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Towards an improved Third Mission Definition and Management: UniGe Efforts and Contribution

Marco Invernizzi

Genova, DISFOR, July 24th, 2023

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Background from April presentation

Third Mission – case study evaluation criteria

- Each case study shall be evaluated by the Interdisciplinary GEV according to the following criteria:
 - a) Social, economic and cultural dimension of the impact;
 - b) Relevance in relation to the context;
 - c) Added value for the beneficiaries;
 - d) Contribution of the department or similar structure, highlighting the scientific linkage if relevant.
- GEV shall define in a **specific document** on evaluation methods the qualification and the relative weight of each of the criteria defined above, according to the field of action to which the case study is related. GEV will take into account the **clarity of the descriptions, the relationship between actions taken and results achieved in terms of impact, any possible indicator proposed by the institution and any other useful evidence to demonstrate the differences compared to the starting situation**

Background from April presentation

Third Mission – case study classification

- | | |
|--|--------------------|
| a) Excellent and extremely relevant. | SCORE = 1 |
| b) Excellent. | SCORE = 0.8 |
| c) Standard. | SCORE = 0.5 |
| d) Sufficiently relevant. | SCORE = 0.2 |
| e) Scarcely relevant or not acceptable. | SCORE = 0 |

Expected outcomes of the VQR 2015-2019

d) Quality profile of research valorization activities (so-called 'Third Mission'): profile of the Institution, separated by field and, if applicable, by Department and referring to the Third Mission activities, expressed in the five categories of case studies proposed by the Institutions.

Background from April presentation

Third Mission – VQR results

- **Number of conferred case studies: 676**

Field of action	Conferred case studies	% of total conferred case studies
a) Intellectual and industrial property valorisation	40	5,92
b) Academic entrepreneurship	53	7,84
c) Technology transfer structures and other Third mission intermediaries	75	11,09
d) Production and management of artistic and cultural heritage	57	8,43
e) Clinical experimentations and health protection	55	8,14
f) Lifelong learning and open education	49	7,25
g) Public Engagement	222	32,84
h) Production of public goods and policy instruments for inclusion	66	9,76
i) Innovative tools to support Open Science	8	1,18
j) Activities related to the UN 2030 Agenda for Sustainable Development Goals and SDGs	51	7,54

Background from April presentation Third Mission – VQR indicators and profiles

- **R4 = comparative qualitative indicator**
- **IRAS4 = comparative qualitative – quantitative indicator**

61 state Universities evaluated over 397 expected case studies - UniGe in 14th position (22 departments, 11 case studies, 1 in A class, 7 in B, 2 in C, 1 in D)

Third mission weighted only 5% in Universities future funding

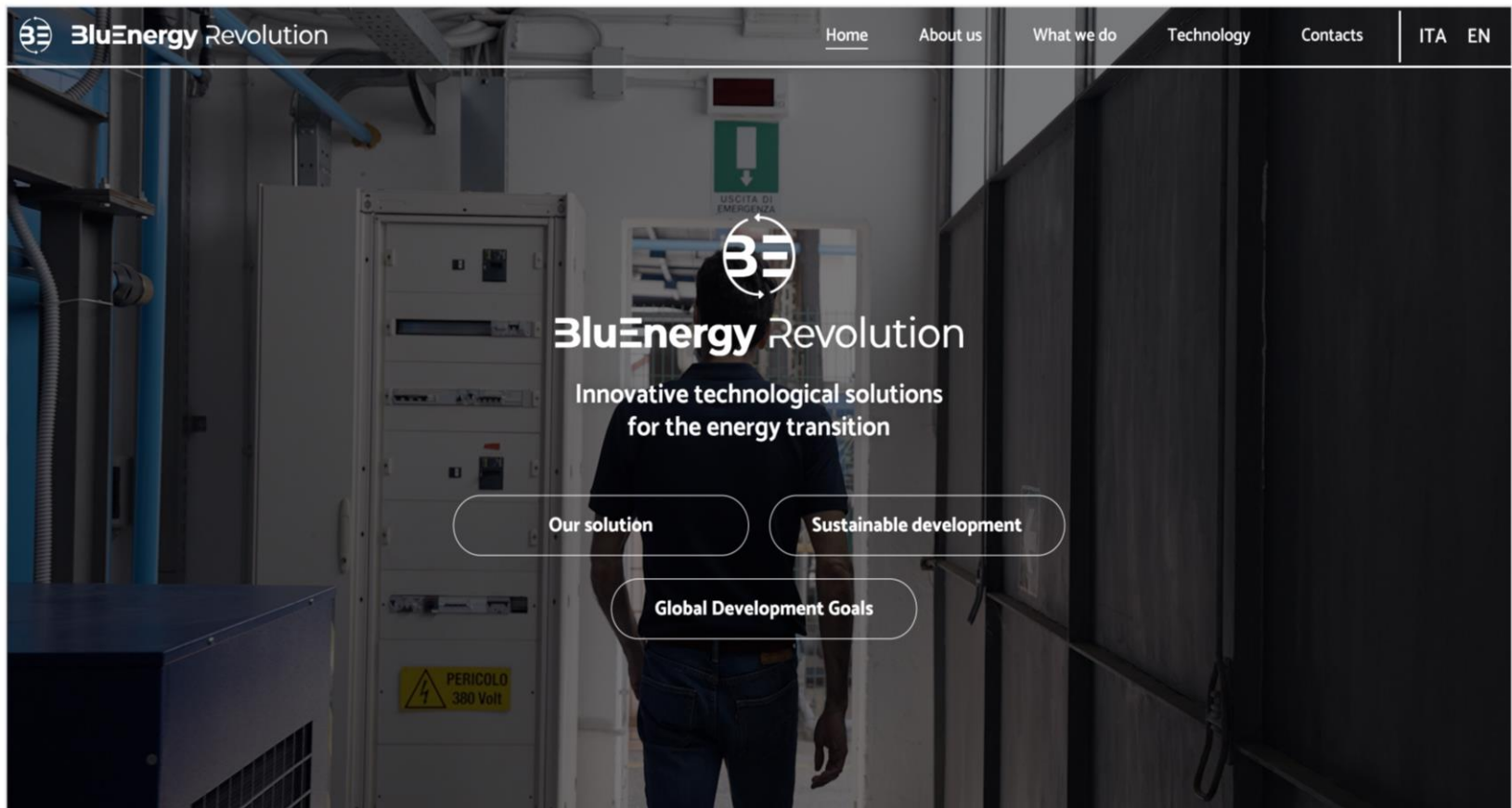
Background from April presentation

Third Mission – great expectations

- **Reduction of intervals between subsequent VQR calls**
- **Definition of evaluation criteria at the beginning of the monitoring period, not after the call and close to the submission deadline**
- **Reinforcement of knowledge transfer weight in resources metrics and funding criteria towards Universities**
- **Creation of a dedicated repository where to store case studies for prospective submission**
- **Increment of case studies to submit for each institution, at least one for department**

UniGe Case Studies - VQR 2015 -2019 – evaluation

BLUENERGY REVOLUTION - Score: 32 Class: B – Excellent



UniGe Case Studies - VQR 2015 -2019 – evaluation

Social, economic and cultural dimensions of impact - Points 8

Relevance to the reference context - Points 8.5

- The case study is certainly relevant both with respect to the geographical context in which the initiative arose (Genoa with its deep-rooted history and focus on the area of pleasure craft), and with respect to the goals of the UN agenda for the development of a circular economy also based on the sustainability of the closed hydrogen cycle.

Added value for beneficiaries - Points 7.5

Contribution of the proposing structure - Points 8

- Significant in generating the impact and presents a direct link to the results of the scientific research.

Additional elements

- The additional elements that contributed to the assessment are the standing of the industrial partners, the very significant contribution of the structure detectable at all stages of the spin-off's life, and the significant pioneering role in the application of technologies related to the use of hydrogen in the marine sector.

UniGe Case Studies - VQR 2015 -2019 – evaluation

FESTIVAL DELLA SCIENZA: telling science in an innovative and engaging way - Score: 32 Class: B – Excellent

Festival della Scienza

Genoa, 26th october_ 5th november 2023

Footprints



Ita

Home

Festival ▾

Scientific explainers

Call for proposals 2023

Become a partner

UniGe Case Studies - VQR 2015 -2019 – evaluation

FESTIVAL DELLA SCIENZA: telling science in an innovative and engaging way - Score: 32 Class: B – Excellent

Social, economic and cultural dimensions of impact - Points 8

- The event has been famous and successful for many years prior to the reporting period. There is a lack of customer satisfaction, which at this point should be present.

Relevance to the reference context - Points 8

Added value for beneficiaries - Points 8

- The added value itself is good; however, there is no evidence of additional outcomes and the direct involvement of beneficiaries in the project design.

Contribution of the proposing structure - Points 8

UniGe Case Studies - VQR 2015 -2019 – evaluation

C.U.S. GENOVA (UniGe Sporting Centre), SPORTS, SOCIAL AND ECONOMIC IMPACT ON THE TERRITORY - Score: 30.5 Class: C - Standard



UniGe Case Studies - VQR 2015 -2019 – evaluation

C.U.S. GENOVA (UniGe Sporting Centre), SPORTS, SOCIAL AND ECONOMIC IMPACT ON THE TERRITORY - Score: 30.5 Class: C - Standard

Social, economic and cultural dimensions of impact - Points 8

- The activities presented in the case study have spread the culture of sports, well-being and quality of life, and promoted integration, social and intergenerational. During the monitored time frame there has been a documented increase in the value and accessibility of assets, in the continued use of the facilities, in the employment of the staff in charge, in the number of members and city and regional audiences, in the growth in the budget.

Relevance to the reference context - Points 8

- Significant is the involvement of young and very young users, initiated in sports education and socialization.

Added value for beneficiaries - Points 7

Contribution of the proposing structure - Points 7.5

- Appreciable in generating impact from the economic and addressing point of view. No direct links emerge with the results of scientific research.

UniGe Case Studies - VQR 2015 -2019 – evaluation

Museum of Ethnomedicine A. Scarpa & UNESCO Chair in "Anthropology of Health. Biosphere and systems of care." - Score: 35.5 Class: B - Excellent



UniGe Case Studies - VQR 2015 -2019 – evaluation

Museum of Ethnomedicine A. Scarpa & UNESCO Chair in "Anthropology of Health. Biosphere and systems of care." - Score: 35.5 Class: B - Excellent

Social, economic and cultural dimensions of impact - Points 9.5

- Constitutes a remarkable peculiarity of the University of Genoa. Since it filters the research and dissemination of the results of the UNESCO Chair "Anthropology of Health. Biosphere and Systems of Care.", this helped make it a landmark of a vibrant and continuous activity.

Relevance to the reference context - Points 9

- Improved the promotion of public engagement and dissemination of the science.

Added value for beneficiaries - Points 8.5

- Significant for a wide range of beneficiaries, such as public academic and school audiences.

Contribution of the proposing structure - Points 8.5

- Excellent in generating impact and productive of significant results in the field of scientific research. The commitment of the University is attested in the relocation phase of the site.

Additional elements

- The presence of the museum within the Ligurian territory has been strengthened nationally and internationally thanks to cooperation projects of the development of research, training and scientific dissemination related to ethnographic cultural heritage.

UniGe Case Studies - VQR 2015 -2019 – evaluation

Optimization of the oncofertility pathway in young women diagnosed with breast cancer - Score: 38 Class: A - Excellent and highly relevant

Human Reproduction, pp. 1–8, 2019
doi:10.1093/humrep/dez108

human
reproduction

ORIGINAL ARTICLE *Gynaecology*

Beyond fertility preservation: role of the oncofertility unit in the reproductive and gynecological follow-up of young cancer patients

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*Correspondence address. Physiopathology of Human Reproduction Unit, IRCCS Ospedale Policlinico San Martino, Largo R. Benzi, 10, 16132 Genova, Italy. Tel: +39-010-5555847; Fax: +39-010-5556909; E-mail: claudia.massarotti@gmail.com

Submitted on April 11, 2019; resubmitted on May 26, 2019; editorial decision on June 3, 2019

UniGe Case Studies - VQR 2015 -2019 – evaluation

Optimization of the oncofertility pathway in young women diagnosed with breast cancer -
Score: 38 Class: A - Excellent and highly relevant

Social, economic and cultural dimensions of impact - Points 9

Relevance to the reference context - Points 9.5

- Offers elements (particularly through the annexes produced) to appreciate the considerable relevance of the initiative at the national and international level.

Added value for beneficiaries - Points 10

- Turns out to be significant for a wide and diverse range of beneficiaries. Explains with clarity and accuracy the effects positive for the target audience of beneficiaries, having also evaluated and quantified them through the scientific research conducted.

Contribution of the proposing structure - Points 9.5

- Fundamental in generating impact and with strong link with the results of research scientific research. Clearly highlights the contribution of the proposing structure and, including through the annexes produced, the connection with scientific research and the progress of knowledge.

UniGe Case Studies - VQR 2015 -2019 – evaluation

Health promotion programs for the population - Score: 29 Class: C - Standard



Visit the sick. A view of old Pammatone Hospital by Cornelis de Wael (circa 1640)

UniGe Case Studies - VQR 2015 -2019 – evaluation

Health promotion programs for the population - Score: 29 Class: C - Standard

Social, economic and cultural dimensions of impact - Points 7.5

- It is said that all positions were filled, but without any numerical data; or it is said that 49 percent of parents agreed to non-mandatory vaccinations for their children, but without precisising the overall number; or again it is said that the health literacy of the target population has improved by 43 percent, but without stating how it was measured (it would have been interesting to see as attachment the validated questionnaire).

Relevance to the reference context - Points 7.5

- The case is characterized by a high incidence of risky behaviours among adolescents, however on this does not provide any data or elements.

Added value for beneficiaries - Points 7.5

Contribution of the proposing structure - Points 6.5

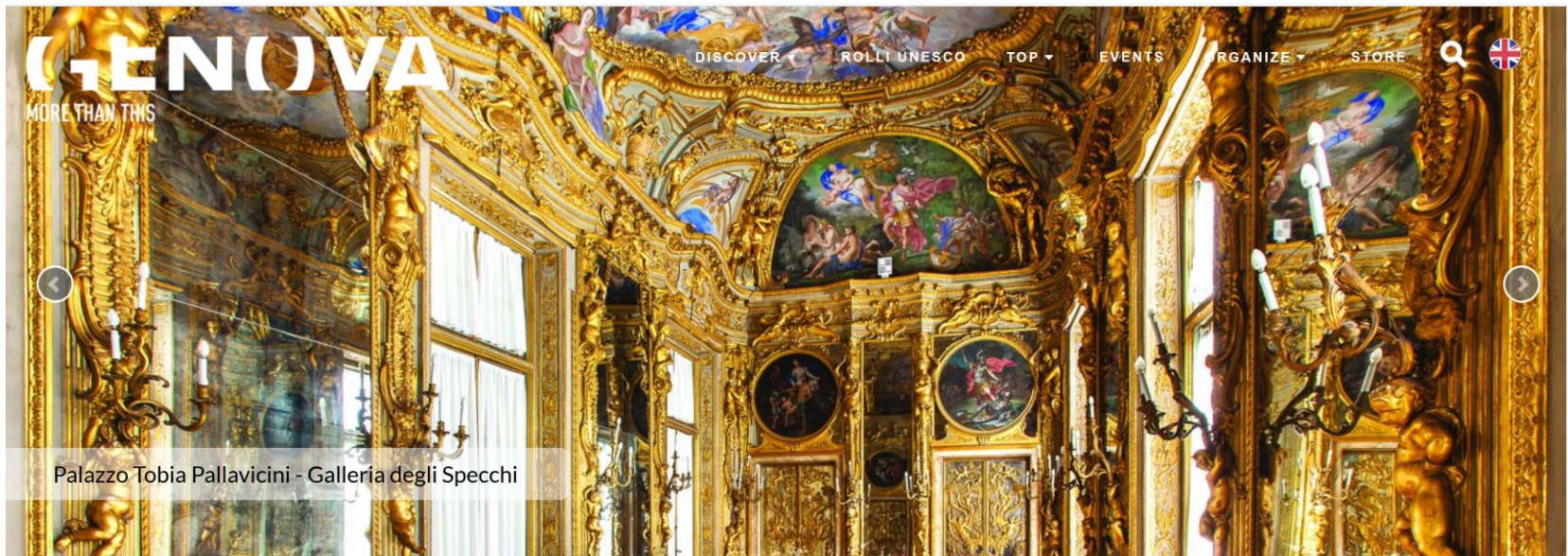
- Clearly highlights the decisive role of the proposing structure in generating the impact, not the link to the scientific production.

Additional elements

- Account was taken of elements that qualify in generative terms the further actions put in place (it would have been interesting to be able to relate them to the resources employed) and in particular appreciation was given to the activation of a network of collaboration apt to persist even after the termination of the project activities.

UniGe Case Studies - VQR 2015 -2019 – evaluation

Rolli Days: cultural heritage enhancement initiatives - Score: 37 Class: B - Excellent



ROLLI UNESCO

UniGe Case Studies - VQR 2015 -2019 – evaluation

Rolli Days: cultural heritage enhancement initiatives - Score: 37 Class: B - Excellent

Social, economic and cultural dimensions of impact - Points 9.5

- Adequacy of the indicators and contribution to the opening to international tourism of the city and acquisition of knowledge, participation and awareness of the protection of the historical and artistic heritage.

Relevance to the reference context - Points 9.5

- Relevant, both locally and international, denotes the openness of the structure to the territory and the ability to involve the local community.

Added value for beneficiaries - Points 9

Contribution of the proposing structure – Points 9

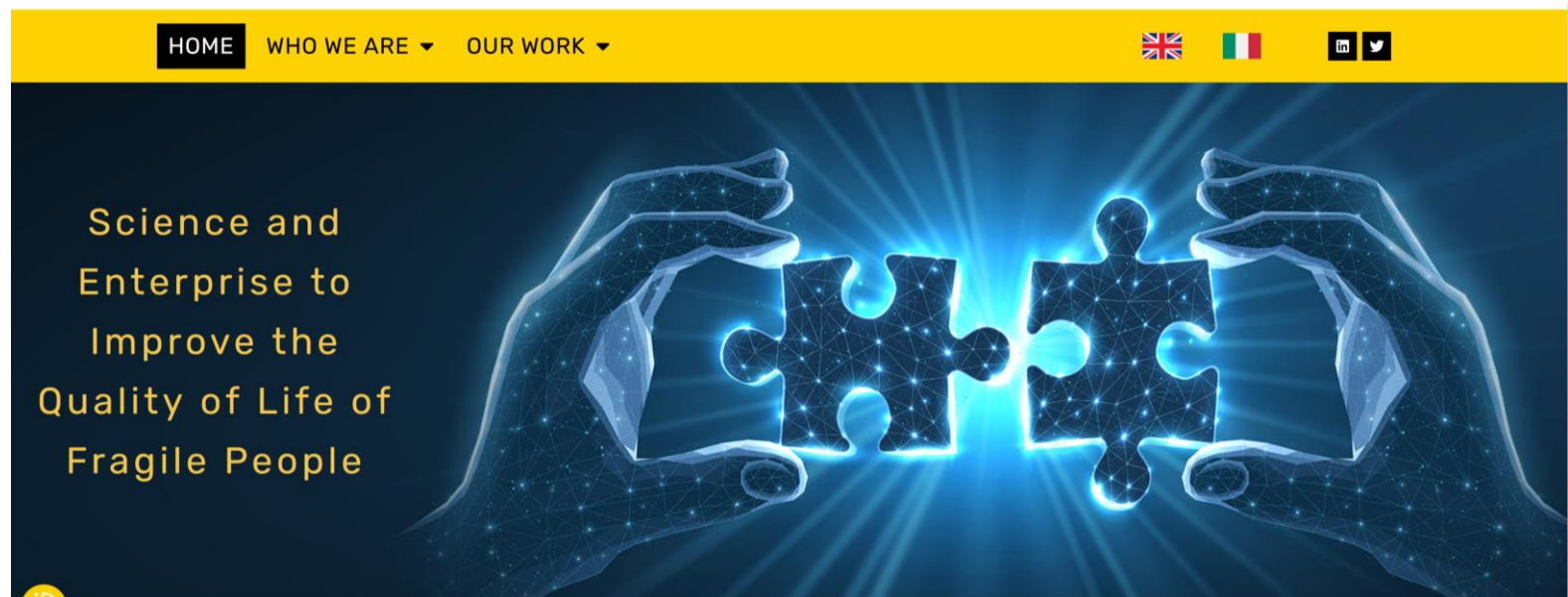
- Capital in generating impact, with a strong link to the results of research science and a very important, though not exclusive, contribution of the structure.

Additional elements

- Added value brought about by the effectiveness of networking between universities and local authorities and the impact data collected at different levels.

UniGe Case Studies - VQR 2015 -2019 – evaluation

SI4Life: business, research and territory together committed to the health and well-being of the community - Score: 27 Class: D - Sufficient relevance



UniGe Case Studies - VQR 2015 -2019 – evaluation

**SI4Life: business, research and territory together
committed to the health and well-being of the community
- Score: 27 Class: D - Sufficient relevance**

**Social, economic and cultural dimensions of impact -
Points 7**

- Only social dimension of impact covered.

Relevance to the reference context - Points 6.5

Added value for beneficiaries - Points 7

Contribution of the proposing structure – Points 6

UniGe Case Studies - VQR 2015 -2019 – evaluation

Teseo: a virtual assistant to promote active aging and support caregivers - Score: 36

Class: B - Excellent



Teseo

Innovative solutions for the digital future

Born as a spin-off of the University of Genoa and founded by two professors of Robotics Engineering, Teseo matures as an innovative and dynamic startup, specialising in AI and IoT technologies applied to behavioural analysis. As of January 2021, its transition to an innovative SME has been made official.

Like Teseo, we have a mission: to get out of the labyrinth by following the thread of technological innovation.

Our Mission

UniGe Case Studies - VQR 2015 -2019 – evaluation

Teseo: a virtual assistant to promote active aging and support caregivers - Score: 36 Class: B - Excellent

Social, economic and cultural dimensions of impact - Points 9

Relevance to the reference context - Points 9

Added value for beneficiaries - Points 9

Contribution of the proposing structure – Points 9

- **Fundamental contribution of the proposing structure in generating the impact and strong link to the results of scientific research.**

UniGe Case Studies - VQR 2015 -2019 – evaluation

UNITE - UNIVERSITY OF THE THIRD AGE - Score: 33.5 Class: B - Excellent



UniGe Case Studies - VQR 2015 -2019 – evaluation

**UNITE - UNIVERSITY OF THE THIRD AGE - Score: 33.5 Class:
B - Excellent**

**Social, economic and cultural dimensions of impact -
Points 8**

Relevance to the reference context - Points 8.5

Added value for beneficiaries - Points 8.5

Contribution of the proposing structure – Points 8.5.

Additional elements

- The case study has been clearly described and it is significant the impact it made in the field of action in which it developed.

UniGe Case Studies - VQR 2015 -2019 – evaluation

Technology Transfer Office - Score: 32 Class: B - Excellent



 **Università di Genova** < Technology Transfer LAB >

Area Internazionalizzazione,
Ricerca e Trasferimento Tecnologico

 **Università di Genova**

Servizio rapporti con imprese e territorio
Settore valorizzazione della ricerca e trasferimento tecnologico

Via Balbi 5
16126 Genova
+39 010 209 5922
trasferimentotecnologico@unige.it

< Technology Transfer LAB >

UniGe Case Studies - VQR 2015 -2019 – evaluation

Technology Transfer Office - Score: 32

Class: B - Excellent

**Social, economic and cultural dimensions
of impact - Points 8**

**Relevance to the reference context - Points
8**

Added value for beneficiaries - Points 8

**Contribution of the proposing structure –
Points 8**

UniGe Case Studies - VQR 2015 -2019 – evaluation

- **Frequent laconic judgments by evaluation committees**
- **Clear lack of numerical data and explaining attachments in case studies presentation**
- **Occasional insufficient links with structure research**
- **Limited and sometimes missed evidence of customer satisfaction assessment**
- **Appreciable extension of the case study impact beyond the monitoring period**

Steps made by UniGe after VQR 2015-2019 case studies presentation

July 08th, 2021

Proposal transformation of UniGe internal interdisciplinary evaluation group in a **third mission commission**

April 12th, 2022

Institution of **Commission for the Coordination of Preparatory Activities for the University's Periodic Accreditation**

April 16th, 2022

Internal delivery of VQR third mission evaluation results

May 27th, 2022

First review meeting of **UniGe internal interdisciplinary evaluation group** with newly nominated third mission delegates by Departments

Steps made by UniGe after VQR 2015-2019 case studies presentation

June 30th, 2022

Seminar “issues of evaluation and planning of the Third Mission”

Discussion and debate with Prof. Antonio Felice Uricchio (President Anvur) and Prof. Sauro Longhi (President of the national Third Mission Evaluation Committee)

Steps made by UniGe after VQR 2015-2019 case studies presentation

October 26th, 2022

Amendments to the Regulation on the **call of full and associate professors**

Art. 18 - Assessment of management, organisational, service and third mission activities

For the purpose of assessing the management, organisational, service and **third mission activities**, the Commission shall consider the consistency, intensity and continuity of the activities officially performed, which shall be documented in detail, with particular reference to the last ten years; this includes, among others, management appointments and commitments in collegiate bodies, commissions and departmental, University and ministerial councils.

Steps made by UniGe after VQR 2015-2019 case studies presentation

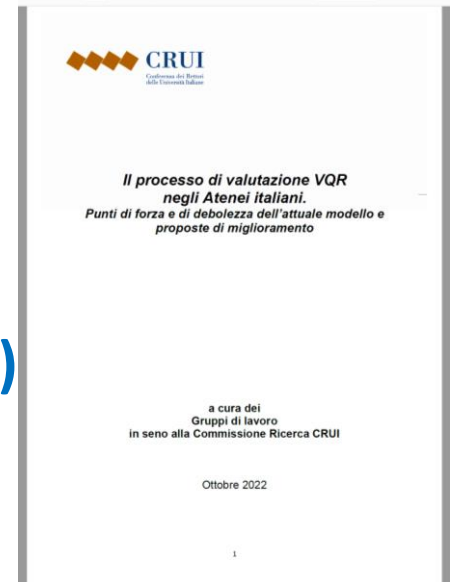
November 7th, 2022

Conference of Italian University Rectors (CRUI)

Publication of the document:

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement

with official commitment of four UniGe representatives, expressly the **Vice-Rector Fabrizio Benente for Third Mission**



Steps made by UniGe after VQR 2015-2019 case studies presentation

January 1st, 2023

Institution of a new administrative service, named “Third Mission Social, Cultural and Environmental Responsibility”, presently accounting for a staff of 17 people

January 19th, 2023

International workshop “What do we talk about when we talk about social impact?” – Webinar jointly organized by ANVUR and ENQA

Steps made by UniGe after VQR 2015-2019 case studies presentation

February 9th, 2023

CRUI meeting dedicated to the Third Mission, with a focus on the notion of impact and the 'perception' of Third Mission, according to the VQR 2015-2019 experience.

Single delegate for each University, UniGe represented by Third Mission Vice-Rector Fabrizio Benente

May 16th, 2023

Second review meeting of UniGe internal interdisciplinary evaluation group with newly nominated third mission delegates by Departments, with following topics:

- UniGe activities, strategic objectives and CRUI Third Mission working group**
- Collection of TM activities, within the framework of ANVUR fields of action**
- TM funding, resources harnessed and support activities**

Steps made by UniGe after VQR 2015-2019 case studies presentation

May 22nd, 2023

Internal call to UniGe departments for prospective case studies

May 30th, 2023

UniGe new “Regulation for the granting of extraordinary contributions for cultural and scientific events”, including ranking rules for financial support

Connecting to the future with UniGe: Strategic Plan 2021-2026

5 strategic lines:

- **Digitalization and innovation**
- **Sustainability**
- **Inclusion**
- **Internationalization**
- **Quality**

3 intervention levels:

- **UniGe**
- **Liguria Region**
- **National and International Community**

UniGe Strategic Plan 2021-2026: strategic documents and elements



UniGe Strategic Plan 2021-2026: 12 strategic objectives, 3 on Third Mission

- 7. To contribute to the development of society through knowledge and technology transfer to the social and productive system and capitalize on the collaboration network with other universities and research organisations**
- 8. To promote the social and educational role of UniGe and enhance its historical, scientific, cultural, artistic, library, archive and museum heritage**
- 9. To promote development actions and processes in favour of sustainability and inclusion and the acquisition of skills for entrepreneurship and active citizenship**

UniGe Three-Year Program 2022-2024: SWOT matrices - Third Mission Strengths

- Consolidated experience in the valorisation of research results, in supporting entrepreneurial initiatives and creation of spin-offs, wide range of patents in the portfolio, showing vitality of technology transfer actions activated and consolidated
- Governance delegations in the field of third mission, and active involvement in regional innovation poles, national technology clusters, competence centres, digital innovation hubs and in international networks
- Participation in European and international alliances and consortia (Ulysseus European University) and membership and active collaboration in the Network of Universities for Sustainable Development
- Significant contracting on behalf of third parties (both institutions and companies)
- Rich architectural, cultural, scientific, artistic, environmental, archival, library and museum heritage
- Various initiatives on gender and inclusion issues, extensive training offer within the Penitentiary University Pole (PUP), presence of the CUS Genova

UniGe Three-Year Program 2022-2024: SWOT matrices - Third Mission Weaknesses

- **Need to systemise third mission activities**
- **Limited training on the valorisation of research results and limited performance in the scaling-up of spin-offs**
- **Planning and collaboration between departments and between lecturers for third mission activities not yet consolidated**
- **Lack of adequate competences at departmental level for impact assessment**
- **Limited ability to attract funding from the private sector**
- **Limited visibility and reputation at international level, although improving**
- **Need for extensive regeneration of buildings and limited valorisation of valuable movable assets**
- **Lack of sports facilities at some university sites and limited knowledge of CUS Genoa**
- **Limited visibility of the University Penitentiary Pole (PUP)**

UniGe Three-Year Program 2022-2024: Third Mission Strategic Objectives and correlated Actions

- **Strategic Objective 7 - To contribute to the development of society through knowledge and technology transfer to the social and productive system and capitalize on the collaboration network with other universities and research organisations**
- **Action 7.1 Support the creation of spin-offs and enterprises in the territory**
- **Action 7.2 Strengthen the patenting capacity of UniGe research groups also in cooperation with other universities and research centres**
- **Action 7.3 Activate interactions and partnerships with productive and cultural activities in the area for the transfer of research results**
- **Action 7.4 Enhance lifelong learning activities in relation to the needs of the territory and to the enhancement of UniGe University's excellence, also through the action of Centres and IANUA (UniGe Superior School)**

UniGe Three-Year Program 2022-2024: Third Mission Strategic Objectives and correlated Actions

- **Strategic Objective 8 - To promote the social and educational role of UniGe and enhance its historical, scientific, cultural, artistic, library, archive and museum heritage**
- **Action 8.1 Promote public engagement events, scientific and cultural dissemination**
- **Action 8.2 Improve the usability of the scientific, historical, artistic, library, archive and museum heritage of UniGe**
- **Action 8.3 Improve communication with stakeholders, including through the University radio station**
- **Action 8.4 Promote sports activities within the academic community**

UniGe Three-Year Program 2022-2024: Third Mission Strategic Objectives and correlated Actions

Strategic Objective 9 - To promote development actions and processes in favour of sustainability and inclusion and the acquisition of skills for entrepreneurship and active citizenship

- **Action 9.1 Strengthen the educational and training role of UniGe and enhance volunteer experiences supported and recognised by the University**
- **Action 9.2 Consolidate UniGe commitment to Development Cooperation Action**
- **Action 9.3 Improve UniGe management in terms of environmental sustainability**
- **Action 9.4 Promote actions for the dissemination of the culture of sustainability**
- **Action 9.5 Promote training actions on entrepreneurship**

UniGe Three-Year Program 2022-2024: Third Mission Actions, Indicators, Targets

Action 7.1 Support the creation of spin-offs and enterprises in the territory

- The result will be achieved by increasing the number of framework agreements and implementing agreements with incubators enterprises
- Responsible: Delegate for technology transfer, patents and spin-offs
- Structures involved: Research, Technology Transfer and Third Mission Areas, Departments
- Resources: -
- Indicator: B_e Number of university spin-offs in relation to UniGe tenured lecturers
- Structure responsible for the data: Research Enhancement, Technology Transfer and Business Relations Sectors

Initial value 2022	Target 2023	Target 2024
0,032	0,015	0,015

UniGe Three-Year Program 2022-2024: Third Mission Actions, Indicators, Targets

Action 7.2 Strengthen the patenting capacity of UniGe research groups also in cooperation with other universities and research centres

- **The result will be achieved through the realisation of advisory and training actions on the valorisation of the results of the research for the academic community**
- **Responsible: Delegate for technology transfer, patents and spin-offs**
- **Structures involved: Research, Technology Transfer and Third Mission Areas, Departments**
- **Resources: € 100.000**
- **Indicator: Number of patents compared to UniGe tenured lecturers**
- **Structure responsible for the data: Research Enhancement, Technology Transfer and Business Relations Sectors**

Initial value 2022	Target 2023	Target 2024
0,084	0,074	0,075

UniGe Three-Year Program 2022-2024: Third Mission Actions, Indicators, Targets

Action 7.3 Activate interactions and partnerships with productive and cultural activities in the area for the transfer of research results

- **The result will be achieved by the construction and updating of a University database for framework and implementing agreements and the launch of a monitoring system for the technology transfer results generated by the agreements**
- **Responsible: Delegate for Technology Transfer, Patents and Spin-offs, Delegate for Relations with Cultural Institutions, Delegate for the operation of the Campuses**
- **Structures involved: Research, Technology Transfer and Third Mission Areas, Departments**
- **Resources: -**
- **Indicator: Percentage of University patents granted for use to local companies**
- **Structure responsible for the data: Research Enhancement, Technology Transfer and Business Relations Sectors**

Initial value 2022	Target 2023	Target 2024
0	10%	15%

UniGe Three-Year Program 2022-2024: Third Mission Actions, Indicators, Targets

Action 7.4 Enhance lifelong learning activities in relation to the needs of the territory and to the enhancement of UniGe University's excellence, also through the action of Centres and IANUA (UniGe Superior School)

- The expected results will be achieved through an increase in the number of lifelong learning courses implemented, an increase in the number of participants in lifelong learning initiatives, executive post-graduate and post-experience training activities designed and delivered also through the IANUA consortium
- Responsible: Delegate for Lifelong Learning, Delegate for Campus Operations, Delegate for Teacher Training
- Structures involved: Research, Technology Transfer and Third Mission, Education, Student Services, Orientation and Internationalisation Areas, IANUA
- Resources: -
- Indicator: Number of participants in lifelong learning initiatives
- Structure responsible for the data: Lifelong Learning, State Examinations, Masters and Teacher Training Sectors

Initial value 2021	Target 2023	Target 2024
772	800	1000

UniGe Three-Year Program 2022-2024: Third Mission Actions, Indicators, Targets

Action 8.1 Promote public engagement events, scientific and cultural dissemination

- The expected results will be achieved through-an increase in the number of public engagement events organised by UniGe, an increase in the number of documentaries and multimedia products produced by UniGe and dedicated to scientific and cultural dissemination, an increase in the number of active participations in local, national and international events, an increase in the number of events held at UniGe World, an increase in publishing activities (Genova University Press) of a popular and open access nature
- Responsible: Vice-rector for the third mission: dissemination, public engagement and social impact, Vice-rector for internationalisation, Delegate for the valorisation of museums and archives
- Structures involved: Research, Technology Transfer and Third Mission, Management Areas, Departments
- Resources: € 115.000
- Indicator: Number of participants in public engagement events organised by UniGe
- Structure responsible for the data: Scientific and Cultural Communication for the Third Mission Sector

Initial value 2022	Target 2023	Target 2024
1441	1600	1700

UniGe Three-Year Program 2022-2024: Third Mission Actions, Indicators, Targets

Action 8.2 Improve the usability of the scientific, historical, artistic, library, archive and museum heritage of UniGe

- The expected results will be achieved through an increase in the number of reorganised, described and digitised assets, increasing the number of virtual and physical routes of historical, scientific, cultural, artistic, library, archival and museum heritage
- Responsible: Vice-rector for the third mission: dissemination, public engagement and social impact, Delegate for the valorisation of museums and archives
- Structures involved: Research, Technology Transfer and Third Mission Area, UniGe Data Centre CeDIA
- Resources: € 42.500
- Indicator: Number of physical and virtual visitors to UniGe cultural heritage
- Structure responsible for the data: Scientific and Cultural Communication for the Third Mission Sector

Initial value 2022	Target 2023	Target 2024
2200	2350	2500

UniGe Three-Year Program 2022-2024: Third Mission Actions, Indicators, Targets

Action 8.3 Improve communication with stakeholders, including through the University radio station

- The expected results will be achieved through an increase in the number of communication initiatives, also realised through the University radio and addressed to local, national and international stakeholders, an increase in the number of scheduled broadcasts and events followed/hosted by the University radio station, an increase in the number of live listens/downloads with geolocation of radio programmes
- Responsible: Vice-rector for the third mission: dissemination, public engagement and social impact, Vice-rector for internationalisation, Delegate for the valorisation of museums and archives, Delegate for university web radio and the promotion of cinema in the university community
- Structures involved: Research, Technology Transfer and Third Mission, Management Areas, UniGe Data Centre CeDIA
- Resources: -
- Indicator: Start of University radio broadcasts
- Structure responsible for the data: Communication, Media, Web and Social Channels, Scientific and Cultural Communication for the Third Mission Sectors

Initial value 2022	Target 2023	Target 2024
NO	YES	YES

UniGe Three-Year Program 2022-2024: Third Mission Actions, Indicators, Targets

Action 8.4 Promote sports activities within the academic community

- The expected results will be achieved through increasing the number of CUS Genova cards, an increase in the number of students participating in the "UniGe for Sport" programme, an increase in the number of students taking part in CUS Genova competitive teams.
- Responsible: Vice-rector for the third mission: dissemination, public engagement and social impact, Delegate for the Enhancement of sport activities in the University, Delegate for Campus Operation
- Structures involved: CUS Genova
- Resources: € 150.000
- Indicator: Percentage of members of the academic community enrolled in CUS Genova
- Structure responsible for the data: CUS Genova

Initial value 2022	Target 2023	Target 2024
7,91%	8%	9%

UniGe Three-Year Program 2022-2024: Third Mission Actions, Indicators, Targets

Action 9.1 Strengthen the educational and training role of UniGe and enhance volunteer experiences supported and recognised by the University

- The expected results will be achieved by increasing the number of free courses, seminars and events dedicated to the over 45s (UniGeSenior), an increase in the number of volunteers carrying out universal civic service at UniGe, an increase in the number of initiatives on the subject of conscious and active citizenship, an increase in the number of educational and training initiatives for detained students at the Penitentiary Institutions of the Region
- Responsible: Vice-rector for the third mission: dissemination, public engagement and social impact, Vice-rector for education, Delegate to lifelong learning, Delegate to the Regional Penitentiary University Pole, Delegate for Campus operation, Delegate for Teacher Training
- Structures involved: Research, Technology Transfer and Third Mission Area
- Resources: -
- Indicator: Number of enrolled in UniGeSenior
- Structure responsible for the data: Scientific and Cultural Communication for the Third Mission Sector

Initial value 2022	Target 2023	Target 2024
890	1000	1100

UniGe Three-Year Program 2022-2024: Third Mission Actions, Indicators, Targets

Action 9.2 Consolidate UniGe commitment to Development Cooperation Action

- The expected results will be achieved through an increase in the number of training courses and cultural events organised on Development Cooperation topics, an increase in the number of active cooperation and research projects in the field of Development Cooperation
- Responsible: Vice-rector for internationalisation, Delegate for international cooperation and smart city, Working Group on Development Cooperation
- Structures involved: Research, Technology Transfer and Third Mission Area
- Resources: € 640.000
- Indicator: Number of active research projects in Development Cooperation Action
- Structure responsible for the data: International Cooperation Development Sector

Initial value 2022	Target 2023	Target 2024
8	9	9

UniGe Three-Year Program 2022-2024: Third Mission Actions, Indicators, Targets

Action 9.3 Improve UniGe management in terms of environmental sustainability

- The expected results will be achieved through the analysis and accounting of annual greenhouse gas emissions, with the aim of identifying actions to be carried out for the progressive reduction of UniGe's emissions and offsetting residual emissions, the management of the Athenaeum's annual energy consumption aimed at their progressive optimization, the improvement of the University's waste management with the aim of decreasing production and increasing differentiated waste collection, the implementation of measures to promote sustainable mobility, active participation in national and international networks of universities for sustainability, for the continuous exchange of good practices
- Responsible: Vice-rector for Sustainability, Delegate for University Energy, University Mobility Manager, Delegates for Campus operation
- Structures involved: Technical and Core Structures Areas, Departments
- Resources: € 1.750.000
- Indicator: Annual greenhouse gas emissions [ton Co2 equivalent] + University Score in the Green Metric World University Ranking (Total Score)
- Structure responsible for the data: Energy Service, Sustainability Sector, Comparative Analysis and Ranking Sector

Initial value 2022	Target 2023	Target 2024
15.985 + 8.000	15.000 + 8.050	13.000 + 8.100

UniGe Three-Year Program 2022-2024: Third Mission Actions, Indicators, Targets

Action 9.4 Promote actions for the dissemination of the culture of sustainability

- The expected results will be achieved by increasing the number of initiatives to promote a culture of sustainability
- Responsible: Vice-rector for Sustainability, Delegate for Equal Opportunities and Inclusion
- Structures involved: Research, Technology Transfer and Third Mission, Management Areas, CeNVIS (Western Campuses)
- Resources: -
- Indicator: Number of users reached by initiatives promoting a culture of sustainability
- Structure responsible for the data: Sustainability Sector, Communication, Media, Web and Social Channels Sector

Initial value 2022	Target 2023	Target 2024
600	700	700

UniGe Three-Year Program 2022-2024: Third Mission Actions, Indicators, Targets

Action 9.5 Promote training actions on entrepreneurship

- The expected results will be achieved through increasing the number of training actions on entrepreneurship for female students, PhD students, researchers, increasing the number of participants in entrepreneurship training actions
- Responsible: Delegate for technology transfer, patents and spin-offs, Delegate for lifelong learning, Delegate for didactic innovation and faculty development
- Structures involved: Education, Student Services, Orientation and Internationalisation Areas, Departments, Study Courses, IANUA
- Resources: -
- Indicator: A_f - Number of students participating in training courses for the acquisition of soft skills and for entrepreneurship or who participate in cognitive surveys of the effectiveness of disciplinary or transversal teaching
- Structure responsible for the data: Statistics and Datawarehouse Sector

Initial value 2022	Target 2023	Target 2024
206	2.000	2.000

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – Third mission

- Evaluation of Third Mission in VQR 2015-2019 process was based on the **impact of the case studies**.
- It fostered a critical rethinking with regard to the role of this mission, often judged **ancillary to teaching and research or in any case marginal**.
- A new vision consists in **mutual learning processes with public institutions, social organisations and enterprises**, aimed at the co-production of innovation and knowledge for the reduction of inequalities and the sustainable development of territories.

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – Third mission

- **The Third Mission is today configured as a set of values and initiatives that are changing all the activities of the universities, amplifying their impact on society.**
- **In this sense, it seems opportune to question its denomination, overcoming its generic form of ordinal number that suggests the idea of a residual mission with respect to Didactics and Research, making its content explicit and emphasising the reciprocal character of the processes of knowledge exchange in which the Third Mission is implemented.**

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – VQR call

- **Strengths**
- The evaluation based on case studies brings out **the rootedness of the universities on the territory, makes the universities accountable and makes it possible to enhance the peculiarities of certain actions.**
- The definition of impact is appropriately declined for the various fields of action.
- A margin of freedom has been granted in the choice of indicators to be proposed to illustrate the impact of Third Mission action.
- The definition of impact is broad and articulated. It makes it possible to embrace **not only technology transfer activities** in the strict sense, but also initiatives of social, economic and institutional commitment in the broader sense.
- It enables the Third Mission in its broadest sense, which can also actively involve the disciplines of the human and social sciences.
- The nomenclatures are broad and structured.

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – VQR call

- **Weaknesses**
- **The IRAS4 indicator was calculated with respect to the number of research products awarded a rating of at least 'sufficient relevance', while the number of expected case studies was limited to half the number of Departments.**
- **This inconsistency may have led to distortions, since the number of case studies submitted by each university depends solely on the organisational choices of the university itself (number of departments).**
- **The impact indicators (social, cultural, economic) suggested for each field of action sometimes appear more as output or result indicators than as true impact indicators.**
- **Very often, there were actions with impacts of longer duration than the monitoring period and that the persistence of impacts is a very relevant issue.**

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – VQR call

- **Proposals**
- **Guidelines should be prepared containing a series of definitions of impact indicators (outreach), outcome indicators (outcome), realisation indicators (output), as well as aiming at the consistent choice of the indicators themselves.**
- **A number of 'good practices' of indicators could be included in the guidelines as possible examples for each type or class of case study conferred, so as to inspire the creation of a dashboard of indicators (minimum set) to be adapted if necessary for each individual case.**
- **The number of case studies required could be expanded, perhaps limiting it in each area of the proposed taxonomy, so that universities can implement an articulated choice of merit. This proposal should be linked to the size class of the universities.**

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – VQR call

- The number of case studies should be parameterised not by the number of departments, but by a combination of criteria (e.g. **number of departments in relation to the number of members, number of lecturers**, etc.). This is also relevant from a conceptual point of view, because it would allow universities to give the right emphasis to the third mission. In other words, the organisational structure of the university cannot be the only variable determining the number of expected cases.
- It is suggested to consider a suitable way of emphasising the **importance of interdisciplinarity**, so as to encourage transversal actions at the University. In this perspective, one could, for example, also consider a logic of evaluative rewards. This could apply to possible case studies that have involved the synergic and interdisciplinary involvement of areas/teachers belonging to **more than one department of the same university**. In this regard, one could also ask for indicators to take this aspect of interdisciplinarity into account.

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – Taxonomy of fields of action

- **Strengths**

- The available fields of action were broad and fairly clearly defined, albeit with some inevitable overlaps. In addition, the universities were given **freedom of choice** and two options. This allowed the universities to show their Third Mission orientations in different fields, choosing from a very broad taxonomy.
- The structuring by fields of action allows **the valorisation of multidisciplinary** and preserves the specificity of disciplinary fields, since some fields of action are logically related to certain contexts.

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – Taxonomy of fields of action

- **Weaknesses**
- The decision to require the presentation of case studies structured by fields of action may have led to difficulties and distortions in the evaluation. In fact, **some fields of action were so broad that they ideally also included others** (e.g. Agenda 2030, technology transfer, incubators, etc.), resulting in potential difficulties for the universities to unambiguously place their activities.
- The connection of the case studies to a main field of action and possibly to secondary ones does not appear clear and well defined.

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – Taxonomy of fields of action

- **Proposals**
- A **clearer definition of the fields of action** would be appropriate, especially with reference to the more transversal and newly established ones.
- It would be useful to offer more precise guidelines in the definition of impact indicators for each "item" of the taxonomy.
- A residual category of '**other Third Mission activities, not related to the previous ones**' could be left.
- In order to favour a broad and diversified presentation of case studies, the presentation of **cases of different types** could be encouraged.
- As much homogeneity as possible should be ensured in the criteria adopted for evaluating the cases placed in the different fields.

The VQR evaluation process in Italian universities.
Strengths and weaknesses of the current model and proposals for improvement – Evaluation committees

- **Strengths**
- The **GEV (Evaluation Experts Group)** members were sufficiently numerous and from different universities, geographical areas and cultural areas to ensure multidisciplinary and the **ability to correctly grasp different aspects of impact.**
- The selection of the composition by means of **public call** and **"call by clear reputation"** is convincing.

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – Evaluation committees

- **Weaknesses**

- One cannot speak of an 'interdisciplinary' GEV, but rather of a '**multidisciplinary**' GEV, since the creation of a common language requires an adequate learning process.
- Among the selection criteria, greater consideration should also be given to **having held governance roles in the area of the Third Mission and scientific experience in the areas of interdisciplinarity and the Third Mission.**
- The vast majority of the selected lecturers were Italian and based in Italy. This may have increased the GEV's **risk of conflict of interest** with respect to the evaluated subjects.

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – Evaluation committees

- **Proposals**
- GEV members must enjoy a profile that minimises possible bias. In addition, the degree of 'seniority' must guarantee full scientific maturity, a broad and in-depth knowledge of the context and recognised prestige at national and international level.
- The importance is underlined that, for the evaluation of particular aspects of the case studies, the GEVs must be able to make use of the reference of recognised experts on the subject matter of the case, including external experts.
- The **drafting of case studies in English, as well as in Italian**, could allow the inclusion of foreign GEV members.
- It is suggested that the GEV composition be built early and that members undergo a **learning/training process** that is not extemporaneous.
- GEV members could be selected not so much by disciplinary field as by ability to assess the impacts that actions have on the territory, as well as by sensitivity to the Third Mission.
- An even broader participation of the various universities of different vocation and size among the GEV members would be useful.

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – Case studies conferment

- **Strengths**

- Freedom was allowed in the inclusion of **attachments and supporting documentation**.

- The limited number of characters allowed for each field favoured synthesis, albeit in a logic of exhaustiveness, without burdening the universities with unnecessary qualitative and quantitative work.

- **Weaknesses**

- The **lack of homogeneity** in the documentation supporting the cases did not help the work of comparison and evaluation.

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – Case studies conferment

- The rigidity of the planned fields of action forced the universities into a narrative that was not easy.
- The platform did not allow the use of editing, which, on the other hand, is a tool in the service of clarity of presentation.
- Proposals
- The use of a **platform** that allows the use of editing and images is recommended.
- The structure of the presentation of the case studies could be better articulated with reference to: **reference context, chronology, output and outcome, etc.**

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – Evaluation process

- **Strengths**

- The evaluation process conducted by the GEVs ensured anonymity and lack of conflict of interest.

- **Weaknesses**

- In drawing up the case studies, the collection of indicators was not always straightforward, especially when **data were difficult to retrieve.**
- The impact classes and the scoring method seem to have penalised proposals that were on the edge of the different thresholds.
- **The scoring 'range' attributed to class A seems to have been excessively narrow.**

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – Evaluation process

- **Proposals**
- It would be appropriate to bring out the **synergies between Third Mission, Teaching and Research**, i.e. the stimuli that have come from Third Mission for innovation in Teaching and Research (to be certified with common standard indicators for all cases).
- It would be quite useful to allow an accurate assessment of the University's commitment, also by better clarifying the meaning attributed to the term 'contribution of the proposing structure'.
- A refinement of the evaluation methods is suggested. In particular, it would be desirable to also introduce criteria aimed at weighing the **socio-economic context of the various territories of direct reference in which the universities are located**.
- The ranges of scores attributed to the various classes of merit should be made more homogeneous.
- It would be desirable to give significant weight to Third Mission activities that also have an **international dimension**.

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – Restitution process

- Strengths

- Transparent, **though not always comprehensive**, judgements were made.

- Weaknesses

- The level of the evaluations appears very diversified; in some cases, the final judgements were more thorough, making it possible to understand the reasons for the results, while in other cases they appeared **too concise**.

- Proposals

- Where shortcomings relating to the number/type of indicators are reported, it would be necessary to substantiate the findings by suggesting possible remedies.

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – Impact of evaluation

- **Strengths**

- **The weight of the evaluation on FFO (national funding system) has been made explicit.**

- **Weaknesses**

- **There may have been distortions in the IRAS4 indicator, based on the number of staff in the university, when the number of expected case studies was proportional to the number of departments. The number of staff could be used for both.**
- **The weight of the evaluation on FFO reward was too low to ensure a serious commitment of the universities in the future in this fundamental operation of service to society.**

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – Impact of evaluation

- **Proposals**

- It is suggested that **greater weight** be given to the evaluation of the Third Mission on the universities' premium FFO to ensure an adequate commitment to social impact. Within this requested increase, it is also proposed that the share allocated to the Third Mission not erode that of research, but be specified.
- To counteract possible distortions in the IRAS4 indicator - based on the number of University staff when the number of expected case studies was proportional to the number of Departments - a common criterion could be used for both.
- It is suggested that the results of R should also be provided in an overall manner, compared to the national average, irrespective of the type of structure (state universities, non-state universities, schools and research institutes).

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – VQR and NextGen Eu funds

- **Proposals**
- **For the exercise of the next VQR, it is necessary to consider that Italian universities are currently engaged in the projects of Mission 4.2 of the National Recovery and Resilience Plan ('from university to enterprise'). These projects are configured as instruments of collaboration with the territory on applied research topics (e.g. Ecosystems of Innovation, Partnerships, etc.).**
- **With respect to this context, one might assume that PNRR-related case studies would be excluded, given its complex nature and the presence of broad forms of collaboration between many universities.**

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – VQR and NextGen Eu funds

- **However, in our opinion this could prove extremely penalising for the university system, as well as for the country system. Rather, we believe that accepting PNRR-related cases could strengthen the universities' incentive to use their acquired resources correctly, in collaboration with the territory, and to further mature their approach to the Third Mission.**
- **Should it be decided to include PNRR-related Third Mission projects in the VQR, the following critical issues should be considered:**

The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – VQR and NextGen Eu funds

- **Clarify how to consider the co-participation of several universities in the final output/outcome** (will it be possible to present the same case study by several universities or can the individual university focus on parts/areas of a project where its contribution is clearly definable and prevalent? How will the evaluation impact FFO if there is an inseparable sharing of the final impact by several universities?). One solution could be to allow the submission of the PNRR case study alternatively by the Coordinator (as a case on the whole project) or by the managers of individual spokes (as a case study of spokes) or by individual universities (as a case study for very specific parts/areas, in which the contribution of the individual university is clearly delineated). The choice could be left to the project participants, with a declaration to be made when submitting the case;

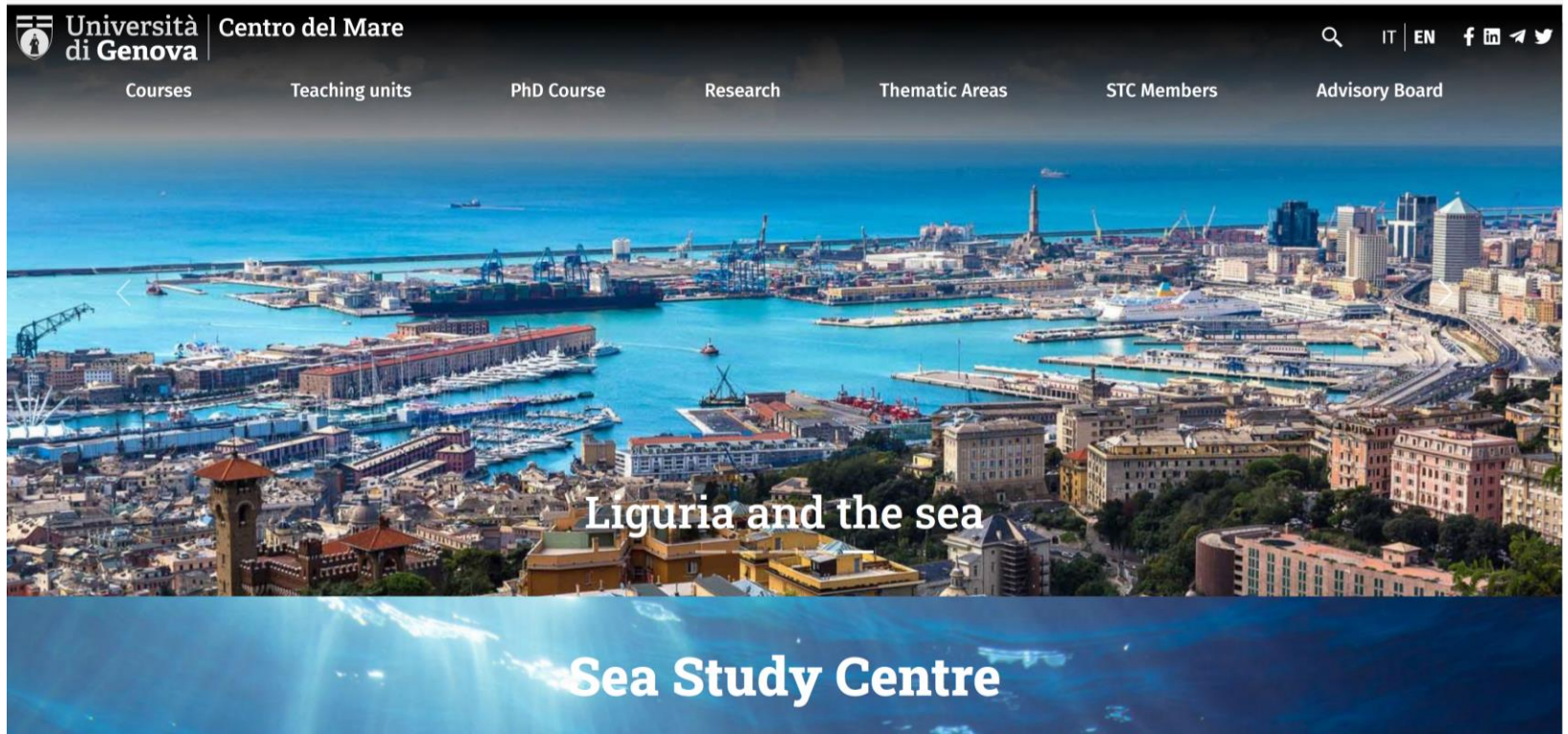
The VQR evaluation process in Italian universities.
Strengths and weaknesses of the current model and proposals for improvement – VQR and NextGen Eu funds

- **to evaluate the PNRR case studies differently from the 'ordinary' ones, considering that they benefit from considerable financial resources to achieve the expected impacts;**
- **the same result/impact indicators on which the partnership has committed to the MUR/European Commission could be used for the impact assessment.**

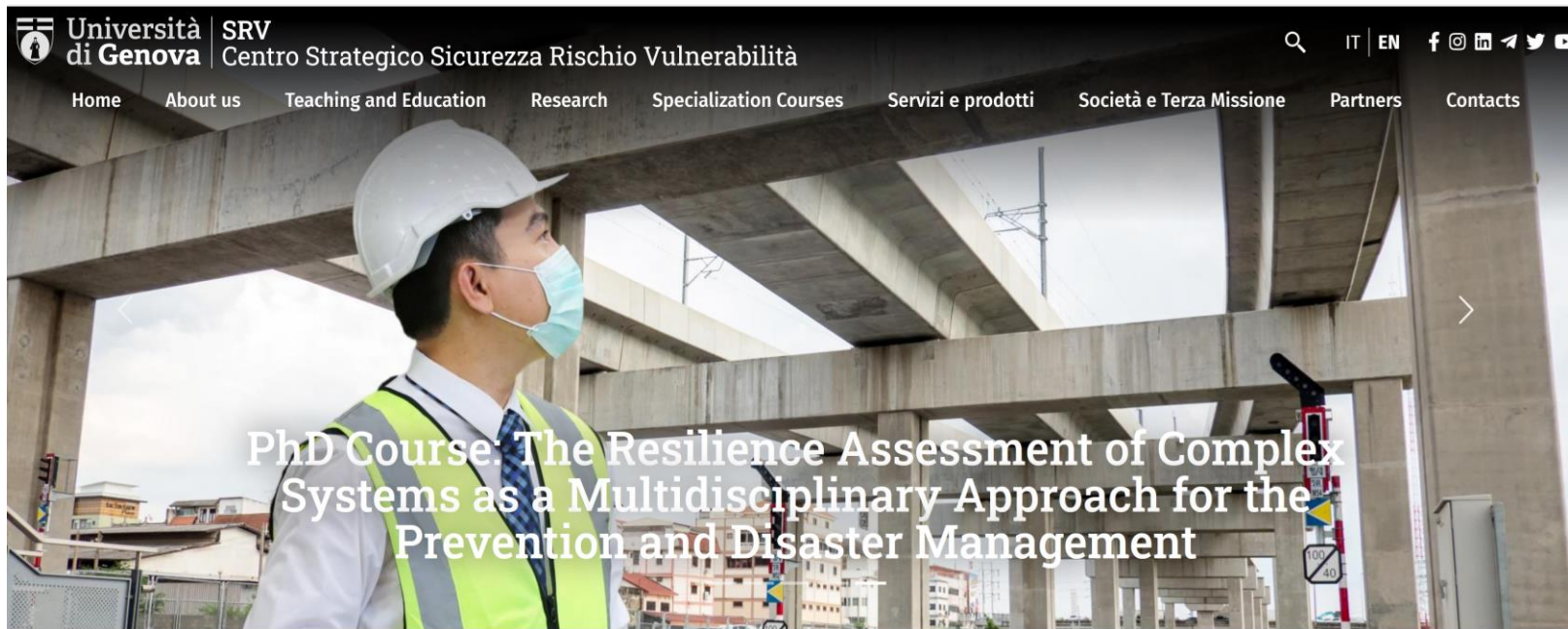
The VQR evaluation process in Italian universities. Strengths and weaknesses of the current model and proposals for improvement – Third Mission Evaluation

- **Proposals**
- It is suggested that greater valorisation and external visibility be given to the picture of the Italian university system's Third Mission activities that will result from the next VQR exercise, through the **possible ex post preparation by ANVUR, with the possible support of the CRUI, of a Report** - expressly oriented calibrated and aimed at public opinion - with the presentation (supported by simple and clear statistical processing) of the variety and interdisciplinary nature of the Third Mission case studies of Italian universities, possibly detailing certain representative "good practices" by type of Third Mission actions pursued and by reference classes of universities (mega, large, medium, small, non-state).
- After the publication of the Report, it is suggested to set up, through CRUI, appointments (e.g. every two months) and **a forum for the exchange of good practices between Third Mission delegates for the design of the next VQR exercise.**

Prospective case studies: UniGe strategic centres



Prospective case studies: UniGe strategic centres



The image shows the top section of the UniGe website. At the top left is the logo for Università di Genova and the SRV (Centro Strategico Sicurezza Rischio Vulnerabilità) logo. To the right of the logo is a search icon and language options for IT and EN. Further right are social media icons for Facebook, Instagram, LinkedIn, and Twitter. Below the logo is a horizontal navigation menu with the following items: Home, About us, Teaching and Education, Research, Specialization Courses, Servizi e prodotti, Società e Terza Missione, Partners, and Contacts. The main banner features a photograph of a man in a white hard hat, a light blue face mask, and a high-visibility yellow safety vest, looking towards the right. He is standing in front of a large concrete structure, likely a railway bridge or viaduct. The text 'PhD Course: The Resilience Assessment of Complex Systems as a Multidisciplinary Approach for the Prevention and Disaster Management' is overlaid on the bottom half of the banner. Navigation arrows are visible on the left and right sides of the banner.

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PhD Course: The Resilience Assessment of Complex Systems as a Multidisciplinary Approach for the Prevention and Disaster Management



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