



# UNIVERSITÀ DEGLI STUDI DI MILANO

## CONCORSO PUBBLICO, PER TITOLI ED ESAMI, A N. 1 POSTO DI CATEGORIA EP - AREA AMMINISTRATIVA-GESTIONALE, CON RAPPORTO DI LAVORO SUBORDINATO A TEMPO INDETERMINATO PRESSO L'UNIVERSITÀ DEGLI STUDI DI MILANO - DIREZIONE TRATTAMENTI ECONOMICI E LAVORO AUTONOMO - CODICE 22203

La Commissione giudicatrice del concorso, nominata con Determina Direttoriale n. 4815 del 29.3.2023, composta da:

Dott. Andrea Putignani	Presidente
Dott. Pietro Piro	Componente
Dott.ssa Annalisa Barbale	Componente
Dott.ssa Michela Alberti	Segretaria

comunica i quesiti relativi alla prova orale:

### GRUPPO DI QUESITI N. 1

1 Illustri brevemente le proprie esperienze professionali in relazione al profilo richiesto dal bando;

2 Illustri l'organizzazione della struttura gestionale dell'UNIMI con particolare riferimento ai Centri di Responsabilità Amministrativa e ai Centri di gestione;

3 Illustri le principali problematiche della certificazione unica dei redditi;

Brano in inglese: The problem of the north-south differential in Italian economic development has attracted the attention of politicians, economists, historians, geographers and scholars of cultural issues ever since the unification of the Italian state, in 1861 (Daniele and Malanima, 2011). Since then, the evident persistence of the north-south differential has fed heated political-economic and historical-geographical debate (e.g. Eckaus, 1961; Daniele and Malanima, 2007), centering mainly on the characteristics and causes of the differential, and obviously on the potential measures to be adopted to reduce its extent. Other countries also experience gaps in regional development, however in Italy the dualism between north and south is particularly strong, and remains irresolvable despite the repeated interventions aimed at reducing the gap. Historians are of common opinion that the roots of the differential are remote in time, deriving from factors in the history, economy, political geography, culture and society of Italy and Europe (Daniele and Malanima, 2007). Niceforo (1901) ascribes the divide to anthropological factors. Banfield (1958), and Putnam et al. (1993) identify its roots in the lower public spirit and deployment of social capital in the south. Aprile (2010) hypothesizes that the north has in fact exploited the south that, before the unification of Italy in 1870, was florid and developed. Franchetti and Sonnino (1877) hold that the unfavourable geographical position of the south plays a role. Daniele and Malanima (2014) argue that the economic divide is a consequence of the interplay of economic factors during the Italian industrialisation starting at the end of the 19th century. According to Felice (2014), instead, the problem lies with the ruling class that has allocated resources with the aim of maximizing economic rents rather than socio-economic development. Along the same line, Cannari et al. (2010) and Trigilia (2012) state that the south lags behind because of the local political class, that revealed unable or unwilling to promote social development.

### GRUPPO DI QUESITI N. 2

1 Illustri brevemente le proprie esperienze professionali in relazione al profilo richiesto dal bando;

2 Illustri il sistema di classificazione del personale tecnico-amministrativo;

3 Illustri le principali problematiche legate alle operazioni di conguaglio fiscale;

Brano in inglese: Regardless of the nation or region, universities clearly play an important role in the support of industrial competitiveness, socio-economic development and social mobility. In the context of the north-south gap, the academic institutions can in fact contribute to reducing the differential, or vice versa to



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increasing it, both in macroeconomic and social terms. A balanced university offer in all the regions would then ensure equal opportunities for education and training, including for those less well-off, who cannot support the greater costs of an education “away from home”. In addition, all the stakeholders situated in the territory could benefit from the knowledge spillovers from the universities’ research activity. Indeed these effects are primarily local, because of the geographic proximity effect (Anselin et al., 1997; Jaffe, 1989; Autant-Bernard, 2001). However, for such spillovers to happen, it is necessary that the quality of professors be equally distributed through the national territory. If equal distribution is lacking, then the stakeholders of the education and research would whenever possible orient themselves towards the better universities. Until 2009, government policies were designed to guarantee equal access to higher education independent of the localization, including through the allocation of public resources based on the number of students and the type of teaching offer, rather than on the basis of merit. Among other effects, this inhibited any significant differentiation among Italian universities. In 2009 the situation began to change. At this time, following the first national evaluation exercise (VTR 2001-2003), the government adopted performance-based research funding (PBRF) of universities. This mechanism in itself would normally not be harmful, being founded on a logic of competitive assignment of resources, to stimulate continuous improvement. However, there could indeed be a problem if the better researchers were concentrated above all in the universities of the more developed geographic areas. In this case, the resources would move from the less developed to the more developed areas (in the Italian case, from south to north).

### GRUPPO DI QUESITI N. 3

- 1 Illustri brevemente le proprie esperienze professionali in relazione al profilo richiesto dal bando;
- 2 Illustri l’orario di lavoro e il trattamento economico-normativo del personale con rapporto di lavoro a tempo parziale;
- 3 Illustri gli adempimenti mensili legati all’erogazione degli stipendi;

Brano in inglese: In keeping with the Humboldtian model, there are no ‘teaching-only’ universities in Italy, as all professors are required to carry out both research and teaching. National legislation includes a provision that each faculty member must provide a minimum of 350 hours per year of teaching. At the close of 2015, there were 54,800 faculty members in Italy (full, associate and assistant professors) and a roughly equal number of technical-administrative staff. Salaries are regulated at the central level and are calculated according to role (administrative, technical or professorial), rank within role (e.g. assistant, associate or full professor) and seniority. None of a professor’s salary depends on merit. Moreover, as in all Italian public administration, dismissal of unproductive employees is unheard of. All new personnel enter the university system through public competitions, and career advancement depends on further public competitions. In absence of a significant differentiation and salary leverage to attract talented professors, in theory there is no reason to expect an uneven geographical distribution of research performance of academic staff. However, the entire legislative-administrative context has created a culture that is hardly competitive, yet flourishing with favoritism and other opportunistic behaviors (Zagaria, 2007; Perotti, 2008). Abramo et al. (2014b) investigated 287 associate professor competitions. The analysis showed several critical issues, particularly concerning unsuccessful candidates who outperformed the competition winners in terms of research productivity, as well as a number of competition winners who resulted as totally unproductive.

I candidati saranno esaminati in ordine alfabetico, a partire dalla lettera che sarà sorteggiata da uno di essi prima di iniziare la prova.

### GRUPPO DI QUESITI N. 4

- 1 Illustri brevemente le proprie esperienze professionali in relazione al profilo richiesto dal bando;
- 2 Illustri le forme di lavoro flessibile;
- 3 Illustri il trattamento previdenziale e fiscale dei redditi di lavoro dipendente;

Brano in inglese: The north-south economic gap widened further in connection with the financial and economic crisis that played out in Italy over the years 2008 to 2014, and which hit the southern regions much more than those in the north. Tuition fees in southern universities increased more than the national average; the family income decreased more than the national average; and the share of employed graduates



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decreased more than elsewhere. Many families in southern Italy saw their total income fall below the minimum level necessary to enroll their children in university. This would have caused fewer students in the ranks of the southern universities, worsened still further by the net migration of the more well-off students towards the northern and central universities (ANVUR, 2014, p. 37). Nevertheless, professors in the south still bear a slightly higher teaching load than those in the north (ANVUR, 2016, p. 406). A four-hour teaching load difference per academic year, though, can hardly justify the conspicuous research productivity gap. Whereas, less income from tuition fees and per-student state funding often translates into less allocation for academic research. The migratory phenomenon is also taking place among the best professors (Francalacci, 2015; Cappelletti Montano, 2015), who are attracted by the better universities, the more stimulating environment, and the generally better quality of life offered by the northern regions (ISTAT, 2015c). This brain drain of students and professors from south to north will likely provoke further cultural impoverishment of the south, creating a vicious circle leading to the exodus of further competencies and capacities from south to north, and a still greater north-south differential.

Milano, 25 luglio 2023

La Commissione

Dott. Andrea Putignani - Presidente

Dott. Pietro Piro - Componente

Dott.ssa Annalisa Barbale - Componente

Dott.ssa Michela Alberti - Segretaria