

Six-Year Strategic Plan
of the University of Modena and Reggio Emilia

Innovation for Legacy

Academic Years 2025/26 - 2030/31



UNIMORE
UNIVERSITÀ DEGLI STUDI DI
MODENA E REGGIO EMILIA

Rector's Foreword

The 2025–2031 Six-Year Strategic Plan of the University of Modena and Reggio Emilia sets out the University's overall strategic direction and outlines the decisions through which UniMORE fulfils its public mission within the knowledge system. Building on over **850 years of academic history**, the University takes on the role of a **distinguished and recognisable leader** in society, able to make an impact through research, education, and public engagement on the major scientific, technological, social, and healthcare transformations of our time.

The Plan builds on the Term of Office Programme and represents its systematic and operational implementation. It is the result of a collaborative effort involving numerous colleagues, governing bodies, academic and administrative structures, as well as institutional and regional stakeholders, based on an analysis of the international, national, and local context and a careful assessment of achieved results and challenges to be addressed.

In a context marked by rapid scientific and technological transitions and increasing public responsibilities entrusted to universities, UniMORE directs its choices towards **high-impact research of growing international significance, high-quality, innovative, and inclusive teaching**, and a **structured third mission** capable of generating public value and sustainable development for the regions.

The **"Innovation for Legacy"** Plan highlights UniMORE's identity as a pluralistic public University, rooted in the cities of Modena and Reggio Emilia and fully integrated into the European and international knowledge space. The five Strategic Areas provide a unified reference for governance actions during the planning period.

At the heart of the Plan are **people**: students, academic staff, researchers, and technical-administrative staff, whose development and recognition represent an essential condition for the University's quality. **Sustainability** is adopted as a structural governance criterion across its environmental, social, economic, and infrastructural dimensions,



alongside governance based on transparency, participation, and the informed use of data.

The Plan defines objectives, actions, and indicators in alignment with the Quality Assurance system and identifies Positioning Targets that guide UniMORE's role and visibility within the national and international landscape. Implementation is structured across differentiated time horizons – two-year, three-year, and six-year – in order to combine strategic vision, responsiveness, and accountability in the use of resources.

The Plan supports UniMORE in fulfilling its public mission: educating competent and conscientious individuals, producing high-impact knowledge, and contributing to sustainable development and social cohesion, bridging a centuries-old academic tradition with the demands of the future.

Modena, 12 February 2026



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1. THE SIX-YEAR STRATEGIC PLAN



1. THE SIX-YEAR STRATEGIC PLAN



The University's Strategic Plan serves **as the instrument through which the University defines and makes explicit its medium- and long-term development direction**, linking the relevant context, its institutional mission, **and the strategic choices that guide the University's overall actions**.

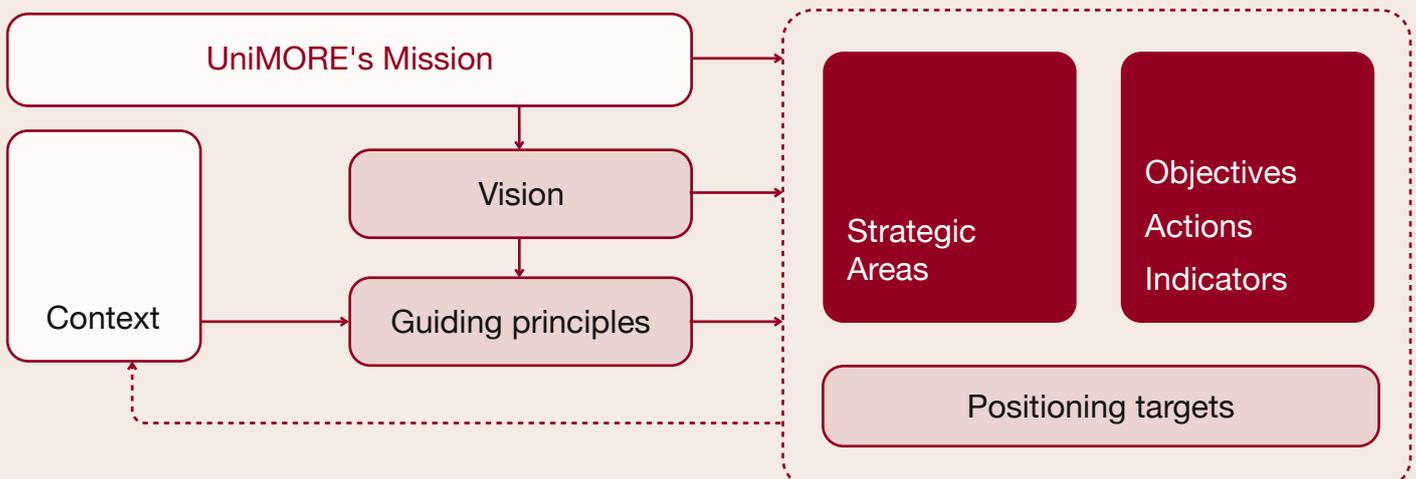
The Six-Year Strategic Plan of the University of Modena and Reggio Emilia provides the **unified framework** for the University's planning and governance for the 2025/26 – 2030/31 academic years. It sets out the overall framework of the University's policies, defining strategic priorities, areas of intervention, and the criteria through which to guide institutional, organisational, and financial decisions.

The Plan is designed as a tool to **integrate strategic vision with implementation**, in alignment with ANVUR guidelines for the Quality Assurance system and the AVA 3 model (Self-assessment, Assessment, Accreditation), as well as with CRUI directives on university planning and governance.

In this perspective, it provides the framework within which priorities are defined, resources are allocated, results are monitored and continuous improvement processes are implemented in teaching, research and third mission activities.

The Plan is based on the University's **Mission** and a structured analysis of the internal and external **context**, recognising how changes in the university system, regional dynamics and scientific and social challenges contribute to guiding the University's strategic choices. From this analysis emerges a shared development **Vision**, which guides UniMORE's positioning within the national and international higher education system and is translated into cross-cutting **Guiding Principles**. On this basis, the Plan identifies the **Strategic Areas** as priority fields of intervention, where teaching, research, the third mission, people policies, sustainability, and governance converge in an integrated manner. For each Strategic Area, **Objectives, Actions, and Indicators** are defined in accordance with the quality cycle established by AVA 3, making explicit the link between strategic direction, implementation, and outcome evaluation.

The Six-Year Strategic Plan is therefore conceived as a **dynamic governance tool**, capable of linking the University's mission, vision, Guiding Principles, areas of intervention, two- and four-year indicators, and three-year Positioning Targets within a coherent and integrated framework, oriented towards institutional responsibility, transparency, and the creation of public value.



1. THE SIX-YEAR STRATEGIC PLAN

The Six-Year Strategic Plan is closely and rigorously linked to the **Integrated Activity and Organisation Plan (PIAO)** and to the University's financial plan, together forming a unified governance system.

During the initial phase of the Rector's six-year term, it will be a priority to ensure full alignment between the Strategic Plan, the PIAO, and the administrative and management organisation, so as to make structures, responsibilities, and processes consistent with the objectives and the Positioning Targets defined in the Plan.

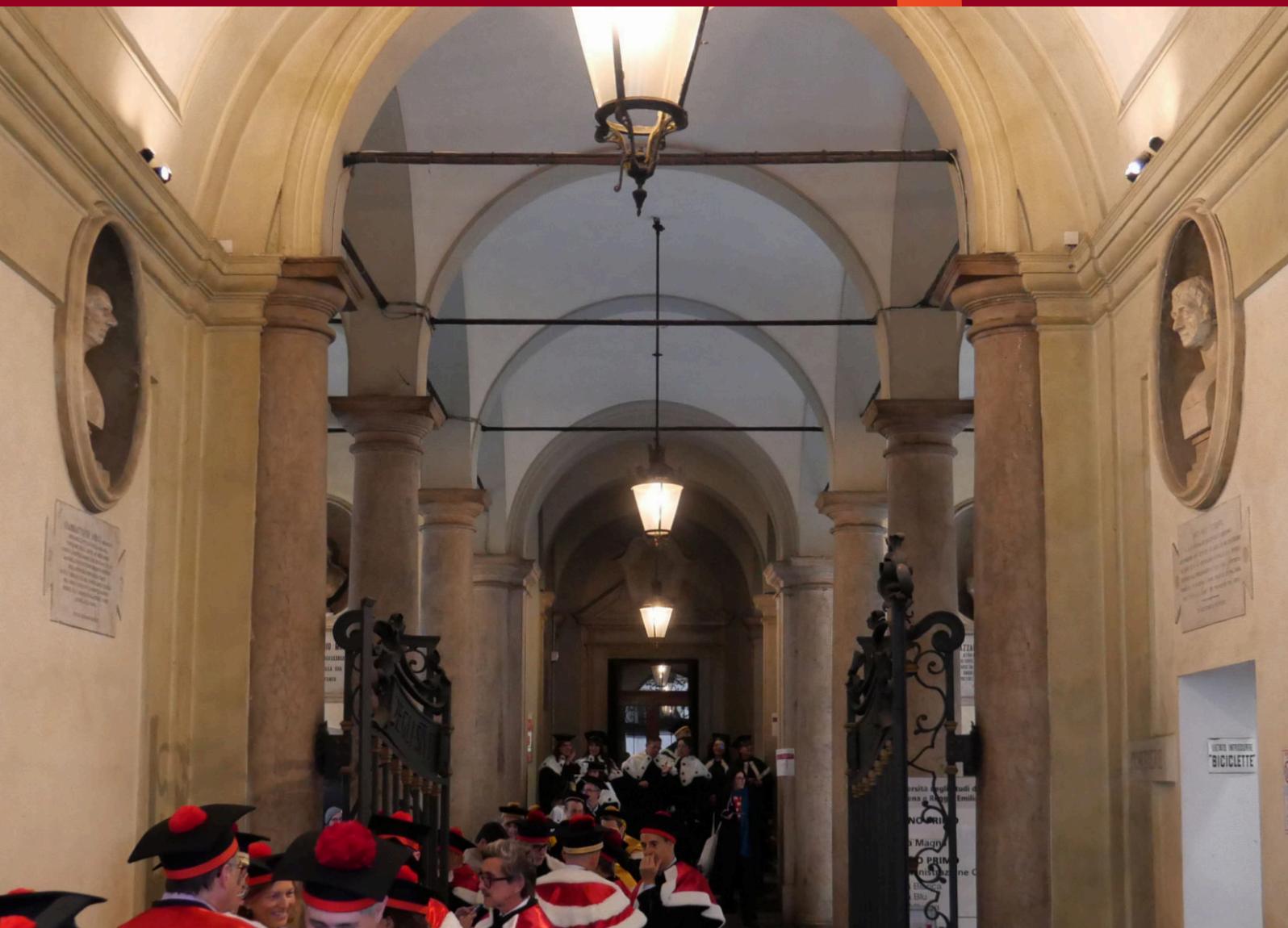
The 2026 Budget already reflects the strategic framework, allocating costs according to the five Strategic Areas to initiate a stable and equitable integration between resource collection and allocation. Organisational alignment is a prerequisite for the implementation of the Plan, while economic and financial planning actions guarantee and formalise the commitment to sustainable growth in the medium to long term.

Through planning, the University will be committed to integrating tools for greater capacity to raise **public and private funding** and to ensuring adequate resources for the achievement of strategic objectives, operating on multiple levels in a consistent and integrated manner. This commitment will also be reflected in a gradual and comprehensive alignment with the annual budget forecasts and final accounts, so that objectives, resource acquisition, and allocation are connected throughout the entire planning and reporting cycle.

The Strategic Plan requires, including through the economic and financial planning process, a commitment to responsibility from governance and the entire academic community to ensure sufficient resources for achieving objectives and the proper timing of organisational priorities. The aim, therefore, is to act simultaneously on multiple managerial levers to **consolidate and strengthen UniMORE's position within the national and international academic system**, and to enhance the attraction of competitive and institutional funding, essential to support research, teaching, and the third mission for the benefit of the region and society.



2. MISSION



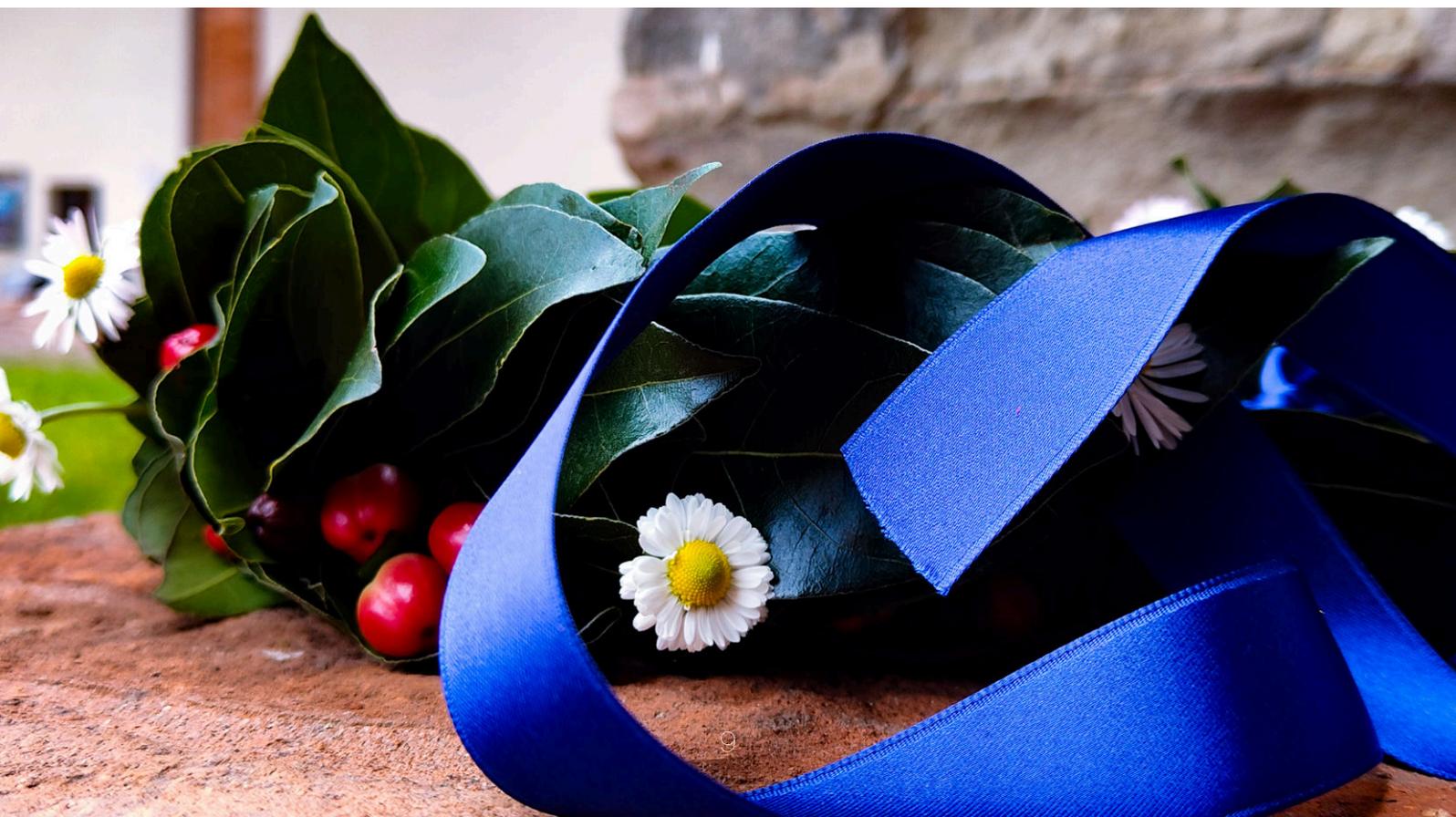
2. MISSION



Within the framework established by Law No. 240 of 30 December 2010, which recognises the University as **an autonomous public institution** responsible for the promotion of knowledge, higher education, and scientific research, the University of Modena and Reggio Emilia preserves and enhances its identity, reaffirming **the value of independence of thought and action** as the foundation of its institutional mission. UniMORE fulfils its public role through the full and integrated exercise of its triple mission: high-quality Research, innovative teaching aimed at educational success, and a Third Mission capable of generating public value for the region, society, and the health-care system, in line with the principles of quality, inclusion, sustainability, and social responsibility that guide the national and European higher education system.

The University's Mission is built on a consolidated identity, encompassing its history, the composition and quality of its academic and technical-administrative staff, infrastructural excellence, the scientific and technological vocation of the region, and the constant dialogue between different fields of knowledge, recognising respect for the principles of peace, protection of fundamental rights, and environmental sustainability as fundamental elements of university action. From this perspective, UniMORE aims to maintain and strengthen its central role within the Italian higher education system as a **large, pluralistic University**, capable of integrating disciplines and synergistically enhancing STEM fields, medical and life sciences, and their dialogue with the humanities and social sciences, thereby contributing to the production of advanced knowledge and the education of conscientious citizens.

The University seeks to play a central role in the cultural, scientific, and civic development of the cities and the wider region in which it operates, promoting sustained collaboration with the public healthcare system and with institutional, public, and private actors in care and research, in order to address contemporary complex challenges in an interdisciplinary and responsible manner.



2. MISSION



UniMORE's Mission is **also expressed through a strong international vocation oriented towards the European space**, based on the conviction that research and education are essential tools to strengthen a sense of belonging to Europe and to support its founding values of democracy, ethics, human rights, and equitable and sustainable development. Within this framework, the University actively participates in European and non-European programmes for basic, applied, and industrial research, as well as initiatives dedicated to advanced education, sustainability, peace, and the development of younger generations.

UniMORE situates its mission within the national ecosystem of research and advanced education, participating responsibly and proactively in the Italian university community, in CRUI (Conference of Italian University Rectors), **in regional networks**, and in partnerships with institutions of longstanding cultural and educational tradition, thereby strengthening systemic capacity and inter-institutional cooperation.

The University recognises its network of campuses as a strategic asset, requiring collaboration, balance, and equity between Modena and Reggio Emilia, and enabling the widespread enhancement of regional resources through the engagement of public and private institutions, foundations, the productive sector, the third sector, and local authorities.

At the heart of UniMORE's mission **is the holistic development of students**, understood as a shared educational process that unfolds through presence, dialogue, and daily engagement in the places of knowledge, and for which the active participation of the entire university community constitutes an essential condition to ensure the quality of the learning experience, individual well-being, and the enrichment of social and cultural life.

Bridging tradition and innovation, UniMORE positions itself as a link between eras and disciplines, a place where the memory of knowledge meets the creative force of research, moving forward consciously into the new millennium with the conviction that only knowledge that is rooted, widespread, and shared can generate lasting progress and public value.



3. VISION



3. VISION



The Six-Year Strategic Plan is based on the Vision outlined in the Term of Office Programme and represents its systemic and operational translation.

The Vision guiding UniMORE's action for the reference period is structured around **three mutually integrated directions**.

Building the future: growth, innovation, and responsibility.

Shaping the future through growth, innovation, and responsibility, strengthening the University's role as a centre for knowledge production, the development of critical thinking, and the response to major scientific, technological, social, and environmental transitions.

Strengthening **reputation** and **international positioning**.

Consolidating the value and excellence of Research, the attractiveness of Teaching and Advanced Education, the quality of Doctoral Programmes, and the University's capacity to operate within global scientific and institutional networks.

Ensuring **well-being and sustainability**

Adopting environmental, economic, social, and organisational sustainability as a structural governance criterion, and fostering an inclusive, participatory academic community attentive to people's quality of life.



3. VISION



This Plan follows the Vision outlined above: a collaborative endeavour of the entire academic and student community to shape the future within a shared space of growth and responsibility, through **impactful research, renewed teaching, and continuous synergy with the region and its stakeholders.**

UniMORE will be a University oriented towards polytechnic and scientific culture, STEM disciplines, the life sciences, and the humanities and social sciences, capable of generating knowledge and critical thinking, and of preparing new generations to face the challenges of this century with deep expertise. Continuing a nearly millennium-long tradition, the University will respond proactively to global transformations, educating graduates who are autonomous, open to change, and conscious of the value of interdisciplinarity.

The Strategic Plan will set out objectives and actions **strongly aligned with the University's identity, aimed at consolidating UniMORE's reputation and positioning at the national and international level,** as a University that engages and collaborates with the wider world while upholding quality, ethics, and scientific responsibility. The University will strengthen its participation in European and global networks, support new generations of scholars, and consolidate its role in contemporary society. This entails expanding the international scope of research and education, enhancing areas of excellence, and promoting an innovative and inclusive offer capable of fostering dialogue and **revitalising university cities,** centred on teaching and research hubs, technology parks, museums and hospitals, libraries, sports facilities, and the social life spaces of the student and academic community.

All of this will be possible only by **ensuring people's well-being and sustainability** as pillars of decision-making, placing the welfare of students and staff at the centre, and orienting choices towards environmental, social, economic, and building sustainability.

UniMORE will be a modern, innovative, and technologically advanced University, capable of nurturing talent and fostering a learning and working environment founded on respect, collaboration, and quality of life.



4. CONTEXT



UniMORE's Six-Year Strategic Plan is set within a context of profound and interconnected transformations affecting the university system at global, European, and national levels. These dynamics impact the production and transmission of knowledge, the education of new generations, and the economic, organisational, and environmental sustainability of universities.

A critical analysis of the context therefore constitutes a preliminary condition and an analytical foundation to support strategic choices, ensuring they are informed, proactive, and strengthen the University's capacity to reposition itself over the medium and long term.

The international and national context

At the global level, the student population engaged in educational activities has reached approximately 264 million, of whom 6.9 million participate in international mobility programmes. Over the past twenty years, the gender balance has also shifted, with a predominance of female students (137 million in 2023 compared with 49 million in 2000).

At the international level, total gross expenditure on Research and Development (R&D) currently accounts for 3.45% of the United States' GDP, 2.13% of the European Union's (EU27) GDP, and 1.31% of Italy's, compared with significantly higher values in several EU countries (for example, 3.10% in Germany, 2.98% in Denmark, and 2.19% in France). Within the OECD area, the growth rate of government expenditure across key sectors has varied considerably: taking 1991 as the base year (index = 1), funding for universities has reached an index of 2, for medical and health research 2.8, for Energy and Environment 2.3, and for Defence 1.4.

These dynamics, together with major geopolitical, environmental, and economic transitions, are profoundly reshaping patterns of collaboration, academic cooperation, and international mobility, linked both to research and education.

World and European Scenario Context indicators	Value (€)	Year	Source
Enrolled students worldwide	264 million	2023	Unesco, 2025
Share of international mobility	6.9 million	2023	Unesco, 2025
GERD (% of GDP) – EU27	2.24%	2024	Eurostat, R&D Expenditure 2025
GERD (% of GDP) – ITALY	1.38%	2024	Eurostat, R&D Expenditure 2025
OECD - Government R&D Budget	2, (1991=1)	2023	OECD, 2025
Enrolled students – EU 27	17.8 million	2022	EU - Higher Education, Monitor 2025
International mobility – EU27 (% graduates)**	10.9%	2022	Unesco, 2025
EU27 – GERD on R&S (values in €)	403.1 billion	2024	Eurostat, News, 2025
EU27 - Government Sector R&D Expenditure	43.5 billion	2024	Eurostat, 2025***
EU27 – Higher Education Sector R&D Expenditure	83.2 billion	2024	Eurostat, 2025**

* Gross Domestic Expenditure on R&D ** Share of graduates with a degree or >15 ECTS in international mobility within the EU27
 *** GERD by Sector of Performance

4. CONTEXT



Within the **European context**, European Union policies strengthen the role of universities as central actors in the European Research and Higher Education Area. Programmes such as Horizon Europe, Erasmus+, European university alliances, and initiatives on Open Science and research evaluation are redefining standards, priorities, and modes of cooperation. Expenditure on Research and Development exceeded €403 billion in 2024, compared with €389.2 billion in 2023, with the highest intensity of spending recorded in Sweden, Belgium, and Austria, followed by Germany and Denmark, all allocating at least 3% of GDP to R&D (Eurostat, News, 2025).

In this international background, the Italian university system operates within an economic, political, and social context marked by structural trends that create critical pressure on its growth and development, also due to the considerable dimensional and competitive heterogeneity of public universities.

The following is a description, albeit briefly, of the **main critical structural context conditions**.

The **Ordinary State Funding for Universities (FFO)** has experienced fluctuating trends, with a nominal increase of nearly €2 billion compared with 2009, but a real decrease of 5.36% due to inflation, and cycles of severe resource contraction that have forced universities to slow down their institutional activities (Nobili, Turri, 2025).

In the 2024/25 academic year, **more than 2 million students were enrolled in the national university system**,

of whom 1.695 million attended conventional universities, with virtually no change observed over the preceding three years. This trend is all the more concerning in light of negative demographic prospects: the total growth rate has been in negative territory since 2014 (Istat, DemoStat), with the share of the population aged 0–14 declining to 11.9% (from 13.9% in 2014) and the old-age index surpassing 200 points (207.7) in 2025.

Online universities have recorded significant growth, rising from over 29,000 enrolled students in 2009/10 to 309,368 in 2024/25. This trend reflects the evolution of teaching models, the growing demand for flexibility, the expansion of the working student population, and the economic constraints associated with studying away from home.

In Italy, **international students** enrolled—after a 19.1% increase in the 2022/23 academic year compared with the previous year, followed by more moderate growth rates in subsequent academic years—number 110,566 in 2024/25, out of a total population of over 2 million students accessing the Italian public and private tertiary education system, highlighting the country's limited attractiveness. Only five universities—Università di Bologna, Politecnico di Milano, Politecnico di Torino, Università di Padova and Sapienza Università di Roma—account for 34% of the entire international student population enrolled in Italian degree programmes.

Within the national landscape, universities are increasingly engaged in a more thorough analysis of



the **employability of graduates**, so as to ensure their access to career opportunities aligned with their field of study and to help contain the phenomenon of *brain drain*, which continues to affect a significant share of highly qualified young people. According to the most recent surveys conducted by AlmaLaurea, a non-negligible proportion of Italian graduates are employed abroad in the first years following graduation, with figures that, in some disciplinary cohorts, exceed 5% five years after obtaining their degree. Among the most frequently cited causes are the limited wage growth in the national labour market and the difficulty in accessing structured career pathways, factors that particularly affect younger generations. Persistent gender disparities, affecting both educational choices and employment conditions, further compound this situation.

Particular attention must be paid to **employment conditions and gender equality**. The *2026 AlmaLaurea Gender Report* shows that, five years after graduation, the average wage gap is around **16.8% in favour of men**, with even wider disparities in STEM disciplines; the pay gap increases further for those with children, exceeding **20%** in several cases, confirming the persistence of a structural penalty affecting women's career trajectories. These findings highlight the need for university and national policies focused on enhancing human capital, promoting equity, and creating competitive professional conditions within the European and international context.

Academic and research staff dedicated to the institutional missions of Research, Teaching, Third Mission, and Social Impact in Italian public and private universities have undergone a profound transformation in their composition, following the introduction of new fixed-term contract types, including Tenure Track positions. In 2015, the 50,354 tenured faculty and researchers accounted for 73.5% of the total; by 2024, this number had decreased to 49,812, representing 55.5%, alongside 32,968 postdoctoral fellows and fixed-term researchers under letter a) contracts, and 7,006 Tenure Track researchers. This inevitably calls for reflection on the strategic, organisational, and managerial impact of such a transformation, particularly in the absence of growth in public funding and following the conclusion of specific and extraordinary support measures, such as those provided by the National Recovery and Resilience Plan (PNRR).

The **PNRR** has provided substantial funding for research and technology transfer, fostering significant dynamism within the system and enabling the recruitment of around 12,000 new researchers, with a positive impact on the rejuvenation of the academic workforce. It has now become necessary to identify alternative and complementary funding sources to consolidate the achievements attained and retain the human capital developed in the post-pandemic period.

Despite a structural framework marked by significant challenges, there are also **positive developments that can be leveraged as opportunities for growth**.

The **new recruitment models** for early-career researchers, following a period of regulatory uncertainty, now provide universities with more stable tools for medium-term planning. At the same time, ongoing reforms promoted by the Ministry of University and Research, particularly regarding the governance system and the National Scientific Qualification (Abilitazione Scientifica Nazionale), may help universities act more promptly and efficiently, strengthening autonomy in managing human capital and reducing organisational rigidity.

Interventions are also planned regarding the composition of the Ordinary State Funding for Universities (FFO), with greater emphasis on the projecting and strategic capacities of institutions, while policies supporting the right to education, inclusion, and the enhancement of university housing continue to be consolidated.

The experience of the PNRR has promoted the development of national and international collaborative networks among universities, institutions, and enterprises, generating relational and organisational capital that can be leveraged in the next cycle of European programming. In this perspective, the European Commission's proposal for the 2028–2034 Framework Programme, with an allocation of €175 billion—up from the current €95.5 billion—opens up opportunities for further competitive growth, albeit in a more selective environment, where achievements in recent years can provide a solid foundation for accessing new resources.

Finally, from a **regional territorial perspective**, where four generalist universities are located, the advantageous positioning of UniMORE is evident. Indeed, it operates in a territory characterised by a strong productive vocation, vibrant cultural activities and initiatives, and high-quality health-care, supported by an extensive network of institutions, enterprises, public bodies, and third-sector organisations engaged in economic, social, and environmental sustainability. UniMORE's centrality in the Regional plans is clear, both geographically—operating across the provinces of Modena and Reggio Emilia—and due to its close connection with the thriving local economy, where small, medium, and large enterprises combine innovation and tradition to produce high-quality goods, largely oriented towards international export. The relationship with the territory represents a distinctive element of the University's identity and a strategic lever for co-generating Public Value, supporting the well-being of current and future generations, with governance attentive to the balance between campuses, the sustainability of infrastructure, and the quality of services.



UniMORE in the international and national context

The University of Modena and Reggio Emilia, which celebrated its 850th anniversary in 2025, is ranked by CENSIS among the Large Italian Universities (20,000–40,000 students).

The University is organised into 13 Departments and approximately 25 research and service centres, and comprises nearly 1,000 academic staff and researchers, over 1,500 postdoctoral fellows and research grant holders, and more than 700 technical and administrative staff. It hosts approximately 27,000 students across 96 degree programmes, as well as over 2,000 PhD students and postgraduate trainees.

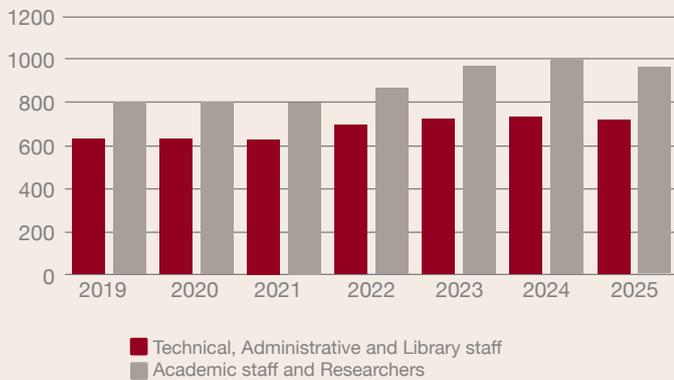
UniMORE is not immune to the structural challenges highlighted in the analysis of the national context. Over the past three years, it has experienced fluctuations in the main components of the Ordinary State Funding for Universities (FFO) that have not always aligned with the national average, particularly regarding the standard cost share and the historical share, only partially offset by the outcomes achieved in the performance-based share, enhanced by recruitment policies.

The **number of academic staff and researchers has grown at a steady pace in recent years**, with an increase in full professors (+5.0%) and associate professors (+10.6%), alongside a 10.9% reduction in tenured and tenure-track researchers, as well as a significant decline in type A fixed-term researchers. This trend has led to higher salary costs without a corresponding increase in technical and administrative staff, resulting in a lower ratio of administrative support to academic staff. Addressing this imbalance requires organisational restructuring and an acceleration of digitalisation processes as a lever for greater efficiency.

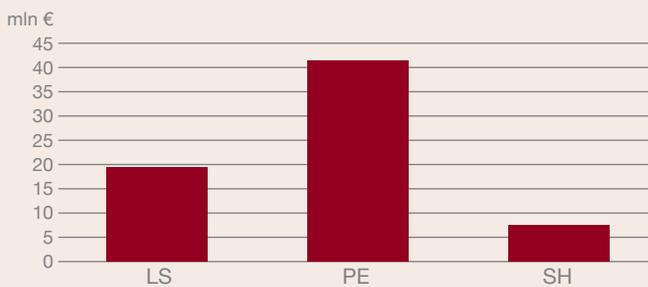
UniMORE	a.y. 2024/2025	UniMORE	a.y. 2024/2025
Departments	13	Enrolled students	approx. 26,800
Service centres	6	Newly enrolled students	8,704
Interdepartmental centres	1	Graduates	approx. 5,600
Academic staff and researchers	983	PhD students	approx. 600
Technical and administrative staff	720	Postgraduate trainees	approx. 1,500
Contract research fellows	approx. 1,500	Degree Programmes	96

(UNIMORE)

Academic staff and Researchers, Technical and Administrative staff



Competitive National and International Funding (2023–25)



The trend analysis reveals elements of concern, particularly when compared with regional and national universities of similar size and performance. A significant factor is **the decline in enrolments starting from the 2021/22 academic year**, with signs of a slight recovery in 2023/24. The presence of international students, although increasing (from 764 in 2019/20 to 863 in 2024/25), remains limited compared with the national average, as does short-term student mobility. However, the **employment rate of UniMORE graduates remains high**, exceeding 88% for second-level degree programmes (AlmaLaurea, 2024 Survey), with overall satisfaction levels notably positive.

The combined impact of declining enrolments and FFO dynamics has affected the University’s economic and financial sustainability indicators, in particular the Personnel Cost Incidence (ISP) and the Economic-Financial Sustainability Index (ISEF), which are key parameters for resource planning.

It should also be noted that the **delay in the initiation of certain building projects**—

whose completion will improve study and work conditions in some departments, enhance access to classrooms and study areas, and expand accommodation capacity for off-campus, international students and visiting professors—remains a factor to consider. Building investments are substantial in Modena, Carpi, and Reggio Emilia, also benefiting from significant support from local institutions and foundations.

On the research front, UniMORE demonstrates activity consistent with its pluralistic nature, with a strong focus on STEM and biomedical disciplines and recognised areas of excellence. Funding secured through competitive national projects (FIS 1–2, FISA, PRIN 2022) and international initiatives (Horizon Europe and others) demonstrates a well-established project development capability.

Over the 2023–2025 period, funding is distributed across the LS, PE, and SH areas, with particular emphasis on information and industrial engineering, life sciences, and physical–mathematical sciences.

Through the PNRR, UniMORE secured funding exceeding €55 million, participating in three National Centres (Biodiversity, Sustainable Mobility, Gene and RNA Therapy), several Extended Partnership Projects, and other initiatives, thereby strengthening its research infrastructure. The PNRR has also facilitated the recruitment of new researchers and the growth in the number of PhD students, with positive effects on the University’s standing in the performance-based FFO share.

4. CONTEXT



Students at UniMORE

A.Y.	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Enrolled	26799	27565	26844	25758	25580	25851
International Students	764	713	671	673	768	863
Graduates	5129	5183	5531	5598	5725	5867

Source: MUR

Sustainability indices

Sustainability Indicators	2019	2020	2021	2022	2023	2024	2025*
ISP (Personnel Expense Indicator)	65.14%	61.35%	58.41%	61.42%	61.29%	66.12%	73.63%
ISEF (Economic-Financial Sustainability Indicator)	1.24	1.32	1.39	1.32	1.32	1.22	1.09

Source: Budget 2026, UniMORE (*Provisional Budget 2025)

Funding for National and International Competitive Projects

CUN (National University Council) area (coordinator/PI)	National (FIS 1-2, FISA)	National (PRIN 2022)	International Projects
LS	€4,902,781.25	€5,965,524.00	€6,029,645.49
PE	€15,587,748.07	€6,657,712.00	€17,852,497.96
SH	€2,009,957.95	€3,272,356.00	€1,147,779.44
Total	€22,500,487.27	€15,895,592.00	€25,029,922.89

Area (coordinator/PI)	2023	2024	2025	2023-25
LS (medicine)	€6,051,696.90	€1,951,801.08	€4,148,172.03	€12,151,670.01
LS (Life Sciences)	€3,054,385.85	€540,715.33	€3,266,620.69	€6,861,721.87
PE (chemistry - geological sciences)	€1,275,316.83	€311,907.28	€3,388,950.47	€4,976,174.58
PE (physical - mathematical sciences)	€4,627,665.04	€2,274,757.73	€1,506,717.00	€8,409,139.77
PE (industrial engineering)	€3,828,705.30	€6,058,398.73	€736,014.67	€10,623,118.70
PE (information and communication engineering)	€5,649,850.87	€4,892,616.60	€6,154,487.01	€16,696,954.48
SH (social sciences and humanities - economics and law)	€1,167,069.00			€1,167,069.00
SH (psychological sciences)	€539,185.00		€1,534,863.00	€2,074,048.00
SH (social sciences)	€145,670.00	€80,778.00	€2,009,957.95	€2,236,405.95
SH (humanities)	€1,459,646.20	€33,040.00	€693,102.24	€2,185,788.44

Source: University

UniMORE ranking according to QS WUR 2023-2026

Year	Rank Range	Ranking in Italy	Academic Reputation	Citations per Capita	International Students
2022	701-770	22	8.8	61.6	5.4
2023	801-1000	29	8.3	47.8	4.2
2024	641-650	20	8.7	50.3	3.8
2025	721-730	23	8.6	49.7	3.5
2026	801-850	27	12.3	56.7	7.5

(Processing by the University Library Office)

The effort invested in research projects and in co-funding PhD students has been substantial, thanks in large part to the significant contribution of the Fondazione di Modena and the support of the local economic and institutional fabric.

The **outlook is positive in terms of funding, growth in publications, and international visibility of specific laboratories and research groups.** However, its position in international rankings has experienced fluctuations. The THE Ranking places UniMORE in the 501–600 band for 2025 and 2026, compared with the 401–500 band in the 2020–2024 period. In the QS World University Rankings (WUR) 2026, improvements are observed in Academic Reputation and citations per capita, although the overall ranking band has worsened.

In **Third Mission activities and technology transfer, UniMORE continues to demonstrate strong performance**, with a high capacity to attract resources and well-established relationships with the regional industrial and healthcare sectors. The Emilia-Romagna Region, through PR-FESR Action 1.1. allocated €6.4 million to interdepartmental centres accredited within the High Technology Network, particularly in the fields of industrial and information engineering, life sciences, and the humanities, in collaboration with the cultural and creative industries.

However, there remains a need to strengthen the capitalization of Public Engagement activities and to further enhance the University's cultural and museum assets, increasing their visibility and recognition. A similar need concerns the cross-cutting **internationalisation** of institutional missions, with a focus on increasing international student enrolment, achieving greater success in European calls, and consolidating scientific networks.

UniMORE has received periodic accreditation as a top-tier (Class A) University, confirming the quality of its three institutional missions and its overall organisation. The ANVUR recommendations highlight areas for improvement in governance flexibility, digitalisation, management control, and the strengthening of external communication.

The University has a strong territorial presence, with over 60 sites across the provinces of Modena and Reggio Emilia, and additional locations in Mantua, Mirandola, and Sassuolo. Recent investments include the Parco Innovazione – Tecnopolo ex Reggiane, the redevelopment of the former Seminary and the San Lazzaro Campus in Reggio Emilia, the consolidation of the Scientific Campus and Technology Park in Modena, and the new Tecnopolo in Carpi. Ministerial and regional funding has been allocated to the Automotive Academy, also in collaboration with MUNER (Motor-Valley University Emilia Romagna), and to the UniMORE AI Centre. Over the years, the University's presence and collaboration have been strengthened in laboratories and animal facilities at the Policlinico di Modena, Baggiovara, and in activities with the IRCCS of Reggio Emilia. Collaboration with the Fondazione Reggio Children is well established, and coordination with the Fondazione Universitaria Marco Biagi is close. These infrastructures are complemented by investments in student housing, study areas, sports facilities, and the integration project of the AGO hub with the University museums.

The international and national context, together with the University's profile, form **the foundation for the strategic choices outlined in this Plan**, guiding the Strategic Areas of Intervention and the Guiding Principles over the medium and long term.

5. GUIDING PRINCIPLES



5. GUIDING PRINCIPLES



The guiding principles of the Strategic Plan stem from the University's development vision and from the analysis of the internal and external context in which UniMORE operates, translating strategic directions into shared value-based references.

They provide the framework of consistency within which the University's governance decisions are made and serve as a stable reference point for the planning, implementation, and monitoring of policies and activities, in line with the Quality Assurance cycle established by the AVA 3 model.

The five Guiding Principles steer the identification of strategic areas, the definition of objectives and actions, and the evaluation of results, helping to ensure coherence of direction, institutional responsibility, and continuous improvement over time.

P1 Culture of Excellence and UniMORE Identity

Promoting a culture of excellence and continuous improvement, supporting the distinctive features of the University, and encouraging multidisciplinary synergies and international connections to enhance UNIMORE authoritative positioning and recognition.

P4 Wellbeing of students and staff within the UniMORE community

Promote wellbeing, the quality of university life, and a sense of belonging to the community, recognising students and staff and fostering inclusion, participation, and social cohesion.

P2 Innovation and streamlining of processes and organisation

Supporting scientific, technological, educational, and organisational innovation, with attention to simplification, digitalisation, and the effectiveness and efficiency of all university processes.

P5 Equity, inclusion, diversity, and responsible sustainability

Ensuring equity, inclusion, and the enhancement of diversity across all areas of institutional activity, guiding the University's decisions towards responsible economic, social, and environmental sustainability.

P3 Synergistic growth with the territory and creation of public value

Strengthening relations with the territory and society, promoting structured collaboration with institutions, the productive sector, and civil society, in order to contribute to economic, social, and cultural development and the generation of public value.

6. STRATEGIC AREAS



6. STRATEGIC AREAS

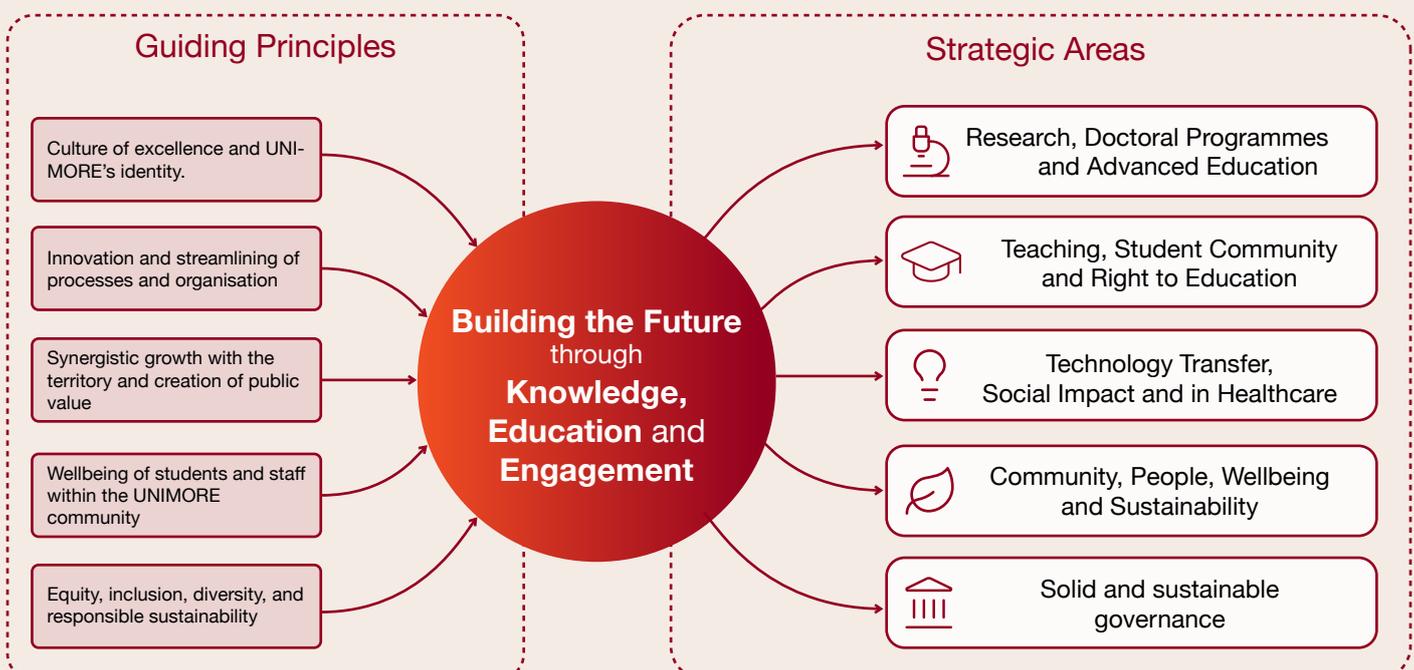


The Strategic Areas of the Plan represent a defining choice, reflecting an integrated vision of the University and its role in the contemporary context. They go beyond a separate-mission perspective and propose a cross-cutting approach, in which teaching, research, and third mission mutually reinforce one another, people are placed at the centre, and the organisation plays a key role in ensuring the effectiveness, quality, and sustainability of the University's activities.

From this perspective, the five Strategic Areas do not replicate traditional planning frameworks, but rather define a structure oriented towards impact, public responsibility, and the capacity to generate value over time.

The starting point is **Research, Doctoral Programmes, and Advanced Education** (*Strategic Area 1*), understood not only as centres of knowledge production but also as drivers of cultural, scientific, economic, and social development. They form the foundation of the University's national and international positioning, through the consolidation of areas of excellence and support for emerging and interdisciplinary fields. The quality of research and academic expertise is an essential prerequisite for modern teaching and for educating students capable of critical thinking and a forward-looking perspective.

The centrality of **education and the student body** (*Strategic Area 2*) translates into a systematic commitment to the quality of the educational offer, the right to education, and full integration within the University community. Research and teaching are harmonised with openness to the outside world, through **technology transfer, public engagement** and structured dialogue with a qualified network of stakeholders, including the healthcare system (*Strategic Area 3*).



The University thus positions itself as a responsible actor in the creation of public value, making a tangible contribution to policies on employment, health, and regional development. Complementing this integrated vision, the Plan identifies a Strategic Area dedicated **to the Community, People, and Sustainability** (*Strategic Area 4*), adopting in a unified manner the organisational, environmental, infrastructural, and socio-economic dimensions as essential factors for the well-being of the University community and responsibility towards future generations. Another Strategic Area is dedicated **to Governance, Resources, and Technologies** (*Strategic Area 5*), including efforts in internationalisation and communication, understood as strategic levers to ensure coherence of decisions, implementation capacity, transparency, and continuous improvement over time.

Strategic Areas

A1. Research, Doctoral Programmes and Advanced Education

Promoting research of excellence, ethical standards, and high impact; support Doctoral Programmes and Advanced Education as strategic levers for scientific, technological, and cultural development, thereby strengthening the University's national and international positioning.

A2. Teaching, Student Community and Right to Education

Strengthening high-quality, innovative, and inclusive teaching, centred on students; promote the Right to Education, guidance, and academic success, fostering participation, wellbeing, and full integration within the University community.

A3. Technology Transfer, Social Impact and in Healthcare

Developing an integrated system of Third Mission activities and technology transfer, enhancing the University's social impact and collaboration with the healthcare sector, institutions, and the local territory.

A4. Community, People, Wellbeing and Sustainability

Enhancing the people who make up the academic community, promoting wellbeing, inclusion, and sustainability, with particular attention to infrastructural, energy, environmental, and social sustainability.

A5. Governance, Resources, and Technologies

Ensuring effective, participatory and transparent governance, sustainable resource management and strategic use of technology, digital transformation and artificial intelligence to support all the University's missions.

7. STRATEGIC AREAS, OBJECTIVES, ACTIONS, INDICATORS



30 Objectives

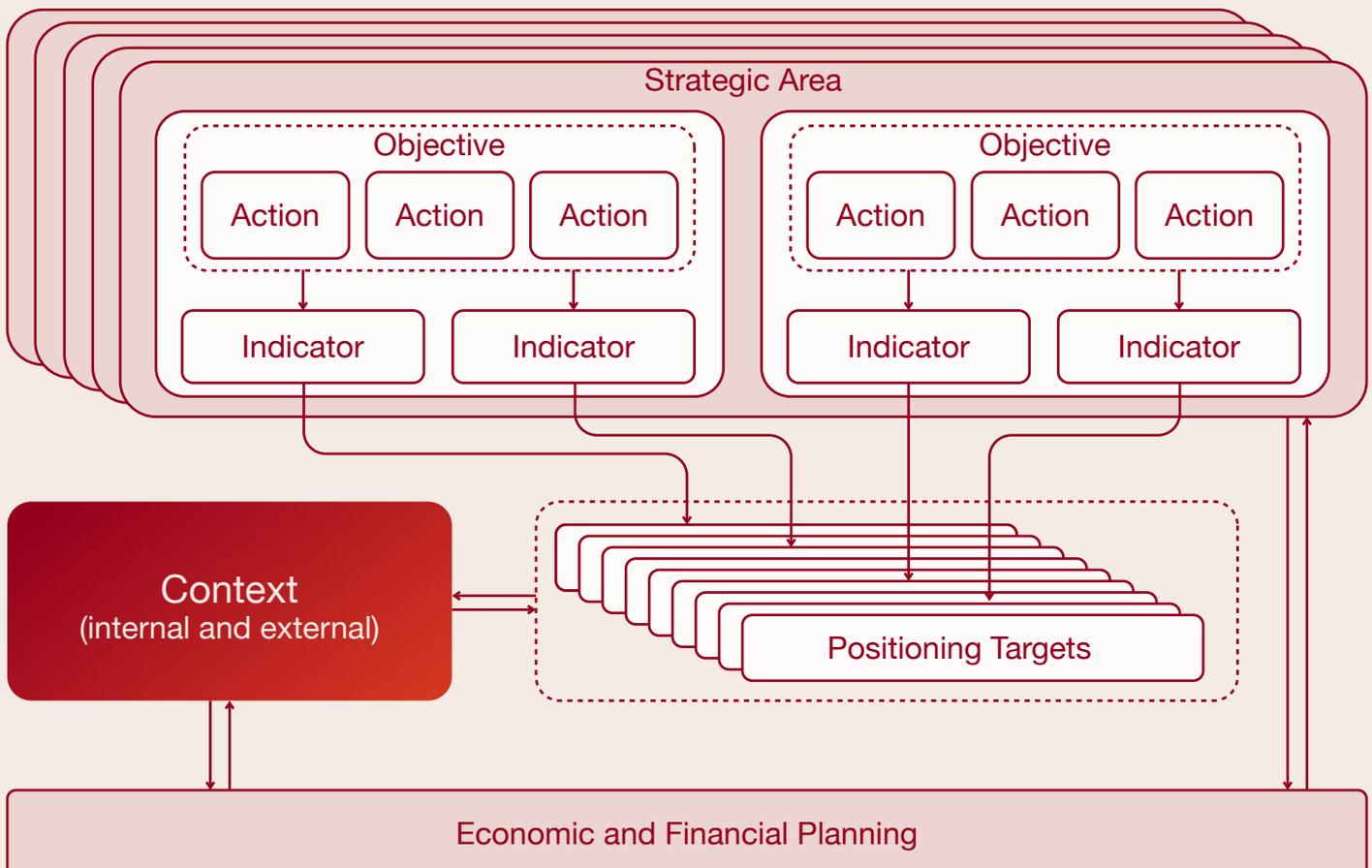
99 Actions

55 Indicators

5 Strategic Areas

The following pages detail the objectives, actions and measurable indicators for each Strategic Area. In particular, 30 Objectives, 99 Actions and 55 Indicators are described in the 5 Strategic Areas.

The proposed indicators are often composed of multiple measurement values, some of which are well-established and derived from the University's practices, the Evaluation Board, ANVUR, and the Ministry of University and Research (MUR). Others are still being defined, with the first measurement scheduled for the end of 2026.



Strategic Area 1 – Research, Doctoral Programmes, and Advanced Education

The Research, Doctoral Programmes, and Advanced Education Strategic Area represents the strategic and identity foundation of UniMORE as a public university committed to knowledge production, scientific innovation, and institutional responsibility. The quality of research and its capacity to **generate scientific, industrial, and social impact** represent an essential lever for the University’s positioning within the national and international system and for its contribution to major contemporary transformations.

Over the 2025–2031 period, UniMORE aims to promote **high-quality research with deep impact and growing international relevance**, building on consolidated areas of excellence and supporting emerging and interdisciplinary fields. Within this framework, among others, are life and biomedical sciences, digital technologies and artificial intelligence, engineering and sustainable mobility, quantum sciences and technologies, green chemistry and materials, and neuroscience, in continuous dialogue with humanities, education, law, economics, social sciences, and the digital humanities.

In line with the principles of the Coalition for Advancing Research Assessment (CoARA), the University bases **research evaluation on quality, originality, and scientific and social impact**, using representative indicators for both bibliometric and non-bibliometric outputs. The goal is to engage the entire academic community in ethical and responsible research, discouraging opportunistic practices and prioritising publishing and scientific venues of recognised excellence.

The Plan takes as a **strategic reference the experience gained through the PNRR and major national and European competitive programmes** (ERC, FIS, Horizon Europe), guiding the Uni-

Code	Objective
A1.01	Enhancing the quality, scientific impact and international relevance of UniMORE research
A1.02	Enhancing the University’s national and European competitiveness and its capacity for design leadership
A1.03	Consolidating research centres, laboratories and strategic research infrastructures
A1.04	Valuing individual contributions, promote inclusion and research ethics, and managing generational turnover
A1.05	Identifying and developing priority research areas with high scientific, industrial and social impact
A1.06	Positioning Doctoral Programmes as a Strategic Axis of the University
A1.07	Strengthening and qualifying the system of Postgraduate Schools and Postgraduate Advanced Education

7. STRATEGIC AREAS, OBJECTIVES, ACTIONS, INDICATORS



versity towards a thoughtful and balanced post-PNRR consolidation phase aimed at stabilising centres, laboratories, and infrastructure, collaborating with major partner centres such as CINECA, research and university foundations, and preserving recruited human capital while strengthening competitive capacity. The initiatives will be aligned with the new European Multiannual Financial Framework and in line with **the Research Programming Fund**, introduced by the 2026 Budget Law from the Ministry of University and Research (MUR), which sets the objectives and availability of public funding (FIS, FISA, FIRSR, FISR, FRES, and PRIN) for the 2026–2028 period. At the same time, a review of the existing interdepartmental centres will be launched, in line with the directions set out in the new Regional plans of Emilia-Romagna, with particular attention to sustainability, visibility, and their impact on research and Third Mission activities.

To this end, the strategic objectives aim to encourage **participation in national and international competitive funding initiatives, particularly by early-career researchers and recent hires, with a focus on continuous** improvement and the efficient planning of necessary technical and administrative support.

The University will proceed with the creation of **a single registry of laboratories, infrastructures, and major research equipment**, based on a systematic census and transparent classification criteria regarding strategic relevance, scientific robustness, operational capacity, economic sustainability, and shared access, accompanied by the identification of scientific and managerial responsibilities. This process may be supported by an international scientific Advisory Board, tasked with verifying its alignment with major global strategic and scientific trajectories, in order to objectively define the number of laboratories and infrastructures formally recognised as strategic for the University.

Doctoral Programmes are regarded as **a strategic axis of the University**, central to the attraction of talent, generational renewal, and the sustainability of the research system. The Strategic Plan provides for an update of the doctoral school model, including the design of the programmes, the securing of funding for an adequate number of scholarships—including their financial value—the selection procedures, the management of training and supervision, and the completion of the degree. Doctoral Programmes will need to be revised with an increasingly flexible and personalised approach, seeking closer alignment with international best practices, and promoting interdisciplinary pathways as well as collaborations with international partners, industry, and public institutions.

The attractiveness of Doctoral Programmes will be a priority, aiming not only to increase the number of available positions but also to boost national and international applications and enquiries.

Complementarily, **Postgraduate Schools** and **Postgraduate Advanced Education** are promoted as essential components of advanced training, particularly in the medical–health sector and in highly skilled professional and industrially relevant fields. The credibility of this system stems from a specific integration of faculty research expertise with local needs, making it attractive for recent graduates, for the development of transversal skills, and for intergenerational upskilling and reskilling pathways.

A key feature of this Strategic Area is the strengthening of **research governance capacity** through **the Research Observatory**, integrated within the University's Strategic Observatory, serving as a permanent tool for analysis, monitoring, and support for strategic decision-making, in line with the Quality Assurance system (AVA 3).

7. STRATEGIC AREAS, OBJECTIVES, ACTIONS, INDICATORS



This will be detailed through specific objectives and actions, both for the University as a whole and for the individual Departments and interdepartmental centres of excellence outlined below.

Objective A1.O1 - Enhancing the quality, scientific impact and international relevance of UniMORE research

Consolidating highly recognisable research at UniMORE by supporting and strengthening research impact, international collaboration, and the measurement of results, with particular attention to the most innovative research challenges and areas of international competitiveness.

Code	Action
A1.O1.Az1	Supporting scientific output with an emphasis on high quality, promoting methodological rigor, national and international recognition, and the impact of results.
A1.O1.Az2	Encouraging the academic community's participation in networks, collaborations, and high-profile international scientific initiatives, aiming at the development of major priority projects, particularly on topics of theoretical and applied significance and on emerging and highly innovative challenges.
A1.O1.Az3	Promoting research evaluation focused on the University's scientific, cultural, and reputational impact at the international level, supported by a strengthened Research Observatory.
A1.O1.Az4	Adopting a structured policy of international comparison, countering self-referentiality, through an International Advisory Board that verifies the alignment between objectives and results and the positioning of UniMORE..

Objective A1.O2 – Increasing the University's national and European competitiveness and design leadership

Structurally strengthening UniMORE's participation in national and European competitive funding programmes, improving success rates, coordination, and project quality.

Code	Action
A1.O2.Az1	Structurally strengthening support services for national and European competitive project development.
A1.O2.Az2	Promoting UniMORE's scientific leadership through the coordination of major competitive projects and strategic partnerships.
A1.O2.Az3	Providing targeted support to researchers, particularly early-career researchers, in securing highly competitive funding (ERC, FIS, and similar programmes), assisting them in project design and implementation.

Objective A1.O3 – Consolidating research centres, laboratories and strategic research infrastructures

Consolidating a clearly identified and sustainable ecosystem of strategic centres, laboratories, and infrastructures, capable of strengthening UniMORE's scientific positioning and promoting integration of expertise and methodologies.

Code	Action
A1.O3.Az1	Cataloguing, organising, and consolidating the University's research centres—including interdepartmental ones—and strategic laboratories, defining scientific leaders and resource requirements, while ensuring their organisational and scientific continuity.
A1.O3.Az2	Cataloguing, supporting, and ensuring the sustainability of research infrastructures and equipment, leveraging PNRR and international investments, and promoting the shared and synergistic use of University laboratories.

Objective A1.O4 – Recognising individual contributions and support generational renewal in research

Ensuring continuity, quality and sustainability of the research system, valuing the individual contribution of all researchers, supporting basic and applied research ideas, with particular attention to the younger generations and high-risk exploratory proposals.

Code	Action
A1.O4.Az1	Recognising individual scientific contributions, supporting research quality, autonomy, and responsibility, and promoting models of self-assessment and incentives, including at the departmental level.
A1.O4.Az2	Promoting inclusion, equal opportunities and research ethics as structural dimensions of scientific quality.
A1.O4.Az3	Consciously managing generational renewal, ensuring alignment between recruitment, scientific priorities, and system sustainability, while supporting early-career researchers in the launch and consolidation of their research, particularly when it is exploratory and high-risk.

Objective A1.O5 – Identifying and developing priority research areas with high scientific, industrial and social impact

Defining a selective number of clearly identified areas of excellence with critical mass in leading research fields, including emerging ones, promoting both basic and applied research with high scientific, industrial, and social impact.

Code	Action
A1.O5.Az1	Defining and support, including through interdisciplinary approaches, a selective number of the University's priority research areas, clearly identified with critical mass, in leading and emerging fields, with high scientific, industrial, and social impact.
A1.O5.Az2	Supporting the University's priority research projects with high scientific, industrial, and social impact, conducted ethically and responsibly, and capable of influencing major ongoing transitions.

Objective A1.06 – Positioning Doctoral Programmes as a strategic axis of the University

Enhancing Doctoral Programmes as an advanced, interdisciplinary, and international training environment, central to attracting and developing new generations of researchers, and to strengthening the University's reputational capital.

Code	Action
A1.06.Az1	Strengthening the scientific quality, attractiveness, and internationalisation of Doctoral Programmes, also by revising selection, supervision, and funding models.
A1.06.Az2	Developing Doctoral Programmes with a high scientific mission, interdisciplinary focus, and orientation towards major research challenges.
A1.06.Az3	Enhancing the Doctoral Programmes through greater integration with industry, public administration, and other organisations and institutions, while preserving their high academic quality.

Objective A1.07 – Strengthening and qualifying the system of Postgraduate Schools and Postgraduate Advanced Education

Developing a high-quality, selective Advanced Education system, including university Master's programmes, advanced courses, thematic schools, and medical and healthcare specialisations, closely linked to UniMORE's distinctive scientific expertise and research outcomes, through a structured organisation, also in collaboration with University Foundations, including the Fondazione Marco Biagi.

Code	Action
A1.07.Az1	Qualifying and making sustainable the system of Postgraduate Schools, particularly in the medical field, in integration with the health system.
A1.07.Az2	Strengthening the scientific and educational quality of the Postgraduate Schools, enhancing the role of postgraduate students.
A1.07.Az3	Developing a selective and coherent offer of postgraduate Advanced Education (Master's programmes, Advanced Courses, Seasonal Schools, Academies), closely linked to the University's distinctive scientific expertise.
A1.07.Az4	Integrating Advanced Education, research, and the advanced needs of the economic, institutional, and healthcare systems.

Indicators for Strategic Area 1

The Six-Year Strategic Plan identifies a limited and coherent set of **monitoring indicators for the Research, Doctoral Programmes, and Advanced Education Strategic Area**, aimed at supporting the University's strategic governance and measuring over time the positioning, quality, and impact of research and advanced training activities.

The indicators are not linked to individual actions or persons, but to the **overall performance of the Strategic Area**, allowing an integrated assessment of the effects of policies over the medium and long term. The actions contribute to achieving the objectives, whose attainment is measured through the full set of Strategic Area indicators, following a systemic rather than fragmented approach.

The indicators will be normalised based on the size of the faculty and research staff and the support provided by administrative and technical staff (PTA). For the indicator values, see Section 9.

Code	Indicator Theme	Indicator	Reference Objectives
A1.In.1	<i>Quality and recognisability of scientific output</i>	Number of publications in the "First Tier"* bibliometric and non-bibliometric areas	A1.O1
A1.In.2	<i>Attracting competitive resources</i>	Total value of funding obtained from national, international and European competitive calls for proposals	A1.O1
A1.In.3	<i>Success in competitive tenders</i>	Number of PIs/coordinators (including local units) in approved competitive projects	A1.O2
A1.In.4	<i>Research centres and strategic facilities</i>	Number of laboratories and research facilities identified as strategic by the University	A1.O3
A1.In.5	<i>International evaluation of strategic centres and projects</i>	Number of periodic evaluations carried out by an International Advisory Board	A1.O3
A1.In.6	<i>Generational change and promotion of young researchers</i>	Proportion of early-career researchers involved in competitive and university projects	A1.O4
A1.In.7	<i>Design leadership</i>	Number of competitive projects with UniMORE PIs/ Coordinators	A1.O5
A1.In.8	<i>PhD as a strategic axis</i>	Attractiveness and Internationalisation of Doctoral Programmes (mobility, external scholarships, joint supervision)	A1.O6
A1.In.9	<i>Advanced Education and Specialisations</i>	Number of enrolments and coverage rate in Specialisation and Postgraduate Advanced Education	A1.O7
A1.In.10	<i>Strategic research governance capacity</i>	Systematic use of the Research Observatory and decision support reporting	A1.O1 A1.O6

*First Tier: defined according to ministerial evaluation, considering Q1 (25%) and D1 (10%) for bibliometric outputs according to ASJC (All Science Journal Classification) Scopus, and A-tier outputs and monographs with peer-reviewed publishers for non-bibliometric outputs; PI = Principal Investigator or coordinator.

Strategic Area 2 – Teaching, Student Community and Right to Education

The Teaching, Student Community, and Right to Education Strategic Area represents the **University’s primary sphere of public responsibility** towards new generations and society. Through the quality of education, the effective guarantee of the right to education, and the development of an inclusive and participatory university community, UniMORE fulfils a central role in cultural, civic, and economic development, contributing to the growth of the local territory and the country.

In the 2025–2031 programming period, the Strategic Plan guides the University towards a **qualitative transformation of its educational offer**, within a context marked by increasing national and international competition and the rapid evolution of educational needs. The objective is not the quantitative expansion of degree programmes, but rather **their rebalancing, enhancement, and sustainability**, in terms of scientific coherence, teaching workloads, infrastructure, innovative methodologies, services, and learning outcomes.

Teaching is designed in **structural integration with Research and the Third Mission**, as a learning experience grounded in direct engagement with knowledge production processes, methodological innovation, and the development of solid disciplinary skills, transversal competences, and critical thinking abilities. Within this framework, academic success, timely progression, and graduate employability constitute central criteria for managing the educational offer.

Code	Objective
A2.01	Enhancing the educational offer in terms of innovation, effectiveness, and sustainability
A2.02	Improving educational success, career progression and employability of graduates
A2.03	Promoting an inclusive, participatory and wellbeing-oriented student community
A2.04	Guaranteeing the right to education and consolidating equity in access, attendance and completion of studies
A2.05	Developing the national appeal and internationalisation of teaching
A2.06	Integrating soft skills, multidisciplinary and customisation of training courses

7. STRATEGIC AREAS, OBJECTIVES, ACTIONS, INDICATORS



The Teaching Observatory, integrated within the University's Strategic Observatory, serves as the permanent tool for analysing and monitoring the educational offer. It provides a unified and comparative view of data on enrolments, academic progression, dropouts, teaching quality, infrastructure, and employment outcomes, moving beyond fragmented approaches and supporting strategic decisions in line with AVA 3 and the Quality Assurance Unit. It is necessary **to start from a thorough and continuous analysis of teaching-related data at a centralised level** in order to view the educational offer as a whole, examining enrolments, attendance, dropouts, faculty availability, substitution needs, classroom and laboratory capacity, and comparing these with the Italian and European landscape. This analysis will serve as the starting point to confirm the quality of our education, identify strengths and weaknesses, and define a path **to increase attractiveness for students** residing outside the Modena–Reggio Emilia area, **internationalise the educational offer**, and **reach new segments of the population**—including working students—with the aim of **raising graduation rates** and countering the evident demographic decline.

The **regeneration of the STEM offer** will be strategic and carried out through an integrated and interdisciplinary review of programmes in biology, biotechnology, chemistry, pharmacy, agri-food, engineering, physics–mathematics, and geology, with greater integration of laboratories, innovative technologies, guidance, industry experience, and personalised learning pathways. An important focus will be on promoting equality policies to limit gender disparities in both degree programmes and postgraduate education. A similar consolidation will be pursued **in the humanities, social sciences, law, and economics**, as well as in the medical–health sector, taking into account changes in access procedures and promoting international, innovative, and better-structured initiatives, including the management of internships and specialisations.

UniMORE **will promote the experimentation of new forms of teaching—in-person, online, and blended**—to address the growing mobility needs of the student body, and will provide, where appropriate, fully online solutions, accessible to a broader student population of all ages, geographic origins, and with diverse study–life–work balance needs. This will be possible by building on and consolidating over time the positive experiences gained within the Edunext Consortium, funded by PNRR resources and coordinated by UniMORE, which involved the participation of many other Italian universities. UniMORE will support internationally oriented teaching through **Degree programmes and courses taught in English**, adequate multilingual support, the use of double-degree programmes, and a further strengthening of Erasmus and international mobility experiences for both academic staff and students. Finally, UniMORE will commit to supporting innovative, interactive, laboratory-based, and hands-on in-person teaching, to foster academic staff–student interaction, student social engagement, and discussion.

Finally, a renewed and modern teaching approach requires new and **concrete solutions for transversal thinking, soft skills, and cross-disciplinarity**, through the promotion of individualised and personalised pathways, double degrees, Erasmus experiences—including at other Italian universities—and new “minor” modules available to all degree programmes, adopting successful non-traditional educational practices already in place at European universities. A key feature of this Strategic Area is the focus on the **community dimension of the university experience**. The Plan considers student wellbeing, the quality of spaces and services, inclusion, and accessibility as essential conditions to ensure equal opportunities for access, retention, and completion of studies. The Right to Education is therefore understood as an integrated set of financial policies, services, infrastructure, and personalised support. Personalised support and **targeted tutoring, initial and**

ongoing guidance, and the contribution of external stakeholders (alumni, representatives from the economic and professional sectors, and civil society) will help complete the educational journey of students, offering them a fully rounded university experience and **enabling them to engage consciously with the city and the University’s research and study facilities**.

It will be necessary, more than in the past, to promote listening to and participation by student representatives, and to *empower* students to better understand university life, city life, and the professional and entrepreneurial world. Activities must be designed with specific attention **to the needs of all students (including those with special requirements), equal opportunities, the right to education, and financial contributions**, while also considering the available infrastructure (student housing, classrooms, cafeterias, libraries, sports and cultural facilities) to create a forward-looking, diverse, multi-campus, and multi-site University.

Below are the specific objectives and actions.

A2.O1 – Enhancing the educational offer in terms of innovation, effectiveness, and sustainability

Ensuring a high-quality, up-to-date, and sustainable educational offer, aligned with the University’s scientific and cultural mission and with national and European standards, to attract an increasingly larger student population and provide them with a modern education suited to the challenges of the coming decades.

Code	Action
A2.O1.Az1	Systematically designing and reviewing degree programmes, ensuring their scientific quality, coherence, and long-term sustainability, through a new Teaching Observatory.
A2.O1.Az2	Monitoring the overall sustainability and effectiveness of the educational offer in terms of teaching workloads, structural resources, infrastructure and services, and student numbers.
A2.O1.Az3	Promoting innovative and inclusive teaching methodologies, integrating in-person, digital, and blended personalised activities, and fostering continuous teacher–student interaction to maximise learning effectiveness.
A2.O1.Az4	Strengthening the consistency of teaching quality through structured Faculty Development programmes, including the use of new technologies and digital and international learning environments.

A2.O2 – Improving educational success, career progression and employability of graduates

Supporting students throughout their entire educational pathway, promoting regular progression, increasing the number of graduates, and addressing attrition and inequalities.

Code	Action
A2.O2.Az1	Reorganising entry and ongoing guidance in an integrated way as a core institutional function of the University, promoting new communication tools and outreach campaigns in Italy and abroad.
A2.O2.Az2	Strengthening academic tutoring, study skills support, and counselling services, consolidating tools to support effective study methods and bridging courses for critical transition phases.
A2.O2.Az3	Using the monitoring of academic progression (number of out-of-course students, dropout rates) and employment outcomes as tools for the continuous improvement of the educational offer and guidance, as well as for the University's strategic governance.
A2.O2.Az4	Strengthening curricular internships and career support pathways, in collaboration with external stakeholders, and developing innovative tools for effective placement.

A2.O3 – Promoting an inclusive, participatory and wellbeing-oriented student community

Building a welcoming, participatory, and inclusive university environment, recognising students as an active part of the UniMORE community, across the two cities and distributed campuses.

Code	Action
A2.O3.Az1	Strengthening services supporting students' psychological, relational, and social wellbeing, as well as listening and attention to disability, SLDs, and special educational needs, through targeted assistance and the development of specifically designed teaching approaches, ensuring high standards of support for all.
A2.O3.Az2	Improving the quality, accessibility, and functionality of spaces for study, social interaction, integration, and equal opportunities in university life.
A2.O3.Az3	Promoting cultural, sporting, and associative participation as a formative dimension of the university experience.

A2.O4 – Ensuring the Right to Education and strengthening equity in access, attendance, and completion of studies

Ensuring equitable conditions for access, attendance, and completion of studies, removing economic, social, and organisational barriers, including for students of different ages, work experiences, and on-campus/off-campus needs.

Code	Action
A2.O4.Az1	Strengthening the Right to Education policies in collaboration with competent local, regional, and national authorities, with particular attention to the necessary infrastructure for their implementation (such as facilities, canteens, etc.).
A2.O4.Az2	Ensuring equity, transparency, and sustainability in student contributions and financial support systems, including fee reductions, scholarships, and financial aid.
A2.O4.Az3	Developing policies and services dedicated to working students, student caregivers, and students with specific needs.
A2.O4.Az4	Focusing on off-campus students and their needs regarding accommodation and inclusive mobility across all University campuses.



A2.O5 – Strengthening the national appeal and internationalisation of teaching

Making UniMORE’s educational offer attractive to students from the local area, the rest of Italy, and abroad, while strengthening the University’s national and international positioning.

Code	Action
A2.O5.Az1	Designing and enhancing internationally-oriented study programmes, selectively and sustainably offered in English, supporting teachers’ linguistic and pedagogical training to promote international teaching.
A2.O5.Az2	Strengthening national and international mobility for students and academic staff, promoting double and joint degrees as well as European collaborations.
A2.O5.Az3	Enhancing reception, guidance, integration, and support services for international and off-campus students.

A2.O6 – Integrating soft skills and multidisciplinary competencies and customising training courses.

Enriching study programmes through structural integration of Teaching and Research and the development of soft skills and multidisciplinary competencies.

Code	Action
A2.O6.Az1	Developing multidisciplinary study programmes, innovative minors, and modules on “transversal thinking” accessible to all students.
A2.O6.Az2	Promoting the personalisation of study programmes and curricular flexibility by designing University Honors pathways and a multidisciplinary Advanced School on frontier topics in collaboration with industrial and institutional partners.
A2.O6.Az3	Enhancing the development of soft skills, critical thinking, and transversal competencies for major transitions, including through courses delivered by stakeholders, external lecturers, and multidisciplinary experts.

Indicators for Strategic Area 2

The Six-Year Strategic Plan identifies a limited and coherent set of monitoring indicators for the areas of Teaching, Student Community, and Right to Education, aimed at supporting the University’s strategic governance and measuring over time the attractiveness of the educational offer, the quality of teaching provided, academic success, equity in access to studies, and the well-being of the student community.

7. STRATEGIC AREAS, OBJECTIVES, ACTIONS, INDICATORS



The indicators are not linked to individual actions or persons, but to the **overall performance of the Strategic Area**, allowing an integrated assessment of the effects of policies over the medium and long term. The actions contribute to achieving the objectives, whose attainment is measured through the full set of Strategic Area indicators, following a systemic rather than fragmented approach. For the indicator values, see Section 9.

Code	Indicator Theme	Indicator	Reference Objectives
A2.In.1	<i>Attractiveness of the extra-territorial and international educational offer.</i>	Total number of enrolments and the proportion of extra-territorial and international enrolments.	A2.O1 e A2.O5
A2.In.2	<i>Perceived quality of teaching</i>	Evaluation of teaching quality and academic organisation.	A2.O1
A2.In.3	<i>Teaching innovation</i>	Percentage of ECTS delivered through innovative teaching methods (blended, digital, active, laboratory-based, and interactive).	A2.O1
A2.In.4	<i>Sustainability of the teaching offer</i>	Structural indicators of balance between degree programmes, teaching staff, infrastructure, and services (student-to-staff ratio and indicators of average teaching load).	A2.O1
A2.In.5	<i>Quality of academic staff teaching</i>	Percentage of academic staff participating in Faculty Development and international training programmes.	A2.O1
A2.In.6	<i>Regularity of academic careers.</i>	Attrition rate between first and second year, rate of students behind schedule, and proportion of students in good academic standing	A2.O2
A2.In.7	<i>Graduate employability</i>	Employment rate 12 months after graduation (AlmaLaurea)	A2.O2
A2.In.8	<i>Use of support services</i>	Proportion of students using orientation, tutoring, and counselling services	A2.O2
A2.In.9	<i>Wellbeing and quality of student life</i>	Level of satisfaction with services, facilities, university life, and support.	A2.O3
A2.In.10	<i>Effectiveness of the Right to Education</i>	Proportion and satisfaction of students receiving scholarships, fee reductions, and financial aid, as well as of students using services for disabilities, specific learning disorders (SLD), and special educational needs (SEN).	A2.O4
A2.In.11	<i>Internationalisation of Teaching</i>	Incoming and outgoing student mobility and presence of English language courses/teaching	A2.O5
A2.In.12	<i>Soft skills and multidisciplinary</i>	Number of students involved in minor, multidisciplinary courses and cross-curricular activities	A2.O6
A2.In.13	<i>Teaching governance capacity</i>	Systematic use of the Teaching Observatory and supporting reports	A2.O1e A2.O4

Strategic Area 3: Technology Transfer, Social Impact and Healthcare Impact

The Technology Transfer, Social Impact, and Health sector area directly reflects UniMORE's role as a **public University generating value**, capable of translating knowledge, research, and expertise into tangible benefits for society, the productive system, and the healthcare sector. Within this framework, the Third Mission is regarded as a **structural dimension** of the University's activities, fully integrated with Research and Teaching, and oriented towards the creation of public value.

The 2025–2031 Strategic Plan aims to move beyond a fragmented vision of Third Mission activities, strengthening the coordination, visibility, and impact of initiatives developed by the University. Technology transfer, academic entrepreneurship, public engagement, enhancement of cultural and museum heritage, and collaboration with the healthcare system are considered complementary tools to address the major economic, social, and healthcare challenges of our time. The coordination of Third Mission activities will also be supported by the collection of information on initiatives, which, in addition to using CINECA tools, will rely on analyses and measurements provided by the University's Strategic Observatory (OSA).

Particular attention is given to **technology transfer and innovation**, areas in which UniMORE aims to consolidate its national excellence and its role as a qualified partner for the productive system, promoting the valorisation of research results, the protection of intellectual property, and the creation of knowledge-intensive entrepreneurial initiatives.

Code	Objective
A3.01	Integrating the Third Mission as a structural dimension of the University's activities
A3.02	Strengthening technology transfer, intellectual property, and academic entrepreneurship
A3.03	Structuring and consolidating stakeholder networks and strategic collaborations
A3.04	Enhancing the University's social and cultural impact, as well as public engagement
A3.05	Strengthening UniMORE's role in healthcare, public health, and collaboration with the healthcare system

7. STRATEGIC AREAS, OBJECTIVES, ACTIONS, INDICATORS



UniMORE is committed to promoting and sharing with all Departments a culture of valorisation of contract research and innovation-oriented research, encouraging the active participation of academic staff and researchers, also through further development and strengthening of the Technology Transfer Office, making its presence increasingly visible and recognised in the Modena and Reggio Emilia Technology Parks and at the Carpi Campus. Similarly, a structured collaboration with the Provinces will be strategic, strengthening ongoing partnerships, such as those with the cities of Sassuolo and Correggio and the Mirandola Technology Park. In this perspective, structured and continuous dialogue with companies, industries, business associations, and socio-economic actors becomes a strategic lever to identify emerging territorial needs and transform them into opportunities for collaboration, innovation, and shared growth, also through the creation of new permanent initiatives such as a **UniMORE Stakeholder Network**.

At the same time, the University recognises the strategic value of **public engagement** and social and cultural impact, promoting structured and continuous dialogue with citizens, institutions, the third sector, and local communities. In this context, the enhancement of the University's cultural, archival, and museum heritage is also positioned as a tool for inclusion, scientific dissemination, and identity building.

Great importance is given to **culture** as an essential dimension of the Third Mission, strengthening collaborations with local institutions, theatres, and major cultural initiatives in the cities, and innovatively enhancing the University's museum heritage. Within this framework, the renewal of UniMORE's museums is underway, connecting the various entities now gathered under MuseoMORE and integrating them in a unified way, also thanks to the ongoing initiative with the **Fondazione AGO – Modena Fabbriche Culturali** at the Sant'Agostino complex, a strategic opportunity to combine research, dissemination, and cultural enhancement. The excellence of the **educational system in Reggio Emilia** is recognised at regional, national, and international levels, both at the university level and in collaboration with the Reggio Children Foundation for the enhancement and promotion of children's rights.

A particularly significant area of development finally concerns **healthcare**, understood not only as a centre of research excellence, but also as a privileged space connecting the University, the healthcare system, and society. UniMORE intends to **strengthen collaboration with healthcare facilities in Modena and Reggio Emilia and their respective provinces**, primarily with the University Hospital (AOU), with the local Health Authorities (AUSL), and with the IRCCS in Reggio Emilia and across the Emilia-Romagna region.

Initiatives will also be developed on the responsible, ethical, and transparent use of Artificial Intelligence for clinical analysis, prediction, and management of health and biomedical data, in collaboration with interdepartmental technology centres, regional healthcare centres, and IRCCS. In parallel, new Third Mission initiatives in the healthcare sector will be promoted, particularly targeting young people, through targeted screening programmes, prevention activities, and awareness initiatives, contributing concretely to the protection of health and the well-being of communities.

Below are the specific objectives and actions.

A3.O1 – Integrating the Third Mission as a structural dimension of the University’s activities

Consolidating the Third Mission as an integral part of UniMORE’s identity and strategy, in continuity with Teaching and Research.

Code	Action
A3.O1.Az1	Systematically integrating the Third Mission into University policies and processes, in alignment with Research and Teaching, also in relation to activities with the Third Sector, and to educational and welfare policies.
A3.O1.Az2	Strengthening the coordination and governance of Third Mission activities at the University level.

A3.O2 – Strengthening technology transfer, intellectual property, and academic entrepreneurship

Strengthening UniMORE’s capacity to translate research results into innovation, economic and social development, through the engagement of the entire University community

Code	Action
A3.O2.Az1	Strengthening support services for the enhancement of intellectual property, patents, and licensing.
A3.O2.Az2	Supporting the creation and development of academic startups and spin-offs with innovative and incentivising models.
A3.O2.Az3	Consolidating the role of the Technology Transfer Office and its coordination with the University’s Technology Parks, strengthening structured relationships with companies, industrial districts, and innovation players.
A3.O2.Az4	Promoting University policies in Technology Transfer for the responsible, fair, and conscious use of technologies, monitoring potential dual-use, in alignment with ethical principles, safety, the protection of rights, and scientific responsibility.

A3.O3 – Structuring and consolidating stakeholder networks and strategic collaborations.

Building structured and permanent stakeholder networks at local, regional, national, and international levels as a strategic infrastructure for the sharing of objectives, co-design of initiatives, external financial support, and the coordinated guidance of UniMORE's actions in service of cities, the territory, and society.

Code	Action
A3.O3.Az1	Building and developing a stable and recognisable University Stakeholder Network, involving institutions, local authorities, the productive system, the Third Sector, foundations, and cultural and healthcare organisations.
A3.O3.Az2	Promoting co-design with city and regional institutions, national institutions including the Military Academy, public administration, companies, the Third Sector, and the healthcare system.
A3.O3.Az3	Strengthening partnerships and collaborations at local, national, and international levels.

A3.O4 – Enhancing the University's social and cultural impact, as well as public engagement.

Strengthening the role of the University's museum, archival, and cultural heritage as a tool for knowledge, inclusion, and dialogue with society, and promoting a continuous and structured relationship between the University and society, fostering participation, inclusion, and the dissemination of knowledge.

Code	Action
A3.O4.Az1	Strengthening and coordinating public engagement and scientific and cultural dissemination initiatives.
A3.O4.Az2	Enhancing the University's cultural and museum heritage as a lever for inclusion and dialogue with society, promoting new initiatives in the University's scientific and technological museums.
A3.O4.Az3	Promoting the active involvement of students in social and cultural impact activities.

A3.05 – Strengthening UniMORE’s role in healthcare, public health, and collaboration with the healthcare system

Consolidating UniMORE’s role as a central actor in education, research, and innovation for public healthcare and people’s health, in coordination with relevant institutions and with regional and national healthcare planning authorities.

Code	Action
A3.05.Az1	Strengthening structured cooperation with the regional and national healthcare system, including University Hospitals (AOU) and IRCCS.
A3.05.Az2	Integrating education, research, and clinical-practice training, enhancing the University’s role in healthcare pathways.
A3.05.Az3	Promoting research projects, including clinical research, innovation, and prevention with direct impact on public health, and strengthening the University’s role in policies for disease prevention, health promotion, and population well-being.



Indicators for Strategic Area 3

The Six-Year Strategic Plan identifies a limited and coherent set of monitoring indicators for the Tech Transfer, Social Impact, and Healthcare domain, aimed at supporting the University's strategic governance and measuring over time the social, cultural, economic, and healthcare impact of Third Mission activities, as well as UniMORE's capacity to translate knowledge and research into public value for the territory and the community.

The indicators do not refer to individual actions or persons, but to the **overall performance of the Strategic Area**, and allow for an integrated assessment of the effects of the policies adopted over the medium and long term. The actions contribute to achieving the objectives, whose attainment is measured through the full set of Strategic Area indicators, following a systemic rather than fragmented approach. For the indicator values, see Section 9.

Code	Indicator Theme	Indicator	Reference Objectives
A3.In.1	<i>Structuring the Third Mission</i>	Presence and functioning of governance, coordination, and monitoring tools for the Third Mission	A3.O1
A3.In.2	<i>Engagement of the academic community</i>	Proportion of academic staff, researchers, and administrative/technical staff involved in Third Mission, Tech Transfer, and public engagement activities	A3.O1
A3.In.3	<i>Technology transfer and intellectual property</i>	Number of active patents, licences and intellectual property titles valued	A3.O2
A3.In.4	<i>Academic entrepreneurship and local visibility</i>	Activities of the Technology Transfer Office and the enhancement of spin-offs and startups.	A3.O2
A3.In.5	<i>Attraction of resources from the Third Mission</i>	Value of financial resources generated from contracts, agreements, and partnerships	A3.O2
A3.In.6	<i>Stakeholder engagement</i>	Number and stability of collaborations with companies, institutions, and the Third Sector	A3.O3
A3.In.7	<i>Social impact and public engagement</i>	Participation in public engagement, dissemination and cultural impact initiatives	A3.O4
A3.In.8	<i>Enhancement of cultural heritage</i>	Physical and digital visits to the University's museums, archives, and cultural heritage	A3.O4
A3.In.9	<i>Third Mission-Training integration</i>	Number of students involved in educational activities with Third Mission, Technology Transfer, and Social Impact content.	A3.O4
A3.In.10	<i>Impact on healthcare, public health, and citizens' welfare.</i>	Number of projects, initiatives, and structured collaborations with the healthcare system, local authorities, and the regional educational system.	A3.O5

Strategic Area 4: Community, People, Wellbeing and Sustainability

The Community, People, Well-being, and Sustainability domain places at the centre of the Six-Year Strategic Plan **the individuals who make up and energise UniMORE** – students, academic staff, researchers, and administrative/technical personnel – recognising them as a core resource of the University, in order to ensure its full capacity to fulfil the public mission it is called upon to carry out.

Over the 2025–2031 period, the Plan adopts **individual and collective wellbeing**, the enhancement of skills, and sustainability as structural governance criteria, rather than as ancillary domains. The quality of the study and work experience, equity of opportunities, inclusion of diversity, and sense of belonging to the university community are essential conditions for ensuring effectiveness, innovation, and institutional responsibility over the medium to long term.

UniMORE adopts an integrated human resources policy oriented towards professional development, skills enhancement, and organisational sustainability, in alignment with the **Integrated Plan of Activities and Organisation (PIAO)**, while taking into account the different stages of working life. Particular attention is given to **technical and administrative staff** as a strategic component for the functioning of the University and the quality of its services, as well as to the promotion of collaborative, transparent and continuously improving organisational models. UniMORE aims to enhance their **wellbeing through an integrated welfare system** including continuous training, internal mobility, career development, the right to disconnect, work–life balance and active listening. Within this framework, a structured programme of continuous training and the establishment of an Academy for technical staff are envisaged, conceived as a stable space for the sharing of expertise and best practices. In parallel, the reorganisation of technical and administrative work will aim for greater integration between offices and the strengthening of specialised central structures, as a lever for professional development, wellbeing, and service quality.

Code	Objective
A4.01	Enhancing people and develop the skills of the UniMORE community
A4.02	Promoting wellbeing, equity, inclusion and equal opportunities
A4.03	Strengthening the sense of belonging and participation within the university community
A4.04	Integrating sustainability as a structural governance criterion of the University
A4.05	Developing a safe, efficient and sustainable estate and energy infrastructure
A4.06	Strengthening safety, prevention and the quality of the study and working environment

7. STRATEGIC AREAS, OBJECTIVES, ACTIONS, INDICATORS



Considering the **academic community**, particular attention is given to recognising the different stages of professional and personal life, promoting flexible pathways that allow commitment to be directed towards teaching, research, or service activities in a manner consistent with individual capacities, aspirations, and needs. In support of this model, the University will invest in **pedagogical and technological training**, in strengthening opportunities for mobility and for periods of study and research, including sabbaticals, and in the establishment of a **central office dedicated to temporary mobility**. UniMORE will structurally strengthen its expertise and safeguards in the field of prevention and protection, promoting a **widespread culture of safety**.

UniMORE also reaffirms its commitment to active policies for **inclusion, empowerment and equal opportunities**, with particular attention to the recognition and promotion of diversity, minorities, and different cultural and social identities. Through mentoring, gender policies and targeted actions, the plurality of perspectives and talents becomes a component of organisational culture and academic governance. People's wellbeing can also be improved during the working period, with a supplementary welfare plan that also includes, for example, nursery services to support the parenting experiences of the UniMORE community. Alongside people's well-being, **sustainability** is adopted as a structural principle guiding the University's actions: not a separate domain, but a guiding criterion that cuts across social, environmental and infrastructure policies. Within this framework fall initiatives for participatory sustainability, **the care of green spaces and the environment, the promotion of digital sustainability, and the strengthening of the Housing Plan** for students and staff.

In the fields of construction and energy, priority will be given to completing the phase of significant expansion, also supported by PNRR and ministerial funding, both in Modena and Reggio Emilia (in Modena: research buildings for Artificial Intelligence and for the Technology Park, and teaching facilities at the Engineering Campus; research and teaching buildings for Medicine and Life Sciences at the Scientific-Technological Campus; student residences in the historic centres; renovation of buildings in the historic centre for the Humanities area; in Reggio Emilia: completion of the former Seminary area and buildings in the former San Lazzaro area). UniMORE is embarking on a phase of consolidation and enhancement of its real estate assets, distributed across its various campuses. The principle "build where necessary, maintain where possible, and redevelop where appropriate" guides the University's entire building lifecycle. Particular attention will be devoted to **ensuring the safety** of buildings and to the continuous monitoring of their condition, also through innovative tools such as the development of 3D mapping (including in the direction of building digital twins) and predictive models to optimise the timeliness and cost-effectiveness of interventions.

The priorities are organised along key strategic axes: the **enhancement of the scientific-technological campuses** in Modena and Reggio Emilia (including **urban and green redesign of the campuses**), the strengthening of the Technology Parks as integrated spaces for research, education, and technology transfer, and the construction of buildings already in the planning phase. The **redevelopment of historic buildings with a cultural and educational vocation** will be central, particularly in the city centres: in Reggio Emilia **in the areas of the former Seminary** and in the central-city sites connected to Palazzo Dossetti; and in Modena in the area of the **Fondazione AGO** – Modena Fabbriche Culturali (Sant'Agostino complex), conceived as a cultural hub and star centre in relation to the clusters of social sciences and urban culture, whose cloisters and spaces dedicated to humanities and social sciences teaching and research will need to be monitored over time. Particular attention will be paid to **to the safety of buildings and people**, through structural

interventions, dedicated services and adequate training in Prevention and Protection. Building and energy sustainability will be accompanied by responsible environmental management, based on improved energy efficiency, the development of energy communities, the expansion of green areas, and the adoption of advanced monitoring and predictive maintenance systems. All initiatives will refer to the Sustainable Development Goals and the European HRS4R guidelines. UniMORE also intends to strengthen reporting through the **sustainability report** and experiment with forms of **participatory budgeting**, reaffirming the role of the university as a place for free and constructive dialogue and as a space for the education of citizens.

Below are the objectives and actions of Strategic Area 4.

A4.O1 – Enhancing people and developing the skills of the UniMORE community

Strengthening the recognition, enhancement, and development of the skills of academic staff and technical-administrative personnel as a strategic lever for the quality of the University.

Code	Action
A4.O1.Az1	Promoting integrated policies to enhance the individual skills and career paths of academic staff and technical-administrative staff.
A4.O1.Az2	Strengthening continuing education and skills development, including through structured programmes and the University Academy.
A4.O1.Az3	Supporting mobility, periods of study and research, sabbaticals, and flexible models of engagement in the teaching–research relationship.

A4.O2 – Promoting wellbeing, sport, equity, inclusion and equal opportunities

Building a work and study environment based on respect for individuals, gender equality, equity, and inclusion, countering all forms of discrimination and strengthening collective wellbeing as an organisational and cultural condition. Promoting the physical and mental wellbeing of individuals and sport as an essential factor for the quality of university life and for academic and professional success.

Code	Action
A4.O2.Az1	Developing organisational wellbeing and welfare policies for students, academic staff, and technical-administrative staff, with support services for psychological wellbeing and stress management.
A4.O2.Az2	Strengthening actions for gender equality, inclusion and combating discrimination and all forms of gender-based violence, spreading a culture of equality throughout the University and also promoting actions towards cities and communities outside the University.

Code	Action
A4.02.Az3	Improving accessibility to academic environments, services and activities, and promote healthy lifestyles, including combating smoking, sedentary lifestyles and unhealthy behaviours.
A4.02.Az4	Promoting university sports as a lever for wellbeing, inclusion and socialising, strengthening the role of CUS-MORE and collaborations with local sports facilities.
A5.02.Az5	Promoting University initiatives on the themes of peace, fundamental rights and cooperation.

A4.03 – Strengthening the sense of belonging and participation within the university community

Consolidating UniMORE as an open, participatory and responsible community, in continuous dialogue with its social ecosystem.

Code	Action
A4.03.Az1	Promoting initiatives for participation, listening and feedback aimed at the academic community, strengthening the involvement of institutional stakeholders.
A4.03.Az2	Enhancing the role of alumni as an integral part of the UniMORE community.
A4.03.Az3	Strengthening internal communication focused on sharing results, opportunities and strategic choices, encouraging listening and participation in University events.

A4.04 – Integrating sustainability as a structural governance criterion of the University

Adopting environmental, building/energy, economic, and social sustainability as a guiding principle for the University’s strategic decisions.

Code	Action
A4.04.Az1	Integrating environmental, social and economic sustainability into decision-making and planning processes.
A4.04.Az2	Promoting sustainable behaviour in the academic community, including reducing paper consumption, responsible use of digital resources, dissemination of shared models of university netiquette, controlling behaviour such as cyberbullying, digital spam and irresponsible use of copyrighted material or personal data.
A4.04.Az3	Enhancing sustainability reporting as a tool for transparency and accountability, including through participatory budgeting initiatives.

A4.O5 – Developing a safe, efficient and sustainable estate and energy infrastructure

Ensuring the sustainability, efficiency, and quality of the University's building and infrastructure assets.

Code	Action
A4.O5.Az1	Promoting energy efficiency measures and reducing the environmental impact of buildings, campuses and all academic facilities.
A4.O5.Az2	Planning building development consistent with the needs of the academic community and the local area, with efficient and transparent design,
A4.O5.Az3	Improving the quality, safety and functionality of work, study and research spaces with new methods of monitoring and continuous maintenance.

A4.O6 – Strengthening safety, prevention and the quality of the study and working environment

Strengthening safety and fostering a culture of safety and participatory prevention.

Code	Action
A4.O6.Az1	Strengthening safety and prevention policies and services for students and staff.
A4.O6.Az2	Promoting a widespread culture of prevention, protection, and health within university spaces, and providing appropriate training for all occupants of university facilities.
A4.O6.Az3	Integrating safety and prevention as structural dimensions of organisational wellbeing.

Indicators for Strategic Area 4

The Six-Year Strategic Plan identifies a limited and coherent set of monitoring indicators for the Community, People, Wellbeing and Sustainability area, aimed at supporting the University's strategic governance and measuring over time the quality of academic life, organisational wellbeing, the degree of equity and inclusion, as well as the integration of environmental, social, and energy sustainability into the University's policies and processes.

The indicators do not refer to individual actions or persons, but to the **overall performance of the Strategic Area**, and allow for an integrated assessment of the effects of the policies adopted over the medium and long term. The actions contribute to achieving the objectives, whose attainment is measured through the full set of Strategic Area indicators, following a systemic rather than fragmented approach. For the indicator values, see Section 9.

Code	Indicator Theme	Indicator	Reference Objectives
A4.In.1	<i>Enhancement and development of skills</i>	Proportion of academic staff and technical-administrative personnel involved in continuous training, professional development, and mobility.	A4.O1
A4.In.2	<i>Sustainability and quality of careers</i>	Structural indicators of staff composition (verticality index, generational turnover, distribution of roles)	A4.O1
A4.In.3	<i>Organisational wellbeing and community climate</i>	Level of wellbeing and workplace climate	A4.O2
A4.In.4	<i>Perceived quality of services and environments</i>	Level of satisfaction of students and staff with services, spaces, and infrastructure	A4.O2
A4.In.5	<i>Inclusion, equity, and equal opportunities</i>	Perception of equity, inclusion, and accessibility of environments, services, and opportunities, measured through specific dimensions of climate surveys.	A4.O2
A4.In.6	<i>Participation and sense of belonging</i>	Participation of the academic community in institutional, cultural, and consultation initiatives	A4.O3
A4.In.7	<i>Operational environmental sustainability</i>	Selected indicators of consumption reduction and environmental sustainability (e.g., paper, energy, campus services), measured in a way that allows comparison over time.	A4.O4
A4.In.8	<i>Capacity to govern people, wellbeing, and sustainability</i>	Presence and use of plans, structures, and monitoring dedicated to sustainability and the related plan	A4.O4
A4.In.9	<i>Quality and safety of the building assets</i>	Safety, maintenance, and functionality status of university buildings	A4.O5
A4.In.10	<i>Culture of prevention and safety</i>	Dissemination of training, information, and best practices in safety and prevention	A4.O6

Strategic Area 5: Governance, Resources, Technologies

The Governance, Resources, and Technologies area constitutes the Meta-Mission of the Six-Year Strategic Plan and encompasses the systemic objectives that make the University’s actions possible, coherent, and sustainable over the short, medium, and long term.

The Meta-Mission represents a mission of coordination, management, and integration, and is therefore expressed through the organisational, regulatory, financial, and technological infrastructures that support in an integrated way the development of the areas related to Research, Teaching, Third Mission, Community, and Sustainability. Governance, resource management, digital transformation, communication, and internationalisation thus constitute transversal and integrated levers, aimed at strengthening UniMORE as a responsible, reliable, and recognised European public University.

A foundational pillar of the Meta-Mission is **internationalisation by design**, understood as a principle that permeates all dimensions of the University’s actions: scientific, educational, administrative, and infrastructural. Internationalisation is not conceived as an episodic activity, but as a permanent criterion for the planning, evaluation, and organisation of processes. UniMORE consolidates standardized models of international cooperation, strengthens participation in university networks and strategic partnerships, and consistently integrates the international dimension into its procedures and services, in line with its guiding principles. Develop a shared international policy with other universities and with CRUI, in synergy with the Emilia-Romagna Region, including participation in major international initiatives such as the United Nations University in Bologna, and in coordination with Italian foreign policy through the Ministry of Foreign Affairs and International Cooperation (MAECI) and with European and non-European Embassies.

Code	Objective
A5.01	Strengthening the University’s governance capacity while ensuring economic and financial sustainability
A5.02	Consolidating the University’s institutional oversight and regulatory framework
A5.03	Leading digital transformation and the strategic adoption of technologies
A5.04	Strengthening cybersecurity and promote the responsible use of artificial intelligence
A5.05	Integrating internationalisation by design into the University’s processes
A5.06	Strengthening institutional communication and UniMORE’s national and European identity

7. STRATEGIC AREAS, OBJECTIVES, ACTIONS, INDICATORS



Governance represents the operational and value-based architecture through which UniMORE carries out its public mission. In a context marked by profound institutional and administrative transformations, the University promotes a participatory, transparent, and results-oriented governance, based on shared responsibility, legality, and a culture of continuous improvement. Decision-making processes are supported by new approaches aimed at simplification and efficiency, structured monitoring tools, and an integrated data analysis system capable of measuring results, impacts, and the public value generated. Within this framework, risk management capabilities, operational continuity, and organisational resilience are also strengthened, as essential components of institutional credibility. In implementing the Meta-Mission, the **University's Sustainability Reports and Gender Budgeting**, prepared together with bodies such as the Single Guarantee Committee (CUG), will also serve as constant reference points. These reports act as tools for transparent accountability, policy monitoring, and guidance of strategic decisions, in line with the principles of public responsibility, equity, and sustainable development.

The management of financial resources is guided by principles of balance, sustainability, and responsibility. The Strategic Plan, the University Budget, and the coordination with the PIAO constitute integrated multi-year planning tools, guiding investment decisions, recruitment, and infrastructure development in line with strategic objectives and national evaluation processes (ANVUR, AVA 3).

In the medium term, the University will consolidate an **Integrated Document and Records Management System** as an enabling infrastructure for administrative simplification and process traceability, promoting standardisation, interoperability, and compliant preservation, using the latest digital *Document Management System* technologies.

In parallel, UniMORE pursues a **structural digital transformation** by adopting a data-driven perspective. The integration of interoperable platforms and advanced analytical tools enables process simplification, improves service quality, and supports informed decision-making. Within this framework is **the University Strategic Observatory (OSA)** as a unitary infrastructure for integrating data on teaching, research, resources and administration to support governance and planning. The objective is a digitally native, accessible, multilingual, and secure administration, in line with the 'PA Digitale 2026' programme.

Modern universities require forward-looking and integrated management of administrative, managerial, scientific, and educational data. The University's information assets constitute a **strategic public resource**, essential for ensuring transparency, decision-making quality, and institutional accountability. For this reason, the University is committed to developing a robust Data Governance framework, in line with the European regulatory framework (Data Act), and to planning appropriate infrastructures and Data Centres, ensuring reliability, security, interoperability, and effective access to information.

The digital transformation is accompanied by strengthened **cybersecurity** policies and by the strategic, ethical and responsible use of digital technologies. In particular, it will be accompanied by structured and responsible reflection on the use of **Artificial Intelligence**, understood not merely as an enabling technology, but as a strategic lever for organisational, cultural and scientific innovation at the University. UniMORE will promote a conscious, ethical and transparent use of AI to support decision-making, administrative and service processes, in accordance with the principles of human control, data protection, fairness and public accountability. Artificial Intelligence will

7. STRATEGIC AREAS, OBJECTIVES, ACTIONS, INDICATORS



be progressively integrated into workflows and digital services, contributing to the simplification of processes, the improvement of analytical quality, and the personalisation of services for students and staff. At the same time, the University will support the development of widespread AI-related skills, promoting training for technical-administrative staff and the governance bodies, and fostering an institutional culture capable of understanding the ethical, legal and organisational implications of emerging technologies. In this perspective, **AI becomes an integral part of UniMORE's innovation pathway**, strengthening the University's efficiency, reliability and capacity to operate in a data-driven manner, without relinquishing the principles of academic autonomy, transparency and social responsibility that underpin its public mission.

The responsible integration of Artificial Intelligence into organisational processes and digital services also represents a defining element of UniMORE's international positioning as a University capable of combining technological innovation, ethical responsibility and academic autonomy. In line with the Artificial Intelligence Act (AI Act), the University will promote the use of digital technologies based on transparency, human oversight, risk management and the protection of fundamental rights, thereby contributing to the development of a responsible and trustworthy European knowledge space.

A further strategic axis of the Meta-Mission concerns **UniMORE's institutional communication and international positioning**, understood not merely as dissemination activities but as a strategic infrastructure for relationships and reputation. In this perspective, UniMORE is evolving towards a model of a **"platform university"**, capable of integrating people, knowledge, data, infrastructures and relationships within an open, interoperable and impact-oriented digital ecosystem. The University does not merely provide education and produce research, but positions itself as an enabling platform for connections among students, businesses, institutions and scientific communities, fostering interaction between expertise, innovation and the needs of the local area and international partners. Institutional communication and marketing are embedded within this architecture through data-driven tools, academic knowledge graphs, the semantic web, and intelligent multilingual systems, capable of making scientific content, educational opportunities, and Third Mission initiatives accessible in a personalised, transparent and user-friendly manner. The adoption of Artificial Intelligence technologies, including rapidly evolving Generative AI tools, will enhance the informational experience, strengthen the University's international positioning, and consolidate a digital reputational infrastructure capable of representing, in a measurable way, the quality of research, teaching and the University's public impact.

The platform university does not replace the academic community, but amplifies its capacity to generate knowledge, innovation and public value within the European and global knowledge space. In this perspective, communication becomes a structural lever of governance and a tool of academic diplomacy, capable of connecting local communities with global contexts, tradition with innovation, and historical identity with future vision.

Strategic Area 5 thus defines how UniMORE governs itself as a public, autonomous and international University, creating the organisational, financial, regulatory and technological conditions necessary for the full development of its missions, in close integration with the PIAO and the Quality Assurance systems.

Below are the objectives and actions of Strategic Area 5.

A5.O1 – Strengthening the University’s governance capacity while ensuring economic and financial sustainability

Ensuring clear, participatory and results-oriented governance, capable of leading the University in an authoritative and responsible manner, and of guaranteeing economic and financial management that is transparent, responsible and long-term oriented, within a competitive national and international context.

Code	Action
A5.O1.Az1	Strengthening coordination among governing bodies, central structures and Departments, while simplifying processes and decision-making flows.
A5.O1.Az2	Integrating strategic planning, operational programming and results monitoring for the multi-year planning of resources and investments; establishing a University Strategic Observatory to support decision-making, in alignment with AVA ³ methodologies, PQA (University Quality Assurance Committee) activities and NdV (University Evaluation Board).
A5.O1.Az3	Strengthening the University’s risk management and operational continuity by integrating management control tools to support strategic decision-making, and a DMS as the University’s Integrated Document Management System.
A5.O1.Az4	Enhancing tools for participation, consultation and feedback to the academic community regarding the University’s strategic decision-making processes, through public assemblies and participatory events.
A5.O1.Az5	Promoting training initiatives on university governance for members of governing bodies, senior management structures and key leadership roles.

A5.O2 – Consolidating the University’s institutional oversight and regulatory framework

Ensuring an institutional and regulatory framework that is solid, up-to-date and consistent with the evolution of the national and European university system.

Code	Action
A5.O2.Az1	Strengthening institutional and regulatory analysis to support governance decisions, minimising legal actions and anticipating proactive conciliation solutions.
A5.O2.Az2	Updating and simplifying the University’s regulatory framework, promoting clarity, accessibility and international comparability, while ensuring consistency between the Statute, regulations and operational practices.
A5.O2.Az3	Revising participatory structures within an integrated platform, particularly with regard to foundations, associations and consortia, in light of institutional effectiveness and transparency.

A5.03 – Leading digital transformation and the strategic adoption of technologies

Designing and implementing a structured management of digital transformation processes in a conscious, inclusive and interoperable manner, providing cross-cutting support to all of the University's missions.

Code	Action
A5.03.Az1	Integrating digital systems and promoting the dematerialisation of processes and digital transformation across all University missions, including Robotic Process Automation tools and AI agents.
A5.03.Az2	Developing support for the University Strategic Observatory as a data-driven infrastructure.
A5.03.Az3	Strengthening the digital skills of the academic community and promoting the adoption of integrated services for simplification.
A5.03.Az4	Improving the quality, accessibility and interoperability of all digital services; promoting more effective use of cloud technologies for document management; and enhancing the coverage and reliability of wired and wireless network services.

A5.04 – Strengthening cybersecurity and promoting the responsible use of artificial intelligence

Ensuring an institutional and regulatory framework that is solid, up-to-date and consistent with the evolution of the national and European university system.

Code	Action
A5.04.Az1	Strengthening the University's cybersecurity policies and infrastructure to ensure the preservation and protection of the University's data, systems and processes.
A5.04.Az2	Integrating cybersecurity and reliability as structural requirements of digital processes.
A5.04.Az3	Promoting the ethical, transparent and accountable adoption of Artificial Intelligence in support of decision-making, administrative and service processes.

A5.05 – Integrating internationalisation by design into the University's processes

Embedding internationalisation as a structural principle of the University's functioning, integrated into decision-making, organisational and administrative processes.

Code	Action
A5.05.Az1	Integrating the international dimension into the University's planning and evaluation processes.
A5.05.Az2	Strengthening the organisation's capacity to operate in international contexts through dedicated procedures, support mechanisms and appropriately trained human resources.

Code	Action
A5.05.Az3	Enhancing the University's participation in international institutional networks and initiatives (including Erasmus and similar mobility programmes) and establishing a structured integration of the International Advisory Board, capable of guiding and monitoring strategic choices in internationalisation, open science, and European and non-European collaborations across all areas.

A5.06 – Strengthening institutional communication and UniMORE's identity

Promoting coherent, transparent, recognisable and inclusive communication, capable of supporting the University's reputation at local, national and international level.

Code	Action
A5.06.Az1	Strengthening internal communication to enhance transparency, sharing and participation.
A5.06.Az2	Reviewing and structuring institutional and scientific external communication, including in English, across traditional and digital media.
A5.06.Az3	Developing coherent branding and visibility strategies for the University, including identity-based merchandising initiatives.
A5.06.Az4	Enhancing digital tools and channels, and defining new means for accessing the Web and Apps, including Generative AI tools to facilitate dialogue between the University, the student community and society.

Indicators for Strategic Area 5

The Six-Year Strategic Plan identifies a limited and coherent set of by-design monitoring indicators for the Governance, Resources, Technology and Internationalisation area, aimed at supporting the University's strategic governance and measuring over time the effectiveness of governance, economic sustainability, quality of resource management, level of digital transformation, and the structural integration of internationalisation within the University's processes.

The indicators are not linked to individual actions or persons, but to the **overall performance of the Strategic Area**, allowing an integrated assessment of the effects of policies over the medium and long term. The actions contribute to achieving the objectives, whose attainment is measured through the full set of Strategic Area indicators, following a systemic rather than fragmented approach. For the indicator values, see Section 9.

7. STRATEGIC AREAS, OBJECTIVES, ACTIONS, INDICATORS



Code	Indicator Theme	Indicator	Reference Objectives
A5.In.1	<i>Quality and standardisation of governance documentation</i>	Adoption of updated and consistent digital models for a University Document Management System	A5.O1
A5.In.2	<i>Economic and financial sustainability of the University</i>	Economic balance indicators against comparable benchmarks	A5.O1
A5.In.3	<i>Oversight and updating of the regulatory framework</i>	Updated and coordinated regulatory corpus	A5.O2
A5.In.4	<i>Tools provided for staff and student mobility</i>	International mobility of the academic community	A5.O5
A5.In.5	<i>Progress of digital transformation of processes</i>	Number of digitally simplified or automated processes based on AI	A5.O3
A5.In.6	<i>Quality and adoption of the University's digital services</i>	Level of satisfaction among students and staff with communication on social media portals and digital services	A5.O3
A5.In.7	<i>Reliability and resilience of information systems</i>	Cybersecurity audit; % of systems covered by backup and continuity plans; number of significant incidents	A5.O4
A5.In.8	<i>Responsible AI governance</i>	Presence of AI policies; number of areas/ processes supported by AI; assessment of transparency, human oversight, and accountability	A5.O4
A5.In.9	<i>Development of structured international collaborations</i>	Number of active and accredited agreements and partnerships; participation in university networks and mobility	A5.O5
A5.In.10	<i>Integration of internationalisation into University processes</i>	Presence of shared cooperation models; involvement of structures, services, and Departments in international initiatives	A5.O5
A5.In.11	<i>Effectiveness of institutional communication</i>	Engagement on digital channels, media coverage, and recognisability of the UniMORE brand	A5.O6
A5.In.12	<i>Innovation and accessibility of digital communication ecosystems</i>	Use of web, apps, and advanced digital tools; community access and interactions	A5.O6

8. POSITIONING TARGETS

8
REGOLAMENTO
PROVISIONALE
DI SUA ALTEZZA
SERENISSIMA
Per l' Univerfità degli Studj
della Città di Reggio.



In Reggio, per il Vedrotti, e Giuseppe Davolio
Stampatori Ducali.

8. POSITIONING TARGETS



The positioning targets represent the means through which the six-year Strategic Plan translates UniMORE's 2031 vision into measurable terms and supports its implementation over time. They enable the **assessment of the university's overall positioning within the national and international higher education system**, in line with its mission as an autonomous public university focused on research quality, teaching innovation, and the generation of public value for its regions and society.

In line with the AVA 3 model and with the best strategic planning practices adopted nationally, the positioning targets do not coincide with the operational indicators of the areas to which they refer, but describe the university's evolution with respect to strategic dimensions deemed essential for its identity and recognisability: research quality and impact, education and Doctoral Programmes, student attractiveness, third mission and technology transfer, internationalisation, staff and student well-being, sustainability, and governance quality.

The definition of the targets is positioned in continuity with the process of strengthening the university's evaluation and governance system, also recognised by the **ANVUR A rating – 'Fully satisfactory' – obtained in the 2025 periodic accreditation**, and reflects the intention to consolidate a rigorous, systematic, and transparent approach to monitoring institutional performance. The targets, in fact, enable the strengthening of integration between strategic planning, resource programming, and evaluation processes, positioning the university's choices within a comparative perspective and oriented towards continuous improvement.

In line with the 2031 vision, which **places growth, innovation, responsibility, well-being, and sustainability at its core**, the positioning targets are conceived as cross-cutting objectives, associated with multiple strategic areas and linked to the guiding principles of the plan. They go beyond a compartmentalised view of the university's missions and strengthen the link between vision, values, and performance measurement, **supporting a data-driven, responsible governance capable** of addressing major scientific, technological, social, and environmental transitions.

Taken together, the positioning targets thus constitute a unified reference framework for the university's strategic governance, supporting decision-making processes, institutional reporting, and dialogue with the national and international evaluation system, contributing to consolidating UniMORE's role as a plural, authoritative university fully integrated into the European knowledge space.

Considering the link with the university's initial 2031 vision, **15 positioning targets are proposed here**. The positioning targets must be measurable using comparative benchmarks with comparable universities (for example, the 'large universities' identified by CENSIS rankings, characterised by a similar student body and located in a national context comparable to that of UniMORE) and with European universities, and through integrated indicators, in relation to the 2031 vision points.

The positioning targets defined here will be characterised by **qualitative and quantitative comparison values established in 2026**.

1. BUILDING THE FUTURE: Research, Education, Third Mission

TP	Positioning targets	Integrated indicators and benchmarks
TP1	Research quality and impact UniMORE consolidates its positioning among Italian universities recognised for research quality, competitiveness, and impact, with a scientific output acknowledged nationally and internationally, and a stable presence in the top quartile of comparable universities.	FFO, Performance-based quota - Recruitment Benchmark: FFO, UniMORE's share in the national system
TP2	Scientific and design leadership. The university is recognised for its ability to lead major national and European projects, with evident, interdisciplinary scientific leadership supported by appropriate infrastructures and services.	ANVUR, Number of ERC/MSCA FIS/ FISA projects with UniMORE as Host Institution Benchmark: ANVUR dashboard, average ERC/MSCA projects of large universities as host institution
TP3	PhD as a advanced training environment. UniMORE's Doctoral Programme establishes itself as an advanced, international, and sustainable learning environment, central to the development of new generations of researchers and to the university's scientific reputation.	FFO, Postgraduate Benchmark: FFO, UniMORE's share in the national system
TP4	High-quality and innovative teaching. UniMORE offers high-quality, innovative, and inclusive teaching, capable of integrating research, transversal skills, and new methodologies, ensuring educational success and solid preparation for the challenges of the present.	AlmaLaurea - Graduates' profile - Graduates overall satisfied with the degree programme Benchmark: AlmaLaurea, Regional Universities
TP5	Student success and reduced student attrition rates. The university structurally reduces student attrition and improves the regular progression of academic careers, increasing the number of graduates even in a context of demographic contraction, through targeted guidance and support policies.	AVA3, proportion of students earning at least 40 ECTS credits per calendar year Benchmark: AVA3, macro-regional Aggregate.
TP6	Employability and educational impact. UniMORE graduates show high levels of employability and strong alignment between their education and career outcomes, contributing to the economic and social development of the regions.	CENSIS, UniMORE employability score in the annual ranking Benchmark: Maximum score among large universities.
TP7	Third mission and public value. UniMORE is recognised as a university with high territorial, social, and health impact, capable of translating knowledge and research into public value through technology transfer, public engagement, and collaboration with the healthcare system	AVA3, E.2.0.C. Number of third mission activities per academic member Benchmark: AVA3, macro-regional Aggregate.
TP8	Technology transfer and entrepreneurship. Technology transfer and academic entrepreneurship form a mature and recognised ecosystem, integrated with research and the productive system, capable of generating innovation and development.	AVA3, E.2.0.A. Revenue per faculty member (Research, Technology Transfer, Funding) Benchmark: AVA3, macro-regional Aggregate.

2. RECOGNISABILITY AND REPUTATION: Identity, Attractiveness, Internationalisation

TP	Positioning targets	Integrated indicators and benchmarks
TP9	UniMORE strengthens its scientific and institutional recognisability, consolidating a clear and authoritative identity within the national and international university landscape.	QS Ranking, Academic Reputation Score and International Research Network. Benchmark: QS Ranking, top-performing Italian university
TP10	National and international student attractiveness The university selectively increases its attractiveness to students from outside the region and from abroad, enhancing the quality of its educational offer and university life.	FFO, Base quota – Standard cost Benchmark: FFO, UniMORE's share in the national system
TP11	Internationalisation by design. Internationalisation is fully integrated into university processes, with services, governance, and structures capable of operating consistently in international contexts and within global scientific and institutional networks.	CENSIS, UniMORE internationalisation score in the annual ranking Benchmark: Maximum score among large universities.
TP12	University communication and identity. UniMORE develops coherent, recognisable, and bilingual institutional communication, capable of supporting the university's positioning, strengthening a sense of belonging, and engaging effectively with society.	CENSIS, UniMORE communication and digital services score in the annual ranking. Benchmark: highest score among large universities

3. WELLBEING AND SUSTAINABILITY: People, Community, Responsible Governance

TP	Positioning targets	Integrated indicators and benchmarks
TP13	Wellbeing and quality of university life. UniMORE is recognised as a university attentive to the wellbeing of its members, the quality of university life, and the sense of belonging within the academic and student community.	GOOD PRACTICE – Summary score of organisational wellbeing. Benchmark: good practice, University Average
TP14	Equity, inclusion, and responsible sustainability. Policies on equity, inclusion, diversity promotion, and environmental, social, and economic sustainability form a structural and recognisable dimension of the university's identity.	QS Ranking, sustainability score. Benchmark: QS Ranking, top-performing Italian university
TP15	Solid, sustainable, and reliable governance. UniMORE operates with solid, transparent, and data-driven governance, capable of integrating strategy, resources, digital innovation, risk management, and institutional responsibility, supporting continuous improvement.	FFO, hiring faculty – margin Benchmark: FFO, hiring faculty, UniMORE's share in the national system.

9. PLAN MONITORING AND INDICATOR FORECASTING



9. PLAN MONITORING AND INDICATOR FORECASTING



The Six-Year Strategic Plan provides the unified reference framework for the university's governance actions over the term of office. It guides UniMORE's strategic, organisational, and financial decisions, ensuring coherence between Vision, guiding Principles, and Strategic Areas, and translating policy and institutional direction into concrete and responsible action.

The implementation of the Plan is carried out through **the integration of strategic planning, operational programming, and resource allocation**, in compliance with the responsibilities of governing bodies and the academic and administrative structures. The Strategic Areas provide the framework within which the university's policies on Teaching, Research, Third Mission, people, services, infrastructure, and sustainability are developed. The adopted approach prioritises gradualness, sustainability, and responsibility, moving beyond purely compliance-driven logic and focusing action on clear and shared priorities. The Plan ensures coherence through the five guiding Principles, which are pervasive across all Strategic Areas through various Objectives.

Principles and Strategic Areas	A.1 Research, Doctoral Programmes and Advanced Education	A.2 Teaching, Student Community, and Right to Education	A.3 Technology transfer, Social impact and Healthcare	A.4 Community, People, Wellbeing and Sustainability	A.5 Governance, Resources, Technologies
P.1 Culture of excellence and identity	Supporting quality and impact (A1.01, A1.02); international recognisability	High standards in teaching and quality assessment (A2.01, A2.02)	Promoting transferable excellence and project leadership (A3.02)	Enhancing staff talent and professional reputation (A4.01)	Strengthening positioning and academic brand (A5.06)
P.2 Innovation and simplification	Promoting interdisciplinary research and innovative infrastructures (A1.03, A1.05)	Innovative and digital teaching methodologies (A2.01, A2.06)	Digitalisation of technology transfer and incubation processes (A3.02, A3.03)	Digital upskilling and streamlined processes for staff (A4.01, A4.06)	Dematerialisation, RPA, and a data-driven observatory (A5.03, A5.01)
P.3 Synergistic growth with the territory and public value	Research with territorial impact and partnerships (A1.05, A1.02)	Collaborations for internships and graduate placement (A2.02, A2.05)	Stakeholder networks, territorial partnerships, and healthcare (A3.03, A3.05)	Territorial projects on wellbeing and inclusion (A4.02, A4.03)	Policies for international and local partnerships (A5.05)
P.4 Wellbeing, community, inclusion	Supporting inclusive training pathways for doctoral candidates and researchers (A1.06, A1.04)	Right to education, tutoring, and student welfare services (A2.04, A2.03)	Student engagement in social impact projects (A3.04)	Organisational wellbeing, training, equity, and safety (A4.02, A4.06)	Integration of welfare policies into governance (A5.01, A5.02)
P.5 Equity, inclusion, and responsible sustainability	Ethical evaluation of research and generational renewal policies (A1.04, A1.01)	Accessibility, equitable access, and inclusive internationalisation (A2.04, A2.05)	Responsible technology transfer and sustainable social impact (A3.02, A3.05)	Environmental sustainability and building management; participatory budgets (A4.04, A4.05)	Reporting, sustainability reporting, and equity policies (A5.02)

9. PLAN MONITORING AND INDICATOR FORECASTING



The monitoring of the Plan is based on a system of indicators defined for each Strategic Area. These indicators are not intended for individual evaluation, but rather allow for monitoring the overall progress of university policies and measuring their effectiveness, coherence, and impact over time. Their use is aimed at continuous improvement and supporting strategic decision-making, within a framework of transparency and institutional accountability.

The monitoring system is ensured by the **University Strategic Observatory, the specific Research and Teaching Observatories, the International Advisory Board**, and the tools dedicated to each Strategic Area, which manage the collection, analysis, and reporting of information to the governing bodies. The results of the monitoring guide future decisions, resource allocation, and the possible redefinition of priorities, keeping the Plan a dynamic and operational tool.

The indicators are closely linked to the positioning Targets: below is a non-exhaustive table showing the correlations between the indicators, which collectively contribute to achieving the Target positioning.

The Plan is also integrated with the University's economic and financial planning systems, with the PIAO, and with the processes for Quality Assurance of Teaching, Research, and the Third Mission, and benefits from systematic consultation with the Evaluation Board. This integration ensures consistency between strategic direction, quality requirements, and reporting, avoiding duplication and preserving the Plan's role as a governance tool rather than mere compliance.

During the term of office, the Plan undergoes periodic review, with annual monitoring of its implementation status. Where necessary, targeted updates may be introduced in response to changes in the institutional, regulatory, or economic context, without altering the overall framework, while strengthening its capacity for responsible adaptation.



9. PLAN MONITORING AND INDICATOR FORECASTING



Positioning targets (Vision 2031)	Operational indicators linked to the targets
TP1 – Strengthening research quality and impact	Scientific publications in top-tier venues (A1.In.1) Capacity to attract competitive national, European, and international funding (A1.In.2) Number of projects coordinated by UniMORE (A1.In.7)
TP2 – Consolidating scientific leadership and project capacity	Number of academic staff serving as Principal Investigator (PI) or project coordinator in competitive projects(A1.In.3) Growth of structured scientific partnerships (A5.In.9)
TP3 – Qualifying the Doctoral Programme as an advanced and international environment	Proportion of international mobility and externally funded scholarships in Doctoral Programmes (A1.In.8) Involvement of early-career researchers in competitive projects (A1.In.6)
TP4 – Ensuring innovative, effective, and inclusive teaching	Student evaluations of the quality of teaching and course organisation (A2.In.2) Share of courses using innovative teaching methodologies (A2.In.3) Participation of academic staff in pedagogical training programmes (A2.In.14)
TP5 – Improve student success and reduce dropout rates	Indicators of study progression regularity and degree completion (A2.In.5) Trends in enrolments and extra-regional attractiveness (A2.In.1)
TP6 – Strengthening employability and alignment between education and work	Employment rates three years after graduation (A2.In.7) Use of guidance and placement services (A2.In.8)
TP7 – Generating public value through the third mission and social impact	Financial resources from contracts and collaborations (A3.In.5) Participation in public engagement initiatives (A3.In.7) Number of collaborations in the healthcare sector (A3.In.10)
TP8 – Strengthening technology transfer and academic entrepreneurship	Patents and intellectual property assets valorised (A3.In.3) Number of spin-offs and entrepreneurial initiatives supported (A3.In.4)
TP9 - Increasing the university's scientific and institutional recognisability	Quality and visibility of scientific output (A1.In.1) Indicators of institutional reputation and engagement (A5.In.11)
TP10 – Increasing national and international attractiveness for students	Share of first-year students coming from outside the region and from abroad (A2.In.1) Student mobility and credits earned abroad (A2.In.11)
TP11 – Permanently integrating the international dimension into university processes	Number of active structured agreements and partnerships (A5.In.9) Degree of integration of internationalisation in procedures and services (A5.In.10) Mobility of the academic community (A4.In.4)
TP12 – Developing an advanced communication and identity ecosystem	Indicators of digital engagement and media coverage (A5.In.11) Use and accessibility of institutional digital platforms (A5.In.12)
TP13 – Promoting well-being and quality of university life	Results of surveys on organisational climate (A4.In.3) Student and staff evaluations of facilities and services (A4.In.4)
TP14 – Strengthening equity, inclusion, and responsible sustainability	Inclusion and equal opportunity indicators (A4.In.5) Reduction of consumption and environmental performance (A4.In.7) Economic and financial balance of the university (A5.In.2)
TP15 – Ensuring solid, transparent, and reliable governance	Document standardisation and traceability of decision-making processes (A5.In.1) Resilience and security of information systems (A5.In.7)

9. PLAN MONITORING AND INDICATOR FORECASTING



The Plan is also integrated with the University's economic and financial planning systems, with the PIAO, and with the processes for Quality Assurance of Teaching, Research, and the Third Mission, and benefits from systematic consultation with the Evaluation Board. This integration ensures consistency between strategic direction, quality requirements, and reporting, avoiding duplication and preserving the Plan's role as a governance tool rather than mere compliance.

During the term of office, the Plan undergoes periodic review, with annual monitoring of its implementation status. Where necessary, targeted updates may be introduced in response to changes in the institutional, regulatory, or economic context, without altering the overall framework, while strengthening its capacity for responsible adaptation.

Projection of indicators

The indicators identified in the Plan represent the technical oversight of the strategic path and involve the university as a whole, encompassing all its governance, managerial, and academic components. Their evolution depends, in part, on external factors – such as the conclusion of extraordinary PNRR funding, the performance of the Ordinary State Funding for Universities, the availability of regional resources, any changes to the national evaluation system (ANVUR, VQR), and international geopolitical and economic dynamics – which affect the university's ability to achieve the expected outcomes.

For this reason, the **Plan foresees a temporal structuring of results across two reference horizons** and a **progressive refinement of the measurement system**. The full operation of the Strategic Observatory during 2026 will allow the consolidation of the adopted metrics and, where appropriate, the integration or updating of indicators and their target values. The first annual monitoring, scheduled at the end of 2026, will serve as a point of verification and, where necessary, revision, in a logic of continuous improvement and conscious adaptation to the context.

While acknowledging the need for the progressive refinement of measurement tools, this Plan already defines clear and verifiable development trajectories and serves as a consistent reference for the strategic planning of Departments and Research Centres, thereby strengthening the alignment between the university's vision, operational planning, and institutional responsibilities.



Indicator forecasting – Strategic Area 1: Research, Doctoral Programmes, and Advanced Education

Code	Indicator	Technical description	2-year forecast	4-year forecast
A1.In.1	Number of publications in the "First Tier"* bibliometric and non-bibliometric areas	Bibliometric areas: Number of publications in Q1 (25%) and D1 (10%) according to ASJC Scopus, by disciplinary area for which at least one author is affiliated. Non-bibliometric areas: number of journal articles in tier A within the same Competitive Sector for which at least one co-author is affiliated, and number of monographs with publishers that employ peer review [Source: University]	Percentage increase. Bibliometric: $\geq +1\%$ for Q1 and $\geq +2\%$ for D1; non-bibliometric: $\geq +2\%$ for tier A; $\geq +1\%$ for monographs.	$\geq +2\%$ versus previous year for all publications
A1.In.2	Total value of funding obtained from international and European competitive calls for proposals	Annual value in € million of funding approved from international competitive calls (2024: €6.16m; 2025: €4.88 m) [Source: University]	$\geq +5\%$ versus 2025	$\geq +5\%$ versus previous year
A1.In.3	Number of academic PIs/coordinators (including local units) in approved competitive projects	Number of PIs/coordinators of new International, National projects with units coordinated by UniMORE lecturers (2024, 27 PIs/coordinators; 2025, 28 PIs/coordinators) [Source: University]	$\geq +12\%$ versus 2025	$\geq +5\%$ versus previous year
A1.In.4	Number of laboratories and research facilities identified as strategic by the University	Number of laboratories, centres, and infrastructures recorded in the university's central registry and formally classified as "strategic" according to approved criteria (scientific relevance, robustness, operational capacity, sustainability, and integration with strategic priorities), with periodic review and consistency verification [Source: University]	Complete census and formal identification of strategic laboratories, centres, and infrastructures.	Revision and consolidation of the list, with full operation of the strategic laboratories.
A1.In.5	Number of periodic evaluations carried out by an International Advisory Board	Number of periodic evaluations carried out by the International Scientific Advisory Board on centres, laboratories, and priority research areas, as well as the number of recommendations formally incorporated into strategic planning processes [Source: University]	Establishment and launch of the Advisory Board; at least one evaluation session on priority areas or strategic infrastructures	Periodic evaluation of at least 20% of strategic laboratories/centres and incorporation of the recommendations.

*First Tier: defined according to ministerial evaluation, considering Q1 (25%) and D1 (10%) for bibliometric outputs according to ASJC (All Science Journal Classification) Scopus, and A-tier outputs and monographs with peer-reviewed publishers for non-bibliometric outputs; PI = Principal Investigator or coordinator.

9. PLAN MONITORING AND INDICATOR FORECASTING



Code	Indicator	Technical description	2-year forecast	4-year forecast
A1.In.6	Proportion of early-career researchers involved in competitive and university projects	Ratio of new resources (RTT and external PA) to total available resources, recorded based on participation of at least one person-month in a competitive project [Source: University, MUR, EU]	≥ 60% of participation	≥ 90%
A1.In.7	Number of competitive projects with UniMORE PI/Coordinators	Number of International, European and Italian projects with UniMORE Coordinator/PI [Source: University]	≥ +2% versus 2025	≥ +2% versus the previous year
A1.In.8	Attractiveness and internationalisation of Doctoral Programmes (mobility, external scholarships, joint supervision)	UniMORE impact on the State University System: Six-month mobility abroad (2025: 1.4%); external scholarships (2025: 2.25%); doctoral candidates with qualifications obtained abroad (2025: 2.10%) [Source: University, MUR]	Relative percentage increase ≥ +1%	≥ +1% versus previous year
A1.In.9	Number of enrolments and coverage rate in Specialisation and Postgraduate Advanced Education	Coverage of available positions in postgraduate schools and number of enrolments in advanced training initiatives (Master programmes, Postgraduate courses, and Thematic schools) [Source: University]	≥ 50% for all Schools; 20% increase in enrolments in Advanced Education initiatives	≥ 80% for Schools; ≥ +10% versus previous year for Advanced Education
A1.In.10	Systematic use of the Research Observatory and decision support reporting	Number of reports submitted to the academic community per year [Source: University]	≥ 2	≥ 2

*Prima Fascia: definiti come da valutazione ministeriale, considerando fascia Q1 (25%) e D1 (10%) per i prodotti Bibliometrici secondo ASJC (All Science Journal Classification) Scopus e prodotti in Fascia A e monografie con editori in peer review per i prodotti non bibliometrici; ** PI Principal Investigator o coordinatore

Indicator forecasting – Strategic Area 2: Teaching, Student Community, Right to Education

Code	Indicator	Technical description	2-year forecast	4-year forecast
A2.In.1	Total number of enrolments and the proportion of extra-territorial and international enrolments	Proportion of new enrolments over total enrolments (2024/25: 32.4%; 2025/26: 31.6%) Proportion of new enrolments from outside the province over total new enrolments (2024: 36.54%; 2025: 34.71%) Proportion of international new enrolments over total enrolments (2024: 2.58%; 2025: 3.35%) [Source: University]	Proportion of new enrolments \geq +2%; proportion of new enrolments from outside the province \geq +4%; proportion of international new enrolments \geq +3%	\geq +2% versus previous year for all values
A2.In.2	Evaluation of teaching quality and academic organisation	Number of positive responses (OPIS) on teaching quality and organisation (2023/24: 89.12% and 79%) [Source: NdV]	\geq 90% and 80%	\geq +1% versus previous year
A2.In.3	Percentage of ECTS delivered through innovative teaching methods (blended, digital, active)	Proportion of ECTS delivered through innovative courses and modules (blended, mixed, online, in English), to be compiled with the Teaching Observatory [Source: University]	Establishment of the methodology and measurements	\geq +5% versus previous year
A2.In.4	Structural indicators of balance between degree programmes, teaching staff, infrastructure, and service	Student-to-staff ratio indicators in the Areas, compared with the macro-regional target (2024/25: Area A – Scientific and Technological: 5.08 versus 6.58; Area B – Economic and Legal: 13.84 versus 13.52; Area C – Humanities: 26.35 versus 23.52; average teaching load indicators to be established [Source: University, NdV]	Macro-regional target; average load indicators to be defined and measured	\geq +1% versus previous year
A2.In.5	Percentage of academic staff participating in Faculty Development and international training programmes	Proportion of permanent university academic staff attending at least one course within the three-year period of Faculty Development or International Training [Source: University]	Establishment of monitoring and first measurement by 2026	+10% versus previous year
A2.In.6	Attrition rate between first and second year, rate of students behind schedule, and proportion of students in good academic standing	Second-year continuation rate (2023: 83.30% versus macro-regional target 82.74%); proportion of regular graduates (2024: 64.35% versus macro-regional target 62.21%) [Source: NdV, AVA Dashboard]	\geq + 1% for both indicators	\geq +1 for both indicators

9. PLAN MONITORING AND INDICATOR FORECASTING



Code	Indicator	Technical description	2-year forecast	4-year forecast
A2.In.7	Employment rate three years after graduation	Employment rate by Area three years after graduation compared with the macro-regional target: (2024: Area A – Scientific and Technological 95.95% versus 96.24%; Area B – Economic and Legal 95.43% versus 94.09%; Area C – Humanities 90.12% versus 87.10%) [Source: AVA Dashboard]	≥ 96% area A, ≥ 96% area B ≥ 90% area C	≥ 96% area A, ≥ 96% area B ≥ 90% area C
A2.In.8	Proportion of students using orientation, tutoring, and counselling services	For tutoring services: Proportion of tutors to enrolled students (2024: 0.04%); orientation and counselling: data not available [Source: University, AVA]	≥ +1% for tutoring; creation of indicators for other services and measurement by 2026	≥ +1% versus previous year for all indicators
A2.In.9	Level of satisfaction with services, facilities, university life, and support	Student satisfaction with infrastructure and campus (2024: 4.31 versus the average of large universities: 4.27) [Source: University, Good Practice]	≥ +1%;	≥ +1% versus previous year
A2.In.10	Proportion and satisfaction of students receiving scholarships, fee reductions, and financial aid, as well as of students using services for disabilities, specific learning disorders (SLD), and special educational needs (SEN)	Student satisfaction with the Right to Education (scale 1–6) (2024: 4.28 versus the average of large universities: 4.24) [Source: University, Good Practice]	≥ +1%;	≥+1% versus previous year
A2.In.11	Incoming and outgoing student mobility and presence of English language courses/teaching	% of ECTS earned abroad by students (2023: 2.11% versus the macro-regional target of 2.72%; other indicators to be defined [Source: University, AVA]	≥ +2% relative; creation of the indicator for other services; first measurement by 2026	≥ +2% versus previous year
A2.In.12	Number of students involved in minor, multidisciplinary courses and cross-curricular activities	Proportion of students participating in minor, multidisciplinary, and transversal pathways [Source: University]	Availability of initiatives and indicator to be defined; first measurement by 2027	≥+2% on first measurement
A2.In.13	Systematic use of the Teaching Observatory and supporting reports	Number of reports to the university community and governance [Source: University]	Establishment of the Observatory and first reports by 2027	At least 2 per year.

Indicator forecasting – Strategic Area 3: Technology Transfer, Social Impact, Health

Code	Indicator	Technical description	2-year forecast	4-year forecast
A3.In.1	Preparation of a coordinated plan for TM, TT, and IS	Drafting of the TM, TT, and IS Plan with the corresponding actions, also broken down by the research and disciplinary areas involved. Allocation of financial resources for the implementation of the plan [Source: University]	Drafting of the plan by the first semester of 2027; allocation of $\geq +10\%$ resources to TM, TT, and IS in the 2027 budget plan compared with 2026	At least 70% of actions realised Allocation $\geq +10\%$ resources on TM, TT and IS compared with the previous year
A3.In.2	Proportion of academic staff, researchers, and administrative/technical staff involved in Third Mission, Tech Transfer, and public engagement activities	Number of academic staff, researchers, and technical-administrative staff involved in monitored initiatives of Third Mission, Technology Transfer, and Public Engagement, by CUN areas [Source: University]	First monitoring	$\geq +5\%$ versus previous year
A3.In.3	Number of active patents, licences and intellectual property titles valued	Number of active patents: (2025, 57) number of active spin-offs: (2025, 20) Source: University, NdV]	$\geq +3\%$ patents $\geq +1\%$ spin-offs	$\geq +5\%$ versus previous year
A3.In.4	Activities of the Technology Transfer Office	Number of contacts monitored by the Technology Transfer Office, mean and variance across areas, and creation of the Uni-MORE Stakeholder Network [Source: University]	Establishment of the Network and of the monitoring service within the OSA*, with measurement by 2027	$\geq +2\%$ versus previous year and improvement in all areas of the University
A3.In.5	Value of financial resources generated from contracts, agreements, and partnerships	Value of third-party revenues by departments and centres in the university budget and percentage of revenues transferred to the university (BP 2025: €15.5 million) [Source: AVA Dashboard]	$\geq +1$ for the two indicators	$\geq +2\%$ versus previous year
A3.In.6	Number and stability of collaborations with companies, institutions, and the Third Sector	Number of university agreements and departmental/centre accords with companies, institutions, and the Third Sector, in place for at least three years and renewed [Source: University]	Establishment of the OSA* section and first measurement by 2026	$\geq +5\%$ versus previous year

9. PLAN MONITORING AND INDICATOR FORECASTING



Code	Indicator	Technical description	2-year forecast	4-year forecast
A3.In.7	Estimated participation in public engagement, dissemination, and cultural impact initiatives	Number of Public Engagement, Continuing Education, and dissemination and cultural impact initiatives evaluated and broken down by type and by area Platform to be defined. Currently on IRIS (2022–2024: 434 for Departments in the Humanities and Social Sciences; 1,127 for Departments in the Medical and Life Sciences; 464 for Departments in the Scientific and Technological areas) [Source: NdV]	Definition of the monitoring platform within the OSA* and first measurement by 2026, with access data collected by 2027	+2 versus previous year
A3.In.8	Physical and digital visits to the University's museums, archives, and cultural heritage	Number of physical visits and online accesses, broken down by museums and by the new University Museum in Modena [Source: University]	Establishment of University Museums in Modena, and monitoring	≥+5% of accesses versus previous year
A3.In.9	Number of students involved in educational activities with Third Mission, Technology Transfer, and Social Impact content.	Number of certified activities and credits earned by study programmes and students of all academic levels. Data currently not available [Source: University]	First measurement by 2026	Definition of at least 5 initiatives
A3.In.10	Number of projects, initiatives, and structured collaborations with the healthcare system and local authorities	Monitoring of third-mission agreements and contracts, at least annually, with regional hospital and healthcare structures and with local authorities (municipalities and provinces of Modena and Reggio Emilia). Data currently not available [Source: University] Initiatives for the prevention, promotion, and protection of public health; healthcare activities in support of vulnerable groups; and actions in environmental health and food safety [Source: University]	Establishment of an OSA* Monitoring Section and first measurement by 2026	≥+10% versus previous year

*OSA University Strategic Observatory to be established



Indicator forecasting – Strategic Area 4: Community, People, Wellbeing, Sustainability

Code	Indicator	Technical description	2-year forecast	4-year forecast
A4.In.1	Proportion of academic staff and technical-administrative personnel involved in continuous training, professional development, and mobility	Internal and external mobility (including months abroad) for academic staff, researchers, and technical-administrative staff [Source: University] Adequacy and consistency of professional development and training pathways for academic staff, hours per capita (2024: 1.09 versus macro-regional target 1.99) [Source: University] Adequacy and consistency of professional development and training pathways for technical-administrative staff, hours per capita (2024: 11.87 versus macro-regional target 15.87) [Source: Dash-board KPIs - AVA]	Creation of the section within the OSA*; first monitoring of the number of participants: $\geq 15\%$ at university level, $\geq 10\%$ at departmental level	$\geq +10\%$ versus previous year for all indicators
A4.In.2	Structural indicators of staff composition (verticality index, generational turnover, distribution of roles)	Technical-administrative staff – Verticality index for permanent positions ($=D+EP/TOTAL$; 2023–2025: 5.4) [Source: University] Academic staff and researchers – Verticality indicator ($=PO / (PO, PA, RU, RTDb), RTT$; 2024: 42.74) [Source: MUR] Academic staff and researchers – Generational turnover indicator ($=Change\ in\ PO / Change\ in\ PA, RTDb), RTT$; 2024: 0.8571) [Source: MUR]	Technical-administrative staff $\geq 5.7\%$ at university level Verticality: $\leq 41\%$ at university level Generational turnover: ≤ 0.80 at university level	Technical-administrative staff $\geq 6\%$ Verticality: $\leq 40\%$ Generational turnover: ≤ 0.75
A4.In.3	Level of wellbeing and workplace climate	Clarity in the definition of tasks and roles (Organisational Well-being Survey, scale 1–6, 2024: 3.1 versus large universities 3.5) Technical-administrative staff – Sense of belonging (Organisational Wellbeing Survey, scale 1–6, 2024: 3.6 versus large universities 4) [Source: Analysis of organisational wellbeing, University, PoliMI]	$\geq 10\%$ of current values For all indicators	$\geq +5\%$ versus previous year
A4.In.4	Level of satisfaction of students and staff with services, spaces, and infrastructure	Technical-administrative staff – Overall satisfaction with technical and administrative services (Good Practice Survey, scale 1–6, 2024: 3.87 versus large universities 4.19) Academic staff – Overall satisfaction with technical and administrative services (Good Practice Survey, scale 1–6, 2024: 4.13 versus large universities 4.25) [Source: Good Practice, University, PoliMI]	$\geq +10\%$ versus current values	$\geq +5\%$ versus previous year

9. PLAN MONITORING AND INDICATOR FORECASTING



Code	Indicator	Technical description	2-year forecast	4-year forecast
A4.In.5	Perception of equity, inclusion, and accessibility of environments, services, and opportunities, measured through specific dimensions of climate surveys.	Perception of fairness in the distribution of workload (Organisational Wellbeing Survey, scale 1–6, 2024: 2.9 versus large universities 3.2) [Source: Good Practice]	≥10% versus current values	≥ +5% versus previous year
A4.In.6	Participation of the academic community in institutional, cultural, and consultation initiatives	Number of institutional meetings defined at the university. Number of participants in institutional meetings. Number of cultural initiatives and number of participants; specific indicators to be defined [Source: University]	Definition of new indicators, OSA* platform; first measurements in 2026	≥ +5% versus previous year for all indicators
A4.In.7	Selected indicators of consumption reduction and environmental sustainability (e.g., paper, energy, campus services), measured in a way that allows comparison over time.	Reduction of energy consumption (by university, by building, and at the Campus level) Reduction of energy consumption (by university, by building, and at the Campus level) Measurement of improvements in digital sustainability (use of mailing lists, netiquette) [Source: University]	Definition and measurement of indicators within the OSA* framework; first measurement by 2026 Introduction of the Netiquette code by 2026	≥ +5% versus first measurement
A4.In.8	Presence and use of plans, structures, and monitoring dedicated to sustainability and the related plan	Updating of guidelines and definition of an action plan for sustainability (Governance, Research, Teaching, Staff, Students, Supply Chain, Environment) [Source: University]	Definition of indicators in the OSA*, by first half of 2027	At least 50% of the action plan implemented
A4.In.9	Safety, maintenance, and functionality status of university buildings	Monitoring report on building safety; monitoring report on building maintenance, including energy aspects; monitoring report on building functionality [Source: University, CRU]	Definition of indicators in the OSA*, report by first half of 2027	1 report per year; ≥ +2% versus first measurement
A4.In.10	Dissemination of training, information, and best practices in safety and prevention	Academic staff, researchers, technical-administrative staff, and student representatives trained in SPP (certificates of participation in training courses, minutes of simulations and exercises) [Source: University]	Definition of indicators in the OSA*, 1 report per year by first half of 2026	≥ +5% versus first measurement

*OSA University Strategic Observatory to be established; **Prevention and Protection Services

Indicator forecasting – Strategic Area 5: Governance, Resources, Technologies

Code	Indicator	Technical description	2-year forecast	4-year forecast
A5.In.1	Adoption of updated and consistent digital models for a University Document Management System	Number of standardised reports and minutes at university and departmental level; use of simplification tools (e.g. Titulus 5). Degree of indexing and traceability of documents; number of accesses to management dashboards; rate of document reuse (number of accesses to documents on the intranet) [Source: University]	Definition of OSA* monitoring tools for the indicators and first measurement by 2026	≥+10% usage versus previous year for all values
A5.In.2	Economic balance indicators against comparable benchmarks	ISEF indicator (Budget Plan 2026: 1.07) ISP indicator (Budget Plan 2026: 76.75%) Total Unit Cost per University Student indicator (from Good Practice, change in total unit cost 2024/23: 11.47% compared to large universities 3.2%) Allocation of expenditure responsibilities - non-compulsory items - based on the allocation of resources to the strategic reference areas [Source: MUR and University]	ISEF ≥ 1.05 ISP ≤75% Reduction of the average increase by 2%; 70% of items analysed and allocated	ISEF ≥ 1.10 ISP ≤= 73% Reduction of the average increase by 2% 100% of items analysed and allocated
A5.In.3	Updated and coordinated regulatory corpus	Proportion of regulations submitted for evaluation relative to the total corpus of regulations; proportion of regulations updated and revised relative to those requiring intervention [Source: University]	Establishment an OSA* Section and first measurement by 2026	Increase ≥ +10% versus previous year
A5.In.4	International mobility of the academic community	Proportion of academic staff participating in an international mobility programme Proportion of technical-administrative staff participating in an international mobility programme Proportion of students participating in an international mobility programme: Percentage of regular graduates with 11 or more ECTS earned abroad (2024: 11.87 versus macro-regional target 15.87) [Source: Dash-board KPIs - AVA]	Establishment of an OSA Section* by 2026 with first measurement For students ≥+2%	+20% versus previous year for academic and technical-administrative staff; for students ≥ +2%

9. PLAN MONITORING AND INDICATOR FORECASTING



Code	Indicator	Technical description	2-year forecast	4-year forecast
A5.In.5	Number of digitally simplified or automated processes based on AI	Number of procedures reviewed and digitalised end-to-end; number of processes simplified and standardised by directorates and departments/ centres (reference 2025: 0 documents) [Source: University]	Establishment of monitoring and first measurement	+10% versus previous year
A5.In.6	Level of satisfaction among students and staff with communication on social media portals and digital services	Technical-administrative staff – Satisfaction with communication on the portal and social media (Good Practice Survey, scale 1–6, 2024: 3.55 versus large universities 3.90) Academic staff – Satisfaction with communication on the portal and social media (Good Practice Survey, scale 1–6, 2024: 3.67 versus large universities 3.91) Students 2 – Satisfaction with university information systems (Good Practice Survey, scale 1–6, 2024: 3.84 versus large universities 3.93) [Source: Good Practice, University, PoliMi – CENSIS indicator of satisfaction with access to communication and digital services (2024: 91; 2025: 90) [Source: CENSIS]	≥ + 10% of all indicators	≥+5 versus previous year
A5.In.7	Cybersecurity audit; % of systems covered by backup and continuity plans; number of significant incidents	Number of cybersecurity audits of laboratories, departments, and university infrastructures; number of backup and continuity tools; number of attacks and incidents detected [Source: UNIVERSITY]	Establishment of an OSA* section and first measurement by 2026	≥ + 5%
A5.In.8	Presence of AI policies; number of areas/ processes supported by AI; assessment of transparency, human oversight, and accountability	Presence of AI policy documentation and AI literacy; number of supported processes with responsible AI; documented processes for validating the reliability and accountability of tools [Source: University]	Definition of the service; at least 1 document per year	At least 1 revised document per year
A5.In.9	Number of active and accredited agreements and partnerships; participation in university networks and mobility	Number of active institutional agreements and collaborations; number of participations in university networks and international institutional projects; proportion of academic staff, researchers, and technical-administrative staff participating in an international mobility programme [Source: University]	Establishment of an OSA* section and first measurement by 2026	≥+10% versus the previous year

9. PLAN MONITORING AND INDICATOR FORECASTING



Code	Indicator	Technical description	2-year forecast	4-year forecast
A5.In.10	Presence of shared cooperation models; involvement of structures, services, and Departments in international initiatives	Number of facilities (Departments, Centres, Laboratories) involved; number of international institutional initiatives; number of visits received and institutional events per year [Source: University]	Establishment of an OSA* section and first measurement by 2026	≥+5% versus previous year
A5.In.11	Engagement on digital channels, media coverage, and recognisability of the UniMORE brand	Number of accesses and retention rate on university web platforms; Number of articles in local and national press per week on UniMORE; UniMORE presence on social networks – brand tracking [Source: University – Technical-administrative staff satisfaction with university communication (Good Practice Survey, scale 1–6, 2024: [value/score]) 3.40 versus large universities 3.91) Academic staff – Satisfaction with university communication (Good Practice Survey, scale 1–6, 2024: 3.69 versus large universities 3.93) Students 2 – Satisfaction with university communication (Good Practice Survey, scale 1–6, 2024: 3.90 versus large universities 3.95) [Source: Good Practice, University, PoliMi]	Establishment of an OSA* section and first measurement by 2026 ≥+ 10% satisfaction indicators	≥+5 % versus previous year
A5.In.12	Use of web, apps, and advanced digital tools; community access and interactions	Number of web interactions (number of news items and communications) Number of accesses on the student and community app Time spent on UniMORE news	Establishment of an OSA* section and first measurement by 2027	≥+2% on first measurement

Positioning Targets Forecasting

TP	Positioning targets	Integrated indicators and benchmarks	3-year forecast	6-year forecast
TP1	Research quality and impact	FFO, Performance-based quota - Recruitment Benchmark: FFO, UniMORE's share in the national system (UNIMORE, 2025: 2.38%)	≥ +1%, versus the initial value*	≥ +2.5%, versus the initial value*
TP2	Scientific and design leadership	ANVUR – Number of ERC/MSCA FIS/FISA projects with UniMORE as Host Institution Benchmark: ANVUR dashboard – Average number of ERC/MSCA projects as Host Institution at large universities (UniMORE, 2025: 15 (N*))	≥ 16 (N)	≥ 18 (N)
TP3	Doctoral Programmes as an advanced learning environment	FFO, Postgraduate Benchmark: FFO, UniMORE's share in the national system (UNIMORE, 2025: 1.79%)	≥ +1% versus the initial value^	≥ +3%, versus the initial value*
TP4	High-quality and innovative teaching	AlmaLaurea - Graduates' profile - Graduates overall satisfied with the degree programme Benchmark: AlmaLaurea, Regional Universities (UniMORE 2025: 89.9%, versus regional universities: 90.2%)	≥ +1%, versus the initial value*	≥ +2%, versus the initial value*
TP5	Student success and reduced student attrition rates	AVA3, proportion of students earning at least 40 ECTS credits per calendar year Benchmark: AVA3, macro-regional Aggregate. (UNIMORE, 2025 Calculated: 60.03%, versus regional universities: 61.65%)	≥ +1%, versus the initial value*	≥ +2%, versus the initial value*
TP6	Employability and educational impact	CENSIS, UniMORE employability score in the annual ranking Benchmark: Maximum score among large universities. (UNIMORE, 2025: 104, versus the best score, large universities: 104)	≥ +0% versus the initial value	≥ +0% versus the initial value
TP7	Third mission and public value	AVA3, E.2.0.C. Number of third mission activities per academic member Benchmark: AVA3, Macro-regional Aggregate. (UNIMORE, 2025: 0.77 (N), versus macro-regional aggregate: 1.00 (N))	≥ +5% versus the initial value	≥ +10% versus the initial value

9. PLAN MONITORING AND INDICATOR FORECASTING



TP	Positioning targets	Integrated indicators and benchmarks	3-year forecast	6-year forecast
TP8	Technology transfer and entrepreneurship	AVA3, E.2.0.A. Revenue per faculty member (Research, Technology Transfer, Funding) Benchmark: AVA3, Macro-regional Aggregate. (UniMORE 2023: 29.34 (€), versus macro-regional aggregate: €29.34)	≥ +5% versus the initial value	≥ +10% versus the initial value
TP9	Scientific and institutional recognisability	QS Ranking, Academic Reputation Score and International Research Network Benchmark: QS Ranking – top-performing Italian university (UniMORE 2025: 33.7 (1–100), top-performing Italian university: 85.2 (1-100))	≥ +5% versus the initial value	≥ +10% versus the initial value
TP10	National and international student attractiveness	FFO, Base quota – Standard cost. Benchmark: FFO, UniMORE's share in the national system. (UNIMORE, 2025: 1.64%)	≥ +4% versus the initial value	≥ +10% versus the initial value
TP11	Internationalisation by design	CENSIS, UniMORE Internationalisation programme score in the annual ranking Benchmark: Maximum score among large universities. (UNIMORE, 2025: 81, versus the best score, large universities: 90)	≥ +3% versus the initial value	≥ +7% versus the initial value
TP12	University communication and identity	CENSIS, UniMORE communication and digital services score in the annual ranking Benchmark: Maximum score among large universities (UniMORE 2025: 90, versus the best score, large universities: 108)	≥ +5% versus the initial value	≥ +10% versus the initial value
TP13	Wellbeing and quality of university life	GOOD PRACTICE – Summary score of organisational wellbeing. Benchmark: Good Practice, University Average (UniMORE 2025: 3.63, versus the university average: 3.86)	≥ +2% versus the initial value	≥ +4% versus the initial value
TP14	Equity, inclusion, and responsible sustainability	QS Ranking, sustainability score. Benchmark: QS Ranking – top-performing Italian university (UniMORE 2025: 54.4 (1–100), versus the top-performing Italian university: 72.9 (1-100))	≥ +3% versus the initial value	≥ +6% versus the initial value
TP15	Solid, sustainable, and reliable governance	FFO, hiring faculty – margin Benchmark: FFO, hiring faculty, UniMORE's share in the national system. (UNIMORE, 2025: 1.29%)	≥ +1% versus the initial value	≥ +2% versus the initial value

*(meaning the percentage change in incidence)

10. CONCLUSIONS

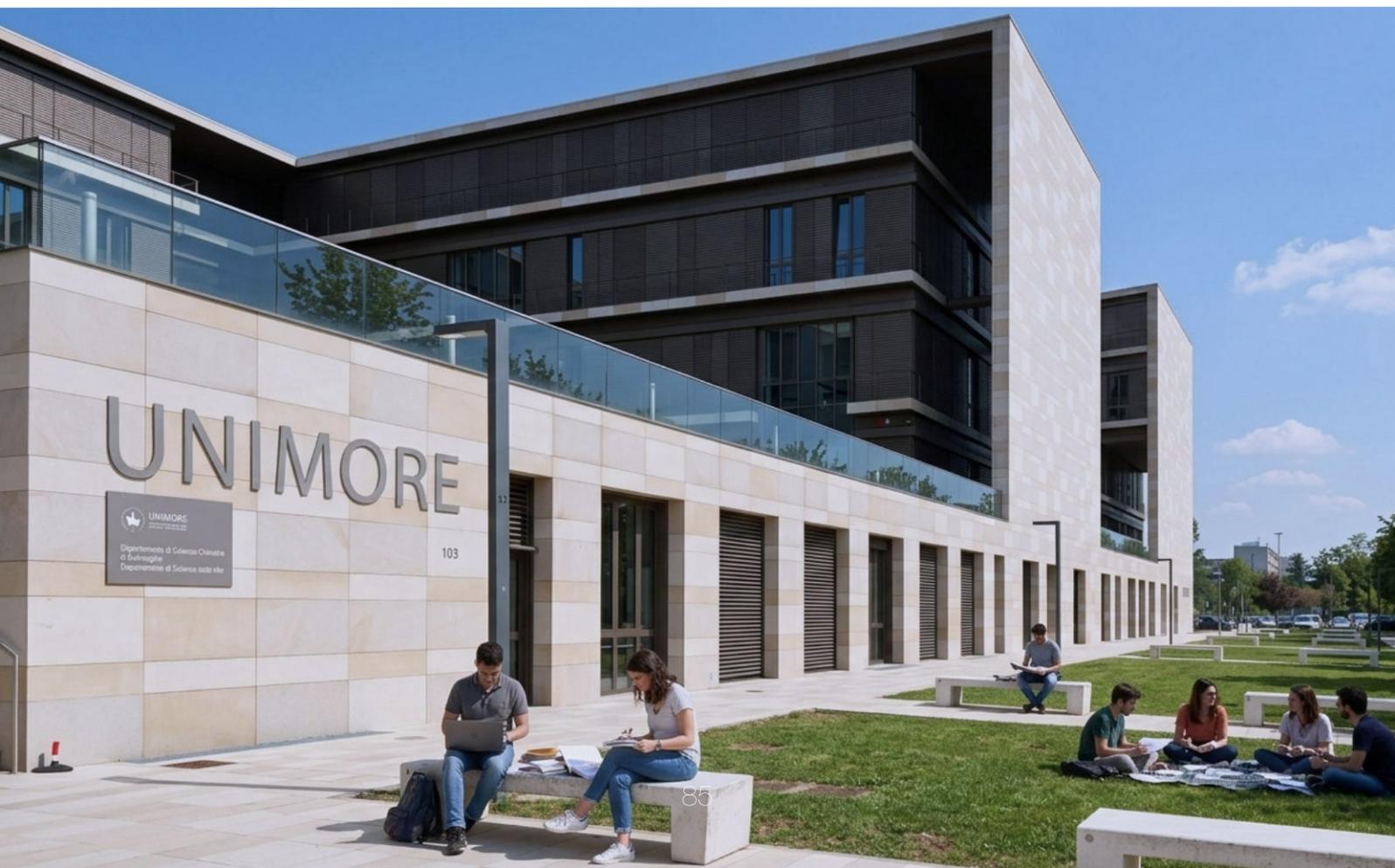


UniMORE's Six-Year Strategic Plan is conceived as a long-term project for a university that seeks to contribute responsibly to shaping the country's future, placing high-quality research at the core of knowledge production, the education of new generations as a primary civic investment, and engagement with the territory and society as a concrete expression of its public mission.

Through an integrated vision of research, teaching, third mission, community wellbeing, and governance, the University aims to strengthen its role as an institution capable of generating lasting value, innovation, and social cohesion within the national and European knowledge space.

The ambition is to establish a Plan capable of **guiding, in a coordinated manner, the objectives and actions of the entire academic community, overcoming fragmented approaches and strengthening strategic coordination.**

The governance instruments currently in place at the University will be progressively integrated and, where necessary, revised in light of emerging needs. Within this framework, a central role will be played by the Observatories (Strategic, Teaching, and Research), which will serve as a stable body for analysis, monitoring, and decision-making support, complementing the University Quality Assurance Unit and the Evaluation Board, thereby strengthening collective awareness of the identified priorities.



The implementation phase requires gradualness and consensus. In a Plan of a transformative nature and oriented towards innovation, it is natural to envisage a progressive refinement of measurement tools: the inevitable integration or revision of indicators is a conscious and positive choice. A Plan that introduces vision, change, and new governance structures must be able to adapt to the context and refine its metrics over time.

The establishment of the University Strategic Observatory will, during 2026, enable the consolidation and integration of the indicator system, strengthening its database and historical metrics. The first annual monitoring will therefore serve as a moment of verification and final alignment, within a framework of continuous improvement and shared responsibility.

The success of the Plan depends on the substantial engagement of the entire academic community. Active participation, the ability to highlight emerging challenges and constraints, and constructive dialogue during implementation and monitoring are essential conditions to ensure that strategic planning does not remain a mere formal requirement, but becomes a living instrument of governance and institutional identity.

Moving away from a compliance-based approach and opting for broad participation in a shared project means effectively directing efforts, reducing inefficiencies, and sharing the results achieved.

From this perspective, UniMORE assumes the responsibility of steering change with rigour, openness, and trust in the transformative power of knowledge, aware that, in a challenging historical moment, within a constantly evolving geopolitical and geoeconomic context, the future is built through forward-looking choices and the courage to invest in people.

As the neuroscientist and Nobel laureate Rita Levi-Montalcini once recalled,
«Above all, don't fear difficult moments. The best comes from them.»

11. ACKNOWLEDGEMENTS



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Finally, we thank the technical staff, researchers, and doctoral students who assisted with the graphic layout, images, and translation of the document.

12. APPENDIX



List of Acronyms

AI - Artificial Intelligence

ANVUR – National Agency for the Evaluation of the University and Research System

AOU - University Hospital

AUSL – Local Health Authority

ASJC – All Science Journal Classification (Scopus)

AVA 3 – Self-assessment, periodic evaluation and accreditation (ANVUR model)

BES - Special Educational Needs

CFU – ECTS credits

CINECA - Inter-University Consortium for Automatic Computing

CUN – National University Council

CRUI – Conference of Italian University Rectors

CUS-MORE – Modena and Reggio Emilia University Sports Centre

CoARA – Coalition for Advancing Research Assessment

DM - Ministerial Decree

DSA – Specific Learning Disorders

ECTS – European Credit Transfer and Accumulation System

ERC - European Research Council

EU27 – European Union with 27 Member States

FFO – Ordinary State Funding for Universities

FIRSR – Italian Fund for Research in Security and Resilience

FIS – Italian Fund for Science

FISA – Italian Fund for Applied Sciences

FISR – Special Supplementary Fund for Research

FRES – Fund for Scientific Research

GERD - Gross Domestic Expenditure on Research and Development

HS - Humanities and Social Sciences (CUN Area)

HRS4R - Human Resources Strategy for Researchers

Horizon Europe – European Union Framework Programme for Research and Innovation

IRCCS – Scientific Institute for Research, Hospitalisation and Healthcare

ISEF – Economic and Financial Sustainability Index

ISP – Incidence of Staff Costs

ISTAT – National Institute of Statistics

LS – Life Sciences (CUN Area)

MEF – Ministry of Economy and Finance

MUNER – Motorvehicle University of Emilia-Romagna

MUR – Ministry of Universities and Research

OECD - Organisation for Economic Cooperation and Development

OPIS - Student Opinion on Teaching

OSA – University Strategic Observatory

PA – Public Administration

PE – Physical Sciences and Engineering (CUN Area)

PI – Principal Investigator

PIAO – Integrated Activity and Organisation Plan

PNRR – National Recovery and Resilience Plan

PR-FESR – Regional Programme European Regional Development Fund

PRIN – Research Projects of National Interest

QS WUR – QS World University Rankings

SBA – University Library System

SDGs – Sustainable Development Goals

SH – Social Sciences and Humanities (Area CUN)

STEM – Science, Technology, Engineering and Mathematics

THE Ranking – Times Higher Education World University Rankings

TM – Third Mission

TT – Technology Transfer

UNESCO – United Nations Educational, Scientific and Cultural Organization

UTT – Technology Transfer Office



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