Freie Universität Bozen
Libera Università di Bolzano
Università Liedia de Bulsan

Strategic and Operational Planning Document
2026-2028 Three-Year Plan

Faculty of Education

SECTION 1: INTRODUCTION

The Faculty of Education at the Free University of Bozen-Bolzano is unique in Italy and abroad for its four compulsory teaching languages—Italian, German, English, and Ladin. Rooted in the multilingual and multicultural context of Trentino-Alto Adige, it has been central to the University's mission since 1997. Established under Italy's Ruberti law, it ensured teacher training in German and Ladin, previously unavailable elsewhere in Italy.

Today, the Faculty of Education is the University's largest and most strategically significant Faculty, with 82 tenured and 305 contracted lecturers. Having achieved nearly 50% enrolment growth between 2015 and 2022, the Faculty now enters a phase of consolidation and quality-driven transformation, in full alignment with the unibz Strategic Plan 2026–2028 (PSA) objective of 'research-informed, student-centred excellence' (PSA §3, Didattica). The Faculty is uniquely positioned to serve as the regional hub for teacher education, social professions, and lifelong learning—sectors of acute strategic value to the Autonomous Province of Bolzano. Its programmes, in fact, address regional needs, from Primary Education, to Social Work, Social Education, and Communication Sciences and Culture, to Master degree Programme like Social Work and Social Policies. Beside the traditional offer of Bachelors and Master degree courses, as well as PhD courses, the Faculty is is committed to the development of innovative and flexible programmes designed to dynamically meet the skill needs of the job market and the local territory. A cornerstone of this strategy is the establishment of the Multidisciplinary Centre for Teacher Training (60 CFU), which ensures the necessary qualification pathways for future teachers, fully integrating this crucial requirement into the Faculty's framework.

The Faculty of Education at the Free University of Bozen-Bolzano has consistently ranked at the top among small private universities in Italy in national and international rankings. Specifically: in the 2022/2023 Censis national rankings, the Faculty of Education resulted in a leading role for Bachelor programmes and for the Master Programme in Primary Education. The same trend has been confirmed in 2023/2024 and in the recent Censis ranking in 2024/25.

The Faculty stands out for its international profile—about the 40% of professors are foreign nationals compared to a national average below 3%. It bridges Italian and German academic traditions, secures strong third-party funding, and offers graduates excellent career prospects, with a 69% employment rate within a year of graduation. Modern infrastructure, including EduSpaces and hybrid teaching, supports its innovative learning environment.

The Faculty of Education is undergoing a strategic transformation to create an **integrated ecosystem for lifelong learning**, addressing the challenges of professional attractiveness and evolving skill demands. Research is highly **dynamic and multidisciplinary**, focusing on high-impact themes like early childhood and school-age education, inclusion, disciplinary didactics,

plurilingualism and minority languages, health and wellbeing promotion, violence prevention, sustainability education, educational technologies (including **Artificial Intelligence**), and eco-social work. In line with the strategic goals for the next three years, the Faculty aims to **increase and improve further the research on emerging issues**, such as the use of new technologies in educational and social contexts, the evaluation of educational systems (impact and effectiveness), and the ecological transition and social sustainability. A major strategic objective is to foster a **culture of excellence** by stimulating high-quality scientific production and **increasing multidisciplinary research** through active participation in national and international consortia. Furthermore, the Faculty seeks to **increase the amount of external funds** acquired from international and Euregio calls and through new research partnerships.

The Faculty demonstrates exceptional Third Mission strength by generating tangible local social impact through strong community collaboration, commissioned training, and active dissemination of best practices. This dynamism is supported by dedicated infrastructure such as the network of didactic Laboratories (Eduspaces, Multilab and other research/didactic Labs), laboratories with various disciplinary and linguistic profiles that engage in research, didactics and third mission (the wider social context) and attempt to build bridges between theory and practice.

Committed to research, teaching, and societal engagement, the Faculty fosters inclusive, ethical, and future-oriented professionals. Its mission is to drive innovation, lifelong learning, and social responsibility, aspiring to be recognized not only for its multilingualism but also as a dynamic and globally relevant institution shaping a just and conscious society.

SECTION 2: FACULTY MISSION AND VISION

The Faculty mission is to train professionals and researchers in the field of educational, social and communication sciences capable of addressing contemporary educational and social challenges with competence, responsibility and ethical sensitivity.

The Faculty promotes cultural, professional and scientific training capable of activating human and social lifelong development through the creation of an integrated educational ecosystem that fosters innovation, inclusion and interdisciplinarity, thereby contributing to the achievement of the Sustainable Development Goals of the 2030 Agenda and to the progress of a fair, just and culturally aware society, both locally and globally. As experts in educational processes, the Faculty aims to invest in promoting and offering continuing education paths, responding to the emerging needs of society and supporting lifelong professional development, in particular for in-service teachers and other professionals in the educational, social and communication sectors. We are aimed at maintaining our excellent reputation in the ranking for didactics, research and third mission.

SECTION 3: TEACHING

3.1 Analysis of the Situation

The Faculty of Education demonstrates a generally positive trajectory in terms of educational quality, employability, and programme responsiveness, supported by a strong commitment to continuous improvement and quality assurance. Across its teaching-oriented programmes — notably Social Education (L-19), Social Work (L-39, LM-87), Communication and Culture (L-20), and Primary Education (LM-85bis) — the Faculty combines solid employment outcomes and curricular innovation with an awareness of the structural and pedagogical challenges that require ongoing attention. Since 2023, the Faculty has further developed its offer to teachers who need to acquire a qualification for teaching in the secondary school (according to the decree published in GU, n. 224 on 25/09/2023; this offer expands the courses for qualification for teachers already offered by the Faculty (Corso abilitante per il sostegno, Antropolad). A cornerstone of this action was the establishment of the Multidisciplinary Centre for Teacher Training (60 CFU), which ensures the necessary qualification pathways for future teachers, fully integrating this crucial requirement into the Faculty's framework.

Strengths include a distinctive trilingual approach (Italian, German, English) that supports intercultural dialogue and enhances employability. The Faculty benefits from solid collaborations with local institutions and offers interdisciplinary and inclusive programmes combining pedagogy, psychology, and education sciences. High levels of student satisfaction, together with the presence of active learning environments, teaching laboratories, and structured internships, reinforce the Faculty's reputation for innovative pedagogy. Moreover, the Faculty enjoys a strong national ranking, reflecting the quality of teaching and attention to inclusivity and student well-being.

The Faculty's key strengths lie in the positive employment outcomes of its graduates, particularly in social and educational professions, confirming a strong alignment with local labour-market needs. Curricular reform has been proactive, with several programmes undergoing major redesigns to enhance professional relevance and pedagogical coherence. The introduction of distance and part-time study modes (from 2025/26) marks a strategic step toward widening participation and supporting working students.

In addition, internationalization and language support initiatives are expanding, while structured quality assurance mechanisms ensure regular self-assessment and responsiveness to feedback. The Faculty's PhD programmes in Linguistics and Education and Social Sciences further strengthen its research profile, demonstrating good international mobility, high levels of doctoral satisfaction, and growing success in attracting external funding.

Weakeness as persistent challenges remain regarding student progression and completion rates, especially for working students and in long programmes such as Primary Education. Dropout rates are above national averages, and satisfaction with study duration and workload is low in some areas. programmes such as Social Work (L-39, LM-87) face declining enrolments and low attractiveness, aggravated by limited marketing and outreach activities.

Structural constraints include the low proportion of permanent teaching staff, affecting continuity and long-term sustainability. Moreover, language barriers and multilingual teaching challenges continue to slow student progress. The Faculty also needs to revitalize stakeholder engagement and improve communication with employers to better align curricula and promote visibility.

Among the weaknesses, the analysis identifies a lower satisfaction rate among graduates (as reported by Almalaurea), possibly linked to the perceived lack of professionalization compared to other more market-oriented programmes. The Faculty also faces limited visibility beyond the regional context, a sense of geographical isolation among students, and the high cost of housing in Brixen. Internally, some programmes experience an uneven distribution of teaching loads and a high proportion of adjunct professors, which may affect continuity and institutional cohesion.

As for the **Opportunities**, The Faculty is well positioned to enhance its impact by leveraging strong employability data in recruitment campaigns and by strengthening student support and tutoring systems, particularly through early-warning mechanisms for at-risk students. Expanding multilingual pedagogy and flexible learning models can become distinctive assets in the regional higher education landscape. Regular stakeholder consultation and closer collaboration with professional networks can also reinforce the practical relevance and societal visibility of the Faculty's programmes. The current European and national emphasis on inclusive education, global citizenship, sustainability, and lifelong learning aligns well with the Faculty's mission. The availability of new funding schemes (PNRR, EU grants) and the growing demand for continuous professional development in the educational sector provide fertile ground for expansion. The emergence of new professional profiles in digital, environmental, and cultural education also offers potential for diversification. Additionally, the Faculty's trilingual profile and strong academic networks facilitate the creation of new international partnerships and mobility programmes.

As for **Threats**, these relate to demographic trends and declining interest in social professions, which may continue to affect enrolment. The intense workload and rigid scheduling of some programmes could further discourage part-time or working students, while staff shortages may limit innovation and reduce the quality of student experience.

At the same time, the reputational gap between positive labour outcomes and low perceived attractiveness underlines the importance of coordinated communication and Faculty-level branding strategies.

Language requirements (B2 + B2) may limit access for prospective students. Language disparities among enrolled students, combined with competition from more "professionalizing" programmes (such as Psychology or vocational courses offered by the Province), further challenge recruitment. Broader issues such regulatory uncertainty regarding professional access, and difficulty in communicating the societal relevance of pedagogical competences also pose strategic risks. Finally, the high cost of living and limited appeal of Brixen as a student city represent persistent external barriers.

In summary, the Faculty of Education combines strong academic performance and labour-market relevance with an acute awareness of its structural and pedagogical challenges. Its solid pedagogical culture, multilingual character, and close connections with local institutions provide a robust foundation for innovation and growth. The next strategic cycle should focus on improving student progression, stabilizing staffing, and consolidating its position as a leading regional hub for teacher education and social professions through flexible, multilingual, and inclusive learning pathways. To sustain its leadership and attractiveness, it will be essential to enhance visibility, strengthen professionalization pathways, and expand international and lifelong learning initiatives that respond to emerging educational needs across Europe.

STRENGTHS (internal to the Faculty)	WEAKNESSES (internal to the Faculty)
S1: **Trilingual approach (Italian, German, English)**. S2: **Strong collaboration with local institutions** S3: An **interdisciplinary and inclusive academic offer**. S4: High levels of **student satisfaction in the evaluation of teaching** S5: Presence of **teaching laboratories, structured internships**, **and active learning methodologies.** S6: **Very good positioning** in the Ranking (2 in Italy, 1st in BIWI) S7: **Attention to inclusivity** S8: **International** composition of the academic body, significantly higher compared to other Faculties at UNIBZ S9: Alignment of curricula with UN SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities), providing a strong narrative for European funding applications (Erasmus+, Horizon Europe, ESF+). S10: Emerging digital infrastructure (EduSpaces, MultiLab, prototype Immersive Classroom) that, once formalised as a University-wide Teaching & Learning Hub (TLC), positions the Faculty as the institutional lead for pedagogical innovation at unibz. S11: The 60 CFU Multidisciplinary Centre for Teacher Training constitutes a legally mandated, provincially unique service—a structural competitive advantage and a strategic asset	W1: **Low satisfaction of Graduate** students in Almalaurea indicators W2: Limited **visibility of the academic offer** beyond the regional context. W3: Widespread perception of **limited professionalization**, compared to training perceived as more market-oriented. W4: **Students´ perception** of being a secluded campus + high cost for housing W5: **Overload of teaching** hours in some sectors and great amount of contract professors especially in some courses. W6: The social and contractual devaluation of childhood professionals in Italy and in Europe continues to undermine enrolment motivation and graduate employability perceptions.

OPPORTUNITIES (external to the Faculty)	THREATS (external to the Faculty)
O1: Growing national and European focus on **inclusive education**, global citizenship, and non-cognitive skills. **O2: Funding opportunities** (e.g. PNRR, EU grants) for educational innovation, sustainability, and lifelong learning projects. O3: Increasing demand for **continuous and recurring professional development** in the education sector. O4: Emergence of **new educational roles** in digital, environmental, corporate, and cultural contexts. O5: Potential to **strengthen international partnerships** thanks to the trilingual approach and existing academic networks.	T1: **Low attractiveness of the degree** for many educational and social professions due to the lack of **economic and contractual recognition** for educational professions T2: Some high school graduates do not meet the language requirements of the Faculty's bachelor programmes (B2+B2) T3: **Language level disparities** among students, which can impact participation in trilingual courses or impede enrolment T4: Competition from study programmes perceived as more professionalizing or directly aligned with the job market (e.g. psychology, or vocational courses organized locally) or from the opening of similar degree courses in the region. T5: **Demographic decline** reducing the number of prospective students. T6**: Regulatory uncertainty** regarding access to educational professions and recognition of qualifications. T7: Difficulty in **communicating the concrete impact** of pedagogical competences in the labour market and society at large. T8: Too high housing costs, and life in Brixen is not appealing for students.

3.2 Strategic Goals (3 Years Span)

The strategic vision for teaching for the Faculty of Education at the Free University of Bozen-Bolzano foresees consolidating its role as a multilingual, inclusive, and research-informed hub for teacher education and the social sciences. This vision embraces high-quality, innovative, and internationally relevant teaching practices while expanding and adapting to the evolving educational landscape.

Central to this plan is the enhancement of lifelong learning and professional development opportunities. The Faculty aims to offer flexible professional courses and qualification programmes tailored for practicing teachers and education professionals, enabling continuous skill upgrading essential for meeting new pedagogical, social, and technological challenges. These pathways will be designed to be accessible and inclusive, supporting diverse learner profiles, including working professionals. Attention to students´ satisfaction and employability will be a constant goal across all study courses and new initiatives.

Furthermore, the Faculty seeks to broaden its international collaborations and networks to ensure that its curricula remain aligned with both regional needs and European-wide educational trends. Multilingual education will be a cornerstone, ensuring graduates are well-prepared for diverse, multicultural contexts. Ultimately, by fostering innovation in teaching methodologies, strengthening professionalization pathways, and promoting international and lifelong learning initiatives, the Faculty of Education will secure its leadership position as a dynamic and responsive institution dedicated to preparing effective educators and social professionals for today's challenges and those of tomorrow.

This strategic direction aligns with Unibz's broader University goals, emphasizing quality assurance, community engagement, and deeply rooted cooperation with local and international stakeholders to drive sustainable growth and educational excellence.

Goal T1: Strengthen Quality, Relevance, and International Dimension of Teaching so to improve the level of students' satisfaction

Description:

This strategic goal pursues not only academic excellence but also alignment with labour market requirements and emerging educational demands across Europe. To strengthen the quality, relevance, and international dimension of teaching and improve student satisfaction, the Faculty of Education will build on its existing strengths in multilingualism, interdisciplinary programmes, and positive student feedback to foster systematic innovation. This includes regularly updating curricula to align with evolving academic and professional standards, enhancing Faculty development for advanced pedagogical skills, and promoting active learning approaches that engage students deeply. Building on existing strengths in multilingualism, interdisciplinary programmes, and positive student feedback, the Faculty aims to ensure systematic innovation and alignment with both professional and academic standards.

Associated Indicators:

Indicator	Baseline (2024)	Target 2026	Target 2027	Target 2028
Students' satisfaction (Course Evaluations – iA25 SUA)	93.81%	94.5%	95%	95%
% teaching hours by permanent staff (iC19)	35%	38%	41%	45%
New joint/double degree programmes with int'l universities	0	1 scoping	2 signed	3 active
% graduates employed within 12 months (AlmaLaurea)	69%	72%	74%	76%

The addition of iC19 (% permanent teaching staff) is mandated by ANVUR AVA3 requirements (E.DIP2.1, E.DIP3) and directly addresses Weakness W5 (high adjunct proportion) identified in the Faculty's own SWOT. The Faculty commits to reaching 45% by 2028 as a minimum threshold for structural sustainability.

Goal T2: Ensure Continuous Improvement and Monitoring of Teaching Activities

Description:

Addressing weaknesses in student progression, workload, and teaching quality requires implementing systematic monitoring, formative evaluation, and evidence-based feedback mechanisms. This involves establishing continuous tracking systems that provide real-time data on student academic performance, engagement, and learning outcomes to promptly identify those at risk of falling behind. Formative evaluation tools such as adaptive assessments and multi-tiered support systems enable personalized interventions and differentiated instruction that respond to individual learning needs. Furthermore, implementing structured feedback loops between students and Faculty facilitates ongoing reflection and improvement in teaching practices. Evidence-based feedback ensures that course design and workload distribution align with students' capabilities and promote active learning strategies that increase motivation and achievement. This entails continuous tracking of student performance and engagement through data-driven systems that identify at-risk students early, enabling timely and personalized support. Additionally, integrating formative assessments provides ongoing insights into learning progress, while evidence-based feedback supports Faculty in refining teaching practices and course design to align workload with student capacities, ultimately fostering improved academic outcomes and satisfaction.

Associated indicators

Indicator	Most updated value (year t2024)	Goal for Year t+2025	Goal for Year t+2026	Goal for Year t+2027
Students` satisfaction (Based on Course Evaluations)	93.81%	94.5%	95%	95%

Goal T3: Enhance Student Support, Inclusivity, and Progression

Description:

This goal addresses the critical need to improve student retention and satisfaction, particularly in degree programs identified as having higher dropout rates (e.g., Primary Education and Social Work). In response to higher dropout rates and satisfaction issues (especially in Primary Education and Social Work), the Faculty will strengthen personalized support and inclusive teaching environments. The Faculty aims to ensure all students successfully progress and complete their studies.The Strategic University Plan (PSA §4, Didattica, KPI table) sets an unibz-wide dropout target of below 17.5% by 2028. The Faculty's current 14% baseline, while better than the unibz average for some courses, is above the national benchmark for comparable programmes. The Faculty must commit to a more aggressive trajectory, demonstrating leadership rather than merely tracking the institutional mean. Key actions include establishing dedicated mentorship and tutoring schemes, utilizing specialized laboratories for practical skill development, and implementing advanced didactic methodologies (such as Problem-Based Learning) that cater to diverse learning needs and better integrate theory with professional practice. This holistic approach supports students' academic well-being and their timely entry into the workforce.

Associated Indicators:

Indicator	Baseline	Target 2026	Target 2027	Target 2028
Dropout Rate after year 1 (iC24)	14%	12%	11%	10%

Indicator	Baseline	Target 2026	Target 2027	Target 2028
Students continuing to Y2 in same degree (iC14)	87%	88%	89%	90%
Graduates overall satisfied with degree course (iC25)	71%	73%	75%	77%
Part-time students enrolled (new metric)	0	20	30	40

Goal T4: Expand and Diversify the Post-Graduate and Lifelong Learning Offerings

Description

To proactively respond to the evolving demands for professional competencies and the need to bolster the attractiveness of educational and social professions, the Faculty will significantly expand its post-graduate and lifelong learning portfolio. This goal focuses on creating an **integrated educational ecosystem** by developing flexible, inter-Faculty, and professionally-oriented pathways. Key to this is the operationalization of the **Multidisciplinary Centre for Teacher Training (60 CFU)**, alongside the development of **Micro-credentials, Continuing Education Programmes**, and **Inter-Faculty initiatives**. The objective is to ensure advanced, flexible skills acquisition and to strengthen the Faculty's commitment to the local territory through co-designed programmes with schools, local authorities, and businesses.

Associated indicators

Indicator	Most updated value (year 2024)	Goal for Year t+1	Goal for Year t+2	Goal for Year t+3
Total number of participants (non-degree students) in 60CFU	150	70	100	100

Goal T5: Strengthen Stakeholder Engagement and Employability

Description:

This goal directly addresses the need to counter the limited visibility and low perceived professional value of the Faculty's degree programs, a crucial challenge given the competitive educational landscape. By intensifying **structured collaboration** with key external partners—schools, social institutions, and professional associations—the Faculty will ensure that curricula are consistently relevant and reflect cutting-edge professional practice. This strategy will integrate external expertise into teaching, facilitate mandatory and high-quality student placements, and position the Faculty as the authoritative source for regional training in education and social services. By demonstrating the strong link between academic rigor and workplace relevance, the Faculty aims to significantly boost the **attractiveness, enrolment, and professional standing** of its graduates

Associated Indicators:

Indicator	Most updated value (year t)	Goal for Year t+1	Goal for Year t+2	Goal for Year t+3
≥1 annual stakeholder consultation per programmes.	n.d.	2	2	2

3.3 Actions and Operational Goals

GOAL T1: **Strengthen Quality, Relevance, and International Dimension of Teaching so as to improve the level of students' satisfaction**

Action T1.1: Remodel the **BIWI course** to foster interdisciplinarity and professional orientation.

Description: This redesigning aims to create a flexible, multilingual programme that aligns with regional needs and international standards, enhancing employability and responsiveness to evolving professional demands and addressing the main criticisms emerged during the survey for students´satisfaction and Almalaurea scores. Among the actions foreseen i the remodulation, there will be a reduction of the number of Laboratories with compulsory presence, strengthening STEM disciplinary didactics, inserting new topics from international pedagogical discussions (i.e. in education, sustainability, social inclusion)

Timing: April 2026

Indicators for monitoring: iC19: Percentage of Teaching hours provided by professors employed on a permanent basis out of total Teaching hours provided; (baseline t2023=35%, Goal for year t+3=45%; Student Satisfaction (Based on Course Evaluations)+2%

Responsible: Vice Dean for Didactic, Dean

Resources: Administrative staff support for managing the transition; Resources for recruitment or stabilizations especially on new didactic topics (STEM, Sustainability, Disciplinary Didactics).

Action T1.2 Expand the **number of international and trilingual courses** and exchanges for students.

Description Expand the number and diversity of international and trilingual courses offered across all study programs to enhance the university's international profile. Strengthen partnerships with foreign universities to promote student and staff exchanges, double-degree programs, and joint teaching initiatives. Encourage greater participation in Erasmus+ and other mobility schemes to provide students with broader academic and cultural experiences. Develop support structures, including international tutoring, to ensure full inclusion and success in multilingual and multicultural learning environments.

Timing: January 2026-October 2026: exploration of possible opening of international degrees with Euregio Universities; November 2026-March 2027: remodelling of the identified courses which could be offered in agreement with international universities.

Indicators for monitoring: IC10: Percentage of CFUs gained abroad by regular students out of the total CFUs gained by students within the normal Degree Course duration (baseline t2022=2%, Goal for year t+3=5%;) iC11: Percentage of graduates within the normal Degree Course duration who acquired at least 12 CFUs abroad (baseline t2023=12%, Goal for year t+3=15%;

Responsible: Vice Dean for Didactic, Dean, Responsible for Erasmus exchanges in the Faculty, International relations Office

Resources: Budget for international travel for planning meetings with Euregio partners; Administrative staff time for managing complex international agreements and student mobility flows; Resources for marketing new international programs to prospective students.

Action T1.3 Develop a **Master Degree in Technology of Communication**

Description: Opening of an Interfaculty Master programme in collaboration with the Faculty of Engineering. This interdisciplinary programme will integrate advanced communication technologies, digital innovation, and multimedia methodologies with a focus on professional applications.

Timing: October 2026 submission to CUN of the new course proposal

Indicators for monitoring: number of new students enrolled (iC00a)+40 at t+2 after the starting of the new Master programme

Responsible: Vice Dean for Didactic, Dean, study commission

Resources: Teaching load for the Faculty of Education for disciplines not present in the Faculty

Action T1.4 Develop the Multidisciplinary Teaching and Learning Centre (TLC)

Description

The Faculty of Education, drawing on its intrinsic expertise in pedagogy, learning sciences, and educational technology, proposes to lead the establishment of the University-Wide Teaching and Learning Hub (TLH) as mandated by PSA §3 and §4. This Hub will transcend Faculty boundaries and serve all five Faculties of unibz, positioning the Faculty of Education as the institutional centre of excellence for pedagogical innovation, faculty development, and digital learning transformation.

The TLH will comprise three integrated units: (i) the Pedagogical Innovation Unit, led by Faculty of Education expertise in PBL, inclusive didactics, and multilingual pedagogy; (ii) the Digital & AI Learning Unit, housing the Immersive Classroom and developing AI-assisted teaching protocols aligned with PSA §3's mandate for an AI delegate and university-wide guidelines by 2027; and (iii) the Faculty Development Unit, delivering the restructured Academic Training programme (onboarding, continuous development, course director leadership).

This repositioning transforms a Faculty asset into an ateneo-wide strategic resource, enhancing the Faculty's institutional visibility, securing dedicated structural funding from the university budget (not solely Faculty-level resources), and creating a permanent pipeline for cross-Faculty research collaboration on educational technology—directly feeding Goal R3.

The TLC will serve as an inclusive hub where educators collaborate to design, implement, and evaluate innovative teaching methods that integrate diverse disciplinary perspectives and address complex educational challenges. It will support faculty through continuous professional development programmes focused on active learning, digital innovation, and inclusive pedagogies to enhance student engagement and success. The centre will foster a culture of interdisciplinary teamwork, encouraging joint curriculum development, shared research projects, and cross-departmental teaching approaches. By leveraging technology and evidence-based strategies, the TLC will enable faculty to experiment with new learning models such as problem-based learning, blended learning, and immersive learning environments. Additionally, it will provide resources and forums for Faculty exchange, mentorship, and reflective practice to continuously improve teaching quality. This centre will ultimately position the Faculty of Education as a leader in pedagogical excellence and innovation, responsive to diverse learner needs and evolving societal demands.

Timing: Concept paper and governance proposal submitted to Rectorate by June 2026. Hub operational by January 2027

Indicators for monitoring:

- Number of Faculties with at least 1 active TLH member: 5/5 by end 2027
- Number of cross-Faculty pedagogical innovation projects hosted: min. 3 by 2028
- Number of academic staff (all Faculties) participating in TLH programmes annually: min. 40 by 2028

Immersive Classroom utilization rate: min. 400 student-sessions/year by 2027

Responsible: Vice Dean for Didactics, Dean, Central Study and Tuition Office

Resources: 1 RTT in Pedagogy for supporting the creation of didactic projects; 1 admin for coordination of the course offerings

GOAL T2: Ensure Continuous Improvement and Monitoring of Teaching Activities

Actions:

Action T2.1: Implement **structured monitoring** of newly remodulated programmes.

Description: Establish and operationalize standardized, structured monitoring tools (going beyond standard student questionnaires) to systematically collect data on course effectiveness, didactic methodologies, and student learning outcomes within newly remodulated degree programs (e.g., the BiWi program). This proactive monitoring will allow the Faculty to promptly identify and address quality gaps and progression bottlenecks in the new curricula, thereby ensuring they successfully achieve their intended educational and professional outcomes and mitigate early dropout risks. This will overcome also the lack of specific information provided by Almalaurea where, for example, there is no differentiation in the results among students belonging to different linguistic groups.

Timing: Full Operationalization by Jan 2026

Indicators for monitoring: Percentage of courses demonstrating alignment between teaching methods and expected learning outcomes. Current Value (t=2024): Baseline to be set. Target Value (t+3): 80%**.**

Responsible: Quality Assurance Delegate, Course Directors

Resources: Investment in software licensing/tools for data collection and analysis; Allocation of staff time for initial data review and action planning workshops.

Action T2.2 Introduce **project-based learning (PBL)** and **interdisciplinary approaches** across courses.

Description: Mandate and support the systematic adoption of Project-Based Learning (PBL) and other active, interdisciplinary didactic methodologies across core and elective courses. This action is designed to bridge the gap between academic theory and complex professional realities, enhancing students' critical thinking, problem-solving, and collaborative skills. Interdisciplinary projects, often co-designed with external partners, ensure graduates are equipped to address modern challenges (e.g., sustainability, AI in education) and immediately raise the perceived professionalization of the degree programs**.**

Timing: Full Integration across all courses offered by the Faculty by September 2027

Indicators for monitoring: Percentage of core courses incorporating PBL or interdisciplinary projects. Current Value (t=2024): Baseline to be set (Es. Target Value (t+3): Baseline+30%

Responsible: Vice Dean for Didactics, Study and Tuition office

Resources: Budget allocated for mandatory faculty training on PBL/interdisciplinary teaching models (e.g., external experts); Development of a centralized repository for project case studies and inter-faculty collaboration tools. Resources for the creation of the Teaching Learning Centre as described in T1.4.

Action T2.3 Create one **immersive classroom for active learning and digital innovation**

Description: The immersive classroom aims at establishing a dynamic learning space that leverages cutting-edge digital technologies such as virtual and augmented reality to foster active, hands-on engagement. This classroom will enable students to experience interactive, real-world simulations that enhance critical thinking, collaboration, and deep knowledge retention through innovative and experiential teaching methods.

Timing: Fully Operational by October 2026

Indicators for monitoring: Indicator 1: Number of students utilizing the Immersive Classroom annually. Current Value (t=2024): 0. Target Value (t+3): 400+.

Responsible: Vice Dean for Didactics, Director of Laboratories at the Faculty, ICT

Resources: Allocation of Dedicated IT/Technical Staff for operation, maintenance, and content creation; Annual Budget for software licenses (VR/AR platforms), content updates, and hardware depreciation**.**

Goal T3: Enhance Student Support, Inclusivity, and Progression

Actions:

Action T3.1: Implement **structured monitoring** of newly remodulated programmes.

Description: Establish and operationalize standardized, structured monitoring tools (beyond standard student questionnaires) to systematically collect data on course effectiveness, teaching methodologies, and student learning outcomes within newly remodulated degree programs (e.g., BiWi). This data will be used to promptly identify and address quality gaps, particularly in courses contributing to higher dropout rates, ensuring the new curricula achieve their intended progression goals.

Timing: Full Operationalization by October 2026

Indicators for monitoring: Percentage of Graduates satisfied with the relevance of the remodulated curriculum. Current Value (t=2024): Baseline to be set. Target Value (t+3): 85%.

Responsible: Quality Assurance Delegate, Course Directors

Resources: Software licensing/tools for data collection and analysis; Staff time for initial data review workshops.

Action T3.2: Implement Early-Alert Systems and Personalized Tutoring

Description: Develop and deploy an early-alert system based on initial student performance metrics (e.g., first-term attendance, exam results) to proactively identify at-risk students and offer them personalized tutoring. Special attention will be given to working students and non-resident students who require more flexible support models to aid their progression and reduce attrition**.**

Timing: System Design, January 2026. Full Implementation by September 2026.

Indicators for monitoring: Reduction in First-Year Dropout Rate. Increase in gaining the CFU required. IC24: Percentage of dropouts after N+1 years. Baseline Value (t=2022): 14%, Target Value (t+3): - 2%; iC14: Proportion of students continuing to the second year in the same Degree Course Baseline Value (t=2022): 87%, Target Value (t+3): +2%; iC16bis: Proportion of students who go on to the second year in the same Degree Course having acquired at least 2/3 of the CFUs required in the first year. Baseline Value (t=2022): 84% Target Value (t+3): +2%

Action T3.3: Address Multilingual Barriers and Promote Flexible Learning Modes

Description: Collaborate strategically with the International Exchange Office to promote intensive periods abroad for learning languages to address multilingual learning barriers and promote an inclusive environment.
Simultaneously, expand flexible learning modes (distance/hybrid and part-time options) across programs to enhance access and progression for diverse student populations, including working professionals**.**

Timing: Planning Intensive Language Support Programs, October 2026. Expansion of Flexible Learning Options by January 2027.

Indicators for monitoring: Student Satisfaction with Support for Multilingualism, baseline to be set.

Responsible: Vice Dean for Didactis, Director of Language Centre, Dean's Delegate for Digital Learning; International exchange Office

Resources: Budget for course material development; IT support for distance learning platform integration

GOAL T4: Expand and Diversify the Post-Graduate and Lifelong Learning Offerings

 Actions:

Action T4.1:. Operationalize and empower the Multidisciplinary Centre for Teacher Training (60 CFU)

Description: Finalize the administrative setup, secure necessary national and institutional accreditation, and each year successfully offer the 60 CFU teacher qualification programs for the Italian, German and Ladin schools. This action is critical to establishing the Faculty as the primary hub for secondary teacher training qualification in the region, guaranteeing the vital link between academic training and professional accreditation. Ideally the Multidisciplinary Centre for Teacher Training could be embedded in the proposed TLC.

Timing: Full Operationalization by September 2026

Indicators for monitoring: Total number of participants in 60CFU programs**.** Current Value (t=2024): 150. Target Value (t+3): 200+.

Responsible: Faculty Steering Committee for the Multidisciplinary Centre for Teacher Training, Dean, Vice Dean for Didactics

Resources: Allocation of Administrative personnel dedicated to the Centre's operational management; Investment in IT infrastructure for student and accreditation management

Action T4.2: Develop and Market the Micro-credentials and Continuing Education Portfolio

Description: Conduct a thorough **needs assessment** with local stakeholders (schools, social services, businesses) to identify high-demand, specialized skills (e.g., AI in education, social sustainability). Based on this, design, and actively market a portfolio of flexible, market-ready Micro- credentials and Continuing Education Programs to target in-service professionals and meet the goal of flexible skills acquisition.

Timing: Portfolio design by March 2026. First programs launched by September 2026

Indicators for monitoring: Number of new Continuing Education/Micro-credential Programs Activated**.** Current Value (t=2024): 0. Target Value (t+3): 8

Responsible: Vice Dean for Research and Third Mission, Faculty Marketing/Communication Office, Study and Tuition Office

Resources: Budget for market analysis and digital marketing campaigns; Seed funding for course development and instructional design.

GOAL T5: Strengthen Stakeholder Engagement and Employability

Actions:

Action T5.1: Formalize Professionalization Councils for Each Degree Program

Description: Establish a Formal Advisory Council for each Bachelor's and Master's program (e.g., Social Work, Educational Sciences). Councils must include representatives from local professional associations, key employers (schools, social cooperatives), and regional government bodies. The Council's mandate is to provide structured, regular feedback on curriculum content, graduate competencies, and emerging professional needs.

Timing: Council establishment and first meeting for all programs by January 2026.

Indicators for monitoring: Number of Degree Programs with an Active Professional Council. Target Value (t+3): 100%.

Responsible: Vice Dean for Didactics, Course Directors

Resources: Budget for meeting organization and travel reimbursement for external advisors.

Action T5.2: Elevate and Standardize the Quality of Professional Placement and Traineeships

Description: Develop and implement a standardized quality framework for all student placements (traineeships), ensuring clear learning outcomes, systematic supervision (both academic and professional), and formal evaluation mechanisms. Actively increase the number of high-quality placement opportunities through new agreements with top-tier local institutions, directly addressing the gap between academic training and practical professionalization. Embed internships and field projects with the main stakeholders as integral curricular components, negotiating also payment for the students when in internship.

Timing: Quality Framework design by April 2026. Full implementation of new agreement standards by October 2026.

Indicators for monitoring: Student Satisfaction Score with Traineeship Quality. Target Value (t+3): 4.5/5.0.

Responsible: Placement Office, Course Directors

Resources: Investment in staff personnel for placement quality assurance and institutional outreach. Payment for traineeship as foreseen in specific agreements with the Province

Action T5.3: Co-organize Public-Facing Events to Showcase Program Relevance

Description: Co-organize at least one high-impact public event per year with a local professional association or large employer (e.g., a "Future of Education and Social Work" summit or Seed the Future initiative) to publicly showcase research findings, promote program distinctiveness, and actively involve students, thereby increasing the programs' visibility and demonstrating their direct link to solving regional social challenges.

Timing: First Co-organized Event by September 2026.

Indicators for monitoring: Number of Co-organized Public Events with Professional Associations. Target Value (t+3): **3+**. Media Mentions related to Faculty Programs/Events (Target Value t+3: **+20%**).

Responsible: Faculty delegate for Third Mission, University Communications Office, University Marketing Office

Resources: Budget for event organization and promotional materials.

SECTION 4: RESEARCH

4.1 Analysis of the Situation

The Faculty of Education is positioned as a dynamic academic hub, marked by a strong commitment to interdisciplinary research and social impact. The research agenda is wellaligned with key themes of the UN 2030 Agenda, focusing on inclusive education, sustainability, and wellbeing across various disciplines, including pedagogy, psychology, social sciences, and didactics. This approach is significantly bolstered by strong collaboration with local schools, educational services, and community partners (S3), fostering applied and participatory research. The multilingual and international environment (S4) further supports access to international networks and diverse scientific production.

The Faculty leverages a robust network of research and didactic laboratories (e.g., MultiLab, CESLab, CAW, EDEN lab). These serve as interfaces for the integration of research, teaching, and Third Mission activities (S5). They are instrumental in capitalizing on key opportunities (O), such as accessing EU funding (O1), meeting the increasing demand for applied research (O2), and developing emerging interdisciplinary themes (O5) like AI in education and environmental education. The growing institutional interest in evaluating the social impact of research (O4) aligns perfectly with the Faculty existing strengths in community engagement.

Research Performance and Structure

The Faculty's research performance shows genuine momentum: €4.75M from competitive calls in 2022–2024 and a rising bibliometric profile. However, three structural weaknesses require urgent strategic intervention beyond what the current Plan addresses:

- Consortium Leadership Deficit: The Faculty consistently participates in EU consortia but rarely leads them. Horizon Europe coordination carries a 5–7% overhead allocation and strategic network effects that sub-partnership status cannot generate. The PSA (§5) targets a +20% increase in EU project volume by 2028—this target is unachievable without at least one Faculty-coordinated large-scale project.
- International Recruitment Underutilisation: The 'chiamata diretta' mechanism (Legge Bassanini Art. 7) permits direct recruitment of up to 70% of academic staff from abroad without competitive calls. The Faculty has not systematically leveraged this tool to attract internationally recognised scholars who could anchor high-impact research lines and lead Horizon consortia. The PSA's 'cattedre faro' (lighthouse chairs) concept (PSA §5, target: concept paper by end 2026) provides the strategic vehicle for this.
- Open Science Compliance: The PSA (§5, Open Science) mandates 85% Open Access publications and 60% FAIR-compliant datasets by 2028.
- **Production Heterogeneity (W4):** Productivity levels vary significantly across Faculty members. While bibliometric production has seen a modest rise (from 1.67 Scopus papers per capita in 2022 to 1.80 in 2024), the production of non-bibliometric papers in Class A journals has declined (from 1.14 per capita in 2022 to 0.75 in 2024). In 2024, 11 academic staff members had no ASN-counted scientific production.
- **Fragmentation (W1):** Research is organized into seven Macro Areas. This structure, while allowing for interdisciplinarity, also results in a fragmented approach where many SSDs cannot reach a sufficient critical mass to successfully compete in large national and international calls.
- **International Visibility (W3)** and Funding Competition (W2): Low international visibility is partly due to the use of Italian- or German-only languages. This is linked to the difficulty in competing for competitive European funding due to a lack of specialized administrative and technical support and a significant disparity in application rates (W5).

STRENGTHS (internal to the Faculty)	WEAKNESSES (internal to the Faculty)W1:
S1: Presence of **interdisciplinary research lines with strong social impact**, in education, pedagogy, psychology, social sciences and linguistics as well as in disciplinary didactics. S2: Research aligned with **key themes of the UN 2030 Agenda**, such as inclusive education, equity, sustainability, and global citizenship. S3: Strong **collaboration with local schools, educational services, and community partners**, fostering applied and participatory research. S4: A **multilingual and international environment** that potentially supports scientific production in multiple languages and access to international networks. S5: Integration of **research with teaching** and **third mission activities.** S6**:** Good environment for young scientists (funding for conferences, open access publications, start-up fundings).	**Limited critical mass of high impact academics**, especially in certain disciplinary areas. Fragmentation.W2: Difficulty in **competing for competitive European and international funding**, partly due to a lack of specialized administrative and technical support. W3: **Low international visibility of publications**, partly due to the use of Italian- or German-only languages. W4**: Heterogeneous levels of research productivity** across Faculty members and research groups. W5**: Significant disparity exists in applying** for international funding (few apply, many don't). W6**: Demotivation of researchers who won competitive projects** when administrative difficulties make impossible to spend the money.
OPPORTUNITIES (external to the Faculty)	THREATS (external to the Faculty)
O1: Access to **EU funding** for educational research, pedagogical innovation, and teacher training. O2: Increasing demand for **applied research** in the local area in cooperation with schools, institutions, and social services. O3: Opportunity to **strengthen international partnerships** with similar research institutions. O4: Growing interest in **evaluating the social impact of research**, in line with UNIBZ strategic goals. O5: Development of **emerging interdisciplinary themes** (e.g. environmental education, AI and educational technologies, intercultural pedagogy, school wellbeing, of socio-technical integrated perspectives), also with other faculties.	T1: **marked heterogeneity in publication traditions,** encompassing both bibliometric and non-bibliometric outlets. In bibliometric venues, researchers often face difficulties accessing high-quality journals due to limited sample sizes and related methodological constraints, while in non-bibliometric traditions, other barriers such as scope and format prevail. Across both traditions, the lengthy publication process further complicates timely dissemination of research findings. T2**: Regulatory and financial uncertainty** at the national level regarding recruitment of new researchers. T3: Difficulty in **retaining young talent** due to limited long-term career opportunities and to linguistic requirements. T4: Risk of **fragmentation of research lines**, with isolated or weakly coordinated projects. T5: **Dependence on Local Priorities**: Research agendas overly influenced by local funding priorities.

4.2 Strategic Goals (3 Years Span)

GOAL R1: Enhance the Quality and International Impact of Scientific Output

Description: Focus on increasing high-quality, peer-reviewed scientific production across all disciplinary areas, reducing productivity heterogeneity and improving international visibility (W4) through multilingualism and access to Q1 and Class A journals.

Associated Indicator(s):

Indicator	Baseline (2024)	Target 2026	Target 2027	Target 2028
Per capita Bibliometric Scopus/WOS papers	1.80	1.85	1.90	1.95
Per capita Non-Bibliometric Class A papers	0.75	0.80	0.85	0.90
Staff with 0 ASN publications	11	9	7	5
Q1/A papers with international co-authors	n/a	3	5	8
Open Access publication rate (PSA §5)	~40%	55%	70%	85%
FAIR-compliant datasets deposited	n/a	10%	35%	60%

GOAL R2: Increase Acquisition of Competitive External and International Funding

Description: Capitalize on excellent funding performance to significantly increase participation and success in competitive calls (O3), particularly European ones (Horizon), while mitigating the weakness related to administrative support (W3).

Associated Indicator(s):

Indicator	Baseline (2024)	Target 2026	Target 2027	Target 2028
Total € from non-unibz competitive funding	€1.516M	€1.100M	€1.250M	€1.500M
National/EU competitive applications submitted	n/a	15	18	20
EU Horizon applications as lead partner	0	1 submitted	1 active	2 submitted
Funding success rate (applications/grants)	n/a	20%	22%	25%
Faculty-coordinated EU project overhead generated	€0	€0	€50k	€100k

GOAL R3: Strengthen Interdisciplinarity and Enhance the collaboration among laboratories

Description This goal leverages the Faculty's inherent interdisciplinary strength across its diverse scientific sectors (education, social work, psychology, linguistics) to counteract the risk of fragmentation and limited critical mass. The objective is to initiate new collaborations, both internally (across the Faculty's seven macro-areas) and externally (with other UNIBZ Faculties), focusing on emerging, high-impact themes like AI in Education and Social Sustainability. Furthermore, it aims to foster greater synergy and resource sharing among the Faculty's existing laboratories (MultiLab, CESLab, CAW, EDEN Lab), ultimately improving the reporting and communication of research results (W1) to demonstrate the Faculty's societal relevance and impact. This proactive collaboration is essential for building large consortia capable of competing for significant national and European funding

Associated Indicator(s):

Indicator	Most updated value (year t 2024)	Goal for Year t+1=2026	Goal for Year t+2=2027	Goal for Year t+3=2028
Q1/A-class papers co-authored across CUN areas	N/A	3	5	6
Co-designed interdisciplinary projects	N/A	2	3	5

4.3 Actions and Operational Goals

<u>GOAL R1</u>: Enhance the Quality and International Impact of Scientific Output

Action R1.1: Implement a Targeted Mentoring and Incentive Programme

Description: Establishing a mentoring programme to support colleagues with lower productivity; offer incentives (extra research funds) linked to publications in high-level, well renowned international journals (Q1 or Class A) and to the submission of applications in competitive international calls.
Timing: Launch by Jan 2026
Indicators for monitoring: Total staff with 0 ASN publications. Current Value (t=2024): 11. Target Value (t+3): 5.
Responsible: Vice Dean for Research
Resources: Budget for special incentives for excellent researchers.

Action R1.2: Incentivize the use of the Academic English/Writing Support Service

Description: Leverage the CAW (Centre for Academic Writing) to offer specialized workshops and consultations for writing articles in English for international journals, addressing those scholars with limited international visibility.

Timing: Launch of International Track, January 2026

Indicators for monitoring: Per capita Bibliometric Scopus/WOS papers. Current Value (t=2024): 1.80. Target Value (t+3): 1.95.

Responsible: CAW Director, Vice Dean for Research

Resources: Budget for organizing on-site writing and research meetings.

Action R1.3: Promote International Co-Authorships via Visiting Scholar Programme

Description: Allocate seed funding to invite 2-3 international researchers per year to co-develop articles and proposals, focusing on Q1/high-impact journals.
Timing: Call launch by April 2026. Continuous.
Indicators for monitoring: Number of Q1 or Class A articles co-authored by Faculty and international scholars. Target Value (t+3): 5.
Responsible: Vice Dean for Research
Resources: Budget for Seed Funding (early-stage research funding).

Action R1.4: Establish Two 'Lighthouse Chairs' via Direct International Recruitment

Description: The Faculty will implement the PSA's 'cattedre faro' (lighthouse chairs) concept by identifying and recruiting two internationally distinguished scholars in strategic research areas, using the 'chiamata diretta dall'estero' mechanism provided by the Legge Bassanini (Art. 7), which permits direct appointment of up to 70% of academic staff from abroad. This mechanism bypasses standard competitive procedures and allows the Faculty to target specific individuals with demonstrated international reputation.

Timing

Dean and directors of macroareas and study course directors identify candidate pipeline in consultation with Rectorate and international networks by June 2026; (ii) Formal offer via chiamata diretta process initiated by January 2027; (iii) Target start date: March 2027

- Concept paper for 'cattedre faro' submitted to University Council by December 2026 (PSA target)
- 1 chiamata diretta procedures initiated by September January 2027
- 1 Lighthouse Chair in post by March 2027
- H-index of recruited scholars (Scopus): min. 20 per chair

Responsible: Dean, Rector, University Board (for final approval)

Resources: Provincial co-financing through programmatic agreement 2026–2028.

GOAL R2: Increase Acquisition of Competitive External and International Funding

Action R2.1: Establish a Faculty-Level Project Management and Grant Writing Support Unit

Description: Hire or train dedicated administrative and technical staff (1 FTE) to provide specialized support in grant writing and managing awarded projects.

Timing: Unit establishment and hiring, by September 2026.

Indicators for monitoring: Number of National/EU competitive applications submitted. Target Value (t+3): 20.

Responsible: Dean, Vice Dean for Research, UNIBZ Research Office, Faculty Research Office.

Resources: Budget for a grant writing support service (outsourcing or from UNIBZ Research Office). 1 FTE administrative staff for project management and related training costs.

Action R2.2: Organize High-Impact Proposal Development Workshops

Description: Conduct targeted workshops on key EU/international schemes (e.g., Horizon), encouraging participation across all SSDs and addressing application disparity (W6).

Timing: 2 workshops per year, starting January 2026.

Indicators for monitoring: Total € from non-UNIBZ competitive funding. Current Value (t=2024 avg.): €1.516M. Target Value (t+3): €1.150M

Responsible: Vice Dean for Research, University Research Office

Resources: Budget for workshops/external consultants (covered by outsourcing budget in R2.1) and by UNIBZ research office.

Action R2.3: Streamline Project Administration to Reduce Demotivation

Description: Work with central administration to implement faster and clearer spending and reporting procedures for projects, mitigating the administrative difficulties that cause demotivation

Timing: Continuous implementation.

Indicators for monitoring: Rate of spending research funds within the project deadlines. Target Value (t+3): 95%.

Responsible: Dean, Administrative Director, Vice Dean for Research

Resources: None (covered by R2.1 personnel).

Action R2.4 : Launch a Faculty-Led Horizon Europe Consortium

Description: The Faculty will identify, by June 2026, one flagship research theme within the Horizon Europe Work Programme 2025–2027 in which it can credibly claim scientific leadership. The Faculty will activate its SUNRISE alliance connections, the Euregio network, and the unibz Brussels Liaison Office to identify consortium partners, leveraging the PSA's investment in this office (PSA §5, 'Reti internazionali').

Timing: By April 2026: horizon scanning workshop to identify the best thematic fit; (ii) By June 2026: identification of 3–5 international consortium partners; (iii) By September 2026: expression of interest submitted to call; (iv) By January 2027: full proposal submitted.

- **Indicators for monitoring**
- 1 Horizon Europe proposal submitted as lead partner by January 2027
- 1 active Horizon project as coordinating institution by 2028
- Number of international consortium partners engaged: min. 4 by 2028

Responsible: Vice Dean for Research, Dean, unibz Brussels Liaison Office, unibz Research Office

Resources: Seed funding for partner meetings; 0.5 Full time Employee from R2.1 grant writing unit dedicated to consortium building; access to SUNRISE alliance infrastructure.

<u>GOAL R3</u>: Strengthen Interdisciplinarity and Enhance the collaboration among laboratories

Action R3.1: **Launch Inter-Faculty Think Tanks on Emerging Themes**

Description: Organize regular "Think Tank" meetings with other Faculties (e.g., Computer Science, Economics) on emerging interdisciplinary themes such as AI in Education, Environmental Education, and Wellbeing, focused on developing joint proposals.

Timing: 3 events per year, continuous.

Indicators for monitoring: Q1/Class A papers co-authored across CUN Areas. Target Value (t+3): 6.

Responsible: Vice Deans for Research, Unibz Research Office

Resources: Budget for organizing Inter-Faculty Think Tanks.

Action R3.2: Formalize and Promote Co-Designed Research with the Territory across the network of Laboratories

Description: Establish a working group to solicit and formalize co-designed research projects with schools, educational services, and local communities, as for applications in Erasmus+ K2

Timing: Process design and group launch, April 2026. Continuous.

Indicators for monitoring: Co-designed projects with laboratories and territory. Target Value (t+3): 5.

Responsible: Vice Dean for Research, Faculty delegate for Third Mission, Director f the Laboratories, Technologist

Resources: Internal staff time for process design.

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SECTION 5: THIRD MISSION AND SOCIAL IMPACT

5.1 Analysis of the Situation

The Faculty of Education demonstrates a solid commitment to the Third Mission and social impact, with more than 600 initiatives conducted between 2022 and 2024. These initiatives cover a wide range of activities such as public engagement, school outreach, cultural partnerships, and lifelong learning opportunities. The Faculty's laboratories (MultiLab, EduSpace Lernwerkstatt, CESLab) act as focal points for innovation, integrating applied research and social engagement. The trilingual environment enhances outreach in Italian, German, and English, fostering accessibility and intercultural dialogue.

Strengths include strong collaboration with local schools and institutions, a high diversity of outreach initiatives, and interdisciplinary integration of research and teaching. However, weaknesses persist in the limited systematic evaluation of social impact, fragmented communication, and low visibility beyond the regional context.

STRENGTHS (internal to the Faculty)	WEAKNESSES (internal to the Faculty)
S1: **Established Collaborations with the Territory**: schools, educational institutions, and local communities **S2: Multilingual and Multicultural** offer of events, seminars, publications **S3: Cultural and Educational Initiatives Open to the Public**: Events such as exhibitions, workshops, and presentations organized by the faculty, as well as international conferences	W1: **Limited Visibility of Third Mission Activities. W2: Administrative difficulties** in the organization of events
OPPORTUNITIES (external to the Faculty)	THREATS (external to the Faculty)
O1: Growing Institutional attention to the Third Mission O2: **Interdisciplinary Collaborations**: Possibility to develop projects with other faculties and departments, leveraging academic diversity to address educational issues holistically. O3: **External Funding:** Access to regional, national, and European calls dedicated to Third Mission projects, particularly those focused on education, social inclusion, and sustainable development. O4: Expand the offer of events with **online platforms** O5: expand the offer of **didactic laboratories** for schools	T1: **Competition with other Institutions**: Other universities and organizations may offer similar initiatives, potentially limiting the Faculty's reach and influence in a small territory. T2**: Sustainability of Initiatives**: Dependence on external funding and project-based financing affect the continuity and long-term sustainability of Third Mission activities. T3: **Demotivation:** it is increasingly demotivating for academic personnel to organize events when faced with poor collaboration and a system where any funds generated fund do not support their individual work or become available as Faculty resources

5.2 Strategic Goals (3 Years Span)

The Faculty's commitment to the Third Mission represents a central component of its strategy to promote the dissemination of knowledge and active interaction with society, with a particular focus on public engagement, commissioned research, and continuing education. These activities are closely aligned with the Faculty's strategic objectives, which aim to:

1. Innovate education in both formal and informal contexts through inclusive methodologies and advanced technologies;
2. Strengthen collaboration with external stakeholders, increasing the Faculty's role in training and consultancy commissioned by local authorities and institutions;
3. Disseminate best practices in education and social innovation to generate a positive social impact at local, national, and international levels.

GOAL TM1: Strengthen the Faculty's Social and Cultural Impact through Structured Public Engagement

Description: Consolidate and systematize public engagement initiatives, ensuring coherence, visibility, and measurable social impact. Align actions with Unibz strategic goals of sustainability, inclusion, and regional innovation**.**

Associated Indicators:

Indicator	Most updated value (2024)	Goal 2026	Goal 2027	Goal 2028
Number of third mission initiatives per year	239	245	250	260

GOAL TM2: Enhance Knowledge Transfer and Applied Research for Territorial Development

Description: This goal focuses on maximizing the social and economic impact of the Faculty's research by intensifying Knowledge Transfer and Applied Research. It directly leverages the strong collaboration with local partners and the growing opportunity to evaluate social impact. The objective is to move beyond traditional dissemination by promoting co-designed partnerships with schools, public and private institutions, and Third Sector organizations. These partnerships will lead to practical, evidence-based solutions that directly respond to documented regional needs in education and social care, establishing the Faculty as a vital and authoritative hub for territorial development and social innovation.

Indicator	Most updated value (2024)	Goal 2026	Goal 2027	Goal 2028
Commissioned projects	12	15	16	18

GOAL TM3: Promote Lifelong Learning and Continuing Education Initiatives

Description: Expand continuing education and training programs for teachers, educators, and social professionals, leveraging the Faculty's multilingual and multidisciplinary expertise to offer specialized, market-relevant training. The focus is on providing high-quality, flexible programs (including CE courses and Micro-credentials) aimed specifically at in-service teachers, educators, and social professionals.

Indicator	Baseline (2024)	Target 2026	Target 2027	Target 2028
Continuing education courses offered	13	15	18	20
Revenue from CE/LLL activities (PSA §6)	€~180k est.	€220k	€280k	€350k
Participants in LLL programmes (+50% PSA target)	~200 est.	250	280	300
Micro-credential programmes launched	0	3	5	8
CE programmes co-designed with professional assoc.	1	2	3	4

GOAL TM4: Improve International Visibility and Communication of Third Mission Outcomes

Description: The core objective is to systematically and professionally disseminate the impactful outcomes of **Third Mission activities** (e.g., co-designed research, continuing education, public events) and **applied research** to key external stakeholders, including the public, policymakers, and local institutions. By ensuring all content is accessible, engaging, and available in both Italian and German (and English where appropriate), the Faculty will reinforce its identity as an indispensable authority and partner in regional social and educational development.

Indicator	Most updated value (2024)	Goal 2026	Goal 2027	Goal 2028
Media mentions/publications	29	45	60	80

5.3 Actions and Operational Goals

<u>GOAL TM1:</u> Strengthen the Faculty's Social and Cultural Impact through Structured Public Engagement

Action TM.1.1: Create an Annual Public Engagement Plan Aligned with UNIBZ Strategic Themes

Description: Develop and execute an Annual Public Engagement Plan that mandates the organization of public events (conferences, forums, workshops) focused specifically on the strategic themes of Sustainability (TSS), Inclusion (TIN), and Regional Innovation (TRI). The plan will prioritize large-scale, interdisciplinary events over small-scale ones, ensuring all chosen initiatives clearly articulate their expected social impact and align with UNIBZ's broader goals. This will introduce coherence and measurable impact to the public-facing offer.

Timing: Plan Finalization and Approval by September 2026. Implementation by October 2026

Indicators for monitoring: Indicator 1: Number of large-scale Public Engagement events focused on TSS, TIN, or TRI themes. Current Value (t=2024): Baseline to be set (e.g., 2). Target Value (t+3): 5

Responsible: Faculty Delegate for Third Mission, Dean's Office

Resources: Annual budget allocation for high-impact event organization; Coordination time with UNIBZ central administration for communication and logistical support

Action TM1.2: Develop a Framework for Measuring and Reporting Social Impact:

Description: Establish a standardized, rigorous framework for assessing and documenting the Social Impact of all major public engagement and applied research projects. This framework will include methods for collecting qualitative and quantitative feedback from participants and beneficiaries (e.g., policy changes, adoption of best practices, media mentions). The goal is to move beyond attendance figures to report on tangible social change, fulfilling the opportunity of evaluating social impact.

Timing: Framework Design December 2025. Reporting Implementation by April 2026.

Indicators for monitoring: Percentage of major Public Engagement projects with a formally reported Social Impact assessment**.** Current Value (t=2024): Baseline to be set (e.g., 10%). Target Value (t+3): 75%

Responsible: Faculty Delegate for Third Mission, Quality Assurance Delegate, Event Office Unibz

Resources: External consultation budget for social impact assessment training/methodology development; Internal staff time for data collection and report drafting.

GOAL TM2: Enhance Knowledge Transfer and Applied Research for Territorial Development

Action TM2.1: Establish a "Third Mission Gateway/Desk" for Co-Designed Applied Research

Description: Create a formal, easily accessible "Third Mission Gateway" or "Applied Research Desk" within the Faculty. This unit will proactively solicit, vet, and formalize co-designed research contracts and agreements with local partners (schools, social services, companies). This streamlines the process for external commissioning and ensures that research directly addresses regional needs and yields practical, implementable solutions.

Timing: Process Design and Gateway Launch by April 2026

Indicators for monitoring: Indicator: Number of formal, co-designed TM projects initiated (contracts signed). Current Value (t=2024): Baseline 0. Target Value (t+3): 5.

Responsible: Faculty Delegate for Third Mission, Administrative Director, Director of the Laboratories network

Resources: Internal staff time for process design and management; Budget for promotional materials (website, brochures) to advertise the service to external entities.

Action TM2.2: Host Annual Public Forums for Policy and Social Impact Dissemination

Description: Organize and host at least one high-visibility Public Forum/event per year, focusing on the social impact and practical outcomes of the Faculty's applied research. These events will specifically target policy-makers, school administrators, and social service managers, disseminating results via accessible formats (e.g., policy briefs, executive summaries) to ensure knowledge transfer influences regional and national policy and professional practice.

Timing: First Annual Forum by October 2026

Indicators for monitoring: Number of policy briefs or impact reports published and distributed to regional authorities. Current Value (t=2024): Baseline 0; Target Value (t+3) 3

Responsible: Faculty Delegate for Third Mission, University Communications Office

Resources: Budget for event organization and targeted outreach; Design resources for professional policy brief development.

GOAL TM3: Promote Lifelong Learning and Continuing Education Initiatives

Action TM3.1: Conduct a Needs Assessment and Co-Design LLL/CE Programs with Professional Associations

Description: Initiate a structured needs assessment (surveys, focus groups, formal meetings) targeting key local professional associations (e.g., teacher unions, social worker registers) and large employers. Use the findings to co-design new, highly specialized continuing education and training programs that directly address identified competency gaps, particularly in emerging areas like digital inclusion, ecological education, and trauma-informed care.

Timing: Needs Assessment Completion October 2026; First Co-designed Programs Launched by March 2027

Indicators for monitoring: Number of new Continuing Education/Lifelong Learning programs co-designed with professional associations. Current Value (t=2024): 1. Target Value (t+3): 4 |

Responsible: Responsible for Third Mission

Resources: Budget for survey/focus group facilitation and report generation; Marketing resources for targeted promotion of new courses to professional bodies.

Action TM3.2: Establish a Dedicated LLL/CE Administrative and Online Platform

Description: Create a simplified, efficient administrative mechanism specifically for managing the unique enrolment, tuition, and certification processes of LLL/CE programs, distinct from traditional degree pathways. Simultaneously, develop a dedicated, multilingual online platform to host, market, and deliver flexible components of the LLL/CE offer, ensuring easy access for working professionals across the region.

Timing: Administrative Mechanism Finalized by October 2026. Online Platform Launch by Jan 2027.

Indicators for monitoring: Total revenue generated from Continuing Education/LLL activities (external funds).

Responsible: Faculty Administrative Director, Faculty Delegate for Third Mission, IT Services

Resources: Allocation of staff time (part-time FTE) for LLL/CE administrative support; Investment in online learning platform features (LMS integration, secure payment gateway). Investment in professional support for webinars and MOOC development

GOAL TM4: Improve International Visibility and Communication of Third Mission Outcomes

Action TM4.1: Optimize Digital Platforms and Launch Targeted Plans for Territorial Attractiveness:

Description: Enhance communication through targeted plans and the optimization of digital platforms (website, social media) to give greater visibility to Third Mission activities, attract student interest, and strengthen ties with local schools. This includes running specific digital campaigns to reach international academic partners (for reputation) and prospective students/local teachers (for attractiveness). The digital actions will consistently emphasize the Faculty's alignment with UNIBZ strategic goals.

Timing: Digital Strategy Optimization April 2026. Targeted Campaigns Launch by October 2026.

Indicators for monitoring: Total reach/impressions of Faculty TM digital content in international and social media channels**.**

Responsible: Unibz Communications Office, Faculty Delegate for Third Mission, Vice Dean for research

Resources: Budget for targeted social media advertising campaigns (international and local targeting); Investment in website design refresh to highlight impact and territorial initiatives.

SECTION 6: CRITERIA FOR ALLOCATION OF RESOURCES

The Faculty of Education adopts a transparent and strategic approach to the allocation of economic and human resources, in full alignment with the university's strategic plan and the requirements of AVA 3 (E.DIP2.1, E.DIP3).
Resource distribution is guided by clear ex ante criteria, based on measurable indicators related to teaching, research, and Third Mission impact. Allocations are reviewed ex post through annual monitoring to assess effectiveness and ensure accountability.

General Principles
Resource allocation follows four guiding principles:
1. **Strategic Coherence:** alignment with the Faculty's three-year strategic plan and the University's strategic and quality policies;
2. **Equity and Transparency:** clear communication of allocation criteria to all members, ensuring fairness across areas and study programmes;
3. **Sustainability:** long-term planning to guarantee balance between teaching needs, research productivity, and Third Mission commitments;
4. **Inclusivity and Gender Equality:** promoting a supportive academic environment attentive to work–life balance, gender equality, and accessibility.

Categories of Resources and Allocation Criteria
1. **Staff Resources (Professors, Researchers, Technologists)**

Staff resources are distributed according to the Faculty's three-year personnel development plan (2026–2028), ensuring coverage of priority areas and alignment with teaching and research needs. **Recruitment priorities** are established annually according to the Faculty's three-year personnel plan (2026–2028). **New positions** (PO, PA, RTT) are allocated based on teaching demand, research excellence, and contribution to Faculty development areas. A key priority is also to maintain and strengthen the Faculty's pool of high-performing researchers through transparent career opportunities and stable positions.

Allocation of new positions criteria include:
- Teaching needs based on course load, student numbers, and disciplinary balance;
- Research priorities and areas identified as strategically significant in the SWOT analysis (e.g. subject didactics, social sciences, STEM education, linguistics);
- Multilingual coverage, especially in sectors where teaching in German or English is essential;

- Continuity and sustainability in areas with high student demand or reliance on adjunct teaching staff.

Internal career progression (so-called carriere interne) follows the official unibz regulations for academic promotions and is evaluated through transparent and merit-based criteria, including:
- Research productivity, teaching quality, and Third Mission engagement;
- Leadership in research groups or strategic initiatives;
- Service to the institution and community (e.g., coordination roles, QA activities, student mentoring);
- Time elapsed since the acquisition of the National Scientific Qualification (ASN) in compliance with unibz internal rules and national legislation, ensuring fairness and meritocracy;
- Fulfilment of language requirements.

Technical staff and technologists are prioritized for the Faculty's laboratories (e.g. MultiLab, CESLab, EduSpace, Doku-Zentrum, KLW) to ensure sustainability and innovation in didactic experimentation.

2. Personal Funds ("Fondo Personale")
Each permanent academic staff member receives an individual fund to support:
- Participation in conferences, workshops, and research dissemination activities;
- Small-scale research expenses or didactic innovation projects. The amount is standardized university-wide, with additional support possible for early-career researchers and those with family responsibilities.

3. Three-Year Performance Awards ("Premialità")
Performance-based awards are allocated every three years according to:
- Research productivity (peer-reviewed publications, competitive grants);
- Teaching innovation and quality (student satisfaction, pedagogical innovation projects);
- Engagement in the Third Mission (public engagement, knowledge transfer, societal impact).
  As foreseen by the regulations in UNIBZ, the Dean evaluates the applications according quantitative and qualitative indicators shared among the Faculties.

4. Research Budget
Research funding is distributed through:
- **Institutional allocations**.
- **Internal calls (e.g., ID or infrastructure calls)** supporting collaborative, interdisciplinary, or socially relevant projects.
  Priority is given to projects that integrate teaching and research and/or demonstrate clear societal impact.

5. Teaching Budget
The teaching budget is allocated to Degree Courses and PhD programmes proportionally to:
- Student numbers and course load (CFU);
- The cost of external lecturers and contract professors;
- The need for innovative didactic materials or digital learning tools. A portion is reserved for inclusive initiatives (e.g. tutoring, flexible scheduling, mentoring for working or parent students).

6. Third Mission Budget
Funding for the Third Mission is aligned with the Faculty's strategic goals (public engagement, lifelong learning, applied research).
Criteria include:
- Social relevance and impact of the proposed activities;
- Involvement of multiple disciplinary areas or laboratories;

- Co-funding potential from external partners.

Activities are selected through internal calls and monitored via annual reporting of outcomes and participation.

7. Infrastructure and Internal Calls

Resources for infrastructure (laboratories, equipment, spaces) are distributed through internal competitive calls, prioritizing:

- Shared, interdisciplinary use of spaces and technologies;
- Projects that contribute to sustainability and community outreach. Recent allocations (2026–2028) target the upgrading of didactic laboratories and the expansion of digital and hybrid teaching tools.

Monitoring and Evaluation

The Faculty Council, in cooperation with the Dean, the Vice-Deans, and the Quality Assurance Committee, ensures that all resource allocations:

- Are published in a transparent manner (annual Faculty resource plan);
- Are evaluated annually based on impact indicators (teaching quality, research productivity, social engagement);
- Support equal opportunities and gender-balanced career progression.

Additionally, targeted actions promote **work–life balance** and inclusivity, such as:

- Flexible scheduling and online course options;
- Dedicated support spaces (e.g., nursing room, mentoring and counselling programs);
- Pilot initiatives for babysitting services and awareness campaigns on gender equality.

These measures aims at ensuring that the Faculty's internal resource allocation not only sustains academic excellence but also fosters a collaborative, inclusive, and socially responsible institutional culture.