



UNIVERSITÀ DEGLI STUDI DI MILANO

SELEZIONE PUBBLICA, PER TITOLI ED ESAMI, PER IL RECLUTAMENTO DI N. 1 UNITÀ DI TECNOLOGO DI PRIMO LIVELLO CON RAPPORTO DI LAVORO SUBORDINATO A TEMPO DETERMINATO DELLA DURATA DI 21 MESI, PRESSO L'UNIVERSITÀ DEGLI STUDI DI MILANO - DIPARTIMENTO DI ECONOMIA, MANAGEMENT E METODI QUANTITATIVI, PER L'ATTUAZIONE DEL PROGRAMMA DI RICERCA E INNOVAZIONE DAL TITOLO MUSA - MULTILAYERED URBAN SUSTAINABILITY ACTION (CUP G43C22001370007) NELL'AMBITO DEL PIANO NAZIONALE DI RIPRESA E RESILIENZA (PNRR) - CODICE 22315

La Commissione giudicatrice della selezione, nominata con Determina Direttoriale n. 11356 del 07/07/2023, composta da:

Prof.ssa Eliana Alessandra Minelli	Presidente
Prof. Paolo Berta	Componente
Prof. Giovanni Livraga	Componente
Dott.ssa Eleonora Micalizzi	Segretaria

comunica i quesiti relativi alla prova orale:

GRUPPO DI QUESITI N. 1

1 Please read the text below and comment it discussing its most important effects of the Bologna Process in Italy.

2 Il candidato discuta il ruolo dei big data nella gestione amministrativa dell'università.

Brano in inglese:

The Bologna Process in Italy

Gabriele Ballarino & Loris Perotti

In this article, we describe how the Bologna Process has unfolded in Italy. Italy was among the early adopters of the reform which was fully introduced in 2000/2001. If one looks at its impact on the formal structure of curricula and study programmes, the reform of the higher education system (HES) undertaken under the banner of the Bologna Process seems to have been one of the major educational reforms ever achieved in Italy. Since WW2, only the reform of secondary education, implemented in 1962, had a stronger impact. We approach our object from the point of view of the contemporary theories of institutional change (Streeck & Thelen 2005; Amable & Palombarini 2009) and analyse why the reform was possible in a system generally reluctant to change.

Institutional Change and Higher Education

Despite having been developed from analyses of institutional changes in national systems of vocational education and training (Thelen, 2004), the perspective proposed by Streeck and Thelen (2005) to study incremental institutional change in modern capitalist societies has not been used yet for educational systems. On the contrary, in most cases, scholars studying the evolution over time of educational systems have kept to the two traditional perspectives on institutional change. On the one hand, they do not believe that a systematic theory of institutional change is possible and take the historicist stance that is consistent with this point of view. On the other, they use the standard 'punctuated equilibrium' model according to which institutions are typically in balance. It is exogenous shocks that force them to change and cope with the unbalance produced by the shock itself in order to find a different equilibrium. Between shocks, incremental changes are unable to produce a different equilibrium, while they can adjust the existing one.



GRUPPO DI QUESITI N. 2

- 1 Please read the text below and discuss the faculty participation in technology transfer
- 2 Pregi e difetti del software STATA rispetto alle esigenze dell'amministrazione universitaria

Brano in inglese:

Faculty Participation in Technology Transfer

The decision of individual faculty members to become entrepreneurial academics and engage in commercial activity with industry begins when an invention disclosure is filed with the university's TTO. While the university's success with entrepreneurial activity is measured with a variety of indicators such as the number of patents applied for and received, the number of licenses and the amount of licensing revenue, and the number of start-up companies, these outcomes are only possible if individual faculty members disclose their ideas to the university TTO. Filing an invention disclosure is the initiating stage of the technology transfer process, and all of the subsequent measures of the university's progress toward this new organizational initiative depend on individual faculty disclosing their research results.

At face value, the decision to disclose research results should be straightforward. First, increased technology transfer activity has become an articulated goal of the university administration and is espoused as a strategic initiative. Royalty-sharing incentives have been adopted and TTOs have been organized to actively encourage faculty participation. Second, disclosing research results to the TTO is a stipulation of federal research grants, which constitute the largest source of university research funding. Faculty may be driven to disclose to remain in compliance with, and thus eligible for, future government grants. Third, the costs associated with disclosing an invention are negligible, and forms are readily available online. Fourth, any idea may be disclosed, as there are no objective standards that faculty discoveries are required to meet to warrant filing an invention disclosure with the TTO.¹ Indeed, technology transfer managers

Milano, 12 luglio 2023

La Commissione

- Prof.ssa Eliana Alessandra Minelli - Presidente
- Prof. Paolo Berta - Componente
- Prof. Giovanni Livraga - Componente
- Dott.ssa Eleonora Micalizzi - Segretaria