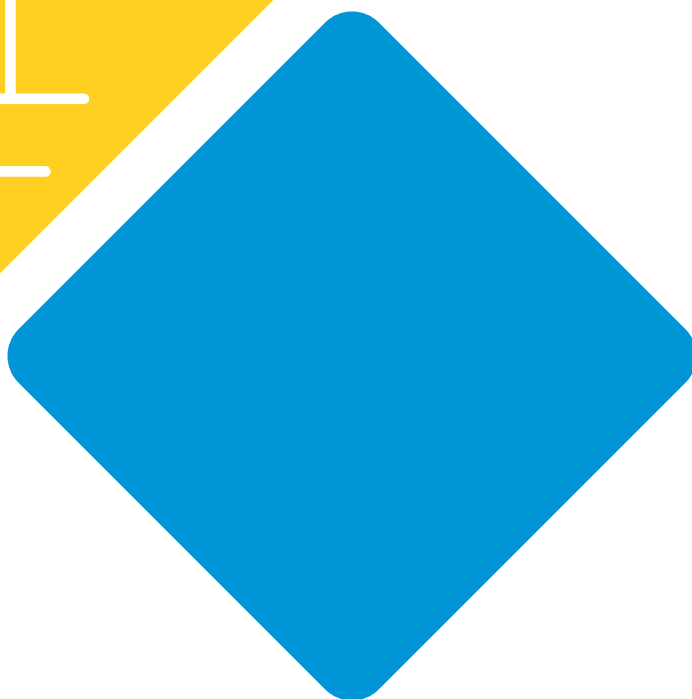# UniSR
2023-2026
Strategic Plan

www.unisr.it/en

UniSR
Università Vita-Salute
San Raffaele

UniSR
2023–2026
Strategic Plan

Summary

1.
Introduction

1.1 Flashback to 2019

The years from 2019 to the present have been a period of great transformation and growth for UniSR, driven by the declination of the Strategic Plan launched in 2019 and completed during 2022.

The 2019-2022 Strategic Plan was set out on the basis of three strategic macro-objectives: *Student Happiness, Internationalisation* and *Digital Transformation*, in line with the objectives illustrated by the Chairman, Dr. Paolo Rotelli, at the inaugural meeting of the new Board of Directors of the University (June 2018), and with the value promise that most of all identifies and differentiates UniSR: *"Innovating Through Knowledge"*.

The strategic planning lines defined in 2019 have matured from the need to combine a strong and consolidated tradition with new and challenging growth objectives.

Starting in 2019, UniSR embarked on a process of evolution and renewal that has resulted in an expansion in terms of both accommodation capacity educational offerings.

The design and subsequent approval and implementation of the Strategic Plan (July 2019) could in no way anticipate or foresee the consequences and impacts of the health emergency, which, particularly from 2020, imposed a forced revision of the way in which we work and organise service delivery at a global and cross-sectoral level.

In actual fact, the rapid escalation of the health emergency quickly led to the lockdown, first of specific areas in Lombardy, then of the entire country.

An extraordinary event, especially because of its disruptive impact on the free and globally connected everyday life of higher education.

However, UniSR, in compliance with national regulations and the evolving pandemic scenario, thanks to substantial investments, on the one hand was able to adapt promptly by implementing specific interventions that ensured students continuity of their education and, on the other hand, was able to bear the burden of its ongoing expansion.

The growth in size of UniSR has in fact necessitated an overhaul of its organisational structure, accompanied by a significant increase in staff and major investments in order to ensure adequate structural conditions for the continuation and expansion of the University's activities.

In particular, between 2020 and 2022, the University acquired the availability of additional space totalling approximately 25,000 square metres, which made it possible to meet the needs in terms of administrative offices, classrooms and study spaces.

The following is a summary of the progress made regarding the actions provided for in the 2019–2022 Strategic Plan.

The growth in size of UniSR has necessitated an overhaul of its organisational structure, accompanied by a significant increase in staff and major investments in order to ensure adequate structural conditions for the continuation and expansion of the University's activities.

Area	#	Strategic objectives	Operational actions	Planned timing	Updated timing	Drivers	Index/Target	Progress
Education	1	Innovation of teaching activities	Review of teachings in terms of formative assessment	2022	-	No. of CFU	Revision of the 5% of CFU of the offer	🟢
			Review of the study plan of MD Program	A.Y. 2020/21	-	On/Off	On	🟢
	2	Creation of services that support teaching innovation	Simulation Lab	Activation by A.Y. 2020/21	-	No. of CFU provided at the Simulation Lab No. of hours of use	Saturation of 50% of the available hours	🟢
			Online platform to facilitate communication between teachers and students and to support innovative teaching and remote lessons	2022	2021	No. of CFU (platform to facilitate teacher–student interaction)	Revision of the 5% of CFU of the offer	🟢
						No. of teachers (Claire)	15% of the faculty actively using Claire	
						No. of accesses/No. of teachers (Primal Pictures)	No. of accesses in Primal Pictures: increase by 25% compared to 2017 accesses	
			Creation of virtual laboratories	2020	2022	No. of users (teachers/students) who access the service	At least 5% of the reference population (students/researchers)	🟡
			Wi-Fi coverage extension to support new digital educational devices (pc, tablet, smartphone)	2020	-	On/Off	On	🟢
	3	To increase international attractiveness	Partnership increase for joint programs and double degrees	2022	2021	No. of partnership	≥2	🟢
			Development of outgoing mobility programs	2022	-	No. of bilateral agreements	+10% compared to current partnerships (tot. 73*1,1=81)	🟢
						No. of students on outgoing mobility (of which with VSLO)	+20% within 2022 (tot. 203*1,2=245)	
						No. of credits for abroad mobility	2400 CFU (about 2027+45*6)	
						No. of teachers/technical-administrative staff on mobility	≥1	
			Development of incoming mobility programs	2022	-	No. of Visiting Fellows No. of Visiting Specialization Students No. of Visiting Students - VSLO as host university	50-70 students	🟢
			Enhancement of Italian language courses for foreign students	2020	-	No. of participants	40-80 per year	🟡
			Activation of courses on multiculturalism	2020	-	No. of courses	At least 3/year	🟢
			Implementation of internationalization of PhD	2022	-	No. of students with foreign citizenship	+10% compared to the current population	🟡
	4	To broaden the educational opportunities	Promotion of continuous training courses	2020	2022	No. of courses activated also with Moocs and open badges	At least 3/year	🟢
			Establishment of the Bachelor's Degree in Obstetrics (L-SNT/01)	A.Y. 2020/21	-	On/Off	On	🟢
			Establishment of the Master's Degree Course in Nursing and Midwiferys (LM-SNT/01)	A.Y. 2020/21	-	On/Off	On	🟢
			Establishment of the Master's Degree Course in Politics, Philosophy and Public Affairs (interclass LM-62 e LM-78)	A.Y. 2019/20	-	On/Off	On	🟢
			Establishment of the Master's Degree Course in Theory and History of the Arts and the Image (LM-89)	A.Y. 2020/21	-	On/Off	On	🟢

Legend ● Action started and completed ● Action started

Research

Area	#	Strategic objectives	Operational actions	Planned timing	Updated timing	Drivers	Index/Target	Progress
	1	Responsible Research and Innovation (RRI)	Establishment of the RIO (Research Integrity Office)	2020	–	On/Off	On	●
			Development of operational guidelines	2022	–	No. of regulations/procedures finalized	On	●
			Development of educational activities to improve presentation and reproducibility of scientific data	2022	–	No. of training initiatives activated	At least 2/year	●
			Activation of the anti-plagiarism service	2020	–	of PhD students/residents involved	Full coverage	
					–	No. teachers/researchers who submit on a voluntary basis	5% of participants in research groups	●
	2	Development and promotion of multidisciplinary research activities	Strengthening of the UniSR research office	2019	2022	On/Off	On	●
			Promotion and development of multidisciplinary research activities	2022	–	No. of activated projects	At least 10/year (beyond the 10 annual allowances already foreseen)	●
			University participation in networks and associations of strategic interest at national and international level	2022	2021	No. of participated associations	3 at least	●
	3	Promotion of the international acknowledgement of research	Establishment of the EU Research Strategy and Policy Office	2019	–	On/Off	On	●
			Contact point activation in Bruxelles	2020	–	No. of projects activated at a EU level	≥2 per year	●
			Enhancement of the EUHA network	2022	–	No. of applications (in research calls)	≥5	●

Third Mission

Area	#	Strategic objectives	Operational actions	Planned timing	Updated timing	Drivers	Index/Target	Progress
	1	Development and promotion of research advocacy activities	Establishment of a Technology Transfer Office (TTO)	2020	2022	On/Off	On	To be started
	2	Development and promotion of Public Engagement activities	Expansion of the Associazione Centro Culturale Europeo's offer	2022	2021	No. of initiatives	≥5	●
			Development of the Alumni Association	2022	–	No. of ordinary members	100	●
						No. of students	300	
			Definition of the organizational structure and the process for monitoring Public Engagement activities	2020	–	On/Off	On	●
	3	Promotion of the international acknowledgement of research	Strengthening of activities for public health	2022	2021	On/Off	On	●

Legend 🟢 Action started and completed 🟡 Action started

Area	#	Strategic objectives	Operational actions	Planned timing	Updated timing	Drivers	Index/Target	Progress
Infrastructures and general services	1	Review of administrative and support processes	Development of initiatives of Digital Transformation	2022	2021	No. of reviewed processes	At least 3 critical processes	🟢
			Review and redefinition of contact channels between student and administrative services with a student centered objective	2022	2021	On/Off	On	🟢
			Strengthening of data analysis and data collection	2022	2021	On/Off	On	🟢
	2	Development of student support services	Strengthening/expansion of the service of Tutorship	2020	-	No. of tutorship	1 tutor for 3 foreign students for the first 3 years of MD Program	🟢
			Preparation courses for admission tests	2020	-	No. of participating students	20% users of the online simulator	🟢
			Strengthening of yhe counselling service by the creation of a center for the promotion of wellbeing	2020	-	On/Off	On	🟢
			Promotion of sport and cultural activities	2022	-	No. activated initiatives/No. involved students	Activated initiatives: ≥2 per year	🟢
			Increase in agreements for external services	2022	-	On/Off	On	🟢
			Quality certification for medical specialization schools (Int. Doc. No. 402 of 2017 annex 3) and IT support implementation	2020	-	On/Off	On	🟢
	3	User-friendly spaces and services	Establishment of space management commission	2020	-	On/Off	On	🟢
			Pilot room with writable walls to stimulate creativity	2020	-	On/Off	On	🟢
			Classrooms with flexible layout to support traditional and group teaching activities	2022	-	On/Off	On	🟢
	4	Sustainability	Waste sorting and recycling implementation in the University	2020	-	On/Off	On	🟢
			Usage of plastic reduction policies: Plastic reduction - a road to plastic free	2020	-	On/Off	On	🟢
			Print tracking	2022	2020	On/Off	On	🟢
			Encouragement of sustainable mobility	2022	2021	On/Off	On	🟢

Area	#	Strategic objectives	Operational actions	Planned timing	Updated timing	Drivers	Index/Target	Progress
Human Resources	1	Development of skill sets	Activation of training courses for teachers	2020	-	No. of courses	At least 4/year	🟢
			Training courses for improvement of technical-managerial skills (administrative staff)	2020	-	No. of courses	At least 4/year	🟢
	2	Incentivisation	Development of incentive reward policies for teachers	2020	2022	On/Off	On/Off	To be started
	3	Recruitment policy	Recruitment of teachers with international experience	2020	-	No. of recruitments	3 at least	🟢
			Faculty recruitment plan					🟡

1.2 Today

For UniSR, growth means guaranteeing quality, security, sustainability and the centrality of the individual in the present while laying the foundations for the future development of the University.

UniSR has a pluralistic, inclusive and multicultural vocation, which it intends to consolidate and extend.

It is in this spirit that the University embarked on the process of drafting the strategic plan for the three-year period 2023-2026.

The lines of strategic development were defined with the aim of capitalising on the experience of past years and continuing the transformation path undertaken, consolidating the construction of a facility that it attentive to the welfare of its employees and the satisfaction of its students, continuing to develop strong internationalisation, investing in digital transformation and fostering the exchange of knowledge between lecturers, the student community and staff from all backgrounds, and in doing so renewing for the years to come the University's value promise: *Innovating Through Knowledge.*

The direction defined by UniSR Governance for the next three years is summarised in 4 strategic lines:
· Student happiness;
· Internationalisation;
· Digital transformation;
· Employee welfare.

The strategic lines transversally interweave the institutional missions of UniSR - Education, Research and Third Mission/Social Impact - but also the Infrastructures and Services area, and are driven and guided by the Quality Policy, around which the action of UniSR's action develops.

In view of the definition of the strategic guidelines by Governance, the Plan was drafted starting with the definition of the areas of intervention and the objectives for each area, and ending with the identification of the preparatory actions required to achieve each objective.

With a view to achieving a plan capable of meeting the challenges that the present and the future impose, UniSR chose to link the objectives and interventions of the Strategic Plan's with the *United Nations 2030 Agenda for Sustainable Development*, thus committing itself to promoting knowledge of the UN Agenda and a culture of sustainability among its students, academic and research staff and technical-administrative personnel.

The 2030 Agenda represents a great opportunity for universities to participate in an extraordinary collective project; a compass to guide their decisions and measure their actions, and in doing so develop the action of a responsible and globally aware University.
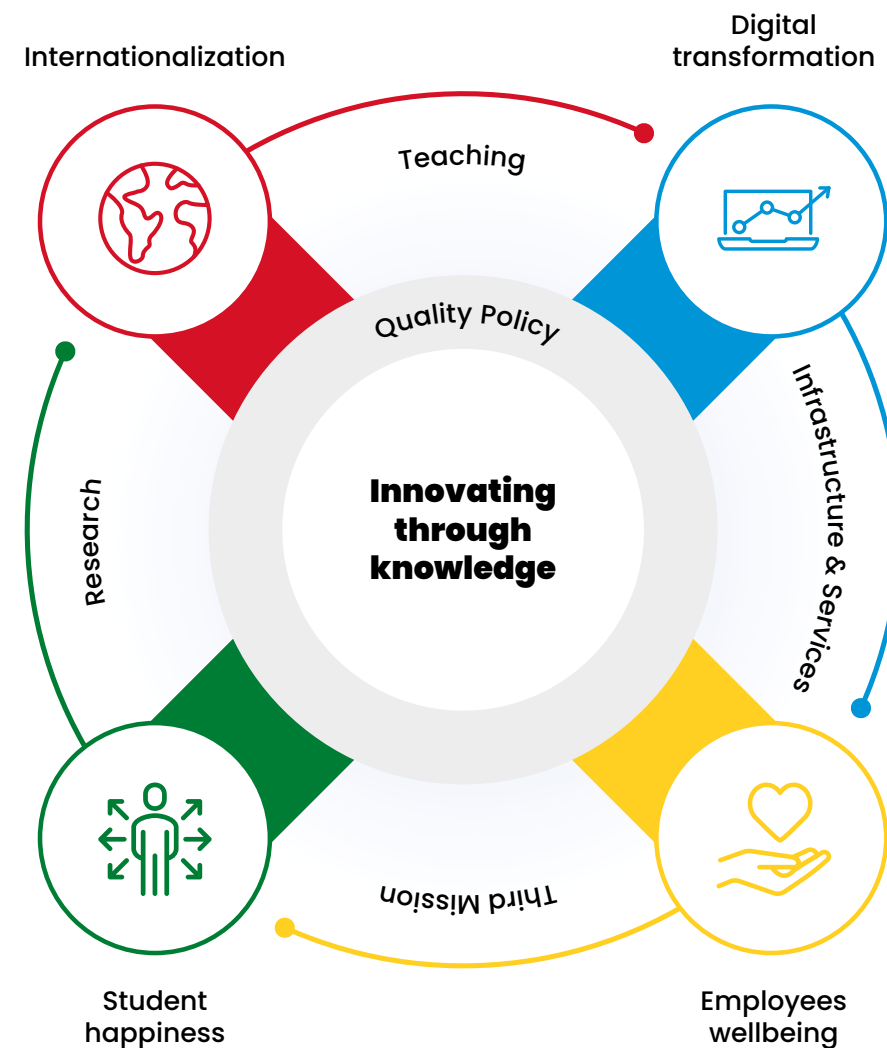
Figure 1
The UniSR
2023–2026
Strategic Plan

The lines of strategic development were defined with the aim of capitalising on the experience of past years and continuing the transformation path undertaken.

The 2023-2026 Strategic Plan, in line with the University's Quality Management System, provides for annual monitoring of the interventions and of progress in terms of the objectives, including any corrections that may be necessary during the period in question.

Figure 2
The 2023-2026 plan and SDGs (Sustainable Development Goals) - goals and interventions
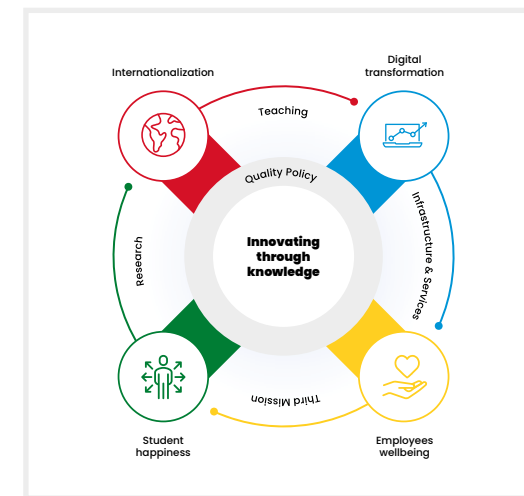
6

Areas

28

Strategic Objectives

65

Operational Actions

37

Mln budget

1.2.2 UNISR STATISTICS

THE EDUCATIONAL OFFERING

3

Faculties

8

Bachelor's degree courses
of which 1 joint degree course with the University of Bergamo

8

Master's degree courses
of which 1 joint degree course with the University of Milan;
1 Master's degree course awarded jointly with USI (Lugano);
1 degree awarded jointly with Institut Catholique de Toulouse

3

Single-cycle degree courses
of which 1 course in partnership with Gulf Medical University

17

First Level Master degree and Second Level Master degree
A.Y. 2022/2023

3

PhD programmes

30

Medical residencies
(A.Y. 2021/2022);

+2 dentistry postgraduate schools
(A.Y. 2022/2023);

+2 psychology postgraduate schools
(A.Y. 2022/2023)

4

Bachelor's degree courses delivered in English

Source: Single Annual Document for Academic year 2023/2024; University database

TEACHING AND RESEARCH PERSONNEL

Legend: Full Professors, Associate Professors, Fixed-term extraordinary Professors, Researchers, Fixed-term researchers
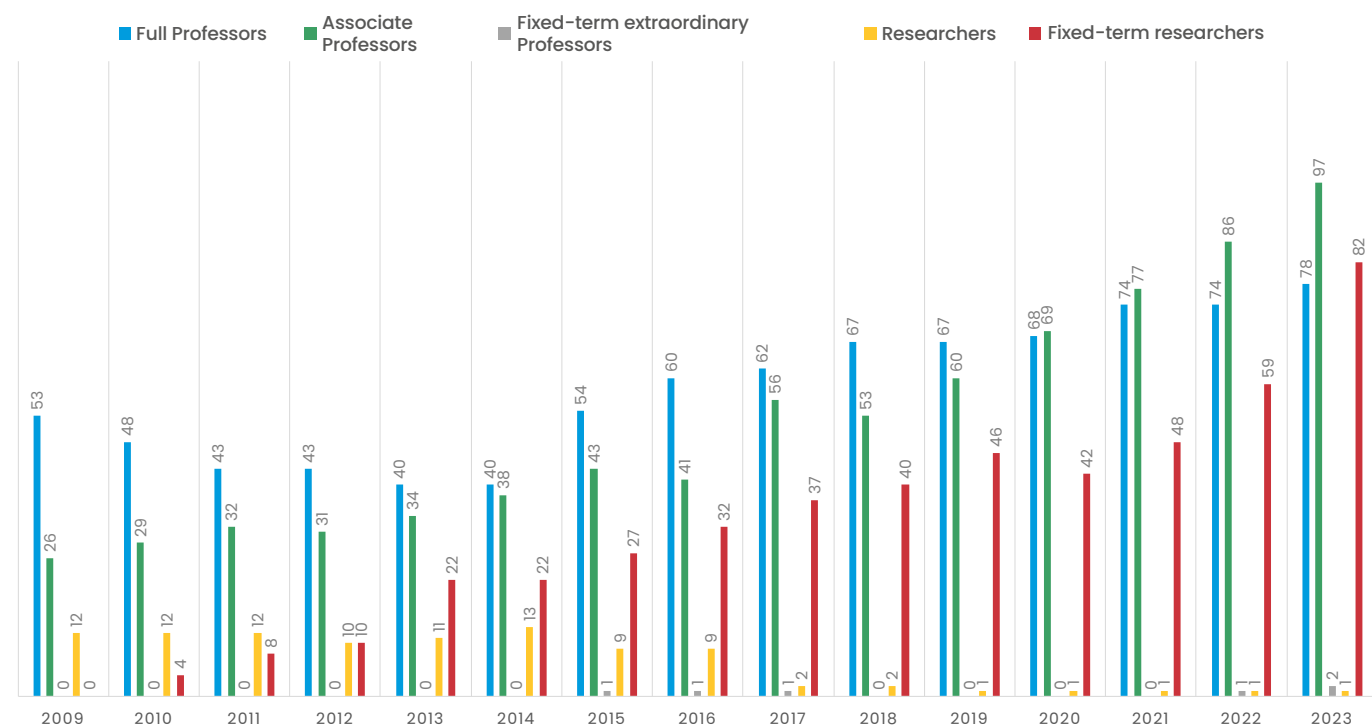
Source: CINECA Permanent teaching staff

RESEARCH
IMPACT FACTOR

13,212.7
Total Impact Factor

1,462
Publications with Impact Factors

9.04
UniSR average impact factor

Source:
IRIS - data extracted in July 2023

2015-2019 RESEARCH QUALITY ASSESSMENT (VQR)

1°
Position in area 6 **Medical Sciences**

3°
Position in areas 5 **Biological Sciences** and 11b **Psychological Sciences**

10°
Position in area 11a **Historical, philosophical and pedagogical sciences**

VQR - Research Quality Assessment of Universities and Departments, conducted by ANVUR - Italian National Agency for the Evaluation of Universities and Research Institutes

Source:
VQR 2015-2019, ANVUR Final Report

STUDENTS

5,754

Active students
of whom 4,441
undergraduates
(academic year
2022/2023) and
1,313 postgraduates
(academic years
2021/2022 and
2022/2023)

Source: 2022
Budget Report

Academic Year	Training potential allocated at national level	Training potential allocated at regional level	Training potential allocated to UniSR	Regional share of national total	UniSR shar of national total	UniSR share of regional total
2016/2017	9785	1505	172	15,38%	1,76%	11,43%
2017/2018	9706	1503	195	15,49%	2,01%	12,97%
2018/2019	10414	1621	240	15,57%	2,30%	14,81%
2019/2020	12311	1756	280	14,26%	2,27%	15,95%
2020/2021	14005	2032	410	14,51%	2,93%	20,18%
2021/2022	15349	2493	688	16,24%	4,48%	27,60%
2022/2023	15876	2568	750	16,18%	4,72%	29,21%
2023/2024	19544	3005	900	15,38%	4,60%	29,95%

Students enrolled with UniSR in the ITA and ENG Medicine and Surgery Master's

Degree Courses as a share of the national and regional total

Source: Ministerial Decrees defining the places available for access to single-cycle degree courses in medicine and surgery

● Medicine and Surgery in Italian   ● MD Program

Medicine and Surgery in Italian: 100, 115, 160, 200, 300, 552, 600, 750
MD Program: 72, 80, 80, 80, 110, 136, 150, 150

2016/17 2017/18 2018/19 2019/20 2020/21 2021/22 2022/23 2023/24
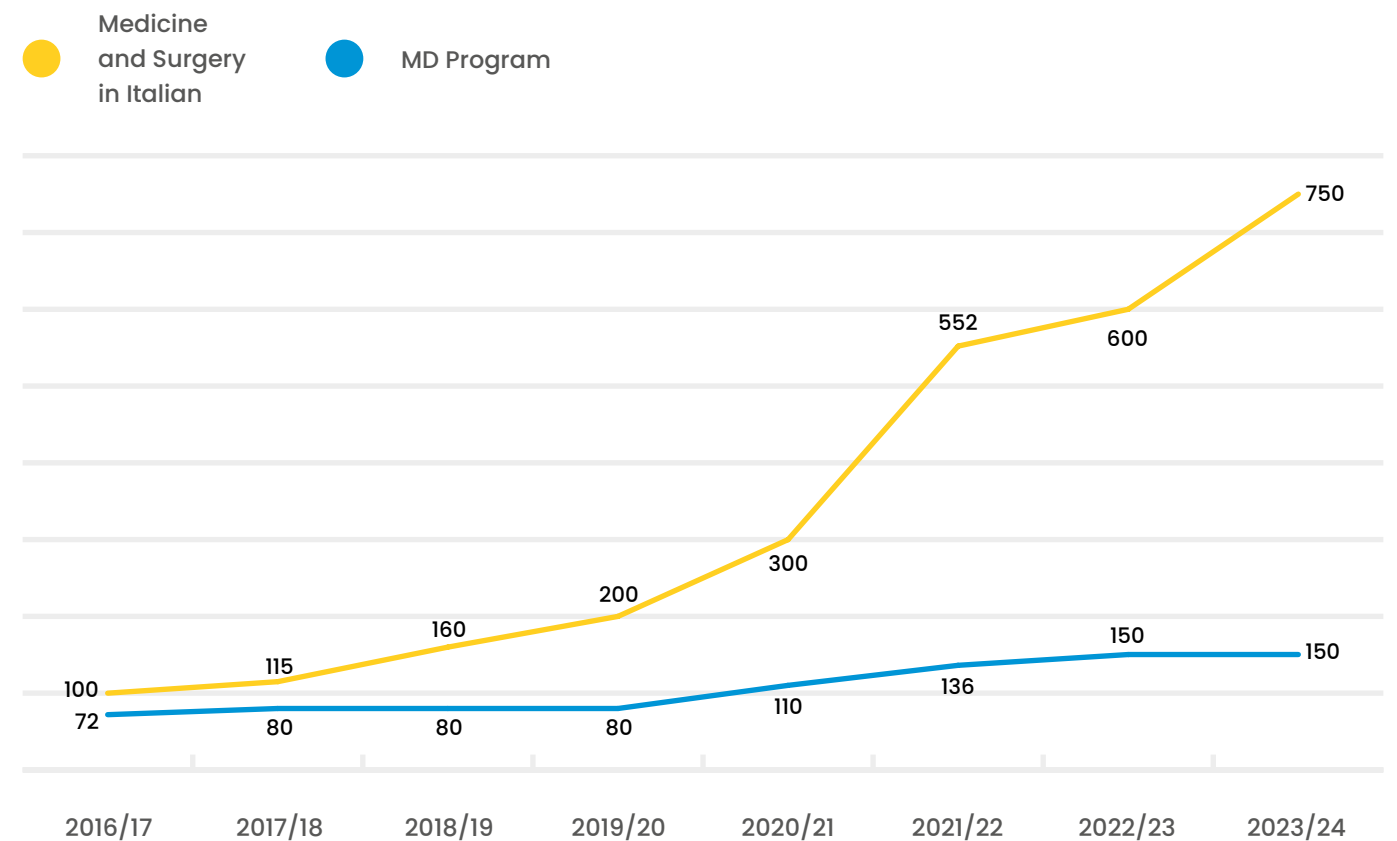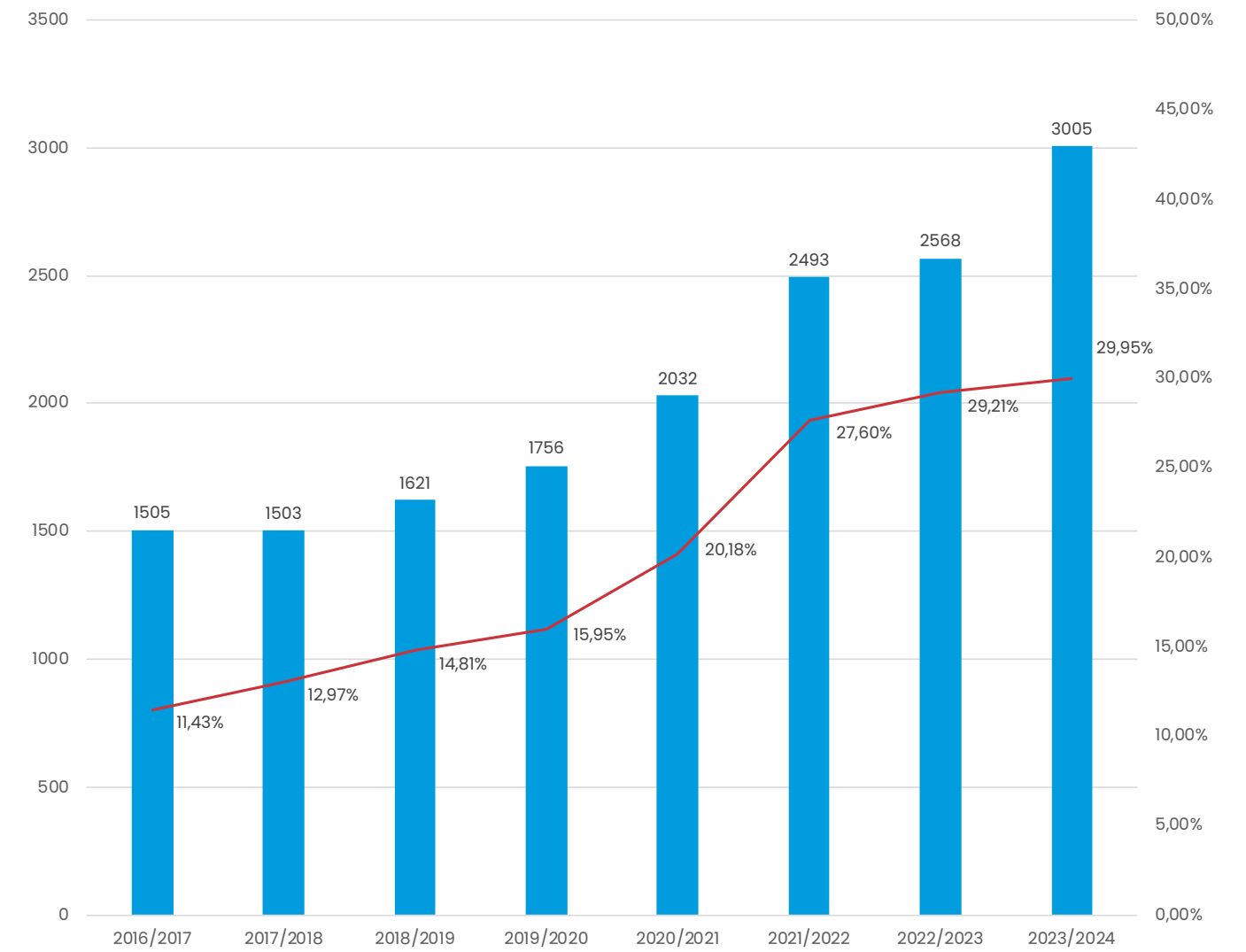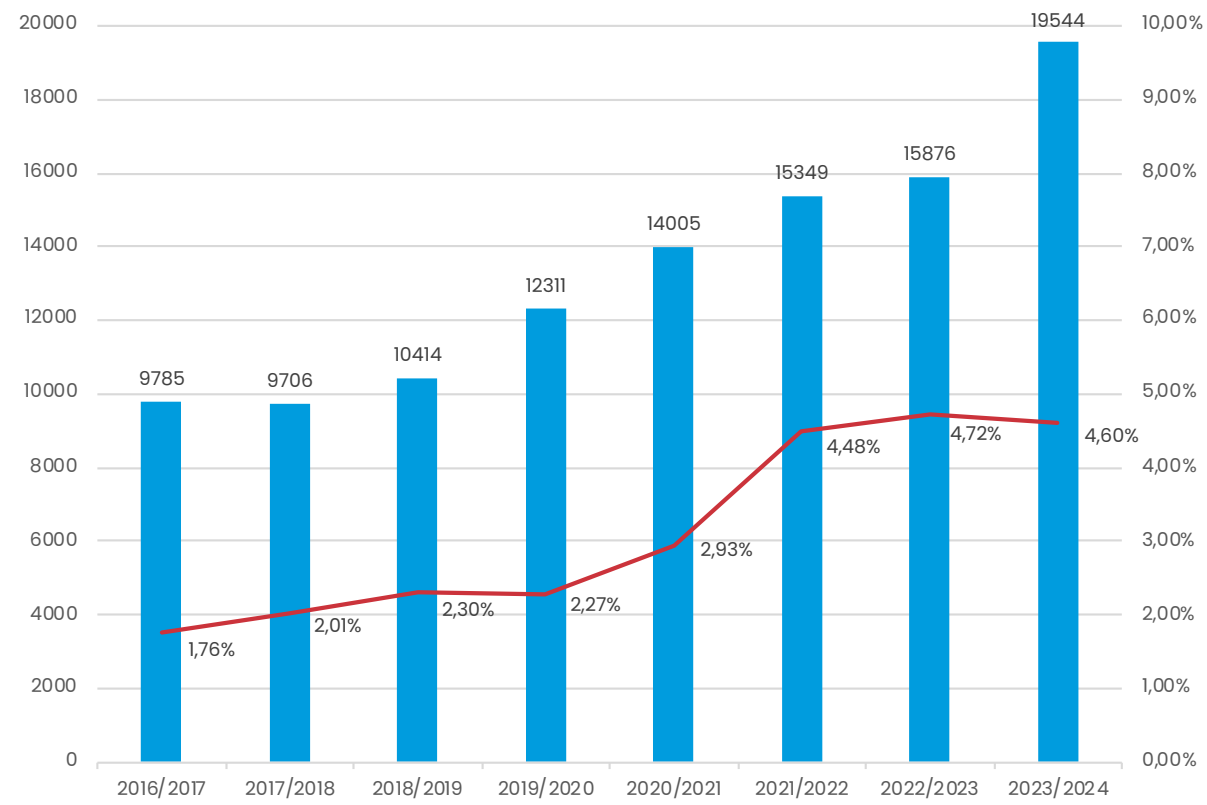
Training potential allocated at national level

UniSR share of national total

Training potential allocated at regional level

UniSR share of regional total

INTERNATIONALISATION

223

Students involved in international mobility programmes (A.Y. 2021–2022)

Source: 2022 Budget report; University database

317

Foreign students enrolled (A.Y. 2022/2023)

+85% increase compared to A.Y. 2018/2019; **+80%** increase in non-EU students

118

Partner universities
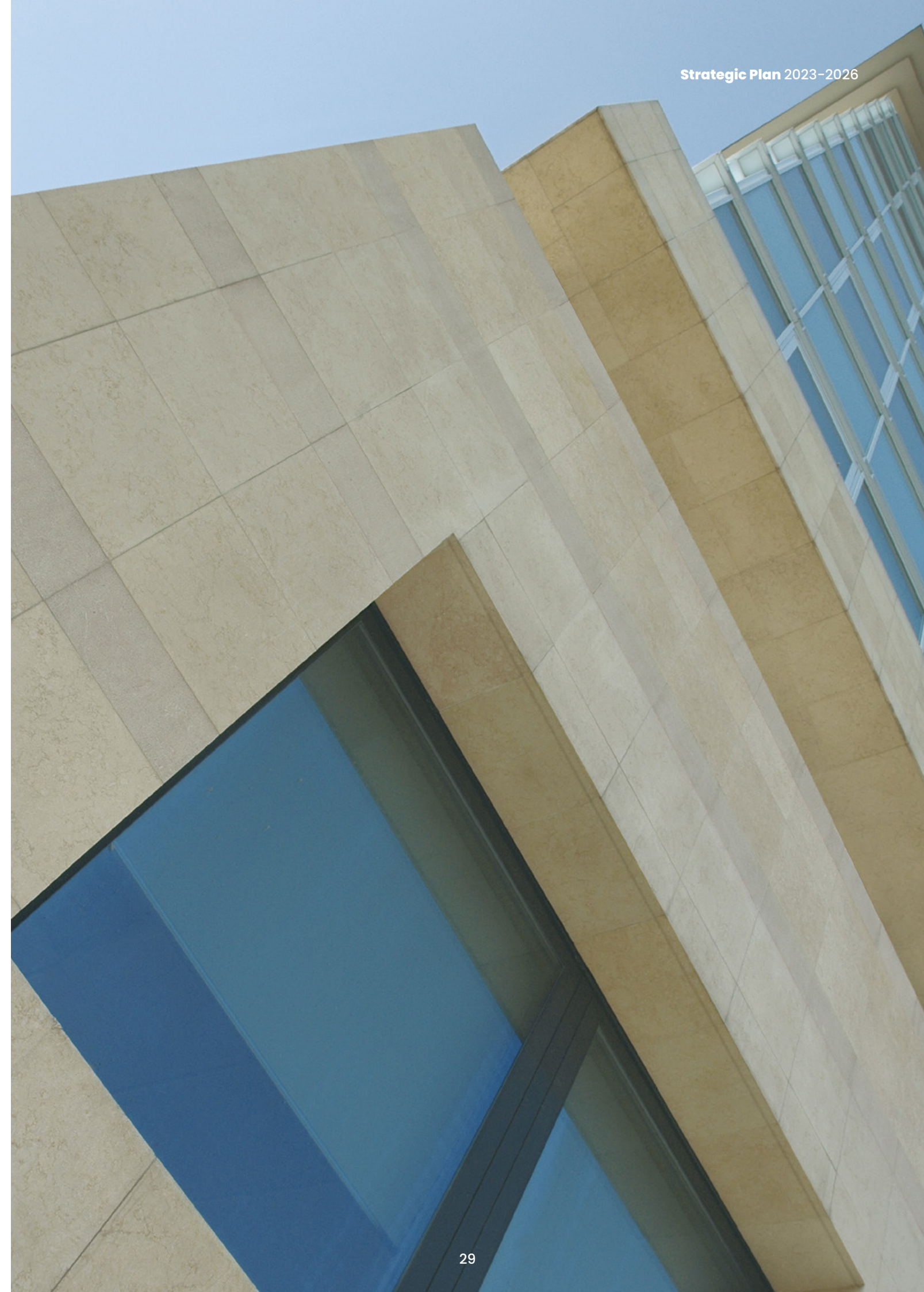
GRADUATES

Bachelor's degree 1 year after graduation	Employed and are no enrolled in a Master's degree	Employed and enrolled in a Master's degree	Not employed and enrolled in a Master's degree
Biotechnology Research in Medicine			100%
Psychological sciences and techniques	2%	16%	78%
Philosophy	15%	11%	67%
Physiotherapy	100%		
Nursing	82%	6%	10%
Dental Hygiene	80%	12%	
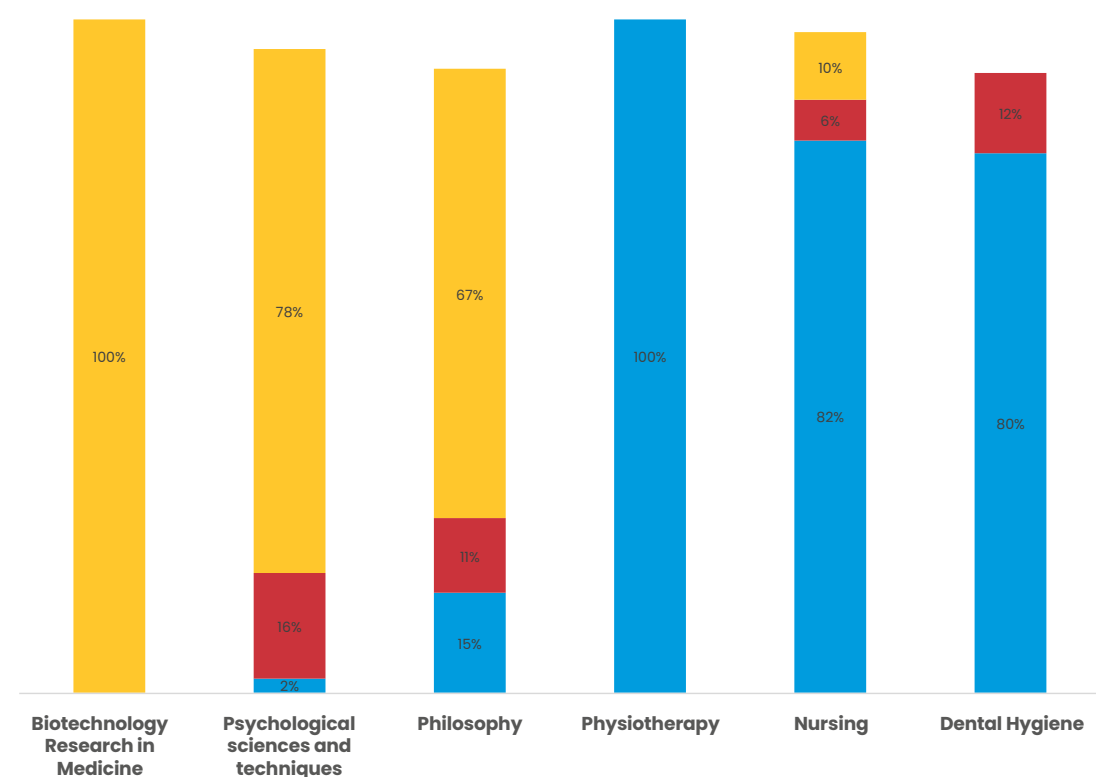
Master's Degree 1 year after graduation	Employed	Unemployed but looking for a job	Unemployed and not looking for a job
Philosophy of the Contemporary World	79%	9%	12%
Biotechnology and Medical Biology	82%	2%	16%
Psychology	37%	24%	39%
Cognitive Psychology in Health Communication	83%		17%
Rehabilitation scienc for healthcare professionals	92%		8%
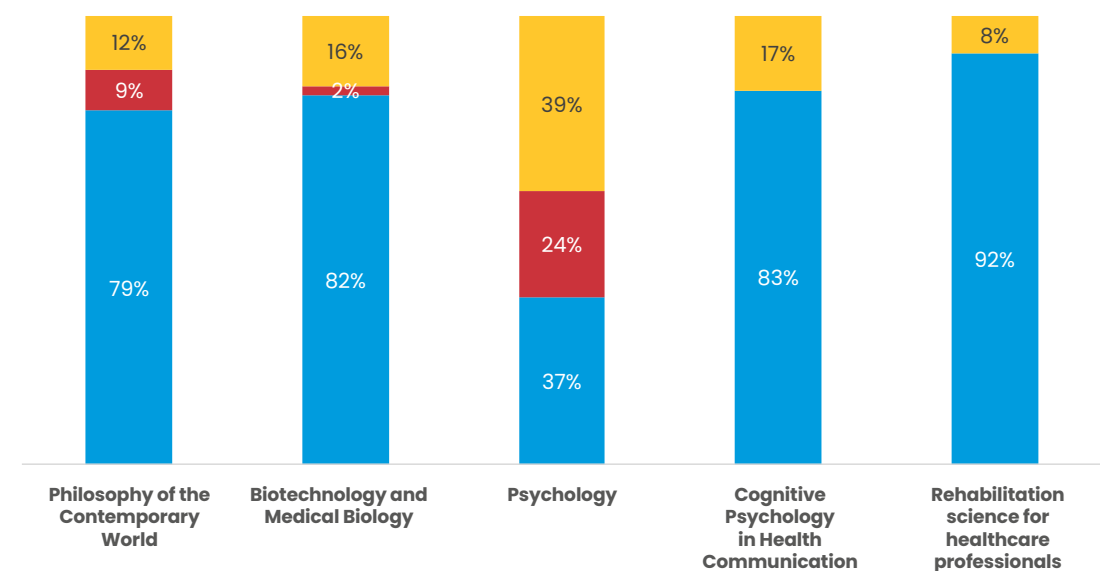
Graduates' employment status
Source: Almalaurea – Graduates' employment status – 2022 report

INTERNATIONAL RANKINGS

QS World University Rankings by Subject – Medicine[1]	2021	2022	2023
Global rank	201–250	251–300	251–300
Rank in Italy	8°	11°	12°
Citations per paper in Italy	1°	2°	**1°**

QS World University Rankings by Subject – Life Sciences & Medicine[2]	2021	2022	2023
Global rank	328	401–450	382
Rank in Italy	12°	17°	**16°**

THE World University Rankings by Subject: clinical and health[3]	2021	2022	2023
Global rank	251–300	201–250	126–150
Rank in Italy	7°	5°	**2°**

1°

World University Rankings by Subject - Medicine **Citations per paper in Italy**

Source: QS World University Rankings by Subject 2023

16°

World University Rankings by Subject – Life Sciences & Medicine **Rank in Italy**

Source: QS World University Rankings by Subject 2023

2°

World University Rankings by Subject: clinical and health **Rank in Italy**

Source: THE World University Rankings 2023

1 www.topuniversities.com/subject-rankings/2023?qs_qp=topnav
2 www.topuniversities.com/subject-rankings/2023?qs_qp=topnav
3 www.timeshighereducation.com/world-university-rankings/by-subject

2.
Relevant context

2.1 Higher education

Universities, by their very nature, in that they are intrinsically connected to the context in which they operate, influence and are influenced by increasingly global phenomena. Therefore, considerations regarding developments in higher education cannot be separated from a broader analysis of the demographic, social, economic and political context and an adequate understanding of the expectations of the new generations.

Indeed, the definition of higher education and the identification of its functions are constantly changing and respond to the evolution of the context in which they operate. Teaching and learning methods adapt to and change with the new needs of the community.

Universities are the main arteries connecting with the future, key players in urban regeneration, drivers of development and innovation, attractors of talent, transnational networks of inclusion. […] Generation Z, with which universities today are confronted, disenchanted and often made fragile by contextual difficulties, is discovering and experiencing a university undergoing transformation; it is asking universities for quality education, favourable access conditions, accessible and modern infrastructures and attention to digital communication tools, in order to continue to enable social mobility.

But above all, it asks that this path not turn into a competition in which people are left alone, but into the creation of communities of life and thought.[4]

In this context, the relationship with students is a priority for lecturers and technical and administrative staff.

It is a question of making students the focal point of the universities' work, of acting as the receiver of the demands of a generation that, perhaps more than others, is attentive to social phenomena and impacts, is sensitive to the protection of the environment in which we live, and promotes and advocates the application of the principle of merit, provided it is accompanied by fairness and inclusion.

With a view to achieving a plan that is also capable of meeting the challenges raised by the UN's 2030 agenda for sustainable development, universities are called upon to take part in and drive change, by acting in favour of sustainability, not only by improving the structures and services they offer but also as a point of reference for the context and the territory in which they operate. In this drive and in the light of increasing management complexity, it becomes strategic for universities to redefine their organisations and equip themselves with necessarily increasingly advanced professional skills.

The definition of higher education and the identification of its functions are constantly changing and respond to the evolution of the context in which they operate.

[4] CODAU 2023 – Final press release

2.1.1 THE LESSONS OF COVID-19

The COVID-19 pandemic was a reminder that, at the expense of any well-constructed plan, the future likes to surprise. Although closing schools and universities and rapidly switching to online education was a natural and challenging reaction to the crisis, in order to ensure the continuity of educational pathways, once the emergency phase had passed, the disruptive factor was the growing awareness of being faced with an uncertain and rapidly evolving scenario, shaped by social, economic and technological phenomena that are difficult to predict. Today, being ready even for the unexpected is not an option.

The COVID-19 pandemic was also an opportunity to test a system, that of Italian higher education, which had only recently begun to recognise the limits of traditional teaching and the changing needs of students.

The redefinition of education presents universities with an unprecedented challenge, but also an opportunity for innovation. It is not just a matter of revising courses, building infrastructures that exploit modern technologies, adopting systems to facilitate communication between teachers and the student community in support of innovative and distance learning, it is more generally a matter of involving the university in all its components, from its community to its facilities, in a technology-driven process of renewal. It is a question of promoting an evolution that is consistent with the needs and opportunities of the present and laying the foundations for future development.

The pandemic has, on the one hand, accelerated the digital transformation process, by facilitating a technological leap that would in any case have had to be made at system level in order to compete internationally; on the other hand, it slowed down some of the activities promoted by universities in the field of internationalisation while, however, showing even more clearly the strategic importance of all three missions of universities (Education, Research, Third Mission/Social Impact).

Increasing globalisation and the consequent opening of international labour markets and mobility of people results in an increased demand for intercultural university programmes, open to international perspectives, exchanges and connections.

For universities, asserting their international positioning means offering its students the chance to learn and grow in a culturally open and professionally opportunity-rich context.

Capitalising on the experience gained in emergency management will enable universities to drive change with a renewed sense of their own central role in a context that is challenging but rich in opportunities for growth.

2.2 The future of healthcare

The future of healthcare is being shaped by three main processes: the increase in long-term chronic diseases; the development of advanced therapy medicinal products and personalised medicine; and the focus on well-being, i.e. the paradigm shift that sees healthcare providers not only as an answer for the treatment of diseases but also as recipients of a broader need for well-being.

2.2.1 INCREASE IN LONG-TERM CHRONIC DISEASES

One of the key features of the modern healthcare setting is the significant increase in long-term chronic diseases.
This change is largely attributed to an epidemiological transition from infectious diseases, to chronic non-transmissible conditions such as diabetes, heart disease and cancer, a transition favoured by several factors, among which the ageing population, rapid urbanisation and changing lifestyle choices play an important role.

The increase in chronic diseases poses significant challenges for healthcare systems worldwide.
Unlike acute diseases, chronic conditions require ongoing management, lifestyle changes and coordinated care between different healthcare providers. Consequently, there is a growing need to re-assess existing healthcare models to place greater emphasis on prevention, early diagnosis and long-term care.

2.2.2 DEVELOPMENT OF ADVANCED THERAPY AND PRECISION MEDICINE

The development of advanced therapy medicinal products and precision medicine represent a transformative evolution for healthcare. Precision medicine, in particular, is revolutionising the way we approach treatment. Instead of relying on universal approaches, treatments can now be tailored to an individual's unique genetics, lifestyle choices and specific disease characteristics.

However, the adoption of advanced therapy medicinal products and personalised medicine is not without its challenges, of which data privacy and equitable access to cutting-edge treatments are among the most pressing concerns, alongside the need for clear regulatory frameworks to ensure both the safety and efficacy of therapies.

2.2.3 WELL-BEING

In recent years, there has been a paradigm shift that sees healthcare providers not only as primary responders to growing needs in the treatment of disease but also as receivers of a broader need for well-being.

The change in the concept of health from the absence of disease to a state of well-being requires a rethinking of the system and its sustainability.

This sustainability will largely depend on the active involvement of people who, if informed and engaged, i.e. educated to provide care, will be able to implement virtuous behaviour with a significant impact on the elements constituting our system.
It is a matter of building a network of active participation by educating and informing people. An integrated and integrative approach to prevention.

2.3 Technology and innovation

The ageing and growing population, the increased prevalence of chronic diseases, the innovation of therapies, the focus on people's well-being and not only on treatment, the transfer of diagnosis and treatment activities to outside hospital walls, these and other developments continue to increase demand and healthcare expenditure and call for the creation of an integrated system for the development of knowledge.

In this context, the exponential evolution of digital technologies plays a key role.

The digital transformation, i.e. the power of new and emerging technologies to change operational models in all areas, calls for reflection on the skills system in order to keep up with a market with rapidly changing needs.

In particular, there is a need to work on the development of increasingly interdisciplinary and transdisciplinary pathways, which combine disciplines into a broader and more comprehensive framework and incorporate the social context into scientific knowledge. In Italy, there is a deep mismatch between the demand for and the supply of skills.

"The pervasiveness of technology and the central role of data in processes make it necessary to develop a new organisational intelligence, where technology, people and human capital are rethought in a harmonious manner in order to meet the new organisational and technological needs.
It is therefore increasingly essential to teach new skills, both hard and soft, related to the

dissemination of new technologies, in particular Data Scientists and Artificial Intelligence and Machine Learning specialist"[5], as well as to combine such knowledge in all those areas that have undergone paradigm shifts brought about by the introduction of new digital technologies.

The current Italian education system is very weak compared to the international competition, especially with regard to digital studies: a weakness that not only delays the present, but also slows future development.

Digital studies are a minority component in the Italian education system, particularly in the university system, with a mere 6.5% of students enrolled in courses that are highly digital-related out of a total of 1,838,695 students enrolled in university courses.

However, in recent years, there has been a steady growth in the number of students enrolled in digital subjects, from 86,000 in 2015 to 120,000 in 2021. Although these numbers indicate the growing attractiveness of digital university courses, the comparison with other European countries emphasises the deficiency of advanced digital skills that the Italian university system is able to teach.

The deficiency of the advanced digital skills originating from the university system becomes alarming when one considers the number of ICT enrolments in relation to the country's population.

In this ranking, Italy occupies the last place in Europe.

5 The European House Ambrosetti, Next Generation digITALY: "how to promote the integration and development of a digital ecosystem to accelerate the country's innovation and growth", September 2022.

Figure 3
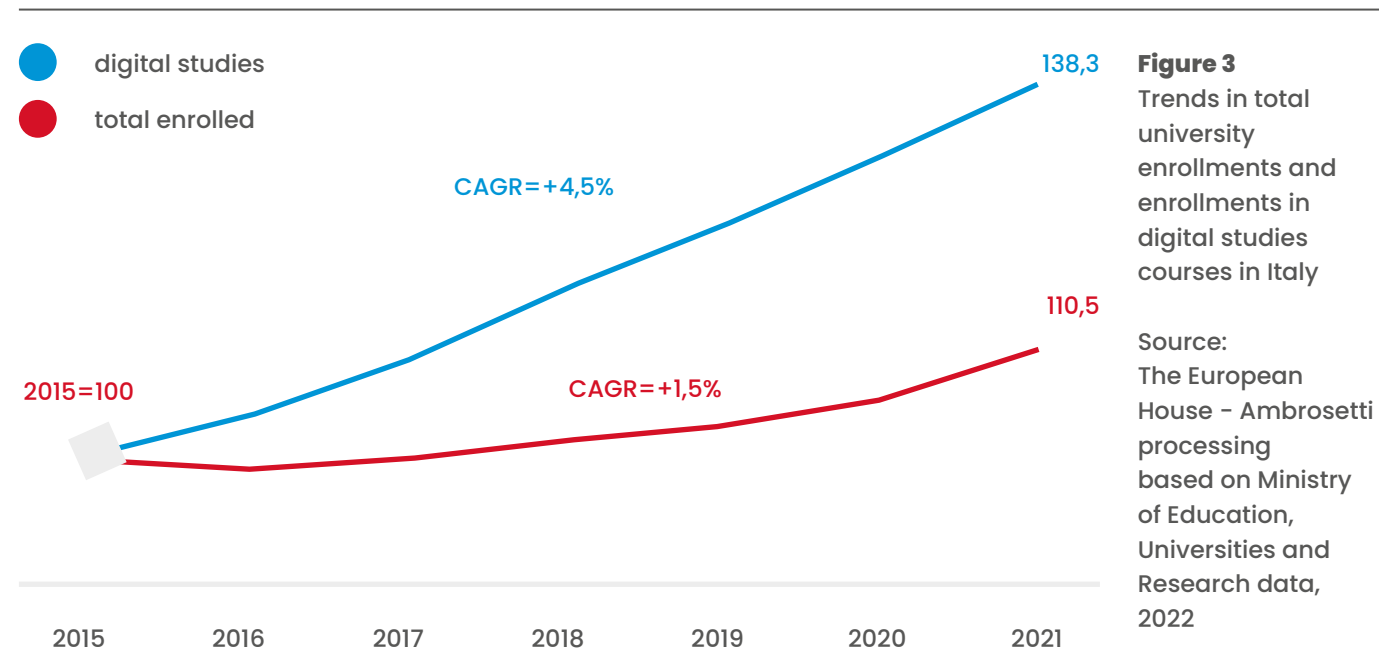Trends in total university enrollments and enrollments in digital studies courses in Italy

Source:
The European House - Ambrosetti processing based on Ministry of Education, Universities and Research data, 2022
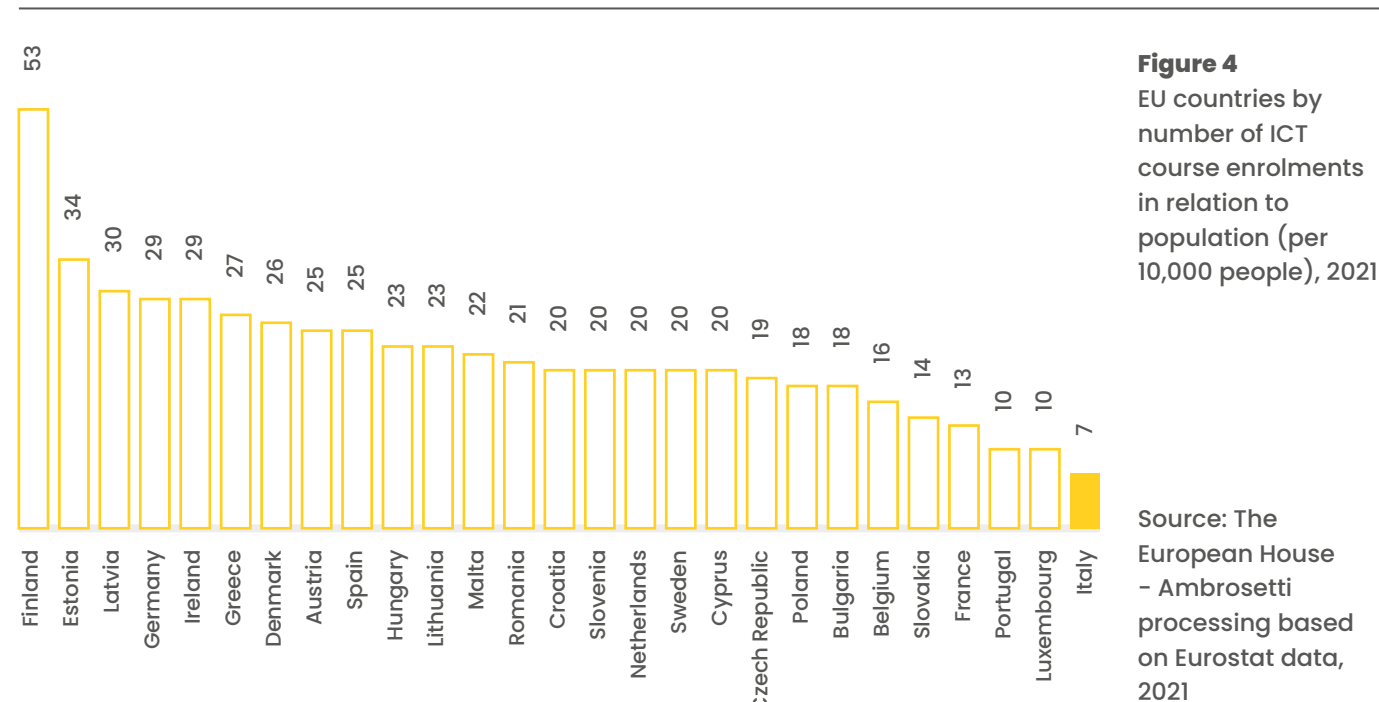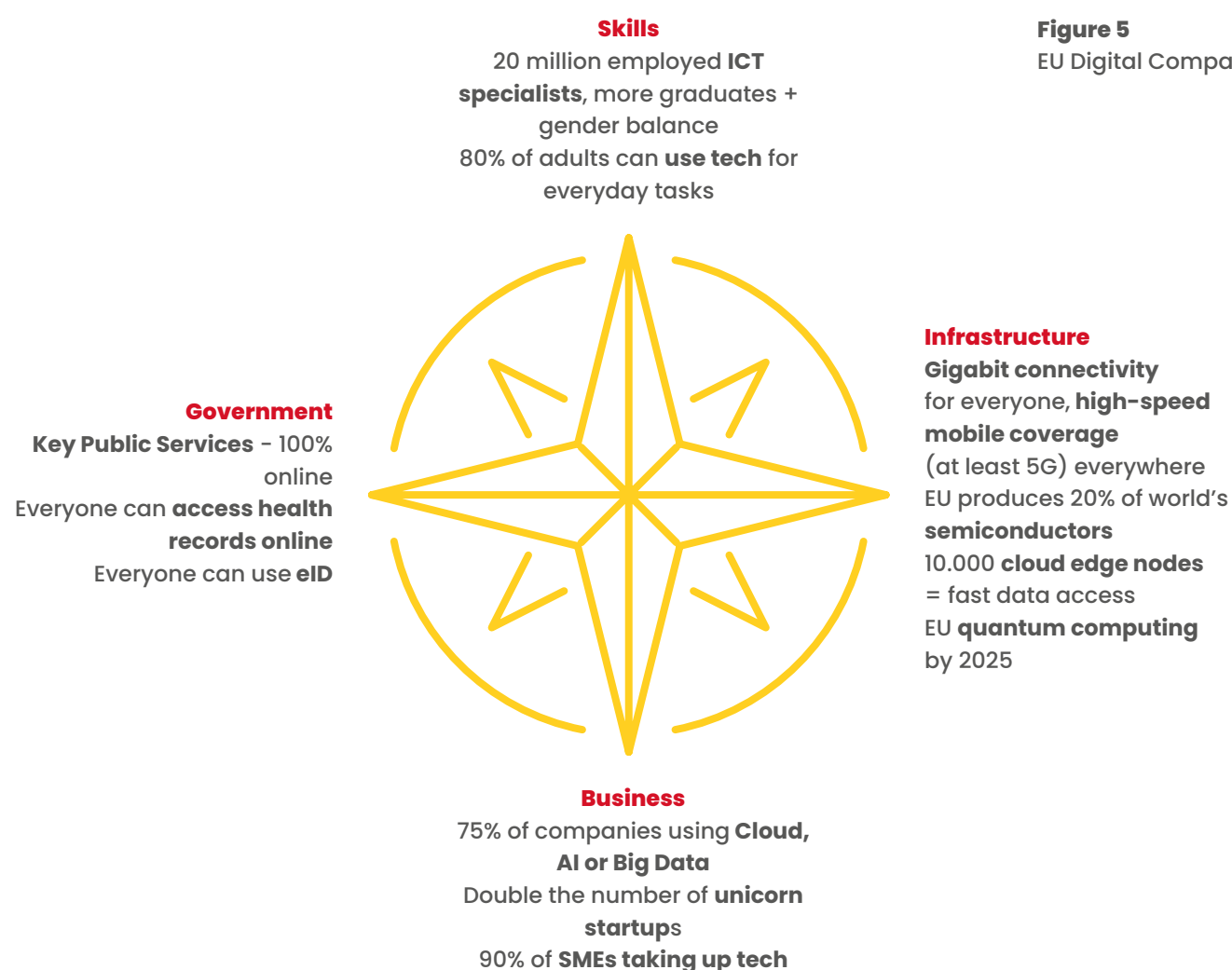
Figure 4
EU countries by number of ICT course enrolments in relation to population (per 10,000 people), 2021

Source: The European House - Ambrosetti processing based on Eurostat data, 2021

The EIT Digital Report[6] highlights the urgent need for a skills revolution in Europe, particularly in the context of the digital transformation that has been accelerated by the COVID-19 pandemic.
The transformation concerns both basic digital skills and the specialised skills required for innovation and cybersecurity.

The EU Digital Compass set ambitious targets for 2030, but current initiatives seem to be insufficient to achieve them.

Skills
20 million employed **ICT specialists**, more graduates + gender balance
80% of adults can **use tech** for everyday tasks

Figure 5
EU Digital Compass

Government
Key Public Services - 100% online
Everyone can **access health records online**
Everyone can use **eID**

Infrastructure
Gigabit connectivity for everyone, **high-speed mobile coverage** (at least 5G) everywhere
EU produces 20% of world's **semiconductors**
10.000 **cloud edge nodes** = fast data access
EU **quantum computing** by 2025

Business
75% of companies using **Cloud, AI or Big Data**
Double the number of **unicorn startup**s
90% of **SMEs taking up tech**

The report by the European Institute of Innovation and Technology makes a number of suggestions for meeting the digital challenge and emphasises in particular the urgency of updating education programmes, including at higher education level, in order to align curricula with evolving technologies and labour market needs; it also advocates the development of cross-sectoral partnerships and stresses the need for better coordination, efficiency and effectiveness at pan-European level.

2.3.1 ARTIFICIAL INTELLIGENCE AND HEALTHCARE
The European Commission expects artificial intelligence to significantly improve the lives of EU citizens and bring great benefits to society and the economy through better healthcare, more efficient public administration, safer transport, more competitive industry and sustainable agriculture (European Commission, 2018).

Healthcare is probably the area in which Artificial Intelligence (AI) could have the greatest impact in addressing societal challenges. Given the increasing demands and costs, AI could help to do more and better.
The COVID-19 crisis has shown to what extent our national health systems are under pressure and artificial intelligence solutions could help cope with the current and future crisis by freeing human resources from certain tasks so that they can be assigned to more value-added activities.

Significant achievements have already been made in the health sector and in the field of diagnostics in particular, but the potential of AI to transform healthcare is far broader and has yet to be exploited.

The EIT Digital Report, emphasises that AI in the health sector faces a challenge in terms of organisation and, once again, skills, therefore making it necessary to:

1. Support the development of skill sets or retraining of health workers through tailor-made educational programmes;
2. Promote health-specific training for data scientists working in hospitals so that they can better understand the needs of healthcare personnel.

In this scenario, the university system can and must act as a fertile and virtuous laboratory capable of preparing for the world of employment in a novel manner: not according to a restriction of the professional horizon in a merely technical sense, but precisely in the shaping of a mentality capable of flexibility and integration between different skill sets.

Healthcare is the area in which AI will have the greatest impact.

3.
Flash Forward to 2026
› Strategic Macro-Objectives

Innovating through knowledge is the essential mission that UniSR has set for its present and its near future.

With the 2023–2026 Strategic Plan, the University intends to capitalise on the experience of past years and, in continuity with the Strategic Plan that ended in 2022, to take up the challenge of a historical moment that is both complex and rich in opportunities, by setting out strategic lines capable of responding to the needs of a rapidly evolving context.

At UniSR, innovation is a tradition and change is its driving force.

More specifically, for the three-year period 2023–2026, in addition to the strategic objectives identified and set out in the 2019–2022 Strategic Plan: *Student Happiness, Internationalisation* and *Digital Transformation*, the University intends to add a new strategic objective: *Employee welfare.*

3.1 Student Happiness

The UniSR educational project stems from the conviction that the university system has a responsibility to provide the context for stimuli that, in the course of the educational programme, offer a myriad of opportunities to delve into issues, encounter new and solid ideas, interweave knowledge and gain a broad human experience, embedded in today's world and ready to face the problems to which we are called upon to respond.

Therefore, in line with its ongoing commitment to developing first-rate education and recognising the paramount importance of promoting student satisfaction, UniSR intends to pursue the goal of creating an environment in which each student can grow intellectually, emotionally and socially.

This involves promoting an inclusive learning environment, including through the development of innovative teaching methods, fostering student welfare, encouraging their involvement, creating a sense of community and implementing continuous improvement systems and effective student-university feedback mechanisms.

It is a matter of putting the student community at the centre of the University's actions.

3.2 Internationalisation

In the context of an increasingly globally interconnected and dynamic world, UniSR aims to continue developing a strong internationalisation with the objective of creating an environment in which students, lecturers, researchers and technical and administrative staff from all over the world converge to foster innovation and intercultural exchange.

The aim is to continue to promote an all-embracing approach to internationalisation, by engaging the entire structure with the aim of seizing and exploiting the opportunities offered by the exchange between different skill sets and cultures.

An enrichment process that cannot be separated from the development of new international partnerships, the enhancement of staff and student skills, the promotion of interdisciplinary and transdisciplinary research and the creation of an open and inclusive environment that facilitates integration and multiculturalism.

UniSR intends to pursue the goal of creating an environment in which every student can grow intellectually, emotionally and socially.

3.3 Digital Transformation

Digital transformation, i.e. the power of new and emerging technologies to change operational models in all areas, represents an opportunity for universities to improve and redefine the university experience as a whole.

The COVID-19 pandemic accelerated the transition in technology, which many had predicted would take several decades, urging even universities to implement remote delivery models within the space of a few weeks.

The experience in 2020-2021 represented a unique opportunity for higher education institutions, showing on the one hand the limits of an exclusive application of technology to the processes underlying the three missions of universities, and on the other hand the potential it offers in education and student services settings, as well as management and administrative processes; it emphasised the importance of data, in terms of both their management and storage and their utilisation, and forced a reflection on the system of skill sets to be able to keep up with a market with rapidly changing needs.

University attendance is a fundamental part of the students' educational process, but this does not exclude the possibility of combining the value of face-to-face teaching with online sessions in the best possible way; it is a matter of adapting the paradigm of higher education by emphasising as far as possible a *"blended"* approach that meets the needs of students.

UniSR intends to continue along the path of digital transformation, by developing an educational offering in line with social and market needs, creating skills in the technological field, including by developing partnerships and research collaborations, adopting technologically modern teaching and research tools and digitising administrative processes, in order to offer highly qualified and qualifying training courses supported by an efficient organisation and services.

In this sense, Digital Transformation will guide the University, in its various dimensions, towards cultural, organisational, social, creative and managerial changes, associated with and facilitated by the use of digital technology applications and tools.

3.4 Employee Welfare

In the face of the evolution of the structure, the increase in complexity and the rise in the number of staff, in the pursuit of academic excellence and organisational efficiency, and recognising that the success of the University is intrinsically linked to the well-being and satisfaction of its staff, UniSR intends to develop a series of initiatives aimed at creating a working environment that increasingly supports, empowers and enhances its staff and allows them to grow.

By prioritising the physical, emotional and professional well-being of its employees, UniSR aims to create a vibrant, inclusive and high-performance working environment that enables it to develop its growth plan, while continuing to strengthen the University's legacy of excellence and contribute positively to its community.

In short, elevating the well-being of its employees as the central objective of its 2023-2026 strategic plan means for UniSR to reaffirm its commitment to its most precious resource: its people.

...means for UniSR to reaffirm its commitment to its most precious resource: its people.

4.
Education

As mentioned in the chapter dedicated to context analysis, the redefinition of Education represents an unprecedented challenge for universities.

A challenge that must start with understanding the needs of students and the labour market and extend to the role of the university and the context in which it operates.

The evolution of Education, the first mission of universities, must undertake a process of sharing, exchange and participation with all stakeholders, and in particular with students, teaching staff, companies and the local community.

A participatory and inclusive process that extends its scope to all three missions of the University.

It is a question of building a virtuous dialogue with all the forces in the field, in order to construct programmes capable of aligning the educational offering with the demands of employment, capable of exploiting the opportunities offered by modern technologies and guaranteeing flexibility, capable of merging knowledge and constructing interdisciplinary and transdisciplinary proposals, with an international and inclusive outlook.

This is a challenge that UniSR wants to take up and on which it intends to focus particular attention over the next three years.

4.1 Strategic objectives – the Undergraduate educational offering

The limitations of "*traditional teaching*" have prompted the University to reflect on the tools with which education is delivered and the development of initiatives aimed at a systematic overhaul of its teaching methods.

UniSR's intentions with respect to this challenge are all summarised in its key mission: *Innovating through Knowledge.* In particular, for the three-year period 2023–2026, the University intends to develop a series of initiatives aimed at:

- promoting innovation in the way teaching and practical activities are delivered;
- implementing innovative tools for efficient and sustainable educational planning;
- increasing its international attractiveness;
- developing an educational offering capable of responding to the needs of the context in which it operates, including by being more open to partnerships with external and international bodies.

4.2 Strategic objectives – the Postgraduate educational offering

With a view to expanding its educational offering in the area of postgraduate curricular and continuing education (2019-2022 Strategic Plan objective), as part of its 2021 reorganisation, the University set up the Postgraduate Center, an area dedicated entirely to postgraduate education, understood as Residencies and Postgraduate Schools, Master's Programmes and Postgraduate Courses.

The purpose of the Center is to design, organise and deliver training courses that support the development and updating of the clinical and managerial skills of graduates and professionals, at various levels of seniority and for different sectors, with a particular, but not exclusive, focus on doctors and healthcare professionals.

With the 2023-2026 Strategic Plan, the University intends to continue along the path undertaken, by consolidating the structure of the Postgraduate Center and developing a series of initiatives aimed at:

- improving the programme of residents/ postgraduate school students;
- expanding the network of residencies/ postgraduate schools, also in terms of internationalisation;
- expanding, diversifying and internationalising the educational offering (Master's programmes and courses);
- digitising management and administrative processes;
- enhancing the synergistic relationship with San Donato Group (GSD);
- enhancing partnerships with businesses.

Over the past decade, university campuses have undergone an evolution that has seen physical spaces gradually become increasingly contaminated by virtual spaces.

The University set up the Postgraduate Center, an area dedicated entirely to postgraduate education, understood as Residencies and Postgraduate Schools, Master's Programmes and Postgraduate Courses.

4.3 Alumni

The *Alumni Association* is the bridge connecting UniSR's past and present and makes a significant contribution to its development and continued growth.

The open and ongoing interaction with the community of former students allows the University to maintain a direct and precise view of the expectations and needs of the labour market and gives students the opportunity to engage with professionals who have followed the same training programme.

As part of its 2023–2026 Strategic Plan, the University intends to increase the involvement of the Alumni Association, with the aim of enhancing the UniSR sense of community and promoting its active participation in the growth and development of the University.

More specifically, UniSR intends to:

· implement a targeted communication plan to keep Alumni informed of University events, initiatives and achievements, through the new dedicated online platform (www.alumnisr.it);
· involve alumni in events organised by UniSR (seminars, round tables, conferences, ceremonies);
· establish meetings between Alumni and UniSR Governance;
· introduce an acknowledgement system for Alumni who distinguish themselves for their commitment and contribution to the Association and the University.

The open and ongoing interaction with the community of former students allows the University to maintain a direct and precise view of the expectations and needs of the labour market and gives students the opportunity to engage with professionals who have followed the same training programme.

Education

Area	Strategic objectives	Operational Actions	Target	Timing	Student happiness	Internationalization	Digital transformation	Employee well-being	Agenda 2030 objectives
Education	Strategic Objectives – the Undergraduate educational offering	Innovation of the methods used to deliver teaching and professional training activities — Enhance the simulation infrastructure	a) Expansion of the Simulation facilities	By 2025	☑	☑	☑		
			b) 20% increase in hours of Simulation Lab use for Undergraduate initiatives	By 2025	☑	☑	☑		
			c) At least 70% saturation of the available Simulation Labs hours	By 2025	☑	☑	☑		
			d) Establishment of a dedicated simulation lab management team	By 2024	☑	☑	☑	☑	SDG 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE; SDG 4 QUALITY EDUCATION
		Consolidate and introduce new teaching technologies	e) Identification and testing of at least one new Innovative Teaching technology	By 2026	☑		☑		
		Enhance academic tutoring services	f) Definition of a plan and identification of tools for enhancing the academic tutoring service	By 2024	☑		☑		
		Establish the Digital Education Hub	g) Recruitment of 3 resources dedicated to building the Digital Education Hub	2 HC by 2024, 1 HC by 2025	☑		☑		
			h) Delivery of at least one course per year on Innovative Teaching topics or tools	From 2024	☑		☑	☑	
		Innovation of tools to support educational planning — Introduce digital tools for educational planning	a) Introduction and consolidation of a teaching planning tool (Easy Course)	By 2025	☑		☑	☑	SDG 4 QUALITY EDUCATION
			b) Introduction and start-up of at least two new automated systems to streamline planning and delivery	By 2026	☑		☑	☑	
		Extend the use of digital tools to support internships and professional training activities	c) Introduction and start-up of an automated system for planning work internships and professional training activities	By 2025	☑		☑		

Area	Strategic objectives	Operational Actions	Target	Timing	Student happiness	Internatio-nalization	Digital transformation	Employee well-being	Agenda 2030 objectives
Education	Strategic Objectives – the Undergraduate educational offering	Increase international attractiveness	Increase the number of international partnerships	a) Conclusion of at least two new agreements with international partners for joint programmes and/or Double Degrees	By 2026	☑	☑			4 QUALITY EDUCATION; 10 REDUCED INEQUALITIES; 17 PARTNERSHIPS FOR THE GOALS
				b) 10% increase in bilateral agreements compared to 2022	By 2026	☑	☑			
			Increase the number of students participating in mobility schemes	c) 20% increase in outgoing mobility students compared to 2022	By 2026	☑	☑			
				d) 5% increase in the credits awarded for mobility abroad	By 2026	☑	☑			
				e) 10% increase in incoming mobility students compared to 2022	By 2026	☑	☑			
			Increase international promotion and communication activities	f) Participation in two new international trade fairs for the promotion of academic programmes	By 2026	☑	☑			
			Increase the number of foreign students enrolled in UniSR courses	g) 10% increase in foreign nationals taking part in competitive exams for admission to courses delivered in English	By 2026	☑	☑			
			Increase the mobility of Technical and Teaching Staff	h) Launch of the Erasmus programme for Technical and Administrative Staff and Lecturers – mobility of 1 resource per year	From 2025		☑		☑	
		Development of an educational offering capable of responding to contextual needs	Review the organisation of the Medicine and Surgery Master's Degree Course	a) Organisational review	By 2024	☑				4 QUALITY EDUCATION; 17 PARTNERSHIPS FOR THE GOALS
			Develop the Humanities and Social Sciences Cluster	b) Development of the Philosophy and Business Unit	By 2026	☑				
			Establish the Health Informatics Master's Degree Course	c) Establishment of the Master's Degree Course	By 2024	☑	☑	☑		

Area	Strategic objectives	Operational Actions	Target	Timing	Student happiness	Internatio-nalization	Digital transformation	Employee well-being	Agenda 2030 objectives
Education	Strategic Objectives – the Postgraduate educational offering	Improve the educational programme of Residencies/Postgraduate Schools	Improve the educational programme for Residents/postgraduate students	a) 20% progressive increase in the number of residents who have the opportunity to spend a period in foreign facilities	By 2026	☑	☑			4 QUALITY EDUCATION
				b) Digitisation of at least one administrative process supporting Residencies/Postgraduate Schools	By 2026	☑		☑	☑	
				c) Delivery of at least one meeting per year on topics related to the organisation of Residencies/Postgraduate schools	From 2024	☑			☑	
		Develop the offering of Postgraduate Courses and Master's programmes	Diversify the educational offering	a) 20% annual increase in postgraduate courses delivered and 8% annual increas in Master's programmes delivered	From 2024	☑				
			Increase educational programme internationalisation	b) 20% average annual increase in postgraduate courses delivered in English and approximately 40% average annual increase in Master's programmes	From 2024	☑	☑			4 QUALITY EDUCATION
			Adopt a policy of continuous improvement and digital transformation	c) Adoption of a digital education tool in courses and Master's programmes and digitisation of at least one supporting administrative process	By 2026	☑		☑		
			Favour the synergy with San Donato Group (GSD)	d) Establishment of administrative and management support for initiatives designed in partnership with GSD	From 2024	☑	☑			
			Facilitate relations with enterprises and integration with the labour market	e) Establishment of one new partnership per year as Sponsor or Case Study	From 2024	☑				
	Alumni	Enhance the Alumni Community	Extend the UniSR Alumni Community	a) Organisation of two annual events and/or initiatives involving UniSR Alumni	From 2024	☑				17 PARTNERSHIPS FOR THE GOALS

5.
Research

The University system provides the world of Research with its own privileged "*laboratory*" to which resources and facilities are allocated with the aim of creating value through a stimulating melting pot of interdisciplinary and transdisciplinary ideas and impulses, in keeping with the Second and Third Mission/Social Impact that inspire its work.

The San Raffaele Campus is internationally acclaimed for the excellence of its Teaching, Research and Clinical Excellence, which have resulted from the synergic collaboration between Vita–Salute San Raffaele University and IRCCS San Raffaele Hospital.

The clinical departments, research laboratories and spaces dedicated to higher education of Vita–Salute San Raffaele University coexist in a single technology park with a surface area of over 300,000 square metres.

The San Raffaele Campus is internationally acclaimed for the excellence of its Teaching, Research and Clinical Excellence.

5.1 The Evolution of Research in the three-year period 2019–2022

Over the last three years, UniSR has worked in synergy with the IRCCS San Raffaele Hospital to enhance the facilities supporting Campus' Research activities.

The joint strategic vision, combined with the recruitment of new first-rate personnel, targeted investments in the areas identified for development and the modernisation of equipment and space for research have helped to obtain outstanding results, in terms of both funding obtained by participating in calls for applications and scientific production.

More specifically, in the period 2019-2022 the University strengthened its position in Europe also through its participation in the EU Research and Innovation Framework Programmes and increased the number of projects funded compared to the previous Framework Programme (96 projects compared to 53 in FP7[7]).

The number of projects funded by the European Research Council (ERC), Europe's leading body supporting frontier research of the highest quality and with high innovation potential is a particularly noteworthy achievement. Indeed, the Campus has been awarded 24 ERC grants since 2007.
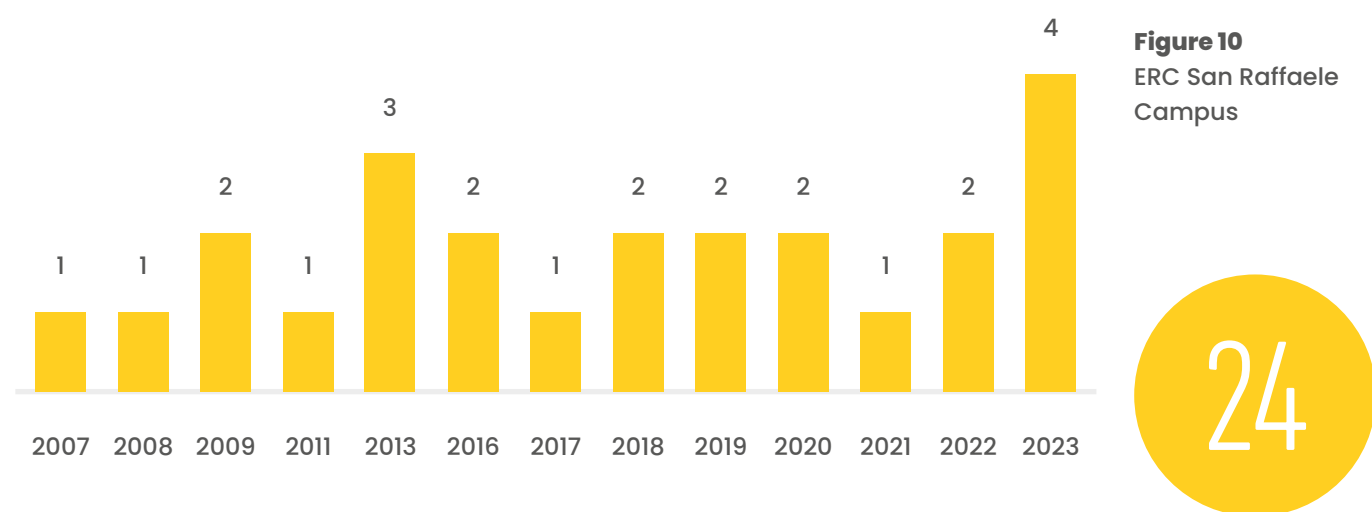
Comparing its performance with that of Italian Life Science organisations, in Horizon 2020 (2014-2020 period), the Campus ranked first in Italy in terms of funding obtained and second in terms of the number of winning projects.

As regards scientific production, UniSR ranks second in Italy and 14th in the world among young universities in terms of citations (The World University Ranking).

Between 2018 and 2022, UniSR's scientific output more than doubled (Figure 11). In 2022, UniSR's "*scholarly output*", i.e. the number of publications indexed on Scopus[8], was 7,646, of which 55.6% were "*open access*" publications, citations per publication were 19.8 and the weighted impact with respect to the field of expertise was 2.36 (Figure 12).

Furthermore, data made available by Scival show that 23% of UniSR publications are within the top 10% of the world's most cited publications; more specifically, out of the total number of publications 147 have received at least 147 citations (H-index) and 35.3% are published in the top 10% of journals (Figure 14).

In terms of partnerships and internationalisation, it is interesting to note that only 2.9% of publications are single-author and 45.5% are the result of partnerships with international authors (Figure 15).
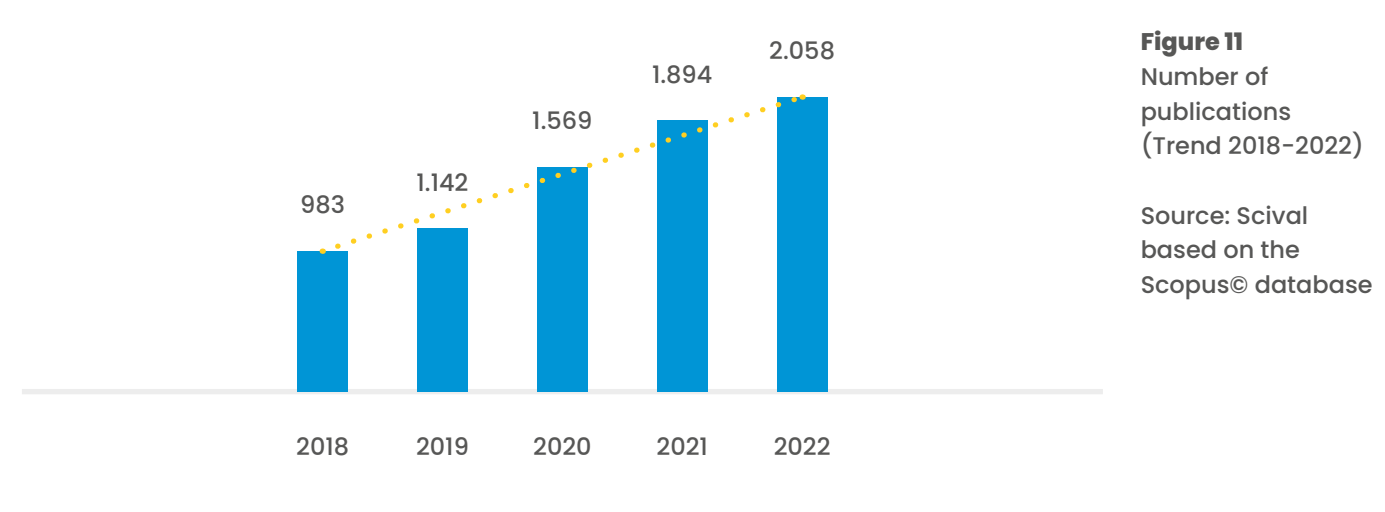
Figure 10
ERC San Raffaele Campus

24

Figure 11
Number of publications (Trend 2018-2022)

Source: Scival based on the Scopus© database

7.646

Scholarly output
55.6% All Open Access

147

H-index

2,36

Field-Weighted
Citation Impact

151.669

Citation Count

19,8

Citations
per Publication

Figure 12
Overall Research
Performance
2018-2022

Source: Scival
based on the
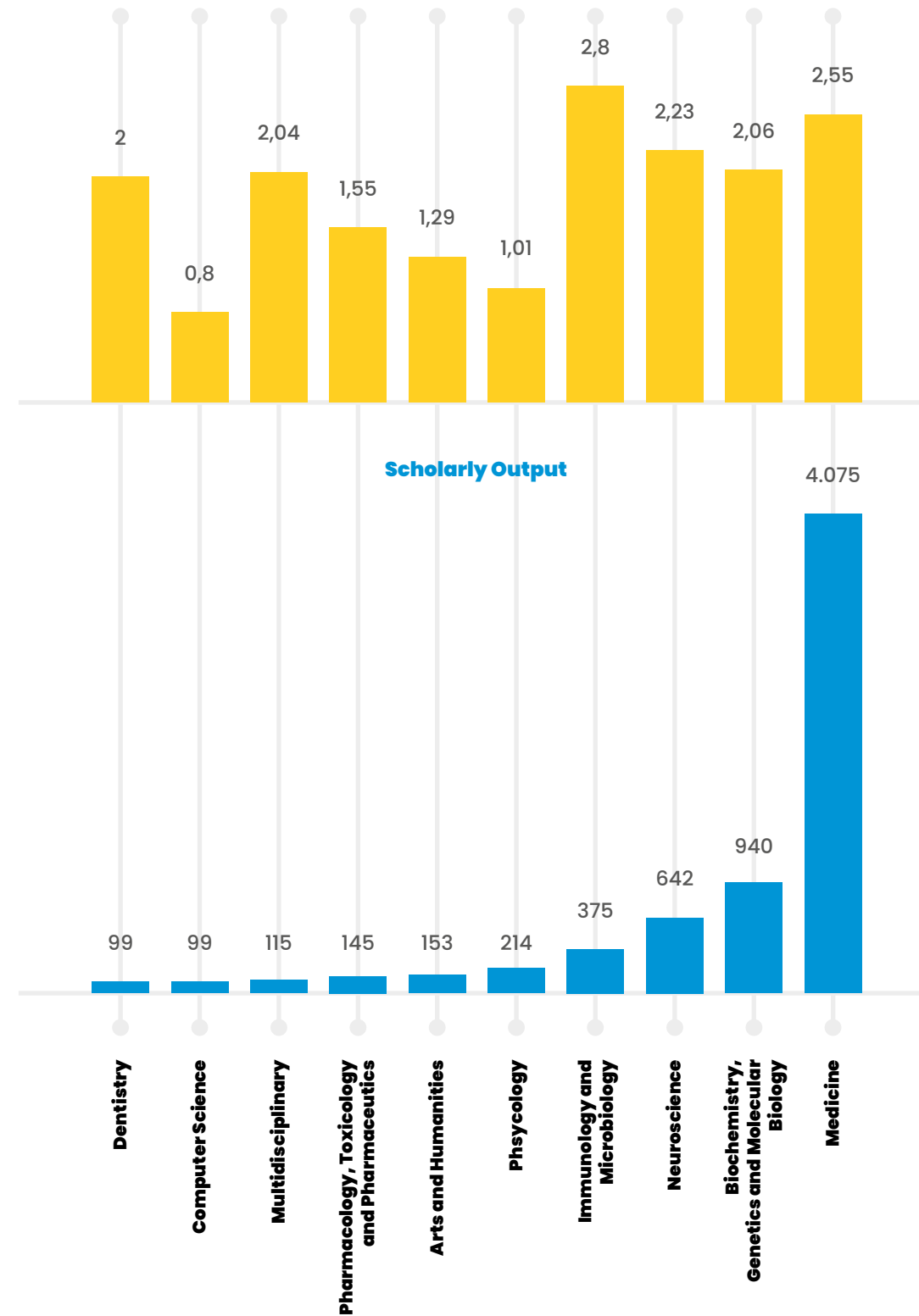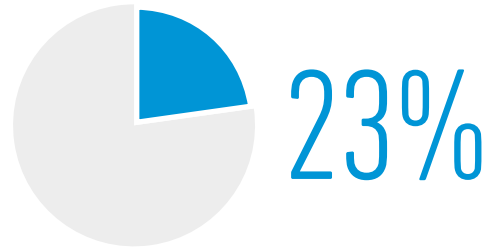Scopus© database

Field-weighted Citation Impact

Scholarly Output

Figure 13
Publications by
Research field
(2018-2022)

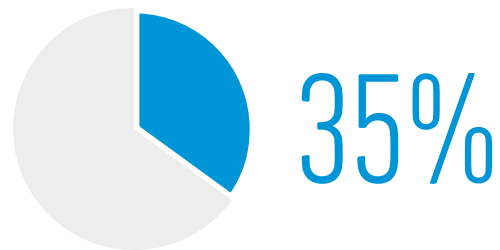Source: Scival
based on the
Scopus© database

**Outputs in
Top Citation
Percentiles**
Publications in top
10% most cited
worldwide

23%

Publications
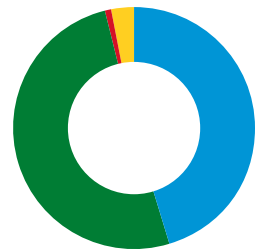of Vita-Salute
San Raffaele
University

Figure 14
Publication output:
national overviews

Source: Scival
based on the
Scopus© database

**Publications
in Top Journal
Percentiles**
Publications in top
10% journals

35%

Publications
of Vita-Salute
San Raffaele
University

Figure 15
International
and national
collaborations:
2018–2022

Metric		Scholarly Output	Citations	Citations per Publication	Field-Weighted Citation Impact
International collaboration	45.5%	3,476	98,236	28.3	3.25
Only national collaboration	50.7%	3,878	51,881	13.4	1.69
Only institutional collaboration	0.9%	72	599	8.3	0.98
Single authorship (no collaboration)	2.9%	220	953	4.3	0.65

The multidisciplinary nature of the University is demonstrated in Figure 16, which shows that research at UniSR focuses not only on pre-clinical and clinical biomedical research but also involves areas such as the humanities, engineering, mathematics, chemistry and physics.
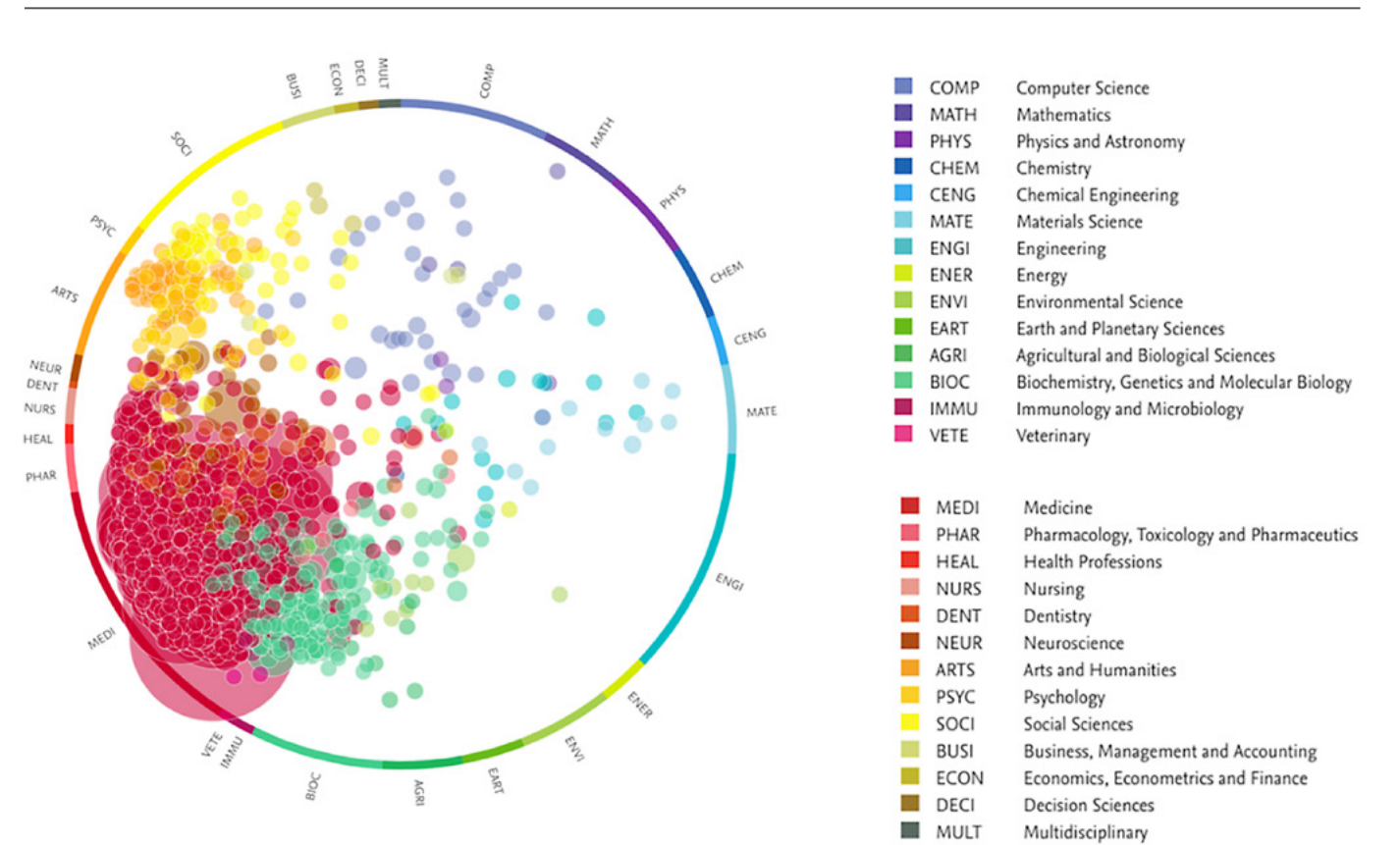

COMP	Computer Science
MATH	Mathematics
PHYS	Physics and Astronomy
CHEM	Chemistry
CENG	Chemical Engineering
MATE	Materials Science
ENGI	Engineering
ENER	Energy
ENVI	Environmental Science
EART	Earth and Planetary Sciences
AGRI	Agricultural and Biological Sciences
BIOC	Biochemistry, Genetics and Molecular Biology
IMMU	Immunology and Microbiology
VETE	Veterinary

MEDI	Medicine
PHAR	Pharmacology, Toxicology and Pharmaceutics
HEAL	Health Professions
NURS	Nursing
DENT	Dentistry
NEUR	Neuroscience
ARTS	Arts and Humanities
PSYC	Psychology
SOCI	Social Sciences
BUSI	Business, Management and Accounting
ECON	Economics, Econometrics and Finance
DECI	Decision Sciences
MULT	Multidisciplinary

Figure 16
Academic output
(2018–2022)

Source: Scival
based on the
Scopus© database
September 2023

5.2 Strategic objectives

In recent years, the European Commission has championed a renewed strategy for universities by defining a more ambitious vision aimed at strengthening and supporting the entire higher education sector in Europe.

The cornerstone of the new European strategy for universities is the recognition of universities as innovative ecosystems, thanks in part to their ability to cooperate with non-academic organisations, including at a transnational level.

Hence the awareness and eagerness on the part of European universities to adopt a holistic approach - integrating all the Missions of Universities and overcoming traditional divisions - that supports the institutional transformation and adopts a culture of excellence in Research and innovation, becoming decisive players in the realisation of the integration between the European Education Area and the European Research Area[9,10].

In this context, with its 2023-2026 Strategic Plan the University intends to continue along the path it has already started, by consolidating the actions undertaken to date and developing a series of initiatives aimed at:

- strengthening UniSR's positioning in the field of Research through strategic investments and partnerships;
- enhancing the Campus' Research support services, with a view to increasing efficiency and specialisation, including through the adoption of systems that facilitate administrative processes and resource upskilling;
- strengthening its presence in Europe and internationally, through both direct participation in international partnerships and the implementation of policy-making and lobbying initiatives;
- making the most of the opportunities still available under the ongoing Italian National Recovery and Resilience Plan, including through better integration between the teaching and technical and administrative components;

9 Commission Communication on a European strategy for universities
https://education.ec.europa.eu/document/commission-communication-on-a-european-strategy-for-universities
10 European Research Area Policy Agenda 2022-2024
https://research-and-innovation.ec.europa.eu/document/download/0c2f5f95-3274-4ab8-9acb-d6673dc238b8_en?filename=ec_rtd_era-policy-agenda-2021.pdf

- contributing to the attractiveness and global competitiveness of the University, as well as to the strategic development of Research, through the consolidation of transnational alliances and the implementation of innovative, interdisciplinary and transdisciplinary initiatives;
- strengthening the dissemination and application of Responsible Research & Innovation (RRI) principles in order to reduce the distance between science and society and to adopt research practices and methods based on transparency, openness, participation, diversity and inclusion;
- promoting up-to-date and continuous training of Researchers and Technical and Administrative support staff in areas such as ethics, research integrity, data management, impact;
- facilitating an effective exchange between Researchers and Technical and Administrative Staff, including through IT tools supporting process management;
- enhancing the provision of support services for PhD educational programmes.

Universities as innovative ecosystems, thanks in part to their ability to cooperate with non-academic organisations, including at a transnational level.

Area	Strategic objectives	Operational Actions	Target	Timing	Student happiness	Internatio-nalization	Digital transformation	Employee well-being	Agenda 2030 objectives
Research — Strategic objectives	Support research and the creation of the Campus Hub	Innovate and diversify research support services	a) Evolution of the organisational model of research support services	By 2026			☑	☑	SDG 3 Good Health and Well-being; SDG 9 Industry, Innovation and Infrastructure; SDG 17 Partnerships for the Goals
		Enhance UniSR Research in the European landscape	b) Enhancement of coaching activities for European programmes	By 2026		☑		☑	
			c) Delivery of an annual course on research strategies and European policies	From 2024		☑		☑	
		Foster innovation projects	d) Participation in at least one innovative project in the field of Open Science, Inclusion and RRI	By 2026		☑			
		Disseminate and promote the application of RRI principles	e) Dissemination of at least one internal tool to support the consolidation of the Open Science and Open Access culture at UniSR	By 2026		☑	☑		
			f) Increase in the number of Open Access publications (compared to the 2022 figure)	By 2026		☑	☑		
			g) Establishment of the Citizen Science Team	By 2024		☑			
			h) Extension of the anti-plagiarism service to degree and postgraduate dissertations and the pre-submission phase for Researchers	By 2025	☑	☑	☑		
	Promote the European University Hospital Alliance (EUHA)	Set up a team to support EUHA initiatives	a) Establishment of a dedicated team	By 2026	☑	☑		☑	SDG 17 Partnerships for the Goals
	Develop the Management of PhD programmes	Develop services to meet the needs of students	a) Review and streamlining of two administrative support processes	By 2025	☑			☑	SDG 4 Quality Education
		Enhancing the provision of services to support the educational programme	b) Expansion of the tutoring service for PhD students	By 2025	☑				
			c) Enhancement of psychological support services for the well-being of PhD students	By 2025	☑				
		Enhance training initiatives for PhD students	d) Offer at least one training initiative per year	From 2024	☑				
		Consolidate programme assessment methods and tools	e) Implementation of a system for assessing the work of supervisors and the progress of the PhD programme (at least one survey per year from 2024)	From 2024	☑				
		Facilitate interchange between different Research areas and between PhD programmes	f) On/Off	By 2026	☑				
		Create a PhD community	g) On/Off	By 2026	☑	☑			

6. Third Mission

Alongside the two fundamental objectives of Teaching and Research, the University pursues a Third Mission/Social Impact, i.e. it strives to foster the promotion and transmission of knowledge in order to contribute to the social, cultural and economic development of Society.

The Third Mission/Social Impact is an institutional responsibility to which each university responds in a different manner depending on its own specificities and functional areas and is defined as the *"the facilities' propensity to openness towards the socio-economic context, exercised through the promotion and transfer of knowledge"*[12].

In its cross-sectoral capacity to mobilise and connect different vocations and parties, the Third Mission/Social Impact represents an opportunity both for the local community and society and for the universities themselves. It is in fact an area of convergence and encounter: between the different vocations and components of the university community (teaching and research staff, technical and administrative staff, student body) and between the universities and their economic and social stakeholders.

The ultimate aim of Universities' Third Mission/Social Impact is to spread knowledge.

This means commitment:
- in the transmission of information verified by the scientific community;
- in the effective and correct communication of science to the public;
- in raising the critical and proactive consciousness of public opinion, through an effort that is primarily cultural;
- in the creation of collaborative relationships that facilitate the application of knowledge developed within universities to generate tangible social impacts;
- in the evolution of the economic fabric of the local community through the transfer of technologies and skills developed within the University;
- in the development of educational programmes aimed at providing the skills and creating the professional/cultural profiles required by the world of production, services and professions.

6.1 Strategic objectives

Within the framework of its 2023-2026 Strategic Plan, and also in view of the context mentioned in the introduction and the increasingly pressing need for universities to intercept the needs of their community in the broadest sense, the University intends to renew its commitment, recognising its role and social responsibility. In particular, the University aims to:

- set up a cross-sectoral working table on the Third Mission/Social Impact;
- introduce a tool for measuring impact;
- revise the organisational model of the Campus' Science Communication activities;
- continue to develop and promote its Public Engagement activities.

The Third Mission/Social Impact represents an opportunity both for the local community and society and for the universities themselves.

Area		Strategic objectives	Operational Actions	Target	Timing	Student happiness	Internatio-nalization	Digital transformation	Employee well-being	Agenda 2030 objectives
Third Mission	Strategic objectives	Launch the Third Mission/Social Impact Worksite	Define UniSR's policy lines regarding the Third Mission/Social Impact	a) Establishment of a working table on the Third Mission/Social Impact	By 2026	☑	☑		☑	SDG 3, 9, 17
		Measure impact	Implement an impact measurement system	a) Implementation of an impact measurement system	By 2026	☑	☑	☑	☑	SDG 3, 8, 9, 16
				b) Establishment of a cross-functional team for the development of third mission activities	By 2026	☑	☑	☑	☑	
		Development and promotion of science communication	Review the organisation of activities and processes related to the Communication of Science	a) Organic reorganisation of the Campus' Science communication activities	By 2026	☑	☑	☑	☑	SDG 3, 17

Third Mission

Area		Strategic objectives	Operational Actions	Target	Timing	Student happiness	Internatio-nalization	Digital transformation	Employee well-being	Agenda 2030 objectives
Strategic objectives		Development and promotion of Public Engagement activities	Participate in dissemination events	a) Participation in at least two new outreach initiatives	By 2026	☑	☑		☑	3 GOOD HEALTH AND WELL-BEING
			Increase involvement and interaction with schools	b) Development of at least two new initiatives for the world of education	By 2026	☑	☑			4 QUALITY EDUCATION
			Participate in health protection initiatives	c) Participation in at least one health protection initiative per year	From 2024	☑	☑		☑	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
			Provide Public Engagement training	d) Delivery of at least one course per year	From 2024	☑	☑		☑	16 PEACE, JUSTICE AND STRONG INSTITUTIONS

7.
Infra-structure and Services

7.1 Strategic objectives

The growth in size of UniSR has led to a general process of expansion and evolution of Campus services and infrastructure for the University.

In actual fact, since 2019, the University has provided, on the one hand, for the expansion of spaces dedicated to classrooms, study, recreation and administrative offices, with a strong focus on the state-of-the-art technologies used, and, on the other hand, for an overall review of the way in which student services are provided, thanks in part to the reorganisation carried out in 2021 and, in particular, the creation of the Student Center and the University Counselling Service.

With the 2023-2026 Strategic Plan, the University intends to continue this process, by consolidating the actions undertaken so far and developing a series of initiatives aimed at:
- ensuring that it supports growth in a sustainable and efficient manner, focusing in particular on its impact on the environment;
- enhancing its services, focusing in particular on activities that accompany the lives and careers of students, their needs and expectations, and their well-being in the broadest sense;
- seizing the opportunities offered by digital technologies by continuing the digitisation of administrative and management processes and by centralising the University's data management.

Area: Infrastructure and Services

Strategic objectives	Operational Actions	Target	Timing	Student happiness	Internatio-nalization	Digital transformation	Employee well-being	Agenda 2030 objectives
Support growth in a sustainable and efficient manner	Expand classrooms and multi-purpose spaces	a) Expansion of the University's physical spaces by at least 5,000 square metres	By 2024	☑		☑	☑	4 QUALITY EDUCATION
	Renovate the Canteen	b) Start-up and consolidation of a new canteen service for the Milano 2 Campus	By 2024	☑			☑	11 SUSTAINABLE CITIES AND COMMUNITIES
Dissemination of UniSR Green initiatives	Ensure separate waste collection and reduced use of plastic at UniSR	a) New water dispensers and separate waste collection islands in line with the expansion of the University's spaces	By 2024	☑			☑	4 QUALITY EDUCATION
	Monitor printing	b) 10% reduction in the number of pages printed compared to the 2022 survey	By 2026	☑		☑	☑	7 AFFORDABLE AND CLEAN ENERGY
	Encourage sustainable mobility	c) Achievement of targets defined in the mobility plan	By 2026	☑			☑	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
		d) Extension of university-home travel analysis to students	By 2026	☑				13 CLIMATE ACTION
	Invest in energy efficiency	e) Relamping of the Cassinella residence	By 2024	☑			☑	
		f) Relamping of the University's Milano 2 Campus	By 2024	☑			☑	
		g) Installation of solar power system at the Cassinella residence	By 2026	☑			☑	
Enhancement of Student Services	Enhance live campus and engagement activities	a) Launch and consolidation of two new live campus initiatives	By 2026	☑	☑			4 QUALITY EDUCATION
	Support student welfare	b) Enhancement of counselling services for students	By 2026	☑				
	Launch the Campus Care project	c) Initiation and consolidation of the process for handling reports and complaints from the student community	By 2024	☑				
	Provide financial aid (DSU)	d) 5% increase in the University Financial Aid fund each year	From 2024	☑				
Digitisation and innovation of administrative processes	Extend the digitisation process to all staff contracts	a) On/Off	By 2026			☑	☑	
	Digitise the non-conformity management process and improvement action reporting	b) On/Off	By 2026			☑	☑	
	Digitise the recruitment/hiring of UniSR personnel	c) On/Off	By 2024			☑	☑	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
	Facilitate digitisation of student career-related processes	d) Digitisation and optimisation of two new processes	By 2026	☑				
	Facilitate system harmonisation and integration	e) On/Off	By 2026			☑	☑	
	Centralise and reorganise University Data management	f) On/Off	By 2026			☑	☑	

Strategic objectives

8.
Human Resources

8.1 Evolution of UniSR personnel 2019–2023

The process of growth and renewal under-taken by UniSR since 2019 has resulted in an expansion in terms of both accommoda-tion capacity and teaching offerings, and has necessitated a review of the organisational structure, which has been accompanied by a significant increase in the number of staff, both Technical and Administrative and aca-demic.

The increase in personnel since 2020 can be summarised as follows: technical and ad-ministrative employees now number 233 (+120% compared to 2019), Professors now number 175 (+40% compared to 2019), and Researchers now number 78 (+66% compa-red to 2019).
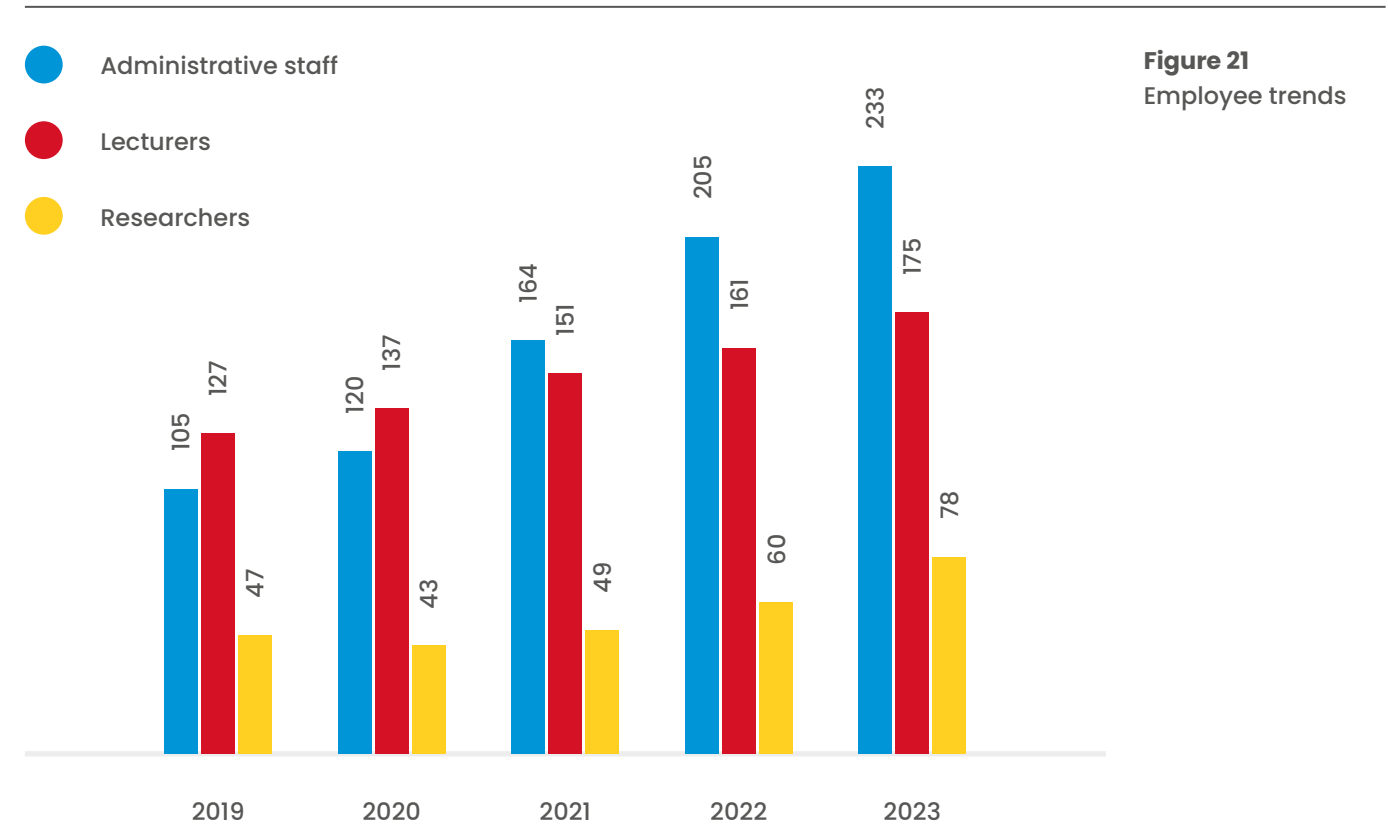
● Administrative staff

● Lecturers

● Researchers

Figure 21
Employee trends

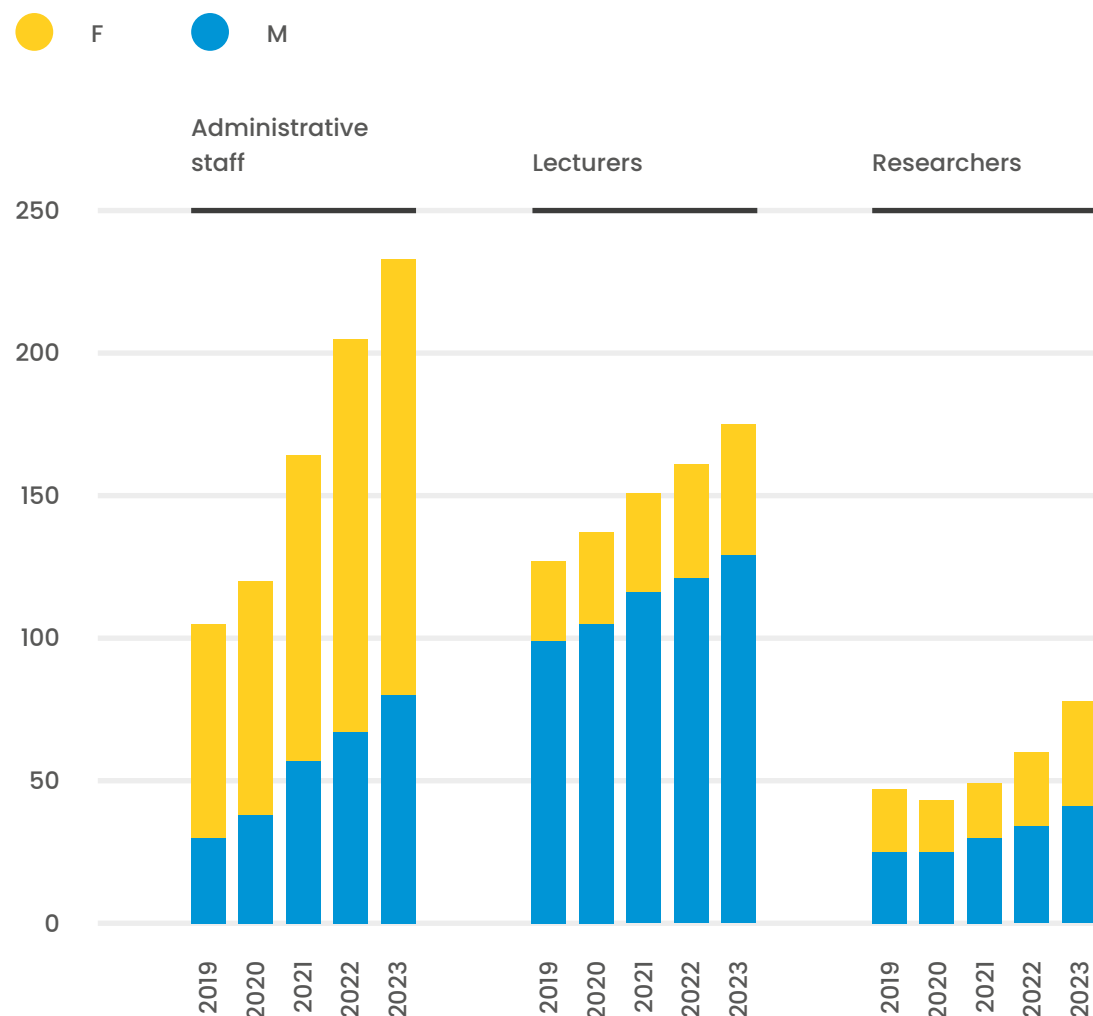|	2019	2020	2021	2022	2023
Administrative staff	105	120	164	205	233
Lecturers	127	137	151	161	175
Researchers	47	43	49	60	78

The average age is 41 years for Technical and Administrative Staff, 57 years for Lecturers, and 39 years for Researchers.

As far as gender distribution is concerned, there is a female majority among Technical and Administrative Staff (74%), a male majority among Professors (66%) and a substantial balance among Research Staff (53% female and 47% male).

Regardless of the recruitment methods used for each of the resource categories as summarised above, UniSR has always applied an approach aimed at promoting the skills and aptitudes of the individual, disregarding, in line with its values, considerations of gender.

8.2 Evolution of personnel – outlook for the three-year period 2023–2026

For the three-year period 2023-2026, UniSR intends to continue consolidating its technical and administrative and academic staff in order to support the growth and continuous improvement of teaching and Research activities.

This objective aims to ensure that the University has the human resources required to meet the ever-growing needs of the University community and to meet the emerging challenges in the field of Higher Education and Research.

More specifically, UniSR has set itself a target for Technical-Administrative Staff of 300 units by the year 2026, in order to ensure adequate support for the student community, Lecturers and Research personnel and to improve the university's operational efficiency, while for academic personnel it is aims to complete the Achievement Plan by the end of 2023 (see section 4.1.4).

UniSR intends to pursue the creation of a stimulating and inclusive working environment for its personnel, while promoting excellence in teaching, Research and Third Mission/Social Impact activities, thus making a significant contribution to the achievement of our institutional mission.

F   M

Figures 22, 23, 24
gender distribution for Technical and Administrative Personnel; gender distribution for Lecturers; gender distribution for Research personnel

UniSR intends to pursue the creation of a stimulating and inclusive working environment for its personnel.

8.3 Strategic objectives regarding employees: develop a people management policy

Organisational Culture
Continuous awareness-raising of all staff in the creation of an increasingly respectful, inclusive and transparent environment, including through the implementation of policies (including GEP) and best practices, and of training initiatives and the updating of current processes and practices with a view to inclusion and fairness.

Community, Communication and listening
Improvement of internal communication at all levels of the institution with the introduction of new HR tools and an HR listening desk;
Improvement in the sense of belonging and support among colleagues.
Dissemination of a feedback culture.

Training
Strengthening of non-compulsory hard and soft training for the development of new skills and to support career paths.
Development of initiatives to support employee engagement.

Merit and growth
Development and dissemination of a culture of merit acknowledgement and promotion, also through the implementation of an MBO system for all technical and administrative staff.
Development of initiatives to identify and develop talent.

Work-life balance
Development of policies and initiatives to support a better work-life balance, also geared towards supporting parenthood.

Figure 25
lines of development in the Human Resources area

As the emergency period has passed and a majority of workers belonging to the Millennials and Gen-Z generations have entered the labour market, companies have started to consider the new needs of employees in the workplace, particularly the meaning of employee welfare and global employee experience and, especially in the post-pandemic period, on the new work-worker relationship.

The younger generations, and others, are now looking for fairness, security (also in terms of financial stability), training/development opportunities, flexibility and work-life balance in the workplace.
Attracting talent for an organisation is therefore no longer merely a matter of salary and benefits.

UniSR Governance has always paid special attention to the welfare of its employees, and for the next three years, also in light of the historical and social moment we are living in and the operational dimensions we have reached, it has decided to make it a strategic priority.

With the aim of giving greater relevance and implementation to employee empowerment, UniSR has in fact decided to address one of the strategic lines of the new 2023-2026 plan to employee welfare.

With this focus on employee welfare, UniSR is committed to creating an environment in which everyone can reach their potential without compromising their personal and family well-being.

At the start of 2023, the University started this process with three initiatives, addressing its Technical and Administrative Staff: the introduction of a Welfare Plan, the formalisation of a learning plan and the implementation of a structured system for comparing and assessing annual performance.

In particular:
· by February 2023, the Welfare Plan had been introduced for all Technical and Administrative Staff with a recognition criterion based on the years of service at UniSR;
· the Training Plan was launched following discussions with the trade unions and in agreement with the heads of the various areas. With a view to a synergy between the initiatives for employees and the development of a thriving internal climate, training also includes all mentorship and awareness-raising actions for staff on issues of inclusion and diversity, also in line with the University's Gender Equality Plan;
· the Performance Management System was progressively introduced, with the aim of developing within UniSR a culture of continuous learning, development and recognition of each individual's merits.

In the wake of this commitment to its employees, UniSR defined 5 guidelines for the development of Human Resources initiatives in the three-year period 2023-2026 aimed at Technical and Administrative Staff and, in part, where applicable, also academic personnel.

With an all-round focus on the employee, all HR policies are intertwined and synergistic with one another, and contribute to creating an employee experience-oriented work environment.

Area	Strategic objectives	Operational Actions	Target	Timing	Student happiness	Internatio-nalization	Digital transformation	Employee well-being	Agenda 2030 objectives
Human Resources	Strategic objectives regarding employees: develop a people management policy	Promote a good work-life balance	Facilitate work-life balance initiatives	a) Implementation of two new initiatives to support work-life balance	By 2026				☑	
		Promote merit and growth	Disseminate and promote a culture of merit	a) Extension of the MBO system to all technical and administrative staff	By 2025				☑	
				b) Training of all personnel on the application of the MBO system	By 2025				☑	3 GOOD HEALTH AND WELL-BEING
		Training and development	Plan and deliver the training plan for employees	a) Provision, for technical and administrative personnel, of a training plan with at least two non-compulsory courses/year for each employee;	From 2024			☑	☑	5 GENDER EQUALITY
				b) Introduction of non-compulsory training for teaching personnel through the provision of at least one course/year	From 2024			☑	☑	8 DECENT WORK AND ECONOMIC GROWTH
		Promote Community, Communication and listening	Promote communication and listening	a) Implementation of 2 initiatives per year	From 2024				☑	
		Disseminate the UniSR organisational culture	Disseminate and nurture an organisational culture in line with UniSR values	a) See the detailed project plan for the 2022-2024 GEP	From 2024	☑			☑	
				b) Development and dissemination of the new GEP plan and corresponding objectives	From 2024	☑			☑	
	Strategic objectives - academic personnel	Promote merit	Define regulations for teaching personnel bonuses	a) Definition of regulations for academic staff bonuses	By 2026	☑			☑	4 QUALITY EDUCATION / 8 DECENT WORK AND ECONOMIC GROWTH

9.
Quality

The UniSR Quality Management System defines the general principles for the continuous improvement of the effectiveness and efficiency of processes and interventions within its three institutional missions.

During the period covered by the 2019-2022 UniSR Strategic Plan, the University prioritised the reorganisation and subsequent deployment of the Quality Management System, focusing mainly on three interventions:
- the review of the operational map of the University's processes (started in 2021 and completed in 2022);
- the review and updating of the body of internal regulations;
- staff training on general topics, the Quality Management System as a whole, and particular topics (specific areas of the QMS in line with the needs of individual areas, individual Departments or Services, individual offices).

The complete review of the operational process map focused on reorganising processes, a classification by mission (Education, Research, Third Mission/Social Impact) criterion. The macro-processes linked to each mission were thus identified and subsequently set out into sub-processes in order to make the connection between daily operations and the mapping carried out and, consequently, the search for the relevant regulatory text, more easily comprehensible and practicable.

For UniSR, the body of internal regulations is an important tool for disseminating and applying all the quality principles that guide the University's work.

Given their purpose, the regulatory documents have been reordered according to a hierarchy that defines the specific function of each document:
- *University regulations*, internal regulatory documents, the purpose of which is to govern a specific field of activity in compliance with the Law, the Statute and the University Regulations, which are subject to ministerial control;
- *Organisational Documents*, internal regulatory documents with a level of detail that is halfway between Regulations and Operating Procedures; they govern aspects common to several processes;
- *Operational Procedures*, internal regulatory documents whose purpose is to describe the activities for the execution of a process (methods of execution, roles and responsibilities, evidence supporting the activities performed);
- *Guidelines*, internal regulatory documents that include recommendations on best practices to be adopted in the performance of an activity.
- *Operating Instructions*, internal regulatory documents containing technical instructions describing ordinary activities within the Offices.

9.1 Strategic objectives

Within the framework of its 2023–2026 Strategic Plan, the University, as an extension of its previous planning, intends to develop a series of initiatives aimed at:

· reorganising internal documentation by implementing a documentary tool for the storage and consultation of all the University's regulatory documents;

· extending the scope of ISO 9001 certification to the new facilities and in particular to the Milano 2 Campus;

· complying with the new "*AVA 3*" accreditation model, in particular through the review of the University's quality governance; the updating of internal regulations; staff training; and the production of self-assessment documents compliant with the AVA3 model.

UniSR's Quality Policy aims to achieve continuous improvement in all areas of its operations, by defining the general principles for improving the quality and effectiveness of teaching processes, research and Third Mission activities and the support services offered.

Area	Strategic objectives	Operational Actions	Target	Timing	Student happiness	Internatio- nalization	Digital transformation	Employee well-being	Agenda 2030 objectives
Quality / Strategic objectives	Establishment of a Documentary system for the University's internal regulations	Implementing an authorisation workflow and document archiving system	a) On/Off	By 2026	☑		☑		
	Extension of ISO 9001 certification	Extending ISO 9001 certification to the Milano 2 Campus	a) Obtaining ISO 9001 certification for the University's Milano 2 Campus	By 2024	☑			☑	
	Adaptation to AVA 3	Ensuring compliance with the AVA3 model	a) Adaptation to the AVA3 accreditation model	By 2026	☑			☑	
	Continuing Education	Delivering Quality Training	a) Delivery of at least two editions of training on quality topics per year	From 2024	☑			☑	

10.
Final recap

Area	Strategic objectives	Operational Actions	Target	Timing	Student happiness	Internatio-nalization	Digital transformation	Employee well-being	Agenda 2030 objectives
Education	Strategic Objectives - the Undergraduate educational offering	Innovation of the methods used to deliver teaching and professional training activities	Enhance the simulation infrastructure — a) Expansion of the Simulation facilities	By 2025	☑	☑	☑		9 INDUSTRY, INNOVATION AND INFRASTRUCTURE / 4 QUALITY EDUCATION
			b) 20% increase in hours of Simulation Lab use for Undergraduate initiatives	By 2025	☑	☑	☑		
			c) At least 70% saturation of the available Simulation Labs hours	By 2025	☑	☑	☑		
			d) Establishment of a dedicated simulation lab management team	By 2024	☑	☑	☑	☑	
			Consolidate and introduce new teaching technologies — e) Identification and testing of at least one new Innovative Teaching technology	By 2026	☑		☑		
			Enhance academic tutoring services — f) Definition of a plan and identification of tools for enhancing the academic tutoring service	By 2024	☑		☑		
			Establish the Digital Education Hub — g) Recruitment of 3 resources dedicated to building the Digital Education Hub	2 HC by 2024, 1 HC by 2025	☑		☑		
			h) Delivery of at least one course per year on Innovative Teaching topics or tools	From 2024	☑		☑	☑	
		Innovation of tools to support educational planning	Introduce digital tools for educational planning — a) Introduction and consolidation of a teaching planning tool (Easy Course)	By 2025	☑		☑	☑	4 QUALITY EDUCATION
			b) Introduction and start-up of at least two new automated systems to streamline planning and delivery	By 2026	☑		☑	☑	
			Extend the use of digital tools to support internships and professional training activities — c) Introduction and start-up of an automated system for planning work internships and professional training activities	By 2025	☑		☑		

Area	Strategic objectives	Operational Actions	Target	Timing	Student happiness	Internatio-nalization	Digital transformation	Employee well-being	Agenda 2030 objectives
Education	Strategic Objectives – the Undergraduate educational offering	Increase international attractiveness	Increase the number of international partnerships	a) Conclusion of at least two new agreements with international partners for joint programmes and/or Double Degrees	By 2026	☑	☑			4 QUALITY EDUCATION / 10 REDUCED INEQUALITIES / 17 PARTNERSHIPS FOR THE GOALS
			b) 10% increase in bilateral agreements compared to 2022	By 2026	☑	☑			
		Increase the number of students participating in mobility schemes	c) 20% increase in outgoing mobility students compared to 2022	By 2026	☑	☑			
			d) 5% increase in the credits awarded for mobility abroad	By 2026	☑	☑			
			e) 10% increase in incoming mobility students compared to 2022	By 2026	☑	☑			
		Increase international promotion and communication activities	f) Participation in two new international trade fairs for the promotion of academic programmes	By 2026	☑	☑			
		Increase the number of foreign students enrolled in UniSR courses	g) 10% increase in foreign nationals taking part in competitive exams for admission to courses delivered in English	By 2026	☑	☑			
		Increase the mobility of Technical and Teaching Staff	h) Launch of the Erasmus programme for Technical and Administrative Staff and Lecturers – mobility of 1 resource per year	From 2025		☑		☑	
	Development of an educational offering capable of responding to contextual needs	Review the organisation of the Medicine and Surgery Master's Degree Course	a) Organisational review	By 2024	☑				4 QUALITY EDUCATION / 17 PARTNERSHIPS FOR THE GOALS
		Develop the Humanities and Social Sciences Cluster	b) Development of the Philosophy and Business Unit	By 2026	☑				
		Establish the Health Informatics Master's Degree Course	c) Establishment of the Master's Degree Course	By 2024	☑	☑	☑		

Education

Area	Strategic objectives	Operational Actions	Target	Timing	Student happiness	Internatio-nalization	Digital transformation	Employee well-being	Agenda 2030 objectives
Strategic Objectives – the Postgraduate educational offering	Improve the educational programme of Residencies/ Postgraduate Schools	Improve the educational programme for Residents/ postgraduate students	a) 20% progressive increase in the number of residents who have the opportunity to spend a period in foreign facilities	By 2026	☑	☑			
			b) Digitisation of at least one administrative process supporting Residencies/ Postgraduate Schools	By 2026	☑		☑	☑	4 QUALITY EDUCATION
			c) Delivery of at least one meeting per year on topics related to the organisation of Residencies/ Postgraduate schools	From 2024	☑			☑	
	Develop the offering of Postgraduate Courses and Master's programmes	Diversify the educational offering	a) 20% annual increase in postgraduate courses delivered and 8% annual increas in Master's programmes delivered	From 2024	☑				
		Increase educational programme internationalisation	b) 20% average annual increase in postgraduate courses delivered in English and approximately 40% average annual increase in Master's programmes	From 2024	☑	☑			
		Adopt a policy of continuous improvement and digital transformation	c) Adoption of a digital education tool in courses and Master's programmes and digitisation of at least one supporting administrative process	By 2026	☑		☑		4 QUALITY EDUCATION
		Favour the synergy with San Donato Group (GSD)	d) Establishment of administrative and management support for initiatives designed in partnership with GSD	From 2024	☑	☑			
		Facilitate relations with enterprises and integration with the labour market	e) Establishment of one new partnership per year as Sponsor or Case Study	From 2024	☑				
Alumni	Enhance the Alumni Community	Extend the UniSR Alumni Community	a) Organisation of two annual events and/or initiatives involving UniSR Alumni	From 2024	☑				17 PARTNERSHIPS FOR THE GOALS

Area	Strategic objectives	Strategic objectives	Operational Actions	Target	Timing	Student happiness	Internatio-nalization	Digital transformation	Employee well-being	Agenda 2030 objectives
Research	Strategic objectives	Support research and the creation of the Campus Hub	Innovate and diversify research support services	a) Evolution of the organisational model of research support services	By 2026			☑	☑	SDG 3 Good Health and Well-being; SDG 9 Industry, Innovation and Infrastructure; SDG 17 Partnerships for the Goals
			Enhance UniSR Research in the European landscape	b) Enhancement of coaching activities for European programmes	By 2026		☑		☑	
				c) Delivery of an annual course on research strategies and European policies	From 2024		☑		☑	
			Foster innovation projects	d) Participation in at least one innovative project in the field of Open Science, Inclusion and RRI	By 2026		☑			
			Disseminate and promote the application of RRI principles	e) Dissemination of at least one internal tool to support the consolidation of the Open Science and Open Access culture at UniSR	By 2026		☑	☑		
				f) Increase in the number of Open Access publications (compared to the 2022 figure)	By 2026		☑	☑		
				g) Establishment of the Citizen Science Team	By 2024		☑			
				h) Extension of the anti-plagiarism service to degree and postgraduate dissertations and the pre-submission phase for Researchers	By 2025	☑	☑	☑		
		Promote the European University Hospital Alliance (EUHA)	Set up a team to support EUHA initiatives	a) Establishment of a dedicated team	By 2026	☑	☑		☑	SDG 17 Partnerships for the Goals
		Develop the Management of PhD programmes	Develop services to meet the needs of students	a) Review and streamlining of two administrative support processes	By 2025	☑			☑	SDG 4 Quality Education
			Enhancing the provision of services to support the educational programme	b) Expansion of the tutoring service for PhD students	By 2025	☑				
				c) Enhancement of psychological support services for the well-being of PhD students	By 2025	☑				
			Enhance training initiatives for PhD students	d) Offer at least one training initiative per year	From 2024	☑				
			Consolidate programme assessment methods and tools	e) Implementation of a system for assessing the work of supervisors and the progress of the PhD programme (at least one survey per year from 2024)	From 2024	☑				
			Facilitate interchange between different Research areas and between PhD programmes	f) On/Off	By 2026	☑				
			Create a PhD community	g) On/Off	By 2026	☑	☑			

Third Mission

Area		Strategic objectives	Operational Actions	Target	Timing	Student happiness	Internatio-nalization	Digital transformation	Employee well-being	Agenda 2030 objectives
Third Mission	Strategic objectives	Launch the Third Mission/Social Impact Worksite	Define UniSR's policy lines regarding the Third Mission/Social Impact	a) Establishment of a working table on the Third Mission/Social Impact	By 2026	☑	☑		☑	3 GOOD HEALTH AND WELL-BEING / 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE / 17 PARTNERSHIPS FOR THE GOALS
		Measure impact	Implement an impact measurement system	a) Implementation of an impact measurement system	By 2026	☑	☑	☑	☑	3 GOOD HEALTH AND WELL-BEING / 8 DECENT WORK AND ECONOMIC GROWTH / 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE / 16 PEACE, JUSTICE AND STRONG INSTITUTIONS
				b) Establishment of a cross-functional team for the development of third mission activities	By 2026	☑	☑	☑	☑	
		Development and promotion of science communication	Review the organisation of activities and processes related to the Communication of Science	a) Organic reorganisation of the Campus' Science communication activities	By 2026	☑	☑	☑	☑	3 GOOD HEALTH AND WELL-BEING / 17 PARTNERSHIPS FOR THE GOALS

Area	Strategic objectives	Strategic objectives	Operational Actions	Target	Timing	Student happiness	Internatio-nalization	Digital transformation	Employee well-being	Agenda 2030 objectives
Third Mission	Strategic objectives	Development and promotion of Public Engagement activities	Participate in dissemination events	a) Participation in at least two new outreach initiatives	By 2026	☑	☑		☑	3 GOOD HEALTH AND WELL-BEING
			Increase involvement and interaction with schools	b) Development of at least two new initiatives for the world of education	By 2026	☑	☑			4 QUALITY EDUCATION
			Participate in health protection initiatives	c) Participation in at least one health protection initiative per year	From 2024	☑	☑		☑	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
			Provide Public Engagement training	d) Delivery of at least one course per year	From 2024	☑	☑		☑	16 PEACE, JUSTICE AND STRONG INSTITUTIONS

Area: Infrastructure and Services

Strategic objectives

Strategic objectives	Operational Actions	Target	Timing	Student happiness	Internatio-nalization	Digital transformation	Employee well-being	Agenda 2030 objectives
Support growth in a sustainable and efficient manner	Expand classrooms and multi-purpose spaces	a) Expansion of the University's physical spaces by at least 5,000 square metres	By 2024	☑		☑	☑	4 QUALITY EDUCATION; 11 SUSTAINABLE CITIES AND COMMUNITIES
	Renovate the Canteen	b) Start-up and consolidation of a new canteen service for the Milano 2 Campus	By 2024	☑			☑	
Dissemination of UniSR Green initiatives	Ensure separate waste collection and reduced use of plastic at UniSR	a) New water dispensers and separate waste collection islands in line with the expansion of the University's spaces	By 2024	☑			☑	4 QUALITY EDUCATION; 7 AFFORDABLE AND CLEAN ENERGY; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION; 13 CLIMATE ACTION
	Monitor printing	b) 10% reduction in the number of pages printed compared to the 2022 survey	By 2026	☑		☑	☑	
	Encourage sustainable mobility	c) Achievement of targets defined in the mobility plan	By 2026	☑			☑	
		d) Extension of university-home travel analysis to students	By 2026	☑				
	Invest in energy efficiency	e) Relamping of the Cassinella residence	By 2024	☑			☑	
		f) Relamping of the University's Milano 2 Campus	By 2024	☑			☑	
		g) Installation of solar power system at the Cassinella residence	By 2026	☑			☑	
Enhancement of Student Services	Enhance live campus and engagement activities	a) Launch and consolidation of two new live campus initiatives	By 2026	☑	☑			4 QUALITY EDUCATION
	Support student welfare	b) Enhancement of counselling services for students	By 2026	☑				
	Launch the Campus Care project	c) Initiation and consolidation of the process for handling reports and complaints from the student community	By 2024	☑				
	Provide financial aid (DSU)	d) 5% increase in the University Financial Aid fund each year	From 2024	☑				
Digitisation and innovation of administrative processes	Extend the digitisation process to all staff contracts	a) On/Off	By 2026			☑	☑	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
	Digitise the non-conformity management process and improvement action reporting	b) On/Off	By 2026			☑	☑	
	Digitise the recruitment/hiring of UniSR personnel	c) On/Off	By 2024			☑	☑	
	Facilitate digitisation of student career-related processes	d) Digitisation and optimisation of two new processes	By 2026	☑				
	Facilitate system harmonisation and integration	e) On/Off	By 2026			☑	☑	
	Centralise and reorganise University Data management	f) On/Off	By 2026			☑	☑	

Human Resources

Area	Strategic objectives	Operational Actions	Target	Timing	Student happiness	Internationalization	Digital transformation	Employee well-being	Agenda 2030 objectives
Human Resources	Strategic objectives regarding employees: develop a people management policy	Promote a good work-life balance	Facilitate work-life balance initiatives	a) Implementation of two new initiatives to support work-life balance	By 2026				☑	
		Promote merit and growth	Disseminate and promote a culture of merit	a) Extension of the MBO system to all technical and administrative staff	By 2025				☑	
				b) Training of all personnel on the application of the MBO system	By 2025				☑	3 GOOD HEALTH AND WELL-BEING
		Training and development	Plan and deliver the training plan for employees	a) Provision, for technical and administrative personnel, of a training plan with at least two non-compulsory courses/year for each employee;	From 2024			☑	☑	5 GENDER EQUALITY
				b) Introduction of non-compulsory training for teaching personnel through the provision of at least one course/year	From 2024			☑	☑	8 DECENT WORK AND ECONOMIC GROWTH
		Promote Community, Communication and listening	Promote communication and listening	a) Implementation of 2 initiatives per year	From 2024				☑	
		Disseminate the UniSR organisational culture	Disseminate and nurture an organisational culture in line with UniSR values	a) See the detailed project plan for the 2022-2024 GEP	From 2024	☑			☑	
				b) Development and dissemination of the new GEP plan and corresponding objectives	From 2024	☑			☑	
	Strategic objectives - academic personnel	Promote merit	Define regulations for teaching personnel bonuses	a) Definition of regulations for academic staff bonuses	By 2026	☑			☑	4 QUALITY EDUCATION; 8 DECENT WORK AND ECONOMIC GROWTH

Area	Strategic objectives	Strategic objectives	Operational Actions	Target
Quality	Strategic objectives	Establishment of a Documentary system for the University's internal regulations	Implementing an authorisation workflow and document archiving system	a) On/Off
		Extension of ISO 9001 certification	Extending ISO 9001 certification to the Milano 2 Campus	a) Obtaining ISO 9001 certification for the University's Milano 2 Campus
		Adaptation to AVA 3	Ensuring compliance with the AVA3 model	a) Adaptation to the AVA3 accreditation model
		Continuing Education	Delivering Quality Training	a) Delivery of at least two editions of training on quality topics per year

Timing	Student happiness	Internatio- nalization	Digital transformation	Employee well-being	Agenda 2030 objectives
By 2026	☑		☑		
By 2024	☑			☑	4 QUALITY EDUCATION
By 2026	☑			☑	
From 2024	☑			☑	