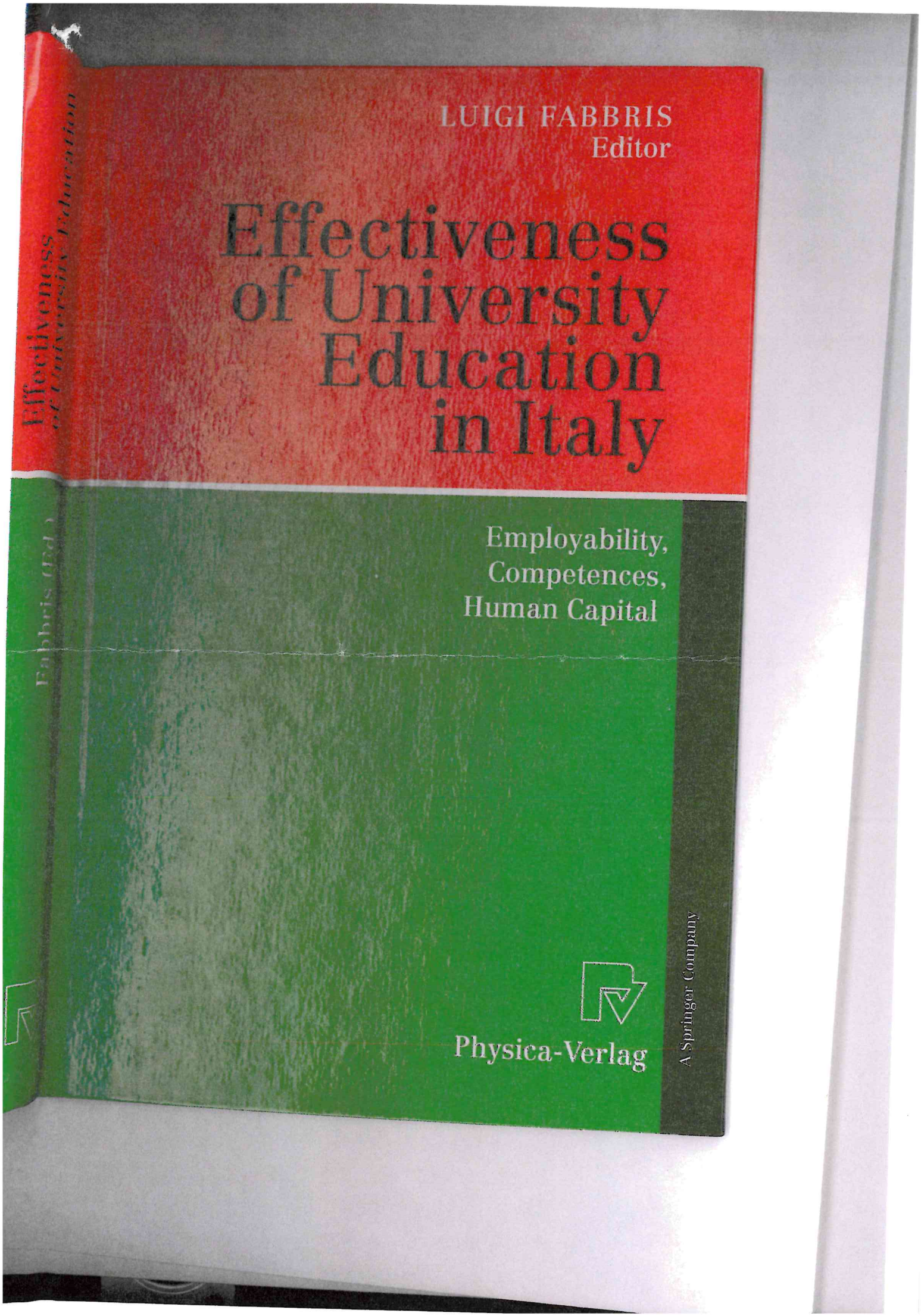
1. Che cosa sono gli accordi tra pubbliche amministrazioni (art. 15 L. 241/1990) e quale utilizzo ne fanno le Università?

2. Che cos'è il soccorso istruttorio nelle procedure di gara e quali carenze consente di sanare?

3. Che cosa sono ratei e risconti e quale funzione svolgono nella determinazione della competenza economica?

SOFT SKILLS 7

Si immagini di ricevere una segnalazione relativa ad un comportamento controproduttivo di uno dei Suoi collaboratori; nel dettaglio, l'appropriazione indebita di materiale di cancelleria. Come si comporterebbe?


LUIGI FABBRIS
Editor
Effectiveness of University Education in Italy
Employability, Competences, Human Capital
Physica-Verlag
A Springer Company
Effectiveness of University Education
Fabbris (Ed.)

The traditional hiatus between theoretical and applicative disciplines allows the latter a ready and flexible fine-tuning adaptation of curricula, *via* the inclusion in the undergraduate education on the job experiences, hence merging the academic and the entrepreneurial perspectives.

In the creation of a professional identity, this experience widens the students' range of choices and may affect their means entering the labour market: so it is possible to calculate multiple career paths arising from specific choices, in terms of their external efficacy[2] (Fabbris, 2003).

Our study focuses on a particular case: in accordance with the guidelines for university/enterprises interactions, the Faculty of Statistics at the University of Milan-Bicocca includes forms of job training (*internship*) at selected companies' sites in its curricula, under both academic and corporate supervision.

Ever since the so called "3+2" reform, that started in 2001, some undergraduate credits can be acquired for periods of training no less than three months, as well as introducing students into the labour market. This is particularly relevant for statisticians, whose qualifications are still not well defined in the Italian labour force scenario, with a gap between an offer of 1,862 positions for statisticians in 2004[3] and 1,287 graduates in Statistical Sciences in 2003 (Unioncamere-Ministero del lavoro e delle politiche sociali, 2004).

In order to improve its services, a first survey on the Faculty outcomes was carried out in the Academic Year (A.Y.) 2000-2001 (Martini, 1997), thereafter replicated every academic year, named 'Statisticians and Work'. In 2003, it was devoted to the Faculty graduates' work situations.

Data collection was conducted in November 2003 by means of telephone interviews regarding curricular and professional characteristic of the 300 graduates at the Faculty of Statistics, University of Milan-Bicocca from A.Y. 1988/89 to A.Y. 2002/2003, using lists of former students provided by administrative offices[4]. The response rate was 76.7%.

Each interviewee, in addition to the characteristics of his course of studies, provided information on the qualifications gained during her/his educational experience, such as internships, masters or other specialisations believed to be relevant to occupational opportunities. The occupational status at the time of the interview was classified as employed, unemployed and in search of first employment. In addition, it was pinpointed whether any kind of employment was entered into prior to graduation.

---

2 Average waiting times before occupation, apart possible *post lauream* experiences (such as internships), may be considered indices of external effectiveness of education (Fabbris, 2003).

3 Estimates of the Excelsior Information System.

4 Data collection, retrospective dating November 2003, includes more than ten cohorts and spans across a time interval with changing market conditions. Thanks to the favourable conditions of the labour market in Lombardy in these years, such sources of heterogeneity are, at least partially, mitigated.

Domanda 7

Inserisci nella presentazione Power Point la schermata della homepage del sito www.unich.it, ridimensionando le proporzioni se necessario

DOMANDE

1. Che cosa si intende per inconferibilità e incompatibilità degli incarichi ai sensi del D.Lgs. 39/2013 e quali conseguenze comporta la loro violazione?

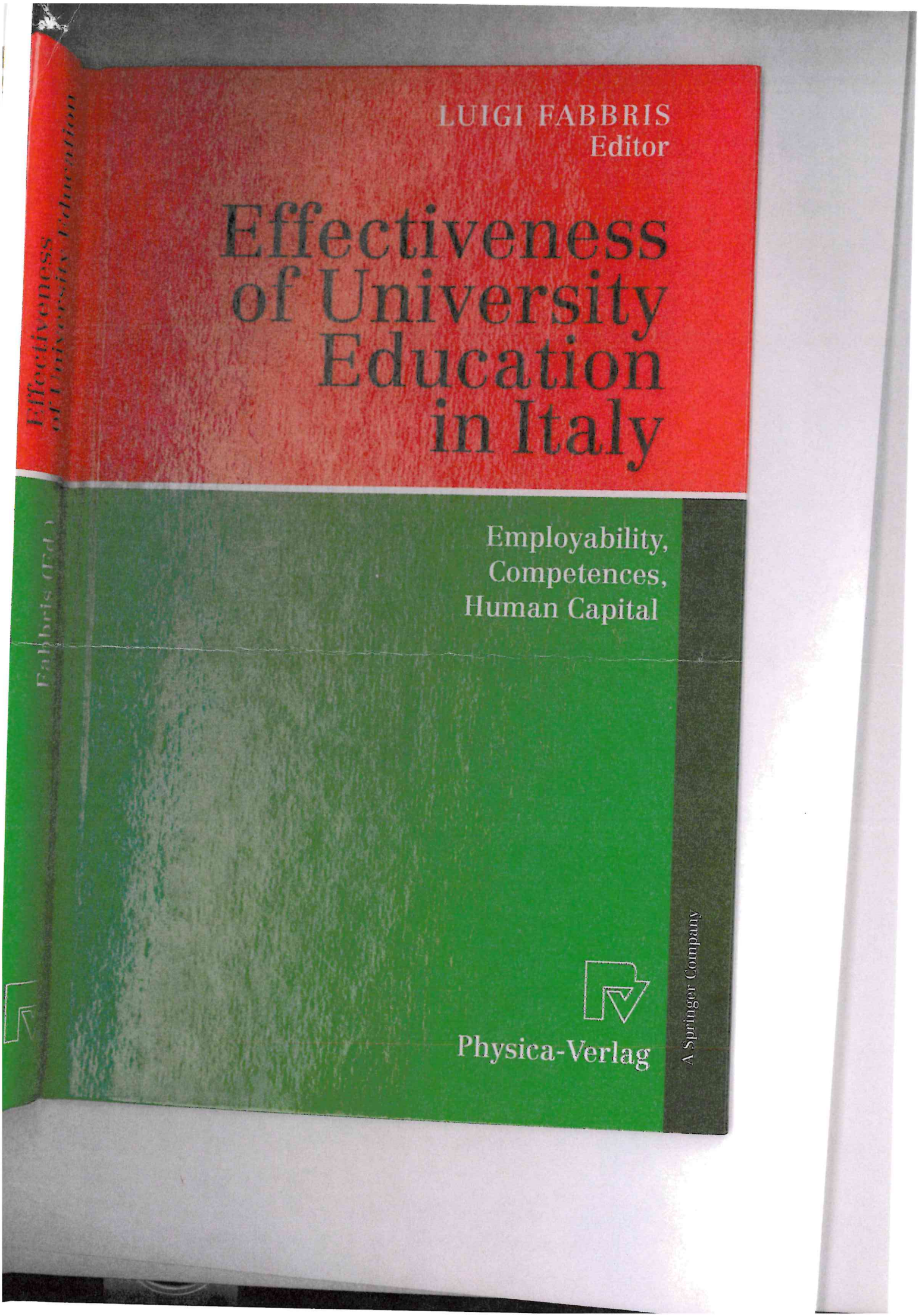
2. Che cos'è l'Ordine Diretto di Acquisto (ODA) e quando si utilizza?

3. Che cosa sono le scritture di assestamento e quando vengono effettuate?

13/10/2026

SOFT SKILLS 5

In un periodo in cui parte dell'ufficio lavora in modalità agile, un Suo collaboratore non risponde ai messaggi e blocca una pratica condivisa in scadenza. Come affronta la situazione?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Multivariate statistical analysis gives good results in terms of synthesis and graphical representation of the information discovered. These techniques analyse the association structure in documents and create a knowledge base of the different concepts in the text.

This knowledge base can be used in different applications. For example, we can represent proximities and oppositions of different concepts on a graphical display, automatically classify documents according to some concepts and extract the information by querying the obtained index.

To analyse real situations, we can define some rules that point out situations and behaviours of the objects detectable not in an intuitive way, but only through a deep analysis of the databases using formalized methodologies. Such behavioural rules are known as Association Rules (Agrawal *et al.*, 1993).

Rules are defined as binary attributes (presence/absence,) and, if necessary, through a transformation of the data. A rule is made of a precedent and a consequent part; at the same time, it is possible to identify two distinct parts in the information contributed by a rule, called *support* and *confidence*. Support is the association strength between the considered items, confidence is the logical dependence strength expressed by the rule. The identified rules are reduced with *ad hoc* algorithms for analysing only the meaningful information.

The first order observations are generally described by classical data, while the second order observations, because of their conceptual complexity, need the use of more structured data, such as the symbolic data. The symbolic data analysis consists of a first step of collection and organisation of simple data, in a Knowledge Discovery in Database (KDD) framework.

Then, new concepts are defined in terms of complex data and analysed with statistical techniques. A *concept* is characterized by a set of properties apt to define its description, while the classes of observations that satisfy these properties, known as *objects*, represent its extent.

The objects can be created in several ways. For example, in a multidimensional dataset the categories of a variable can represent concepts to be described with the values assumed by other related variables. On the contrary, if we consider a relational database, the descriptors of the objects can be extracted with a query that expresses the properties of a set of units whose description implies the union of several relations.

Moreover, the objects are derived from the description of the classes obtained from a classification technique. In this way, it is possible to reduce considerably the first order observations. The objects are called *native* if they are the results of an expert knowledge on the phenomenon.

In this paper, we propose the joint use of multidimensional analysis techniques together with association rule building and symbolic data analysis. The aim is designing new text mining strategies, resulting in finding patterns and regularities in on-line job offer databases (Section 3), in organising the data in higher order structures and visualising them with graphic tools (Section 4), and in graphical information syntheses (Section 5).

Domanda 5

Base dati: iscritti.csv

Calcola la differenza tra la voce ISC-CORR e ISC PREC del DIPARTIMENTO DI FARMACIA

DOMANDE

1. Quali informazioni deve contenere l'informativa sul trattamento dei dati personali e quando deve essere fornita (artt. 13-14 GDPR)?

2. Che cos'è la firma digitale e quale valore giuridico ha?

3. Che cosa sono il bilancio preventivo unico non autorizzatorio e il rendiconto unico in contabilità finanziaria e a quale finalità rispondono?

13/10/2026

SOFT SKILLS 6

Un controllo interno rileva irregolarità nella gestione di alcuni fondi del dipartimento, in parte riferibili a pratiche da Lei istruite. Come reagisce e quali azioni propone? Perché?

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employment and, so, graduates can really choose. On the other side, they have to be competitive and possess, or be willing to achieve, the required competences.

Regarding those who offer work, the graduates are often faced with more than one occupational opportunity, not to just obtain an income, but also to realise professional roles that exploit his/her formative investments.

In such a social environment, graduates feel they could refuse some job offers and accept the most consistent with his/her strategic expectations. In the following, we will discuss the graduates' choice parameters according to the study curriculum and social and personal characteristics of graduates.

For graduates who worked before degree the decision to maintain the current occupation – often chosen to get an income but often different from their expectations – may proceed along with the search of a new position. The novel position may be either a new role within their company, or a new job in another company. Besides, the change of position will not be an issue in this paper.

In the least favourable situations, if the gap between the offered job and the graduate's expectations cannot be filled, he/she may consider the opportunity to look for further education. Even this issue is left aside in this paper.

In the following, we focus on movements of bachelor and master graduates in the labour market (Section 3), the work roles they accept or deny (Section 4) and the possible makeshift position towards low-competence jobs if they are not able to find one that suits their expectations (Section 5).

We conclude in Section 6 with some issues that may weave the plot of the arguments developed in our analyses and may ground future research hypotheses on graduates' work roles and relationships with their companies.

2. The survey on University of Padua graduates

The University of Padua (Fabbris, 2003) has collected the data we analysed with a perspective survey started in 2000 and ended in 2005. Delayed cohorts selected from the graduates list of five adjacent graduation sessions (Figure 1) form the panel.

Cohort	...2000...2001.....2002.....2003.....2004.....2005
1	S ------ 1 ------ 2 ------ 3 ------ 4 ------ 5 ------ 6
2	S ------ 1 ------ 2 ------ 3 ------ 4 ------ 5 ------ 6
3	S ------ 1 ------ 2 ------ 3 ------ 4 ------ 5 ---
4	S ------ 1 ------ 2 ------ 3 ------ 4 -----
5	S ------ 1 ------ 2 ------ 3 ------ 4

Figure 1. Panel design of the University of Padua CATI survey (S=sampling)

Domanda 6

Base dati: iscritti.csv

Calcola il totale della voce PERCORSI della SCUOLA DI MEDICINA E SCIENZE DELLA SALUTE

DOMANDE

1. Quali sono i limiti all'accesso civico generalizzato (esclusioni assolute e limiti relativi)?

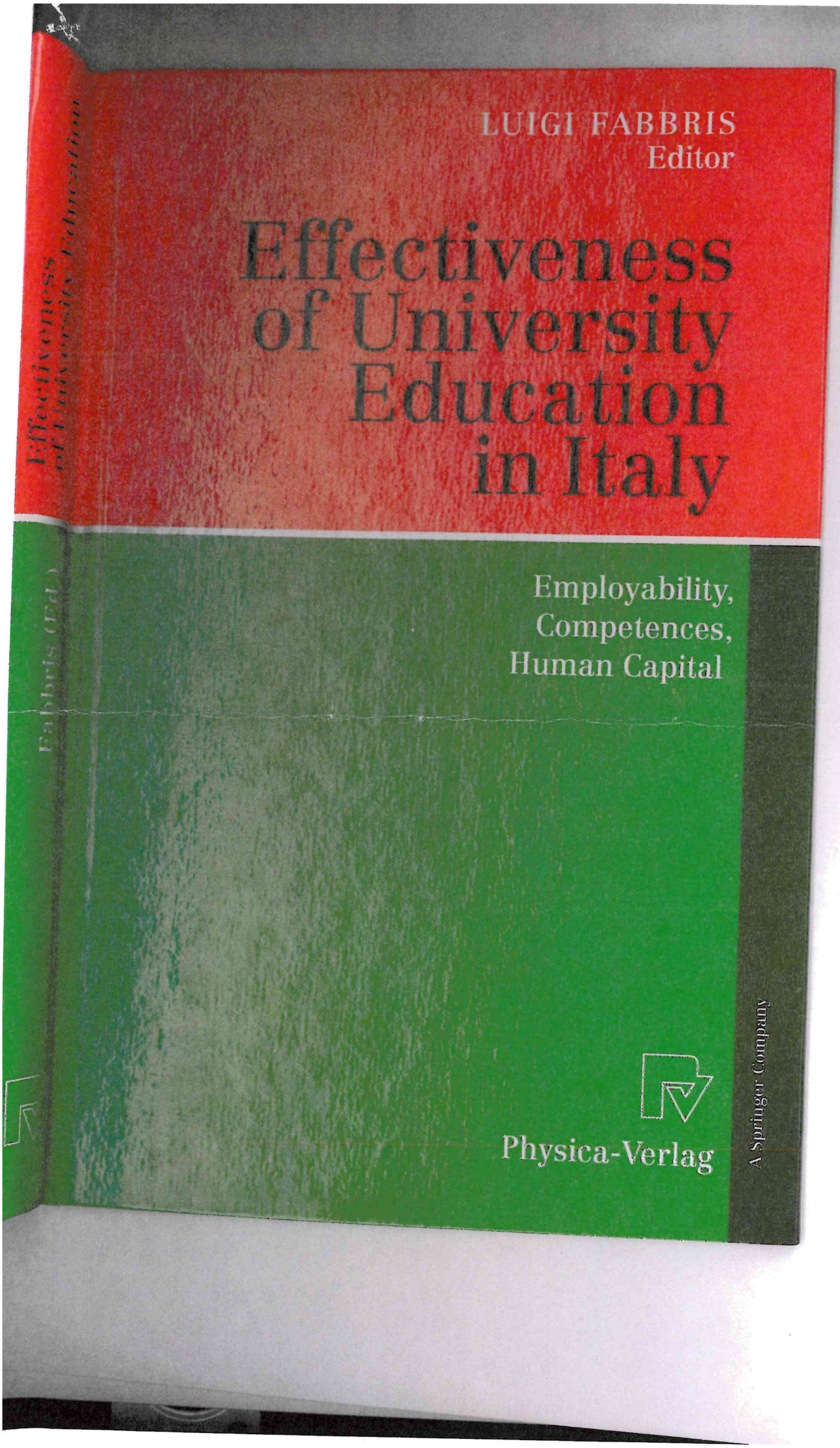
2. Quale deroga è prevista per le Università in relazione agli acquisti di beni e servizi destinati alla ricerca e quali cautele richiede?

3. Come si assicura il pareggio del budget economico e quale ruolo hanno le riserve di patrimonio netto?

13/10/2026

SOFT SKILLS 8

Immedesimandosi nel ruolo di funzionario dell'area servizi agli studenti di questa università, si immagini di essere chiamato ad intervenire a nome del personale TA durante la cerimonia d'inaugurazione del nuovo accademico. Sinteticamente, quali sarebbero i messaggi chiave con i quali motivare i colleghi ad una maggiore collaborazione con il comparto docenti? Perché?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That an individual's social network of acquaintance is a vehicle of opportunities towards the world of work is certainly not a recent discovery, nor is the phenomenon isolated to one part of the world (Katz, 1958; Lin *et al.*, 1981; Smelser & Swedberg, 1994). Such ties have been elevated to the status of respectable job-hunting channel since labour economists and economic sociologists have highlighted their relevance as alternatives or complements to the traditional pathways of job-hunting (Flap & De Graaf, 1986; Fevre, 1989; Watanabe, 1994; Bian & Ang, 1997). It is now commonplace to find that informal ties can generate or support opportunities, and that they are "weak" only insofar as they are less apparent (or less openly admitted to) than formal or institutional ties.

Graduates who apply for a job appear to the prospective employer - or selector acting on the employer's behalf - as a set of knowledge-driven, malleable abilities and wiliness to work in the context for which they are applying. If graduates also manifest their range of personal ties, these ties become part of how they present themselves. A recommendation from a person, of consequence, is perceived as a node in the network of relationships the person or institution evokes. Thus, when employing a graduate, not only do employers know that they are linking their network of acquaintance to the candidate's, they are also aware of gaining credit in the eyes of the person who made the recommendation.

Weak ties are not considered as socially negative; rather they are perceived as providing opportunities for the individual and results for the system of production as a whole. Of course, recommendations, which aim to place those candidates who benefit from them at the top of any shortlist regardless of their abilities, are exposed to individual moral considerations.

In the following, ties are evaluated in relation to the potential of obtaining their first job for new graduates from Padua University, and to the potential of changing jobs for those already in work who want to improve their position. What we seek to know is:

i) if there are groups of graduates looking for work who rely heavily upon these ties and whether the use of weak ties is exclusive, that is, the only job-hunting channel used, of if such ties are used to complement, perhaps in the wake of failed attempts, searches which followed traditional channels;

ii) if such ties are more effective in job-finding than formal or institutional channels, or whether they are effective only when used to defend positions obtained with other means, or, again, whether they facilitate low-level jobs, or high-profile positions (Granovetter, 1974). In other words, we want to understand the very nature of ties because it is quite different if they help to gain a low-level job, which present no substantial risk for the employer, instead of a high-profile position, which require total empathy between the new hire and the company.

In Section 2, we examine a number of hypotheses concerning individuals who make use of informal ties in their job-hunting. We analyse the acquaint-

Domanda 8

Inserisci nella presentazione Power Point un titolo ipertestualizzato al link del sito www.unich.it

13/10/2026

DOMANDE

1. Che cos'è una violazione dei dati personali (data breach) e quali adempimenti comporta per il titolare?

2. Che cosa sono gli accordi quadro e in cosa si differenziano dalle convenzioni?

3. Quale ruolo attribuiscono lo Statuto di Ateneo e il Regolamento per l'amministrazione, la finanza e la contabilità ai Dipartimenti nella gestione del budget, nel quadro del bilancio unico di Ateneo?

SOFT SKILLS 2

Un ricercatore le chiede di frazionare un acquisto di materiale di laboratorio in più ordini "per fare prima" e restare sotto le soglie che richiedono passaggi procedurali ulteriori. Come risponde e perchè?

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The need of worker's knowledge and the interactive relationships with the organisation take us back to Likert & Murphy (1938) definition of the worker as a person with 'emotional maturity' so that it is necessary to take into consideration a set of psycho-social processes which may change his or her cognitive structure, motivation and capacity for action. The question concerns all formative agencies, from school to university, from profession to workplace, be it a public institution, a private company or a professional office.

Wittorski (1998) has broken down the competence as a function of work into components of the training process. The components are cognitive, affective and social, each of which concerns actions which imply a number of dimensions which are cross-occupational, subjective, inter-subjective, objective, thus defining a complex concept of competence, measurable through a set of indicators and evaluation procedures.

The core components of competences have been sufficiently theorised (Boyatzis, 1982), but there is a certain fragility going from description to definition and to identification[1].

From the theoretical point of view, competences are not just behaviours, even though they may be expressed through individual behaviour. Competences are the expression of knowledge, abilities, and attitudes that express a potential capacity of the individual that can be realised and powered within a work context. Therefore, knowledge, experience and motivation refer to specific contexts.

We want to draw the attention to the competences that are necessary to realise a "regulated profession". They are different from the professional business skills because the work contexts are different and vary according to economic activity and size of the company.

In the following, we will refer to the professional profile of the *social worker*. This profile has been under consideration since the first normative law of study programmes in Social work[2]. A syllabus was first organised during the period from 1960 to 1970 in six "special university schools". In the last years, a ministerial norm regulated the training of social workers with rigid curricula, until the university diplomas and the current three-year first-level programmes were born (Carli, 1996). The common denominator in all these phases has always been the distinction between knowledge (*savoir*), expertise or skills (*savoir faire*) and attitudes (*savoir être*).

The relationship between education and competences has generated a vast multidisciplinary literature with an applied psychology perspective.

---

1 The links between professions and the market have been studied by Sarchielli (1993), Levati & Saraò (1998), Ajello (2002). Advanced statistical methods for the analysis of competences have been experimented by Buscema *et al.* (1999), Authier & Levy (2000), Fabbris (2003), Bolasco (2003).

2 A programme in Social work was first formulated by Senator Ossicini, professor of Psychology at the University of Rome "La Sapienza".

Domanda 2

Imposta una numerazione delle pagine al seguente testo.

1. Introduzione alla Tecnologia Moderna

La tecnologia ha cambiato radicalmente il nostro modo di vivere, lavorare e comunicare. Ogni giorno nascono nuovi strumenti digitali.

1.1 L'evoluzione degli smartphone

Gli smartphone sono diventati estensioni del nostro corpo. Non servono più solo per chiamare, ma gestiscono la nostra intera giornata.

1.2 L'impatto dei social network

I social network collegano miliardi di persone in tempo reale. Questo fenomeno ha modificato le relazioni sociali e il marketing globale.

2. Intelligenza Artificiale e Futuro

L'intelligenza artificiale (IA) rappresenta la frontiera più avanzata dell'innovazione tecnologica contemporanea.

2.1 Machine Learning e Reti Neurali

I sistemi di machine learning permettono alle macchine di imparare dai dati senza una programmazione esplicita.

2.2 Etica e regolamentazione dell'IA

Regolamentare l'uso dell'intelligenza artificiale è fondamentale per evitare discriminazioni e tutelare la privacy degli utenti.

3. Sostenibilità Ambientale e Digitale

La transizione ecologica deve andare di pari passo con la transizione digitale per garantire un futuro sostenibile al pianeta.

3.1 Il consumo energetico dei data center

I grandi centri di calcolo richiedono enormi quantità di energia elettrica. Trovare fonti rinnovabili è una priorità assoluta.

3.2 Smart City e mobilità sostenibile

DOMANDE

1. Come è disciplinato lo svolgimento di incarichi extraistituzionali da parte del personale tecnico-amministrativo (art. 53 D.Lgs. 165/2001)?

2. Che cos'è il domicilio digitale e quale valore hanno le comunicazioni trasmesse tramite posta elettronica certificata?

3. Che cos'è il meccanismo del reverse charge e in quali casi si applica?

13 ottobre 2026

SOFT SKILLS 9

Immedesimandosi nel ruolo di funzionario dei servizi agli studenti di questa università, si immagini di poter decidere se applicare o meno un massiccio ricorso a chat bot in sostituzione del personale di segreteria studenti. Cosa sceglierebbe e perché? Con che tipo di precauzione eventuali?

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Indeed, the didactic autonomy of universities imposes serious thoughts about the objectives and contents of the educational pathways through which the competences develop.

2. The survey

The University of Foggia has recently started the monitoring of placement and satisfaction of its graduates with respect to the effectiveness of the education received for preparing their insertion into work.

We will use the database formed through the integration of the data available in the archives of Student secretariat of the University of Foggia and that obtained from an *ad hoc* telephone survey.

Because of some difficulties in interviewing graduates by telephone (some of them graduated seven years before), we had to undergo some limitations in the data collection design. The initial purpose was to contact all graduates of the University of Foggia. We made up to seven attempts to contact the students at different hours before considering them unreachable. We carried out the 2,133 interviews from April 28th to May 26th, 2003. The percentage of completed interviews reached the 72.9% of the eligible population.

The questionnaire is composed of four parts: the first one is dedicated to graduates who worked before graduation, the second to those who are still seeking employment, the third to current or past professional experiences and the last to graduate satisfaction with services received, considering both the job searching and professional experiences.

In this paper, we will focus on the evaluation of graduate satisfaction with respect to the services received.

In order to measure the importance that each person assigns to the different aspects of university education and the quality of the teaching offered by each faculty, the interviewees were asked to give a score from 0 to 100 to both, importance and quality of service, with respect to the following aspects:

- basic teaching,
- specialist teaching,
- practical activity (practice, laboratories, job placement, etc.),
- use of equipment for improving expertise and research,
- *forma mentis*,
- methods and techniques learned during the course.

The answers to this part of the questionnaire required particular commitment from the interviewers because many interviewees found it difficult to answer the questions properly and required the interviewer to explain the exact meaning of questions. We chose a 0-100 scale in order to have a wide range of scores, thus providing greater accuracy without using decimal numbers.

Domanda 9

Inserisci nella presentazione Power Point data e ora e numero di diapositive

DOMANDE

1. Quali misure di sicurezza tecniche e organizzative devono essere adottate nel trattamento dei dati personali?

2. Come si articola il sistema di Assicurazione della Qualità (AQ) nelle Università?

3. Come sono disciplinate dal Regolamento di Ateneo le attività per conto di terzi, con riguardo all'approvazione dei contratti, al tariffario e alla ripartizione dei proventi?

13.06.2026

SOFT SKILLS 10

Un collega, sommerso di lavoro per l'assenza di un altro dipendente causa malattia, Le chiede aiuto proprio mentre Lei ha scadenze proprie impellenti. Come si comporta e perchè?

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The linear regression model satisfies this requirement. The applications described in the following are the basis for a complete and complex analysis performed using the *Forward Search* algorithm (Atkinson & Riani, 2000). This method may be used to make correct decisions both for the allocation of resources and verify the planned objectives of the educational programmes. In fact, this method is able also to reveal the presence of unusual characteristics of the phenomenon under study.

The procedure starts by fitting the model with a number of observations sufficient for estimating parameters and continues the fitting of the model to increasing subsets. The units are ordered according to their proximity to the fitted model. If the model agrees with the data, the robust and least squared procedures yield similar parameters and error estimates. However, these may change considerably with the *Forward Search*. The monitoring of the changes and of some statistics used to make inference in regression models allows reaping information useful not only for detecting outliers, but also, and above all, to comprehend their importance in inference making.

We present an application of detection of observations with characteristics that can explain the low degree of withdrawal from university programmes where the drop-out problem is particularly significant.

In Section 2 we introduce the estimation problems caused by the presence of outliers, in Section 3 we show the properties of the least median squares as the robust approach to the regression model; Section 4 is devoted to the presentation of the forward algorithm applied to classic linear models and to generalized linear models. Concluding remarks are presented in the Section 5.

2. The problem of outliers

In various fields of research, the regression model is a common statistical tool. The properties of the Ordinary Least Squares (OLS) estimators justify its popularity but not the mistreatment that occasionally occurs with their use, when insufficient attention is given to both verification of the specification theories and the presence of anomalies in the data at hand.

It is to be remembered that the estimate of the p parameters in a regression model depends on p statistics computed on the whole dataset; if any of these differ from the bulk of the data, the fitting process can conceal these differences or, otherwise, be strongly influenced by them.

The outliers can derive from mistakes performed during the recording steps, or from unusual phenomena, or can identify units accidentally included in the sample but belonging to other populations.

The response variable is not the only factor that can undergo irregularity. Outliers may be related with explanatory variables because of the larger frequency with which atypical data may be collected.

Domanda 10

Applicare lo stesso layout grafico ad una presentazione power point

DOMANDE

1. In che cosa si distinguono l'accesso informale e l'accesso formale e quali sono i costi a carico del richiedente?

2. Che cos'è il documento informatico e quali requisiti deve possedere per avere piena efficacia probatoria?

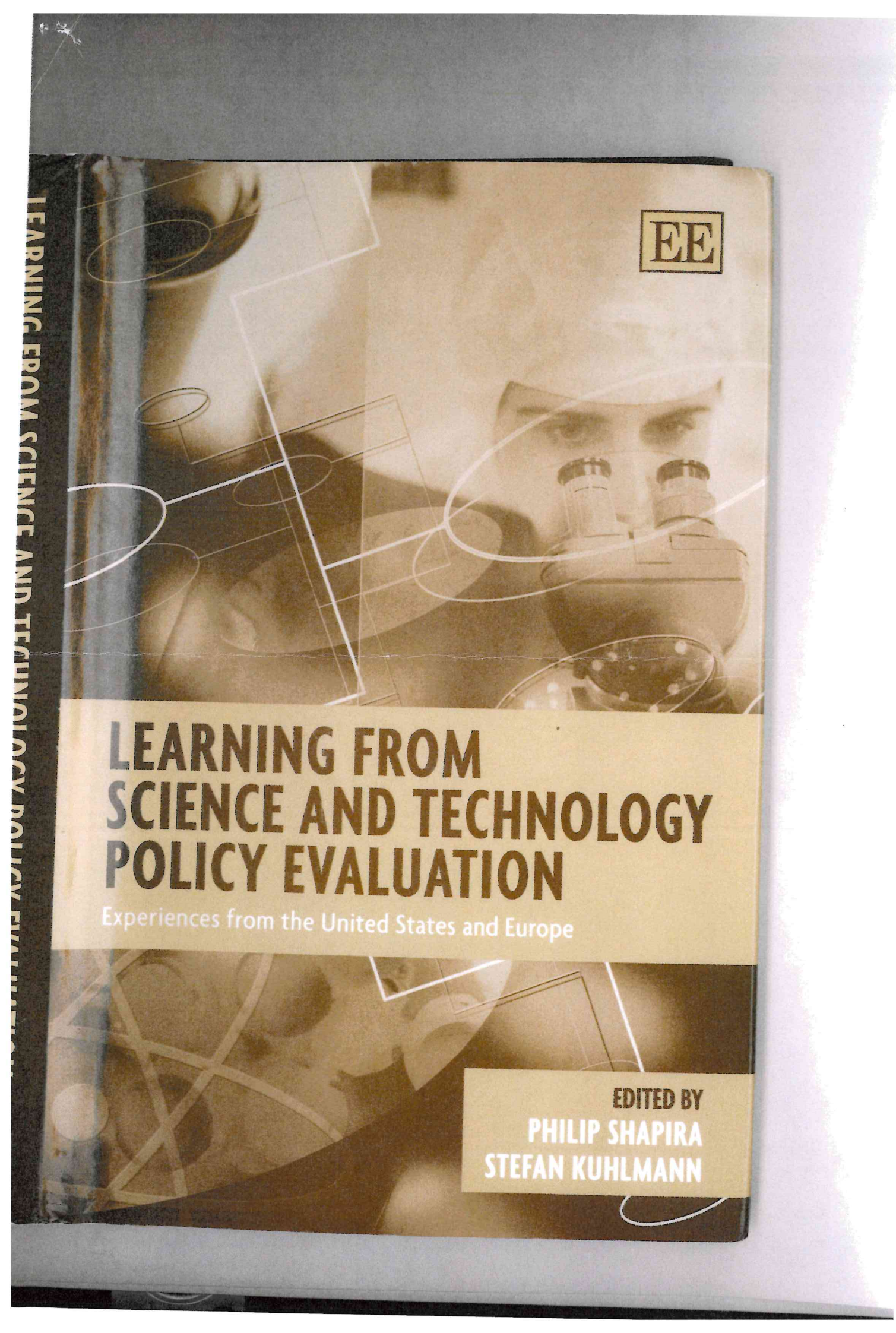
3. Che cosa sono la Certificazione Unica e il Modello 770 e quali adempimenti comportano per l'Università quale sostituto d'imposta?

16/01/2026

SOFT SKILLS 6

Di recente il Suo settore ha subito un ampliamento; si sono infatti concluse diverse procedure selettive che hanno permesso di inserire 4 collaboratori molto giovani, che hanno esperienze solo nel settore privato. Per la fase di onboarding e le fasi successive sono state progettate diverse azioni dal Settore Formazione e Sviluppo Organizzativo. Tuttavia queste azioni non hanno portato al raggiungimento dei risultati attesi a causa delle resistenze messe in atto dai Suoi collaboratori senior che si sono mostrati reticenti a trasferire conoscenze e competenze ai nuovi collaboratori, creando un clima di grande tensione nel Settore. Il Direttore Generale, venuto a conoscenza della situazione, Le ha chiesto un intervento immediato, anche in considerazione dell'attenzione che sta ricevendo sui social un post Linkedin, pubblicato da uno dei neo assunti che con una certa enfasi lamenta la lentezza e l'inefficienza del Suo ente, rimpiangendo il mondo privato.

Come dirigente, descriva le azioni da mettere in campo per sostenere un più efficace learning climate ed una migliore gestione delle risorse umane, riducendo conflittualità e disorientamento, e per presidiare la comunicazione verso l'esterno, tutelando l'immagine dell'Ateneo.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(quantifiable) impacts. Ruegg (1998, p. 3–4) observed, that the programme 'has met nearly continuous demand for measures of impact of the program since the day it was established'.

As the complexity of research and innovation policy programmes and also the tasks of related institutions have grown rather than diminished, summative performance measurements soon reach their limits. The interest in *formative, learning-oriented evaluation* approaches has increased. Formative evaluation concepts were originally developed in policy fields other than research and innovation (for example, Guba and Lincoln, 1989) and have been applied partly in competition, partly as a complement to the summative. Proceeding from the lasting experience that evaluation results produce often only small impacts on political decision-making processes, and support only a few of the expectations and interests represented in a policy arena, evaluation experts (and increasingly also policymakers) tried to relax the boundaries between evaluation and decision-making processes, indeed even to partly integrate the two spheres. Guba and Lincoln (1989) have sketched the problems concisely. They see a basic problem of previous evaluation concepts in their naive science-theoretical statement, that investigation results inform 'how things really are and function', as if they could not have been influenced by the evaluator, his commissioner and others.

The key concept of the new, wider understanding of evaluation is 'negotiation' among the participating actors. The result of evaluations correspondingly designed, is, in contrast to conventional methodology, no longer 'a set of conclusions, recommendations, or value judgments, but rather an *agenda for negotiation* of those claims, concerns, and issues that have not been resolved in the hermeneutic dialectic exchanges' (Guba and Lincoln, 1989, p. 13): decisions are made rather as a continuous process, in which competing actors achieve consensus interactively, or also not. Evaluation results are one piece of information among many. Here therefore the evaluation *process*, or more exactly the communicating of the participating actors in its course, takes centre stage; the process is consciously designed to be 'participative' ('Participatory Evaluation'; see Patton, 1997, p. 100; Worthen, Sanders and Fitzpatrick, 1997, pp. 153–70). The *media* aspect of the evaluation procedure takes centre stage. Especially the following characteristics of the participatory approach can be further developed for use in research and innovation policy discussions (Kuhlmann, 1998; see also Figure 18.2):

- Evaluation is designed as a process of empirically, analytically prepared, structured presentation and confrontation of (partly conflicting) actors' perspectives; the whole spectrum of evaluation methods can be applied in this exercise.

Domanda 6

Base dati: iscritti.csv

Creare un grafico a colonne in cui riportare per tutti i corsi di studio il valore indicato nella colonna ISC-CORR

DOMANDE

1. Come sono disciplinati i pareri e le valutazioni tecniche nel procedimento amministrativo (artt. 16 e 17 L. 241/1990)?

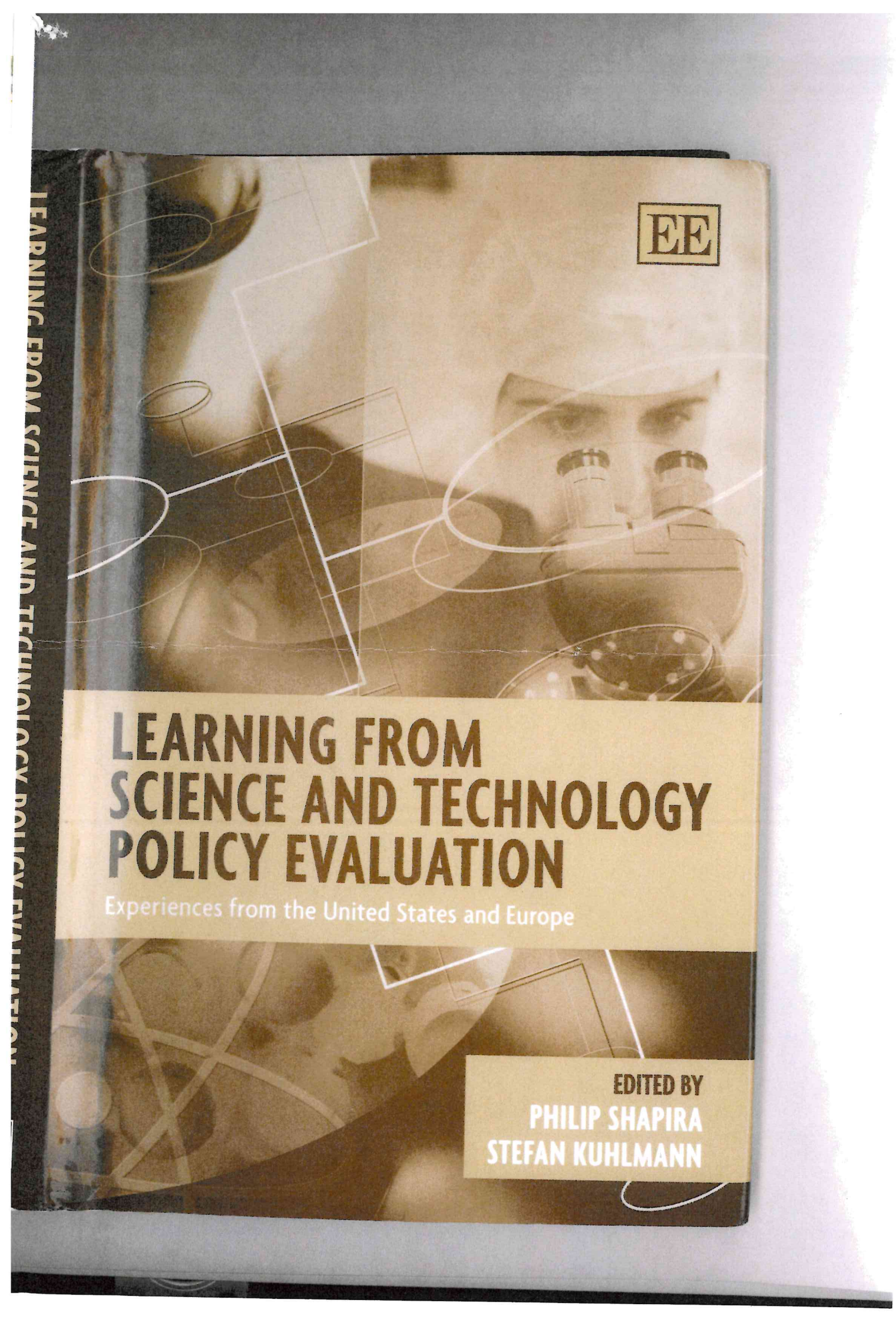
2. Come è disciplinato il subappalto nel D.Lgs. 36/2023?

3. Che cos'è il Manuale Tecnico Operativo per la contabilità economico-patrimoniale delle Università, chi lo predispone e quali contenuti presenta?

24/10/2026

SOFT SKILLS 5

Uno degli obiettivi del piano strategico è la valorizzazione del Capitale Umano. Come realizzerebbe, nel suo ruolo di funzionario, un tale obiettivo? Per quale tipo di target e con quali strumenti?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evaluators, who had learned to refine their methodology). Mutual learning about the perspectives of competing actors had been eased.

4. *Principle of decision support*: eventually, the benchmarking exercise was one step of several within an ongoing learning process of BMBF and of the NCCs on how to 'artificially' create and grow innovation clusters successfully: there is an obvious need to develop sustainable innovation strategies for and by the centres themselves, a precondition of which is sufficient room to manoeuvre for the NCCs. In early 2001 the BMBF launched a related guideline for the NCCs.

GENERAL REQUIREMENTS FOR DISTRIBUTED INTELLIGENCE

The examples discussed in the previous section demonstrated that the application of strategic intelligence – in particular of its first three principles: participation; objectivization; mediation and alignment – can be further effectuated if strategic information is gathered simultaneously from several independent and heterogeneous sources. Therefore, the second route to improved strategic intelligence leads us to the concept of *distributed intelligence*. This concept starts from the observation that policymakers and other actors involved in innovation processes only use or have access to a small share of the strategic intelligence of potential relevance to their needs, or to the tools and resources necessary to provide relevant strategic information. Such assets, nevertheless, exist within a wide variety of institutional settings and at many organizational levels, though scattered across the globe. As a consequence, they are difficult to find, access and use. Hence, rectifying this situation will require major efforts to develop interfaces enhancing the transparency and accessibility of already existing information, and to convince potential users of the need to adopt a broader perspective in their search for relevant intelligence expertise and outputs.

Consequently, an architecture and infrastructures of distributed intelligence (see Figure 18.5) must allow access, and create inter-operability across locations and types of intelligence, including a distribution of responsibilities with horizontal as well as vertical connections, in a non-hierarchical manner. Such an architecture of distributed strategic intelligence would, at least, limit the public cost and strengthen the 'robustness' of intelligence exercises. Robustness, nevertheless, presupposes also provisions for quality assurance, boosting the trust in distributed intelligence based debates and decision-making. Five *general requirements* of infrastructures for distributed intelligence can be stipulated:

Domanda 5

Base dati: iscritti.csv

Crea una tabella utilizzando la funzione tabella pivot di EXCEL in cui riportare il numero totale di corsi di studio per ciascuna voce DIP./Scuola

DOMANDE

1. Come è disciplinato il conflitto di interessi nelle procedure di affidamento dei contratti pubblici (art. 16 D.Lgs. 36/2023)?

2. Che cos'è il Codice etico delle Università e come si rapporta al codice di comportamento dei dipendenti?

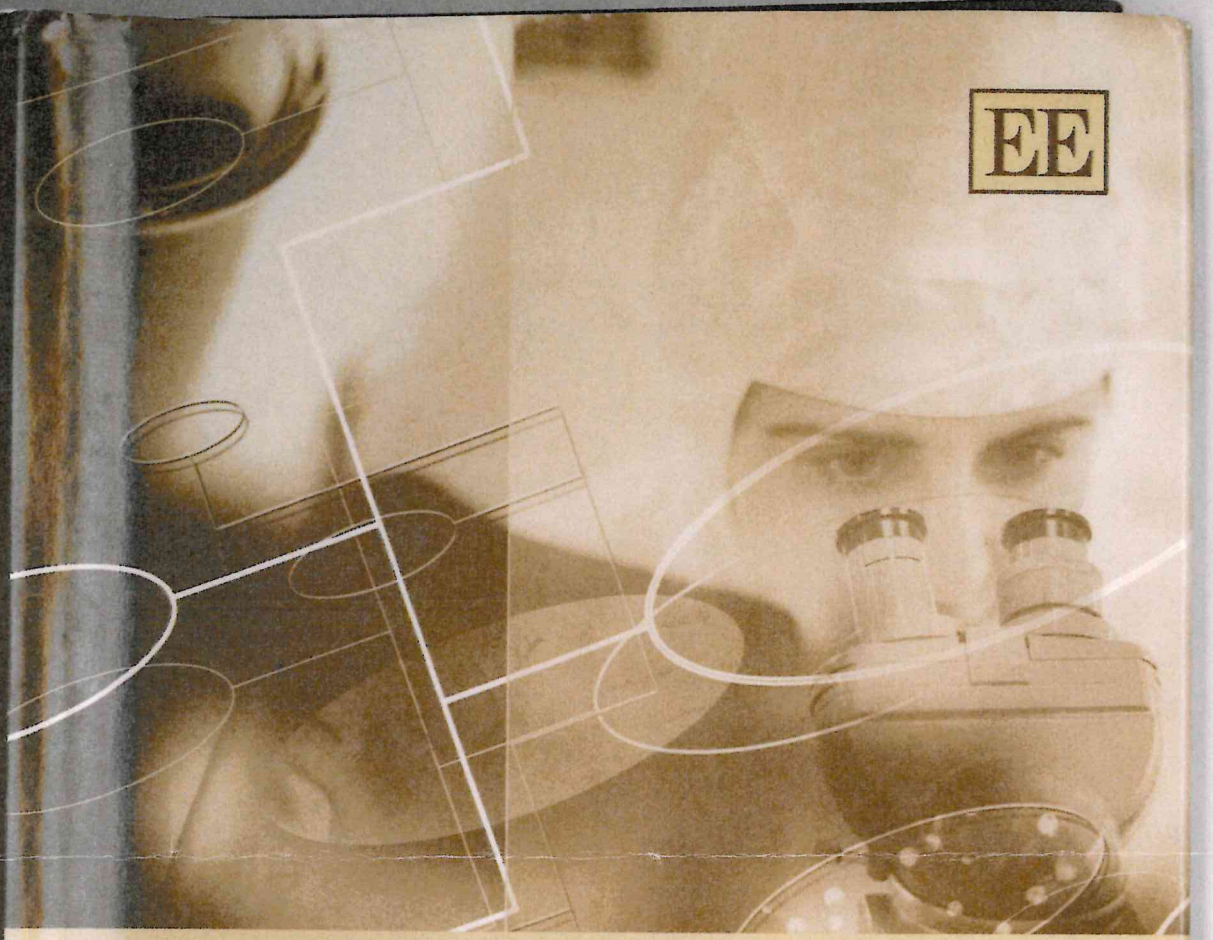
3. Come vengono contabilizzati gli ammortamenti e i fondi rischi e oneri?

14/10/2026

SOFT SKILLS 3

Le viene affidato un neoassunto che commette errori ripetuti nelle stesse pratiche.

Come si comporta e perchè?



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LEARNING FROM SCIENCE AND TECHNOLOGY POLICY EVALUATION

7. The evaluation of university research in the United Kingdom and the Netherlands, Germany and Austria

David F.J. Campbell

INTRODUCTION

The analysis focuses on university research evaluation in Europe by comparing particularly policies in these four countries: United Kingdom, the Netherlands, Germany, and Austria. After a review of current funding trends of university research, conceptual and methodic considerations for university research evaluation will be discussed: peer review and/or indicators are described as the two dominant approaches of assessing and measuring university research. With regard to comprehensive institutional ex-post research evaluation a comparative empirical typology is proposed for discussion, juxtaposing 'Type A' countries (United Kingdom and the Netherlands) and 'Type B' countries (Germany and Austria). Within that classification Type A implies that comprehensive ex-post research evaluations, covering and addressing all disciplines at national level, already are implemented. In detail we then compare and comment on the methods of ex-post research evaluation in the United Kingdom and the Netherlands. Afterwards, an overview of the contemporary situation of evaluation of university (and university-related) research in Germany and Austria is presented. The conclusions propose different policy scenarios for the future, for how Type A and Type B countries might relate with regard to a possible cross-country spreading of comprehensive ex-post research evaluations. Briefly also the notion is mentioned, whether one can speak of a 'co-evolution' of university research and university research evaluation.

Domanda 3

Crea una presentazione Power Point inserendo i file MUR e LOGO UdA presenti all'interno della cartella FILE

DOMANDE

1. Come è disciplinato l'accesso agli atti delle procedure di affidamento dei contratti pubblici nel D.Lgs. 36/2023?

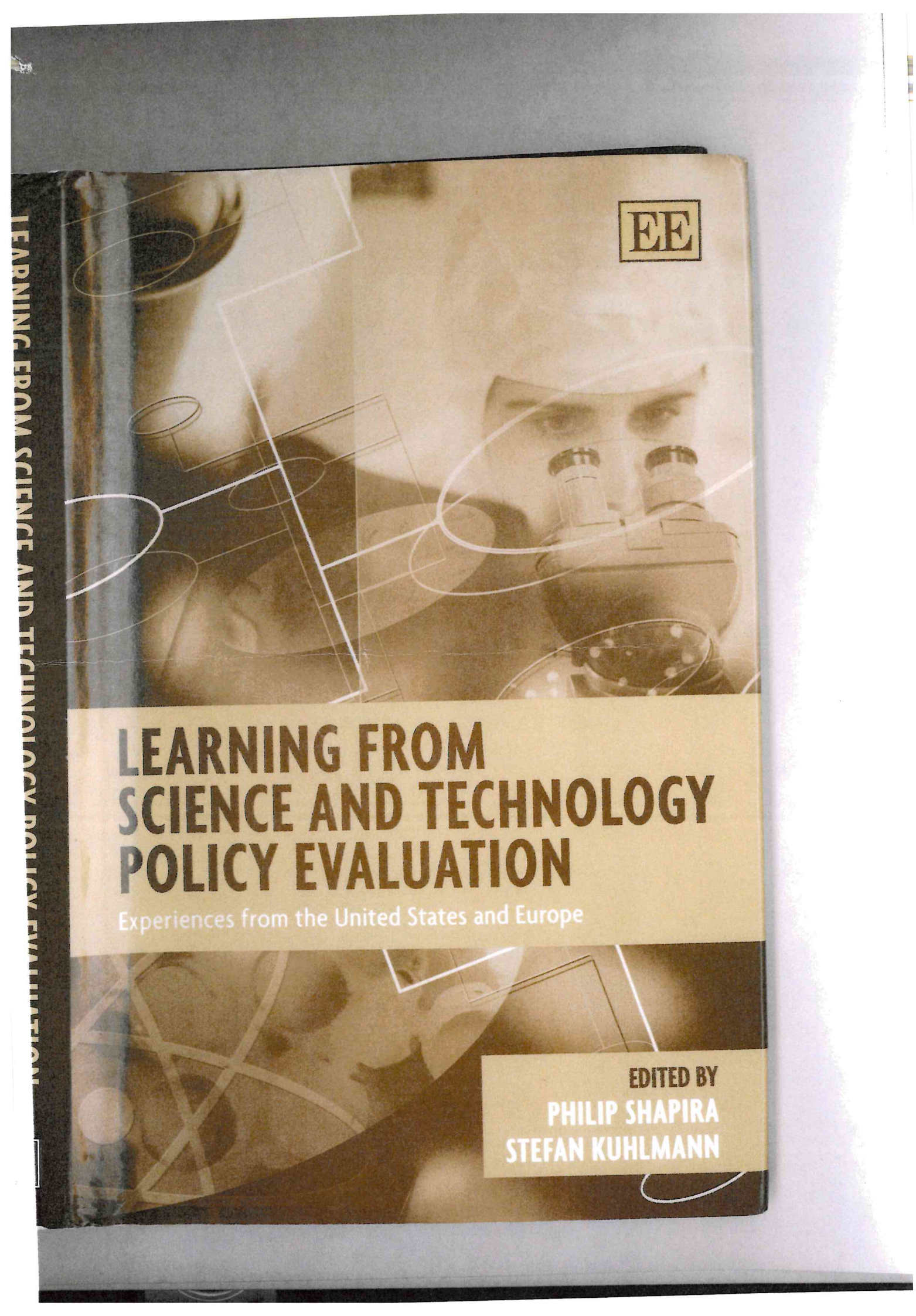
2. Che cos'è la conservazione dei documenti informatici e come è organizzata nelle pubbliche amministrazioni?

3. Come è disciplinato l'utilizzo temporaneo di spazi e locali dell'Ateneo da parte di soggetti esterni?

14 ottobre 2026

SOFT SKILLS 2

Nota che la procedura dei rimborsi missione, redatta dal Suo responsabile, comporta passaggi ridondanti e ritardi. Come elabora e presenta una proposta di miglioramento?


EE
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Experiences from the United States and Europe
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social effects. The latter, in common with economic effects, can take some time to be manifested. To address this, a two-part methodology was developed. First a questionnaire was used to screen all 100 or so completed projects (a very high response rate was achieved in this exercise). On this basis the 40 projects with the greatest reported effects were subject to detailed study.[10] The survey addressed users as well as researchers. It was at this point that an innovative methodology was applied. The assumption was made that the attitude of various levels of public authority would be the critical factor affecting the diffusion and uptake of initially successful project results. To explore this, project participants were taken through four basic scenarios spanning the range of attitudes and then asked to explore with the interviewer the implications of these over a 10 to 15-year period for each dimension of impact (including social). While highly labor intensive, with interviews lasting several hours, the approach did allow a more dynamic perspective on effects to be achieved on a timescale which delivered results of use to policymakers.

A wider consequence of the trend towards including social issues within the scope of program evaluations is the extension of the relevant group of stakeholders. To the normal research–industry–government triangle is added a wide range of voluntary organizations, including consumer and pressure groups, charities, and regulatory agencies. Many of these will have little familiarity with research and it may be difficult for them to provide useful feedback. It is also the case that research often is a very minor factor by comparison with other policies – this is particularly the case with employment, where direct effects tend both to be small and to involve creation of new jobs or safeguarding of existing ones. It is rare for an innovation to result attributably in jobs for the unemployed.

EMERGENCE OF NEW RATIONALES FOR INNOVATION POLICY AND NEW INSTRUMENTS SUCH AS FORESIGHT

A conclusion of the 1995 review of evaluation in Europe was that evaluation would need to keep pace with the emergence of new instruments for innovation policy. Most of these instruments implicitly or explicitly are founded upon a more sophisticated rationale for government intervention than the traditional market failure arguments. In particular, they draw upon the notion of system failure, whereby the analysis is that a lack of bridging institutions to link actors within the innovation system creates barriers to innovation. The role of the state is to provide bridging institutions of this type.[11] One of the more prominent policies of this type has been the emergence of foresight programs, particularly in their manifestation in the

Domanda 2

Trova nel testo la parola "IA" e sostituiscila con la parola "INTELLIGENZA ARTIFICIALE" utilizzando la funzione WORD dedicata

1. Introduzione alla Tecnologia Moderna

La tecnologia ha cambiato radicalmente il nostro modo di vivere, lavorare e comunicare. Ogni giorno nascono nuovi strumenti digitali.

1.1 L'evoluzione degli smartphone

Gli smartphone sono diventati estensioni del nostro corpo. Non servono più solo per chiamare, ma gestiscono la nostra intera giornata.

1.2 L'impatto dei social network

I social network collegano miliardi di persone in tempo reale. Questo fenomeno ha modificato le relazioni sociali e il marketing globale.

2. Intelligenza Artificiale e Futuro

L'intelligenza artificiale (IA) rappresenta la frontiera più avanzata dell'innovazione tecnologica contemporanea.

2.1 Machine Learning e Reti Neurali

I sistemi di machine learning permettono alle macchine di imparare dai dati senza una programmazione esplicita.

2.2 Etica e regolamentazione dell'IA

Regolamentare l'uso dell'intelligenza artificiale è fondamentale per evitare discriminazioni e tutelare la privacy degli utenti.

3. Sostenibilità Ambientale e Digitale

La transizione ecologica deve andare di pari passo con la transizione digitale per garantire un futuro sostenibile al pianeta.

3.1 Il consumo energetico dei data center

I grandi centri di calcolo richiedono enormi quantità di energia elettrica. Trovare fonti rinnovabili è una priorità assoluta.

3.2 Smart City e mobilità sostenibile

14.10.2026

F

DOMANDE

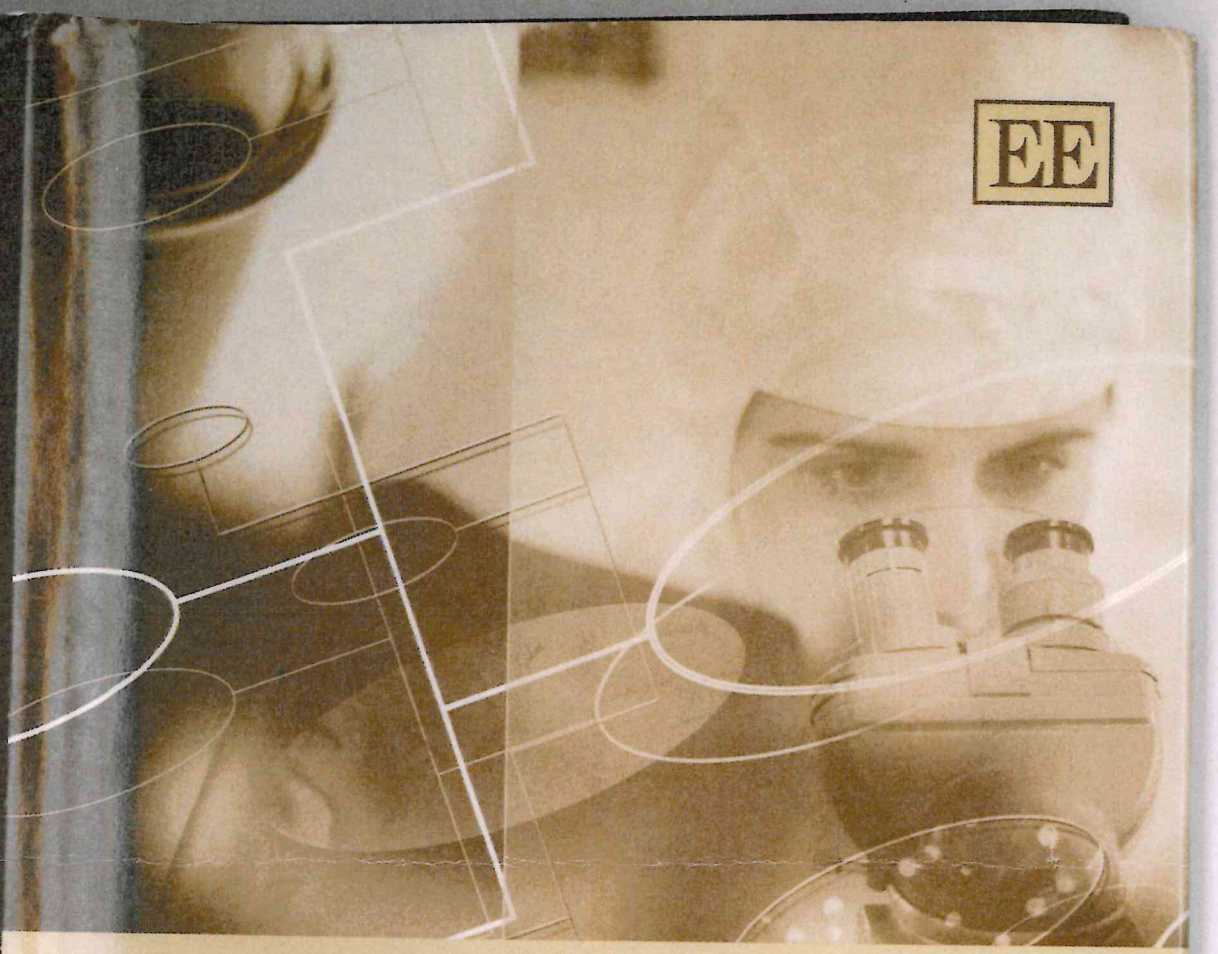
1. Quali garanzie specifiche sono previste per il trattamento dei dati personali a fini di ricerca scientifica?

2. In che cosa consistono gli obblighi di tracciabilità dei flussi finanziari nei contratti pubblici?

3. Che cosa contengono la Nota Integrativa e la Relazione sulla gestione?

SOFT SKILLS 4

Non può credere ai Suoi occhi, il neoassunto che Le hanno appena assegnato nel Suo ruolo di Mentor nel progetto di onboarding è il/la Suo/a ex compagno/a. Come si comporta e perché?



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have seen some of the limitations of this system, however, in particular the ease with which efforts to produce meaningful portfolio evaluations can be neglected in the laudable pursuit of 'higher aims'. We have also observed how an alternative evaluation system, which places professional evaluators at the top of the 'evaluation tree', can produce solid evaluation findings across a portfolio of programs and sets of recommendations which owe their credibility – and hence the increased likelihood of their acceptance – to their strong links with the results of the evaluation.

This is not to suggest, however, that the EU evaluation system should be turned upside-down, with professional evaluators replacing domain experts at the top of the food chain. Instead, the suggestion is to separate more formally the realms of 'evaluation' and 'advice' – with professional evaluators ruling the roost in the former and domain experts strutting their stuff in the latter – and to define more clearly the roles and responsibilities of these two worlds and the links between them. In particular it would be the responsibility of the 'evaluation' realm to produce the 'missing link' in the current system, that is an authoritative and credible portfolio evaluation report which would constitute an important – but certainly not the only – input into the deliberations of a quite separate 'advisory' realm, for example a Framework Strategy Panel composed of eminent domain experts (one of which could even be an evaluation expert) which would be charged with thinking more broadly about the role of science, technology and innovation in a modern EU.

In practice, a change of this nature could also be accompanied by a number of other more minor modifications which would streamline the existing system. For example, concerning the current Annual Monitoring scheme, there is an urgent need for a 'lighter' approach which places less onerous demands on program administration. One possibility is for each Specific Program to prepare annual self-assessments based on internally generated data and perspectives. Individual evaluation experts (one per program) could then be charged with reviewing these documents and producing a short critique. All the reports and accompanying critiques could then be made available to a single Annual Monitoring Panel composed of scientific experts and evaluation specialists. Its sole task would be to review this material and produce a synthesis monitoring report for the Framework Program as a whole.

For the Five-Year Assessment exercise, similar procedures could apply. Again each Specific Program could be asked to prepare its own assessment. In this instance, however, each program would also be asked to commission independent evaluations conducted by evaluation specialists. These could be charged with reviewing the results of past monitoring exercises and conducting empirical studies concerned with program relevance, efficiency, effectiveness and impact. The results of all these self-assessmen

Domanda 4

Base dati: iscritti.csv

Calcola la variazione percentuale tra il totale della colonna ISC-CORR e la colonna ISC-PREC. Il valore deve essere arrotondato alla seconda cifra decimale.

16/09/2026

DOMANDE

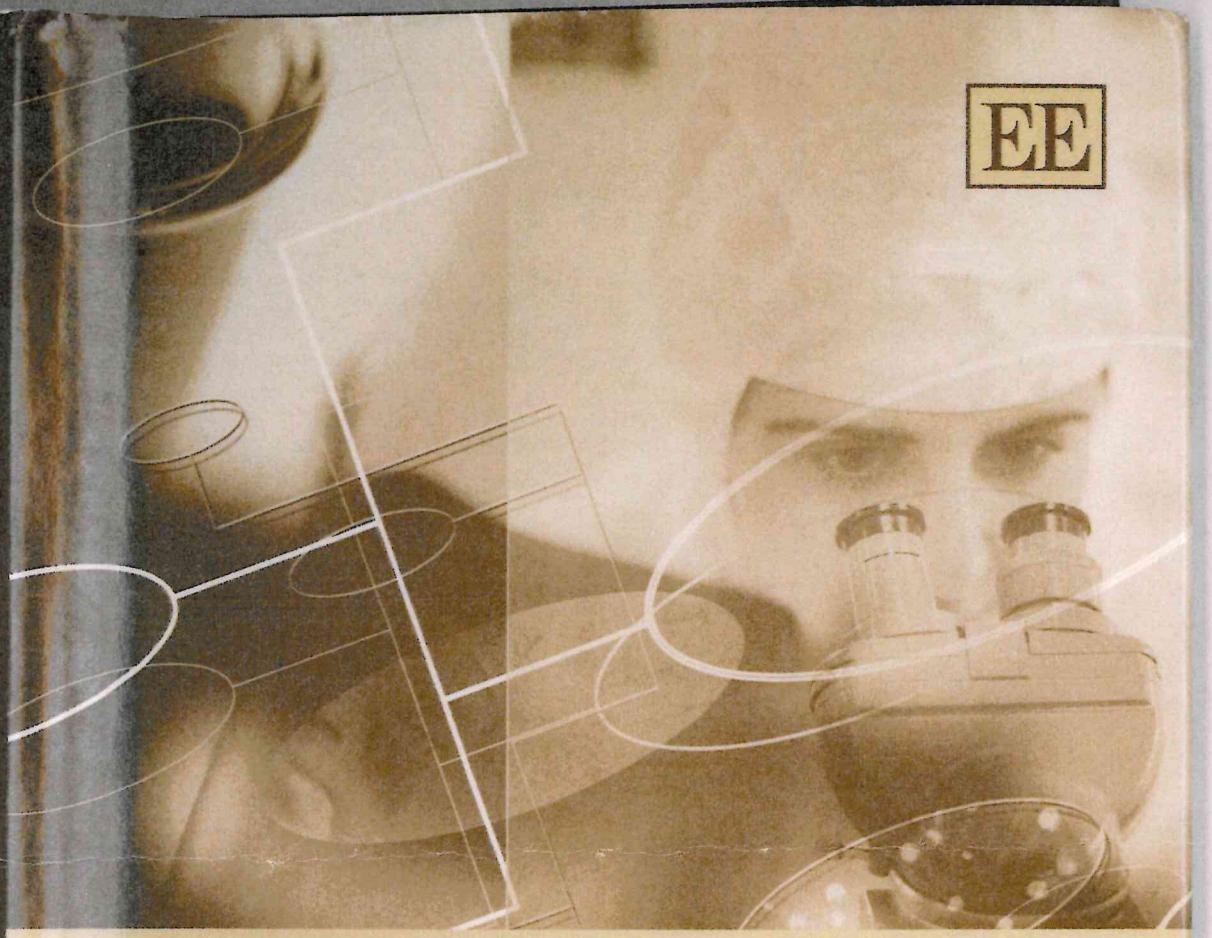
1. Che cos'è il Piano Nazionale Anticorruzione e quali poteri esercita l'ANAC nei confronti delle amministrazioni?

2. Come la L. 240/2010 disciplina il regime di impegno dei professori e dei ricercatori e lo svolgimento di attività esterne?

3. Che cos'è la classificazione della spesa per missioni e programmi e quale funzione svolge nei documenti di bilancio delle Università?

SOFT SKILLS 7

Nella rilevazione annuale sui fabbisogni formativi, per l'ennesima volta richiede la possibilità di frequentare un corso sul public speaking e per l'ennesima volta la Sua richiesta viene ignorata. Come si comporterebbe e perché?



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EVALUATION PLANNING AND UTILIZATION

The better the evaluation planning, the more likely the evaluation is to provide information that users perceive as valuable and useful. Good evaluation planning starts with a clear definition of the purpose of the evaluation and its audience and a thorough picture of the components of the 'program' or organization being evaluated. Whether the purpose of the evaluation is to provide managers with information on how to improve, or to provide senior managers and sponsors of the S&T with evidence that the S&T is well managed and meeting its objectives, an evaluation is more likely to be utilized and credible if it is based on a framework that includes various stakeholder perspectives.

The proposed framework provides guidance with respect to recognizing value biases and making them explicit. It provides a means for matching an organization's basic characteristics with evaluation strategies and facilitates the choice of effectiveness criteria such that assessment will be respected and accepted both internally and externally. The relationships between organizational structure and organizational effectiveness are recognized and can be investigated. Since the proposed framework also looks at the organization within its particular context, evaluations using this framework can examine relationships between organizational effectiveness and other measures of performance such as outputs and impact, or the stage or type of research.

A BALANCED SET OF LEADING INDICATORS

Use of the proposed framework could also provide a balanced set of leading indicators for improvement and reporting. Leading indicators provide managers with early warning of opportunities for improvement as well as challenges that may detract from performing excellent S&T. The effectiveness of the S&T organization is a leading indicator for future S&T outcomes and provides a balance to the current emphasis on measuring those outcomes. Moreover, use of the Competing Values theory suggests that a balanced set of indicators for organizational effectiveness would include (1) creativity, (2) morale, (3) external positioning and productivity, and (4) efficiency of internal support structure and systems. For example, measures of creativity would include the extent of internal and external collaboration and the use of cross-functional teams. Other important leading indicators might be the alignment of organizational structure and culture with type of research and purpose as well as with resources and influences of the ex[illegible] environment.

Domanda 7

Inserisci nella presentazione Power Point data e ora e numero di diapositive

DOMANDE

1. Chi è il titolare del trattamento e quali sono i suoi obblighi principali?

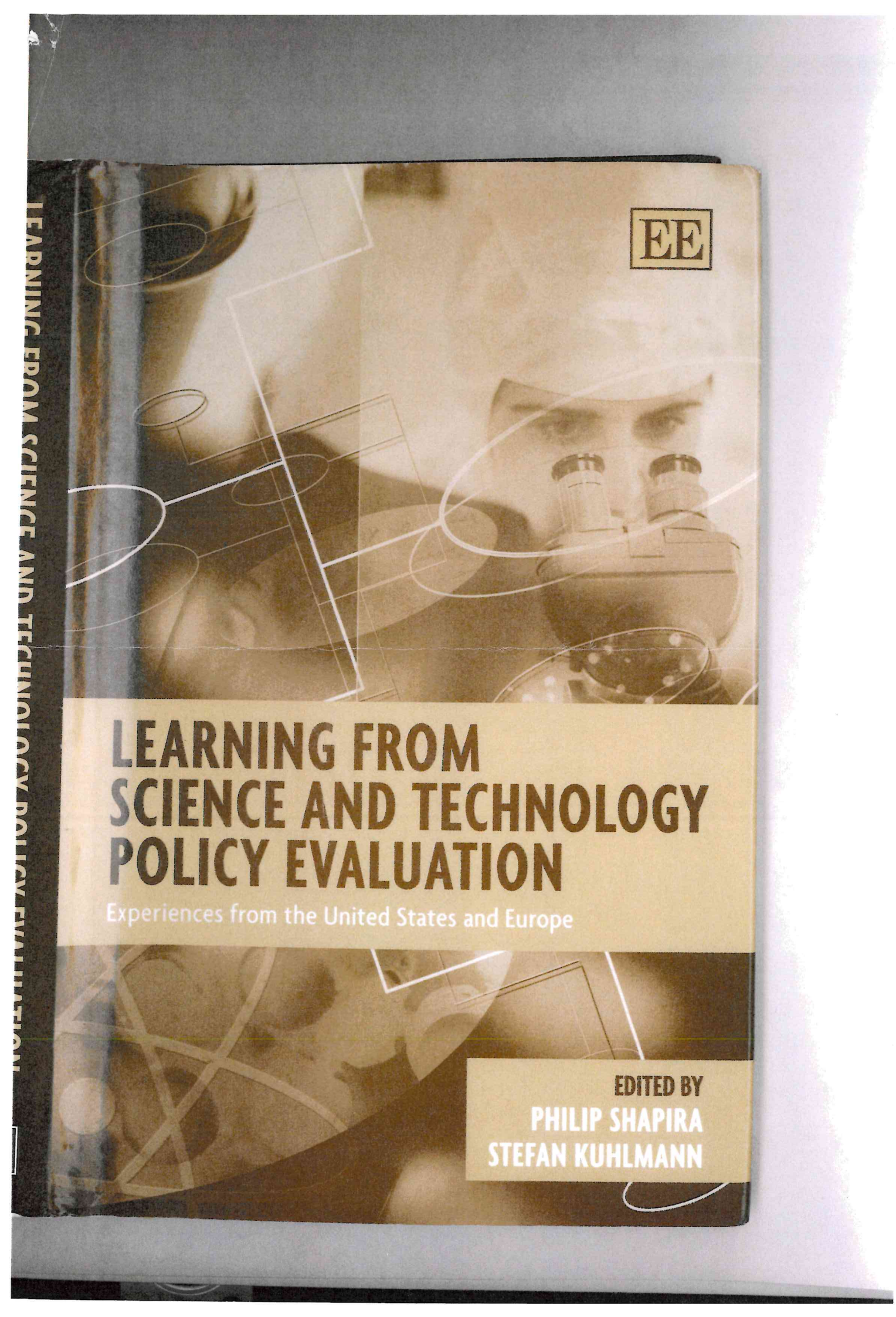
2. Come si attribuisce valore in Italia agli atti e documenti formati all'estero (legalizzazione e apostille)?

3. Quale posizione occupa lo Statuto nel sistema delle fonti dell'Ateneo e come sono approvati i regolamenti, in particolare il Regolamento per l'amministrazione, la finanza e la contabilità?

14/10/2026

SOFT SKILLS 8

Il Suo responsabile Le chiede di tenere aggiornata una collega con la quale lavora spesso in team, appena entrata nel periodo di astensione obbligatoria dal lavoro per maternità. Che tipo di strategia comunicativa, in termini di mezzi di comunicazione, modalità e tempistiche adotterebbe, per facilitare il futuro rientro dalla maternità. Perché?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PRELIMINARY ASSESSMENT

Our chief conundrum is that grants affect tenure and promotion, and women are no more or less likely than men to receive tenure or be promoted. One possible explanation that we do not at present have the ability to test, is that there may be an interaction effect between the amount of the grant and simply having a grant. Perhaps male scientists benefit in tenure and promotion from having larger grants, women benefit more than men just because they have grants, and the effects wash one another out resulting in roughly equivalent rates of tenure and promotion. But this is just one among many possibilities, including field effects, results from the relatively small number of women in the sample, peculiarities of a sample from interdisciplinary science centers, and possible cohort-related artifacts not picked up by the simple measure of time since PhD. With more data and, particularly, a more representative database that can be used to compare our distinctive database, it should be possible to employ CVs to sort out these complex relationships.

IMPLICATIONS OF FINDINGS FOR FUTURE RESEARCH

The results that we have presented seem to us to have interesting and complex implications for public policy regarding gender differences in science. While much of the current literature on women in science does not indicate that women face blatant structural obstacles during academic career paths, they do still face inconspicuous discrimination that makes them lag behind their male colleagues increasingly as they progress through their careers.

It seems apparent, in this study as well as others, that women scientists who complete a doctoral degree and begin a career in academe are often the 'cream of the crop'. They have survived many difficulties along the way and have thrived. Regardless of how these women strive to make up lost time and catch up with their male colleagues (for example, our findings about funding discrepancies between men and women), they have a harder road ahead of them.

We have reached a stage in public policy and gender discrimination when we no longer need to worry about a woman being told that she cannot be an assistant professor because she is not of the 'right' sex. The courts and the specific woman could take care of this matter in short order. Rather, we do have to focus our public policies in the future regarding gender on the small discrepancies and the small, nearly invisible, acts of discrimination that place women behind men as they progress through their careers.

We no longer need to investigate whether women are becoming assistant professors with the same likelihood as men. Rather, we need to focus on the

Domanda 8

Inserisci nella presentazione Power Point la schermata della homepage del sito www.unich.it, ridimensionando le proporzioni se necessario

DOMANDE

1. Che cosa sono gli accordi integrativi o sostitutivi del provvedimento previsti dall'art. 11 della L. 241/1990 e quale ne è la disciplina?

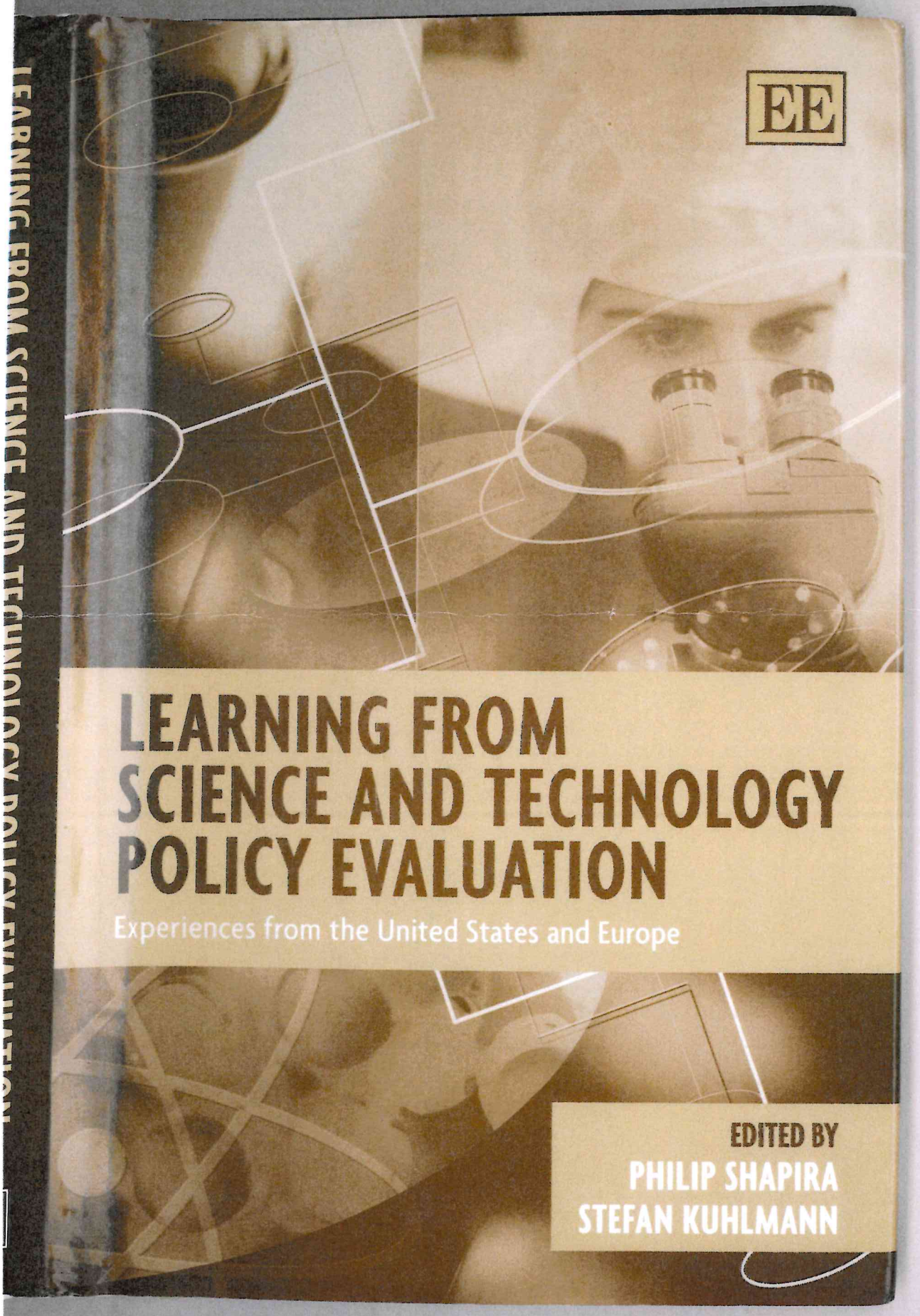
2. Come possono essere conferiti i contratti per attività di insegnamento ai sensi dell'art. 23 della L. 240/2010?

3. Come si rilevano nella contabilità economico-patrimoniale degli Atenei i contributi in conto capitale per investimenti e i contributi in conto esercizio pluriennali?

14-10-2026

SOFT SKILLS 9

Le è stato delegato un compito che rientra formalmente nel suo job profile ma per il quale è certo di non possedere le dovute competenze. Come si comporterebbe e perché?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supporting faculty work with companies (Tornatzky and Bauman, 1997); and an analysis of universities which are exemplary in terms of industry and economic development partnerships (Tornatzky, 2001). We will describe the last as an interesting illustration of a practice-oriented study

Finally, there is a line of benchmarking research that involves both performance and practice perspectives, and also looks at the 50 states as the units of analysis. This is the STC work on interstate migration of recent science and engineering graduates of universities (Tornatzky et al., 1998) and will be the third project described in more detail.

Benchmarking Technology Transfer Performance

As indicated above, four separate studies have been conducted in this series. Several procedures have been consistently applied in all of the studies, and others have evolved as the program has expanded.

First, following our own guidelines above, we have been very careful to enlist the active participation of institutions in the South. The sample of institutions has grown from 25 in the initial study (Waugaman, Tornatzky and Vickery, 1994), to over 75 in the current round of data collection (Waugaman, 2000). Every study has had a small advisory group, drawn from the ranks of technology transfer managers and chief research officers. This has been supplemented with regional caucuses held in conjunction with annual meetings of the Association of University Technology Managers, in which we have presented our plans for that year's round of data collection, and gotten helpful and sometimes brutal feedback. As a precursor to the current study, we supplemented this face-to-face feedback with a region wide survey,[5] which asked respondents to confirm the usefulness of measures and metrics that had been used in prior waves of data collection, and to explore their reaction to potential additions. One result of this process has been the addition of a questionnaire item asking for the fraction of industry-sponsored research that is accounted for by state-based companies.

We have also focused on simple, intuitive measures and metrics and stayed with them over the years. These have included ratio indicators of patent applications, patents granted, licenses, royalties, and start-ups, all of which have been normalized in terms of the size of the institutions research expenditures (for example, patents per $10 million of research). A great advantage of this continuity of measurement, along with maintaining a high participation rate among institutions, has been our ability to report longitudinal trends on the measures. We have observed a trend among other researchers and commentators to rely more on ratio measures as well, which obviously facilitates comparisons among institutions of different size.

Domanda 9

Inserire note per il relatore nelle diapositive all'interno di una presentazione power point

DOMANDE

1. In cosa consiste la comunicazione di avvio del procedimento e quali sono le principali eccezioni?

2. Che cosa sono le convenzioni Consip e come funzionano?

3. Qual è la differenza tra attività istituzionale e attività commerciale ai fini fiscali per un'Università?

NON ESTRATTA

SOFT SKILLS 5

Si immagini, arrivando all'entrata del Rettorato, di intravedere un ragazzone che ne sta imbrattando la porta con una vernice spray. Come si comporterebbe e perché?

HIGHER EDUCATION FOR A KNOWLEDGE SOCIETY

THE WORLD-CLASS UNIVERSITY AND RANKING: AIMING BEYOND STATUS

Jan Sadlak and Liu Nian Cai, Editors

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universities agree with the various ranking systems and league tables findings is insignificant; ranking systems are clearly here to stay.

The issue then becomes not whether ranking systems should exist, but rather *how* these higher education ranking systems might best be constructed. In other words, *what types of performance indicators, procedures, and ethical considerations should be included in a conceptual framework or typology for higher education ranking systems*? Current ranking methodologies exhibit various strengths and weaknesses. Different rankings/league tables include indicators that students may overlook when thinking about an institution's quality. These rankings allow institutions to distinguish themselves based on who they are and what they do for consumers of higher education. Similarly, ranking methodologies indirectly affect quality in higher education because of their ability to promote competition. Nevertheless, the inherent weaknesses of these rankings/league table methodologies often overshadow their strengths. Rankings/league tables' major flaw often is their *continual changes in methodology*. For instance, although institutions may not actually change in a significant way, ratings can fluctuate from year-to-year because the weights assigned to different indicators are changed. Likewise, many rankings come up with a single number that summarizes the overall ranking of an academic institution. This simplifying practice makes it difficult for students to distinguish among institutions based on the characteristics *they* find most important. Additionally, much of the "objective" data used in the rankings/league tables is self-reported by the institutions. Continuing such a practice without external validation of data could lead to difficulties for rankings/league tables in the future as institutions place more stakes in rankings' ability to influence behaviour, and thus are tempted to manipulate their data inputs into the process.

In order to advance the "international conversation" on what role these ranking systems and league tables should play in quality assessment and higher education's transformation of societies within the global environment, UNESCO-CEPES and the Institute of Higher Education Policy initiated the Higher Education Ranking Systems and Methodologies Project. Its purpose is to:

Domanda 5

Base dati: file iscritti.csv

Evidenzia i corsi di studio con valore negativo nella colonna ISC-DIFF attraverso la formattazione condizionale prevista da EXCEL

DOMANDE

1. Chi sono i soggetti legittimati a esercitare l'accesso documentale e quale interesse devono dimostrare?

2. In quali casi la Pubblica Amministrazione è tenuta a effettuare controlli sulle dichiarazioni sostitutive e con quali modalità?

3. Quali sono le principali regole del Regolamento di Ateneo sulle missioni e i rimborsi spese?

NON ESTRATTA

SOFT SKILLS 6

Ha appena aperto una missiva cartacea che le recapita un messaggio inviatole dalla moglie del suo responsabile che le intima di smetterla di avere atteggiamenti provocatori ed ambigui con lui. Come si comporterebbe e perché?

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a long time. To conclude the Olympic analogy, universities are to be likened to decathlon athletes competing in many different events over an extended period.

So, against this background, one should consider the *qualities* and *strategies* one might expect to find in a university that is widely recognized as world-class, or is well on the way to such acclaim. (The frame of reference herein is Australia and the wider Asian region. Yet, the analysis also applies to other regions beyond North America, but is primarily informed by United States experience.

Foremost Is Quality of the Faculty

A world-class university will be widely recognized as a place where top academic researchers (and teachers) wish to congregate. It is a place where people will want to spend time learning *from* and being *with* the best minds around, and to associate with the fame and respect that goes with this. Given the chance, faculty from other universities will migrate to the world-class university. Similarly, the best PhD graduates embarking on an academic career invariably search for universities of high reputation, even discounting the level of starting salary. An inter-institutional mobility pattern is one of the key indicators of a university's standing, and top faculty members attract top students. But while the process is autocatalytic, it starts with the eminence of the faculty (and the high level of the courses they teach).

Research Reputation Is Critical

Research performance, and how this is carried-through to excite and inform the learning process for all members of the university, is an essential building block for reputational capital. Prominent research break through can accelerate recognition and respect, particularly were there is community awareness and "buy-in".

Sometimes a particularly important break through or line of achievement in an area of international importance can quickly build the profile of the sponsoring university. In Australia, examples include the work on solar conversion at University of New South Wales (UNSW)

Domanda 6

Base dati: iscritti.csv

Ordina i corsi di studio con valore decrescente rispetto alla colonna ISC-DIFF utilizzando la funzione EXCEL dedicata

DOMANDE

1. Chi sono i controinteressati nel procedimento di accesso e quale procedura deve seguire l'amministrazione nei loro confronti?

2. Quali sono la composizione e le funzioni del Nucleo di Valutazione secondo la L. 240/2010?

3. Qual è l'iter di approvazione del bilancio unico di previsione, con riferimento agli organi coinvolti?

NON ESTRATTA

SOFT SKILLS 10

Immedesimandosi nel ruolo di funzionario dell'area servizi agli studenti di questa università, si immagini di essere chiamato ad intervenire a nome del personale TA durante la cerimonia d'inaugurazione del nuovo accademico. Sinteticamente, quali sarebbero i messaggi chiave con i quali motivare i colleghi ad un maggiore coinvolgimento lavorativo? Perché?

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It is also useful at the outset to recall the premises of the Shanghai-ranking. The exercise was meant to detect and to rank world-class institutional players, in order to position Shanghai Jiao Tong University – "Shanghai-ranking" – and other Chinese universities in the international context, as well as (perhaps) to identify possible partners. The criteria and the weighting scheme are shown in Table 1.

Table 1. Indicators used in "Shanghai-ranking"

Criterion	Indicator	Code	Weight (%)
Quality of Education	Alumni of an institution winning Nobel Prizes and Fields Medal	Alumni	10
Quality of Faculty	Staff of an institution winning Nobel Prizes and Fields Medal	Award	20
	Highly Cited Researchers in 21 broad subject categories	HiCi	20
Research Output	Articles published in *Nature and Science**	N&S	20
	Articles in *Science Citation Index-Expanded* and *Social Science Citation Index*	SCI	20
Size of Institution**	Academic performance with respect to the size of an institution	Size	10

* For institutions specialized in humanities and social sciences such as London School of Economics, N&S is not considered, and the weight of N&S is relocated to other indicators.

** The total scores of the above five indicators divided by the number of full-time equivalent academic staff. If the number of academic staff for institutions of a country cannot be obtained, the total scores of the above five indicators is used.
For each indicator, the highest scoring institution is assigned a score of 100, and other institutions are calculated as a percentage of the top score. Scores for each indicator are weighted as shown to arrive at a final overall score for an institution. The highest scoring institution is assigned a score of 100, and other institutions are calculated as a percentage of the top score.

Source: Institute of Higher Education, Shanghai Jiao Tong University, 2004. <http://ed.sjtu.edu.cn/ranking.htm>.

Since its appearance, a number of critiques of the Shanghai-ranking have been expressed. Suggestions made included counting options for Nobel Prizes and Fields Medal and possibly including other scientific awards (an issue on the edge of bibliometrics). The question of the field-bias of the journals *Nature and Science* was also raised, since it obviously

Domanda 10

Inserisci nella presentazione Power Point delle forme a piacimento, una volta inserite utilizza la funzione raggruppa.

DOMANDE

1. Quali conseguenze derivano per l'amministrazione dall'inosservanza del termine di conclusione del procedimento, sotto il profilo del risarcimento del danno e dell'indennizzo da ritardo?

2. Che cosa sono i Dipartimenti universitari e quali funzioni svolgono?

3. Quali obblighi gravano sulle Università in materia di fatturazione elettronica passiva e di tempi di pagamento dei fornitori?

NON ESTRATTA

SOFT SKILLS 3

Un fornitore consegna materiale non conforme all'ordine e propone di trattenerlo con un piccolo sconto. Il docente vorrebbe accettare per non perdere tempo. Come gestisce la situazione con entrambi e perchè?

LUIGI FABBRIS
Editor

Effectiveness of University Education in Italy

Employability, Competences, Human Capital

Physica-Verlag
A Springer Company

Effectiveness of University Education
Fabbris (Ed.)

industrial companies of any size and activity, agencies for public opinion surveys, central and local public administrations, professional offices, and cooperative societies of services.

The knowledge and skills in demand concern marketing research, information systems management, industrial production and provision of quality control, demographic, social and economic forecasts, different types of counselling, technical support to activities of certification, goods and services quality control, technical offices, research and experimentation for goods and processes development.

However, statisticians are at a disadvantage because the poor knowledge of their professional potential: entrepreneurs and managers perceive the importance of statistics, but are not fully aware of the work duties a statistician can realize. Moreover, the extent of statistical activities rarely requires a "whole" statistician. This means that, in general, the statistical tasks are associated with other tasks and graduates in Statistics are often employed as computer scientists, business economists, and other capacities.

The variety of roles and contexts where the statisticians operate makes it more difficult to identify the professional profile of graduates in Statistics. The functions that a statistician exerts, in fact, are common to almost all the companies and institutions and, with few exceptions, to the functional areas where statisticians are engaged.

The condition of statisticians is common to most qualified workers. In small and medium companies, and in particular in professional offices, graduates are hired to carry out a multiplicity of functions, one of which – hopefully but not necessarily the main – referring to his or her educational subject.

The key to define the work activities carried out by statisticians, and to shape their professional profiles, are the competences they use. Competences are cross-occupation and job-specific kinds of knowledge and skills, and attitudinal features useful to work in a complex working environment, such as the capability to work in team, to feel him/herself part of a whole, to detect and concretely solve company's problems.

Technical competences can be taught at school. Attitudes are believed to be a sort of personal heritage. Nevertheless, with suitable educational methods, it is possible to develop even professional attitudes. For example, working in team is an attitude that can be instilled by studying in a team, so that students understand the value of a so-called "professional democracy", the necessity of reaching a shared solution while being able to argue in favour of their own ideas. Analogously, problem-solving abilities can be developed by focusing on problems instead of methods at some points during their university studies.

Competences represent the parameters of a professional profile, its suitability for working purposes. Knowledge, skills and attitudes, whose achievement starts at school, can be used to satisfy work needs. Hence, competences are the elementary units for comparing professional profiles and work needs and, too, for describing the contents of formative curricula and jobs.

Domanda 3

Crea nel seguente file una intestazione di pagina a tre colonne in cui inserire i seguenti dati.

Colonna 1:

Colonna 2: Università degli Studi "G. d'Annunzio" di Chieti-Pescara

Colonna 3: CONCORSO: 2025-2DAMM-DIP

DOMANDE

1. Quali regole si applicano all'accesso agli atti delle procedure concorsuali e selettive (verbali, elaborati, criteri di valutazione)?

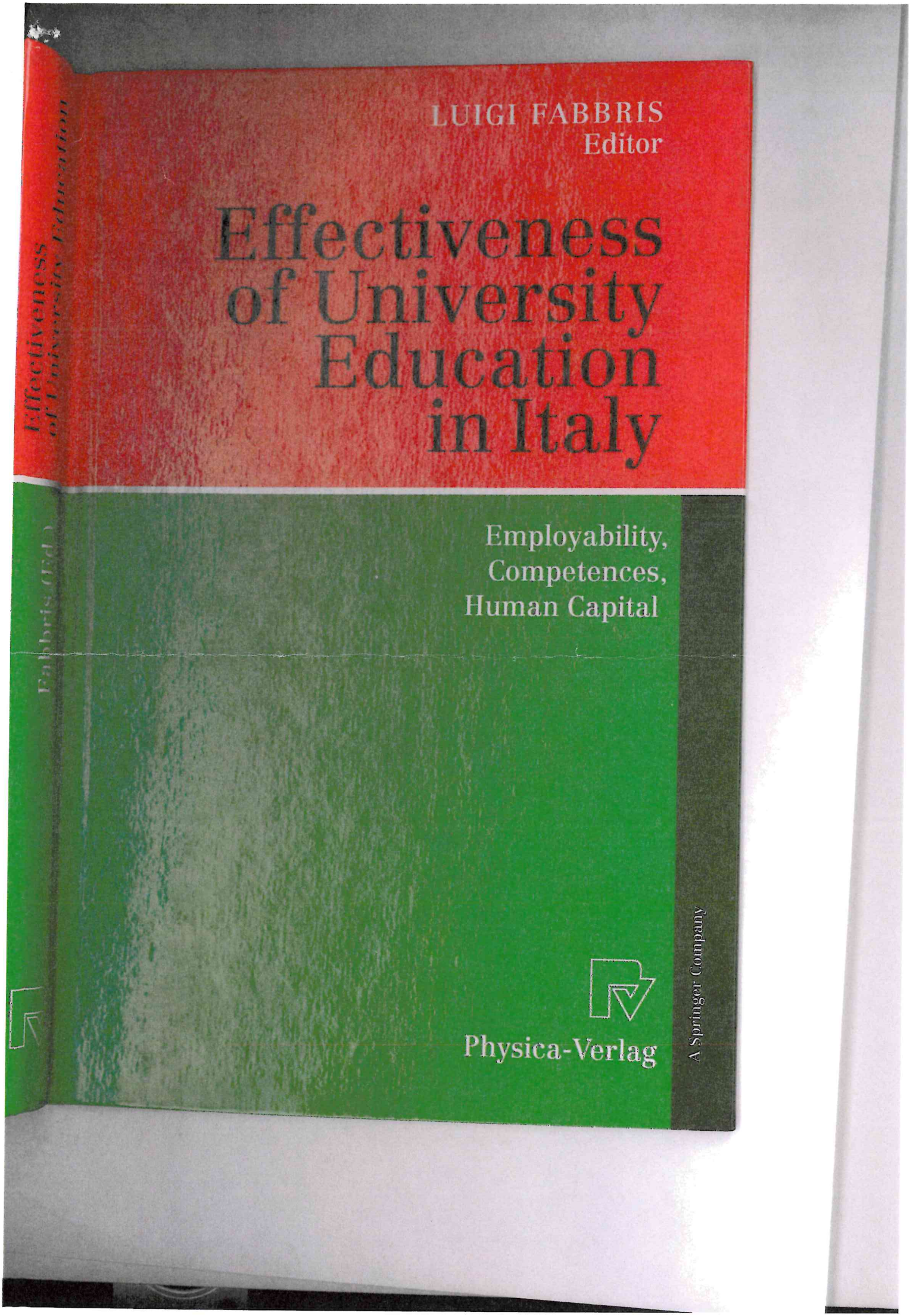
2. Che cosa prevede il Codice dei contratti in materia di suddivisione in lotti e di divieto di frazionamento artificioso dell'appalto?

3. Come è disciplinato dal Regolamento di Ateneo l'uso delle carte di credito presso i centri di gestione?

NON ESTRATTA

SOFT SKILLS 4

Dopo l'invio via mail della convocazione di un Consiglio di Dipartimento si accorge che un punto all'ordine del giorno è formulato in modo errato e che manca un documento istruttorio. Come gestisce la situazione?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The skills necessary to carry out a task are complex and multifunctional. They are multifunctional in that they help solve many tasks, and for this reason we call them "cross-occupational" (Spencer & Spencer, 1993; Isfol, 1998; Ajello & Meghnagi, 1998). They are complex because what individuals have obtained from education and professional training is processed by experience, thus enabling individuals to choose consciously their own values and goals.

Skills can be broken down into independent units. The units identified in the DeSeCo project (Befani, 2004) are:

(i) the capacity to face complexities, which consists of the capacity to break up and analyse reality by distinguishing between what fits within known parameters and what is new,

(ii) the skill of perception, which consists of the capacity to grasp the sense of situations and to vary one's own behaviour accordingly,

(iii) the self-governing skill, which consists of a guideline of one's own actions based on values determining what is right, opportune and desirable,

(iv) co-operation skills, which involve the capacity of identifying in other people's abilities the particular talents that make teamwork possible, and

(v) the skill of narration, which consists of being able to disassociate from contingency, identify alternatives and process viable future scenarios.

Many skills are not taught in school. Many remain implicit until when they are applied to activities to be undertaken. For example, it is hypothesized that individuals are competent to work in a team if they are capable of listening, presenting problems in a suitable language and style, empathizing with others, controlling their emotions, mediating between differing interests and impositions, etc. Nevertheless, the fact that they are capable of working in a team will be proven only when they are faced with a work problem requiring teamwork.

Graduates seeking employment are required to possess various types of skills and knowledge. Those that are taken for granted in job candidates are called "basic" or "strategic/cross-occupational" skills. For a graduate, basic skills include the written and oral knowledge of English and basic computer literacy. The level required for these two skills varies according to the characteristics of the company and grows in conjunction with market globalization and the rise of education and professional training in the world[2].

Basic skills are relevant to the moment of initiation of a job, but are not necessarily used in the performance of professional activities. Indeed, Fabbris & Visentin (2004) found that basic skills are used in companies less intensely

[2] Many researchers stress that a basic skill is also the knowledge of the Italian language, not taking for granted that even people who have gone through at least 16 years of the Italian educational system know it.

Domanda 4

Base dati: iscritti.csv

Crea una tabella utilizzando la funzione tabella pivot. Nella tabella deve essere riportato per ciascuna voce della colonna DIP./SCUOLA il totale della voce ISC-CORR

DOMANDE

1. Quali sono i principali obblighi di pubblicazione previsti dal D.Lgs. 33/2013?

2. Che cosa sono gli affidamenti diretti, entro quali soglie sono ammessi e quali regole si applicano alla scelta dell'operatore economico?

3. Che cos'è lo split payment e come si applica agli acquisti effettuati dalle Università?

NON ESTRATTA

SOFT SKILLS 1

Il dipartimento di Sua afferenza coordina un progetto Horizon Europe. Un partner estero invia sistematicamente in ritardo i timesheet e la documentazione per il report periodico, e la scadenza verso la Commissione europea si avvicina. Come imposta la comunicazione con il partner?

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Table 1. Criteria of evaluation for university education

	Internal	External
Effectiveness	INTERNAL EFFECTIVENESS: University/type of bachelor programme effect on the student achievement	EXTERNAL EFFECTIVENESS: University/type of bachelor programme effect on employment Short term Human Capital
Efficiency	INTERNAL EFFICIENCY: Costs-benefit analysis of the investment in higher education	EXTERNAL EFFICIENCY: University/type of bachelor programme effect on the returns of investment in higher education Long term Human Capital

The internal effectiveness and efficiency can be used to self-evaluation of universities, while the external ones may be the most proper way for evaluating the universities' performances (Elias, 2002). As of today, there are very few studies of the analysis of external efficiency of education based on the evaluation of the earned income of graduates in the vital cycle. In the following, we will define and apply the criteria for the evaluation of organizations that distribute public utility services.

The investment in higher education may be evaluated in terms of the graduates' earned income. In other words, we can evaluate the so-called Human Capital (HC) of an individual in terms of his or her expected earned income related to the competences achieved through education (Becker, 1964).

In the following, the evaluation of the university education does not coincide with the estimation of HC, but with the following aims: to evaluate "ceteris paribus" the universities' investment in HC with returns in terms of earned income (relative efficiency), and if and how the university education is a real advantage in monetary terms (impact of efficiency).

2. Gain score, added value, and multilevel growth model

In order to overcome the problem of "selection bias" (Garen, 1984) due to lack of randomization of the individuals between treatments, the effectiveness and efficiency must be evaluated *ceteris paribus*, i.e. adjusting the outcome for the different individual characteristics, university resources, and local job markets (Fitz-Gibbon, 1997; Scheerens & Bosker, 1997).

To this aim, even if a linear model may be applied, the nature of the dependent variable suggests non-linear approaches. To this purpose, we introduce the concepts of initial performance or pre-test (y_1), final status or post-test (y_2), as well as the concept of improvement or gain (y_2-y_1).

Domanda 1

Inserire il collegamento ipertestuale utilizzando il link www.unich.it al seguente testo. Il link dovrà essere inserito in corrispondenza del nome dell'Ateneo

TESTO: Concorso pubblico, per titoli ed esami, per la copertura di n. 2 posti a tempo pieno e indeterminato – Area dei Funzionari del Settore amministrativo dipartimentale – per le esigenze dei Dipartimenti e dei Centri dell'Università degli Studi "G. d'Annunzio" di Chieti-Pescara, di cui n.1 posto a favore delle persone con disabilità di cui all'art. 1 della Legge n. 68/1999 (ad esclusione della categoria dei non vedenti), in possesso dei requisiti per il collocamento mirato -CODICE CONCORSO: 2025-2DAMM-DIP - NOMINA COMMISSIONE ESAMINATRICE

DOMANDE

1. Che cos'è il registro degli accessi e quale funzione svolge?

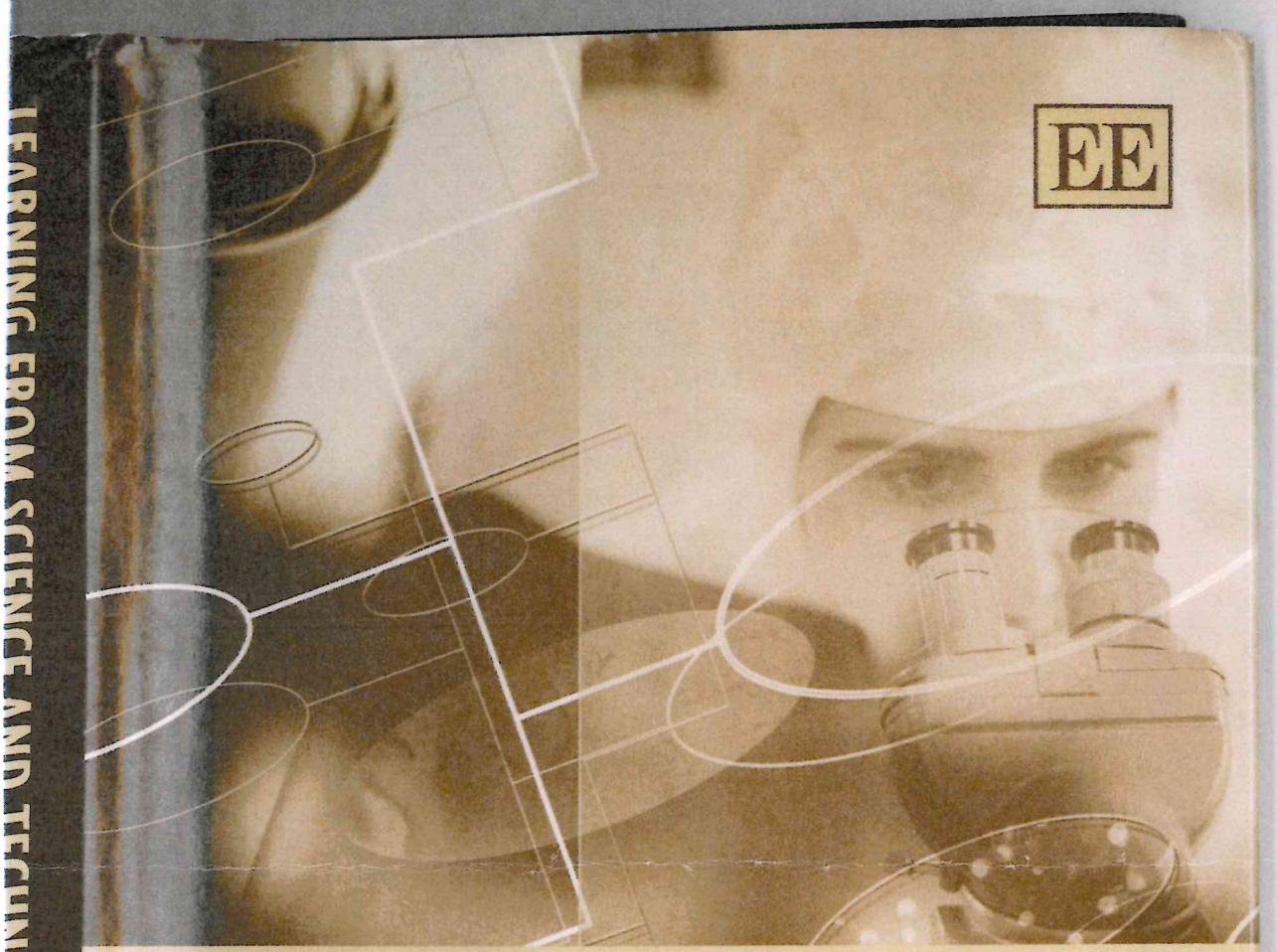
2. In cosa consiste la digitalizzazione dei contratti pubblici e quali sono le principali piattaforme telematiche di approvvigionamento?

3. Come si tassano i compensi corrisposti dall'Università a professionisti e docenti non residenti in Italia?

NON ESTRATTA

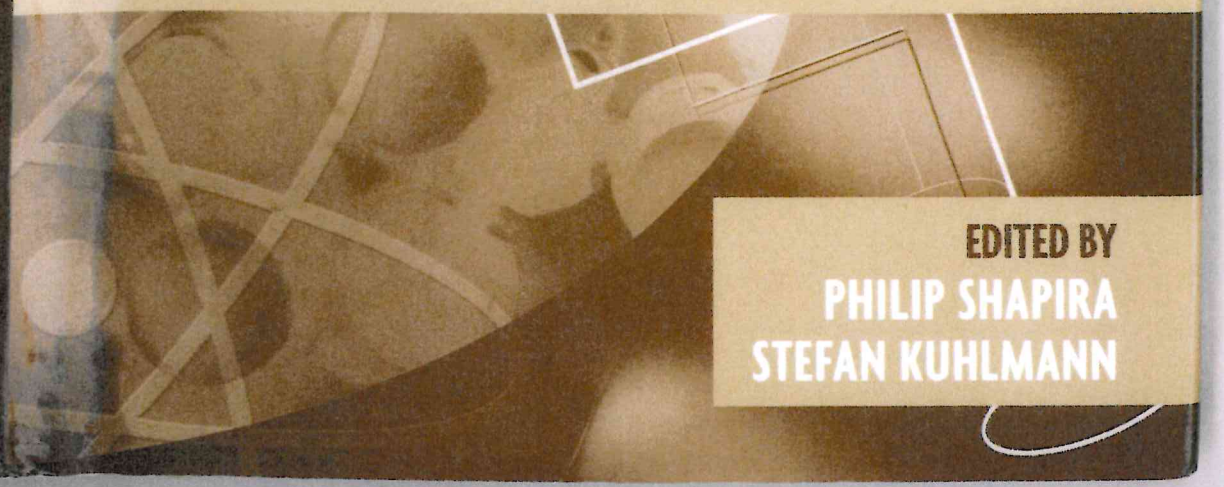
SOFT SKILLS 10

Le è stato delegato un compito che non rientra formalmente nel suo job profile ma per il quale è certo di possedere le dovute competenze. Come si comporterebbe e perché?



LEARNING FROM SCIENCE AND TECHNOLOGY POLICY EVALUATION

Experiences from the United States and Europe



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LEARNING FROM SCIENCE AND TECHNOLOGY POLICY EVALUATION

AN OVERVIEW OF THE STC BENCHMARKING APPROACH

The benchmarking approach to evaluating science and technology programs that has been developed and implemented by the Southern Technology Council includes the following elements: (1) recruiting a group of organizations to participate in the benchmarking program; (2) articulating, with the participation of the benchmarking group, important domains of science and technology program activity; (3) developing methodologically defensible, but stakeholder-understandable performance metrics; (4) gathering primary and/or secondary data on those metrics, and using the information to identify exemplary or 'best-in-class' organizations; (5) identifying and qualitatively describing best practices used in exemplary organizations that might be emulated by others; and (6) packaging results so as to maximize the practical understanding of performance benchmarking data, as well as to encourage the adoption of best practices among organizations in the benchmarking group; and (7) fostering the development of public policies that might enable the adoption of those practices.

Recruiting a Benchmarking Group

Benchmarking differs significantly from more typical approaches to evaluation research in that it involves 'doing with' rather than 'doing to'. It is also multi-organizational in context; benchmarking does not work unless a large fraction of the peer group of organizations involved in a science and technology program domain are involved. Comparisons among this peer group – confidential and otherwise – are what provide the motivation and value for participants.

There are several ways to develop a benchmarking group. Perhaps the most productive approach is to persuade a professional association or affiliation group to endorse the benchmarking project (in concept at least), and have them host a briefing and discussion among representatives of potential organizational participants. In the absence of a logical organizational sponsor, the benchmarking research team will be obliged to do intensive and extensive recruiting in order to get potential participants to a briefing.

At such a meeting, the benchmarking research strategy is presented, there may be discussion of alternative approaches to measurement and metrics, and preliminary understandings are reached about data confidentiality and reporting strategy. The latter is particularly important; what will participants get as value-added product, and how will their confidentiality be protected (see below). The STC team has organized several of these sessions, typically accompanied by wine and cheese, snacks, or a free lunch. Since not all potential organizational participants will be in attendance, it is important to

Domanda 10

Inserisci una tabella all'interno di una presentazione Power Point

DOMANDE

1. In cosa consiste l'obbligo di motivazione del provvedimento e cosa si intende per efficacia, esecutività ed esecutorietà dello stesso?

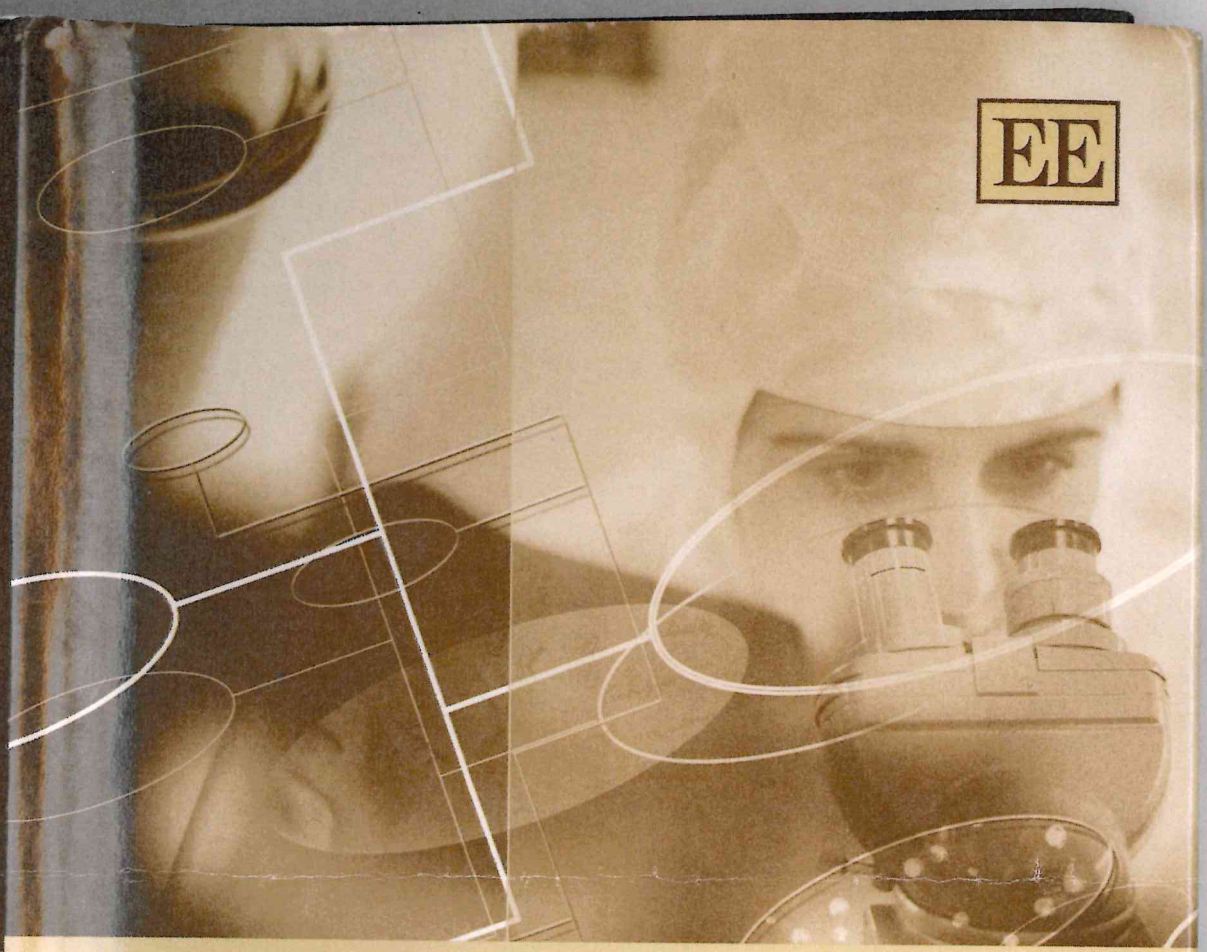
2. Quali conseguenze comporta la violazione degli obblighi di approvvigionamento tramite gli strumenti Consip?

3. Quali sono le principali ritenute fiscali che l'Università opera in qualità di sostituto d'imposta?

NON ESTRATTA

SOFT SKILLS 1

Durante il Consiglio di Dipartimento il Direttore le chiede di illustrare la situazione di un capitolo di bilancio sul quale non ha dati aggiornati. Come gestisce la richiesta in seduta? Perché?



LEARNING FROM SCIENCE AND TECHNOLOGY POLICY EVALUATION

Experiences from the United States and Europe

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STEFAN KUHLMANN

LEARNING FROM SCIENCE AND TECHNOLOGY POLICY EVALUATION

3. Societal challenges for R&D evaluation

Arie Rip

STATE OF THE ART

Research and development (R&D) evaluation or research, technology and development (RTD) evaluation (the now common European Union terminology) as we know it now, has been shaped by recent and longer-term history. After the Second World War, funding agencies were established providing grants for investigator-initiated research. A tradition of *ex ante* assessment of research proposals was developed, characterized by peer review and procedures to ensure fairness – in dividing the spoils.

The focus was on inputs: feeding the geese of science in the hope they would produce golden eggs. The view of scientific research in those decades is captured by the phrase 'Science, The Endless Frontier', after the title of Vannevar Bush's 1945 Report to the USA President. Science had to be fed, that was the message. *Ex post* evaluation was not necessary, because 'Statistically it is certain that important and highly useful discoveries will result from some fraction of the undertakings in basic science; but the results of any one particular investigation cannot be predicted with accuracy' (Bush, 1945, p. 19).

These times have gone. The American political scientist Don Price emphasized that it was not either Endless Frontier or Bureaucratic Morass, as scientists themselves tended to think, but politicians and publics holding scientists to their promises – of golden eggs (Price, 1978). Contributions to economic growth (competitiveness) and to sustainability now have to be delivered – and that was a reason for an interest in RTD evaluation to emerge, in addition to the general notion of accountability when spending public money. How to do such evaluations was not immediately clear. Funding agencies, public universities and public research institutes had no experience,

Domanda 1

Crea una tabella con 4 colonne e 8 righe successivamente, denomina le colonne in A, B, C, D infine cambia l'orientamento da orizzontale in verticale.