



# Sant'Anna

Scuola Universitaria Superiore Pisa

**Selezione pubblica, per titoli ed esami, per l'assunzione di due unità di personale appartenenti alla categoria D – Area amministrativa-gestionale con contratto di lavoro subordinato a tempo pieno e indeterminato per le esigenze delle strutture della Scuola Superiore Sant'Anna**

PROVA ORALE

TRACCIA 2

1.	La disciplina del conflitto di interessi nel procedimento per l'affidamento dei contratti pubblici e la sua applicazione nella pertinente normativa interna della Scuola Superiore Sant'Anna
2.	Le importanti modifiche al sistema universitario introdotte dalla Legge 240/2010 c.d. Gelmini
3.	Leggere e tradurre il testo in lingua inglese allegato
4.	In un documento creato con Microsoft Word, in che modo può essere aggiunto il numero di pagina?



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PROVA ORALE

TRACCIA 3

1.	Rapporti tra diritto di accesso e privacy e tra trasparenza e privacy
2.	La contabilità generale, anche con riferimento alla pertinente normativa interna della Scuola Superiore Sant'Anna
3.	Leggere e tradurre il testo in lingua inglese allegato
4.	Che cosa consente di fare la funzionalità "Orientamento testo" di Microsoft Word, applicata a una cella di una tabella?



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PROVA ORALE

TRACCIA 4

1.	La determina a contrarre nel <i>Codice dei contratti pubblici</i> e la disciplina degli acquisiti nella pertinente normativa interna della Scuola Superiore Sant'Anna
2.	I cambiamenti della figura del Ricercatore con l'avvento della Legge 240/2010 c.d. Gelmini
3.	Leggere e tradurre il testo in lingua inglese allegato
4.	Come si formatta una cella come valuta in Excel?



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PROVA ORALE

TRACCIA 5

1.	Gli acquisiti centralizzati delle Università e le possibilità di deroga previste nella pertinente normativa interna della Scuola Superiore Sant'Anna
2.	Gli organi che devono essere previsti dagli Statuti delle Università ai sensi della Legge 240/2010 c.d. Gelmini
3.	Leggere e tradurre il testo in lingua inglese allegato
4.	Come si crea un grafico in Excel?



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PROVA ORALE

TRACCIA 7

1.	Il <i>Piano Triennale di Prevenzione della Corruzione e Trasparenza</i> , ora sezione “Rischi corruttivi e trasparenza” del <i>Piano Integrato di Attività e Organizzazione</i> e la valutazione del rischio nella pertinente normativa interna della Scuola Superiore Sant'Anna
2.	La figura dell'assegnista di ricerca ai sensi della Legge 240/2010 c.d. Gelmini
3.	Leggere e tradurre il testo in lingua inglese allegato
4.	A cosa serve la funzione Thesaurus del programma Microsoft Word?



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PROVA ORALE

TRACCIA 8

1.	I soggetti coinvolti nel sistema di prevenzione della corruzione e l'applicazione nella pertinente normativa interna della Scuola Superiore Sant'Anna
2.	La disciplina dell'incompatibilità e degli incarichi extraistituzionali nel pubblico impiego
3.	Leggere e tradurre il testo in lingua inglese allegato
4.	È possibile inserire tabelle nei documenti Word?



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PROVA ORALE

TRACCIA 9

1.	Accesso documentale, accesso civico e accesso civico generalizzato
2.	I compiti del Servizio Prevenzione e Protezione di cui al Decreto Legislativo 81/08, anche con riferimento alla pertinente normativa interna della Scuola Superiore Sant'Anna
3.	Leggere e tradurre il testo in lingua inglese allegato
4.	Utilizzando il programma Microsoft Word è possibile applicare ad un testo contemporaneamente le formattazioni grassetto, corsivo, sottolineato?



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PROVA ORALE

TRACCIA 10

1.	I principi che regolano la gestione delle risorse umane nel pubblico impiego
2.	Il bilancio unico d'esercizio, anche con riferimento alla pertinente normativa interna della Scuola Superiore Sant'Anna
3.	Leggere e tradurre il testo in lingua inglese allegato
4.	Utilizzando Microsoft Word si può inserire una immagine nel testo?





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PROVA ORALE

TRACCIA 11

1.	Le previsioni in merito alla chiamata dei professori secondo la Legge 240/2010 c.d. Gelmini
2.	Il ruolo del Nucleo di Valutazione, anche con riferimento alla pertinente normativa interna della Scuola Superiore Sant'Anna
3.	Leggere e tradurre il testo in lingua inglese allegato
4.	A cosa servono le revisioni in Microsoft Word?



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PROVA ORALE

TRACCIA 12

1.	Le fasi del procedimento disciplinare nei confronti del personale tecnico-amministrativo
2.	Il budget annuale autorizzatorio, anche con riferimento alla pertinente normativa interna della Scuola Superiore Sant'Anna
3.	Leggere e tradurre il testo in lingua inglese allegato
4.	Come si crea un filtro in Excel?



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PROVA ORALE

TRACCIA 13

1.	Gli obblighi dei lavoratori nell'ambito del sistema di gestione per la salute e la sicurezza dei lavoratori sul luogo di lavoro, anche con riferimento alla pertinente normativa interna della Scuola Superiore Sant'Anna
2.	Il fabbisogno finanziario nel settore universitario
3.	Leggere e tradurre il testo in lingua inglese allegato
4.	Qual è la scorciatoia da tastiera per incollare una cella in Excel?



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PROVA ORALE

TRACCIA 14

1.	Le modalità di reclutamento del personale tecnico-amministrativo: opportunità e vincoli
2.	Il Collegio dei Revisori: composizione e funzioni, anche con riferimento alla pertinente normativa interna della Scuola Superiore Sant'Anna
3.	Leggere e tradurre il testo in lingua inglese allegato
4.	Come si crea una tabella pivot in Excel?



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PROVA ORALE

TRACCIA 15

1.	Il processo di valutazione della performance del personale tecnico-amministrativo: in che cosa consiste e come è organizzato
2.	I principi contabili per le Università (Decreto Interministeriale n. 19/2014 e ss.mm.ii.), anche con riferimento alla pertinente normativa interna della Scuola Superiore Sant'Anna
3.	Leggere e tradurre il testo in lingua inglese allegato
4.	Qual è la formula per calcolare la media di un intervallo di celle in Excel?



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PROVA ORALE

TRACCIA 16

1.	Le principali tipologie di lavoro flessibile che è possibile attivare nelle università
2.	Il bilancio consolidato nelle Università, anche con riferimento alla pertinente normativa interna della Scuola Superiore Sant'Anna
3.	Leggere e tradurre il testo in lingua inglese allegato
4.	Come si aggiunge una nuova riga o colonna in un foglio di lavoro di Excel?



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PROVA ORALE

TRACCIA 18

1.	Il ruolo di rappresentante legale e le sue principali funzioni, anche con riferimento alla pertinente normativa interna della Scuola Superiore Sant'Anna
2.	L'iter autorizzativo della programmazione del personale
3.	Leggere e tradurre il testo in lingua inglese allegato
4.	Come si rinomina un foglio di lavoro in Excel?

## 3. Our Vision

### 3.1. Our EUTOPIA Vision

EUTOPIA is a unique and daring alliance of transformative and engaged institutions, committed to building a more open, inclusive, and sustainable education system in Europe. Our human resources (HR) strategy reflects these values and supports our mission to create a new model that can be an inspiration for higher education in Europe.

We envision a human resources strategy that will:

- Attract and retain the best talent from across Europe and the world. EUTOPIA must be a beacon for excellence, offering researchers, educators, and staff the opportunity to work on cutting-edge challenges in a truly international environment.
- Create a culture of diversity, inclusion, and well-being. EUTOPIA must be a place where everyone feels welcome, respected, and valued. We are committed to fostering an equitable and inclusive environment where all members of our community can thrive.
- Support the professional development and career growth of our staff. EUTOPIA must provide its staff with the resources and opportunities they need to develop their skills and knowledge, and to achieve their career goals.
- Promote collaboration and innovation across the alliance. EUTOPIA's human resources strategy should support our efforts to break down silos and promote collaboration across our institutions. We want to create a truly integrated and interconnected alliance, where staff can work together to solve the world's most pressing challenges.

Only by harnessing and nurturing our collective human capital can EUTOPIA achieve its mission of creating a new model for higher education in Europe. Together we will build a truly transformative and engaged European university alliance.



## 4. EUTOPIA, TRAIN and the Role of Human Resources

### 4.1. EUTOPIA TRAIN

The EUTOPIA TRAIN project is an ambitious research initiative committed to the creation of a challenge-driven knowledge-creation community that capitalises on the original six EUTOPIA institutions' joint potential to promote innovation and societal impact. The TRAIN project aims to extend EUTOPIA's challenge-led model to the development of its Research and Innovation (R&I) activities and focuses on tackling two main challenges :

- Integrate pan-EUTOPIA R&I Communities
- Open up EUTOPIA research communities to society, businesses, students, and policy-makers.

To this end, three cross-cutting activities have been targeted during the EUTOPIA TRAIN project:

1. Developing R&I synergies and delivering a joint Research Strategy
2. Mutualising resources and tools
3. Defining a shared R&I policy

EUTOPIA TRAIN provides a clear framework to the goal set by the EUTOPIA leadership to mutualise resources and tools and to define a shared Research and Innovation Policy. TRAIN's key objectives are to boost the research capacity of the six universities of the alliance in both human and technical resources and contribute to the development of the EU R&I performance. The culmination of the TRAIN project is the generation of a cross-institutional strategy based on joint governance and common management structures, of which this Human Resources Strategy is one element.

Whilst the focus of the TRAIN project is on researchers, this HR Strategy takes a wider holistic approach in trying to identify and understand where the added EUTOPIA value of cooperation and collaboration in human resource policies and procedures can add value to our work. Researchers are not islands and they require support from services across an institution. Therefore, whilst researchers remain central to the focus of the strategy, additional consideration is given to teachers, technical staff, and administrative and management staff, without whom researchers would not be able to perform their core function.

### 4.2. EUTOPIA and HR

Since the beginning of the EUTOPIA journey, human resources has been at the heart of the alliance. It was identified early in the process that without HR present, a European university alliance will simply not be able to deliver upon its objectives. The HR departments within EUTOPIA are integral to the success and effectiveness of the alliance. HR serves as a vital bridge between the academic and administrative aspects, ensuring that the alliance functions cohesively while respecting the diverse cultures and policies of the partner institutions.

At the core of this role is the management and development of EUTOPIA's human capital. HR professionals are responsible for attracting, recruiting, and retaining top-tier academic, administrative, and management talent. HR also plays a vital role in fostering a collaborative and inclusive environment within the EUTOPIA alliance. Together with colleagues from across the administrative and management services within EUTOPIA, HR supports and facilitates effective communication and understanding among individuals from different linguistic and cultural backgrounds, ensuring that the EUTOPIA alliance operates harmoniously. EUTOPIA's HR departments serve as the backbone of the alliance, fostering collaboration, managing human resources efficiently and effectively, and upholding compliance and fairness. In doing so, the HR departments contribute significantly towards the alliance's ability to achieve its academic, research, and strategic European objectives while embracing diversity and unity across the alliance.

The HR Strategy has been prepared under the auspices of the TRAIN project by the six original EUTOPIA institutions. During the drafting process new partners joined the EUTOPIA alliance and were invited to observe and contribute to the drafting process. This decision was taken by the HR Directors Group in light of the fact that all ten EUTOPIA institutions will be required to implement the HR Strategy via the [EUTOPIA MORE](#) and [EUTOPIA HEALTH](#) projects. However, the HR Strategy remains a standalone deliverable by the six partner beneficiaries under the TRAIN project.

## 6. EUTOPIA HR Directors Group and Strategic Themes

### 6.1. Human Resources Directors Group

The EUTOPIA-TRAIN HR Directors Group was formed to coordinate HR activities for the project and the broader EUTOPIA agenda. The Group is composed of representatives from each alliance partner, and membership is not exclusive to HR Directors, with some universities appointing Vice-Rectors, Deputy Directors, or HR Officers as their representative.

The Group meets monthly online via Teams and has been an important forum for sharing best practices, discussing the development of the EUTOPIA HR Strategy, and providing guidance to the VUB HR Policy Advisor. The Group has worked together through meetings, training sessions, workshops, and conferences to identify the necessary components of this HR Strategy.

In 2022, the meetings were opened up to include representatives from the four new EUTOPIA alliance partners. Whilst these partners are not part of the TRAIN project, they are an integral part of the future of EUTOPIA, their inclusion in HR deliberations has been invaluable in building trust and confidence between peers, and has also helped to expand the Group's shared knowledge in the area of HR.

The HR Group have committed to continued working together after the TRAIN project has concluded in order to deliver on the recommendations in this strategy via the MORE and HEALTH projects.

### 6.2. Strategic Themes

The identification of the themes in this strategy emerged through an iterative process connected to the broader EUTOPIA TRAIN project. The HR Group identified specific areas where cooperation via EUTOPIA mechanisms could provide additional added value and support the delivery of the TRAIN objectives and the broader EUTOPIA agenda.

At the initial stages of the project the themes of leadership, recruitment, and the mobility of researchers were selected in the first round for priority action. Subsequently, well-being, career assessment modernisation, and training and development were added.

All six strategic themes are designed to contribute to the EUTOPIA TRAIN objectives. Each thematic section contains a brief policy overview, providing context and background on the topic, followed by a set of recommendations. The recommendations are split into two groups: one set of recommendations are directed towards the individual institutions for them to implement directly; whilst the EUTOPIA-level recommendations are to be collectively implemented, either in coordination with the EUTOPIA Central Office or through the HR Directors Group.

The recommendations are taken together collectively to form the Roadmap. It is intended that the implementation of the Roadmap will be undertaken and monitored via the EUTOPIA MORE and EUTOPIA HEALTH projects.

## 7. Leadership

### 7.1. Policy context

Shared leadership is a concept that is becoming increasingly prominent within higher education environments, especially in reference to the development of academic staff. It refers to a collaborative and collective approach to decision-making and leadership, where multiple individuals are empowered to influence and contribute to the success of an organisation.

In a university context, shared leadership can involve both academics and technical and administrative staff all working together to create a supportive and inclusive learning and research environment.

The aim of shared leadership is to promote a culture of trust, collaboration, transparency and innovation, leading to better outcomes for everyone involved in our shared EUTOPIA community. By involving multiple stakeholders in leadership roles, such as academics, administrators, and technical personnel, shared leadership recognises the diverse perspectives and expertise present within the EUTOPIA alliance.

Shared leadership also fosters innovation and creativity. When individuals from different backgrounds and disciplines collaborate and contribute to decision-making processes, it encourages the exchange of ideas, interdisciplinary approaches, and novel solutions to complex challenges. This can lead to the development of innovative teaching methods, research initiatives, and organisational practices.

Furthermore, shared leadership enhances transparency and accountability. When multiple individuals are involved in decision-making, it reduces the concentration of power and ensures that decisions are made with broader input and scrutiny. This helps to build trust and confidence among stakeholders, as they feel their voices are heard and their contributions are valued.

Within EUTOPIA, shared leadership has the potential to promote professional growth and development in all our staff. By involving academics and other staff in leadership roles, it provides them with opportunities to enhance their leadership skills, gain experience in decision-making processes, and contribute to the strategic direction of the alliance.

Shared leadership in EUTOPIA can support a sense of ownership and collective responsibility. When individuals are actively engaged in leadership roles, they are more likely to feel a sense of ownership over the success of EUTOPIA, which can foster a positive and collaborative work culture.

Overall, shared leadership within EUTOPIA can help bring together our diverse perspectives, encourage innovation, enhance transparency and accountability, promote professional growth, and foster a sense of ownership. By embracing shared leadership, EUTOPIA can create an inclusive and dynamic environment that supports its core mission of education, research, and community engagement.

## 7.2. Our shared EUTOPIA(n) leadership vision

EUTOPIA is a diverse, complex and decentralised alliance. Bringing people together to work collectively in a bottom-up approach is challenging for any organisation, but especially so for large alliances such as ours. All staff within EUTOPIA are encouraged to consider our shared vision on leadership and to adopt the underlying principles of the vision to their work within the alliance.

This vision is designed to be additional to existing leadership strategies within the alliance and not a replacement. It is asking staff to consider how they communicate, interact and work together when delivering the EUTOPIA agenda.

*Shared Leadership is a collective activity, driven by the aspiration and intention for a stronger connection between people and groups in EUTOPIA.*

*Within EUTOPIA, we expect people to enter into **dialogue** with one another, to be **role models**, **speaking-up**, **show decisiveness**, **take ownership**, and to **work together** towards our common goals.*

(Adopted in Ljubljana on 23 November 2022 by the EUTOPIA HR Directors Group)

Figure 1: Shared leadership vision

## 7.3. Behavioural framework

The behavioural framework was developed by the HR Directors Group over 18 months and reflects various contributions via questionnaires, training sessions and a workshop. The framework is a guide that identifies the six most important attributes of shared leadership within EUTOPIA and these attributes can be achieved and realised. Like the shared leadership vision, this is not an exhaustive list, but rather a starting point from which we encourage EUTOPIA leaders to go further where it can add value to our collective endeavours.

EUTOPIA Shared Leadership...	EUTOPIA Leaders...	How to realise
Starts with... <i>Self-awareness and self-knowledge</i>	Are humble, with a serving mentality, understanding their own strengths and limitations, learning from mistakes, and are able to be role models.	<ul style="list-style-type: none"> <li>• Self-reflection and feedback</li> <li>• Authenticity</li> <li>• Accountability to each other</li> <li>• Learning by training – including soft skills</li> </ul>
Is... <i>People oriented</i>	Actively seek connection with one another, create safe spaces for feedback, where	<ul style="list-style-type: none"> <li>• Curiosity about others</li> <li>• Listening</li> <li>• Focus on emotional well-being and not just KPIs</li> </ul>

## 9. Mobility

### 9.1. Policy context

The mobility of researchers within the European Union (EU) plays a crucial role in promoting scientific excellence, fostering innovation, and driving economic growth. It facilitates the exchange of knowledge, ideas, and best practices, while also promoting collaboration and cross-pollination of expertise. There are several key reasons why the mobility of researchers within the EU is of utmost importance and why EUTOPIA must be at the forefront in promoting it to our staff.

Mobility allows researchers to access a broader range of resources, facilities, and expertise within the alliance that may not be available in their home institutions or countries. This exposure to different research environments and methodologies enables researchers to broaden their perspectives, acquire new skills, and enhance their scientific knowledge.

The formation of international research networks and collaborations is at the heart of our shared EUTOPIA mission. Researchers who move across EU Member States can establish partnerships with colleagues from diverse backgrounds, leading to the sharing of knowledge, and the development of innovative solutions to complex problems. This collaboration strengthens Europe's research ecosystem and enables researchers to tackle global challenges more effectively.

EUTOPIA recognises the importance of mobility in enhancing career prospects for researchers. By experiencing different research cultures and environments, researchers can build a diverse and versatile skill set, making them more competitive in the global job market. Furthermore, the opportunity to work in various institutions and research centres within Europe, can significantly boost a researcher's academic reputation and open doors to new career opportunities.

Finally, as a pioneer of the European Universities Initiative, EUTOPIA seeks to fully contribute to the EU's goal of creating a European Research Area (ERA), where knowledge flows freely across borders. It promotes the circulation of ideas, technologies, and innovations, leading to a more integrated and cohesive European research community.

### 9.2. EUTOPIA and mobility

At EUTOPIA, our mobility vision for all staff is to cultivate a dynamic and interconnected community that thrives on collaboration, knowledge exchange, and professional growth. We recognise the importance of mobility in expanding horizons, fostering innovation, and advancing academic excellence.

The EUTOPIA alliance is committed to providing ample opportunities for our staff to engage in international collaborations, pursue research experiences in different EU Member States, and broaden academic networks. We envision a vibrant ecosystem of partnerships with esteemed institutions across Europe, enabling our staff to access cutting-edge resources, diverse research environments, and a wealth of expertise.

## 12. Well-being

### 12.1. Policy Context

The European Union (EU) prioritises people and their well-being in all its policies. The EU supports the well-being students and staff through various policies, programmes, and initiatives that aim to enhance the quality of higher education, promote research and innovation, and ensure access to education. The following EU policies are relevant to the well-being of universities and their students:

**European Higher Education Area (EHEA):** Encourages universities to build a more connected and sustainable higher education community where students and staff can move freely to study, teach, or research. EHEA offers a framework that encourages the free circulation of knowledge and new opportunities for research and teaching. EHEA is committed to an inclusive, innovative, and interconnected Europe.

**European Pillar of Social Rights:** States that a strong Europe is about the well-being of people, and fosters diversity, inclusiveness, and gender equity.

**European Quality Assurance and Recognition System:** A proposed system to assure the quality of qualifications.

**Digital Education Action Plan, Mobility, and Exchange Programmes:** Represents various instruments that help students and academics to work more efficiently and generate more in-depth knowledge.

In 2022, the EU issued the **European Strategy for Universities**, which underlines the challenges posed by the COVID-19 pandemic, particularly to mental health. The strategy urges the higher education sector to contribute to shaping sustainable and resilient societies through essential initiatives. It aims to support and enable universities to adapt to changing conditions, to thrive, and to contribute to Europe's resilience and recovery. One central objective of the strategy is to create a new higher education and research paradigm focused on the well-being of citizens. This will involve:

- Building quality and relevant future-proof skills
- Creating new initiatives for diversity and inclusion
- Using democratic practices, fundamental rights, and academic values
- Promoting the freedom of scientific research
- Valuing academic careers by offering more flexibility and promoting entrepreneurship and leadership activities
- Facilitating transnational cooperation between universities to create a new dimension of the European higher education system

#### European Cooperation Framework in the Higher Education Sector

The European Strategy for Universities offers a cooperation framework in the higher education sector that can support transnational alliances to develop inter-university campuses where students and researchers can collaborate to create and develop new initiatives. The four flagships of the framework are as follows:

Well-being is increasingly recognised as a fundamental component of academic success and personal development. In the context of universities, well-being refers to the state of health, happiness, and overall quality of life of the university community.

Within the framework of the HR Strategy, we consider the well-being of researchers, faculty, and administrative staff as a central point for creating a performant, collaborative, and inclusive environment. Their well-being includes promoting work-life balance, providing professional development opportunities, and ensuring a safe and healthy work environment. In addition, the well-being of researchers is crucial and may involve access to research facilities, funding, and collaboration opportunities.

The well-being of the researchers, faculty, and administrative staff was a central subject of many discussions over the last 12 months during online sessions, meetings, and workshops. Discussions revealed that all universities took significant steps in the well-being area. Each university has developed its policies and procedures based on the problems identified over time, legislative requirements, or the desire to benefit the community and its members.

In order to increase the well-being of researchers, faculties, and administrative staff, universities offer training in the area of culture quality, promote recreational programs for employees, and provide training on topics like time management, gender equality, and communication. The areas where improvements were made in many universities are related to remote work (where possible), which increased employee satisfaction with work. However, not all universities accept the remote work of their employees.

Most universities are concerned with ensuring work-life balance for their employees and are open to improving. Universities know that implementing policies in the well-being area will positively influence the organisational climate and increase work efficiency. Generally, universities are preoccupied with offering suitable workspaces and improving working conditions for their employees. An area widely recognised as being sensitive is the workload of the researchers, faculty, and administrative staff: the workload is very high, which lowers work satisfaction. If we correlate this with uncompetitive salaries, there may be a significant risk of employees leaving the university. Another element recognised generally by universities as being an important one for the well-being of the employees is internal communication. Good internal communication brings many benefits to the community: it promotes a culture of innovation and creativity, fosters a sense of belonging and involvement among employees, helps to address issues or conflicts early on, and promotes a culture of innovation and creativity.

The discussions showed that an area that has yet to be explored from the well-being perspective is that of the university's partners. By university partners' we mean external entities like other universities, companies, research institutes, public entities or bodies, etc., involved in partnerships with the university. This area is critical and has a major impact on research and innovation in a university. Joint projects with companies, research institutes, or European bodies and alliances formed with other entities or universities all fall into the category of partnerships. Therefore, the well-being of a partnership should be evaluated on different levels, starting from strategy, culture and communication, operations, governance and decision-making, economics, and adaptability of the partnership.