

# STRATEGIC PLAN

## 2016-2018



ALMA MATER STUDIORUM  
UNIVERSITÀ DI BOLOGNA

The background of the page is a solid dark red color. Overlaid on the bottom left is a large, faint, circular seal of the University of Bologna. The seal features the text 'STUDIORUM DI BOLOGNIA' around the top and '1088' at the bottom. In the center, there is a depiction of two figures, likely saints or scholars, standing under a gothic archway. To the left of the archway, a shield contains the word 'LIBERTAS'.

STUDIORUM  
DI BOLOGNIA  
1088

***Strategic Plan drawn up by***

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photo M. Montalbà

**In presenting its Strategic Plan, the Alma Mater is duty-bound to emphasise the characteristics inscribed in its DNA for many decades: pride in a past rich in years and recognition, and eagerness to implant in this past the new ideas which render it a thriving and vital treasure.**

Faced with the relentless evolution of our society, driven by ongoing paradigm shifts, the University is called upon not only to respond to externally determined needs but also to foresee, from within, the key questions around which to plan its training and research activities.

So, in order to remain true to its centuries-old mission, the University presents a solid, coherent and realistic Strategic Plan, demonstrating the potential it has for tackling the challenges of the coming years.

The first goal of the Strategic Plan is investment in the complex range of teaching activities conducted throughout the Multicampus, with the wealth of both its traditional and new degree courses. Here lies a synergy that increasingly generates interaction between the cities, Departments and Schools in which the courses are set. The only answer to the challenges of transmitting knowledge is to reinforce the quality of the new teachers joining the academic staff, who must take on the role of training and innovating. Alongside this, specific action needs to be taken to

improve and expand the facilities and spaces where teaching activities take place, and where research activities are carried out, from libraries to laboratories.

Research today has become a key source of lifeblood for the University, opening it up to revitalising interactive processes at European and international levels. A further goal of the Strategic Plan, therefore, is the consolidation of our dense web of relationships with Universities all over the world, so that the many forms of knowledge developed in our spaces can interact with those of other realities and cultures.

As well as this, Bologna University must also increasingly become a major laboratory of ideas for sharing with other players active in its local area in the fields of industry, business and cultural investment. New knowledge and learning, straddling the humanities, science and technology, are the focus of the research activities of the University, as it engages in an intensive exchange of ideas with all the private stakeholders who have its same concerns and share with it the ethical and independent character of research.

And this brings us back to training and education once again, and to the realities of the student world, which has always played a leading role in the life of the University. Training is thus the key goal which the University pursues with energy and determination, not education purely as the transfer of knowledge but above all as the development of a vision that reaches beyond the present and anticipates what tomorrow will bring.

The central importance of education to the development of every country – which the United Nation's agenda indicates as one of its seventeen key goals for the next fifteen years – is the guiding principle that our Strategic Plan shares with all other universities, both nationally and internationally.

**Francesco Ubertini**

Rector

Alma Mater Studiorum - University of Bologna



# Internal Quality System

## Added to the three dimensions which make up the Strategic Plan – research, education and third mission – the University has chosen a transversal dimension: quality.

In order to guarantee the quality of our respective areas of action, during the three-year period we propose to identify, build, test and implement instruments for monitoring and evaluating various activities, with the aim of progressively improving – in the three dimensions mentioned – supervision, methodology and information patrimony. In this way we can enrich our capital of experience, consolidated over years, through self-assessment.

Monitoring and evaluating, once fully operative, should be constant both at structural levels (University, Departments, etc.) and individual levels.

Evaluation and assessment of activities is a valid tool for governing the University, because it favours the convergence between individual behaviour and institutional goals. This is why intense interaction between Quality Supervision and the University's governing bodies is fundamental.





# Planning Process



**It would be misleading to think of the 2016-2018 planning process as though it were completely detached from a long and methodical strategic programme which, beginning in 2007, has moved towards continuous improvement and towards confronting the emerging challenges which the contemporary world imposes on us.**

The analysis of the principal dimensions and indicators used by Italian and international evaluation bodies is the primary source of information for understanding which challenges will affect and are affecting the world of university education and research. In line with current literature on strategic planning, and with analogous processes carried out by other institutions, Bologna University has drawn up a strategic map that conforms with the general guidelines for public university planning laid down by MIUR, the Italian Ministry of Education and with current regulation (law n° 15/2009, legislative decree n° 150/2009, law 43/2005).

Our 2016 - 2018 strategic planning process has succeeded in identifying specific projects capable of implementing strategic goals and leading towards the planning of organisational performance, conforming to the ANVUR evaluation agency's guidelines on integrated management of the Performance Cycle of Italian state universities.

### **The phases in which the process of defining the 2016-2018 Strategic Plan has been articulated:**

- 1.** the redefining of mission and vision, concentrated on reinforcing the primary institutional activities of teaching, research and third mission;
- 2.** the carrying out of a meticulous positioning analysis with respect to internal and external contexts, not least by carrying out a series of hearings with all Departments in order to assess the strengths and weaknesses of different disciplines;
- 3.** the definition of strategic goals and basic goals, in coherence with the evidence gathered during the analysis of positioning;
- 4.** the development of appropriate lines of action for each basic goal;
- 5.** the analysis of different basic goals and lines of action, and subsequently associating them with the 17 sustainable development goals and their relative 169 targets, as listed in the United Nations 2030 Agenda;
- 6.** the definition of specific quantitative results indicators, to be associated with each basic goal in order to monitor the degree of its completion;
- 7.** the sharing of a strategic map, created with contributions from the Vice-Rectors, the Delegates, the Director General, the Directors and the Board of Management, with all the Auxiliary Bodies envisaged by the University's Statute;
- 8.** the definitive approval of the Strategic Plan by the Academic Bodies.

# Sustainability as a development strategy



In order to implement a planning process for tackling the challenges posed by contemporary reality, particularly in relation to sustainable development, the University has decided to integrate the present Strategic Plan with a re-reading of the 17 basic sustainable development goals and their relative 169 targets, as proposed by the 2030 Agenda adopted on 25 September 2015 by the UN General Assembly.

These goals have been shared on a global level in order to provide a picture that then makes it possible to measure the progress which any single organisation or nation is making towards a more sustainable world.

Every basic goal in the Strategic Plan has been associated with one or more of the sustainable development goals indicated in Agenda 2030, and its relative targets. This association is illustrated by inserting the icon representing the sustainable development goal to which the University of Bologna intends to contribute. Further information about the sustainable development goals in the 2030 Agenda adopted by the UN General Assembly, can be found on the website <http://www.unric.org/it/agenda-2030>.

### UN Goals included in the Alma Mater Studiorum Strategic Plan for 2016-2018



**3 GOOD HEALTH AND WELL-BEING**  
Ensure healthy lives and promote well-being for all, at all ages.

Target: 3.4



**4 QUALITY EDUCATION**  
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Targets: 4.3, 4.4, 4.5, 4.7, 4.a.



**5 GENDER EQUALITY**  
Achieve gender equality and empower all women and girls.

Targets: 5.1, 5.5.



**8 DECENT WORK AND ECONOMIC GROWTH**  
Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

Targets: 8.2, 8.3, 8.5, 8.6.



**9 INDUSTRY, INNOVATION AND INFRASTRUCTURE**  
Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation.

Targets: 9.1, 9.5.



**10 REDUCED INEQUALITIES**  
Reduce inequality within and among countries.

Targets: 10.2, 10.4.



**11 SUSTAINABLE CITIES AND COMMUNITIES**  
Make cities and human settlements inclusive, safe, resilient and sustainable.

Targets: 11.1, 11.3, 11.4, 11.6



**17 PARTNERSHIPS FOR THE GOALS**  
Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

Targets: 17.6, 17.16, 17.17.

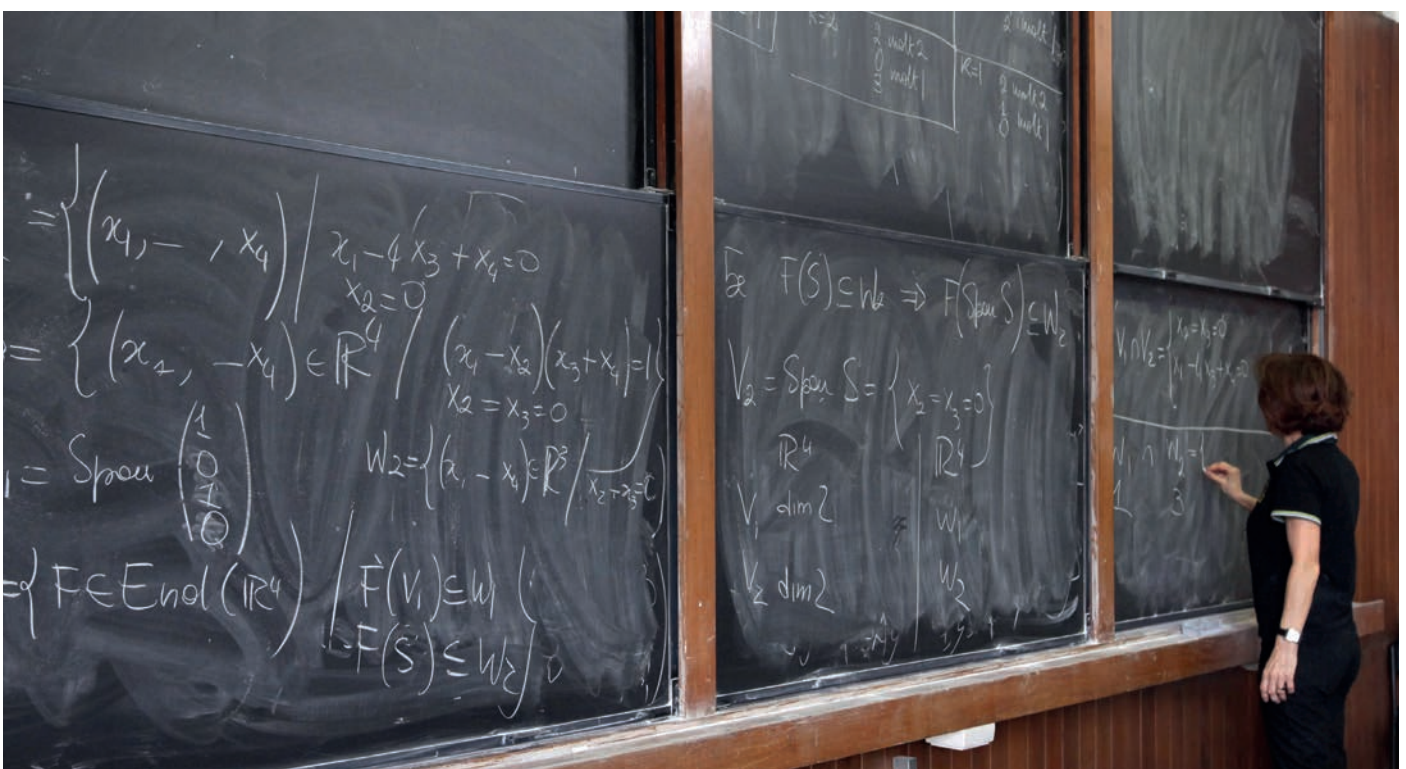


# Mission

Alma Mater is a large community of women and men who, through different roles and competences, work to transmit knowledge, experiment with techniques and elaborate ideas fitting for the transformations of our time.

On the strength of a history rooted far back in time and of a continuing quest for excellence, for its foundations Alma Mater chooses vocation for teaching and vocation for research, and these are the twin pillars of its life and its autonomy. These go together with an urge to maintain vital and dynamic relations with society and with the world of work.

Thanks to its Multicampus structure, Alma Mater can interact with an extremely extensive local territory, and thanks to its international vocation it is also connected with many of the most important universities in the world, through a continuous flow of students and teachers. The education and training of new generations, passion for culture united with a deep ethical conscience, and the enhancement of the pluralities of its intellectual disciplines are all essential features of Alma Mater's central mission, and of its role as a major public university.





# Vision

## The University of Bologna's vision is made up of several basic strategic lines:

- **as a place of conservation, transmission and elaboration of ancient and modern knowledge, the University promotes the quality of its educational offer through the selection and training of its teaching staff**, who have the task of maintaining teaching excellence at international levels, and aligning it with the most advanced and efficient methods. The University also aims to attract the most talented male and female students, consolidating the competences they acquire in the course of their studies and preparing them to deal with society's challenges. The University pays particular attention to the right to higher education of students from disadvantaged backgrounds, carrying out intense coordination actions with other educational institutions in its territory.
- **as a centuries-old public institution, the University of Bologna considers research as the central domain for the elaboration of ideas, projects and technologies fit to deal with the requirements of the present and also to look ahead towards the future in European and international contexts.** In pursuit of these goals, the University invests in PhD programme degree, consolidating their international dimension, reinforces the infrastructures (libraries, laboratories) where research takes place, develops the kind of planning strategies that attract international intellectual resources and stimulates them to interact with its own multidisciplinary heritage.
- **as an extended workplace where students, professors and men and women with technical and administrative roles continuously come into contact**, the University intends to respect and support all those who are part of this extended community whose boundaries reach our far beyond the transient occupations of studying, teaching or employment. This intention leads naturally to protecting the rights of all those who belong to this community.
- **in its role as an institution which generates knowledge of public interest, the University is open to a continuous dialogue with the territory surrounding its numerous Multicampus structures** and to promote activities and events involving scientific and cultural popularization. The University also shares the implications of its research with its local area, particularly its technological impact, both regionally, nationally and internationally, always eager to reinforce information exchange with the world of industry and business, and with all the stakeholders involved in the cultural processes of this renowned institution.





# INTRODUCTION

The analysis of our positioning represents the first step in the entire strategic planning process. It facilitates a fuller understanding of the reality within which an organisation operates, and the resources it can count upon in order to optimise its results. It is also fundamental for understanding the nature of the organisation's external commitments and internal limits, and for ensuring that its planning is concrete and feasible.

On the one hand, the study of the main dimensions and indicators as used by ANVUR, MIUR and the leading Italian and international assessment bodies provides a clear picture of Alma Mater's position in Italian and international university contexts. On the other hand, our internal monitoring and quality control processes on both teaching and research – plus meticulous hearing of all departmental situations – have also generated a clear picture, showing the University's internal strengths and weaknesses. A further invaluable source of information which has matured over the years consists of the various assessment and accounting documents produced by the University (i.e. Social Responsibility Reports, Performance Reports, Evaluation Nucleus Reports).

**80,563**

STUDENTS REGISTERED  
ON DEGREE PROGRAMME  
IN AY 15/16  
(SECOND ITALIAN UNIVERSITY  
AFTER ROME'S LA SAPIENZA)

**5,853**

NUMBER OF TEACHERS  
AND ADMINISTRATION  
TECHNICIANS  
TO 31-12-2015

**+13%**

GRADUATES OF  
OTHER UNIVERSITIES  
PASSED FROM 33% IN AY 10/11  
TO 46% IN 15/16

**+3%**

THE PERCENTAGE OF EARNINGS  
FROM UNIBO RESEARCH  
UPON THE MEGA  
UNIVERSITIES TOTAL PASSES  
FROM 12% TO 15%

# RESULTS

## Strengths

- the **regularity of studies** – demonstrated by a higher percentage of graduates in higher level courses than in other extra-large universities, and by a higher percentages of average study credits per student acquired during the year – shows how efficient this study process is. It is also sustained by the constant supervision of internal quality guarantees and by the growing ability of the University's structures to control incoming and outgoing fluxes;
- the university's income **from scientific research** is the highest of any Italian university;
- our programmes favouring academic internationalisation, and the robust increase in courses entirely run in English, have led to Alma Mater enrolling a much higher percentage of **students from foreign countries** than other Italian universities, and to Bologna being placed among the top universities in Europe in terms of exchange students;
- the optimisation of an educational offer increasingly connected to the needs of today's society, along with the boosting of the whole area of second cycle studies, have produced a considerable **increase in the attractiveness** of our university for students from other parts of the world... thereby reversing a tendency to falling enrolment in recent academic years;
- a **balanced economic performance** has allowed the University to amply comply with all the indicators of financial sustainability currently in force, leading to the attribution of an extremely high level (in terms of turnover limits) of funding for personnel recruitment, for career progression and for the fund for auxiliary salaries for technical and administrative staff.

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## Weaknesses

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- PhD programme degrees are evidently not sufficiently attractive for international students, and the rationalisation of doctorate scholarships, in compliance with the introduction of new ANVUR requisites, has seriously reduced the number of **PhD students from outside Italy** (due to both citizenship and curriculum problems);
- the change in status of university researchers from unlimited time to limited time tenure has forced the whole university to boost its **personnel planning** capacity, having to define its future employee needs well in advance for both teaching and research activities;
- the centralised nature of departmental structures in **planning degree programmes** brings with it the need to increase and maintain the awareness and competences necessary for sustaining the **interdisciplinary** nature of the University's programme Catalogue;
- the growing need to reinforce structural facilities for **interfacing with the world of industry and business** in order to enrich teaching and research processes requires considerable technical and administrative effort, as well as coordination across all the activities implemented by the University's various structures.

# RESULTS

## Opportunities

- **European Union policies** designed to create an increasing number of exchange opportunities for students and researchers, offer great opportunities for a University with a strong **international vocation** like ours;
- the growing importance of **technology transfer** in the economics of today's society represents an invaluable opportunity for the University to establish structured sharing channels between its research activities and the **world of production**;
- the growing attention paid by Italy's educational system to guiding student career orientation, particularly during the transition from high school to university education, facilitates the creation of **important synergies with the world of schools**;
- the fully implemented operation of **self-assessment and accreditation models** in university branches, courses and departments makes it possible to increase the effectiveness of permanent improvement cycles in research and teaching quality;
- the government's intention to help **young researchers** to enter the academic world can potentially provide a concrete answer to the urgent need to guarantee continuity in scientific teaching and research contexts, the areas where it is most frequently lacking;
- the creation of an organic **University building plan** offers possibilities for resolving many critical structural situations and for providing a more modern and rational organisation of teaching and research spaces, as well as enhancing the University's connections with its **neighbouring urban fabric**;
- the Italian economic system's evident need to **increase the percentage of young university graduates** offers the University of Bologna the opportunity – given its status, its history and its multidisciplinary nature – to represent a good practice benchmark for Italian universities in establishing new study processes;
- the rapid evolution of social, productive and **technological contexts**, and the consequent mutations of educational needs, offers Alma Mater the possibility of introducing and experimenting with **new teaching methods**.

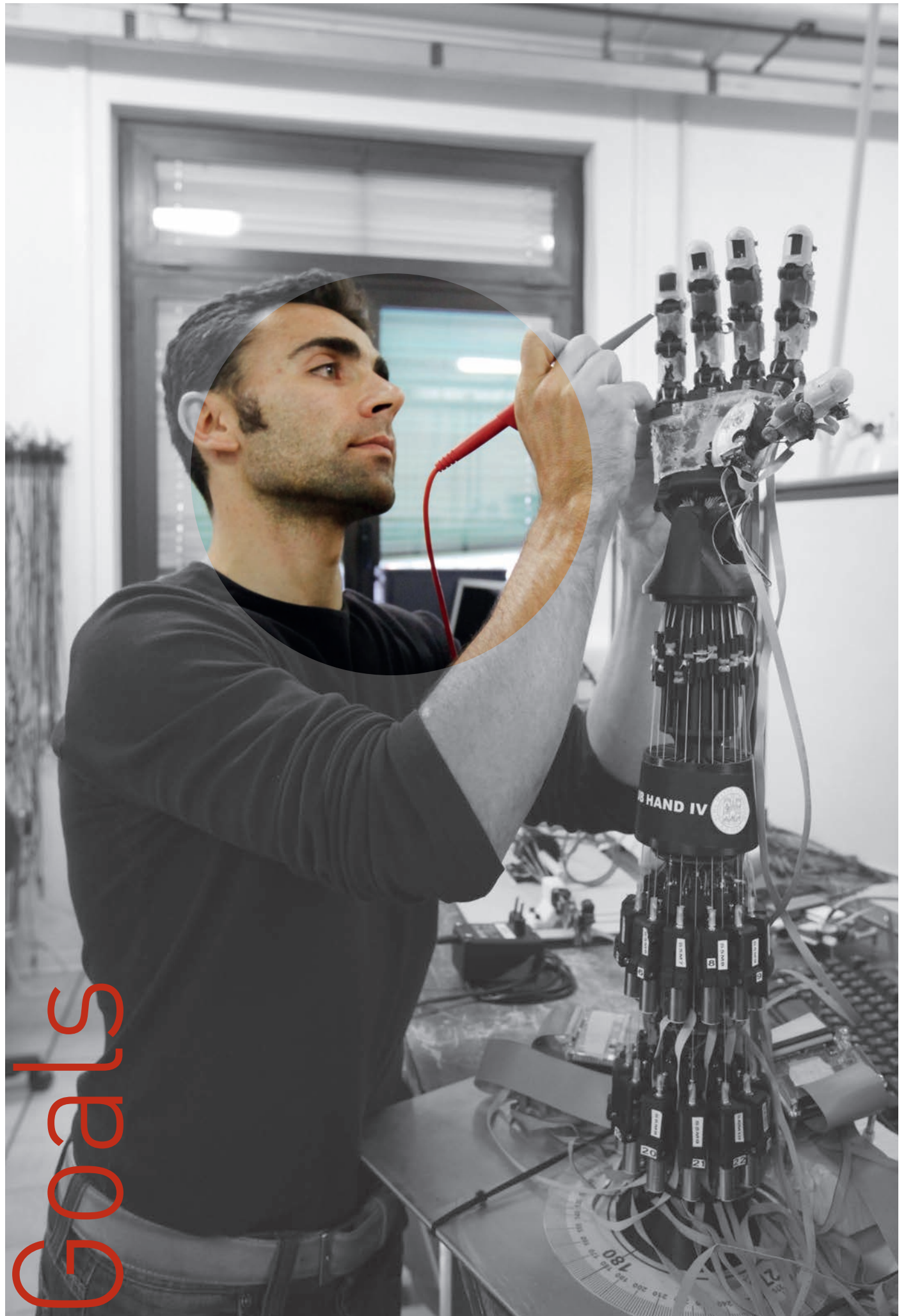
## RESULTS

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**Threats**


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- the ongoing **reductions in the Ordinary Fund** and other sources of national funding make it difficult to guarantee adequate levels of services and support for teaching, research and third mission activities, even in a medium-term time scale. On top of this, the introduction of the principle of **standard cost** in the allocation of Ordinary Fund contributions, irrespective of teaching or research quality evaluation, along with modifications to the same fund's **Reward Quota criteria**, could lead to a significant drop in ordinary funding;
- the **workforce turnover limits**, extended by law up to 2018, make it difficult to guarantee the certainty, on the one hand of recruiting young researchers and refraining them from migrating abroad, and on the other hand of ensuring continuity in teaching, research and technical and administrative activities;
- the **criteria** applied in the new procedure of **Research Quality Evaluation** might not have a sufficiently diversified perspective on **scientific merit**;
- the new conditions set by the **Horizon 2020** programme, and the initial settings for the subsequent Framework Programme, will make it necessary to adjust the **administrative support structure**, as well as reinforcing interconnections with **productive players**, increasingly vital for accessing this kind of funding;
- growing **international instability** could lead to a widespread reduction in student mobility;
- the continuing effects of the **economic crisis** make it necessary to increasingly integrate regional action to support policies relating to the right to higher education, and to ensure the right to university education for talented students from deprived backgrounds;
- our local manufacturing base features a **significantly fragmented mosaic of small and medium enterprises** which, due also to today's adverse economic conditions, find it extremely difficult to **invest in research and development**.



# Goals

# STRATEGIC MAP

## RESEARCH

**A.1** To support basic and applied research, in order to confront major challenges in an international context

**A.2** To invest in *distinctive* and multidisciplinary fields for our University, on national and international levels

## TEACHING

**B.1** To promote the quality of the programme catalogue and invest in *distinctive* and multidisciplinary fields related to people's needs and society's needs

**B.2** To improve the attractiveness and the international dimension of our teaching offer

**B.3** To enhance the services available to students and actively support policies on the right to higher education

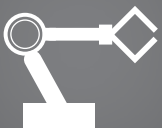
## THIRD MISSION

**C.1** To promote cultural development plus economic and social innovation

**C.2** To improve relationships with our numerous stakeholders at national and international levels

## DISTINCTIVE FIELDS

ADVANCED  
MANUFACTURING



HEALTH AND  
WELLBEING



AGRICULTURE  
AND FOOD



BIG DATA & INDUSTRY  
4.0



CREATIVITY



SUSTAINABILITY  
AND CIRCULAR  
ECONOMY






ARTS AND HUMANITIES  
IN THE DIGITAL ERA



CULTURAL INTERACTION,  
INCLUSION AND SOCIAL  
SECURITY




# STRATEGIC AREA | RESEARCH

STRATEGIC GOAL	BASIC TARGET	INDICATOR
<p><b>A.1</b> To support basic and applied research, in order to confront major challenges in an international context</p>	<p><b>A.1.1</b> To qualify and highlight PhD programme degree in an international perspective</p> 	<p><b>R.01</b> PhD students with degrees from other Italian or foreign universities</p> <p><b>R.02</b> Overall investment in PhD programme degree</p>
	<p><b>A.1.2</b> To reinforce the priority on scientific merit in recruitment and career advancement</p> 	<p><b>R.03</b> Number of new recruits in charge of competitive projects out of total number of new recruits</p> <p><b>R.04</b> Percentage of new recruits with a VRA (University Research Evaluation) score higher than the median and than the lowest VRA area and role quartile</p>
	<p><b>A.1.3</b> To improve research quality and productivity</p> 	<p><b>R.05</b> Comparison of distribution of UNIBO publications per Single Index compared with total products for VQR Groups 2011/14 (Bibliometric areas)</p> <p><b>R.06</b> a) Percentage of Group A publications according to VRA criteria; b) Percentage of publications presented for VRA in proportion to the maximum number of publications allowed per VRA scientific area (NON-bibliometric areas)</p>
	<p><b>A.1.4</b> Reinforce the infrastructures needed for research purposes</p> 	<p><b>R.07</b> Investment in research infrastructure and equipment</p>



# STRATEGIC AREA | RESEARCH








STRATEGIC GOAL	BASIC TARGET	INDICATOR
<p><b>A.2</b> To invest in <i>distinctive</i> and multidisciplinary fields for our University, on national and international levels</p>	<p><b>A.2.1</b> To enhance the ability to collaborate and to attract research funding from national and international sources</p> 	<p><b>R.08</b> Per capita funding for Italian and international projects</p>
	<p><b>A.2.2</b> To develop new projects that will attract international competences, thereby enhancing the multidisciplinary heritage of Alma Mater</p> 	<p><b>R.09</b> Degree of implementation of programmed initiatives</p>
	<p><b>Initiatives for enhancing multidisciplinary heritage</b></p> <ul style="list-style-type: none"> <li>• Annual announcement of Alma Idea projects for basic research: promotion of interdisciplinary research</li> <li>• Annual equipment-sharing announcement: promoting interdepartmental synergies and transdisciplinary equipment use</li> <li>• Incentivisation measures for attracting ERC (European Research Council) researchers in all disciplinary areas</li> <li>• University meetings and creation of work groups on interdisciplinary research</li> <li>• Interdisciplinary doctorates or doctorate curricula</li> <li>• Projects supporting interaction between teaching and research in interdisciplinary fields (e.g. in the field - or downstream of - KIC Knowledge Innovation Communities and technological clusters)</li> </ul>	



## STRATEGIC AREA | TEACHING

STRATEGIC GOAL	BASIC TARGET	INDICATOR
<p><b>B.1</b> To promote quality in teaching courses and invest in <i>distinctive</i> and multidisciplinary courses related to people's needs and society's needs</p>	<p><b>B.1.1</b> To improve the competences acquired during degree courses in order to help graduates enter the world of work, and remain there</p> <div style="display: flex; justify-content: space-around;">   </div>	<p><b>F.01</b> The number of students that use Career Guidance Services</p> <p><b>F.02</b> Employment/unemployment after 1/3/5 years</p>
	<p><b>B.1.2</b> To consolidate the regularity of studies while respecting strict evaluation procedures</p> 	<p><b>F.03</b> Graduates in stable regular employment (N. of years)</p> <p><b>F.04</b> Continuations with &gt;39 ECTS achieved in the 1<sup>st</sup> year</p>
	<p><b>B.1.3</b> To improve teaching quality by adopting innovative methods and by training teachers</p> 	<p><b>F.05</b> Number of hours of training initiatives for teachers per number of teachers</p> <p><b>F.06</b> Attending students' satisfaction with teaching methods – Opinion Poll of students</p>
	<p><b>B.1.4</b> To encourage synergies between studies and research in <i>distinctive</i> fields, and in tune with society's needs</p> 	<p><b>F.07</b> Reports on results of new initiatives programmed in <i>distinctive</i> fields</p> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p><b>Distinctive fields</b></p> <ul style="list-style-type: none"> <li>• Advanced manufacturing</li> <li>• Health and wellbeing</li> <li>• Agriculture and food</li> <li>• Sustainability and circular economy</li> <li>• Arts and Humanities in the digital era</li> <li>• Cultural interaction, inclusion and social security</li> <li>• Big data &amp; industry 4.0</li> <li>• Creativity</li> </ul> </div>

# STRATEGIC AREA | TEACHING

STRATEGIC GOAL	BASIC TARGET	INDICATOR
<p><b>B.2</b> To improve the attractiveness and the international dimension of our teaching offer</p>	<p><b>B.2.1</b> To attract talented students, thanks also to specific career orientation activities</p> 	<p><b>F.08</b> MA students with 1st level degrees from other universities</p> <p><b>F.09</b> Extra-regional mobility</p> <p><b>F.10</b> Value of resources committed to rewarding merit</p>
	<p><b>B.2.2</b> To increase the number of talented international students and further diversify their geographical provenance</p>  	<p><b>F.11</b> Incoming exchange students</p> <p><b>F.12</b> Students with previous degrees obtained outside Italy</p>
	<p><b>B.2.3</b> To increase the number of graduates who have received an educational experience outside Italy</p>  	<p><b>F.13</b> Graduates (in a course or a year off course) with at least 12 ECTS credits obtained outside Italy</p> <p><b>F.14</b> Outgoing Students</p>
	<p><b>B.2.4</b> To strengthen the international dimension of teaching situations, partly through teachers by international experts and also by developing students' linguistic skills</p>  	<p><b>F.15</b> Number of months per person spent in the University by teachers and researchers from foreign research institutes</p>

# STRATEGIC AREA | TEACHING

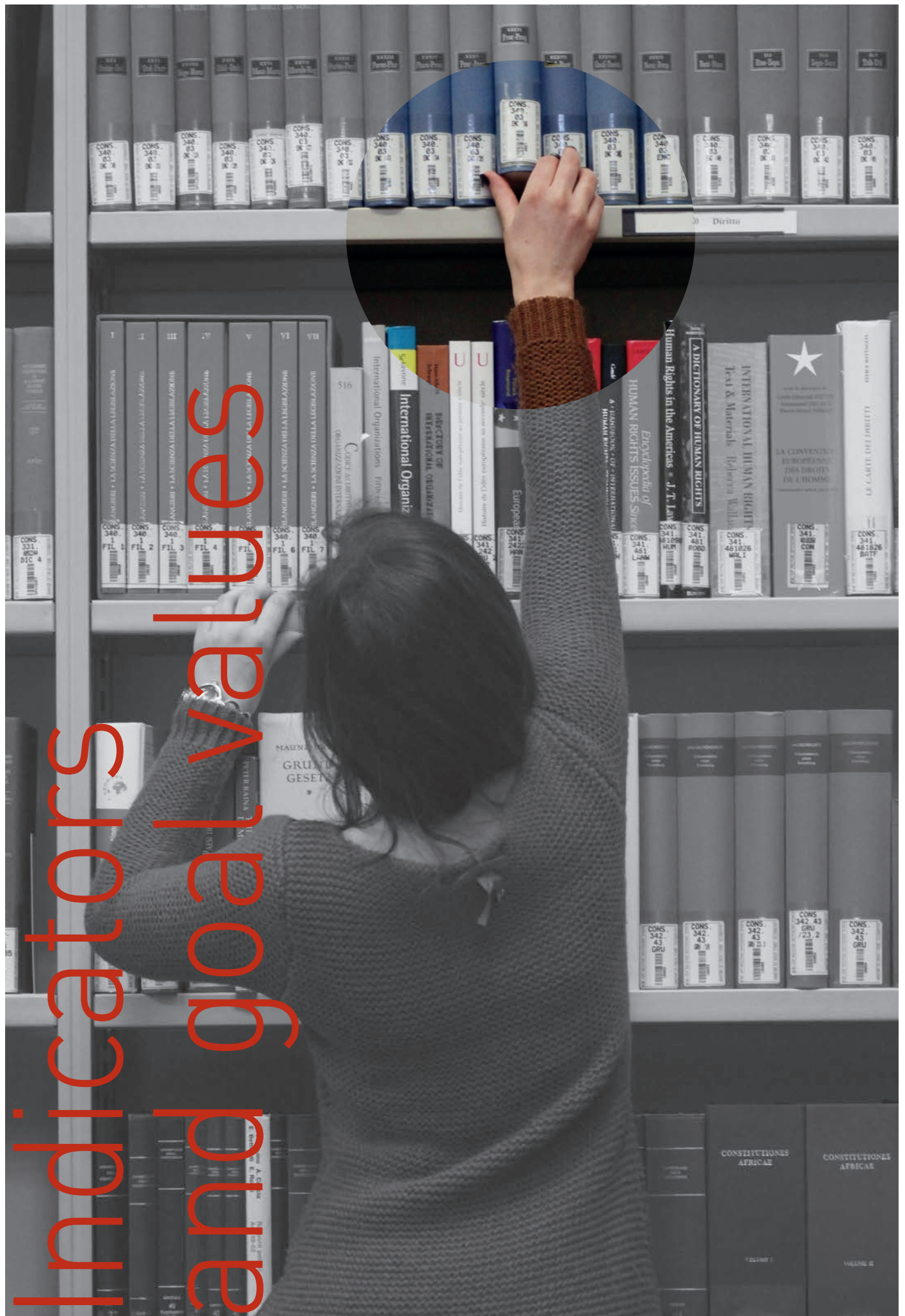
STRATEGIC GOAL	BASIC TARGET	INDICATOR
<p><b>B.3</b> To enhance the services available to students and actively support policies on the right to higher education</p>	<p><b>B.3.1</b> To reinforce the services intended to ensure improved study and living conditions for students, partly through partnerships with public and private actors</p>	<p><b>F.16</b> Qualitative indicators on initiatives in favour of students</p> <p><b>F.17</b> Percentage of students satisfied with university infrastructures</p>
	  	
	<p><b>B.3.2</b> To promote study opportunities for disadvantaged students, consolidating coordinated action with local institutions and communities on 'right to higher education' issues</p>	<p><b>F.18</b> Per capita cost of resources used to facilitate students on the basis of their economic condition and their talent</p>
	 	
	<p><b>B.3.3</b> To improve activities of career orientation, for incoming, resident and outgoing students, on the basis of their specific needs</p>	<p><b>F.19</b> Number of companies involved in Job placement initiatives</p> <p><b>F.20</b> Percentage of graduates with curricular internships</p> <p><b>F.21</b> Studies abandoned before the end of the second year</p>
	 	

# STRATEGIC AREA | THIRD MISSION

STRATEGIC GOAL	BASIC TARGET	INDICATOR
<p><b>C.1</b> To promote cultural development plus economic and social innovation</p>	<p><b>C.1.1</b> To qualify and enhance professionalising and permanent study processes and courses</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="572 730 691 848"> </div> <div data-bbox="718 730 834 848"> </div> </div>	<p><b>T.01</b> Number of students involved professionalising and lifelong learning programmes</p>
	<p><b>C.1.2</b> To improve the impact of research and upgrade technological transfer on regional, national and international levels, partly through entrepreneurial projects</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="572 1104 691 1223"> </div> <div data-bbox="718 1104 834 1223"> </div> </div>	<p><b>T.02</b> Number of patents obtained by the entire permanent teaching body</p> <p><b>T.03</b> Number of Spin-offs and start-ups accredited/active</p>
	<p><b>C.1.3</b> To promote processes that enhance the environmental and social sustainability of the university's buildings, facilities and community, while also revitalising the area in synergy with all local institutions</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="572 1489 691 1608"> </div> <div data-bbox="718 1489 834 1608"> </div> <div data-bbox="868 1489 986 1608"> </div> </div>	<p><b>T.04</b> Qualitative indicator on initiatives carried out on "social" and "green" issues</p>
	<p><b>C.1.4</b> To promote activities offering scientific and cultural popularization</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="572 1767 691 1886"> </div> </div>	<p><b>T.05</b> Qualitative indicator: obtain tools for measuring the impact and send back to be included in the Social Responsibility Report</p>

## STRATEGIC AREA | THIRD MISSION

STRATEGIC GOAL	BASIC TARGET	INDICATOR
<p><b>C.2</b> To improve relationships with our numerous stakeholders at national and international levels</p>	<p><b>C.2.1</b> To develop and highlight the heritage of knowledge and skill of our graduates and personnel, in order to develop connections and synergies between the University and society</p> 	<p><b>T.06</b> Qualitative report on activities carried out</p>
	<p><b>C.2.2</b> To strengthen support structures and interfaces between the world of production and the academic community</p>   	<p><b>T.07</b> Turnover from commissioned scientific activities involving permanent teaching personnel</p> <p><b>T.08</b> Qualitative indicator: actions taken to strengthen support and interface structures</p>
	<p><b>C.2.3</b> To create a system for evolving development cooperation activities</p> 	<p><b>T.09</b> Degree of implementation of planned initiatives, and the need to use instruments for measuring the impact achievement</p>
<p><b>Programmed initiatives: Activation of AlmaEngage</b></p> <ul style="list-style-type: none"> <li>• Sharing of good Development Cooperation practices through public theme events (at least once a year), also with the involvement of civil society associations</li> <li>• Involving students in planning activities for Development Cooperation initiatives and in field work projects</li> <li>• Activation of a MOOC teaching module on "Personal risk reduction in insecure contexts" for students and UNIBO personnel involved in Development Cooperation activities</li> <li>• Stipulating agreements with local NGOs</li> </ul>		





## STRATEGIC AREA | RESEARCH

### Basic goal

#### A.1.1. Qualify and promote PhD programme degrees in an international perspective

INDICATOR	METRIC	TARGET VALUE
<b>R.01</b> PhD students with degrees from other Italian or foreign universities	Percentage of MA students with degree attained in other universities, out of total number of MA students	Average of the percentage of the 30th Cycle and 31st Cycle
<b>R.02</b> Overall investment in PhD programme degree	Total payments to MA students (scholarships + foreign sojourn)	2015 Investment (€15,519,551)

### Basic goal

#### A.1.2. Consolidate the promotion of scientific merit in recruitment and career progression

INDICATOR	METRIC	TARGET VALUE
<b>R.03</b> Number of new recruits in charge of competitive projects out of total number of new recruits	New recruits or promotions (in the period from year t to year t-2) responsible for competitive projects paid for in year t, compared with the total number of recruits or ranking promotions in the same period	Averages 2012 - 14 per group (30% first Group, 20% second Group, 5% Researchers)
<b>R.04</b> Percentage of new recruits with a VRA (University Research Evaluation) score higher than the median and than the lowest VRA area and role quartile	The new recruits consist of new entries and promotions that have taken place in the last three years (from t-3 to t-1 for year t). The VRA score for each new recruit has been compared with the median VRA score for the area and role they are assigned to. The indicators are the fraction of new recruits with a VRA score higher than the median value of the total number of new recruits, and the fraction of new recruits with a VRA score higher than the first quartile of area and role; i.e. the new recruits situated in the best 75% of the respective ranking list, out of the total number of new recruits. The reference population is updated to 15-12-2014	65% new recruits above the median 90% new recruits above the worst quartile

## STRATEGIC AREA | RESEARCH

### Basic goal

#### A.1.3 To improve research quality and productivity

INDICATOR	METRIC	TARGET VALUE
<b>R.05</b> Comparison of distribution of UNIBO publications per Single Index compared with total products for VQR Groups 2011/14 (Bibliometric areas)	Distribution of UNIBO publications in the 2011-14 VQR groups based on the single index. The single index calculates the 'distance' of every product from the straight line which passes through the point (0,0) on the plane corresponding to the product year. The plane has as its abscissa "the percentile indicator impact of the magazine" and as its ordinate "the percentile of the number of citations"	Sum of the percentage of UNIBO products in the two best groups ("best 10% + "group 10%-30%" = 64%)
<b>R.06</b> a) Percentage of Group A publications according to VRA criteria; b) Percentage of publications presented for VRA in proportion to the maximum number of publications allowed per VRA scientific area (NON-bibliometric areas)	Number of group A products out of the total number of products evaluated. Number of products evaluated against the maximum number of products presentable per non-bibliometric VRA area. Teacher population in VRA 2015, in service on 15.12.2014	a) Percentage of group A publications that according to VRA criteria equal 40% b) Percentage of publications presented, against the maximum number of publications presentable per VRA scientific area equal to 85%

### Basic goal

#### A.1.4 Reinforce the infrastructures needed for research purposes

INDICATOR	METRIC	TARGET VALUE
<b>R.07</b> Investment in research infrastructure and equipment	Total payments referring to the purchase of "Technical and scientific machinery and equipment" and "Facilities and equipment", paid with University funds	Average 2014/15 (€900,219)

## STRATEGIC AREA | RESEARCH

### Basic goal

A.2.1 To enhance the ability to collaborate and to attract research funding from national and international sources

INDICATOR	METRIC	TARGET VALUE
<b>R.08</b> Per capita funding for Italian and international projects	Income from competitive research projects run by full members of university teaching staff as of 31/12	Average for 2016 - 2018 superior to the average for 2014 - 16

### Basic goal

A.2.2 To develop new projects capable of attracting international competences, enhancing Alma Mater's multidisciplinary intellectual worth

INDICATOR	METRIC	TARGET VALUE
<b>R.09</b> Degree of implementation of programmed initiatives		Implementation of 50% of planned initiatives

## STRATEGIC AREA | TEACHING

### Basic goal

B.1.1 To improve the competences acquired during study processes, in order to facilitate graduates' entrance and success in the world of work

INDICATOR	METRIC	TARGET VALUE
<b>F.01</b> The number of students that take advantage of Career Guidance Services	The number of people answering the self-assessment questionnaire, participant in the orientation seminars (including "running a company"), number of online consultancies, number of participants at the Start-up day	Average 2013 - 15 (5,500 participants)
<b>F.02</b> Employment/unemployment after 1/3/5 years	The number of first cycle and second cycle graduates interviewed by AlmaLaurea 1, 3 and 5 years after graduation with a clear employment situation, out of the total number of interviewees	Percentage of graduates from northern Italy's biggest universities (including Pisa and Florence) in employment 1, 3 and 5 years after graduation

### Basic goal

B.1.2 To consolidate the regularity of studies while respecting strict evaluation procedures

INDICATOR	METRIC	TARGET VALUE
<b>F.03</b> Graduates regularly enrolled (N years)	The percentage of graduates who graduated within their course's established time period (without changing course) per a.y. of awarded degree	Average of 2012/13 - 2014/15 triennial (44.9%)
<b>F.04</b> Continuations with >39 ECTS achieved in 1 year	Students signed on to the cohort study who sign on in the second year and have obtained at least 40 ECTS credits by the end of the first academic year	Average of 2012/13 - 2014/15 triennial (66.9%)

## STRATEGIC AREA | TEACHING

## Basic goal

B.1.3 To improve teaching quality, partly through the use of innovative methods and the training of teachers

INDICATOR	METRIC	TARGET VALUE
<b>F.05</b> Number of hours of training initiatives for teachers per number of teachers	Number of hours of training sessions multiplied by the number of teachers involved	2000 teaching hours in 2018
<b>F.06</b> Frequenting students' satisfaction with teaching methods – Opinion Poll of students	Number of teaching activities with at least 6 questionnaires where the percentage of positive judgements from valid answers (“definitely yes” and “more yes than no”) is greater or equal to 50%	90% of all teaching events with at least 50% positive judgements

## Basic goal

B.1.4 To encourage synergies between degree programmes and *distinctive* research fields, also in relation to social needs

INDICATOR	METRIC	TARGET VALUE
<b>F.07</b> Reports on results of new initiatives programmed in <i>distinctive</i> fields	Percentage of new teaching initiatives programmed in <i>distinctive</i> fields against the total number of teaching initiatives programmed (first cycle, second cycle, single cycle)	50% of new teaching initiatives programmed in <i>distinctive</i> fields

## STRATEGIC AREA | TEACHING

### Basic goal

#### B.2.1 To attract talented students, thanks also to specific career orientation activities

INDICATOR	METRIC	TARGET VALUE
<b>F.08</b> MA students with 1st level degrees from other universities	Number of new MA students with previous degree obtained in a different university, against total new MA students	Average of 2013/14 – 2015/16 triennial (44.7%)
<b>F.09</b> Extra-regional mobility	Percentage of New Careers in first or second cycle, or single cycle, resident outside Emilia Romagna	Average of 2013/14 – 2015/16 triennial (46.6%)
<b>F.10</b> Value of resources committed to rewarding merit	Measures to support deserving students per a.y., including lost income (exemptions for merit only) and bursaries/grants for merit provided by the University	Average of 2012/13 – 2014/15 triennial (€9,213,028)

### Basic goal

#### B.2.2 To increase the number of talented international students and further diversify their geographical provenance

INDICATOR	METRIC	TARGET VALUE
<b>F.11</b> Incoming exchange students	Number of arriving exchange students involved in all European and non-European mobility programmes in a.y. t/ t+1	Number of incoming students in 2014/15 (2,310) and remaining among the top 10 European institutions for number of incoming Erasmus students
<b>F.12</b> Students with previous degrees obtained outside Italy	Students registered with previous foreign degree against total registered students	Average percentage of international students in the 2012/13 – 2014/15 triennial (3.5%)

## STRATEGIC AREA | TEACHING

### Basic goal

B.2.3 To increase the number of graduates who have received an educational experience outside Italy

INDICATOR	METRIC	TARGET VALUE
<b>F.13</b> Graduates (aligned or not aligned with exam schedule) with at least 12 ECTS credits obtained abroad	Percentage of graduates in the solar year with at least 12 career ECTS obtained abroad	Average percentage from the 2013 - 15 triennial (9.0%)
<b>F.14</b> Outgoing Students	Number of students registered in degree courses, outgoing due Erasmus mobility and other programmes in the a.y. t/ t+1	Average number of outgoing students from the 2012 - 14 triennial (2,522) and remaining among the top 10 European institutions for number of outgoing Erasmus students

### Basic goal

B.2.4 To promote the international dimension of teaching activities, also through the use of expert foreign teachers and the development of students' linguistic skills

INDICATOR	METRIC	TARGET VALUE
<b>F.15</b> Number of months per person spent in the University by teachers and researchers from foreign research institutes	Months per person of residence by teachers and researchers from non-Italian research institutes who remained in our University for at least 30 days	Average number of months per person in the 2011 - 13 triennial (1,327)

## STRATEGIC AREA | TEACHING

### Basic goal

B.3.1 To increase services aimed at ensuring optimal conditions for students to study in and to live in, also through partnerships with public and private bodies

INDICATOR	METRIC	TARGET VALUE
<b>F.16</b> Qualitative indicators on initiatives in favour of students	Qualitative reporting	
<b>F.17</b> Percentage of students satisfied with university infrastructures	Number of students that replied "Definitely Yes" and "More Yes than No" to the questions in the questionnaire on Student Opinions concerning infrastructure, against the total number of valid answers	Average for the 2012/13–2014/15 triennial (81.1%)

### Basic goal

B.3.2 To support the education of disadvantaged students, consolidating coordinated initiatives with institutions and local society on the subject of the right to higher education

INDICATOR	METRIC	TARGET VALUE
<b>F.18</b> Per capita cost of resources used to support students according to their economic condition and degree of merit	Financial value of the measures supporting talented students in restricted economic circumstances. The cost should be registered for the relative academic year and should include the value of student fees waived (total and/or partial exemptions), the bursaries in favour of students in restricted economic circumstances and provided limited-period collaborations	Average for the 2012/13–2014/15 triennial (€263.40)



## STRATEGIC AREA | TEACHING

## Basic goal

B.3.3 To improve career orientation activities for incoming, resident and outgoing students, on the basis of the students' specific needs

INDICATOR	METRIC	TARGET VALUE
<b>F.19</b> Number of companies involved in Job placement initiatives	Number of companies participating in career orientation and job placement events organised by the University	Value 2015 (206)
<b>F.20</b> Percentage of graduates with curricular internships	Percentage of graduates who have obtained at least 1 ECTS internship curriculum credit	Average for the 2013 - 15 triennial (58.8%)
<b>F.21</b> Studies abandoned before the end of the second year	Percentage of cohort students who abandon university studies before the end of the second year of observation	Average for the 2012/13–2014/15 triennial (12.3%)

## STRATEGIC AREA | THIRD MISSION

### Basic goal

#### C.1.1 To qualify and enhance professionalising and permanent study processes and courses

INDICATOR	METRIC	TARGET VALUE
<b>T.01</b> The number of students involved in professionalising and lifelong learning programmes	Number of registrations for Higher Formation and Permanent Formation courses, or first or second level M.A. courses offering ECTS credits	Average 2014/15–2015/16 biennial (2,118)

### Basic goal

#### C.1.2 To improve the impact of research and upgrade technological transfer on regional, national and international levels, partly through entrepreneurial projects

INDICATOR	METRIC	TARGET VALUE
<b>T.02</b> Number of patents obtained by the entire permanent teaching body	Number of patents, brands and vegetal varieties deposited during the year by the university (in ownership or co-ownership), including their various international extensions, in relation to the number of teachers and researchers in service on 31/12 of each year	Per capita value 2015 (2.34)
<b>T.03</b> Number of Spin-offs and start-ups accredited/active	Number of Spin-offs accredited and active (portfolio as defined SUA-RD) and start-ups	Average 2013 – 2015 (23)

## STRATEGIC AREA | THIRD MISSION

### Basic goal

C.1.3 To promote processes that enhance the environmental and social sustainability of the university's buildings, facilities and community, while also revitalising the area in synergy with all local institutions

INDICATOR	METRIC
T.04 Qualitative indicator on initiatives carried out on "social" and "green" issues	Qualitative reporting

### Basic goal

C.1.4 To promote activities offering scientific and cultural popularization

INDICATOR	METRIC
T.05 Qualitative indicator: obtain tools for measuring their impact and send to the Social Responsibility Report for inclusion	Qualitative reporting

## STRATEGIC AREA | THIRD MISSION

### Basic goal

To develop and promote the intellectual resources of our graduates and personnel, in order to develop connections and synergies between the University and local society

INDICATOR	METRIC	TARGET VALUE
<b>T.06</b> Qualitative report on the activities carried out	Qualitative reporting	

### Basic goal

C.2.2 To strengthen support structures and interfaces between the world of production and the academic community

INDICATOR	METRIC	TARGET VALUE
<b>T.07</b> Turnover from commissioned scientific activities involving any structured teaching personnel	Earnings from commercial activities (Siope code 1310), not counting payments related to competitive research projects	Per capita average 2012-14 (€8,725)
<b>T.08</b> Qualitative indicator: actions taken to strengthen support and interface structures	Qualitative reporting	

## STRATEGIC AREA | THIRD MISSION

## Basic goal

C.2.3 To create a system for evolving development cooperation activities

INDICATOR	METRIC	TARGET VALUE
<p><b>T.09</b> Degree of implementation of planned initiatives, and the need to use instruments for measuring the impact achieved</p>	<p>Qualitative reporting</p>	<p>Implementation of 70% of planned initiatives</p>



NOTES

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