UNIMC
UNIVERSITÀ DI MACERATA

2023–2025 STRATEGIC PLAN

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FOREWORD

The 2023–2025 University Strategic Plan (USP23–25) is a key document for our university's consolidation and development over the next three years, setting out the vision, goals and policies required to ensure our academic community can achieve its full future potential.

The strong mandate received by the Rector in the June 2022 elections, along with the early results of the participatory process, have allowed us to draw up a strategic plan that focuses on students, who are at the heart of the University of Macerata community. The University's primary mission is to ensure a high-quality, innovative, inclusive and up-to-date education, and so guarantee students' right to achieve their cultural and professional educational goals.

The plan outlines a framework designed to ensure sustainable development over the next three years, built around two overlapping priorities: a strong commitment to internationalisation and a focus on quality and continuous improvement. These two elements pervade six closely interconnected strategic lines, each with clearly defined objectives and implementation actions: Teaching; Research; Third Mission and Social Impact; University Welfare; Spaces, Digital Transformation and Sustainability; and an Organisation that serves the Community.

We have embraced a systemic approach to planning-one that goes beyond bureaucratic processes to effectively align and target the University strategic goals. These include expanding access to higher education, fostering research, innovating student services to reduce inequalities, strengthening our international outlook, investing in young researchers and enhancing the role of our dedicated technical, administrative and library staff.

Over the next three years, we will strengthen the curriculum by aligning the strategies of our degree programs to offer an education that is more current, better suited to the needs of the job market, and more adaptable to change. Special emphasis will be placed on teaching cross-cutting and interdisciplinary skills, as well as developing soft skills, digital competencies, and language proficiency. In response to the growth of online universities, we will ensure the continued excellence of in-person teaching services while also embracing the opportunities offered by e-learning. We are committed to strengthening research in areas where we have already demonstrated excellence – particularly in the social sciences and humanities (SSH) – by advancing basic research, leveraging the opportunities provided by the National Recovery and Resilience Plan (NRRP), and enhancing applied research in collaboration with businesses and institutions. We will invest in improving research infrastructure, enhancing library services, promoting open-access practices, and increasing transdisciplinarity and international collaboration, with a particular focus on Europe.

For over 700 years, the University of Macerata has drawn its strength from its humanistic vocation.

Our third-mission efforts will be expanded through intensified co-creation initiatives with local and regional entities, aimed at generating lasting economic and social development. We will foster widespread organisational well-being, focusing on individual and community care and support work-life balance. We are committed to becoming more inclusive, promoting interculturality, and fostering integration. We will invest in our vision of the university as a community, building a strong network with our alumni across Italy and beyond. We will address the complexities of our management structure to make it more transparent and agile, allocating resources to ensure the university is more sustainable, accessible, and focused on performance monitoring. This can only be achieved when our academic staff, technical, administrative, and library personnel, the university departments, research centres, the Giacomo Leopardi School of Advanced Studies, the PhD School, and the University of Macerata Press (EUM) have a shared vision and strategy.

For over 700 years, the University of Macerata's strength has been rooted in its humanistic vocation, seeking to revitalise the world through the beauty, depth and complexity of our studies, research and teaching. Despite this long-standing tradition, the University has continuously adapted to the changing times, making it unlike any other Italian institution. The University of Macerata has provided stability since 1290, and as the oldest public institution in the region, it has remained a central role, even as other public bodies – such as Chambers of Commerce, Provincial Governments, schools and health services – faced downturns in the aftermath of the 2008 recession and during the COVID-19 pandemic. There is no doubt that the University's continued presence, steady growth, and the commitment to education and research have helped mitigate the impacts of the most critical crises in the local area. However, the university's role and significance in socio-economic and cultural development on a local and regional scale are sometimes underestimated. This short-sightedness can be explained in two ways: either by the widespread belief that higher education

only considers its cost to the public, ignoring its economic value; or by a system that measures the effectiveness of higher education and research funding solely by its immediate results. In reality, our university's presence in the province of Macerata and the Marche region promotes local economic performance: not only because a higher level of education corresponds to an increase in local potential, but also because the university's operations generate economic interactions with local producers, and so positively influences domestic income.

The University of Macerata is fully aware of its role in the local productive fabric, including within the city itself. In 2022, for example, the university generated an (estimated) income of just over 43 million euros (2022 university budget, three-year period 2022–2024, pages 65 and 68. The 2022 and three-year 2022–2024 budget was approved by the Board of Directors on 17 December 2021, following a vote in favour by the Academic Senate on 14 December 2021), with a community of approximately 10,000 people, including students (source: Monitor Integrato di Ateneo [MIA], data correct as of 15 April 2023) and employees (both academic and technical and administrative staff). Not to mention the push for digitisation and for the sustainable modernisation of its buildings, which, as with the entire Italian public sector, has required a huge investment in digital infrastructure (and had an impact on the sector) over the last three years. The same applies to the reconstruction of university-owned buildings that were damaged by the 2016 earthquake, and which have also been upgraded in terms

of energy efficiency. This all goes to show that the University of Macerata's scientific development and academic curriculum policies influence local economic growth through virtuous processes that obviously boost people's education level, but also help to build and support an integrated development system. The University acts as an aggregator and works to forge renewed relationships with all players in the region. Taking advantage of its autonomy and identity, the University will seek to strengthen mutual cooperation with institutions, entities, businesses and families, including in collaboration with other universities, starting with those in our region and the HAMU network, the hub created recently to systematically address complex economic and social problems in the Abruzzo, Marche and Umbria area by harnessing its many skills and its innovative and creative potential.

The University of Macerata has a community vocation

The University of Macerata has a community vocation, acting as a cultural beacon and economic driving force within the city and wider region. We have already noted universities' economic impact, but their ability to contribute to the implementation of the principle of social justice by committing jointly with other institutions to make a fairer future possible should not be overlooked. To highlight this potential, in 2016 the CRUI (Conference of Rectors

of Italian Universities) approved the establishment of the RUS (Network of Universities for Sustainable Development), the first example of coordination and sharing between all Italian universities devoted to the issues of environmental sustainability and social responsibility. As a member of the RUS, the University of Macerata is committed to promoting sustainable and inclusive social environments, to ensuring the well-being of people as individuals and as members of the community, and to providing the innovation required for the pursuit of social justice. The university plays an important economic role in the area, but it is equally vital as a public actor that seeks to promote a critical awareness of inequalities, discrimination and unfairness, and so foster services centred on the right to study, initiate inclusive policies that are attentive to linguistic, social and gender inequality, and reduce and remove all barriers. No one is able to fulfil this social function like the university world, given its natural inclination to promote equal access to knowledge and to overcome social and environmental divisions, in order to combat the widening inequalities between geographical areas and individuals, and to help spread people's culture.

With this in mind, our university is engaged in the complex business of promoting intercultural education. The Confucius Institute, for example, organises a number of cultural events that provide a variety of intercultural experiences and offer our community opportunities for understanding, engagement and critical interaction. The many international networks and associations for European universities devoted to particular themes or areas of interest, which our university is a part of, provide a

way of encountering potential conversation partners and making plans.

However, we cannot hide the concerns that may arise from a university's interaction with the local area. In the case of the Marche region, the last ten years have not shown any encouraging signs, especially regarding the worsening gap with other Italian regions. For example, our per capita income is lower than the national average, and the resident population is progressively decreasing, only somewhat tempered by a positive migratory flow from abroad (source: Marche Region statistical service, *available online*). The prolonged economic crisis, the 2016 earthquake, the pandemic and the conflict in Ukraine have negatively impacted business dynamics in the Marche region more than the Italian economy as a whole.

While the university remains intrinsically linked to its local area and society, it must act with determination to consolidate and expand its extensive network of relations with Europe and the rest of the world. In this regard, the University is involved in the new strategy for higher education and culture in which the European Union has been investing since 2017, inviting academic institutions and member states to embrace the ambitious vision of a European education space capable of promoting European values and social innovation through ever-closer transnational collaboration between universities. Indeed, the European Commission sees universities as "drivers of the EU's global role and leadership", "actors of change in the green and digital transition" and "lighthouses of the European way of life" and wants to prioritise them.

The University of Macerata intends to play an active role in this European policy and in the potentially historic transformation that will result from it, which is both full of opportunities and demanding of profound internal change.

In fact, the development of our relations with European and non-European institutions in the coming years will depend on our propensity for internationalisation, beginning with an increase in the skills needed for teaching, research and administration in English as a vehicular language. The use of English in this way does not set the activities that are conducted in it apart, nor does it generate any hierarchy or order of importance, let alone ideologically impact the content.

international education an urgent requirement. This is why strengthening and building our international dimension must go hand-in-hand with an internal predisposition to internationalisation, which means, on the one hand, an increasingly casual and confident use of English as a vehicular language in services and organisational capacities, and in the provision of training, research and teaching, and, on the other hand, constant and thorough reflection on the need to bring international students closer to what we do, so as to make it available to them. This is the only way we will be able to keep up with the ongoing transformations and be prepared for the challenges (demographic and others) impacting the university system.

It is simply a way of exploiting what we are and what we do to reach a wider audience. There are worrying forecasts of a shrinking pool of students destined for Italian universities due to an insidious decline in population (see the February 2023 Talents Venture report, _available_ _online_, which estimates that the fall in population in the Marche region will lead to a 25% reduction in enrolments by 2040). On the other hand, in recent years, the knowledge economy and the global search for the best possible higher education has led to greater numbers of international students willing to pursue a degree abroad than ever before (see "Special Report: Universities, Excellence v. Equity", _The Economist_, 28 March 2015). While Italy has not yet been able to satisfactorily enter this arena, the country's falling population makes refining its tools for attracting students seeking an

From a technological, economic and social perspective, we must also reflect on the use of physical and digital spaces to meet the needs of those who engage with our university's facilities in various ways. This means work, study, research, co-design and knowledge sharing, but also cultural, sports and recreational use, so as to achieve the aim of building a "long-term university", to promote the well-being of our community and bring it together. University life is not simply about attending lectures, visiting libraries and passing exams; it must focus on the added value of being there, and become a permanent place of residence for our student community, offering constant stimuli – cultural, social and sporting – to facilitate the education of the young people attending it. A "long-term university" is also one that extends to include those who, once they have graduated or earned their PhDs, carry on the name of our university in their subsequent

careers. We must strengthen relations with our alumni community by supporting it with the right policies and administrative organisation. This is how we instil a strong feeling of belonging in our degree and PhD graduates that makes them look to their home institution with the pride and joy that one reserves for one's alma mater.

The years of the pandemic were a true watershed moment

The years of the pandemic were a true watershed moment in terms of the solutions adopted by public institutions to make work, teaching and study possible. We are all now familiar with the juxtaposition of in-person and remote activities, a phenomenon that affects the functionality of spaces, the use of digital media, timescales and, last but not least, the way people interact. In this area, the university must fully assume its role as a driver of digital innovation by completing the "journey towards digitisation" that the Parliamentary Commission on the level of digitisation and innovation in the Italian public sector described in its work on the changes in the delivery of public services (see "Parliamentary inquiry committee on the level of digitalisation and innovation in public administrations and on overall investment in the technology, information, and communication sector", _The digital transformation of the public administration_, Rome,

Chamber of Deputies, 17th Legislature, 2017, _available_ _online_). And it must continuously define and monitor the university's environmental footprint to optimise consumption and reduce waste, upgrading building exteriors, producing energy from renewable sources, and providing sustainable heating and air conditioning and low-consumption lighting. It is not just an internal guideline that our university should provide comfortable and accessible spaces that promote physical, cognitive and organisational ergonomics; it is a generational responsibility.

Similarly, digital technologies such as artificial intelligence, virtual and augmented reality, digital twins and simulations now offer opportunities to gain a competitive edge, as already seen in certain experiments conducted by departmental research labs.

In short, the events of recent years have shown that this is a complex period in our history, fraught with challenges and facing new horizons. This complexity tests our university on two fronts: its educational curriculum – and the corresponding teaching methods – and the dissemination of its research. Day in, day out, our university works to educate citizens and train young people to face the challenges of the future world of work, by constantly updating its teaching methods and content. Our university intends to increase its attractiveness by updating and expanding its curriculum, adding areas of interest to future students, but also to the local region, developed in an innovative way.

Conveying knowledge and conducting research

Conveying knowledge and conducting research: the University of Macerata must be able to adapt to the demands of contemporary society, foresee the coming course of events and inventively devise new pathways in each of these areas. The former – the curriculum and teaching – not only involves how we design degree programmes and PhDs, but also demands that learning and teaching concepts be increasingly student-centred, able to interpret their academic needs and imagine the skills they will require in a rapidly changing and sometimes unpredictable world of work. Educating students by developing each one's specific traits is only possible in a community dedicated to knowledge. This perspective requires the school's mission to be diversified, in view of which the University of Macerata must continue to use its quality assurance system to provide an environment in which its educational, scientific and third-mission objectives take shape. The range of PhD programmes in particular has undergone significant changes in recent years as a result of national regulations, and recently received a surge in resources from the implementation of NRRP measures. While on the one hand this situation has stimulated universities to seek out more connections with their local communities to synergistically develop applied research, on the other hand there has been greater uncertainty regarding the position of PhD students

and their placement within the academic community as researchers-in-training. We must try to develop a doctoral programme that as far as possible recognises the fundamental role played by basic research and is guided exclusively by scientific principles, in dialogue with – but never subordinate to – the needs of public and private institutions.

> **There are two key concepts to implement: accountability and continuous improvement**

To this end, there are two key concepts to implement: accountability and continuous improvement. Our university's quality policies, based on the principles in the "University Quality Policies and System" document, are inspired by the Standards and Guidelines for Quality Assurance (ESG) in the European Higher Education Area (EHEA) and the accreditation requirements of the AVA System as set out in current law. These two sources provide a set of guidelines and guiding principles in areas vital to the success of learning environments and their links to research and innovation. Through them, the university will continue to share the series of actions required for continuous improvement in its teaching, research and third mission with its community, as well as administrative and management practices. The second front is the dissemination of scientific research. Again, we cannot ignore our university's responsibility to spread authentic knowledge that is immune to misrepresentation, and aiming both to contribute to serious and extensive

scientific discourse and to inform public debate. We are confident that the broader the sharing of research processes and outcomes, the more vigorous the drive for progress will be. For this reason, starting with its publishing house's publications, the University of Macerata intends to pursue open science – i.e. doing science in such a way that data, topics and scientific acquisitions are made available in a timely manner, so as to increase collaboration between researchers – and open access. The publication of research and its circulation in academic contexts is inextricably linked to the dissemination of that research outside the scientific community through effective and immediate communication: transposing technical and specialised content into simplified and immediate forms and language makes access to knowledge possible for a diverse public in terms of age, gender, cultural background and social extraction. This is the direction in which publishing dedicated to popularising high-level science is heading, opening it to the demands and needs of the entire community. Finally, boosting the impact of publishing on civil society brings tangible benefits not only for the dissemination of knowledge, but also for the formation of a society that is more aware and open to the challenges of the contemporary world.

In its publishing and editorial activities, as in every aspect of its institutional role, our university can never shirk its responsibility towards civil society, starting with the very students who choose it to build their future. We owe it to them to provide the tools needed to access the production of knowledge. Knowledge that is also acquired through an experience of university life that both prepares students

to enter the working world and offers an opportunity for social, cultural and ethical growth and learning. For this reason, the university will pay close attention to teaching methods, which must always evolve to guarantee a convincing and interesting education, never disconnected from society, which draws on cultural and emotional tools as well as the more standard intellectual and cognitive stimuli, and which places the student at the centre of the educational process, including by involving them in research results.

Research should not be restricted to a lucky few. Instead, we must ensure that every teaching and learning opportunity contains an element of this democratic tool – giving students the ability to produce science themselves. We will never accept lessons as a mere regurgitation of our studies; we will insist that they must be a relationship, so that classrooms become a creative place, where new knowledge, new objects of study and new results can come to light. Only in this way will we continue to win the trust of young people, and only with their trust and commitment can the society of the future be built. The university is ready to play its part.

The Rector

John Mc Court

TEACHING STRATEGIC LINE

The University of Macerata's curriculum and academic programmes reflect their underlying values at various levels, aware that only an integrated vision of the university's educational mission can guarantee fully functioning and innovative learning environments, the centrality of students and the development of the community and society at large.

The pandemic and economic crises, the seismic events that have impacted the university in recent years, as well as various global changes such as those related to digital technology and the climate, have all altered learning needs, teaching methods and the perception of university education. The need to address these major shifts requires a clear vision when planning

the curriculum, which, within this strategic plan, is inspired first and foremost by the ESG 2015 Standards and Guidelines for Quality Assurance in the European Higher Education Area. The University of Macerata places undergraduate and doctoral students at the centre of the learning experience, promoting an approach that ensures their active role in constructing their own learning process. The aim is to stimulate undergraduate and graduate students' motivation, self-reflection and commitment, recognising the importance of personalised learning focused on individual needs. The design and delivery of the curriculum will therefore be consistent with this student-centred approach and will take their views into account. The strategy will unfold along several different paths. First and foremost, expanding the curriculum: rethinking existing material so that degree programmes continue to grasp advances in scientific research and contextual developments, ensuring each degree's quality, effectiveness and usability. The curriculum will be seen in an integrated way, exploiting the mutual connections between all educational levels, from undergraduate to postgraduate and PhD programmes, not to mention

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RESPONSIBILITIES

- VICE RECTOR FOR UNIVERSITY TEACHING
- DELEGATION FOR INTERNATIONAL RELATIONS, INTERNATIONAL MOBILITY AND THE INTERNATIONALISATION OF TEACHING
- UNIVERSITY OF MACERATA PRESS
- UNIVERSITY PHD SCHOOL
- GIACOMO LEOPARDI SCHOOL OF ADVANCED STUDIES
- TEACHING, GUIDANCE AND STUDENT SERVICES ADMINISTRATIVE AREA
- INTERNATIONALISATION ADMINISTRATIVE AREA
- COMMUNICATIONS AND PUBLIC RELATIONS OFFICE
- UNIVERSITY QUALITY ASSURANCE

the Giacomo Leopardi School of Advanced Studies. The university will improve the design of the study and work spaces made available to students with a view to further developing and extending their experience, not only from an educational point of view, but also from a relational and cultural perspective, using services not directly related to academic studies but consistent with the idea of the "long-term university". The curriculum will be based on the relationship between the humanities and social sciences and the dominant (and critical) social-contextual phenomena – such as digitisation, technological and economic development, sustainability, solidarity, peace and international cooperation – looking at how the former can guide and govern the latter. It will help to create "networks" (between students, courses and departments, and stakeholders), always considering the needs of the relevant context, with a strong multidisciplinary, interdisciplinary and transdisciplinary vocation. The university wants to strengthen its presence in the local community, starting with systematic partnerships with other universities in the Marche region, but also in the broader national and international panorama, and opening up new horizons and greater opportunities to students and academics alike.

In this vein, we will certainly have to invest in the provision of degree programmes taught entirely in English as a vehicular language. The visibility and attractiveness of the curriculum will also be boosted through timely marketing and advertising campaigns, which must be extensive, widespread and targeted at geographical areas that are currently not yet adequately reached. These trajectories are inspired by the university's long-term vision of reaching the size of the average Italian university. This strategic line will aim to achieve four objectives: the curriculum must interpret and adapt to the changes in the reference framework; the university must become more attractive both nationally and internationally; the university will be strongly committed to ensuring that all students have the same opportunities to complete their studies through academic support initiatives; and finally, the University of Macerata will guarantee all its students and staff adequate support for ongoing training on the most innovative teaching methods.

INTERNAL

EXTERNAL

➕ STRENGTHS

- Increase over the last three years in the percentage of those graduating within the normal course duration (better than benchmark averages).
- Increase in graduates within one year of the normal course duration (better than benchmark averages).
- High programme satisfaction and student satisfaction rate (Almalaurea data).
- University is attentive to the issues of quality, inclusiveness, interculturality and sustainability in degree programmes.
- Existence of a PhD School and a School of Advanced Studies.
- Robust, extensive teaching quality assurance system.
- Libraries geared towards supporting the student and their course of study.
- Widespread urban campus layout.

➖ WEAKNESSES

- Decrease in the number of teaching staff in relation to the increase in the number of hours taught.
- Decline in enrolment after the pandemic and earthquake.
- Decline in the percentage of graduates employed one year after graduation, although balanced by employment levels three years after graduation.
- Decrease in the rate of students returning for their second year in the same degree class.
- Decrease in all indicators referring to the number of academic credits earned in the first year by students moving on to the following year.
- Increase in the drop-out rate.
- Decline in the percentage of students continuing their studies at the same university in their second year.
- Teaching programme has become less attractive.
- Few programmes taught entirely in English.
- Irregularities in students' studies (delays in completing degrees, especially among undergraduates).
- Proportion of academic credits earned abroad by regular students still low (although partly justified by the pandemic).
- Gap in upgrading spaces and equipment aligned with the needs of the university and its students.
- Limited student participation in organisational processes related to the Quality Assurance System.

⬆ OPPORTUNITIES

- Availability of national and international competitive funding.
- Member of national and international networks.
- Digital transition.
- Possibility of establishing lasting relations with the major national and international scientific and cultural institutions, bodies and organisations.
- Resources allocated to universities and research in the National Recovery and Resilience Plan (NRRP).
- Growing focus on issues of sustainability, inclusion, gender equality and rights.

⬇ THREATS

- Regional and urban public transport services do not fully meet the needs of the UNIMC community, especially students.
- Medium-term contraction in public funding.
- Critical international context (pandemic, crises in international equilibria, employment and job insecurity).
- Increasing economic difficulties for households.
- Demographic crisis (which will worsen further from 2028-2029).

GOAL 1.1

A CURRICULUM RESPONDING TO CHANGE

The goal is to make degree programmes more innovative, up-to-date and attractive in relation to the needs of society and the job market.

Given the crisis in the university system and the gradual growth in dropouts, declining enrolment and increasing number of NEETs across Italy, the university must make a concerted effort to revise academic programmes to make them more relevant to the world of work. Since 2019, with the support of the quality assurance programme, the university has put in place guidelines (which have been recently updated) for founding or altering degree programmes, which formalise the importance of the opinions of the evaluation committee, joint committees (CDPS) and QA groups, expressed through their reports and periodic reviews. This ensures the degree programmes are of high quality, with a pathway that clarifies their character (regarding cultural, scientific and professional aspects),

learning outcomes (general and specific) and graduate profiles. The university will also adopt guidelines for defining quality assurance procedures for PhD programmes. A further reflection concerns the willingness of departments to teach in English as a vehicular language for international students in the school temporarily, such as those involved in the Erasmus programme, or to attract those seeking a degree programme in an international context. This goal will require an increase in the number of teaching staff and technical, administrative and library personnel: the university's staffing requirement definition and monitoring model will take this into account, within the framework of the ministerial university recruitment plans.

INDICATOR	Starting value	Target	Development by	Goal shared with other strategic area or cross-cutting area	Goal shared with departments
1.1.A ESTABLISHMENT OF A PERMANENT WORKING GROUP ON UNIVERSITY TEACHING	OFF	ON	31/12/2023	"Quality" cross-cutting area	YES
1.1.B NEW CREATION/REVISION OF DEGREE PROGRAMMES ACCORDING TO THE GOAL'S PARAMETERS	0	3 (at least 1 in English)	31/12/2025	"Internationalis ation" cross-cutting area	YES
1.1.C ESTABLISHMENT OF PERMANENT STEERING COMMITTEES FOR THE DEGREE PROGRAMME OR FOR THE UNIFIED CLASS COUNCIL	22	All degree programmes or unified class councils	31/12/2025	"Quality" cross-cutting area	YES
1.1.D NUMBER OF OPEN BADGES OBTAINED BY STUDENTS FOLLOWING SOFT SKILLS ACQUISITION COURSES (UNIVERSITY GOAL PRO3 2021-2023)	0	5% of the students enrolled each year	31/12/2024	"Quality" cross-cutting area	YES
1.1.E PLAN TO STRENGTHEN THE ACTIVITIES OF THE G. LEOPARDI SCHOOL OF ADVANCED STUDIES	OFF	ON	31/12/2023	"Internationalis ation" and "Quality" cross-cutting areas	YES
1.1.F NUMBER OF POSTGRADUATE COURSES CO-DESIGNED WITH PUBLIC/PRIVATE INSTITUTIONS	0	1	31/12/2025	"Third mission and social impact" cross-cutting area	YES

1.1.1
Design new degree programmes
and revise the existing curriculum

Thanks in part to the guidelines the university has adopted on how it identifies and consults with stakeholders, the dialogue with institutions and the student community will become even more structured, ensuring the university produces professionals who meet the needs of the economic and social system. At the same time, internationalisation initiatives to apply to the whole curriculum will be promoted, with a focus on forging alliances between universities and developing international degree programmes in cooperation with foreign institutions. Both in the design phase and when revising curricula, the university will act as a driving force in changing the ways people think and act within public and private institutions. Equally importantly, it will be involved in the processes used to develop new academic models in Europe, including potentially updating the curriculum's internal organisation to suit the latest advances. The university maintains an overall view of the structure of the curriculum and its potential for development, and therefore, with regard to the degree programmes:

→ It will foster the curriculum's interdisciplinarity, transdisciplinarity and multiculturalism, strengthening collaboration between the university's departments with a view to leveraging existing knowledge and skills. More specifically, a permanent working group on teaching will be launched, comprising the directors and their teaching specialists,

as well as student representatives, with the aim of getting all players in the governance system talking about teaching issues at both central and departmental levels.

→ Where possible, it will complete training pathways, favouring studies linked to technological, economic and social innovation (UN Agenda 2030 sustainable development goals), and paying specific attention to the impact on the local region and the world of work, including by establishing permanent steering committees in all degree programmes and potentially altering the composition of existing committees.

→ It will encourage an increase in the number of degree programmes provided in English, an increase in the number of classes taught in English and in multiple and joint degrees, both to improve graduates' position in an international context and to make the courses more attractive to international students and to create opportunities for cooperation with foreign institutions.

→ It will encourage revisions to the programmes, ensuring the educational pathways include the minimum criteria required for teaching qualifications at different levels of education.

→ It will encourage recruitment that leverages the link between teaching staff's scientific skills and the classes' academic objectives with a view to improving the proportion of teaching hours provided by permanent staff, thus guaranteeing the pillar

of Open Transparent Merit-based Recruitment (OTM-R) of the European Charter for Researchers, in keeping with the Code of Conduct for the Recruitment of University Researchers.

1.1.2
Develop undergraduate and graduate
students' cross-cutting skills

The university aims to train students in innovative thinking, active learning, problem solving and critical thinking, which are among the main cross-cutting skills required in the workplace. To this end, in addition to taking these aspects into account when setting up new degree programmes, which may also contain classes on soft skills and labs on self-management skills, a spirit of tolerance and resilience will be developed to improve the potential for success during recruitment processes. For this line of development, in keeping with the objectives of the 2021–2023 three-year programme (PRO3) and the resources it provided, the university will highlight opportunities to develop cross-cutting skills through specific targeted initiatives using the open badge tool.

1.1.3
Innovate and expand the
postgraduate curriculum

Particular attention will be paid to the curricula of first- and second-level master's degree programmes, both through simplifying programme activation and launch procedures and facilitating the co-design of courses with

public and private institutions, to ensure that the skills developed are attractive to employers and to enable the university to attract economic resources for improving its specialisation and master's programmes. For postgraduate curricula, the university will work on its ability to attract the interest of international students.

1.1.4
Prepare pupils at the Giacomo Leopardi
School of Advanced Studies for
complexity

The operations of the Giacomo Leopardi School of Advanced Studies will be strengthened from an interdisciplinary and international perspective, both by expanding the network of relations with other Schools of Advanced Studies and international universities and through intra-university collaborations. Following the receipt of additional funding amounting to approximately 1.3 million euros, provided by the national budget law for the next three years as part of the National Recovery and Resilience Plan (NRRP), the university will define a plan to strengthen the school's activities. This will aim on the one hand to increase collaboration with other higher education institutions at Italian universities, and on the other to define the actions needed to promote the role of the Giacomo Leopardi School of Advanced Studies in the transition between school and university.

GOAL 1.2

AN **ATTRACTIVE** CURRICULUM

Boost the profile and attractiveness of the university and its curriculum, including at an international level.

The university is having to position itself more clearly and meaningfully on the regional, national, European and international scene, making itself more attractive, usable and visible to students. It is the responsibility of the University of Macerata to accompany students throughout the process of choosing a university degree programme, effectively and comprehensively outlining the opportunities offered by the university and possible future careers. Since choosing a university programme is always very complex and requires a great deal of awareness of one's talents and future plans, the university is committed to providing guidance services that are increasingly networked with high schools. The university will develop and strengthen informative and themed guidance tools and communication strategies, following the national guidelines for guidance on university enrolment,

A specific effort will be made to communicate the curriculum in an understandable, clear and easily accessible way, with particular regard for international students. The University Language Centre (CLA) will play a central role in this, with specific strategies adopted to strengthen and optimise its organisation in order to support students' learning of foreign languages, international relations, communication initiatives and the provision of external and local services. All in synergy with the internationalisation area, working together towards a widespread internal predisposition to international relations. The resources available to the university can be boosted by the projects funded by the NRRP (Mission 4) and ministerial plans for guidance and tutoring.

INDICATOR	Starting value	Target	Development by	Goal shared with other strategic area or cross-cutting area	Goal shared with departments
1.2.A PERCENTAGE OF STUDENTS ENROLLED IN THE FIRST YEAR OF THE UNDERGRADUATE DEGREE PROGRAMME (L) AND MASTER'S DEGREE (LM; LMCU) WHO EARNED THEIR PREVIOUS DIPLOMA ABROAD (‰)	0.041	0.050	31/12/2025	"Internationalisation" and "Quality" cross-cutting areas	YES
1.2.B NUMBER OF STUDENTS REACHED BY INCOMING GUIDANCE INITIATIVES	1,100	3,000	31/12/2025	"Quality" cross-cutting area	YES
1.2.C PERCENTAGE OF FIRST-YEAR STUDENTS (L, LMCU) FROM OTHER REGIONS	23%	25%	31/12/2025	"Quality" cross-cutting area	YES
1.2.D ADOPTION OF THE UNIVERSITY'S CURRICULUM PATHWAY MAP	OFF	ON	31/12/2024	"Quality" and "Third Mission and social impact" cross-cutting areas	YES
1.2.E NUMBER OF CLASSES TAUGHT IN A FOREIGN LANGUAGE OUT OF THE TOTAL NUMBER OF CLASSES IN THE ACADEMIC YEAR (PRO3 NATIONAL GOALS)	2.76%	4%	31/12/2025	"Internationalisation" and "Quality" cross-cutting areas	YES
1.2.F ADOPTION OF THE ANNUAL UNIVERSITY COMMUNICATION PLAN - TEACHING ANNEX	0	3	31/12/2025	"Quality" cross-cutting area	YES

1.2.1
Strengthen incoming guidance

The university will jointly develop guidance initiatives with secondary schools, always taking into account the aspirations, needs and motivations of students. The connection with schools envisages increased cooperation between teachers and careers advisors, from planning to managing initiatives and educational environments, with an increase in actions aimed at secondary-school students involving links with the team of careers advisors, mentors and student services contacts, UniMC students, tutors and alumni. Experiences will be planned and implemented to allow young students to dialogue with the UniMC community. Specifically, the curriculum will be presented at guidance fairs, and on online platforms open to secondary schools, including the organisation of contests; guidance measures will be implemented as part of the NRRP 2020–2026, and the "UniMC at school" format will be developed, with partnership initiatives with high schools (including outside the region) "tailored" to the schools' learning objectives.

1.2.2
Ensure an integrated view of the entire curriculum

To make the curriculum as appealing as possible, potential functional connections, including in terms of course credits and learning areas, between all of the university's degree programmes and the postgraduate curriculum will be designed and publicised. During the planning and scheduling phase,

the university will work to increase collaboration and communication between the various degree classes, including in the organisation of activities/seminars/events. It will initiate a reflection aimed at progressively rebalancing the amount of work and the number of credits awarded. It will also work towards a more even distribution of classes over the week, to limit overlapping classes. The various academic levels will be represented in an integrated manner, to ensure that the university's vision of the curriculum is well communicated to the public. The university also intends to promote the updating of academic profiles and the acquisition of cross-cutting skills. With this in mind, a "map" of the university's curricula will be drawn up. This action will also be instrumental in reducing dropouts due to poor programme choices, a situation often managed by the student without detailed information on possible changes or alternative academic pathways.

1.2.3
Revision of the entry requirements for master's degree programmes

Redesigning and clearly communicating transparent access requirements for master's degree programmes will help to increase the accessibility of these programmes for three-year degree course graduates from other locations, as well as for potential students already in employment – especially in the public sector – who wish to earn an advanced degree. Particular attention will be paid to defining assessment methods that also allow for the enrolment of those who have earned a degree abroad.

1.2.4
Strengthen the international aspect of the curriculum

This macro-action, which can be traced back to the internal predisposition for internationalisation, requires a systematic approach to testing the language skills of teaching staff for English-language courses under the coordination of the University Language Centre (CLA) and the provision of appropriate language training. In the same vein, application procedures and forms should be simplified and made usable (including through translations where necessary) by international students, both for undergraduate and postgraduate programmes. Last but not least, providing a curriculum in English as a vehicular language (including the communication strategy) will be encouraged at all levels to attract more international students. With regard to staff training, to ensure effective management of relations with international institutions and support for international students, the university proposes scheduling English language courses at the CLA for both academic staff and technical, administrative and library staff in order to strengthen their written and spoken English language skills.

1.2.5
Ensure effective communication of the curriculum

For the updated curriculum to be attractive, the communication strategies aimed at informing, orienting and engaging students throughout their time at the university musts also be rethought and strengthened. This action can take several forms. All undergraduate programmes, master's programmes, specialisation and PhD schools will have dedicated landing pages/mini-sites, attractive from a graphical perspective and in terms of the information they provide, and with comprehensive coverage of deadlines, course topics, transparent admission, enrolment and educational pathway procedures, completion requirements, professional profiles and employability statistics. A direct call/chat service with an advisor to provide guidance or, as a last resort, with an automatic responder (chatbot), will be activated when promoting enrolment. Particular attention will be paid to the internationalisation of content for courses offered in vehicular languages. Information for international students must be organised and made available in an organic and usable manner: international students – both those who spend their Erasmus stays in Macerata and those who choose it as a place of study – must be able to access our curriculum and all relevant information more easily, and quickly browse the international mobility opportunities available to them. We must therefore show better and more clearly what the University of Macerata offers, to ensure that all the advantages of studying at our university and living here are made known to the outside world.

GOAL 1.3

EFFECTIVE
LEARNING SUPPORT

Ensure that students are continuously and effectively supported throughout their course of study through fruitful tutoring, careful and clear communication and effective support for the study of (and in) foreign languages.

The university pays specific attention to students' progress at school and the quality of their learning experiences. It also ensures that the teaching methods adopted take into account the approaches used, including with regard to teacher/tutor/student interactions and the needs of specific categories of students. Ensuring their time at the university is as harmonious and fruitful as possible is not only in keeping with the "university community" model that underpins these strategic goals, but also the university's social and cultural responsibility more generally.

For these reasons, a series of actions will be put in place to better guide students in the management of their studies, to reduce dropouts and to avoid slowdowns in progress. This goal requires significant investment of internal university resources to implement the Learning Management System, adapt university communications and increase staff numbers.

INDICATOR	Starting value	Target	Development by	Goal shared with other strategic area or cross-cutting area	Goal shared with departments
1.3.A PERCENTAGE OF UNDERGRADUATES (L; LM; LMCU) GRADUATING WITHIN THE STANDARD DURATION OF THE DEGREE PROGRAMME	24.9%	40%	31/12/2025	"Quality" cross-cutting area	YES
1.3.B ADOPTION OF A CENTRALISED PROCEDURE FOR THE ASSESSMENT OF SKILLS AT ENTRY AND THE COMPLETION OF ADDITIONAL ACADEMIC REQUIREMENTS (OFA)	OFF	ON	31.12.2023	"Quality" cross-cutting area and "Spaces, digital transformation and sustainability" strategic line	YES
1.3.C IMPLEMENTATION OF CONTINUOUS MONITORING OF THE PROGRESS OF STUDENTS IN THE INTEGRATED UNIVERSITY MONITOR (MIA)	OFF	ON	31.12.2023	"Quality" cross-cutting area and "Spaces, digital transformation and sustainability" strategic line	YES

1.3.1
Establish methods for assessing skills at entry and for addressing initial deficiencies

The admission requirements describe the preparation needed for enrolment in a degree programme. The university will ensure students possess this knowledge through objective, clear and adequately publicised means of assessment. The assessment procedures will be the same for all degree programmes at the university and remedial courses for any Additional Academic Requirements (OFAs) assigned in the event of deficiencies will also be coordinated at a university level. This is to ensure that students have a solid foundation of knowledge from the start, to ensure a successful beginning of their university career.

1.3.2
Restructuring of the learning support made available to students

This action envisages restructuring the tutoring service provided by teaching staff to meet students' various needs, paying particular attention to their vulnerability/risk of dropping out, adequately preparing teaching staff to manage the tutoring relationship with students, and making access to tutoring open, flexible and simple. The service will ensure flexibility, continuity and accessibility on a voluntary basis through several actions: developing a handbook on tutoring for teaching staff;

voluntary access for students to their assigned staff member; establishing dedicated open office hours; training staff on how to provide support; coordinating support resources (life coaching, psychological assistance, senior tutors) under the responsibility of the teaching staff tutor; identifying cooperation strategies with student representatives; and providing specific forms of tutoring for international students.

1.3.3
Additional e-learning teaching service

This action sees the e-learning service as a key support tool for certain categories of students (e.g. mature students and workers) who cannot attend all lessons and need an additional teaching tool to ensure effective learning and fruitful participation in academic activities. It envisages: implementing a new online teaching platform that includes spaces and times for lessons (synchronous and asynchronous) and that enables effective teaching and fruitful student participation, including through the mediation of support staff such as tutors; launching appropriate planning strategies and preparing teaching resources suitable for use in online learning environments; and developing an incentive system for academic staff involved in teaching with additional e-learning services.

1.3.4
Increase in supplementary foreign language teaching by strengthening the University Language Centre (CLA)

To facilitate the use of foreign languages in teaching, the CLA will provide support with arranging language services to ensure students have the language skills required at entry. The languages in question will be Italian for incoming international students attending courses taught in Italian, and English for international and Italian students attending courses taught in English as a vehicular language. Students will be provided with qualified support services, ensuring both quality and continuity. Recruitment policies for language experts will be redefined in order to gradually overcome precarious situations, including through the hiring of permanent staff. Finally, the Confucius Institute's contribution to the teaching of the Chinese language in English and Italian will be further developed.

1.3.5
Development of a continuous progress monitoring system for students

This action involves setting up a monitoring system to continuously observe the dynamics of dropouts using the Integrated University Monitor (MIA) platform. This action also allows the university's monitoring system to be adapted to examine the issue of progress consistency and is part of the objective of systematising the university's current monitoring and integrating it into a management control system to support the university's strategic choices.

GOAL 1.4

TEACHING DEVELOPMENT

Offer effective, innovative training and up-to-date and efficient digital tools to support teaching at all levels.

Establishing structured policies for training and updating academic staff on both general and sector-specific teaching methods is a key objective for the development of the university's teaching strategy, seeking to ensure the use of modern tools in tune with the needs of society and its demands for a flexible, multidisciplinary and innovative education. This objective will be pursued along two lines: training, developing and updating lecturers and researchers' scientific, methodological and teaching skills; and a specific focus on training teachers in specific fields (e-learning or English-language teaching). The following actions are the result.

INDICATOR	Starting value	Target	Development by	Goal shared with other strategic area or cross-cutting area	Goal shared with departments
1.4.A INDICATOR VALUES FOR THE QUALITY OF FACULTY RESEARCH FOR MASTER'S DEGREES (SMA, ANVUR INDICATOR)	0.953	Always >0.80	For the duration of the PSA	"Research" strategic line	YES
1.4.B ESTABLISHMENT OF CHANNELS FOR ORDINARY AND SUPPLEMENTARY TEACHING (E-LEARNING, CONTINUING EDUCATION, OFA, UNIVERSITY LANGUAGE CENTRE) WITHIN THE UNIVERSITY'S NEW DIGITAL LEARNING PLATFORM	OFF	ON	31.12.2025	"Spaces, digital transformation and sustainability" strategic line	YES

1.4.1
Redesign of a staff development learning ecosystem

The university will make use of its internal infrastructure to enrich and complement the teaching strategy development areas (e.g. mentoring and peer observation; co-teaching; technology-integrated teaching, assessment, etc.). It will build a permanent system based on strengthening the Teaching and Learning Lab (TLL) and on ensuring the continuity of its activity (expanding its composition for greater representativeness and coordination, holding a minimum number of meetings per year, adopting an annual schedule, and coordinating with departments for training in specific subject areas).

1.4.2
### Reinforcement of the University Language Centre (CLA) for academic staff training

The CLA will be tasked with managing academic staff's language training with respect to the language levels required for teaching in English as a vehicular language (organisation of dedicated courses and certification of competence levels). The training will take advantage of self-learning and testing platforms, with the launch a dedicated channel managed by the CLA on the new digital platform, implemented at a university level. In consultation with the TLL, the CLA will also coordinate the training of teaching staff in English language teaching, with the participation of the CLA university contact in the TLL. Finally, the contracting of language experts will be reconsidered, aimed at ensuring their continued work through the gradual implementation of a policy of recruiting expert staff with permanent contracts.

1.4.3
Implementation of a new digital educational platform based on advanced learning technologies

This action focuses on the implementation of a new Learning Management System, an innovative platform to be used as an integrated online environment that fulfils various functions: communication and interaction (synchronous-asynchronous); construction (individual and collaborative) of learning content, activities and feedback; archiving multimedia resources for flexible teaching and in support of multiple teaching services, both ordinary and supplementary. The actions will therefore comprise: creating dedicated channels for individual activities on the new platform (with particular reference to e-learning, continuous staff training, online courses for students to acquire additional learning requirements (OFAs) with the restructuring of the initial entry skills assessment); the creation of tools for self-study and testing; and training for teaching, technical, administrative and library staff in the use of the platform (coordinated by the TLL).

1.4.4
Balanced supporting communication

Educational services need effective communication, and this is intrinsically linked to the care of the spaces dedicated to students. For this reason, the university will have to set up or upgrade from a communicative and functional perspective – including consideration for persons with motor, sensory or intellectual disabilities – all the meeting, study and co-working spaces that currently do not meet the needs of all students. Reverberation abatement devices for the hearing impaired or deaf will be adopted, and access routes and contrasting signage and Braille captions for the visually impaired and blind will be implemented on accessible ramps, lifts and toilets, equipment and furniture. This will help to create more liveable and usable spaces for the entire student community. Moreover, communication between administrative staff employed in teaching services and students will be improved by setting up labs to facilitate administration–student relations. This activity will train technical and administrative staff in the use of web channels and digital platforms as the main means of providing information and relating with students. This action will leverage the new resources with a technical–communication profile that the university has included in its recruitment plan.
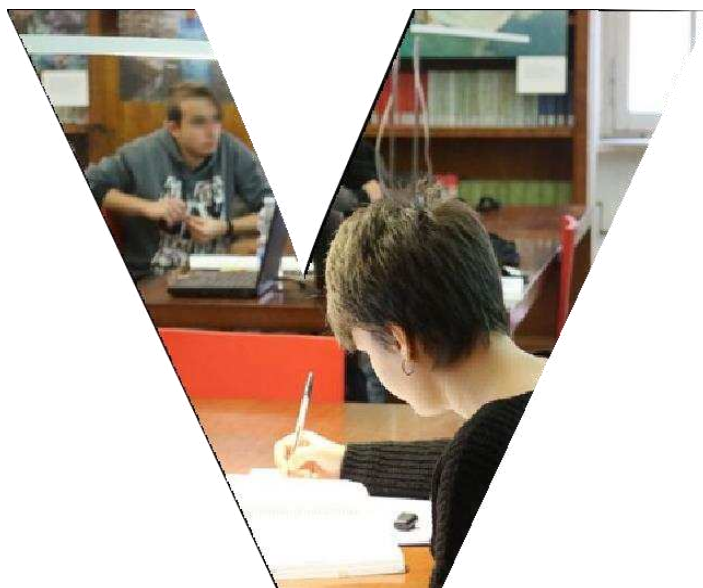
TEACHING STRATEGY
GOALS AND ACTIONS
FRAMEWORK

1.1 A CURRICULUM CAPABLE OF RESPONDING TO **CHANGE**	1.2 AN **ATTRACTIVE** CURRICULUM	1.3 **EFFECTIVE** SUPPORT FOR THE LEARNING PROCESS	1.4 **DEVELOP** TEACHING
1.1.1 Design new degree programmes and revise the existing curriculum	**1.2.1** Strengthen incoming guidance	**1.3.1** Establish methods for assessing skills at entry and for addressing initial deficiencies	**1.4.1** Redesign of a staff development learning ecosystem
1.1.2 Develop the cross-cutting skills of undergraduate and graduate students	**1.2.2** Ensure an integrated view of the entire curriculum	**1.3.2** Restructuring of the learning support made available to students	**1.4.2** Reinforcement of the University Language Centre (CLA) for academic staff training
1.1.3 Innovate and expand the postgraduate curriculum	**1.2.3** Revision of the entry requirements for master's degree programmes	**1.3.3** Additional e-learning teaching service	**1.4.3** Implementation of a new digital educational platform based on advanced learning technologies
1.1.4 Prepare the pupils of the Giacomo Leopardi School of Advanced Studies for complexity	**1.2.4** Strengthen the international aspect of the curriculum	**1.3.4** Increase in supplementary foreign language teaching by strengthening the University Language Centre (CLA)	**1.4.4** Balanced supporting communication
	1.2.5 Ensure effective communication of the curriculum	**1.3.5** Development of a continuous progress monitoring system for students	

RESEARCH STRATEGIC LINE

OBIETTIVI PER LO SVILUPPO SOSTENIBILE

RESPONSIBILITIES

- VICE RECTOR FOR RESEARCH AND EVALUATION PROCESSES
- UNIVERSITY OF MACERATA PUBLISHING CENTRE
- UNIVERSITY PHD SCHOOL
- DELEGATE FOR INTERNATIONAL RELATIONS, INTERNATIONAL MOBILITY AND THE INTERNATIONALISATION OF TEACHING
- RESEARCH ADMINISTRATIVE AREA
- INTERNATIONALISATION ADMINISTRATIVE AREA
- COMMUNICATIONS AND PUBLIC RELATIONS OFFICE
- UNIVERSITY QUALITY ASSURANCE

The University of Macerata has adopted the principles of "open science" in its approach to creating a scientific process based on collaboration, sharing of results and knowledge dissemination through networked digital technologies and through transparent methods of validation and evaluation of research output (see the National Open Science Plan).

The university also promotes research quality through actions aimed at creating an attractive research environment, in line with the principles of the Human Resources Strategy for Researchers. Within this framework, the university ensures that its entire academic community has the opportunity to conduct research in a climate of solidarity and with a fair distribution of resources, where research is seen as something shared and accessible. This scientific paradigm characterises all the university's research structures – the five departments, their specific research centres, the applied laboratories and the PhD School – and fully complies with the university by-laws, which consider research to be a fundamental asset for the development of a knowledge-based society, for the benefit of the entire community. The university will take responsibility for the overall vision of how departments define their own research strategies, which must be consistent with governance policies. This will be enabled by departmental strategic planning, which must take into account, in particular, the results

of the Research Quality Assessment (VQR) and other evaluation initiatives. The three-year departmental plans will be integrated into the university's multi-year planning and monitoring system. With these principles in mind, and given the need to increase the academic community's national and international competitiveness, the research strategy for the next three years aims to promote the UniMC community of researchers, in pursuit of three aims: strengthening the university's excellence in the humanities and social sciences, with a particular focus on basic research; strengthening internal multidisciplinary research networks; and expanding internal research infrastructure in order to seize the major opportunities arising from national and European research programmes (see, for example, Opportunities for Researchers from the Social Sciences and Humanities (SSH) in Horizon Europe, *available online*). In this context, the university's task will be to support departments' research through ongoing coordination, protecting its

freedom and originality while seeking to further develop its potential to transform society and ways of thinking. This goal is widely referred to in the National Research Programme (see the 2021–2027 National Research Programme, *available online*). In order to do this, the university will provide its academic community with physical and digital infrastructure that fully meets the objectives of the university's three-year global research promotion plan (with a specific target related to the increase in "Space (m^2) allocated to research for tenured faculty members of the university", document *available online*), a library system with numerous support services, including a large physical and digital repository, the University of Macerata Press (EUM), and the resources of research projects of relevance to the university. These include, in particular, the NRRP investments made in the field of research and development to promote innovation and the dissemination of technologies and strengthen skills (see *Priority line of the innovation, digitisation and sustainability ecosystem for the widespread economy in Central Italy,*

National Recovery and Resilience Plan, Mission 4: Education and Research, *available online*).

Over the next three years, a cohesive and collaborative effort to raise the quality of the university's research will be needed, making the most of its strengths and addressing the areas for improvement, ensuring continuous monitoring of its quality and competitiveness, and paying constant attention to the various processes and transformations in the organisation and evaluation of research in Italy and Europe. From this perspective, in synergy with the teaching strategic area, special attention will be paid to global collaboration, partnerships and the attractiveness of PhD programmes through the University PhD School (SDA), to make it increasingly visible in international academia. This will include boosting intellectual exchanges between scholars, and promoting interdisciplinarity and mobility as fundamental tools for expanding research in the international context. All this cannot be done without a clear strategy regarding the main critical issues facing research in the humanities and social sciences. First and foremost, the research evaluation models employed by Italian universities that, while aimed at continuously improving quality, show some

weaknesses in their methods for measuring scientific merit. These models, if applied uniformly to different disciplinary areas, risk destroying the scientific "biodiversity" of humanistic reflection, as they are unable to capture substantial diversity in methodology and complexity of research. Nevertheless, the influence of evaluation results on universities' public financing system has increased, and will surely grow even more. This has prompted the university to adopt a strategy of managing evaluation processes together with the departments, providing technical expertise that directs researchers towards high-quality scientific content that has an impact on the international community, while always encouraging peer-informed evaluation of research lines and methods, and contribution to disciplines' progress that is never purely numerical. For this reason, all the actions in this strategy involving economic incentives for project and scientific ideas by UniMC researchers will be subject to peer assessment by anonymously identified figures external to and independent of the university. Organisational reforms are also urgently required to improve the processes supporting the university's scientific research. There is an increasing need for

continuous monitoring and review of the state of research to govern the mechanisms for applying for award funds and private resources, requiring a reorganisation of the university's administrative area in support of research. This will enable us to develop the potential of the wealth of basic research conducted by our departments, strengthen the activities of the University Grant Office, and use the full potential of the library system to support researchers. The planned objectives for scientific research and evaluation processes, which will be expressed in actions directed both inside and outside the university, but which will always be coordinated with each other and with all the strategies of the USP23–25, are described in relation to the challenges that research now faces: the need to project research groups internationally, the need to take full advantage of external opportunities, the desire to prepare the university for a position in international rankings that better suits our identity, and the aspiration to present ourselves as a model for a culture of open science within European research networks.

INTERNAL

EXTERNAL

➕ STRENGTHS

➖ WEAKNESSES

⬆ OPPORTUNITIES

⬇ THREATS

- Specialisation in the humanities, aimed at interpreting and reinterpreting the tangible and intangible heritage of knowledge.
- Strong synergies between the university's disciplinary areas in the main research areas of the National Research Programme (health, humanistic culture, creativity, social transformation, inclusive society, social systems security, digital, industry, climate, energy, food, bio-economy, natural resources, agriculture, environment).
- Solid basic research to be applied in different contexts, drawing insights from the socio-economic context.

- Fragmentation of research groups and lack of coordination of expertise and scientific relations.
- Obsolete recruitment criteria for researchers.
- University research infrastructure not fully developed.

- Opportunities arising from the NRRP for the development of a knowledge-intensive, competitive and resilient economy.

- Uncertainty in the evaluation criteria for scientific research at a national level.
- Uncertainty surrounding public and private funding.

GOAL 2.1 **STRENGTHENING OF SSH RESEARCH**

The aim is to develop increasingly robust basic research that can steer applied research towards the European knowledge society.

The university has a strong tradition of research in the humanities and social sciences. Over time, this vocation has seen the scientific interests of Macerata's researchers become intertwined with Europe's cultural roots, but more recently it has led to an internal reinterpretation of its relationship with scientific culture, often connected to the tension between technology and humanism. The aim of creating an alliance between these two types of knowledge is to overcome the unproductive division between the natural or exact sciences on the one hand and the humanities on the other. For this reason, one of the pillars of the university's research strategy is based on strengthening basic research, which is responsible for posing critical questions, given its position untethered to the demands of individual parties (market, institutions, etc.). The university has taken on responsibility for strengthening basic research in the humanities, so that it can fulfil its task as a connector of the questions that humanity poses within the dynamics of knowledge integration. Similarly, the university sees open science as a fundamental principle, and is committed to respecting it through specific action. One source of funding for this goal will be the taxpayer donations the university receives through the *5 per mille* scheme, as well as resources from the Research Support Fund, which has been supplemented with the university's own resources to finance incentives for various forms of research project. Below is a description of the actions that the university wishes to take with respect to its enormous heritage of historical, philosophical, cultural, literary, linguistic and social knowledge, in order to serve the modern world with its scientific challenges and technological progress.
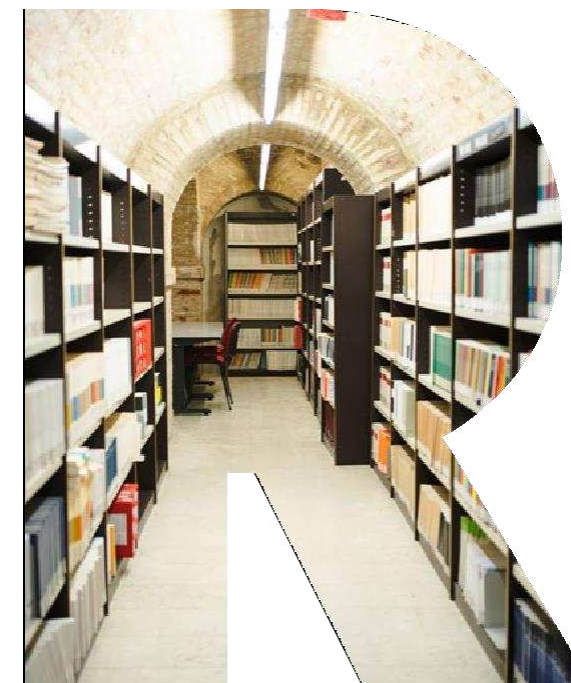
INDICATOR	Starting value	Target	Development by	Goal shared with other strategic area or cross-cutting area	Goal shared with departments
2.1.A ALIGNMENT OF THE CRITERIA OF THE UNIVERSITY'S THREE-YEAR RESEARCH EVALUATION (VTR) WITH THE VQR CRITERIA	OFF	Resolutions by the academic bodies	31.12.2024	"Quality" cross-cutting area	YES
2.1.B INCENTIVE SCHEMES FOR BASIC RESEARCH THROUGH COMPETITIVE CALLS FOR UNIVERSITY SCHOLARS	OFF	4	31.12.2025	"Quality" cross-cutting area	YES
2.1.C ADOPTION OF GUIDELINES FOR THE IMPLEMENTATION OF THE UNIVERSITY'S OPEN SCIENCE MODEL	OFF	Resolutions by the academic bodies	31.12.2024	"Quality" cross-cutting area	YES

2.1.1
Strengthening and improvement of the university's SSH research funding system

In keeping with the departmental research objectives, the university will increase its financial support for researchers through multi-year funding of two development lines: the first aimed at interdisciplinary basic research, and the second aimed at creating public–private partnerships. For the former, support will be boosted by creating incentives for the formulation of basic research projects aimed at publishing results with a high impact for the scientific community, even if not immediately linked to industrial or commercial objectives. For the latter, forging research and development projects in collaboration with public and private institutions will be encouraged. The university will develop support processes in synergy with its departments to increase the eligibility of the two development lines as project proposals submitted to national and international competitive calls, including incentive mechanisms for the development of scientific networks. In both cases, the university will ensure that principles of research quality are applied, favouring collaborations with European and international institutions, and guarantee respect for the principles of the European knowledge society, including transparent selection procedures. Furthermore, a discussion will be launched with the University Scientific Committee (CAT) on the criteria for distributing the university research fund to the departments, with a view to defining criteria more in line with the nationally and internationally recognised quality principles for the university's various disciplinary areas.

2.1.2
Establishment of cross-cutting parameters for the development of a university-wide open science model

The University of Macerata intends to promote the best practices of open science, and is committed to encouraging and supporting open research data and publications and to making informed strategic choices regarding the costs of knowledge. To this end, within the framework of the ethical and professional principles of the Excellence in Research (ER) strategy, and implementing the "University policy for open access to scientific publications and research data management" (Rector's Decree no. 28/2022 of 01/02/2022), the university will strengthen all the actions and infrastructure necessary to support data management according to the FAIR model (a set of guidelines and best practices developed to ensure that data, or any digital objects, are Findable, Accessible, Interoperable and Reusable), and to support activities for the drafting of data management plans (DMP), open access and Citizen Science. At the same time, the university will reflect internally on the use of metrics in research quality assessment that go beyond quantitative indicators and take into account the impact of research not only in academia, but also in civil society. This reflection should allow internal corrections to be made to the mechanisms for measuring, monitoring and funding the university's scientific research, including

the allocation of the university research fund to the various departments. More specifically, there will be continuous training on the principles of open science addressed to everyone involved in research at the university, to build a university community with increasingly specific expertise on the practice of open science. The best practices related to open science implemented by the university community will be disseminated through specific communications aimed at the national and international scientific community, starting with the university's adoption of the principles of the Institutional Human Resources Strategy Group.

2.1.3
Reinforcement and dissemination of innovative models for basic and applied research with companies

Consistent with the aims of NRRP Mission 4, Education and Research, in particular regarding the need to strengthen research and encourage the dissemination of innovative models for basic and applied research through synergy between universities and businesses, the university intends to promote and encourage the entire UniMC community's use of the services offered by Europe's research infrastructure, identified by the National Research Programme (PNR) as corroborating scientific progress and innovation and relevant to national research (as a physical or virtual place open to all, both research bodies and businesses). This will provide an incentive to participate in a scientifically recognised and formally accredited research infrastructure that favours scientific excellence, and that is highly attractive to UniMC researchers due to the potential for collaboration with partners met through the university's membership of various

academic associations (such as the European University Alliance – EUA and the Association of Mediterranean Universities – UNIMED) or European alliances (such as the European Reform University Alliance – ERUA). Opportunities for researchers, PhD students and students to enjoy access and active participation in these associations will therefore be strengthened, in order to provide them with advanced scientific and technological equipment and high-level specialised support for their research projects, undergraduate theses or doctoral dissertations, and to take advantage of the European network of innovative companies.

GOAL 2.2

MULTIDISCIPLINARY, **INTERDISCIPLINARY** AND TRANSDISCIPLINARY RESEARCH IN THE INTERNATIONAL CONTEXT

The goal is to create an academic research community structured around a collaborative model, to exploit a positive blend of expertise and new ways of thinking, disseminating and applying knowledge.

The university recognises the underlying value of transdisciplinarity as a scientific approach directed towards the sharing of conceptual references and methodologies, not only to integrate them, but above all to transcend and extend them to the widest possible field of action. The principle of transdisciplinarity broadens objects of research, increases their repeatability and includes a wide range of stakeholders, not only academics but also experts in the research process. Alongside this principle, the university intends to add the principle of interdisciplinarity to its scientific research: bringing together different (multidisciplinary) scientific approaches, skills, methods and abilities to facilitate a wide-ranging discussion of contemporary issues, deal with technical challenges and, finally, enable the construction of complex research that goes beyond the scope of individual disciplines. Adopting these principles can inspire the creation of new scientific paradigms, with more effective governance models for the community of scholars in terms of research output. In addition, research conducted through research teams must comply with international good practices to be competitive globally. To this end, the university envisages two specific actions aimed at creating a minimum scale of organised university research, multidisciplinary, interdisciplinary, transdisciplinary, stable over time, meeting European quality standards and aiming to become a leading group on the national and international scene. The actions also include a focus on PhD students' multidisciplinary and international education through a specific development plan for the University PhD School (SDA), which increases both global training opportunities and international recruitment, including the implementation of quality assurance processes for individual PhD programmes.

INDICATOR	Starting value	Target	Development by	Goal shared with other strategic area or cross-cutting area	Goal shared with departments
2.2.A CREATION OF COLLABORATIVE RESEARCH CONSTELLATIONS	0	4	31.12.2025	"Internationalisation" cross-cutting area	YES
2.2.B NUMBER OF SCIENTIFIC PUBLICATIONS PRODUCED IN COLLABORATION WITH FOREIGN RESEARCHERS OUT OF TOTAL PUBLICATIONS (SOURCE IRIS 25/05/2023)	25.76%	35%	31.12.2025	"Internationalisation" and "Quality" cross-cutting areas	YES
2.2.C ADOPTION OF THE ANNUAL MO.DOC PROGRAMME	OFF	ON (one annual edition for three years)	31.12.2025	"Internationalisation" cross-cutting area	YES
2.2.D DEVELOPMENT OF A SYSTEM FOR SURVEYING THE OPINIONS OF PHD STUDENTS DURING THE PROGRAMME AND ONE YEAR AFTER GRADUATION (YES/NO) AND ITS USE IN THE REFORMULATION/UPDATING OF THE ORGANISATION OF THE PHD PROGRAMME	OFF	ON	31.12.2025	"Quality" cross-cutting area	

2.2.1
Collaborative research constellations

To transcend narrow disciplinary boundaries and enable the pooling of perspectives and interests, the university will encourage and fund (through competitive procedures) the creation of collaborative research constellations, i.e. research groups with a multi-year time horizon built around an interdisciplinary, transdisciplinary and collaborative research development project. This action seeks to create a critical mass of researchers who organise their research through funding that allows them to conduct multidisciplinary research and create scientific publications with a high impact for the international academic community. It is aimed at all academic staff, including research fellows, who are a key resource for the university. The university will encourage proposals for the development of collaborative constellations in the topics identified by the National Research Plan, governed by the principles of the European research area and taking into account both the advantages and risks of interdisciplinary research, including those concerning national assessment of research that is strongly focused on separate criteria for the individual disciplines.

2.2.2
The university's presence in national and international rankings as a tool for continuous improvement

The university started paying attention to national and international rankings a few years ago (Rector's Decree no. 428 of 14/12/2018) through the establishment of a working group that conducted a wide-ranging preliminary investigation with a view to ensuring better governance of all the activities required to enable UniMC to participate in national and international ranking systems. The university's position in a number of national and international rankings provides an incentive for UniMC to implement actions – not limited to research – to help it improve in several areas. For these reasons, this action necessarily cuts across all the strategic lines of this plan. The university will therefore develop the following activities:

→ Greater dissemination of information on UniMC's position in international rankings outside the university via appropriate communication policies, using the multimedia channels available, especially the university website.
→ Dissemination of a ranking culture within the university community.
→ Monitoring of the criteria and indicators used by the various rankings and the relative scores earned by the university, including the identification of weaknesses and corrective actions, with the aim of improving the university's performance in the national and international rankings it is already included in and improving and reinforcing the collection of the various data to be submitted to the rankings.

→ In-depth analysis of the criteria used by other rankings, including the AlmaLaurea ranking.
→ Preparing for a possible future expansion of UNIMC's presence in international rankings by identifying the most relevant other international rankings and analysing the criteria and indicators used.

2.2.3
Boost
teaching staff's outgoing international mobility

Fostering an internal predisposition to internationalisation relies on a programme to support the international mobility of UniMC academic staff, whether for teaching, research or teaching and research together. To date, UNIMC has never had a regular and ongoing programme aimed at providing its teaching staff with mobility grants to cover (at least partially) the expenses incurred by those spending at least 30 days in an international university, research centre or institution or organisation. With the launch of the MO.DOC programme, 21 positions will be announced. The FA.I.MOB programme, the first and only attempt in this vein, launched in 2022, initially provided for seven positions, but then, because of increased demand, 14 positions were funded to fulfil all the mobility requests made during the academic year. MO.DOC aims to support and facilitate the need for staff to spend study and teaching time (or both) in an international location. It is hoped that this foreign mobility will improve teaching skills in the vehicular language, research quality and the internationalisation of publications, both from the point of view of the authors and the publishing and scientific locations. Finally, it is estimated that this kind of programme could bring the university new relationships, new agreements, new research and teaching perspectives through the mobility of our staff.

GOAL 2.3

STRENGTHEN THE INTERNAL RESEARCH INFRASTRUCTURE

Strengthen the facilities and services used by the academic community to conduct high-quality research and promote its publication.

The university recognises the pre-eminent role of research infrastructure and supporting administrative processes in developing quality scientific results. Over the next three years, the university will specifically strengthen the services of its libraries, ensuring full integration of human and digital resources, the university archives, the University of Macerata Press (EUM) and the research design grant office. It will also prioritise increasing technical and administrative skills and improving research support processes, to provide the community with research services in line with the best in the country. To achieve this, separate actions will be developed for each of the aspects listed above.

INDICATOR	Starting value	Target	Development by	Goal shared with other strategic area or cross-cutting area	Goal shared with departments
2.3.A CREATION OF THE UNIVERSITY DIGITAL LIBRARY	OFF	ON	31.12.2025	"Spaces, digital transformation and sustainability", "Research", "Teaching" strategic lines	YES
2.3.B INDEXING OF EUM JOURNALS	10%	ALL	31.12.2025	"Spaces, digital transformation and sustainability", "Research", "Teaching" strategic lines	
2.3.C INCENTIVE CALL FOR APPLICATION FOR EUROPEAN RESEARCH GRANTS	OFF	2	31.12.2025	"Research" strategic line	
2.3.D ADOPTION OF THE ANNUAL UNIVERSITY COMMUNICATION PLAN - RESEARCH ANNEX	OFF	3	31.12.2025	"Quality" cross-cutting area	YES

2.3.1
Strengthen European research

The university intends to strengthen its research design service, promoting basic research, primarily by adopting open science actions and practices that can improve the quality of research and increase the success rate in Italian and European competitive calls (HE, ERC, Marie Curie, PRIN, etc.). At the same time, a selection process for project ideas and academic profiles with the highest potential will be launched, in particular supporting research fellows with Marie Curie Fellowships, ERC Grants, etc. The University Research Area, through the Grant Office, will coordinate the selection of scientific projects, assessing the suitability of the applicants' profiles and their project ideas according to European standards. Where necessary, it will assist the departmental offices in the application process. To broaden the range of funding opportunities, in addition to national and European calls for tenders, the university aims to strengthen its scouting services for public or private research funding (e.g. grants from foundations, international institutions, etc.). The University Grant Office will increase its function of providing training and disseminating information regarding research priorities and European funding opportunities to the university's scientific community, as well as information provided by international private institutions on the main research areas of interest to the university's humanities and social sciences disciplines.

2.3.2
A research-oriented library system resilient to the digital transition

There are many challenges facing the University Library System, linked to the need to provide services of increasingly high quality to the entire UniMC community. The University Library System must increasingly satisfy and support the academic community's information, study and research needs. Due to its inherently cross-cutting nature, it requires strengthening in all parts of the strategic plan. As part of the research infrastructure, the potential of the University Library System refers to the need to shift towards large departmental libraries with broad access to sources and extended opening hours; to the further implementation of service automation; and to the strengthening of the complementarity between traditional libraries and the digital library, with a view to preserving and exploiting the university's cultural and scientific heritage. With this in mind, the university will strengthen the development of the Digital Library, managed through a platform promoting archival, bibliographic, photographic, audio and video collections. The Digital Library will be a resource that benefits the entire academic community as well as the local region. The university will develop carefully crafted communication to the entire university and to external communities to increase the culture of digital usability of cultural and scientific heritage.

2.3.3
Attractiveness of University of Macerata Press (EUM) scientific publications

The university intends to strengthen its publication, promotion and dissemination of research results through the University of Macerata Press (EUM), strengthening the publishing house's presence in national and international networks and through greater integration between the governance of the research area and that of EUM. From this point of view, in collaboration with the research area, EUM will develop an indexing project for its own journals (SCOPUS, WoS), reinforce open access mode, and promote the opening of scientific series and journals to other networks outside the university.

RESEARCH STRATEGY GOALS AND ACTIONS FRAMEWORK

2.1 CONTRIBUTE TO THE STRENGTHENING OF SSH RESEARCH	2.2 MULTIDISCIPLINARY, INTERDISCIPLINARY AND TRANSDISCIPLINARY RESEARCH IN THE INTERNATIONAL CONTEXT	2.3 STRENGTHEN THE INTERNAL RESEARCH INFRASTRUCTURE
2.1.1 Reinforcement and improvement of the university's SSH research funding system	**2.2.1** Collaborative research constellations	**2.3.1** Strengthen European research
2.1.2 Establishment of cross-cutting parameters for the development of a university-wide open science model	**2.2.2** The university's presence in national and international rankings as a tool for continuous improvement	**2.3.2** A research-oriented library system resilient to the digital transition
2.1.3 Reinforcement and dissemination of innovative models for basic and applied research with companies	**2.2.3** Boost teaching staff's outgoing international mobility	**2.3.3** Attractiveness of University of Macerata Press (EUM) scientific publications

THIRD MISSION AND SOCIAL IMPACT STRATEGIC LINE

OBIETTIVI PER LO SVILUPPO SOSTENIBILE

8 LAVORO DIGNITOSO E CRESCITA ECONOMICA

9 IMPRESE, INNOVAZIONE E INFRASTRUTTURE

17 PARTNERSHIP PER GLI OBIETTIVI

RESPONSIBILITIES

- VICE RECTOR FOR THE THIRD AND FOURTH MISSIONS
- DELEGATION FOR THE PROMOTION OF THE UNIVERSITY'S CULTURAL HERITAGE
- UNIVERSITY OF MACERATA PUBLISHING CENTRE
- RESEARCH ADMINISTRATIVE AREA
- COMMUNICATIONS AND PUBLIC RELATIONS OFFICE
- UNIVERSITY QUALITY ASSURANCE

The University of Macerata is aware that unprecedented challenges in the social, environmental and geo-political spheres are profoundly reshaping the missions it is called to fulfil, and in particular those activities – encapsulated in the third mission concept – that see it contribute to the social, economic and cultural development of a region.

The third mission is a multifaceted, fast-evolving and increasingly important phenomenon, the results of which depend on the relationship established with companies, the local region and institutions. This relationship is increasingly requiring a holistic and integrated approach, which includes not only technology transfer (providing knowledge, technologies and ideas to companies and institutions to drive innovation and economic and social transformation), but also collaboration with producers and the dissemination of research results. The University of Macerata's third mission is therefore fairly unusual, given its humanistic vocation and its strong inclination towards the social sciences, which make it unique in Italy and give it a great responsibility in anticipating changes in the social, economic and environmental fields.

By leveraging and disseminating its knowledge, an bringing into play the continuous acquisitions that scientific and technological evolution offers, it intends to promote an idea of development and social innovation centred on sustainability and inclusion, to foster the building of cohesive, resilient communities. A concept as multifaceted and changing as that of the third mission, with boundaries that tend to shift as the academic institution evolves, often leads to uncertainty in the relevant community, in the absence of incentive mechanisms other than individual appreciation for the results of the dissemination of research and the transmission of knowledge to society. It is therefore essential to spread a culture of commitment to third-mission initiatives as a complementary function to the pillars of teaching and research and as a way of creating shared value with a community that expresses needs for social, cultural, economic and technological innovation.

The university's third-mission strategy aims to characterise the university as an open, dynamic place of discussion and exchange, capable of creating opportunities for growth. The strategy branches out along the four vectors of public engagement,

knowledge transfer and entrepreneurship education, career services, and lifelong learning and training. These vectors require increasing accuracy in defining the boundaries between research and third-mission activities to bring out the specific meaning of "third mission" within the academic community. An organisational model must therefore be built that is better tailored to the university's humanistic and social specificities in terms of services and infrastructure for the third mission, in order to facilitate an integrated and fluid transfer of knowledge and to support the economic, social and cultural innovation initiatives in the relevant frame of reference. Public engagement is already well developed in the academic community. However, it can be more widely communicated and more effectively designed, with greater involvement of the many stakeholders active in the area. Similarly, there are numerous lifelong learning actions, especially continuing education, based on stable and constructive local relations with various actors in the area, but often they are not highly visible or exploited. Education in entrepreneurship represents a pillar

– together with technology transfer – for the university's participation in constructing initiatives that bring economic, cultural and social innovation, tools for the creation of value shared with the community. Participating in networks dedicated to technological innovation and entrepreneurial exploitation of research, preparing students for young entrepreneurship contests, and providing classes on business culture can all help strengthen the university's position in the regional and national production ecosystem. Capitalising on intellectual property by spreading awareness of the requirements and prerequisites for protection should knowledge developed in the academic sphere to be exploited commercially, within the limits allowed by the specific nature of the knowledge prevailing in the university. Last but not least, the development of a new careers service must lead to improved dialogue with companies and institutions, in order to offer students in the career-building phase tools for developing cross-cutting skills, making the most of their individual skills and balancing professional perspectives with personal well-being.

The third-mission goals described below will see the university commit over the next three years to seizing the great opportunities for promoting knowledge transfer in synergy with regional, national and European plans, in the fields of application with the highest potential for success. Thanks to the considerable injection of European resources to support development and growth after the pandemic, a multi-level system of funding and investment opportunities in productive initiatives has emerged, especially those related to young people and with high innovation potential. This is true at a regional level, with incentives available for unemployed young university graduates or students who launch innovative startups, including those related to the world of research, in sectors with high growth potential. Not to mention Component 2 of Mission 4 of the NRRP, devoted to fostering the digital transition of supply chains and small and medium-sized enterprises that implement innovative projects in certain strategic areas of the digital ecosystem. This strategy is part of a European framework that fully aligns with the university's humanistic and social vocation, especially where, among the countless initiatives for the transition towards a sustainable and inclusive economy, it promotes the Social Economy Action Plan of 9 December 2021: a necessary and inescapable initiative – in response to the systemic crises of this millennium – that builds on previous strategies linked to the university's third mission, such as the 2016 Start-up and Scale-up Initiative.

Cooperation with local entities in the use of these opportunities will facilitate the joint development of initiatives for youth employability and entrepreneurship, lifelong learning and continuing education, and will offer new and more effective tools for collaboration with local communities in the sustainable and inclusive promotion of cultural heritage. The university will also ensure that departmental objectives are consistent with third-mission and social-impact strategies. In particular, departmental planning must consider the results of the VQR and the university's monitoring of third-mission activities.

INTERNAL

EXTERNAL

➕ STRENGTHS

- Strong humanistic and social vocation that favours knowledge transfer with a focus on sustainability, inclusion and building cohesive, resilient and democratic communities.
- Ownership of a vast cultural, historical, artistic and archival heritage of great value that provides a continuous source of inspiration, development and enrichment for the local, national and international community.
- Existence of internationally recognised university best practices on inclusion policies and practices for students with disabilities and for the whole academic community.
- Positive results in the evaluation of the university's third mission in the last Anvur evaluation exercise.

➖ WEAKNESSES

- The academic community's perception of the nature of third-mission activities is often not fully in focus and overlaps with research activities.
- An organisational model that does not provide institutionalised recognition mechanisms or incentives to support the commitment of members of the academic community in the various third-mission initiatives that the university can develop.
- Lack of a dedicated careers service office for undergraduate and graduate students that can offer guidance about the world of work, knowledge, and development of soft skills, working systematically and in synergy with local entities.

⬆ OPPORTUNITIES

- Opportunities arising from the NRRP and regional funds for the joint development of youth employability and entrepreneurship initiatives.
- Presence in the local area of organisations, associations, companies that share a local vision of resilience and sustainability.
- Regional, national and European plans for the sustainable and inclusive recovery and resilience of local regions.

⬇ THREATS

- A regional production system that is less resilient to crises than in other Italian regions, characterised by a slow and often negative trend in the founding rate of new businesses. The province of Macerata has a particularly low number of youth businesses, representing only 33% of the enterprises in the Marche region over the last ten years (source: ISTAT).
- Legal uncertainty in the framing of third-mission activities, and difficulties in measuring the social impact of research in the humanities and social sciences.

GOAL 3.1

A UNIVERSITY **BRINGING COMMUNITIES TOGETHER**

Promote the cultural, social and economic impact of knowledge and make public engagement more effective.

The university is making its contribution to the UN 2030 Agenda's sustainable development goals with a view to fostering cohesion, sharing, and sustainable growth within the community. Its disciplines are person-oriented, helping to enhance people's qualities, value their differences and make up for their shortcomings, adopting an inclusive perspective that pays special attention to the most vulnerable. The university is therefore committed to promoting and supporting the European policy for a person-centred economy, inspired by the 20 principles of the EU Action Plan of the Pillar of Social Rights, which seeks to forge a strong, fair, inclusive, democratic and social Europe with a wealth of opportunities. The third mission has a strong local dimension, as the

impacts of the knowledge produced by research are most strongly felt in the nearby geographic areas. The richness of the region the university is situated in reinforces the importance of its key mission in promoting the changes required for the place and the institutions that operate there. In fact, without a university nearby, these institutions would have fewer opportunities to capitalise on the possibilities offered by change, in part because they could not access the global network of knowledge production and circulation the university is institutionally linked to. The university will use its resources to implement all the dissemination initiatives described below.
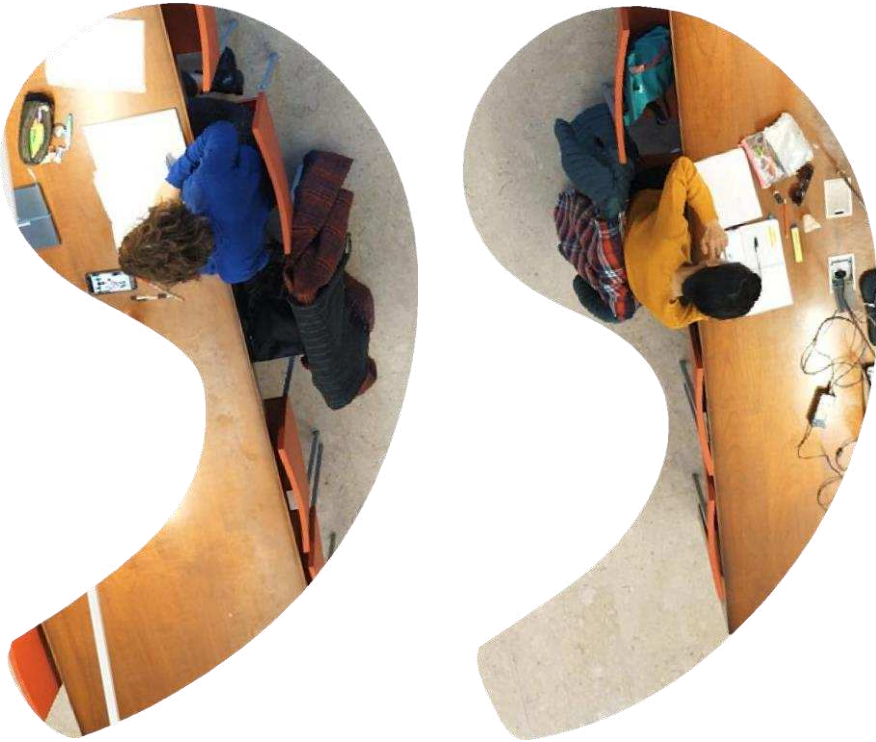
INDICATOR	Starting value	Target	Development by	Goal shared with other strategic area or cross-cutting area	Goal shared with departments
3.1.A ORGANISATION OF THE UNIVERSITY PUBLISHING FAIR	OFF	ON	31.12.2024	"Research" strategic line	YES
3.1.B PUBLIC ENGAGEMENT EVENTS	0	14	31.12.2025	"Research" and "Teaching" strategic lines	YES
3.1.C ADOPTION OF THE ANNUAL UNIVERSITY COMMUNICATION PLAN - THIRD MISSION AND SOCIAL IMPACT ANNEX	0	3	31.12.2025		YES

3.1.1
UniMC SociaL@b project

The university will develop the UniMC SociaL@b project – a physical and virtual dissemination and communication space at the premises of the current CreaHub – as a shared visibility space for third-mission initiatives for both the academic community and the public. To this end, the university will facilitate the procedures for recognising and monitoring researchers' third-mission activities to improve the communication of activities to local regions and better specify their identity, as well as to improve relations with public and private institutions. After mapping the university, an annual schedule of activities will then be created, which will be disseminated within UniMC SociaL@b. Dissemination will be fostered by the use of existing communications infrastructure, such as University of Macerata Radio, and by adopting specific equipment for the creation of digital communication products that will enable the dissemination of the third mission mainly through the use of virtual spaces linked to CreaHub's physical space, in keeping with strategic line 5 of this plan for spaces, digital transformation and sustainability.

3.1.2
Public communication of research through University of Macerata Press (EUM)

The University of Macerata Press aspires to take on the role of promoting research in the region through scientific dissemination. To make the university a leading player in the knowledge society, the press' main actions will be: strengthening the publication of high-level science popularisation series like *Prolusioni* and *Territorio*; launching a project to translate high-level science popularisation works and essays in the social sciences and humanities; establishing a process for the dissemination and scientific popularisation of the main research in the areas of equality, sustainability, justice, inclusion, democracy, and the safeguarding and protection of the environment; creating a specialised cultural heritage catalogue that will include the university's collections and illustrations of exhibitions staged or managed in collaboration with cultural institutions; creating a publishing series specialising in studies and research on the local region from various aspects of the social sciences and humanities; organising the University Publishing Fair (which currently does not exist) and promoting it as a catalyst for Italian university presses; and increasing open-access publication of works of a popular nature in the catalogue, with the potential for wide distribution in the area.

3.1.3
UniMC Civic University

The Civic University is a public engagement project that envisages the creation of an urban laboratory for the dissemination of knowledge in the field of public welfare, sustainability, inclusiveness and interculturalism. It aims to provide the community with some degree of openness towards a global dimension, with the involvement of social actors, in the most significant moments of democratic life. In this way, the university becomes a cultural innovator in the urban space through its knowledge and various political, institutional and relational factors. With close connections and relationships with the other institutions in the area, the UniMC Civic University project seeks to encourage communities to reflect, allowing them to respond to the values, needs and expectations of European society, while also aiming to strengthen the university's sense of belonging to the local region. To this end, an annual civic calendar of dissemination initiatives will be promoted, addressed to all citizens, on the main issues of major importance for a democratic, inclusive and sustainable community, in cooperation with the main institutional stakeholders – especially the local authorities, the prefecture and the police headquarters of Macerata – and with the rich world of cultural associations.

GOAL 3.2

A UNIVERSITY CO-DESIGNING **SOCIAL INNOVATION**

Strengthen collaboration with public and private entities in the area to promote vocations and build a sustainable, inclusive society.

The university continues with its commitment to developing synergies with institutions, public and private entities, and with examples of excellence operating in various fields, to create a shared vision of the reality and prospects of the social, economic and cultural context in which it operates. To this end, support for policy-making activities will be increasingly encouraged, especially in the areas covered by the national and regional smart specialisation strategy, to contribute to the local innovation ecosystem and the achievement of regional development goals with its research capabilities and training of various professionals,

including within the framework of the European Skills Agenda. To achieve this objective, the university envisages the actions described below, which will represent the frame of reference within which the departments will carry out their three-year strategic planning. The co-design actions aim to develop a system of value creation and additional resources for the university, which will support the implementation of incentives for promoting entrepreneurial creativity and social innovation with both human resources and its own resources.

INDICATOR	Starting value	Target	Development by	Goal shared with other strategic area or cross-cutting area	Goal shared with departments
3.2.A NUMBER OF UNIVERSITY SPIN-OFFS REGISTERED AND APPROVED BY NATIONAL AND EUROPEAN INSTITUTIONS	3	5	31.12.2025	"Research" strategic line and "Quality" cross-cutting area	YES
3.2.B NUMBER OF STARTUPS SUPPORTED BY THE UNIVERSITY	0	3	31.12.2025	"Research" strategic line	YES
3.2.C NUMBER OF AGREEMENTS WITH LOCAL ENTITIES		9	31.12.2025		YES

3.2.1
Cultural heritage working groups

Interdisciplinary working groups will be formed to focus on the protection, promotion and management of archaeological parks, museums and other cultural assets. Based on the professional skills of the scholars of the University of Macerata and its departments' third-mission delegates, opportunities will be created for discussion with the local region, including launching projects based on opportunities made available by the NRRP and the post-earthquake reconstruction system. The working groups will ensure the transfer of expertise required for cultural, social and economic development in spatial planning processes.

3.2.2
Interdisciplinary and intersectoral working groups

Creation of interdisciplinary working groups, including with public and private institutions, on social inclusion issues, in keeping with the goals of the 2030 Agenda. Through this action, the university intends to facilitate internal networks of researchers on various topics of interest. For the three-year period 2023–2025 the following structure has been identified:
→ Initiatives to spread a culture of inclusiveness and well-being within topical formats. In collaboration with this plan's University Welfare Strategy, three events will be promoted: UniMC for Inclusion, Third Mission Week and Festival of the Humanities.

→ Prizes to promote examples of excellence with respect to inclusion issues: strengthening of the Inclusion 3.0 prize, aimed at promoting innovative projects with sections dedicated to local areas, schools, spin-offs and startups.
→ Encouragement of social impact projects in collaboration with local organisations and institutions with reference to all the university's departments' specific topics.

3.2.3
Coordinated university curriculum for continuing education and lifelong learning

Creation of a coordinated university curriculum for continuing education and lifelong learning by surveying current proposals and curricula, setting up a space for communicating opportunities and co-designing with national and local networks.

3.2.4
Creation of initiatives to support the development of intellectual property and entrepreneurship

Creation of training and entrepreneurship support initiatives for the academic community including:
→ Training for the establishment of spin-offs and startups to facilitate access to academic and university entrepreneurship.
→ Training for the development of intellectual property.
→ Entrepreneurship education workshops with a specific focus on the humanities, new technologies and cultural and creative industries.

→ Support actions for activities on commission, aimed at encouraging the entire academic community to forge closer relationships with educational and cultural institutions, third-sector entities, businesses and organisations active in the area.

3.2.5
Creation of a working group that, in liaison with the designated departments and offices, monitors and analyses the results of third-mission initiatives

Creation of a working group that, in liaison with the designated departments and offices, monitors and analyses the results of third mission initiatives against the main national indicators available, to improve services supporting third-mission assessment.

GOAL 3.3

A UNIVERSITY OPENING UP
CAREER OPPORTUNITIES

Support graduates' employability by strengthening career guidance services, focusing on aptitudes and aspirations.

The perennial employment crisis that contemporary societies are going through also requires an effort on the part of the university to equip UniMC graduates with a wealth of tools (knowledge, skills and abilities) to give them more agile and flexible access to the working world. This implies the need to design and innovate our degree programmes, granting academic credits for cross-cutting skills and the acquisition of interdisciplinary. It will be increasingly necessary to qualify the interaction with public and private stakeholders with a view to understanding which of the soft skills are most useful, including involving students in the design of placement processes aimed at increasing their employment prospects. To achieve this goal, the university plans to create a specific project designed for the entire student community.

3.3.1
Job Horizon

Job Horizon is a project that aims to organise initiatives linking businesses and local authorities, students and graduates: providing a connection between the student community close to the end of their education and the world of work, with the aim of supporting their integration into the workplace. To this end, a survey and analysis of the needs of students regarding work, vocational integration and entrepreneurship will be carried out. Over the next three years, career guidance and placement initiatives will be organised involving the alumni network and student associations. Through this project, the university will offer qualified training on self-entrepreneurship, the development of soft skills, and cultural and social skills, with the help of the co-designed workshops.

INDICATOR	Starting value	Target	Development by	Goal shared with other strategic area or cross-cutting area	Goal shared with departments
3.3.A PERCENTAGE OF GRADUATES EMPLOYED THREE YEARS AFTER GRADUATION (LM; LMCU) - GRADUATES WHO REPORT BEING IN PAID EMPLOYMENT OR EDUCATION (E.G. PHD WITH SCHOLARSHIP, MEDICAL SPECIALISATION, ETC.)	0.795	> 0.800	31.12.2025	"Teaching" strategic line	YES

THIRD MISSION
AND **SOCIAL IMPACT** STRATEGY
GOALS AND ACTIONS FRAMEWORK

3.1 A UNIVERSITY THAT BRINGS COMMUNITIES TOGETHER	**3.2** A UNIVERSITY THAT CO-DESIGNS SOCIAL INNOVATION	**3.3** A UNIVERSITY THAT OPENS UP PROFESSIONAL HORIZONS
3.1.1 UniMC SociaL@b project	**3.2.1** Cultural heritage working groups	**3.3.1** Job Horizon
3.1.2 The public communication of research through University of Macerata Press (EUM)	**3.2.2** Interdisciplinary and intersectoral working groups	
3.1.3 UniMC Civic University	**3.2.3** Coordinated university curriculum for continuing education and lifelong learning	
	3.2.4 Creation of initiatives to support the development of intellectual property and entrepreneurship	
	3.2.5 Creation of a working group that, in liaison with the designated departments and offices, monitors and analyses the results of third-mission initiatives	

UNIVERSITY WELFARE STRATEGIC LINE

OBIETTIVI PER LO SVILUPPO SOSTENIBILE

3 SALUTE E BENESSERE
5 PARITÀ DI GENERE
10 RIDURRE LE DISUGUAGLIANZE
16 PACE, GIUSTIZ E ISTITUZIONI SOLIDE

RESPONSIBILITIES

• VICE RECTOR FOR UNIVERSITY COMMUNITY WELFARE AND GENDER EQUALITY POLICIES
• INTERCULTURALITY CONTACT
• INCLUSION AND DISABILITY CONTACT
• SPORTS AND CUS CONTACT
• ALUMNI CONTACT
• GENERAL MANAGEMENT
• TEACHING, GUIDANCE AND STUDENT SERVICES ADMINISTRATIVE AREA
• COMMUNICATIONS AND PUBLIC RELATIONS OFFICE
• TECHNICAL SERVICES AND INFRASTRUCTURE AREA
• SINGLE GUARANTEE COMMITTEE

The University of Macerata considers promoting the university community's well-being to be of central and strategic importance, starting with each person working within it: students, teaching staff, researchers, technical, administrative and library staff and those who work with it on a permanent basis.

To this end, the university aims to promote and maintain the physical, psychological and social well-being of the people who study and work there. A good quality of organisational life is a prerequisite for protecting the dignity of each person and promoting the peculiarities and differences that enliven a university. Spreading a culture of organisational well-being is based in essence on respect for the individual, the guarantee of equal opportunities and a focus on an inclusive culture, including with a view to strengthening a sense of belonging that encourages commitment, satisfaction and innovation. A comfortable, welcoming and inclusive environment is the glue that holds a "university community" together.

The pandemic highlighted the importance of supporting people's psycho-physical well-being, drawing attention to safe and accessible spaces and to possible sources of stress and discomfort, which can be addressed through medium- and long-term organisational welfare policies. From this perspective, one of the strengths that emerge from a contextual analysis of the university is the existence of planning tools. The Gender Equality Plan, approved in 2021, sees the university as promoting the European philosophy of a "union of equality", seeking to become a space where students, scholars, technical and administrative staff and librarians can socialise, as well as promoting a working environment characterised by mutual respect, non-discrimination and the fight against inequalities in professional advancement and top positions.

In addition, there is the Plan of Positive Actions against Discrimination for the Well-being and Promotion of Equal Opportunities, drawn up by the university's Single Guarantee Committee (CUG), and the Inclusion 3.0 Project, which develops actions targeted at students with disabilities. These important programmes are complemented by the vice rector for welfare and gender equality policies (a role established in November 2022), who is responsible for a number of project areas: 1) Gender equality policies, 2) Inclusion and disability, 3) Sport and relations with the Macerata University Sport Centre (CUS), 4) Interculture, 5) Education in penal institutions. Integrating these areas within a recognisable and structured welfare policy is a key objective for any university. All the goals of this strategic line are implemented with the university's own funds and internal and external human resources, given the highly specialised nature of the services offered.

INTERNAL

EXTERNAL

➕ STRENGTHS

- An integrated welfare service provided by the administrative area dedicated to teaching services.
- Best practice in terms of inclusion of students with disabilities (Inclusion 3.0 Project).
- Pre-existing programming by the CUG (2021-2023 Positive Action Plan, 2021-2024 Gender Equality Plan).
- The university is involved in the Presidency of the National Conference of University Equality Bodies and in the Network of single guarantee committees of the Marche Region (MarCUG).
- Ten-year project in the field of training on anti-discrimination and gender equality policies (e.g. the training course on "Gender, Politics, Institution" and the permanent seminar on "Racism and Anti-Racism").

➖ WEAKNESSES

- Administrative fragmentation of the area and offices supporting the University's welfare assurance processes.
- Lack of in-house expertise in diversity management.

⬆ OPPORTUNITIES

- Design and ongoing construction of a new facility for the University Sports Centre.
- European funding for projects on gender equality, inclusion and anti-discrimination.
- Relations with civil society on inclusion, interculture, sport and penal institutions.
- Welfare area as a "new" space to strengthen the ties connecting the academic community.

⬇ THREATS

- Limited attention to welfare policies in incentive funding mechanisms for universities.
- Uncertainty and underestimation of the importance of gender equality policies in national and European programming.

GOAL 4.1   FOSTER WIDESPREAD ORGANISATIONAL **WELL-BEING**

The goal is to promote widespread organisational well-being (people, spaces and relationships) through the integration of welfare, gender equality and inclusion policies.

As a social space for students, technical, administrative and library staff and teaching staff, the University of Macerata aims to actively promote unity among the academic community while respecting people's differences. A working environment characterised by mutual respect, non-discrimination and combating inequalities in study and professional advancement requires constant attention to the organisational culture underpinning it. Promoting widespread organisational well-being involves a vision – and subsequent design – that is attentive to the differences, accessibility and environmental sustainability of the university community's physical and virtual places and spaces. The goal calls for monitoring of the organisational

well-being of technical, administrative, teaching and research staff through surveys on psycho-social risks and work-related stress. The university's promotion of well-being will also be extended to leisure activities such as sports and social and recreational activities, as these provide opportunities for enrichment and socialising for those who study and work at the university, as well as for improving their health. These activities, physiologically devoted to overcoming the differences and distinct formal roles that each person plays in the university, will constitute an elective tool for promoting the idea of the "university community" that underpins the entire welfare strategy. The following actions are described in order of priority.

INDICATOR	Starting value	Target	Development by	Goal shared with other strategic area or cross-cutting area	Goal shared with departments
4.1.A ADOPTION OF THE 2023 GENDER BUDGET	OFF	ON	31.12.2023	"Teaching" and "Research" strategic lines	
4.1.B ADOPTION OF THE 2023-2025 POSITIVE ACTION PLAN (PAP)	OFF	ON	31.12.2023	"Teaching" Strategic line	
4.1.C ADOPTION OF THE 2ND GENDER EQUALITY PLAN	OFF	ON	31.12.2025	"Teaching" and "Research" strategic lines	YES
4.1.D ESTABLISHMENT OF THE POSITION OF THE TRUSTED ADVISOR	OFF	ON	31.12.2023	"Teaching" and "Research" strategic lines	YES
4.1.E ADOPTION OF THE UNIVERSITY PLAN FOR AGILE WORKING	OFF	ON	31.12.2025		
4.1.F IMPLEMENTATION OF THE MONITORING OF THE SPREAD OF UNIVERSITY SPORTS SERVICES.	OFF	ON	31.12.2024		YES

4.1.1
Periodic monitoring of the individual and organisational well-being of the university community

Periodic monitoring of the individual and organisational well-being of the university community through measurable planned actions over time:
→ A biennial organisational well-being survey for technical-administrative and library staff, teaching staff and researchers (Inail, Anac form).
→ Adoption of the first University Gender Budget (2023–2025).
→ Adoption of the Positive Action Plan (PAP) (2023–2025).
→ Adoption of the second University Gender Equality Plan (2025–2027).

4.1.2
Implement well-being services for the student community, technical, administrative and library staff, and teaching and research staff

Implement well-being services for the student community, technical, administrative and library staff and teaching and research staff through measurable actions:
→ Strengthen the provision of in-house psychological counselling (increasing following the pandemic) for the student community, with both individual support and collective training.
→ Promote the life coach service put in place for the student community through individual coaching and focus groups. Start monitoring its effectiveness and assess a possible extension to include technical and administrative staff.
→ Promote psychological support for technical, administrative and library staff and teaching staff, with an agreement with the Order of Psychologists to keep therapy costs down. The agreement will also apply to the student community.
→ Structure the actors/bodies responsible for promoting well-being in an integrated manner: CUG (revision of the by-laws), trusted advisor for combating bullying/harassment (start of operations), welfare office (establishment).

4.1.3
Promotion of both social/recreational and competitive sports

Promotion of social/recreational and competitive sporting activities through:
→ Increased visibility of CUS sports activities (in view of the construction of the new sports facility).
→ Entering into agreements with local sports associations and clubs (e.g. fencing, rugby, padel).
→ Promoting social/recreational activities for the benefit of the UniMC community (e.g. chess club).
→ Organising tournaments involving the student community, technical, administrative and library staff and teaching staff.

4.1.4
Improve UniMC employees' work-life balance

Improve UniMC employees' work-life balance through actions/initiatives related to:
→ Quality of remote work/disconnection.
→ Diversity management and reconciliation tools.

GOAL 4.2

PROMOTE A CULTURE OF INCLUSION

Promote knowledge and practices against possible discrimination based on sex, gender, sexual orientation, language, ethnicity, social status, religious belief, disability or age.

A truly inclusive community promotes critical work on knowledge and practices to counter stereotypes, language and images that contribute to the physical and symbolic barriers of exclusion and the psycho-physical malaise it can produce. With this in mind, promoting an intercultural, inclusive and anti-discrimination perspective within a framework of lifelong learning and open education requires strengthening to counter actions or situations that, in some cases, may generate discomfort. Knowledge, promotion and dissemination of intercultural perspectives and actions are an important aspect of the university's educational responsibility towards the younger generations, in addition to its social and public commitment to innovation and welfare in the region. To increase inclusion, counteract all forms of discrimination and promote the values of interculturality, students must learn to recognise the obstacles and barriers – both material and symbolic – that generate inequalities, asymmetries, marginalisation and differences between cultures or racial discrimination of a cultural/differential nature. The actions that the university will develop over the next three years to achieve the goal of promoting an anti-discrimination culture are described below.

INDICATOR	Starting value	Target	Development by	Goal shared with other strategic area or cross-cutting area	Goal shared with departments
4.2.A LAUNCH OF CAREER ALIASES	OFF	ON	31.12.2023		YES
4.2.B ADOPTION OF THE CHARTER OF STUDENTS' RIGHTS (ENROLLED STUDENTS, GRADUATES)	OFF	ON	31.12.2024		YES
4.2.C EDUCATION PROJECTS ON ANTI-DISCRIMINATION CULTURE	OFF	6	31.12.2025	"Teaching" strategic line	YES
4.2.D ADOPTION OF THE ANNUAL UNIVERSITY COMMUNICATION PLAN - UNIVERSITY WELFARE ANNEX	0	3	31.12.2025		YES

4.2.1
Strengthen rights protection tools

Strengthen rights protection tools through several initiatives:

→ Launching career aliases for students to recognise the value of self-determination with respect to gender identity.

→ Adopting a charter of student rights and setting up a round table with student representatives to implement and monitor the charter.

→ Adopting a card/badge for
student services, distinguishing between enrolled students and UniMC graduates.

4.2.2
Creation of education projects on cross-cutting knowledge/skills

Creating education projects on cross-cutting knowledge/skills such as gender policies, and reinforcing good practices, including the "Gender, Politics, Institutions" training course and the possible launch of interdisciplinary minors on gender and intersectionality, diversity management and public administration, welfare and organisational well-being and/or similar.

4.2.3
Activation of an education/cultural project aimed at prisoners and prison workers

The university will promote contact between the prison world and the university community as a whole by launching an educational/cultural project aimed at prisoners and prison workers, with the aim of encouraging the university community to create scientific, cultural and educational initiatives that seek to protect prisoners' right to higher education and their cultural development, in line with the CRUI guidelines expressed by the National Conference of Rectors' Delegates for Prison University Hubs (CNUPP).

4.2.4
Development of a structured educational project in the intercultural field

Development of a structured educational project in the intercultural field through:

→ Co-designing and constructing – with representatives of students, teaching staff, PhD students and technical and administrative staff – of a UniMC Day on interculturality in synergy with the Civic University project.

→ Extend the tried-and-tested formula of the "Racism and Anti-Racism" seminar in partnership with the Civic University.

4.2.5
Communicate welfare policies inside and outside the university

Communicate welfare policies inside and outside the university by consolidating networks with associations, bodies and committees working on equality and welfare policies – CRUI groups, COUNIPAR (National Conference of Equality Bodies of Italian Universities), MarCUG (Network of Single Guarantee Committees of the Marche Region), UNAR (National Anti-Racial Discrimination Office), CNUDD Group (National Conference of University Delegates for Disability), CNUPP (National Conference of Rectors' Delegates for Prison University Hubs).

4.2.6
Create institutional communications for welfare policies

Create institutional communications for the university's welfare policies that provide information on gender policies, interculturalism, inclusion and sport, with regular updates on all the university's activities on these topics.

GOAL 4.3

ENHANCE THE UNIVERSITY'S **COMMITMENT TO INCLUSIVITY**

Strengthen services for the psycho-social well-being of the university community from an inclusive perspective and with attention to special educational needs, in collaboration with the local region.

In line with the UN 2030 Agenda goals, the university supports the promotion of an "inclusive culture" through a joint action plan with the region. Strategies will be implemented to support academic life in connection with the city, particularly in educational, cultural and recreational contexts, to foster a widespread sense of belonging to the community. According to Article 30 of the UN Convention on the Rights of Persons with Disabilities, providing opportunities to support education

and university life means implementing actions that meet the needs of each student and promote the uniqueness of the student body. To implement inclusive strategies aimed at guaranteeing all students a more equal participation in university, cultural, social and recreational life, we must start by designing services that are accessible and supportive for each and every person.

4.3.1
Strengthen and promote inclusion policies

Strengthen and promote inclusion policies by designing services tailored to special educational needs through initiatives such as:
→ Encouraging the welcoming of people who come from difficult economic situations, charging lower enrolment fees and working to create a more extensive network of university residences in collaboration with Erdis, the Marche Region and the Municipality of Macerata.
→ Facilitating the welcoming of people with disabilities and specific learning disorders (SLDs) who intend to enrol at the University of Macerata.
→ Promoting Students' Voices programmes, supporting technological experimentation and forms of tutoring.
→ Promoting specialised roles with responsibility for caring for students with disabilities and SLDs, focusing on support for study methods and internships.
→ Encouraging educational mediation aimed at personalising the university curriculum, in accordance with current regulations.
→ Facilitating guidance on future steps for people with disabilities and SLDs who are enrolled at the University of Macerata.

4.3.2
Foster networks with local personal services

Foster networks with local personal services to promote initiatives for students with disabilities through actions such as:
→ Promoting the UniMC for Inclusion format, featuring conferences, workshops and life stories, in all departments and in partnership with local associations.
→ Promoting a good inclusive practices monitoring body through the format of the Inclusion 3.0 Award.

INDICATOR	Starting value	Target	Development by	Goal shared with other strategic area or cross-cutting area	Goal shared with departments
4.3.A ESTABLISHMENT OF THE GOOD INCLUSIVE PRACTICES MONITORING BODY	OFF	ON	31.12.2025	"Teaching" and "Research" strategic lines	YES

GOAL 4.4

CREATE A STRONG INTEGRATED **COMMUNITY** WITH GRADUATES, ALUMNI, STUDENTS AND SOCIAL PARTNERS

Retain the loyalty of graduates through communication and networking strategies capable of guiding them in their choice of profession, in their pursuit of postgraduate studies and in the university's support provision.

The University of Macerata does not want to be a closed world – an experience that ends with a degree or a doctorate. The university aspires to be in constant dialogue with those who have studied on its degree programmes, with those who would like to become students, and with those who have learnt to do research at UniMC. This community must not have geographical limits; instead it should be seen as a network of interwoven relations and a sense of belonging. But above all we must convey to alumni that we are all studying or working for something that is bigger than any one individual – a "global community". For this reason, the University of Macerata considers it a priority to establish a network of current or former students, with a networking platform where they can exchange opinions, gather important contacts and information for their work and career, and take advantage of the relationships that the university makes available to its family members.

INDICATOR	Starting value	Target	Development by	Goal shared with other strategic area or cross-cutting area	Goal shared with departments
4.4.A ESTABLISHMENT OF THE ALUMNI WORLDWIDE PROJECT	OFF	ON	31.12.2023	"Third mission and social impact" strategic line	YES

4.4.1
Alumni Worldwide Project

The Alumni Worldwide Project is a project to establish a formal alumni network, for whom the university will develop a digital environment (platform) to coordinate the network's purposes. These will be:

→ Developing a recruitment service by building communication channels with companies, institutions and higher research and education organisations, which will have to ensure that constantly updated information is provided on job vacancies, the issuance of calls for applications, and the provision of education of interest to members of the community, who will be able to interact through the various available channels.
→ Creating a "social" part of the
platform to develop a mechanism for mutual collaboration among alumni and to share experiences that will enable professional links to be forged among members.

→ Developing information services through dedicated newsletters to keep members of the network informed about the university's cultural activities, the launch of crowdfunding for specific projects, the conversion of *5 per mille* taxpayer donations to research projects, library restoration or renovation projects, etc.
→ Developing clubs within the
network based on specific professional affinities (e.g. former PhD students, former students in specific disciplines, etc.).

The university intends to formally recognise the position of the registered network members in its relations by issuing a card that offers a package of services and benefits.

UNIVERSITY **WELFARE** GOALS AND ACTIONS FRAMEWORK

4.1 ACHIEVE WIDESPREAD ORGANISATIONAL WELL-BEING	4.2 PROMOTE AN ANTI-DISCRIMINATION CULTURE	4.3 STRENGTHEN THE UNIVERSITY'S INCLUSIVENESS	4.4 BUILD A WIDESPREAD INTEGRATED COMMUNITY
4.1.1 Periodic monitoring of individual and organisational well-being at the University community	**4.2.1** Strengthen rights protection tools	**4.3.1** Strengthen and promote inclusion policies	**4.4.1** Alumni Worldwide Project
4.1.2 Implement well-being services for the student community, technical, administrative and library staff, teaching and research staff	**4.2.2** Creation of education projects on cross-cutting knowledge/skills	**4.3.2** Foster networks with local personal services	
4.1.3 Promotion of both Social/recreational and competitive sports	**4.2.3** Activation of a training/cultural project for prisoners and prison workers		
4.1.4 Improve UniMC employees' work-life balance	**4.2.4** Development of a structured educational project in the intercultural field		
	4.2.5 Communicate welfare policies inside and outside the University		
	4.2.6 Create institutional communications for welfare policies		

SPACES, DIGITAL TRANSFORMATION AND SUSTAINABILITY STRATEGIC LINE

OBIETTIVI PER LO SVILUPPO SOSTENIBILE

9 IMPRESE, INNOVAZIONE E INFRASTRUTTURE

11 CITTÀ E COMUNITÀ SOSTENIBILI

12 CONSUMO E PRODUZIONE RESPONSABILI

RESPONSIBILITIES

- RECTOR
- DELEGATION FOR UNIVERSITY DOCUMENT SYSTEMS
- DELEGATION FOR DIGITAL ARCHIVES
- DELEGATION FOR IT AND THE UNIVERSITY INFORMATION SYSTEM
- ENVIRONMENTAL SUSTAINABILITY AND TRANSPORT CONTACT
- GENERAL MANAGEMENT
- TECHNICAL SERVICES AND INFRASTRUCTURE AREA
- UNIVERSITY IT SERVICE CENTRE

The technical, economic and social transformations that are unfolding all over the world require a widespread reflection by the university on the use of structures, equipment and technologies, particularly those aimed at teaching and supporting research.

The profound changes generated by the pandemic and the damage to the region's heritage after the 2016 earthquake have clearly demonstrated the importance of the university's internal and external spaces, its classrooms, laboratories, libraries, tools and technologies. Although it started from an emergency situation, the university has embarked on a path that now seems mapped out for the future of working and studying methods: a mix of remote and in-person activities, resulting in different use of spaces and taking advantage of digital solutions to optimise time, expand interaction opportunities and develop the potential of scientific research.

As with previous planning operations, the university will give greater consideration to spaces' function for meeting, representation and welcoming visitors, continuing to monitor the adequacy of facilities and building infrastructure for teaching, research and the third mission, but also for social and recreational activities. In particular, more and more attention will be paid to achieving optimal usability levels for buildings through the widest possible involvement of the stakeholders that use the university's spaces, in the definition of the plan for removing architectural barriers (PEBA). This programme will include a new buildings, infrastructure and technology planning and management policy, with particular reference to solutions supporting teaching and research services. This perspective is particularly important for the university's internationalisation process, the aim of which will necessarily have to shift from developing synergies for the mobility of students and teaching staff to organising attractive training systems based on digital infrastructure capable of supporting the demand for foreign studies.

In addition, this strategy aims to develop research support services that bridge not only geographical distances, but above all the gap in the digital media and technological tools available to the university's students compared to European standards. This trajectory must intersect with a strong push to adopt sustainable behaviour, in response to the need to reduce energy consumption and waste, by implementing measures aimed at improving the energy performance of the university's buildings, producing energy from renewable sources, reducing energy consumption on heating and air conditioning, and installing low-consumption lighting systems. All this while also being aware of the fundamental role played by universities in devising the new development model drawn up at various levels by the UN 2030 Agenda for Sustainable Development – which urgently calls for real and constant change through tangible actions – and by the National Recovery and Resilience Plan (NRRP), which includes "energy transition, sustainable transportation, energy efficiency of buildings, water resources and pollution" among its Missions. The objectives that will be described below aim to meet these challenges, and make the university an increasingly sustainable. experience-based asset.

This will only be possible if we strengthen the internal culture surrounding planning and managing real estate and digital infrastructure, working together with the departments, the PhD School and the university's libraries. Developing a new approach to planning that uses digital technologies to enrich teaching, study, research and encounters, extending their boundaries; that introduces equipment that enables dynamic reconfiguration, to make traditional spaces (predominantly classrooms and libraries) "temporary" spaces for both ordinary and cultural activities for the local and international scientific communities, to host artistic performances and art exhibitions, spaces for entertainment and gatherings. But above all a model that reduces the environmental impact of all the university's activities as much as possible. The strategic line for spaces, digital transformation and sustainability will be based on two pillars: implementing an integrated model that brings together structural, infrastructural and digital networks to improve teaching and research services through osmosis between physical spaces and digital services; and strengthening the university's environmental impact mitigation strategy to improve its ecological and environmental footprint. All this requires an investment in tangible and intangible infrastructure, as well as a targeted, long-term investment in the training of human resources dedicated to developing this strategic line.

INTERNAL

EXTERNAL

➕ STRENGTHS

- Best practices at a national level practised at the university in terms of training on the issues of process re-engineering and digital transition of the public administration.
- Experience and specialised knowledge in the university on the scientific design of e-learning units.
- Long-term participation in the Sustainable Universities Network, particularly the round tables on environmental sustainability.
- Appointment by the Rector of a lead person for "Environmental Sustainability and Transport".

➖ WEAKNESSES

- Obsolescence of the current e-learning services platform in terms of its limited functionality in relation to current needs (e.g. lack of multi-channel mobile functionality).
- Few administrative staff dedicated to the topic of sustainability.
- Need to strengthen internal processes for monitoring the university's environmental footprint.
- Building stock mainly located in the city centre, subject to regulatory and conservation constraints.

⬆ OPPORTUNITIES

- Alignment of the management's digital technology equipment to national and international standards.
- Resources available in the NRRP for digitisation.
- Take a leading role in the region on the ecological footprint and contribute to spreading a culture of awareness.

⬇ THREATS

- Digital content difficult to protect in terms of regulations on privacy and the protection of intellectual property.
- Awareness of sustainability issues among the external community still being consolidated.

GOAL 5.1

A UNIVERSITY READY TO MEET THE CHALLENGES OF DIGITAL TRANSFORMATION

Design an integrated infrastructure and digital network model for teaching and research.

5.1.1
Teaching in an extended environment

The university will create learning environments where teaching can be provided in physical spaces and in the digital ecosystem. More specifically, this action involves redesigning the learning environments where students work, develop connections, support each other and exchange knowledge with the use of tools and information resources, always supporting the human factor and employing a needs-centred approach. In terms of its physical spaces, the university will design increasingly comfortable and accessible areas, including adopting methodologies for physical, cognitive and organisational ergonomics that improve well-being and inclusion, with particular attention to

finding solutions for the removal of architectural barriers, which are increasingly demanded by those in need, and not limited to specific regulations. On the digital side, the university will develop the necessary environments for model-based teaching, using virtual environments for lectures, co-teaching, meetings and co-working. The combination of these two aspects will enable the creation of a microcosm of relationships – among students, between students and teaching staff, and between students and technical, administrative and library staff – capable of boosting the "culture" of the physical or digital learning environment in the internal community and allowing the university to take in more individual differences, developing intelligence and contributing to the growth of human and cognitive capital.

INDICATOR	Starting value	Target	Development by	Goal shared with other strategic area or cross-cutting area	Goal shared with departments
5.1.A DEVELOPMENT OF UNIVERSITY LABORATORIES FOR DIGITISATION SERVICES	0	3	31.12.2024	All areas	YES
5.1.B DEVELOPMENT OF UNIVERSITY LABORATORIES FOR CUTTING-EDGE RESEARCH	0	3	31.12.2024	All areas	YES
5.1.C DIGITISATION OF THE HISTORICAL ARCHIVE	OFF	ON	31.12.2025	"Research" and "Teaching" strategic lines	
5.1.D CREATION OF A *PHYGITAL* EUM SPACE	OFF	ON	31.12.2025		

5.1.2
Adoption of the latest digital infrastructure to develop the potential of scholars in their research

The university's scholars need to link the theoretical aspect of their research to the experimental component – the more applied aspects that would allow the university to become a regional aggregation point for innovation in its specialist fields. From this point of view, the university needs to develop:

→ University laboratories for digitisation services, responding to the needs of sectors that are representative of the university's scientific image, to enable scholars to produce solutions that are useful for the local region and public and private institutions through the combination of humanistic skills and advanced digital tools.
→ Digital infrastructure supporting cutting-edge research to stimulate studies with high development potential.
→ A governance mechanism to optimise and rationalise the procedures for the adoption of the university's digital infrastructure to support research, with extensive coordination between the university, departments and research centres.

5.1.3
Provide the university administration with the technologies necessary for the digital transition

The above actions require an organisation capable of supporting teaching and research services – a lean, highly automated administration. The university will strengthen its digital tools to accelerate the UniMC administration's digital transition through the re-engineering of the main processes supporting teaching and research, and with the support organisations adopting the most advanced digital process management technologies.

5.1.4
Development of two pilot projects on the model for integrating physical space and the digital environment

The university will develop two pilot projects:

Digitisation of the historical archive.
The university intends to promote a specific action for recovering and digitising the university archives, as it knows that proper archive governance and management is a vital part of the identity and infrastructure of any organisation. The orderly and secure management of document flows and the proper management of archives is an essential tool to improve services, increase satisfaction and reputation inside and outside the university, and strengthen its capacity to respond in emergencies such as those faced recently (the 2016 earthquake and the COVID-19 pandemic). The university has a high level of expertise at its disposal in the scientific field of archiving, allowing it to invest in two specific activities. A) Digitisation of the historical archives for the recovery and protection of historical documentary heritage, launching a quality access service in accordance with the law. B) Digitisation of the repository, which will enable the optimisation of storage space, the orderly and efficient management of periodic deposits by offices and departments, the optimisation of internal and external access to files and documents, and the planning of the discarding and transfer of series to the historical archive.

Development of a *phygital* EUM space.
A project will be developed to create a EUM hybrid environment within the new space dedicated to the University of Macerata Press. Specifically, an EUM metaversal space will be created in which it will be possible to interact with EUM in a completely new way. Those using the environment will be able to explore the publications available – digitised with various media, including audiovisual media – and make use of an array of associated services, participate remotely in scientific, cultural and popular events linked to EUM's publishing and more, and take advantage of the combination of eXtended Reality and cloud computing technologies. The pilot project will be instrumental in verifying the quality perceived by users and the increased attractiveness of EUM's offering, so that it can be scaled up and subsequently extended to other spaces, such as those dedicated to internationalisation, reception and teaching. The EUM metaverse will be a "conversational", interactive and "social" space, where people will be able to interact even after the organised events, share knowledge and experiences of the readings held, promote publications and forge new connections.

GOAL 5.2

A
SUSTAINABLE UNIVERSITY

Mitigate the university's environmental impact and stimulate a shared culture of sustainability values.

The deepening climate crisis led the European Commission to present the European Green Deal in December 2019, which aims to make Europe the first climate-neutral continent by 2050. The pandemic and the ensuing economic crisis led to the adoption of programmes to support the economy (notably the Next Generation EU programme and the National Recovery and Resilience Plan) that combine the goal of economic revitalisation with the full implementation of the ecological transition goals and the 17 Sustainable Development Goals (SDGs) promoted by the UN 2030 Agenda. Universities must take up these challenges, supporting the SDGs with tangible actions, engaging in the creation of a culture of sustainability and contributing to the achievement of the NRRP Missions, including with respect to the green revolution and ecological transition. At a national level, the University of Macerata has been actively participating in the Network of Universities for Sustainable Development (RUS) since its establishment – the first experience of coordination and sharing among all Italian universities committed to environmental sustainability and social responsibility issues. The main purpose of the network is to spread the culture and good practices of sustainability, both within and outside the universities (at an urban, regional, national and international level), in order to increase the positive environmental, ethical, social and economic impacts of the actions implemented by the network's members, and so helping to achieve the SDGs. The University of Macerata intends to continue this commitment, increasingly implementing the good sustainability practices developed within the various RUS Working Groups. The University of Macerata participates in the leading international sustainability ranking for universities, the Green Metric, and intends to continue this challenge, striving to improve its current ranking.

INDICATOR	Starting value	Target	Development by	Goal shared with other strategic area or cross-cutting area	Goal shared with departments
5.2.A DEVELOPMENT OF GUIDELINES FOR MEASURING THE UNIVERSITY'S ENVIRONMENTAL FOOTPRINT	OFF	ON	31.12.2023		
5.2.B ENERGY IMPACT INDICATOR: % OF SQUARE METRES WITH IMPROVED ENERGY CLASS (SOURCE: UNIVERSITY DATABASES)	8.7%	43.93%	31.12.2025		YES
5.2.C GREEN ENERGY PRODUCTION INDICATOR: ENERGY PRODUCTION FROM UNIVERSITY PHOTOVOLTAIC SYSTEMS (SOURCE: UNIVERSITY DATABASES)	73,645 kWhe	239,176 KWhe	31.12.2025		
5.2.D NUMBER OF WATER DISPENSERS IN UNIMC SPACES (SOURCE: UNIVERSITY DATABASES)	8	32	31.12.2025		
5.2.E NUMBER OF GREEN VENDING MACHINES IN UNIMC FACILITIES (SOURCE: UNIVERSITY DATABASES)	none	all	31.12.2025		YES
5.2.F CONSUMPTION OF RUNNING WATER (SOURCE: UNIVERSITY DATABASES)	3000 m^3	-20%	31.12.2025		YES
5.2.G ESTABLISHMENT OF THE ANNUAL "SUSTAINABLE UNIVERSITY" AWARD	0	2	31.12.2025	"Third mission and social impact" strategic lines	YES
5.2.H ESTABLISHMENT OF THE AWARD FOR BEST MASTER'S THESIS ON ENVIRONMENTAL SUSTAINABILITY	0	2	31.12.2025	"Teaching" and "Research" strategic lines	YES

5.2.1
Mitigation of the environmental impact of all UniMC community-related activities

Mitigate the environmental impact of all activities related to the UniMC community by stimulating behavioural changes and making structural modifications in several areas, including, in particular, space heating, water consumption, waste production and disposal, and local transportation used by students and staff:

→ The university will appoint an energy manager to develop systems for monitoring the university's environmental impact, according to the best national (e.g. RUS network) and international (e.g. Green Metric) standards, while preparing strategies for their structural reduction.

→ The energy efficiency strategy for the university's building stock will be strengthened, both through continued renovations, also required to repair the buildings damaged by the 2016 earthquake, and with a view to increasing the energy produced from renewable sources for self-consumption by university facilities.

→ In cooperation with the City of Macerata, we will continue to disseminate and facilitate recycling for the community of students from out of town through dedicated "smart bins" made available by the municipal waste disposal service, which allow waste to be freely disposed of without having to comply with the rules of the "door-to-door" system, effectively improving waste management in the city.

→ Expand the policy of plastic reduction by increasing the number of purified drinking water dispensers within the university facilities available to the entire academic community.

→ Initiate a policy to reduce water consumption by experimenting with an innovative technology to reduce the consumption of running water by the university's building stock.

→ Developing a bike sharing service available to the student population in agreement with the Municipality of Macerata and in cooperation with the Student Council.

→ Optimise the consumption of energy used and the serving of sustainable and environmentally friendly products by increasing the presence of vending machines dedicated to "green" food and beverages.

5.2.2
Strengthen scientific research and education on the topic of sustainability

The university will encourage and stimulate scientific research and teaching on sustainability issues in the broad sense of the term, and in particular on the SDGs set out in the 2030 Agenda for Sustainable Development. There have been numerous commendable initiatives to date in this vein, but there is now a need for more coordination and promotion. The specific actions that will be taken are described below:

→ Modify the current system for uploading Iris research products so that all publications on the various SDGs of the 2030 Agenda for Sustainable Development can be registered.

→ Modify the fields in Annex C so that all lessons relating to the SDGs of the 2030 Agenda for Sustainable Development can be recorded.

5.2.3
Create a shared university culture on sustainability

Promote the emergence of a shared culture of sustainability values in the academic community, and in particular among the student population.

Actions:
→ Establish an annual award for the best thesis on sustainability.

→ Establish an annual call for proposals to identify and fund projects on sustainability issues that the entire academic community (associations, alumni, individuals, etc.) can participate in. The procedure will mainly involve students and/or their representative bodies (e.g. the Student Council) in all stages, including selecting and implementing the projects.

SPACES, **DIGITAL TRANSFORMATION** AND **SUSTAINABILITY**
STRATEGY GOALS AND ACTIONS FRAMEWORK

5.1 A UNIVERSITY READY TO MEET THE CHALLENGES OF DIGITAL TRANSFORMATION	**5.2** A SUSTAINABLE UNIVERSITY
5.1.1 Teaching in an extended environment	**5.2.1** Mitigation of the environmental impact of all UniMC community-related activities
5.1.2 Adoption of the latest digital infrastructure to develop the potential of scholars in their research	**5.2.2** Strengthen scientific research and education on the topic of sustainability
5.1.3 Provide the University administration with the technologies necessary for the digital transition	**5.2.3** Create a shared university culture on sustainability
5.1.4 Development of two pilot projects: - Digitisation of the historical archive - Development of the EUM *phygital* space	

AN ORGANISATION THAT SERVES THE COMMUNITY STRATEGIC LINE

OBIETTIVI PER LO SVILUPPO SOSTENIBILE

4 ISTRUZIONE DI QUALITÀ

8 LAVORO DIGNITOSO E CRESCITA ECONOMICA

9 IMPRESE, INNOVAZIONE E INFRASTRUTTURE

RESPONSIBILITIES

• RECTOR
• DELEGATION FOR THE SIMPLIFICATION OF PROCESSES
• UNIVERSITY QUALITY ASSURANCE
• GENERAL MANAGEMENT
• GENERAL AFFAIRS AREA
• FINANCIAL RESOURCES AREA
• HUMAN RESOURCES AREA
• UNIVERSITY IT SERVICE CENTRE

As part of the Italian public sector, the academic world has the task of promoting research and scientific progress, developing basic and advanced university education and always guaranteeing the right to higher education, in order to improve conditions and increase society's democratic levels.

Our university bases its global actions on the principles of public value governance, following a model that relies on the coherent planning of its humanistic vocation through the continuous involvement of internal and external stakeholders. For our strategies to always create public value and well-being for the entire internal and external community (students, scholars, administrative offices and even external stakeholders), it is not enough for our organisational system to be effective, appropriately sized for the purposes to be achieved, and sustainable with respect to the resources at our disposal. We must also adopt a paradigm of planning, evaluating and reporting on these strategies. The university will therefore closely assess the impact of its services on students' social and economic spheres, ensuring their right to a higher education and creating services to reduce the distance to the world of work, in order to facilitate their employability.

Regarding the local region, the university will introduce and reinforce its sustainability policies and continue to strengthen its role as an attractor of economic development, including through an expansive housing policy, which will allow for a greater presence of off-site students in the city's economic fabric. Furthermore, in the coming years, the university will aim to improve some of the conditions that influence the performance of the internal administration, which we will call enabling conditions for implementing this Strategic Plan. These conditions concern the availability of an organisation that is able to achieve the objectives of the 2023–2025 Strategic Plan, the complete revision and simplification of the university's regulations, and a university management system based on management control. Accordingly, the goals and actions described below take into consideration the need for the university to create an administrative structure that is better tailored to implementing the strategy for the next three years.

Furthermore, the university considers it a priority to undertake a simplification process that will help it achieve its goals, but will also improve the working conditions of academic, technical, administrative and library staff. Indeed, the improvement of these conditions will directly impact the sense of purpose in their daily work and their sense of belonging to our institution. This strategic line requires an investment in human resources, which the adoption of the definition and monitoring model for technical, administrative and library staff will take into account.

INTERNAL

EXTERNAL

STRENGTHS

WEAKNESSES

OPPORTUNITIES

THREATS

STRENGTHS

- An analytical accounting system is already used for budget planning at the university.
- The University already has an Integrated University Monitor (MIA) that monitors the main data on teaching, internationalisation and financial sustainability.
- Organisational structures in place that process and analyse accounting and non-accounting data: digital administration, strategic planning and management control office; financial resources area with planning and control office; statistics and database office.
- Recent hiring of a person responsible for management control.

WEAKNESSES

- Obsolescence of the process manual.
- Still embryonic coordination of organisational structures regarding reporting and monitoring to support choices.
- Limited use of reporting principles for planning processes.
- Unique features of state universities that require very special management control, based mainly on non-accounting data required for ministerial funding.
- Limited spread of a culture of simplification.

OPPORTUNITIES

- Preparation of the accreditation process for AVA3 for the growth, improvement and implementation of management control.

THREATS

- Lack of specific national guidelines that would allow management control mechanisms to be applied to the specific field.

GOAL 6.1 AN ORGANISATION IN STEP **WITH NEW REALITIES**

Redesign an organisational model that enhances and streamlines processes and makes the best use of human resources by deploying their skills following the principle of capacity building.

The creation of a dynamic and motivating working environment, where each person is valued for their skills and where teamwork is encouraged, is the goal that should inspire our organisation, especially when rethinking its structure for implementing the Strategic Plan. We will need to adopt a series of measures concerning the creation of new offices and new areas, but also simplify bureaucratic processes, including by digitising procedures, revising the current rules and regulations to make them more accessible and comprehensible, promoting a culture of transparency and accountability, and establishing effective channels of communication between all those involved. This goal aims to create a higher level of transparency across the entire university's management, and so improve the quality of its curriculum, promote high-level research and foster collaboration with companies and institutions, contribute to a better reputation and attractiveness for students, researchers and external partners, improve the results of its activities and increase its impact on the surrounding region.

INDICATOR	Starting value	Target	Development by	Goal shared with other strategic area or cross-cutting area	Goal shared with departments
6.1.A DECREE ON THE UNIVERSITY'S ADMINISTRATIVE REORGANISATION	OFF	ON	31.12.2024	All cross-cutting areas and strategic lines	YES
6.1.B ESTABLISHMENT OF THE REGULATORY ACTS COMMISSION	OFF	ON	31.12.2023	All cross-cutting areas and strategic lines	YES

6.1.1
Adapt the management structure with a functional organisation chart to achieve the goals of the 2023–2025 Strategic Plan

The university's management structure – the system that governs the essential relations between the people involved in the provision of all its services – must be rethought with a view to fine-tuning the processes needed to achieve the strategic goals and actions of this Plan. Specifically, new organisations and offices need to be established, as briefly described below.

→ Establishing an office for the administrative management of the university's Quality Assurance processes, supporting governance of choices and degree programmes alongside departmental organisations, composed of professionals who have knowledge of quality assurance mechanisms from the perspective of the university rather than the individual scope of applying quality concepts.

→ Establishing an administrative area for managing third mission and social impact services, currently incorporated within the research area, to enact strategic line 3.

→ Establishing an office that deals with the university's welfare services, and, working in partnership with the areas of teaching, HR and general management, implements the actions set out in the plan for the university's welfare strategy.

→ Strengthening the research administration area with professionals trained in research evaluation with reference to international standards and with expertise in research management.

→ Strengthening the communications area and the CSIA with new professionals in line with the university's digital transition strategy.

→ Strengthening the areas directly involved in implementing the strategy of administrative simplification, document management and process re-engineering.

6.1.2
Simplification of the university's regulatory framework

Simplification is a precise and explicit part of the university's organisational and administrative policy, to which it has long intended to ascribe statutory relevance in order to fully realise the general principles and criteria it wants its organisation and the activities of its structures to conform with (Article 21 of Rector's Decree no. 210/2012). This simplification must involve both the university's regulations and its processes, i.e. the set of actions or activities through which the university carries out its functions. It also applies to the actions falling within the purview of the university's Legal and Litigation Office, both of an advisory nature and in terms of legal information, bearing in mind the technical/legal support they provide to maintain the legitimacy of the work of all the bodies, offices and organisations, especially where these actions involve legal issues that go beyond the individual case, and so indicate the presence of specific recurring problems. Simplification requires the launch of attentive, rigorous and systematic analysis of regulatory and legal actions and processes, with the ultimate aim of reducing the complexity of the university's organisation and administration, especially with respect to actions of regulatory autonomy and processes that undermine or in any case do not foster good performance, efficiency, effectiveness, cost-effectiveness, simplicity, disclosure, transparency, impartiality and the reasonableness of administrative procedures. Simplification will take place through regulatory drafting and the legal advisor. To these ends, the Regulatory Acts Commission, with the support of the Legal and Litigation Office, whose responsibilities include working together to draft and revise the body's statutory and regulatory provisions, will play an important role in the process of simplifying the regulatory framework. It will carry out a systematic analysis of regulatory and legal acts and processes through continuous review and subsequent analysis of the simplification to be undertaken. The commission will prepare simplification proposals for the benefit of the relevant statutory bodies. Furthermore, given the importance of the impact of a culture of simplification and organisation, the university will develop continuous training for technical and administrative staff on the principles of simplification and process management. Finally, initiatives aimed at informing technical, administrative and academic staff of regulatory updates of interest to the university will be developed.

GOAL 6.2

A UNIVERSITY MANAGEMENT SYSTEM BASED ON **MANAGEMENT CONTROL**

Provide the university with an organisational mechanism to guide management towards achieving the objectives established by multi-year planning and programming.

The university will adopt a management control system inspired by the continuous monitoring of the health of its actions, its processes, the implementation of its strategies, and the effectiveness and sustainability of its organisation.

6.2.1
Development of university management control

The university's management control will be placed in an integrated planning context, within the university's broader planning and control system. It must develop the ability to produce and use information, using reliable, up-to-date and appropriately coordinated indicators. Properly computerised management control will have to be introduced gradually and attentively. The development of management control should make it possible to simultaneously assess the efficient use of available resources and measure the ability to meet the needs of the university's stakeholders, with a view to measuring the impact it generates on their well-being. Therefore, given the specific aims of our institution, setting up the control system will be of strategic, managerial and operational importance, and will be a prerequisite for the architecture of the university's Governance and Quality Assurance System. It will be developed with a view to providing the university with a fundamental tool to support

management and governance decisions. At the same time, it will have to function as a quantitative tool for planning and managing economic and financial resources. Over the next three years, the control mechanisms already deployed in the university will be surveyed, covering data, databases, reports, indicators, people, management applications and web resources. The information needs expressed by the recipients of the management control will be surveyed, including with respect to the university's streamlining of the organisation's management, by defining the optimal sequence of activities: strategic planning, process design and management, continuous monitoring, verification of the result of planning and execution, corrections and improvements. University management control will involve general management, the financial resources area and the university statistics office.

INDICATOR	Starting value	Target	Development by	Goal shared with other strategic area or cross-cutting area	Goal shared with departments
6.2.A UNIVERSITY MANAGEMENT CONTROL DEVELOPMENT PROJECT	OFF	ON	31.12.2023	All cross-cutting areas and strategic lines	YES

AN **ORGANISATION THAT SERVES** THE COMMUNITY STRATEGY GOALS AND ACTIONS FRAMEWORK

6.1 AN ORGANISATION IN STEP WITH NEW REALITIES	**6.2** A UNIVERSITY MANAGEMENT SYSTEM BASED ON MANAGEMENT CONTROL
6.1.1 Adapt the management structure with a functional organisation chart to achieve the goals of the 2023/2025 Strategic Plan	**6.2.1** Development of university management control
6.1.2 Simplification of the University's regulatory framework	

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