



UNIVERSITÀ DEGLI STUDI DI MILANO

CONCORSO PUBBLICO, PER TITOLI ED ESAMI, A N. 1 POSTO DA DIRIGENTE DI SECONDA FASCIA A TEMPO INDETERMINATO PRESSO L'UNIVERSITÀ DEGLI STUDI DI MILANO, CON PRIMO INCARICO PRESSO LA DIREZIONE SERVIZI PATRIMONIALI, IMMOBILIARI E ASSICURATIVI - CODICE 22402

I/Le Componenti della Commissione giudicatrice del concorso codice 22402, nominata con Determina Direttoriale n. 7907/2024:

Prof. Andrea Vicari	<i>Presidente</i>
Dott. Marco Cavallotti	<i>Componente</i>
Dott.ssa Sabrina Gambino	<i>Componente</i>
Dott.ssa Chiara Rengo	<i>Segretaria</i>

comunicano i quesiti relativi alla prova orale e volti all'accertamento del possesso delle competenze tecniche:

BUSTA 1

Il candidato, nell'ambito della normativa che regola gli appalti, illustri i principi dell'azione amministrativa, definendo l'ambito dei poteri della Pubblica Amministrazione.

In proposito, approfondisca le disposizioni e gli obblighi più specificatamente riferiti alle fasi, tempistiche e modalità di accesso agli atti, nonché alla prevenzione e repressione della corruzione e dell'illegalità.

Brano in inglese:

“Over time, managing a university campus has become increasingly complex and challenging; it also involves many more stakeholders, opportunities and pitfalls than before. Recent moves to diminish public involvement and funding for universities have put pressure on the internal allocation of resources and institutional leaders are having to weigh investments in property and other facilities against investments in human resources at the university and faculty levels. They are also comparing the added value of decisions relating to campus infrastructure with the that of investing in more faculty members, more students or new research programmes. As a result, there is an ever-greater need for evidence-based information to support decision making. Furthermore, while university buildings are aging - both from a technical and functional point of view - and many need to be renovated, certain developments are causing uncertainty in relation to future space demand. On top of that, students and academic staff increasingly expect state-of-the-art facilities and optimal support for education and research. Policy makers want the campus to support their institutional goals - such as attracting and retaining talent, stimulating innovation and building a community”

den Heijer, A. (2012), "Managing the University Campus: Exploring Models for the Future and Supporting Today's Decisions",
CELE Exchange, Centre for Effective Learning Environments, No. 2012/02, OECD Publishing,
Paris, <https://doi.org/10.1787/5k9b950gh2xx-en>

BUSTA 2

Il candidato, nell'ambito della contrattualistica pubblica in tema di forniture di beni e servizi, indichi le diverse fasi del procedimento nel suo complesso; evidenzi il ruolo e le competenze del responsabile unico del procedimento, rispetto alle diverse fasi precedentemente richiamate, ed in particolare rispetto alle diverse e possibili modalità contrattuali.



Brano in inglese:

“Over the years, university campuses have accommodated generations of students and facilitated an increasingly dynamic academic community. Much work has been done to make a campus attractive to students, visitors and the surrounding neighbourhood. The campus can support collaborations between students, scientists, entrepreneurs and other industry partners. Spaces enable different stakeholders to come together, support student learning success and create symbolic significance for the picture of future universities - in other words, space matters for universities.

The dimensions of the buildings we find on campuses today, are often based on the way we were learning, teaching and working in the past. The promotion of e-learning and integration of ICT as well as virtual learning environments has not led to a rethinking of physical space on campus. Virtual and physical spaces are still produced separately and not in an integrated manner. Lecture halls and cellular offices still exist, although learning and working can take place independently of space and time through the integration of ICT. The limited amount of space as a resource makes it necessary to re-think the typologies of teaching and learning spaces, and re-model them accordingly, instead of just claiming more space.”

FONTE:

Ninnemann, K., Liedtke, B., den Heijer, A., Gothe, K., Loidl-Reisch, C., Nenonen, S., Nestler, J., Tieva, Å., & Wallenborg, C. (2020).

Hybrid environments for universities: A shared commitment to campus innovation and sustainability.

Waxmann. <https://doi.org/10.31244/9783830991793>

Milano, 25 luglio 2024

La Commissione

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