

# ALMA MATER STUDIORUM UNIVERSITÀ DI BOLOGNA



ALMA MATER STUDIORUM  
UNIVERSITÀ DI BOLOGNA

2017



# A.D. 1088

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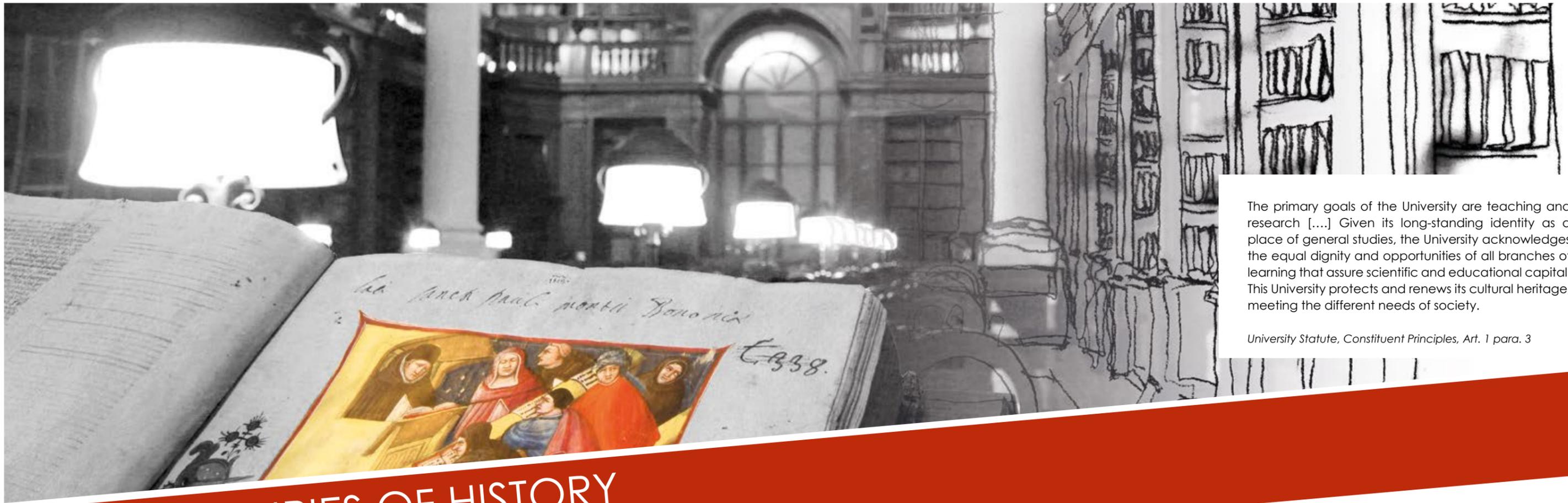
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## Contents



The primary goals of the University are teaching and research [...] Given its long-standing identity as a place of general studies, the University acknowledges the equal dignity and opportunities of all branches of learning that assure scientific and educational capital. This University protects and renews its cultural heritage, meeting the different needs of society.

University Statute, Constituent Principles, Art. 1 para. 3

# NINE CENTURIES OF HISTORY

## THE BIRTH OF THE UNIVERSITY

The Studium in Bologna is the first home of free teaching, independent from ecclesiastic schools. Irnerio's law school marks the birth of Western universities.

## ONE CITY, MANY NATIONS

The University bears witness to its nature as an international community, including both "citramontani" - from "beyond the mountains" and "ultramontani" - from "beyond the Alps": during this period, over 2,000 students came from all across Italy and Europe. The University fights to maintain its autonomy against all outside interference.

## FROM BOLOGNA TO THE WORLD, FROM THE WORLD TO BOLOGNA

Medicine and philosophy, hard sciences and mathematics, engineering and economics are the major subjects of a university that becomes an undisputed international authority in all fields of knowledge. The University sends and attracts scientists and scholars, creating an increasingly broad network of relations.

## NEW CHALLENGES

The University continues to play an undisputed central role among many other places of learning and research institutions. It continues to cooperate with all major institutions in the world, within an increasingly dynamic and complex global framework.

## BOLOGNA PROCESS

Signature of the Bologna Declaration creating the European Higher Education Area (Bologna Process).

1088

XII cent.

XIII cent.

XIV-XV cent.

XVI-XVIII cent.

1888

XX cent.

1988

1999

2016

### FREEDOM OF RESEARCH

Federico I Barbarossa recognises the University as a libera societas of masters and pupils. The empire undertakes to protect scholars travelling for the purposes of study. For the first time, the absolute freedom of research is ratified.

### BROADENING THE HORIZONS OF KNOWLEDGE

Beginning in the 14<sup>th</sup> century, jurist schools sit alongside so-called "artists", students of Medicine, Philosophy, Arithmetic, Astronomy, Logic, Rhetoric and Grammar. Bologna becomes an obligatory destination for all key intellectuals of the time.

### THE MOTHER OF ALL UNIVERSITIES

In 1888, the University celebrates its eighth centenary, a grand event held in Bologna attended by representatives of all the world's universities, honouring the Alma Mater Studiorum as the mother of all universities. The celebrations in Bologna become an international festival of education.

### UNIVERSITY, AN INTERNATIONAL AGREEMENT

Celebrating the Alma Mater's ninth centenary, the Rectors of 500 European universities meet in Bologna to sign the Magna Charta Universitatum: an international agreement confirming the inalienable value and autonomy of universities.

### THE UNIVERSITY LOOKS TO THE FUTURE

In order to implement a planning process for tackling today's challenges, particularly in relation to sustainable development, the University integrates its strategic planning with a re-reading of the 17 basic sustainable development goals as proposed by the 2030 Agenda adopted by the UN General Assembly.



In conformity with the principles of the Italian Constitution and the Magna Charta of the Universities, Alma Mater Studiorum - Università di Bologna is a public, independent, non-denominational and pluralistic institution.

*University Statute, Constituent Principles, Art. 1, para. 1*

# MULTI-CAMPUS UNIVERSITY

## UNIVERSITY GOVERNING BODIES

- Rector supported by 7 vice-Rectors with the following duties: Deputy Rector, Teaching, Research, Human Resources, International Relations, Students, Digital Technologies
- Academic Senate composed of 35 members: Rector, 10 Heads of Department, 15 Professors and Assistant Professors
- 3 representatives of the Technical and Administrative Staff
- 6 student representatives
- Board of Governors composed of 11 members: Rector, 5 internal members, 3 external members, 2 student representatives
- Board of Auditors composed of 3 statutory members and 2 deputy members
- University Evaluation Unit composed of 5 members, 4 of which are external
- Director General

## AUXILIARY BODIES

- Student Council composed of 33 members
- Technical and Administrative Staff Council composed of 24 members
- Sponsors' Committee composed of 9 members representing the bodies and institutions working in the various fields and territories the University operates in
- Student Ombudsman
- Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work

## UNIVERSITY CENTRE FOR THE PROTECTION AND PROMOTION OF HEALTH AND SAFETY

- Occupational Safety and Health Service
- Service for Animal Welfare in the University Teaching and Scientific Facilities

## SCHOOLS

The 11 Schools are the organisational structures that coordinate teaching activities, combining uniform and complementary subject areas and guaranteeing the quality of teaching and student services.

- Agriculture and Veterinary Medicine
- Arts, Humanities, and Cultural Heritage
- Economics, Management, and Statistics
- Engineering and Architecture
- Foreign Languages and Literature, Interpreting and Translation
- Law
- Medicine
- Pharmacy, Biotechnology, and Sport Sciences
- Political Sciences
- Psychology and Education
- Science

## ISS (ISTITUTO DI STUDI SUPERIORI)

- Collegio superiore
- Institute of Advanced Studies

## ALMA MATER FOUNDATION

The Alma Mater Foundation is an operational entity that performs planning and management tasks for the University of Bologna and supports the University in the pursuit of its stated goals.

## RESEARCH AND TRAINING CENTRES

- University of Bologna Experimental farm: established in 1974, the farm supports research and experimentation for various Departments of the School of Agriculture and Veterinary Medicine
- Public Sector Research and Training Centre: Specialisation School for Public Administration Studies, European School of Advanced Fiscal Studies, Advanced School for Health Policy
- "Ercole De Castro" Advanced Research Centre on Electronic Systems
- Centre for Advanced Studies in Tourism
- "A. Gaudenzi and G. Fassò" Interdepartmental Centre for Research in the History, Philosophy, and Sociology of Law and in Computer Science Law
- "Giorgio Prodi" Cancer Research Centre
- "L. Galvani" Interdepartmental Research Centre for Integrative Studies in Bioinformatics, Biophysics and Biocomplexity
- Interdepartmental Research Centre for Environmental Sciences
- Advanced School of Studies on the City and the territory
- High School for Legal Studies
- Advanced School of Humanities Studies
- Specialisation School for Legal Professions "Enrico Redenti"

INTERDEPARTMENTAL INDUSTRIAL RESEARCH CENTRES

- Aeronautics
- Agri-food
- Building and Construction
- Energy and Environment
- Advanced Mechanics and Materials
- Information and Communication Technologies
- Health Science and Technology

DEPARTMENTS

The 33 Departments are the University structures in charge of organising scientific research and teaching and learning functions

SCIENCE

- Chemistry "Giacomo Ciamician"
- Industrial Chemistry "Toso Montanari"
- Pharmacy and Biotechnology
- Physics and Astronomy
- Mathematics
- Biological, Geological, and Environmental Sciences
- For Life Quality Studies

TECHNOLOGY

- Architecture
- Computer Science and Engineering
- Civil, Chemical, Environmental, and Materials Engineering
- Electrical, Electronic, and Information Engineering "Guglielmo Marconi"
- Industrial Engineering
- Agricultural Sciences
- Agricultural and Food Sciences

MEDICINE

- Experimental, Diagnostic and Speciality Medicine
- Biomedical and Neuromotor Sciences
- Medical and Surgical Sciences
- Veterinary Medical Sciences

SOCIAL STUDIES

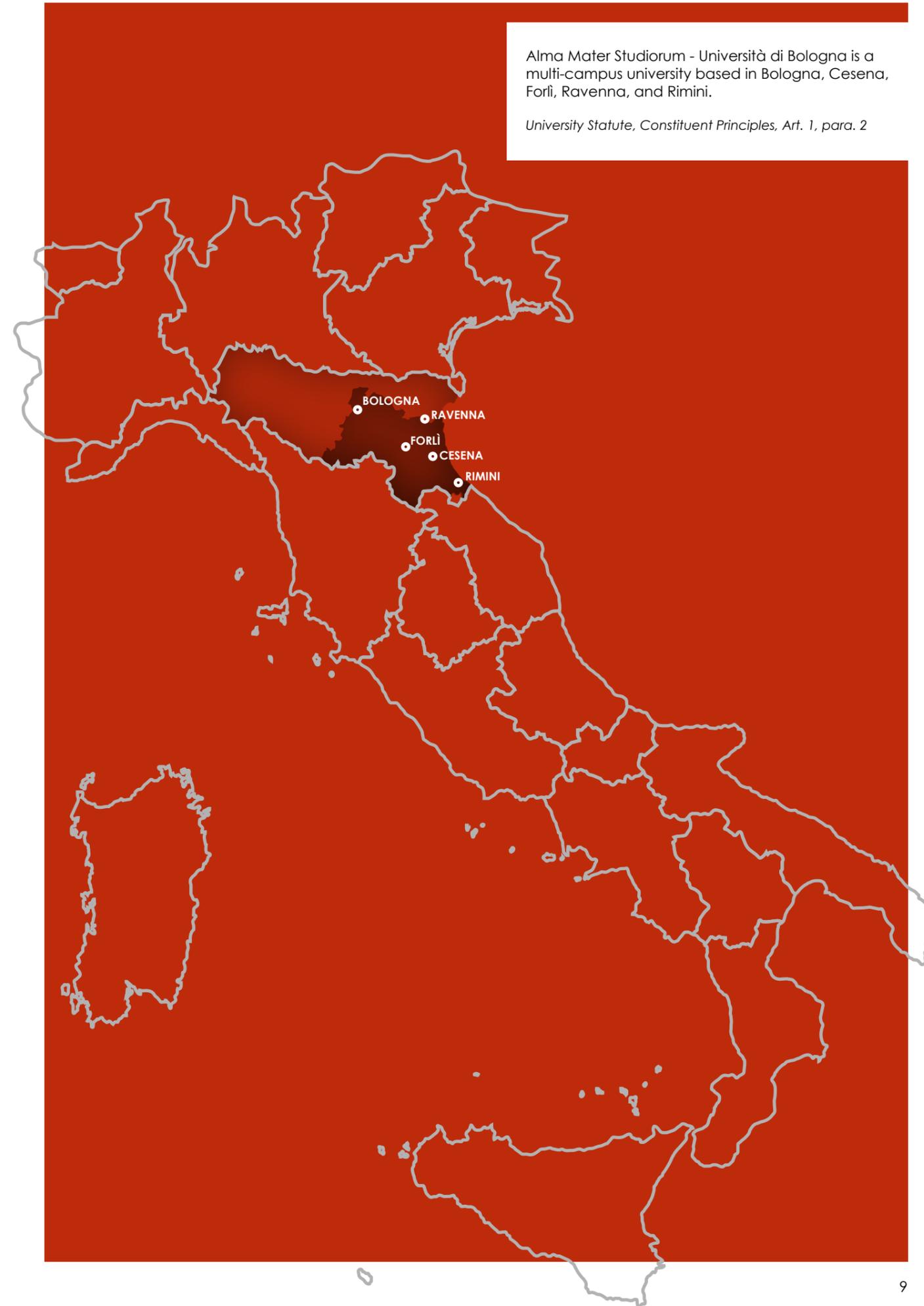
- Management
- Economics
- Legal Studies
- Political and Social Sciences
- Statistical Sciences "Paolo Fortunati"
- Sociology and Business Law

HUMANITIES

- The Arts
- Classical Philology and Italian Studies
- Philosophy and Communication Studies
- Modern Languages, Literatures, and Cultures
- Psychology
- Education Studies "Giovanni Maria Bertin"
- History and Cultures
- Cultural Heritage
- Interpreting and Translation

Alma Mater Studiorum - Università di Bologna is a multi-campus university based in Bologna, Cesena, Forlì, Ravenna, and Rimini.

University Statute, Constituent Principles, Art. 1, para. 2



Alma Mater Studiorum - Università di Bologna has been a Multi-campus university – the only one in the Italian university system – since 1989, with campuses in Bologna, Cesena, Forlì, Ravenna and Rimini. Each campus has its own distinct scientific and educational identity and its own institutional, cultural, social and sports facilities and services. Schools, departments, or specific school and department organisational units are located on each campus. Each campus coordinates its teaching and research support services and initiatives in the best interests of the students; also, active relationships are maintained with local authorities, organisations and people with a view to enhancing the cultural, economic and social development of the area.

### CESENA CAMPUS

The key teaching and research subject areas on this campus are psychological sciences, architecture, electronics and biomedical engineering, computer sciences, food science and aquaculture. In addition, the Interdepartmental Centres for Industrial Research pursue research projects in the fields of agrofood, information and communication technologies, technology transfer and innovation support for business. Current PhD programme degrees concentrate on the study of architecture and psychology.

#### Schools

- Engineering and Architecture
- Psychology and Education

#### Department

- Architecture

#### Departmental Local Organizational Units

- Computer Science and Engineering
- Electrical, Electronic, and Information Engineering "Guglielmo Marconi"
- Psychology
- Agricultural and Food Sciences
- Veterinary Medical Sciences

### FORLÌ CAMPUS

This campus has a markedly international orientation, as evidenced by the large number of first and second cycle degree programmes taught entirely in English and the programmes offering double or multiple degrees or joint degrees with foreign universities.

The main teaching and research subject areas are mechanical and aeronautical engineering, interlinguistic translation, interpretation and communication, political, social and international sciences, business studies and economics.

Current PhD programme degrees concentrate on political and social sciences and translation, interpreting and intercultural studies.

#### Schools

- Foreign Languages and Literature, Interpreting and Translation
- Political Sciences
- Economics, Management, and Statistics

#### Department

- Interpreting and Translation

#### Departmental Local Organizational Units

- Industrial Engineering
- Management
- Economics
- Sociology and Business Law
- Political and Social Sciences

### RAVENNA CAMPUS

The teaching and science activities on this campus are all relatable to the environment and the sea, with particular reference to the study and protection of ecosystems and resources enhancement, the conservation, protection and restoration of cultural heritage and historic buildings, the archaeology and enhancement of early civilisation settlements, international cooperation and law.

Current PhD programme degrees concentrate on Jewish studies and cultural heritage studies.

#### School

- Arts, Humanities, and Cultural Heritage

#### Department

- Cultural Heritage

#### Departmental Local Organizational Units

- History and Cultures
- Biological, Geological, and Environmental Sciences
- Legal Studies

#### Other University structures

- Interdepartmental Centre for Environmental Sciences
- Advanced School of Studies on the City and Region

### CAMPUS DI RIMINI

The current teaching activities and research topics on this campus are personal wellness and leisure time, fashion, tourism, insurance and financial risk management, administration and business strategies, the economic analysis of environmental services, waste treatment chemistry and technology, the health professions and the science of education. The campus has an international outlook and many of the degree programmes are taught in English.

Current PhD programme degrees concentrate on pharmacology and toxicology, human development and movement sciences and the science and culture of well-being and lifestyles.

#### Schools

- Pharmacy, Biotechnology, and Sport Science
- Economics, Management, and Statistics

#### Department

- For Quality of Life Studies

#### Departmental Local Organizational Units

- Industrial Chemistry "Toso Montanari"
- Management
- Economics
- Statistical Sciences "Paolo Fortunati"

#### Other University structure

- Centre for Advanced Studies in Tourism

### BUENOS AIRES CAMPUS

Degree programmes and post-graduate and masters programmes offered by the University of Bologna's Argentinian centre are focused on the promotion of international relations between Europe and Latin America.

### ALMA TONG PROJECT – SHANGHAI

The degree programmes available at the Sino-Italian Campus of Tongji University in Shanghai, inaugurated in 2006, are the Double Bachelor and Master Degree Programme in Automation Engineering, the Second Cycle Degree Programme in Automation Engineering and the Second Cycle Degree Programme in Historic Buildings Rehabilitation.



### ALMA MATER ADOPTION OF THE UN 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

With a view to accepting the challenges imposed by modern society and directing all our institutional activities towards the pursuit of sustainable development, the University planning and reporting processes, which document objectives, activities and results, now take full account of the 17 sustainable development goals proposed in the 2030 Agenda adopted by the General Assembly of the United Nations.

These 2030 Agenda goals have been shared on a global level in order to provide a framework for measuring the progress made by each organisation and country towards a more sustainable world.

The commitment and contribution of Alma Mater to the achievement of sustainable development via our institutional activities is witnessed, above all, by our revision of the key objectives underpinning the 2016-2018 Strategic Plan with reference to the 17 goals and 169 associated targets proposed in the 2030 Agenda. These are reflected in the document by the icon for the UN goal to which each key objective intends to contribute. In this way, while describing the strategic framework that will guide the University of Bologna throughout the 2016-2018 period, the Plan also clarifies how the future institutional activities of the University intend to contribute to achieving a world that is more sustainable for everyone.

Additionally, in order to monitor the impact of the various University activities in terms of their sustainability, commencing from 2016 Alma Mater has adopted an additional reporting tool that measures their contribution to the achievement of the 17 UN SDGs. In this regard, the Technical and Scientific Committee responsible for University Social Responsibility Reporting has prepared, with involvement from the Alma Mater academic and administrative community, a Report on the U.N. Sustainable Development Goals that was presented to the G7 Environment Meeting held in Bologna in June 2017.

Lastly, in order to raise the awareness of the entire teaching community about sustainable development topics, all those responsible for teaching activities were asked, as part of their teaching planning work for the 2017/2018 A.Y., to indicate if and to what extent their course units contribute to achieving one or more of the 2030 Agenda SDGs.





In compliance with articles 3 and 34 of the Italian Constitution, the University works to ensure that the full exercising of the right to study is not hindered by economic or social obstacles and that commitment and merit are continuously acknowledged and duly rewarded.

University Statute, Orientation Principles, Art. 2, para. 1

# STUDENTS

**TOTAL NUMBER OF STUDENTS ENROLLED (A.Y. 2016/2017)**

**85,244**  
Students

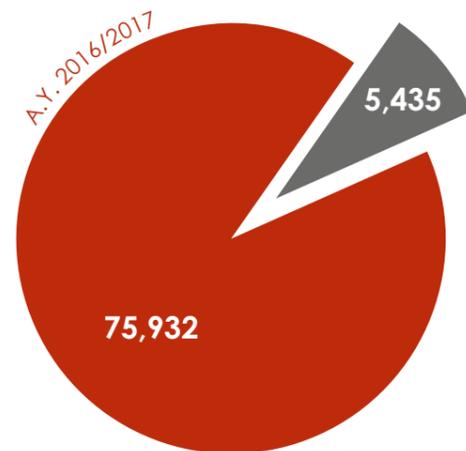


**5,871**  
International students



**STUDENTS ENROLLED IN DEGREE PROGRAMMES (FIRST CYCLE, SECOND CYCLE, SINGLE CYCLE PROGRAMMES AND DEGREE PROGRAMMES UNDER THE PREVIOUS DEGREE SYSTEM)**

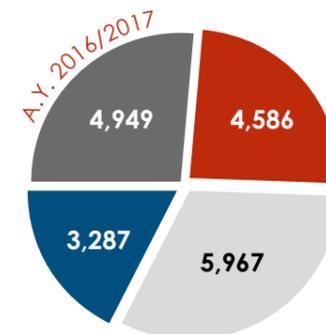
**81,367** Students (of which **62,628** regularly enrolled)



- Italian students (45.8% from outside the Emilia-Romagna region)
- International students

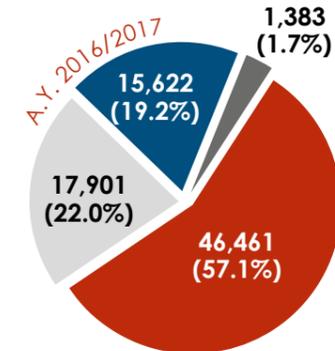
**TOTAL NUMBER OF STUDENTS IN THE CAMPUSES**

**18,798** Students (22.0% on total)



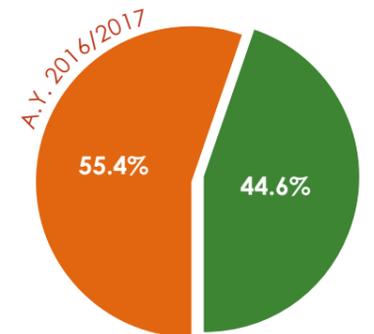
- Cesena
- Forlì
- Ravenna
- Rimini

**ENROLMENTS BY DEGREE PROGRAMMES**



- First cycle degree programmes
- Second cycle degree programmes
- Single cycle degree programmes
- Degree programmes under the previous system

**STUDENTS ENROLLED IN DEGREE PROGRAMMES BY GENDER**



- Male
- Female

## OVERALL STUDENT SATISFACTION\*

Students are generally satisfied with their degree programmes	<b>Alma Mater</b>	<b>Mega universities</b>	<b>Italy</b>
	89%	86%	88%

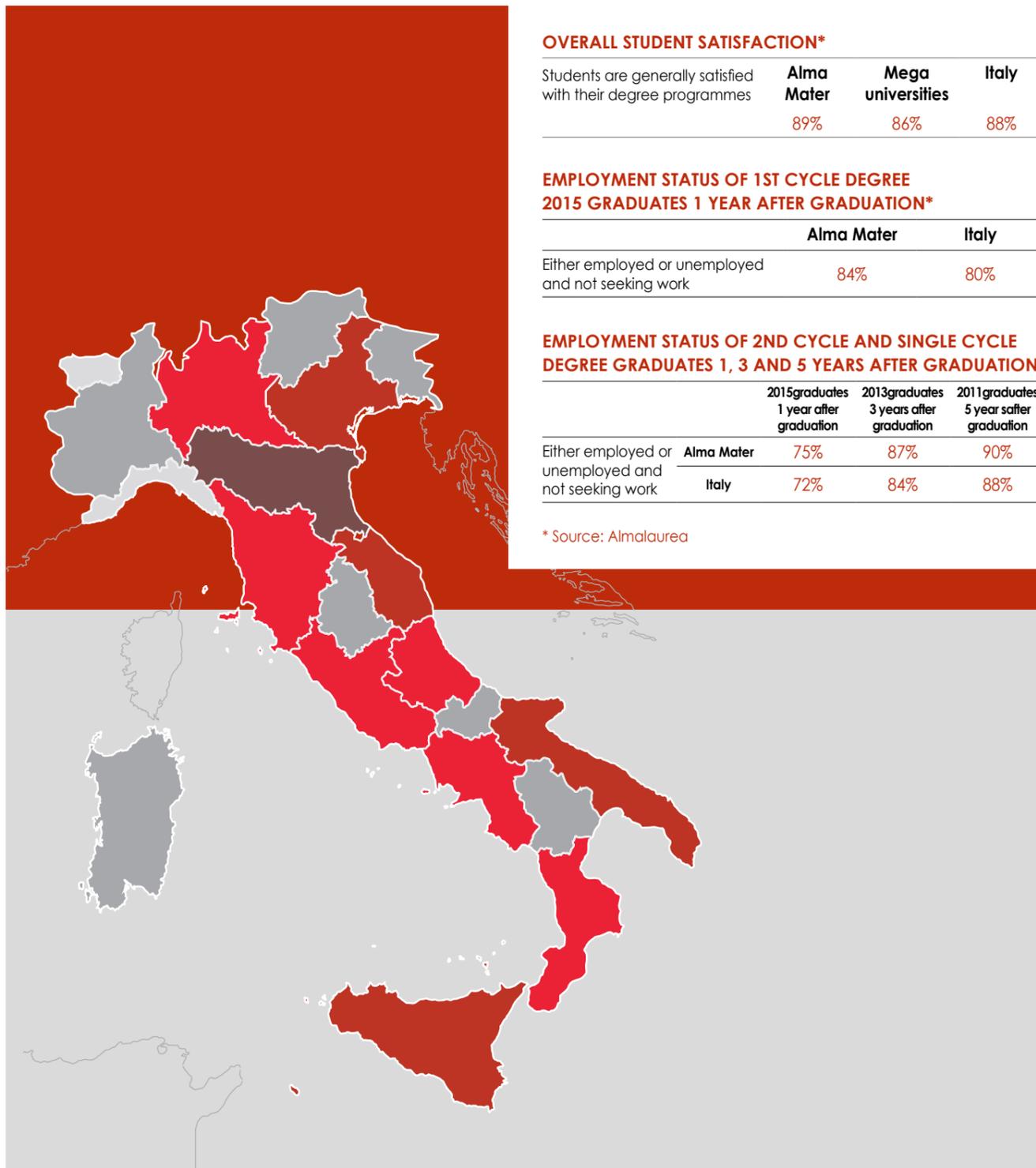
## EMPLOYMENT STATUS OF 1ST CYCLE DEGREE 2015 GRADUATES 1 YEAR AFTER GRADUATION\*

	<b>Alma Mater</b>	<b>Italy</b>
Either employed or unemployed and not seeking work	84%	80%

## EMPLOYMENT STATUS OF 2ND CYCLE AND SINGLE CYCLE DEGREE GRADUATES 1, 3 AND 5 YEARS AFTER GRADUATION\*

		2015 graduates 1 year after graduation	2013 graduates 3 years after graduation	2011 graduates 5 year after graduation
Either employed or unemployed and not seeking work	<b>Alma Mater</b>	75%	87%	90%
	<b>Italy</b>	72%	84%	88%

\* Source: Almalaurea

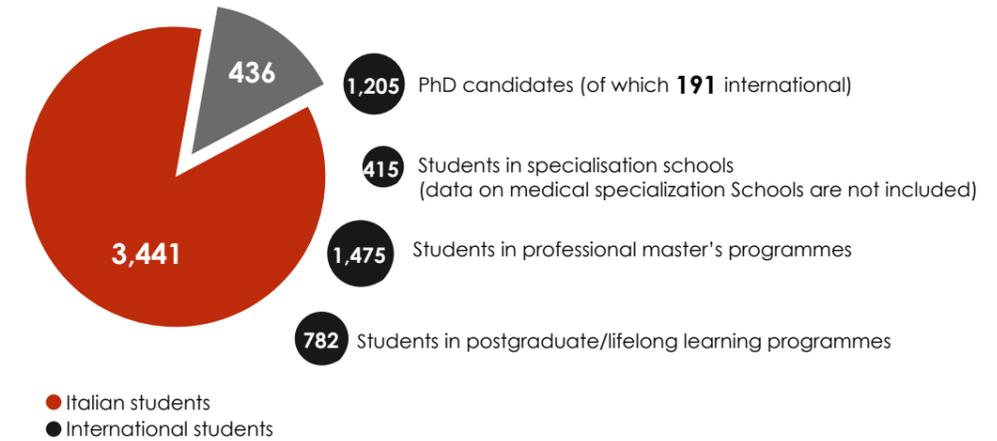


## REGION OF ORIGIN OF ITALIAN STUDENTS ENROLLED IN DEGREE COURSES IN ACADEMIC YEAR 2016/2017



## STUDENTS ENROLLED IN THIRD CYCLE AND VOCATIONAL TRAINING (A.Y. 2016/2017)

3,877 Students



## STUDENT SERVICES

The student services offered fully reflect the breadth and complexity of a multicampus university like the University of Bologna. The strengths of these services are found in the structures available for study and leisure activities, those that support students in difficulty and those that provide incoming orientation and careers guidance.

Libraries and reading rooms are available for individual and group study, with extended opening hours even at weekends and, in some cases, until midnight. These facilities are equipped with computer terminals and wi-fi.

During their leisure time, students are able to benefit free of charge, or on special terms, from the cultural opportunities offered by the public facilities that have agreements with the University, as well as those organised by the student associations. Additionally, the University makes sporting facilities available because sports are seen as complementary to education.

The University also provides services for students with special needs and/or specific learning difficulties. These guarantee a personalised approach that seeks to provide students with all the tools needed in order to complete their learning paths. The Psychological Support Service assists young people experiencing difficulties in their university lives due to emotional or interpersonal problems, as well as affective and behavioural disorders. Lastly, students can make use of other specific services: Desk for advising on and registering rental contracts, Support service for the assessment of qualifications, for healthcare assistance and the issue of study grants, and Service for the issue of tax codes, residence permits and visas for international students.

## GUIDANCE

Guidance services are offered to students at all University campuses, covering both new students and leavers.

Guidance for future students focuses on orientation in order to make the best choice: this represents a set of tools and opportunities to facilitate entry into University life and participation in the learning process. The University is increasingly starting this process at secondary school level, for example TOLC restricted admission tests can be taken from the IVth year and students can participate in combined school-work projects.

With regard to the Guidance available from the 2016-17 A.Y., the University has combined a series of services enabling students to obtain a broader education alongside and complementing that obtained in their chosen disciplines.

The University of Bologna also offers tools and support to students and graduates in the delicate and complex phase of job applications and entry into the job market (careers guidance). In this way, students are helped to build their individual professional identities. Via enhanced collaboration with companies, in the broader context of our "third mission activities", the University carries out intense and productive job placement activities, including the promotion of such events as the Careers Day and the Recruiting Day. The objective is to spotlight the skills of our graduates in the job market, thus completing the delicate learning path of students from the selection of a degree programme to subsequent customisation of their learning paths, while ensuring the consistency of their studies with their desired professional activities in order to augment their employment prospects.



### RIGHT TO HIGHER EDUCATION

The types of financial assistance disbursed to students are many and varied, and can be based on merit and/or income assessment.



**12,831**

ER-GO STUDY GRANTS  
WITH FULL EXEMPTION  
FROM TUITION FEES



**1,831**

ER-GO  
ACCOMMODATION  
PLACES



**4,852**

STUDENTS WITH  
TUITION FEE  
REDUCTIONS



**300**

MERIT-BASED  
SCHOLARSHIPS



**2,647**

PART-TIME JOBS  
IN UNIVERSITY  
SERVICES



**353**

STUDENT SUPPORT  
SERVICE GRANTS



**100**

GRANTS FOR  
STUDENTS IN  
UNDERPRIVILEGED  
SITUATIONS

A new system of tuition fees has been introduced from the 2017/2018 academic year, whereby all students pay with reference to their ISEE (family economic situation). Full exemption is granted for ISEEs up to €23,000.00. Above this threshold, the tuition fee increases in proportion, with special subsidies for the lowest incomes.



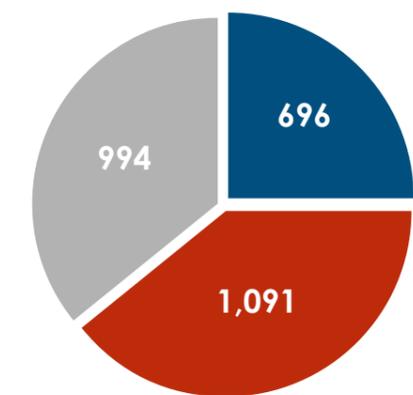
The recognition of merit and excellence is a priority criterion guiding the University's cultural, financial and organisational choices and strategies; in this way, the University promotes and rewards the commitment and quality of results achieved by students, professors, researchers and technical and administrative personnel.

*University Statute, Constituent Principles, Art. 1, para. 7*

# HUMAN RESOURCES

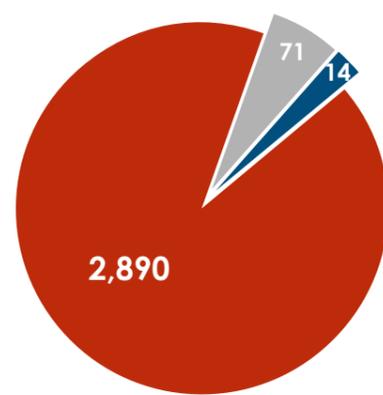
## TOTAL OF TEACHING AND TECHNICAL-ADMINISTRATIVE STAFF 5,756 (AUGUST 2017)

### TEACHING STAFF Total 2,781



- Full Professors
- Associate Professors
- Assistant Professors

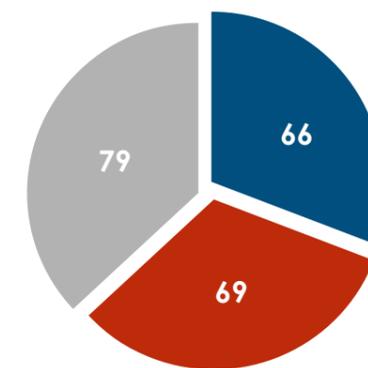
### TECHNICAL-ADMINISTRATIVE STAFF Total 2,975



- Staff: categories B, C, D, EP
- Language Assistants
- Heads of administrative divisions

## LECTURERS AND RESEARCHERS (ASSISTANT PROFESSORS) – 2017 APPLICATION CALL PROCEDURES COMPLETED OR IN PROGRESS

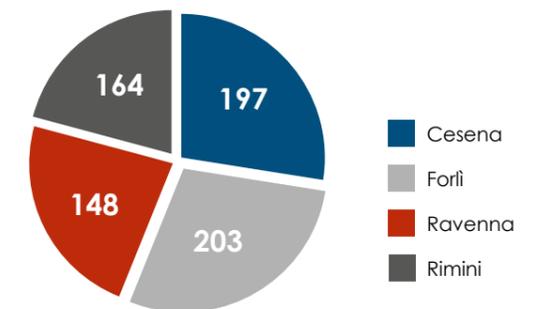
During 2017, the University initiated call procedures for 66 new full professors and 69 associate professors. The number of fixed-term assistant professors has further increased. Today: 186 RTDa and 129 RTDb are working in the University. Notwithstanding employment turnover restrictions, the number of new lecturers continues to be of significance, especially when set against national university trends.



- Full Professors
- Associate Professors
- Fixed-term assistant professors

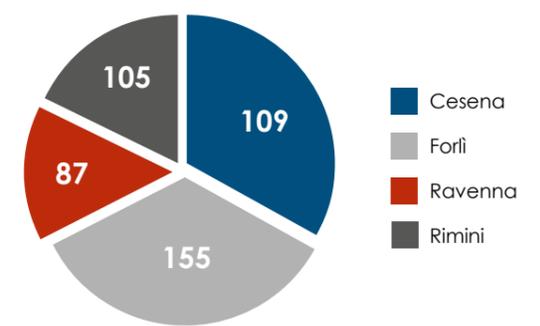
## CAMPUS PERSONNEL

### TEACHING STAFF



- Cesena
- Forlì
- Ravenna
- Rimini

### TECHNICAL-ADMINISTRATIVE STAFF



- Cesena
- Forlì
- Ravenna
- Rimini

**PERSONNEL TRAINING**

Professional training is a fundamental tool for improving the quality of the services provided. A total of 9,009 hours of training was delivered in 2016, compared with 6,673 hours in 2015, with an increase of 35%. Overall, 71% of technical-administrative staff has attended at least one training or professional refresher course. Commencing from 2016, further opportunities for continuing education will be made available to faculty members, including new assistant professors (RTDb).

**POST-GRADUATE TRAINING PROJECTS**

The University supports the involvement of personnel in advanced training initiatives as they are considered to represent tangible motivational and growth opportunities. During the 2016-2017 A.Y., 62 members of the technical-administrative staff were enrolled on University degree programmes. In addition, from 2006 to date, 206 persons have benefited from international mobility grants and, of these, 41 did internships in non-European environments. Furthermore, Master's degree or post-graduate programmes were funded for 47 members of the technical-administrative staff, in order to facilitate the refresher training of professionals with advanced technical and specialist skills.

**DISABILITIES**

The University dedicates special attention to persons with special needs or faced with difficulties, having promoted initiatives for their inclusion for many years. Among these, creation of the Inclusion and Job Protection Office is a prime example. The objective of this office is to facilitate targeted placements over the working lives of personnel, while also taking action to protect individuals, manage conflict and crisis situations, assist with the supply of aid, etc. Alongside this, the policy of the University is to increase awareness in working environments and create a network of collaboration in order to implement a multi-modal approach to problematic situations. The University also complies with the regulatory requirements regarding the right to work of persons with special needs (7% of recruitment is reserved for persons with disabilities, while 1% is reserved for other protected categories).

**GUARANTEE COMMITTEE FOR EQUAL OPPORTUNITIES, EMPLOYEE WELLBEING AND NON-DISCRIMINATION AT WORK – CUG**

Founded by the University at the end of 2013 and active from January 2014, the CUG works intensively on the development of an equal opportunities culture, the promotion of well-being at work and measures against discrimination in the workplace. In 2014, the Committee published a positive action plan (2014-17) covering training, the safeguarding and the assurance of equal opportunities and work-life balance, while also activating and facilitating the work of all those University roles and bodies that seek to eliminate unfair discrimination and improve wellness at work. Via H2020 PLOTINA, a European project coordinated by the Alma Mater, during 2016 the CUG promoted the publication and approval of a Gender Equality Plan (GEP 2016-20) that it continued to monitor and promote throughout 2017.

**GENDER EQUALITY ANNUAL REPORT**

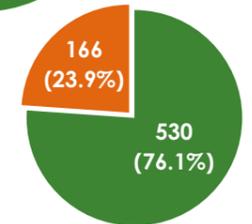
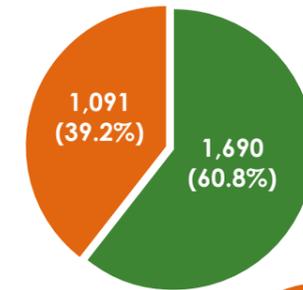
The first University Gender Equality Annual Report was prepared in 2016, in accordance with the CUG Positive Action Plan 2014-2017, to contribute to analysis of the situation at the University. The first edition dedicated particular attention to an analysis of the environment, investigating gender distribution among students, teachers and the technical-administrative staff, as well as participation on University Bodies, in order to identify and plan policies designed to reduce stereotypes, combat horizontal and vertical segregation, and facilitate greater gender equality in the disciplines and work groups. The final section describes the investments made by the University, not least to promote the inclusion of gender identity variables in research and teaching activities. Albeit prepared in close synergy with the other planning and control tools of the University of Bologna, including the 2015 Social Responsibility Report in particular, the Gender Equality Annual Report has maintained an independent structure both as a matter of policy and to facilitate the autonomous dissemination of its contents. The second edition was published in 2017.



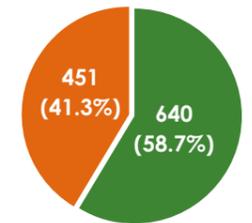
**PERSONNEL AND GENDER**

On analysing the gender distribution amongst teaching staff, it was found that gender ratio varies according to role. Amongst technical-administrative staff, the ratio is 2 women for every man.

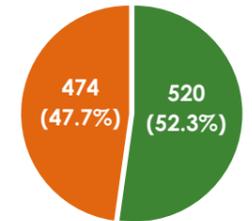
**TEACHING STAFF**



**FULL PROFESSORS**

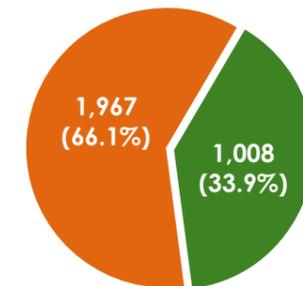


**ASSOCIATE PROFESSORS**



**ASSISTANT PROFESSORS**

**TECHNICAL-ADMINISTRATIVE STAFF**



Female Male



The University acknowledges and guarantees [...] the freedom of teaching, in conformity with the learning outcomes [...] and guarantees the quality of teaching, at all levels of education.

University Statute, Orientation Principles, Art. 2, para. 2

# EDUCATION

The numerous, highly diversified courses listed in the University of Bologna's programme catalogue – including first and second cycle degree programmes and specialist postgraduate studies – guarantee the personal and professional development of students. The value and quality of the courses offered is borne out by the increased number of enrolments in recent years.

Students can also make use of a wide range of services and facilities during their time at the University: welcome and orientation events, services to support the right to higher education of gifted students from underprivileged backgrounds, recreational and sports activities, language courses, assistance with international exchanges and study periods abroad, degree programme tutoring and help when entering the world of work.

A.Y. 2017/2018  
**215**  
 Degree programmes

- 92 First cycle degree programmes
- 110 Second cycle degree programmes
- 13 Single cycle degree programmes

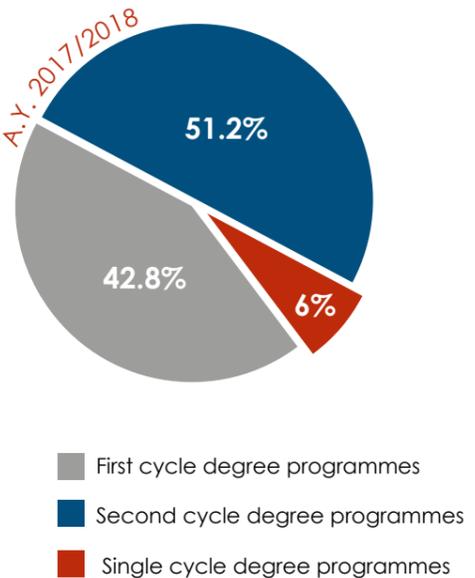
**OF WHICH 71 INTERNATIONAL**

- 26 taught in English
- 21 taught in English giving dual or multiple degrees
- 24 taught in Italian giving dual or multiple degrees

**THIRD CYCLE PROGRAMMES (A.Y. 2016/2017)**

- 41 PhD / doctoral programmes
- 39 Specialization schools
- 66 Professional master's programmes of which 16 international

**DISTRIBUTION OF DEGREE PROGRAMMES**





### PROGRAMME CATALOGUE BY CAMPUS A.Y. 2017/2018

CAMPUS	FIRST CYCLE DEGREE PROGRAMMES	SECOND CYCLE DEGREE PROGRAMMES	SINGLE CYCLE DEGREE PROGRAMMES	TOTAL
BOLOGNA	62	76	9	147
CESENA	7	8	1	16
FORLI'	6	11	0	17
RAVENNA	7	7	2	16
RIMINI	10	8	1	19
<b>Total</b>	<b>92</b>	<b>110</b>	<b>13</b>	<b>215</b>

### UNIVERSITY LANGUAGE CENTRE

The University Language Centre runs language courses for University of Bologna students, international exchange students and staff. Courses include Arabic, French, English, Spanish, German and Italian for international students. The centre also provides support to students preparing for the language tests required at various levels and issues the language proficiency tests. It also organises the language proficiency tests for degree and exchange programmes, working together with the International Relations Division. Consistent with the University strategy of supporting the international nature of teaching, the Language Centre has - in addition to its extensive programme catalogue - developed in recent years a specific project (AlmaEnglish) to provide classroom courses in English, without charge, leading to international certification in line with the levels recognised by the Common European Framework of Reference for Languages (CEFR).

### ALMA MATHEMATICA

AlmaMathematica is a platform that provides online preparatory courses for entrance examinations requiring basic mathematical skills, or for making the necessary progress in mathematics to meet with Additional Learning Requirements.

### MASTER'S DEGREE AND PROFESSIONAL TRAINING COURSES

The University of Bologna offers a wide range of Professional Master's Programmes and professional and multi-disciplinary courses, that represent an ideal way to complete the learning path. Designed for the purpose of creating new professional figures, the course structure diagrams are based on the real needs of the world of business. The University has activated 66 Professional Master's Programmes (25 in the medical area, 30 in the social area, 5 in the technical-scientific area, 6 in the humanities) and 37 post-graduate programmes, lifelong learning courses and summer and winter schools that award University educational credits. This range is further supplemented by many courses that do not award credits, but nevertheless promote the start of important paths that will result in considerable development of our third mission activities.

### ISTITUTO DI STUDI SUPERIORI (INSTITUTE FOR HIGHER STUDIES)

The Institute for Higher Studies is a centre for international and inter-disciplinary excellence, where University and other residents engaged in studies and research meet and interact with professors, researchers and students for the benefit of all. The Institute takes care of students of the University who have been recognised as excellent following a suitable selection process. The level of the education is particularly high, due to the large number of international researchers who facilitate the transfer of knowledge drawn from their activities in important related areas, as is the quality of learning which is constantly monitored with reference to performance. The Institute for Higher Studies collaborates with all Departments, inter-departmental Research Centres and other University structures, while also participating in various international networks of similar Institutes with which methods, models and projects are shared. It consists of two sections: the Collegio Superiore and the Institute of Advanced Studies.

The Collegio Superiore offers resident students advanced learning paths with a strong interdisciplinary content. Currently the Collegio hosts 106 students and, during the 2017/18 A.Y., will offer 168 hours of curricular lessons, 160 hours of seminars and 60 hours of international conferences.

The Institute of Advanced Studies selects PhD students, PhD graduates and high profile academics from all over the world who are invited to Bologna by the University's own teachers and assistant professors. It promotes the exchange of ideas and knowledge at an international level, constitutes a meeting point for Italian and foreign academics, promotes an interdisciplinary approach to research and teaching, and facilitates international mobility. From 2001 to date, the Institute has hosted a total of 314 academics drawn from 59 countries and has presented 192 lectures and 34 events, including ISA Topic, ISA Medal, Let's 2014 and an international workshop on Soft Skills. ISA Bologna is an active member of NetIAS (Europe) and UBIAS (global), which are international networks of Institutes of Advanced Studies. The Institute is also a partner of EURIAS, a European project co-financed by the European Union as part of the Marie Curie programme. Furthermore, the Institute participated in Adria Hub, another European project, from 2013 to 2016.

### BOLOGNA BUSINESS SCHOOL

The business school is the University's point of reference for post-graduate managerial training. The internationally oriented programme catalogue, based on close and constant contact with the world of business, ensures excellent coordination with the University's academic organisation. The overriding priority of the Bologna Business School is to train a new generation of international managers, capable also of contributing to the development of businesses in the Emilia-Romagna region.



As a natural place of knowledge and scholarship, Alma Mater Studiorum - Università di Bologna must interpret and provide guidance in the changes of today, by guaranteeing the development, innovation, transfer and enhancement of knowledge to the benefit of individuals and society as a whole.

University Statute, Constituent Principles, Art. 1, para. 4

# RESEARCH

## INTERNATIONALISATION

One of the most important objectives of the University of Bologna is to promote and strengthen collaborative research at both European and international level. In Europe, in particular, the University continues efforts to:

- strengthen participation in numerous research partnerships, such as: European Innovation Partnerships (EIP), Joint Technologies Initiatives (JTI), Joint Undertakings (JU), Joint Programming Initiatives (JPI);
- collaborate with private networking associations that are contractual partners of the European Community in Public Private Partnerships (PPP), as well as with other European networks including the European Technology Platforms;
- contribute to the development of the European Institute of Innovation and Technology (EIT).

At the same time, research collaborations have intensified outside the EU, in the Americas (both North and South America), Australia and Asia, as well as in the Mediterranean Basin, via the signature of agreements and participation in funding programmes. The University participates in the Partnership for Research and Innovation in the Mediterranean Area (PRIMA). In addition, the University is a founding member of the Guild of European Universities, together with several other European Universities, with a view to promoting public debate on research policies and creating regular opportunities for discussions with the non-academic world in order to stimulate innovation and promote collaboration.

## EVALUATION OF RESEARCH

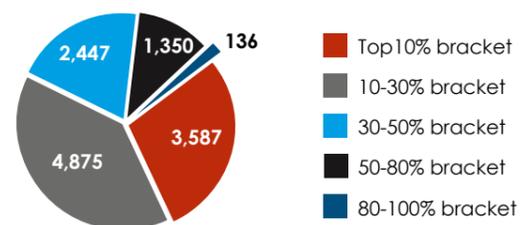
The research output of the University of Bologna are evaluated every year.

According to Clarivate Analytics, out of the top 1% of publications most cited in 20 scientific areas at global level, 667 papers were published by researchers at the University (Highly Cited Threshold; 2007 - October 2017).

Overall, these represent almost 2% of the University's production of papers indexed in the Web of Science (WoS). Over 3,500 publications listed in the IRIS catalogue for 2012/2015 are included in Scopus (Elsevier) and classified in the excellent top 10% (data at 30 September 2017).

In the most recent national assessment of research quality (VQR 2011-2014), the University of Bologna was the top University for the quality of recruitment and placed first in two of the sixteen areas of research considered, coming in the top quartile in a further seven areas (ANVUR Final Report, 21 February 2017).

## DISTRIBUTION OF UNIVERSITY PAPERS IN SCOPUS



## RESEARCH FIGURES

30 research output per day

11.000 research output per year (annual average 2012-2016)

147 H2020, LIFE and local cooperation programme research projects funded by the European Union. The funded projects create networks with over 900 partners, 330 of which are private

72 PRIN 2015 projects funded by the Ministry of Education, University and Research (MIUR, of which 25 nationally coordinated (1<sup>st</sup> place for number of projects); 11% is the success rate for project submitted as coordinator

10 SIR projects (Scientific Independence of young Researchers) funded by the Ministry of Education, University and Research (MIUR)

61 projects funded by the Emilia-Romagna Region (2014-2020 PORFESR Laboratories Call; 1.2 and 1.3 strategic industrial action research projects in the 2011-2013 Energy Plan; Rural Development Plan 14-20 measure 16.1)

## FUNDING

> 50 million EUR funded by the European Union as part of H2020

3.3 million EUR funded by MIUR for SIR projects (Scientific Independence of young Researchers)

> 5.7 million EUR funded by MIUR for PRIN 2015 projects

> 14.6 million EUR funded by Emilia-Romagna region (2014-2020 PORFESR Laboratories Call; 1.2 and 1.3 strategic industrial action research projects in the 2011-2013 Energy Plan; Rural Development Plan 14-20 measure 16.1)

## UNIVERSITY FUNDING

12 million EUR to the Departments from the integrated research budget

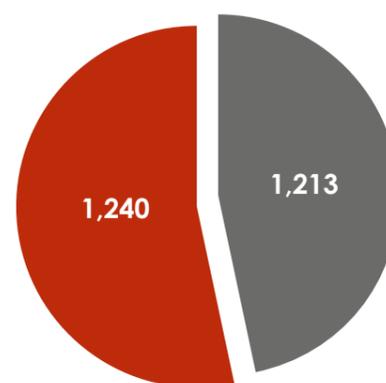
2 million EUR for basic research

2 million EUR for research equipment

### EMPLOYMENT STATUS OF PHD

	Doctors 2016 1 year after PhD	Doctors 2012 5 years after PhD
Employment status	<b>87%</b>	<b>88.7%</b>

2017 survey on employment status of PhD (Alma Mater Studiorum - Università di Bologna in collaboration with AlmaLaurea)

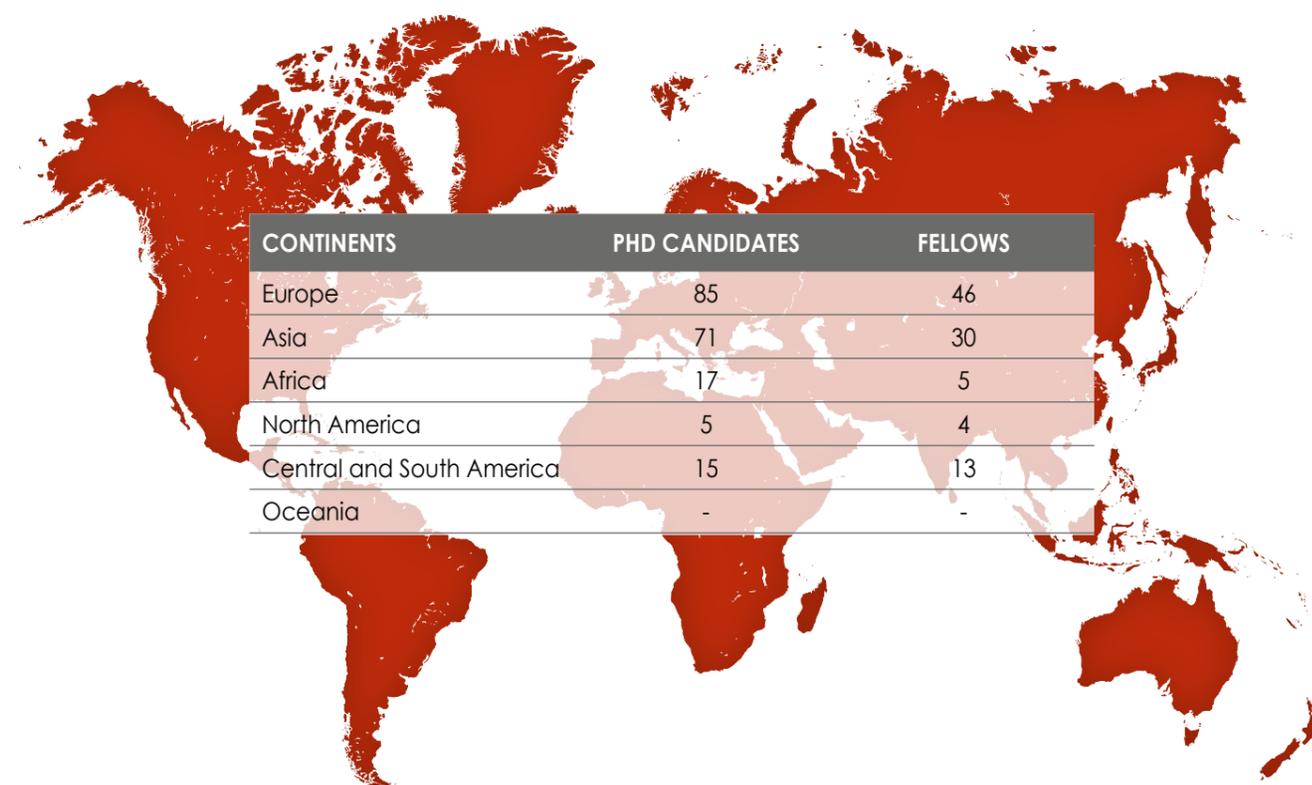


- Phd candidates (A.Y. 2016/2017 up to 31.08.2017)
- Fellows (up to 31.08.2017)

### PHD SCHOLARSHIPS AND POST-GRADUATE FELLOWSHIPS

For Alma Mater, investment in research means investing in young people: about 13.5 million euro was allocated to the funding of PhD student scholarships in the 33rd cycle, resulting in more than 250 awards. In addition, the structures and external bodies provided direct funding of about 5.5 million euro, resulting in a further 106 scholarships. Alma Mater has accredited 45 PhD programmes for the 33rd cycle (2017/2018 A.Y.), of which: 5 under agreements or together with other Universities and public and private research bodies, 16 industrial PhD programmes, 6 inter-sector PhD programmes, and 3 with post-graduate apprenticeship contracts. Various new agreements were signed with strategic international partners during 2016, including Polytechnique de Montréal – Canada and Universidade de Sao Paulo (Brazil), as well as 39 co-tutorship agreements, comprising 22 outgoing in favour of PhD students enrolled at the University of Bologna, and 17 incoming in favour of PhD candidates enrolled at foreign Universities, and a co-tutorship framework agreement with the University of Oslo (Norway). Cooperation with China (China Scholarship Council) and Brazil (CAPES and CNPq) has continued, with the matriculation of foreign PhD candidates. In 2016 (32nd cycle), 16% of enrolled PhD candidates had a foreign qualification.

### INTERNATIONAL PHD STUDENTS AND FELLOWS





The duty of Alma Mater Studiorum - University of Bologna, a natural place of learning and knowledge, is to interpret and orient the transformations of its times, guaranteeing the elaboration, innovation, transfer and enhancement of knowledge for the benefit of individuals and society.

University Statute, Constituent Principles, Art. 1, para. 4

# THIRD MISSION

## RELATIONS WITH BUSINESSES

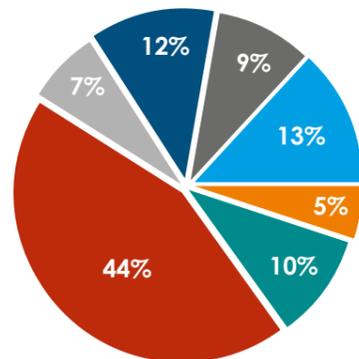
The University of Bologna has decided to invest in relations with businesses, becoming a preferred University partner for entrepreneurs in the local territory and nationwide, and stimulating the emergence of an eco-system of innovation that facilitates both economic and social growth. To this end, Alma Mater is pursuing a pro-active policy of medium/long-term engagement and partnership with large enterprises, associations and business networks at regional, national and international level. The idea is to leverage the excellence of the University and the territory, consistent with regional and national innovation priorities, and to pursue a strategy designed to promote university-business opportunities in every area (from research to the transfer of knowledge, from entrepreneurship to work orientation and job placement, from the co-design of learning paths to continuing education for firms).

Currently, the University has 18 active framework agreements with major enterprises in the principal value chains (energy, ICT, chemicals, finance, automation).

With regard to placement services, about 2,500 Italian and international firms are registered to publish job opportunities on the on-line noticeboard and access the CVs of graduates: in 2016 more 1,400 opportunities were published and about 32,400 CVs were consulted by the firms. Around 250 firms participated in meetings between graduates and the job market (School events, Campus initiatives, Career Day, Recruiting Day, company presentations).

## PATENTS AND LICENSES

The University of Bologna filed 81 new patent applications in 2016, of which 24 are first filing, thereby giving rise to an active patent portfolio of over 400 patents related to more than 100 inventions. It also has an active portfolio of 20 patented plant varieties, 80% of which valorised through outlicensing at international level.



- Agri-food
- Chemistry and Biotechnology
- Electrical, Electronic and Information Engineering
- Biomedical
- Pharmaceutical
- Mechanical, Civil and Environmental Engineering
- New plant varieties

## NEW ENTREPRENEURSHIP INITIATIVES

**Start up day:** this is a get-together event organised together with SYU Start You Up, a student association for startupper (students with business ideas) and players (students putting their skills into play for one or more startupper). During the event, students get the chance to interact with business people, local associations and bodies supporting entrepreneurship and potential institutional investors.

**PdAI (Business Start-Up Programme),** an advice service for the creation of business teams, run in collaboration with the Start-You-Up association. The association (formed in March 2016) works together with the University to promote entrepreneurship. The PdAI organises team building and coaching for the development of business ideas.

**Unibo Launch Pad:** this is an academic accelerator programme, the only one of its kind in Italy, which aims to facilitate the creation of businesses by PhD candidates, fellows, and young researchers with innovative ideas and high growth potential.

**Alma E Club:** inter-disciplinary club for professors and researchers at the University of Bologna that supports the development of an entrepreneurial culture. Discussions, meetings and exchanges of ideas to promote debate, learning and planning in the areas of academic entrepreneurship.



**25,5**  
MILLION EUR IN 2016 FROM COMMERCIAL  
ACTIVITIES (AFTER VAT DEDUCTION)

## SPIN-OFF

The University of Bologna set up or affiliated 27 spin-off companies. Almacube holds equity sharing of 7 spin-offs, while 2 other start-ups are invested by early stage investments companies.

## ALMACUBE

Almacube, a business incubator of the University certified by MISE, managed 15 incubated companies in 2016, including 7 investee spin-offs with assets of 1.6 million EUR.



**UNIVERSITY LIBRARY SYSTEM**

The Library System is the coordinated set of libraries and facilities that provide bibliographic and documentary services to the University. It comprises 27 libraries with a total inventory of 4 million volumes and 8,000 journal subscriptions, with over 5,300 workstations for study and research. As well as the standard library services, it also provides access to 674 data banks, 47,000 online periodicals, and 190,000 e-books. The collections of the University of Bologna Library are priceless, and also include 12,850 manuscripts, including the oldest known complete Torah scroll.

**UNIVERSITY MUSEUM SYSTEM**

The University Museum System comprises fourteen structures - counting both Museums and Collections - dedicated to various disciplines.

On the one hand, the University Museum System dedicates substantial space to the education of students of all subjects, at all levels, and to the safeguarding of assets by conserving, restoring and cataloguing them, in order to ensure that collections can be enjoyed and used for research, study and other purposes; on the other, it promotes public engagement and the dissemination of scientific culture, in many cases in collaboration with public and private institutions, both at home and abroad.

**FEDERICO ZERI FOUNDATION**

This centre for research into and specialist training in the History of Art, established to protect and disseminate the works and personality of Federico Zeri, conserves and promotes his extraordinary bequest: an Art Library (46,000 volumes and 37,000 auction-house catalogues) and a Photographic Library (290,000 photographs). The Photographic Library is now also available on-line, in a database considered to be the most important collection of Italian art present on the Internet, with more than 160,000 images available free-of-charge from the Foundation's website.

**LUISA FANTI MELLONI FOUNDATION**

Promotes research on heart diseases and cardiology.

**SOCIAL ENGAGEMENT**

**Unibo4Refugees.** The doors of the University of Bologna are now open to refugee students with the Unibo4Refugees project. In orientation interviews, students get the chance to submit their CVs, find out about the opportunities for study and financial aid and draw up an educational plan for rebuilding their future. Even before obtaining refugee status and without having to pay enrolment fees, students can enrol in single learning activities and attend Italian language courses. Enrolment in degree programmes is made easier thanks to special procedures for checking academic qualifications and admission requirements, obtaining study grants and getting exemption from fees.

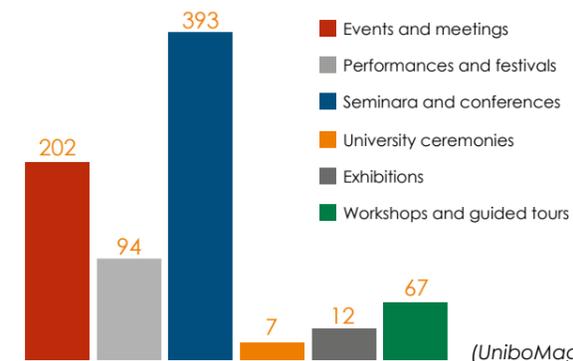
The University takes part in a number of development cooperation initiatives throughout the world:



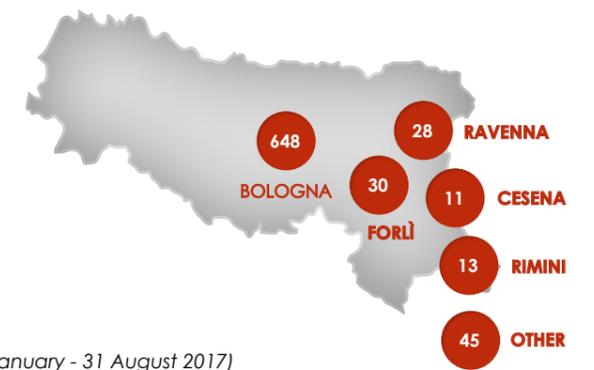
Western Balkans	4
North Africa	3
Middle East and Gulf region	5
Central and South America	7
Asia	4
Subsaharian Africa	6

**PUBLIC ENGAGEMENT**

There are strong ties between the University of Bologna and the territories that it serves, as confirmed by the large number of events (presentations, shows, seminars, ceremonies etc.) promoted and held each year in the various campus towns, many in collaboration with other local organisations.



(UniboMagazine: 1 January - 31 August 2017)



In particular, the relationship between the Municipality of Bologna and the University focuses on the process of upgrading the University area and promoting its use. As part of this process, special importance is attached to use of the University grounds (especially the courtyards within Palazzo Poggi and Piazza Scaravilli) for summer cultural initiatives and events that complement the summer programme of the Municipality. Two programmes in the summers of 2016 and 2017 (**Zambè** and **Zambest**) attracted fairly large crowds and considerable approval. The summer programme has extended into the winter months, with an events board entitled **La via Zamboni**. These activities are joined by **Rock**, a European project representing further collaboration between the University and the Municipality of Bologna. The planned initiatives envisage the participation of the student population, together with local residents, in activities that will be held during the winter of 2017.

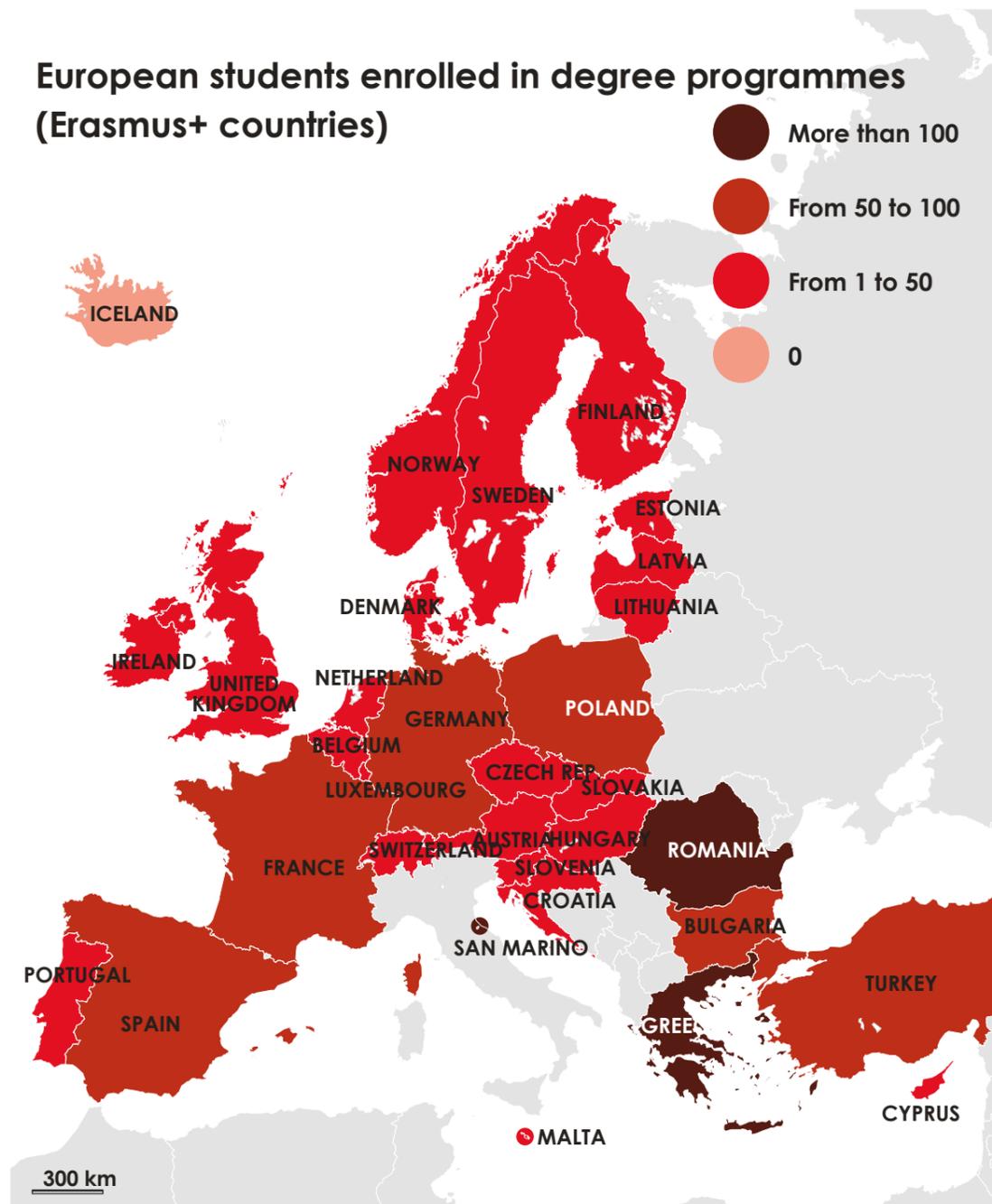
**The European Researchers' Night** is a European Commission initiative that encourages researchers in all EU countries to meet the public for an evening of science laced with fun. The University of Bologna participated in this event, which was held simultaneously on 29 September 2017 in more than 250 towns and cities throughout Europe. Almost 200 activities and 400 researchers were involved, helping to coordinate the "SOCIETY in Search Of Certainty - Interactive Event To inspire Young people" project, whose partners include some of the leading research centres in the local territory.

**Unijunior** is a European project for communications and the dissemination of knowledge to young people (8-14 years), to whom University teachers deliver academic-style lectures, free of charge, on subjects relevant to their learning and research activities.



EUROPE

The University of Bologna holds first place among Italian Universities in terms of the number of students abroad and the quantity of funding received under Erasmus+ and is among the top 5 universities in Europe in terms of number of exchange students. In addition, the Alma Mater has distinguished itself through a series of best practices: a high number of graduates with mobility experience, a high rate of credit recognition, an increase in the level of language skills and reinforcement of international cooperation. The University coordinates or participates in more than 60 education and training projects funded by the European Union, with the overriding objective of improving University education and, in general, training at all levels. This effort includes various international initiatives, such as the development of joint degree programmes and new teaching methods via the use of new technologies, as well as the design of new learning paths in order to develop the transverse, social, intercultural and international competencies of students.



NORTH AMERICA

A number of US Universities have established Centres in Bologna, becoming partners of our University and providing support for US students who study in Bologna and University students who intend to study at a University partner in the United States. These Centres are: B.C.S.P., consortium of 7 Universities, University of California, Dickinson College, Brown University, Bologna Center of the Johns Hopkins University - Paul H. Nitze School of Advanced International Studies. In addition to the agreements with these Centres, the University has signed cooperation, academic collaboration and student mobility agreements with a further 17 North American Universities (in the USA and Canada), as well as an agreement with the Mid-America Universities International Network (MAUI-Utrecht Network). The University had been broadening relations with various US public Universities since 2016.

Under a collaboration agreement with Duke University and the University of Virginia, the University of Bologna has established a research centre named "The Academy of Global Humanities and Critical Theory". This Academy is conceived as a place for thought and research by academics, from various scientific disciplines and geographical areas, who seek to redefine the study of humanities and critical theory in a global world. This cooperation also includes: common teaching programmes (Summer School in Global Studies and Critical Theory), transnational research networks (Labs), study grants for young academics, conferences, seminars and workshops.

SOUTH AMERICA

Relations with the Universities in Latin America have developed steadily in recent years, with a particular focus on Brazil while also consolidating our relations with other countries in the area, including Central America. The number of framework and sector agreements has increased, along with the volume of students on mobility programmes due to the growing number of locations available. In terms of specific initiatives, the University is involved in various European education and training projects that encourage and develop relations with the Latin American Universities: service platforms for students with special needs (MUSE), harmonisation of the curricula adopted in Central America via an agreed framework of qualifications (HICA), strengthening of the tools available for the international mobility of students and professionals (Camino and Re-colatin). In addition, the various capacity building actions include projects for the training of new managers designed to strengthen collaboration among Universities, industry and society, with a new Professional Master's Programme (EULA\_GTEC) and the implementation of a new interdisciplinary and intercultural Master's Programme (OPT\_IN), via the sharing of such competencies as comparative, transnational and community law.

AFRICA AND MIDDLE EAST

The University of Bologna dedicates increasing attention to current developments in academia, in both Africa and the Middle East. A number of different European capacity building projects were launched during 2017 (Student Empowerment, Engagement, and Representation in Lebanese Universities; Towards Excellence in Applied Linguistics; Innovative Second Language Education in Egypt; International Credit Mobility: a new challenge for the Mediterranean Region; Education and Cultural Heritage Enhancement for Social Cohesion in Iraq) with partners in North Africa and the Middle East; in addition, Erasmus+ exchange projects were funded with Universities in Jordan, Morocco, Israel, Angola, Ethiopia, Senegal and South Africa. Cooperation projects and initiatives are also active in a number of countries, such as Tanzania, Palestine, Kenya and Morocco. Capacity building efforts are continuing at several Universities in South Africa, in order to strengthen their international relations offices (Impala project), as well as at Iraqi Universities for the development of their degree programmes in archaeology (Waladu project). Lastly, relations have intensified with the Gulf Universities. In particular, the new King Abdulaziz Chair now actively promotes research into Arab and Islamic sciences via publications, scientific research, translations, training and the organisation of artistic and cultural initiatives.

WESTERN BALKANS, NEAR EAST, RUSSIAN FEDERATION

Institutional relations are strengthening with various institutions in the Western Balkans and the Near East, the Caucasus and the Russian Federation, reflecting the growing number of international students enrolled from those countries. The University of Bologna obtained various Erasmus+ study grants during 2017. The Alma Mater also promotes capacity building activities, including the following projects: "Enhancing Teaching Practice in Higher Education in Russia and China" – ENTEP; 'Western Balkans Urban Agriculture Initiative' – BUGI with the Universities of Bosnia and Herzegovina, Montenegro and Kosovo, and 'GRaduates Advancement and Development of University capacities in Albania' – GRADUA with Albanian Universities. Additionally, the Uniadriatic network, for cooperation among the Universities on the two sides of the Adriatic, has been reactivated in response to the launch of the new Adriatic-Ionian macro-region. In this light, Uniadriatic has promoted a Declaration - approved at the recent Trieste summit of the "Berlin Process" - in support of including the Balkan University systems in the Bologna process. Lastly, new opportunities for cooperation have been launched in Central Asia, including Kazakhstan in particular.

## ASIA

Relations with the Universities in Asia have expanded over the past 2 years (number of framework and sector agreements, number of students involved in mobility programmes). Various European capacity building projects were launched during 2017. In particular, the University of Bologna is coordinating the project entitled "Connecting Higher education Institutions for a New Leadership On National Education" – CHINLONE, whose objective is to support the reform and modernisation of the University system in Myanmar. In addition, the University is an active partner in other capacity building projects in Asia: "Tuning India", with a view to implementing the principles of the Bologna Process at several Indian institutions; "Resources for Interculturality in Chinese Higher Education" - RICH-Ed, with a view to contributing to the modernisation of Chinese Universities via intercultural awareness; the cross-regional "Enhancing Teaching Practice in Higher Education in Russia and China" – ENTEP, already mentioned in the previous section, which seeks to improve the teaching methods adopted at the various levels of primary and secondary education in Russia and China.

The University has one of the most active Confucius Centres in Italy. The local relations of more than 800 Chinese students in Bologna are supported by the China Association College, which was founded in 2005 with a view to promoting Italo-Chinese cultural exchanges via the development of post-graduate courses, cultural integration initiatives and the promotion of economic relations and opportunities for collaboration.

The Alma Mater participates in the Sino-Italian Campus at Tongji University in Shanghai, which represents the first inter-governmental initiative between Italy and China in the area of University cooperation, with a view to establishing integrated double degree programmes. Integrated double degree programmes are also being developed with other Chinese Universities.

## OCEANIA

Relations with the Universities in Australia and New Zealand, which date back to the late 1990s and early 2000s, have intensified over the past year, with new framework agreements and an increase in the number of two-way student exchanges involving the Universities there. The University of Bologna obtained various Erasmus+ study grants during 2017 for a project with Australian Universities.





The University undertakes to simplify administrative procedures in order to promote access to its research and learning programmes by individuals and institutions from all countries. The University implements the educational guidelines of International Organisations within its own teaching initiatives.

University Statute, Policy Principles, Art. 2, para. 5

# DIGITAL TECHNOLOGIES

## SYSTEMS AND INFRASTRUCTURE

The multi-campus structure of the University of Bologna consists of over 160 locations, interconnected and connected to the Internet with more than 600 km of optic fibre. Students and staff can also connect to the network through more than 1,100 wireless network access points. The two server farms, with over 520 virtual servers and 1 petabyte (1,000,000 gigabytes) of disk space, provide support to 134,072 institutional mailboxes that handle a total of 45 million email messages a year. The network and video conferencing service (a total of 2,948 hours) have enabled working connections between personnel on the different campuses, with a consequent reduction in the economic and environmental impact of movements within the university.

## DIGITALISATION AND DEMATERIALISATION

The University of Bologna continues to invest heavily in the digitalisation of procedures and documents, partly in a drive to dematerialise and reduce the environmental impact, as well as to increase the efficiency and timeliness of procedures. Student administrative activities are carried out digitally from start to finish: from the entrance exam to matriculation, through to the digital procedures for graduation. The dematerialisation of the teaching assessment questionnaires achieved 96% coverage in the second semester, thus avoiding the printing, distribution and digitalisation of 119,551 questionnaires.

## WEB AND SOCIAL MEDIA

As a member of the Public Administration, the presence of the University on the web has always been among the most significant at national level. The University continues to expand its web visibility, providing students and staff with Internet and Intranet tools for the creation of content and access to new services. Alma Mater is also strengthening the institutional communications on social media, with a view to reaching students, staff and citizens in a more effective manner. A MOOCs platform was activated in 2017, achieving over 3,000 registrations in just 6 months.



**402,892**  
EXAM DIGITAL  
TRANSCRIPTS



**10,403**  
DIGITALLY  
MANAGED  
REGISTERS



**54,789**  
ENTRANCE EXAM  
ENROLMENTS SUBMITTED  
ONLINE



**28,862**  
ONLINE  
MATRICULATIONS



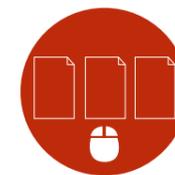
**19,873**  
DEGREE  
APPLICATIONS  
SUBMITTED ONLINE



**357,306**  
ONLINE  
CERTIFICATES  
WITH DIGITAL  
ENDORSEMENT



**228,747**  
DIGITALLY  
REGISTERED  
DOCUMENTS



**> 740,000**  
WEB PAGES



**> 47 MILLION**  
VISITS



**> 138 MILLION**  
VISITED PAGES



The University undertakes to disseminate information and the best practices for health and safety in the workplace, in order to enhance the culture of prevention, including through specific learning activities addressed to personnel and students alike.

University Statute, Policy Principles, Art. 2.7, para. b

# SUSTAINABILITY AND CONSTRUCTION

## CONSTRUCTION - THE MULTICAMPUS MODEL

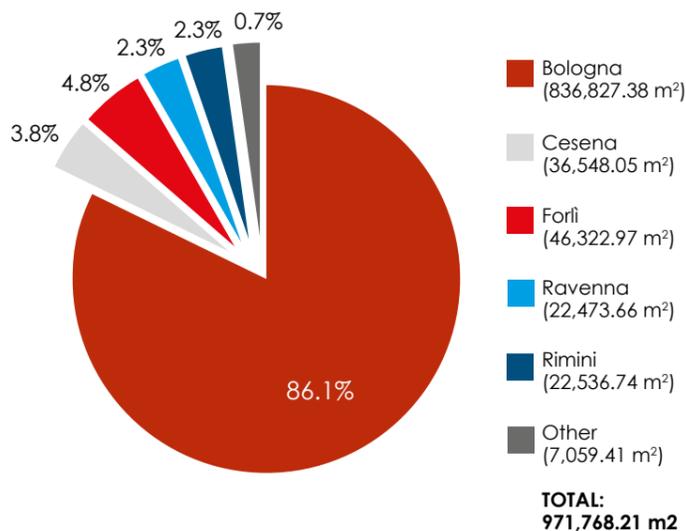
The University model adopted by Alma Mater is unique at both national and international level. Our roots are found in the locations where this process began, as an integral part of our nature. As envisaged in the Mandate Plan, the University comprises 13 districts in the Municipality and Province of Bologna (Poggi, Zamboni, S. Giacomo, South East, North West, Filippo Re, Sant'Orsola, Risorgimento, Terracini, Navile, Fanin, Ozzano dell'Emilia and Imola) and 4 campuses in the Romagna area: Forlì, Cesena, Rimini and Ravenna.

The model on which this modern arrangement is based is best described as multi-campus, or rather, a multi-centre structure in which the different vocations of the various social contexts of which the University is a part are combined.

The University, which covers a surface area of 1,162,506.81 square metres, has a development and consolidation plan that continues to be implemented on the various sites.

## GEOGRAPHICAL DISTRIBUTION OF BUILDINGS

The data refer to the indoor surface area of the buildings and do not include outdoor areas.



## THE MOST IMPORTANT WORKS IN FIGURES

WORKS IN PROGRESS	USE	TOTAL (MLN EUR)	AREA (M²)
Navile district complex	Departments of: Chemistry "Giacomo Ciamician" Industrial Chemistry "Toso Montanari", Pharmacy and Biotechnologies, Physics and Astronomy (in partnership with the National Astrophysics Institute), Astronomical Observatory	100	40,000
Students' residences and university buildings in the "former Lazzaretto Bertalia" area, Bologna	Department of Industrial Engineering, 2 students' residences (380 accommodation units), 1 services building (classrooms, laboratories and students' area)	28.5	12,500
Upgrading of the "former Croce Rossa", Bologna	Classrooms and students' residence	3	2,000
New campus for the School of Engineering and Architecture, Cesena ("former Zuccherificio")	School of Engineering and Architecture, Departments of: Architecture, Electricity and Information Engineering "Guglielmo Marconi", Computer Science - Science and Engineering	30	15,000
<b>TOTAL</b>		<b>161.5</b>	<b>69,500</b>



### SUSTAINABLE UNIBO

The University of Bologna invests in sustainable development and takes concrete steps to promote, plan and implement actions and projects designed to harmonise the relationship between space, the environment and people. In order to disseminate a true culture of sustainability, Alma Mater promotes and consolidates the adoption of sustainability principles in the performance of its functions and supplementary learning activities at Multicampus level.

With a view to reducing the environmental impact of the University and improve the quality of life in University areas, measures have been designed to leverage the advantages of the territory, guarantee the protection and renewal of natural resources, promote the improvement of social well-being and encourage the adoption of ever more responsible lifestyles. In this way, the University of Bologna pursues the objectives of:

- interpreting the characteristics and needs of and changes in the surrounding environment, thus enhancing its potential;
- guaranteeing economic sustainability and social fairness for all users;
- satisfying the needs of the University community, while welcoming and respecting all forms of diversity;
- enhancing the social and cultural identities of persons and the territory.

The sustainability principles are therefore encouraged and disseminated by governance, teaching and research activities, as well as by administrative, building and logistics support, in order to include this work in the actions and behaviours of all primary stakeholders: students, teachers and technical-administrative staff.

The involvement of the University community, together with the activities of our territorial stakeholders, guarantees that the desired actions take place in a multicampus dimension.

The Sustainable Multicampus projects fall within this framework, seeking to develop building environmental protection activities within a sustainable community model.

The four areas addressed are:

- Space – Locations, green areas, existing buildings, new construction
- Consumption – Water, waste, land, energy
- Mobility – Intermodal, economic, rapid
- Protection – Health, care and maintenance, safety, respect

### ACTIONS

The actions envisaged are aimed at improving behaviours, practices and techniques.

-  MOBILITY SOLUTIONS AND INCENTIVES FOR USING SUSTAINABLE MEANS OF TRANSPORT DIRECTED AT STUDENTS AND STAFF
-  REDUCED ECOLOGICAL FOOTPRINT OF THE UNIVERSITY
-  INCREASED USE OF RENEWABLE SOURCES FOR PRODUCING ENERGY
-  ELECTRICAL CONVERSION OF COMPANY VEHICLES
-  REDUCED OPERATING COSTS OF AREAS
-  CARE FOR THE BUILT-UP ENVIRONMENT
-  ENVIRONMENTAL PROTECTION OF THE SITES
-  UPGRADING AND NEW DESIGN OF PARK AREAS
-  SOCIAL RESPONSIBILITY ACTIONS FOR HUMAN WELLBEING



The autonomy of the University - principle and expression of the university community - is expressed in regulative, organisational, financial and managerial terms, in conformity with the Italian law and this Statute. The autonomy of the University is a guarantee of the freedom of learning, teaching and research.

University Statute, Constituent Principles, Art. 1, para. 6

## SOCIAL AND FINANCIAL REPORTING

### FINANCIAL STATEMENTS - 2016 OPENING AND CLOSING BALANCE SHEET

ASSETS (MLN €)	01/01/2016	31/12/2016	LIABILITIES (MLN €)	01/01/2016	31/12/2016
<b>FIXED ASSETS</b>	<b>371.4</b>	<b>393.2</b>	<b>NET WORTH</b>	<b>553.9</b>	<b>418.2</b>
Intangible	21.7	26.6	Endowment fund	49.3	49.3
Tangible	309.7	326.7	Restricted funds	479.0	335.4
Financial	40.0	39.9	Non-restricted funds		
			<i>results brought forward</i>	25.6	25.6
			<i>results for the year</i>		7.9
<b>CURRENT ASSETS</b>	<b>587.9</b>	<b>608.8</b>	<b>PROVISIONS FOR RISKS AND CHARGES</b>	<b>27.9</b>	<b>37.4</b>
Debtors	141.4	127.4	<b>EMPLOYEE LEAVING INDEMNITIES</b>	<b>0.4</b>	<b>0.5</b>
Liquid funds	446.5	481.4	<b>Creditors</b>	<b>104.5</b>	<b>112.3</b>
<b>ACCRUED INCOME AND PREPAID EXPENSES</b>	<b>0.2</b>	<b>2.7</b>	<b>ACCRUED EXPENSES, DEFERRED INCOME AND INVESTMENT GRANTS</b>	<b>269.4</b>	<b>346.9</b>
			<b>DEFERRED INCOME RELATING TO PROJECTS AND RESEARCH IN PROGRESS</b>	<b>3.3</b>	<b>89.4</b>
<b>TOTAL ASSETS</b>	<b>959.5</b>	<b>1,004.7</b>	<b>TOTAL LIABILITIES AND NET WORTH</b>	<b>959.5</b>	<b>1,004.7</b>
<i>Asset memorandum accounts</i>	<i>505.7</i>		<i>Asset memorandum accounts</i>	<i>505.7</i>	<i>508.6</i>

The 2016 income statement is set out below in the format required by Min. Decree 19/2014

2016 INCOME STATEMENT (MLN €)	
OWN INCOME	165.9
GRANTS	435.3
<b>TOTAL INCOME (A)</b>	<b>649.2</b>
PAYROLL COSTS	393.1
OPERATING COSTS	192.9
DEPRECIATION AND IMPAIRMENT	13.4
<b>TOTAL COSTS (B)</b>	<b>(641.4)</b>
<b>DIFFERENCE BETWEEN TOTAL OPERATING INCOME AND COSTS (A - B)</b>	<b>7.9</b>
<b>FINANCIAL INCOME AND CHARGES (C)</b>	<b>(1.3)</b>
ADJUSTMENTS TO FINANCIAL ASSETS (D)	-
<b>NON-RECURRING INCOME AND EXPENSE (E)</b>	<b>2.0</b>
<b>Results before taxation (A - B + - C + - D + - E)</b>	<b>8.6</b>
CURRENT INCOME TAXES AND CHANGE IN DEFERRED TAXATION	0.7
<b>RESULTS FOR THE YEAR</b>	<b>7.9</b>

As required by Ministerial Decree 21 dated 16 January 2014, from 2014 University costs must be reclassified into their component missions and programmes.

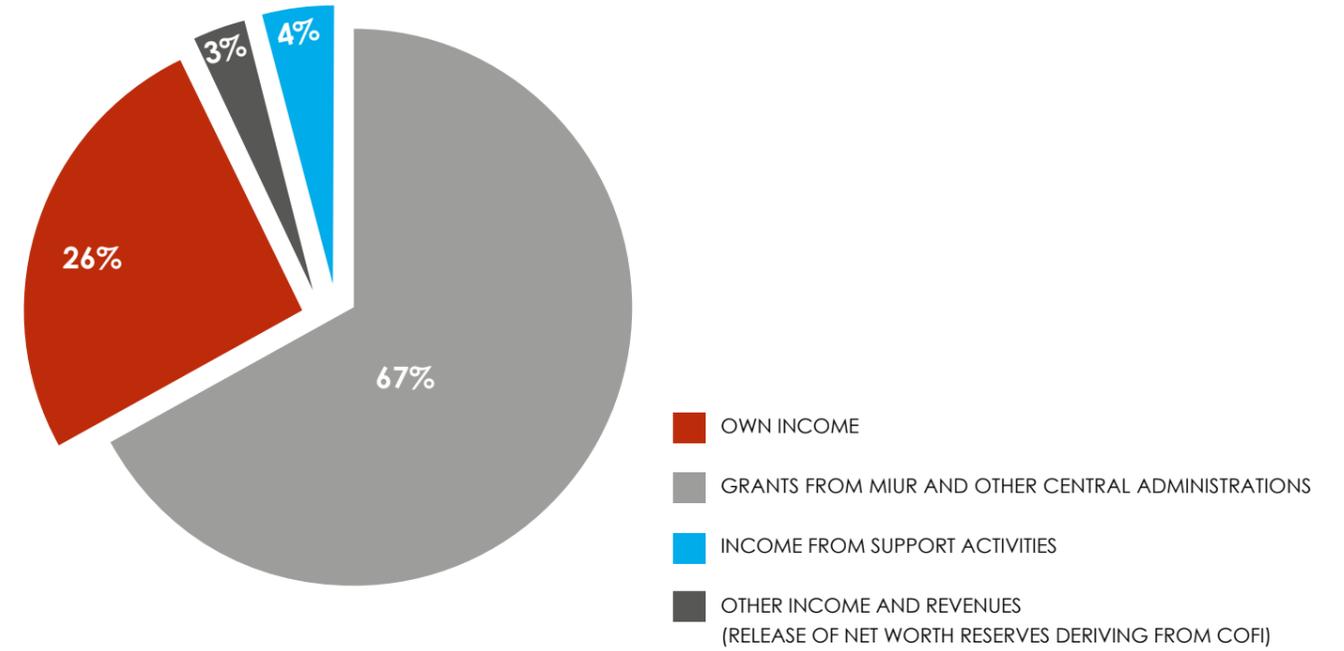
MISSIONS	PROGRAMMES	2016 RECLASSIFIED COSTS (MLN €)
Research and innovation	Pure scientific and technological research	Pure research 230.5
	Applied scientific and technological research	R&D for economic affairs 19.2
		R&D for healthcare 21.0
University education	University system and postgraduate studies	Higher education 234.1
	Right to Higher Education	Ancillary education services 0.0
Safeguarding of health	Healthcare support	Hospital services 11.9
	Veterinary support	Public healthcare services 0.3
General and institutional services of the public administrations	Political guidance	0.4
	General affairs and services for administrations	126.3
<b>TOTAL 2016 COSTS</b>		<b>643.7</b>

**INCIDENCE OF PAYROLL COSTS**

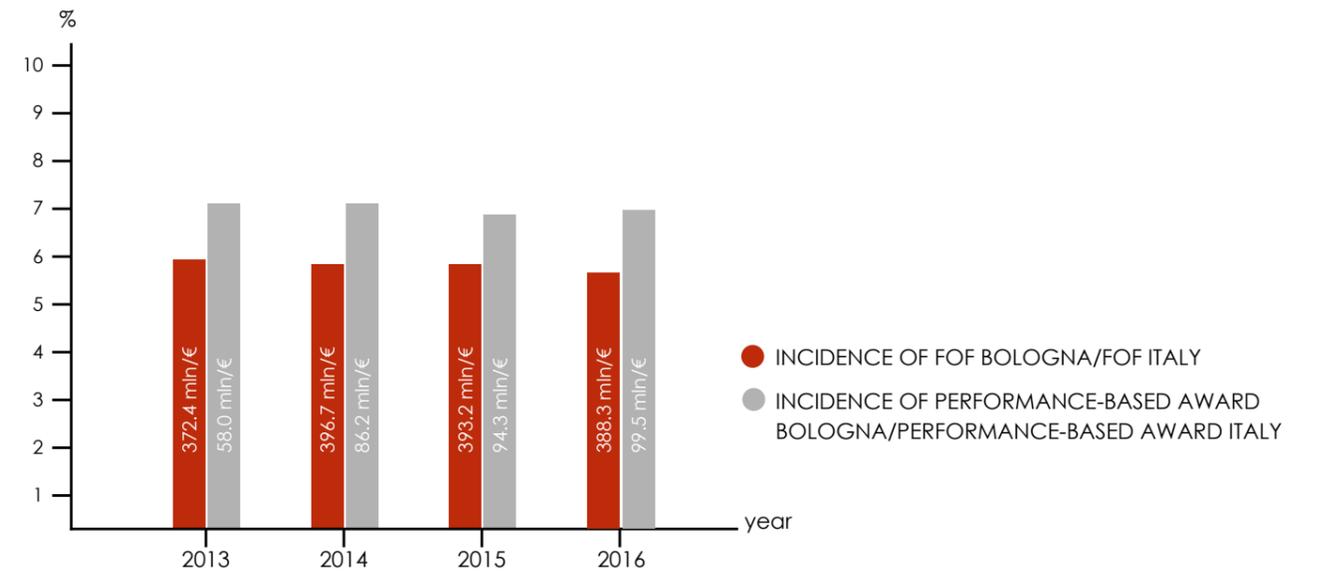
YEAR	BOLOGNA	MEGA UNIVERSITIES
2014	66.5%	70.8%
2015	65.7%	69.8%
2016	65.2%	69.3%

The positive indicator of financial sustainability (isef = 1.2 which is positive, in that it exceeds the legal requirement of 1) together with the incidence of payroll costs (less than the legal limit of 80%) positions the University among the leaders in the assignment of 2017 resources for the recruitment of personnel and career advancement.

2016 income is analysed below:



**FUND FOR ORDINARY FINANCING (FOF) OF UNIVERSITIES (MLN EUR): 2013-2016 TREND AND % OF TOTAL**



The efficient administration of financial resources, the optimisation of the organisation and management models, and the strategic vision of the Academic Bodies have ensured the quality and continuity of the institutional functions of the University in an overall situation where resources are lower: research, teaching, student services and internationalisation.



## THE SOCIAL RESPONSIBILITY REPORT

The 2016 Social Responsibility Report of Alma Mater Studiorum consolidates the experience accumulated by the University of Bologna, over many years of constantly improved reporting practices, in communicating information to all stakeholders about the choices made, activities, resources and results achieved by the University.

Communicating means investing not only in the production of information, but also in the creation and development of relationships founded on dialogue and reciprocal exchange, involving both the messenger and the recipients of the message. The ongoing communications that underlie our social responsibility reporting thus imply a joint acceptance of responsibility by those who produce the information and those who receive it, with the shared objective of helping to improve the management of our organisation.

Alma Mater is a "community asset", not just because of the public funds received, but more importantly because our mission seeks to benefit society via the creation of new scientific research, its dissemination via teaching activities and its concrete application, made possible by our close links with institutions, businesses and the third sector. Hence the commitment to communications pursued without interruption by the University of Bologna since 2012, via the publication of our Social Responsibility Report. This work is accompanied by a constant and growing investment in the dissemination of other information, not strictly economic or financial in nature, and the organisation of occasions for dialogue and discussion with representatives of our various social partners about the activities completed, the results achieved and our future challenges.

The entire document comprises four sections and an appendix. The first section, dedicated to "Identity, strategies and organisational structure", illustrates the mission and values of Alma Mater, the strategies, the Bodies, the stakeholders, the principal personnel statistics and policies and the participation of Alma Mater in external bodies. The next covers the "Reclassification of accounting and net worth data", analysing the costs and income relating to 2016, as well as the principal data relating to the University balance sheet and our buildings. The third section, on "Activities and Results", describes the actions taken by the University in pursuit of our mission while respecting our declared values, analysing them into the following areas: teaching and training, research and innovation, internationalisation, student services and relations with the local territory. The final section covers the procurement policies adopted by the University and provides an assessment of the environmental impact generated by our activities.



This University protects and renews its cultural heritage,  
meeting different societal needs

*University Statute, Fundamental Principles, Art. 1, para. 3*



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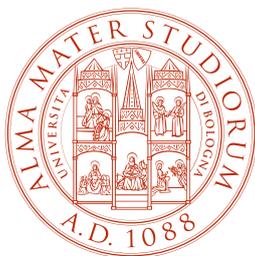
**Pictures**

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