

CONCORSO PUBBLICO, PER ESAMI A N. 9 POSTI DI CAT. C - area amministrativa, con competenze contabili, di cui n. 2 posti riservati i soggetti di cui alla L. 68/99, art. 18 e n. 2 posti a volontari delle FFAA, per le esigenze dell'Amministrazione generale e delle Strutture di questo Ateneo bandito con Disposizione Dirigenziale n. 8276 del 7/12/2021 e pubblicato sulla Gazzetta Ufficiale – 4^a serie speciale "Concorsi ed Esami" n. 98 del 10/12/2021.

Allegato n. 1 - Verbale adunanza preliminare prova orale:

Elementi di Diritto Amministrativo e disciplina acquisti

1. Il Decreto Ministeriale nr. 19 del 14 gennaio 2014 "Principi contabili e schemi di bilancio in contabilità economico-patrimoniale per le università" elenca i principi contabili da rispettare nell'ambito del processo di formazione dei bilanci. **Il candidato esponga il principio della competenza economica anche con l'ausilio di esempi pratici**
2. Come avviene la scelta del contraente in una PA
3. Il Decreto Ministeriale nr. 19 del 14 gennaio 2014 "Principi contabili e schemi di bilancio in contabilità economico-patrimoniale per le università" elenca i principi contabili da rispettare nell'ambito del processo di formazione dei bilanci. **Il candidato esponga il principio della prudenza**
4. Fasi della procedura di affidamento
5. Il Decreto Ministeriale nr. 19 del 14 gennaio 2014 "Principi contabili e schemi di bilancio in contabilità economico-patrimoniale per le università" elenca i principi contabili da rispettare nell'ambito del processo di formazione dei bilanci. **Il candidato esponga il principio della pubblicità**
6. Il Decreto Ministeriale nr. 19 del 14 gennaio 2014 "Principi contabili e schemi di bilancio in contabilità economico-patrimoniale per le università" elenca i principi contabili da rispettare nell'ambito del processo di formazione dei bilanci. **Il candidato esponga il principio della veridicità**
7. Il Decreto Ministeriale nr. 19 del 14 gennaio 2014 "Principi contabili e schemi di bilancio in contabilità economico-patrimoniale per le università" elenca i principi contabili da rispettare nell'ambito del processo di formazione dei bilanci. **Il candidato esponga il principio dell'equilibrio di bilancio**
8. IL PRINCIPIO DI ROTAZIONE DEI FORNITORI: IMPLICAZIONI PRATICHE
9. **Ciclo attivo:** principi, fasi e responsabilità
10. L'affidamento diretto, nei casi in cui è ammesso, deve essere motivato?
11. **Ciclo passivo:** principi, fasi e responsabilità
12. AVVIO DEL PROCEDIMENTO AMMINISTRATIVO E TERMINI PER LA SUA CONCLUSIONE
13. Il candidato esponga le caratteristiche e gli scopi della contabilità analitica e della contabilità generale
14. COSA SI INTENDE PER REQUISITI DI PARTECIPAZIONE ALLE PROCEDURE DI AFFIDAMENTO?
15. Differenza tra contabilità finanziaria ed economico-patrimoniale
16. Differenza tra Contabilità generale e Contabilità analitica
17. Il candidato illustri l'importanza dei centri di costo in contabilità analitica
18. Il candidato illustri le differenze tra costi diretti e costi indiretti
19. COS'E' IL MERCATO ELETTRONICO DELLA PUBBLICA AMMINISTRAZIONE?
20. L'Ateneo ha adottato un piano dei conti in contabilità economico-patrimoniale e un piano dei conti in contabilità analitica. Si illustrino le funzioni dei due piani dei conti
21. Il candidato illustri la composizione del Patrimonio Netto
22. L'utilizzo del risultato di gestione
23. QUALI SONO I PRESUPPOSTI PER PROCEDERE IN AFFIDAMENTO DIRETTO?
24. Il candidato esponga le caratteristiche dello Stato Patrimoniale

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25. Il candidato esponga le caratteristiche del Conto economico
26. Il candidato esponga le caratteristiche della nota integrativa
27. COSA SI INTENDE PER PROCEDURA NEGOZIATA?
28. L'attivo circolante nello Stato Patrimoniale
29. Il passivo dello Stato Patrimoniale
30. L'attivo nello Stato Patrimoniale
31. CHI SONO I CONTROINTERESSATI NEL PROCEDIMENTO DI ACCESSO AGLI ATTI
32. Principali costi dell'università e loro rappresentazione contabile
33. Principali ricavi dell'università e loro rappresentazione contabile
34. I debiti e crediti: definizioni e criteri di registrazione
35. La partita doppia: definizione e funzionamento
36. Il candidato illustri i principi generali relativi al ciclo attivo, ovvero alla registrazione dei ricavi
37. I principali proventi dell'Università e la loro contabilizzazione
38. COME PUO' REALIZZARSI IL PRINCIPIO DI ECONOMICITA' DELL'ACQUISTO?
39. La cancellazione dei crediti
40. IL RESPONSABILE DEL PROCEDIMENTO AMMINISTRATIVO
41. Il candidato illustri quali requisiti deve avere un ricavo per la sua registrazione in contabilità
42. Il candidato illustri gli accadimenti che determinano la registrazione in contabilità dei ricavi per l'attività istituzionale
43. Il candidato illustri gli accadimenti che determinano la registrazione in contabilità dei ricavi per l'attività commerciale
44. VIZI DELL'ATTO AMMINISTRATIVO
45. Il candidato illustri le caratteristiche di una fattura di vendita
46. Il candidato illustri i principi generali relativi al ciclo passivo, ovvero alla registrazione dei costi.
47. LA DETERMINA A CONTRARRE: FINALITA' E PRINCIPALI ELEMENTI
48. Il candidato illustri gli eventi tipici di un Ateneo che determinano la registrazione di costi in contabilità
49. Il candidato illustri le caratteristiche di una fattura di acquisto
50. La fatturazione elettronica
51. PREVIA DEFINIZIONE DI ACQUISTO SOTTO SOGLIA COMUNITARIA, SI ILLUSTRINI BREVEMENTE LE MODALITA' DI ACQUISTO DI BENI E SERVIZI DI IMPORTO SOTTO SOGLIA COMUNITARIA.
52. I controlli relativi al fornitore propedeutici al pagamento della fattura
53. Il candidato argomenti in merito al meccanismo fiscale dello Split Payment
54. L'Imposta sul Valore aggiunto
55. COME SI PERFEZIONA UN CONTRATTO DI ACQUISTO NELLA PUBBLICA AMMINISTRAZIONE?
56. Costi di esercizio e costi pluriennali
57. E' AMMESSO L'AFFIDAMENTO DIRETTO ALL'OPEARTORE USCENTE?
58. Il candidato argomenti in merito agli ordinativi di incasso e di pagamento
59. Il candidato argomenti in merito al fondo economale
60. Il candidato argomenti in merito al sistema di Tesoreria Unica, ripristinato per l'intero sistema universitario con il Decreto Legge 1/2012
61. QUALI SONO GLI ELEMENTI ESSENZIALI DELL'ATTO AMMINISTRATIVO?
62. L'affidamento del servizio di cassa
63. ATTI AMMINISTRATIVI: TIPOLOGIE
64. Il candidato illustri le tipologie di variazioni di budget che comportano una revisione della programmazione economico-finanziaria
65. PRINCIPI DELL'AZIONE AMMINISTRATIVA
66. Il candidato argomenti in merito alle scritture contabili di integrazione, con particolare riferimento ai ratei attivi

67. Il candidato argomenti in merito alle scritture contabili di integrazione, con particolare riferimento ai ratei passivi
68. QUALI SONO GLI ATTI DIVERSI DAI PROVVEDIMENTI?
69. Il candidato argomenti in merito alle scritture contabili di integrazione, con particolare riferimento alle fatture da emettere e da ricevere
70. QUALI SONO I PRINCIPI GENERALI RELATIVI ALL’AFFIDAMENTO DI CONTRATTI PUBBLICI?
71. Il candidato argomenti in merito alle scritture contabili di integrazione, con particolare riferimento agli accantonamenti a fondi rischi e oneri
72. Il candidato argomenti in merito alle scritture contabili di storno, con particolare riferimento ai risconti attivi
73. QUALI SONO LE DIFFERENZE TRA PROROGA E RINNOVO DI UN CONTRATTO DI ACQUISTO?
74. Il candidato argomenti in merito alle scritture contabili di storno, con particolare riferimento ai risconti passivi
75. COSA SONO LE CONVENZIONI CONSIP?
76. Il candidato argomenti in merito alle scritture contabili di epilogo
77. L'immobilizzazione materiale: valore di iscrizione e sua rappresentazione contabile
78. L'immobilizzazione immateriale: valore di iscrizione e sua rappresentazione contabile
79. QUALI SONO I PRESUPPOSTI PER POTER PROCEDERE AL PAGAMENTO DEL CORRISPETTIVO ALL’APPALTATORE?
80. COSA SI INTENDE PER AUTOTUTELA AMMINISTRATIVA?
81. Inventario: definizione, Oggetti di inventariazione, finalità
82. STRUMENTI DI ACQUISTO NELLA PA
83. L'alienazione di un'immobilizzazione e suo riflesso sull'inventario
84. L'autonomia negoziale attiva e passiva dei Centri di responsabilità in Ateneo
85. Le donazioni da parte di terzi e loro rappresentazione contabile

Stefano Cobaci

Rosella Tares

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Allegato n. 2 – Verbale adunanza preliminare prova orale

Nozioni di legislazione universitaria

1. IL RETTORE
2. IL CONSIGLIO DI AMMINISTRAZIONE DELL'UNIVERSITA
3. IL SENATO ACCADEMICO
4. IL DIPARTIMENTO
5. GLI ORGANI DEL DIPARTIMENTO
6. IL DIRETTORE DI DIPARTIMENTO
7. LA CONSULTA DEL PERSONALE TECNICO AMMINISTRATIVO
8. LA RAPPRESENTANZA DEL PERSONALE TA NEGLI ORGANI DI ATENEO
9. IL GARANTE DEGLI STUDENTI
10. LE SCUOLE
11. I CENTRI INTERDIPARTIMENTALI
12. LA GIUNTA DI DIPARTIMENTO
13. I PRORETTORI
14. IL DIRETTORE GENERALE
15. IL COLLEGIO DEI REVISORI
16. IL NUCLEO DI VALUTAZIONE
17. IL CONSIGLIO DEGLI STUDENTI
18. IL CONSIGLIO DI CAMPUS
19. IL MULTICAMPUS
20. CORSI DI STUDIO I E II CICLO
21. CORSI DI STUDIO III CICLO
22. CUSB
23. IL SISTEMA BIBLIOTECARIO D'ATENEO
24. I DIRIGENTI
25. IL CODICE ETICO
26. IL COLLEGIO DI DISCIPLINA
27. IL DIRITTO ALLO STUDIO
28. OFFERTA DIDATTICA FORMATIVA
29. IL PERSONALE DELL'ATENEO
30. LIBERTA' DI INSEGNAMENTO E RICERCA
31. COMITATO UNICO DI GARANZIA PER LE PARI OPPORTUNITA'
32. CONSULTA DEI SOSTENITORI
33. ORGANI DELLE SCUOLE
34. LE SCUOLE DI SPECIALIZZAZIONI
35. I CORSI PROFESSIONALIZZANTI
36. IL SISTEMA MUSEALE DI ATENEO
37. IL REGOLAMENTO DI ORGANIZZAZIONE DELL'ATENEO
38. SEDI ESTERE ATENEO
39. ATTIVITA' COMMERCIALE DELL'ATENEO

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40. INTERNAZIONALIZZAZIONE IN ATENEO
41. SICUREZZA SUI LUOGHI DI LAVORO
42. BENESSERE SUI LUOGHI DI LAVORO
43. I DIPENDENTI UNIVERSITARI
44. IL DIRITTO ALLO STUDIO
45. CENTRO LINGUISTICO DI ATENEO
46. STATUTO DI ATENEO
47. PERSONALE DOCENTE DI ATENEO
48. RICERCATORI A TEMPO DETERMINATO
49. LEGGE GELMINI
50. AUTONOMIA DIPARTIMENTI
51. IL CONSIGLIO DI DIPARTIMENTO
52. I DELEGATI DEL RETTORE
53. PERSONALE DOCENTE E NON DOCENTE
54. AUTONOMIA CONTABILE DIPARTIMENTI
55. PIANO STRATEGICO DI ATENEO
56. IL DOTTORATO DI RICERCA
57. CONSIGLIO DI COORDINAMENTO DEI CAMPUS
58. UNITA'ORGANIZZATIVA DI SEDE (UOS)
59. COMMISSIONE PARITETICA DOCENTI STUDENTI
60. LE RESPONSABILITA' DEL PERSONALE TECNICO AMMINISTRATIVO
61. ORGANIZZAZIONE DELLA DIDATTICA
62. STRUTTURE EX ART 25 DELLO STATUTO DI ATENEO
63. AREE DELL'AMMINISTRAZIONE GENERALE
64. VALUTAZIONE E QUALITA' DELLA DIDATTICA
65. FINANZIAMENTI DELL'ATENEO
66. I CONTRIBUTI STUDENTESCHI
67. COLLABORAZIONI DELL'ATENEO CON ENTI ESTERNI
68. TERZA MISSIONE IN ATENEO
69. FINANZIAMENTI NAZIONALI DELL'ATENEO
70. FINANZIAMENTI EUROPEI
71. CONCORSI PER IL PERSONALE TECNICO AMMINISTRATIVO
72. I DOCENTI A CONTRATTO
73. IL REGOLAMENTO DIDATTICO DI ATENEO
74. BORSE DI STUDIO
75. ASSEGNI DI RICERCA
76. LE RELAZIONI SINDACALI IN ATENEO
77. IL MARCHIO DI ATENEO
78. RECLUTAMENTO DOCENTI
79. I TECNICI DELL'ATENEO
80. BORSE DI RICERCA
81. AUTONOMIA DELL'UNIVERSITA'
82. AUTONOMIA CONTRATTUALE DEI DIPARTIMENTI
83. LE ENTRATE DELL'UNIVERSITA'
84. MOBILITA' DEGLI STUDENTI IN ENTRATA
85. MOBILITA' DEGLI STUDENTI IN USCITA

Stefano Colucci

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Allegato n. 3 – Verbale adunanza preliminare prova orale

Competenze digitali

1. PEC
2. Domicilio digitale
3. Open data e differenza con dato pubblico
4. Firma digitale
5. Timbro digitale
6. Cartelle condivise
7. Dati personali e privacy
8. Differenza tra dato e informazione
9. Documento informatico
10. Protocollo informatico
11. Differenza tra documento elettronico e documento informatico
12. La posta elettronica
13. Siti web istituzionali
14. Social media istituzionali
15. La password
16. Antivirus informatici
17. Regolamento privacy
18. Riservatezza dei dati
19. SPID
20. Codice dell'Amministrazione digitale
21. Identità digitale
22. Servizi on line della PA
23. PagoPA
24. Il Responsabile della Transizione digitale
25. Tecnologie per la trasformazione digitale
26. Internet e la PA
27. Intranet
28. Valore legale del documento informatico
29. Istanze e domande on line alla PA
30. Video conferenze e riunioni on line
31. DPO Data Protection Officer
32. Misure minime di sicurezza per proteggere i dispositivi della PA
33. Dato personale e dato sensibile
34. Gli strumenti di autenticazione per i servizi on line
35. Strumenti di comunicazioni a distanza
36. Differenza tra posta elettronica e pec
37. Cambio della password



38. Credenziali istituzionali
39. Licenze software
40. Postazione di lavoro
41. Servizi e-learning
42. Liste di distribuzione
43. Caselle di posta individuale e condivise
44. Casella di posta istituzionale e personale
45. Didattica on line
46. Spazi virtuali di collaborazione (SVC)
47. Portale d'Ateneo
48. WIFI istituzionale
49. Informativa privacy
50. Trattamento dati personali
51. pec
52. Domicilio digitale
53. Open data e differenza con dato pubblico
54. Firma digitale
55. Timbro digitale
56. Cartelle condivise
57. Dati personali e privacy
58. Differenza tra dato e informazione
59. Documento informatico
60. Protocollo informatico
61. La posta elettronica
62. Siti web istituzionali
63. Social media istituzionali
64. La password
65. Antivirus informatici
66. Riservatezza dei dati
67. SPID
68. Identità digitale
69. Servizi on line della PA
70. PagoPA
71. Il Responsabile della Transizione digitale
72. Internet e la PA
73. Intranet
74. Valore legale del documento informatico
75. Istanze e domande on line alla PA
76. Video conferenze e riunioni on line
77. Misure minime di sicurezza per proteggere i dispositivi della PA
78. Dato personale e dato sensibile
79. Gli strumenti di autenticazione per i servizi on line
80. Strumenti di comunicazioni a distanza
81. Differenza tra posta elettronica e pec
82. Funzioni e modifiche della password
83. Credenziali istituzionali
84. Licenze software
85. Le caratteristiche delle postazioni di lavoro

Stefano Colucci

Roberto

CONCORSO PUBBLICO, PER ESAMI A N. 9 POSTI DI CAT. C - area amministrativa, con competenze contabili, di cui n. 2 posti riservati i soggetti di cui alla L. 68/99, art. 18 e n. 2 posti a volontari delle FFAA, per le esigenze dell'Amministrazione generale e delle Strutture di questo Ateneo bandito con Disposizione Dirigenziale n. 8276 del 7/12/2021 e pubblicato sulla Gazzetta Ufficiale – 4^a serie speciale "Concorsi ed Esami" n. 98 del 10/12/2021.

Allegato n. 4 – Verbale adunanza preliminare prova orale

Idoneità linguistica

Cartella N. 1

To leave a testamentary bequest for the university of Bologna ensures that we leave an enduring legacy after our passing, with the certainty that all donations shall be put to use for what we hold dearest. It is probable that Luisa Fanti Melloni pondered such thoughts upon donating considerable part of her assets in memory of her family and husband Dr. Vincenzo Melloni, for heart attack research and care, through the creation of a specific Foundation for these purposes.

As requested in the testament, the University of Bologna established the non-profit Fanti Melloni Foundation in 2003, for the implementation of the donor's will.

Cartella N. 2

Since then a lot has happened, in particular one initiative which is visible to all: the co-financing, together with the State and Emilia Romagna Region, with 12,500,000 Euros, of the new Cardiothoracic-Vascular Centre at the University Polyclinic of Sant'Orsola, a structure of excellence, reference point for the region and the entire country.

This brand new structure, which was completed in June 2015 and has been operative since 14th December of the same year, provides 135 low-dependency hospital beds, 49 semi-intensive and intensive care beds, 6 operating theatres and 5 rooms for diagnostic and advanced surgery, for patients with heart problems.

Cartella N. 3

In addition, through the scrupulous, fair and careful management of assets bequeathed from the Fanti Melloni Foundation, the Alma Mater Studiorum - University of Bologna has been able to fund Phd programme degrees, degree Prizes for dissertations on heart attacks and Research Projects, for the University of Bologna's U.C.I. of Cardiology and Haematology, the Cardiovascular Department and the Department of Surgical and Anaesthesiological Sciences - University of Bologna.

Mrs. Fanti Melloni's generous donation has the following meaning: taking care of others, returning one's own riches to the world and transforming them into a tangible gesture of love, listening, attention, care, so that one's memory may stand the test of time through the life of others and improve or save many lives.

Cartella N. 4

CIRSA mission is to bring together researchers in Geology, Biology, Ecology, Physics, Chemistry, and Mathematics interested in:

- developing scientific research programs concerning environmental studies using interdisciplinary methods;
- promoting co-operation between public or private, national or international partners;
- organizing courses (Master), seminars and meetings and promote the publication and dissemination of studies and reports in order to increase the exchange of different environmental issues between researchers and environmental technicians.

CIRSA is strongly involved in several national and international projects.

CIRSA obtained funding from the Po FEAMP 2014/2020 Costa dell'Emilia-Romagna FLAG, for the "Characterization of the river mouth of the Bevano river and identification of conservation and enhancement strategies for nursery areas by species protected and of commercial interest ". The area of interest includes the mouth of the Bevano river, a SIC / ZPS area (IT4070009) up to 300 m from the coast line.

Cartella N. 5

The Ravenna Campus came into being on 21 December 2012 in the reorganization of the Scientific and Teaching Centres set up by the University in the four university towns of Cesena, Forlì, Ravenna and Rimini.



Cartella N. 11

SMA is a network of fifteen museums, collections and a digital museum belonging to the University of Bologna, the oldest university in the Western world. The University was founded in 1088. With almost one thousand years of history, it is one of the most prestigious universities in the world. Its diverse collections were born as a result of teaching and scientific research activities carried out since its foundation. SMA is an independent, self-governing institution aimed at promoting the fundamental cultural value underpinning the University heritage. The museums and collections differ in size, content, and character. Most of them are in the city center of Bologna, while the two collections related to the department of Veterinary Medicine are located in Ozzano dell'Emilia, 20 km from Bologna. Have a look at their location on the map.

Cartella N. 12

Our collections aim at encouraging curiosity and inspire learning on different subjects across the curriculum. That is why we organize a diverse range of activities for school groups, which are widely appreciated among teachers and students of a variety of ages, from kindergarten to secondary school. These activities seek to bring students closer to our historical and scientific collections through experimental interdisciplinary visits. We seek to inspire all of our audiences to engage with our collections through self-guided visits focusing on a range of themes. Get the most out of your experience in Bologna by enjoying our recommended tours, which combine visits to several museums and guide you through the historical and scientific heritage of one of the most prestigious universities in the world.

Cartella N. 13

Explore our collection of images available online and visit our museums. Our impressive collections, which represent a **rich cultural heritage** both from the historic and the scientific point of view, are housed in the rooms belonging to SMA. There you will find invaluable cultural and scientific treasures which will tell you a story about **human knowledge and discoveries** and the approaches of different scientific disciplines. The chances are that you will learn something new about the **history of science** by moving from one museum to another as if browsing a book, page by page. The museums of the University of Bologna are committed to preserving, restoring and cataloging their valuable cultural exhibits to facilitate research. The network also fulfils its social and educational function by organizing entertaining and informative activities for children. As part of their community outreach program, the museums organize temporary exhibitions, also in collaboration with other local institutions.

Cartella N. 14

We offer a number of services, such as writing effective CVs and targeted cover letters as well as job interview simulations. In addition to the Job Offers Message Board and the Job Placement App, we organise meetings with companies, as opportunities to come in contact with employers, and professional orientation initiatives, in order to increase the chances of entering the world of work.

We organise different types of initiatives to allow companies to contact students/graduates from our University and recruit resources with the skill sets they require. In addition to access to the Job Offers Message Board and the CV Database, we offer the chance to advertise within the University presenting the company and meeting young candidates who match specific profiles.

Cartella N. 15

Students selected for collaborations will receive a study grant that will be awarded in a single instalment at the end of the collaboration. The amount granted is based on the number of hours of collaboration at €7.50 per hour. The University provides injury insurance. A number of collaboration activities at the University Campus have been made available to students enrolled in a.y. 2021/22; the calls for applications deadlines expired on 30 September 2021. Before starting their activities, students accepted as collaborators must have taken the following e-learning training courses on the promotion of health and safety in places of learning and research, as required by Decree 81/2008: Module 1 (general training) and Module 2 (specific training). After completing Module 1 and Module 2, there will be an assessment test. Should you fail the test, you will have to wait 7 days before you can access the safety course again.

Cartella N. 16

Nine centuries of Alma Mater Studiorum: from as far back as 1088, conventionally referred to as the year in which the Studium of Bologna was founded, through the bustling Middle Ages and the eclectic Renaissance to the stagnation of the modern age and its revival in the contemporary era. The oldest University in the Western world presents itself.

"The School of Bologna was established independently, it arose and stood out as a private school." It was with these words that Carducci celebrated the birth of the Alma Mater Studiorum, during celebrations for its 8th Centenary in 1888. The prophet-poet himself admitted the artificiality of the centenary, as he acknowledged that it was impossible



to determine the exact date it was founded, given that the Studium of Bologna was not established at the behest of a sovereign or an organised group of teachers, but was the **outcome of the spontaneous and informal initiative of a few students.**

Cartella N. 17

It was precisely thanks to them that Bologna quickly became known not only as "La Dotta" (The Learned) but also as "La Grassa" (The Fat) city. It was a rich and powerful medieval metropolis, capable of attracting and accommodating hundreds of wealthy young people, who brought with them not only books and servants but also a substantial amount of money.

This is why the Commune immediately forged an unbreakable bond with its Studium and supported it, at least during the first few centuries, with laws and decrees that protected and favoured it.

These two institutions, the Commune and the university, both born under the guidance of the teacher Irnerius, were completely intertwined, under porticoes, in private homes, in monasteries and in city areas rented out as required for lessons and assemblies.

Cartella N. 18

Students attending the innovative Law Schools soon formed mutual support associations. Over time, these were structured according to their places of origin (Nationes) until they merged into prestigious supra-regional guilds called Universitates. From then on, the Jurists and Artists earned an unparalleled social and political reputation: they were vital to a nascent Europe that absolutely needed solid legal and cultural foundations.

As time went by, students lost their autonomy, not only in their management bodies but also in city councils, suffering greater influence from local and papal authorities. Even the teachers, who in the meantime had formed the College of Doctors, had to accept the disciplinary measures imposed from above, and were subject to them even more from the following century, when they became public employees, who were paid with income from trade tariffs.

Cartella N. 19

This irreparably led to a decisive break, which saw the Commune and its University lose the shared foundation of their success: freedom. In the mid-16th century, after the Council of Trent, the popes and their legates managed to impose their influence not only on local politics but also on the University. Senators on the one hand, and teachers on the other hand, ended up submitting to their will. When the Archiginnasio Palace was built, the partnership between the two institutions, which up to then had benefited from the University being spread out throughout the city, came to an end. In this way, for the first time ever, the various Schools were grouped together in a single location, under the watchful eye of Rome, which repealed the student's rectorship and imposed the profession of faith, thus pushing away many students of other faiths.

Cartella N. 20

The city and the Studium therefore experienced a period of sluggishness and crisis lasting two centuries, and only a few names managed to emerge from this period of isolation. The 18th-century Academy of Sciences of the Institute of Bologna provided them with a chance to react to the restrictions of the Church and the indolence of the political and aristocratic classes, creating a direct link with the vitality that the rest of Europe was experiencing.

Change finally came from outside, brought about by Napoleon Bonaparte. With the Republic and, later, the Kingdom of Italy, the Studium was turned into a public University and relocated to the 16th-century Palazzo Poggi, around which the city's new artistic and cultural district was centred. But these changes, partly implemented and partly repealed with the return of the papacy, were not enough to improve the destiny of Bologna and of the Alma Mater.

Cartella N. 21

The slow rebirth of the Alma Mater and its international relaunch were inaugurated in 1888 on the occasion of the 8th Centenary celebrations. The relationship with the city was also reconsidered and, at the turn of the 20th century, the University began to penetrate into the urban fabric, occupying ancient buildings and building new ones. The two wars slowed down this project, which, however, was resumed with greater strength and determination after the Second World War. Not even the Years of Lead stood in the way of joint improvements strongly demanded, with great determination, by an entire generation of young people and students, just as it occurred in the Middle Ages.

Cartella N. 22

This successful alliance between the University and the city was finally demonstrated during the celebration of the 9th Centenary of the Studium, which, just like ceremonies in the past, took place in the city centre. In Piazza Maggiore, 430 European rectors, along with 372 rectors from all over the world, signed the Magna Charta Universitatum. Still today, it is the location for celebrating the independence and freedom of teaching, which have always been the cornerstones of the University of Bologna. On that occasion, it was, once again, recognised as the mother of all universities, namely as the Alma Mater Studiorum.



Cartella N. 23

The Rector represents the university legally and institutionally. He is responsible for pursuing the University's goals, according to quality criteria and in compliance with the principles of effectiveness, efficiency, transparency and promotion of merit.

Professor Giovanni Molari, University of Bologna Rector: Born in Bologna in 1973. Full professor in Agricultural Machinery and Mechanisation at the University of Bologna since 2016, Associate professor from 2010 to 2016 and researcher from 2000 to 2010. PhD in Materials Engineering at the University of Modena and Reggio Emilia. He is qualified to practice as an engineer and has a degree in Mechanical Engineering from the University of Bologna.

Cartella N. 24

His research activity mainly focused on issues in designing agricultural machines and testing the reliability of agricultural tractors, in particular accelerated tests for the structural verification of such machines and their transmissions. In addition, he dealt with tillage machines, crop harvesters and machines for animal husbandry, as well as the use of biomass to produce energy. He has coordinated national projects, acted as a scientific supervisor in numerous research agreements with companies, and authored more than 150 manuscripts, 53 of which published in journals indexed on Scopus.

He was editor-in-chief of the Journal of Agricultural Engineering from 2014 to 2018, where he was managing editor for the 2006-2014 period; he oversaw its switch to English, its transition to open access and its indexing first in Scopus and then on the Web of Science.

Cartella N. 25

The Deputy Rector stands in for the Rector by taking care of all his tasks if he is absent or unable to do it himself; she is also a non-voting member of the Board of Governors and of the Academic Senate. The Vice Rectorship of the Cesena, Forlì, Ravenna and Rimini campuses is held ad interim by the Rector.

According to their relative mandates, the other Vice Rectors stand in for the Rector for specifically delegated matters; the persons holding these positions may also be non-voting members of the university boards and other bodies requiring the presence of the Rector, for matters pertaining to their delegated area of competence.

Cartella N. 26

In keeping with the goals set out as part of the University's strategic planning process, also by activating stable or project-based working groups, she promotes relations with internal and external parties as part of the activities linked to her mandate; she promotes initiatives and assesses the results of the University's activities and processes pertaining to her mandate. She promotes initiatives aimed at implementing paperless processes, the digitalisation of services supporting and supplementing teaching, research and third mission activities, by coordinating with the relevant Vice Rectors and Delegates; she assesses the technological implications of the use of social media and the Web in the University's communications; she promotes open science initiatives, by coordinating with the Vice Rector for Research; she encourages collaboration with public and private bodies for designing and developing digital technologies supporting teaching, research and the third mission, by coordinating with the relevant Vice Rectors and Delegates.

Cartella N. 27

In keeping with the goals set out as part of the University's strategic planning process, and taking into consideration the areas of competence of the Director General, the tasks of the Vice-Rector mainly focus on the three-year planning of teachers and professional staff in order to assess their effectiveness and to simplify procedures and encourage maximum participation.

He fosters promotional and informative activities aimed at professors, researchers and professional staff who may be interested in participating in competitions or in being considered for direct calls planned by the relevant structures; he promotes a welcoming environment for professors, researchers and professional staff and their successful integration into each structure, by coordinating with the Delegate for Equity, Inclusion and Diversity; he proposes to revise instructions concerning the interdepartmental transfer of professors and researchers and monitors their application and effectiveness; he puts forward procedures to enhance merit.

Cartella N. 28

He is also responsible for guiding and promoting policies for defining agreements with other universities or research bodies to jointly carry out teaching and research activities; for granting authorisation to full-time professors and researchers to carry out teaching and research activities, as well as institutional and management tasks, at third party

premises; for defining initiatives aimed at preventing and settling disputes with teachers, researchers and professional staff; for the career development of staff; for occupational well-being and active policies for the quality of work, by coordinating with the Delegate for Sustainability and the Delegate for Equity, Inclusion and Diversity.

Cartella N. 29

The Academic Senate is the representative body of the university community. It is involved in the general administration of the university and the appointment of the members of the Board of Governors. It has a coordinating function, acting as a link between the different structures of the university; it collaborates with the Rector in the steering, guidance and coordination of scientific and teaching activities; it collaborates with the Board of Governors for strategic management and annual and three-year financial programming and staff planning. It is composed of 35 members.

The Board of Governors is in charge of strategic planning as well as the financial and staff programming of the University. It executes its functions with a view to improving the efficiency and quality of the University's institutional activities, in compliance with the criteria of effectiveness, value for money and the protection of merit; it also monitors the financial sustainability of the University activities. It is composed of 11 members.

Cartella N. 30

The campus of Buenos Aires - Representación en la República Argentina was established with the objective of training a managerial class capable of recognising, foreseeing, interpreting and taking the right decisions in companies, organisations and institutions that operate at an international level and, in particular, in the sector concerning relations between the European Union and Latin America. To achieve this result, the University of Bologna in Buenos Aires offers interdisciplinary study programmes on the following subjects: regional integration processes in Europe and America, the inter-regional economic relations between the European Union (EU) and Latin America, the political evolution of relations between the EU and Latin America in the new global context, problems and prospects of the new democracies in the context of an economic liberalisation process and political democratization, structure and strategy of large, medium and small enterprises in the internationalization of the economy, international negotiation and cooperation processes, institutional change and organizational management.

Cartella N. 31

UNA Europa is an alliance of seven prestigious European universities -University of Bologna, Paris 1 Panthéon-Sorbonne, KU Leuven, Freie Universität Berlin, Uniwersytet Jagielloński w Krakowie, Universidad Complutense de Madrid and University of Edinburgh - which aims to pave the way for the creation of an integrated, multilingual and multidisciplinary European academic space, based on the principles of interconnection, inclusiveness, innovation and internationalisation.

In order to develop joint activities, a representative office was set up in Brussels, as a contact point but also as an operational office to develop the activities, projects and initiatives of the universities in the network.

Cartella N. 32

Since 2019, following an agreement between the Alma Mater, the University of Naples Federico II and the Sapienza University of Rome, our university has a branch in New York at the Tata Innovation Center - Cornell TECH. The aim of sharing spaces is to develop educational, entrepreneurial training, scientific cooperation, technology transfer and Alumni network strengthening activities, as well as promoting activities of common interest with the Italian universities involved in the agreement. At the New York branch, the researchers and professors of the University will be able to organise short courses, seminars and conferences. It is the branch and contact point for organising events and cultural initiatives of professional, scientific, artistic, recreational and sporting interest in the USA, which promote the Alma Mater. These activities are also implemented in cooperation with national and international networks, professional associations and local business associations.

In addition, the presence of Unibo in New York helps promote the tradition, principles and culture fostered by the University of Bologna.

Cartella N. 33

In 2018, the SICES Center was set up in the Yunchuo building at Tongji University, on the initiative of the Italian Ministry for Environment, Land and Sea Protection, which involves several Italian universities that have joined the initiative: University of Florence, University of Bologna, Polytechnic University of Milan, Polytechnic University of Turin, University of Pavia and Venice International University. SICES is an opportunity to establish new and more balanced relations with China, constantly keeping in contact with the Italian Embassy in Beijing and the Consulate General of Italy in Shanghai, concerning issues regarding environmental sustainability (proper use of land, sustainable transport, renewable energy, etc.). At the facility there is also the Sino-Italian Campus, which coordinates various educational and research initiatives involving Tongji University and Italian universities and companies. Italian universities can refer to the Sino-Italian

Campus for collaborations with Tongji University and, more generally, with companies, centres and organisations throughout the Shanghai area.

Cartella N. 34

The Teaching Evaluation Observatory is a collegiate board established on 13 March 2018. Its primary task is to create and update guiding criteria, principles and methods for the evaluation of educational activities.

These criteria are based on international evaluation standards and are coherent with those adopted domestically by the Italian National Agency for Evaluation of the University and Research System (ANVUR), and, more specifically, with the set of indicators adopted by the self-assessment, evaluation and accreditation system (AVA).

Based on predefined criteria approved by the university's academic bodies, the Observatory evaluates the quality, quantity, and results produced by Alma Mater professors and researchers. If compatible, it could be extended to temporary or short-term personnel. For its evaluations, the Observatory uses specific indicators, including the opinion of students gathered through a survey provided by ANVUR and through other analyses.

Cartella N. 35

The Teaching Evaluation Observatory is chaired by the Rector or, by proxy, by the Vice Rector for teaching. It is composed of ten teaching members and two student members. The teaching staff members are chosen from the full and associate professors of the University of Bologna (at least three of which are based on the Campuses of Romagna) in relation to their teaching experience, within the different types of didactic methods, and from among those who received good student evaluations, all while ensuring an adequate gender representation. The students are nominated by the Student Council, chosen among the members of the Council itself.

Cartella N. 36

The company membership was swelled by the Emilia Romagna Region in 1992 and the Municipality of Bertinoro in 1995. General relations between Ser.In.Ar. and Bologna University are governed by a framework agreement. Ser.In.Ar.'s cooperation with Bologna University has taken the following form: setting up degree programme centres (building de novo or renovating, furnishing and equipping with laboratory apparatus and technology; supplying secretariat and service staff; promoting and guiding degree programmes activated in the decentralised campus; organizing events related to the relevant scientific areas (conferences, seminars, workshops, debates); liaising with the Regional Authority for the Right to Study and the municipalities of Forlì and Cesena to safeguard the right to study by housing, canteen and information schemes; organizing training ventures largely aimed at higher education and lifelong learning (post-graduate and post-high school), under the regional, national and EU umbrella for professional development, and working closely with the University and the local school network.

Cartella N. 37

Open science is the movement to make scientific research and its dissemination accessible to the scientific community and citizens. It is based on transparency, inclusion, correctness, fairness and sharing.

The roadmap to Open Science is recognised at an international level and is one of the EU's strategical goals since 2015. The European Commission strongly promotes Open Science culture, including in competitive funding projects, with great focus on Horizon Europe, the new European framework programme to finance research and innovation.

Open Science is about research publications and data, getting the public and different social actors involved, sharing final results but also all the intermediate stages that lead to them, the tools to interpret them and all the forms of dissemination, including languages, for a real impact of science on society.

Cartella N. 38

In Bologna, Forlì and Rimini, the School of Economics and Management offers students starting an economics or management degree programme the ideal context for globally-oriented cultural and professional education. The School's degree programmes have a solid, rigorous methodological foundation in diverse subject areas. Students can thus acquire widely-varied competencies in economics, management, finance and law. Thanks to an extensive internship programme involving over 500 companies, courses are notably business-oriented. Through the School's fourteen second-cycle degree programmes, students can acquire specialist skills and in-depth knowledge in a wide range of subject areas: from the management of cultural associations to that of healthcare, economics, law, tourism, development cooperation, non-profits, and so much more. The degree programmes available to choose from are decidedly international in character. In addition to mobility programmes in Europe (Erasmus programmes) and beyond (Overseas programmes), the School of Economics and Management offers thirteen degree programmes and curricula that are entirely taught in English (including a few programmes offering dual/multiple degrees with foreign partner universities).

Cartella N. 39

The School of Engineering coordinates the need to rationalize, support, and manage the programme catalogue in relation to engineering for the following departments: Electrical, Electronic, and Information Engineering "Guglielmo Marconi" (DEI), Industrial Engineering (DIN), Computer Science and Engineering (DISI), Mathematics (MAT), Physics and Astronomy (DIFA), and Management (DISA). The School is also closely connected to the departments of Civil, Chemical, Environmental, and Materials Engineering (DICAM) and Architecture (DA), that are not part of the School. The degree programmes offered by the School's departments are available in Bologna, Cesena, Forlì and Ravenna. The School's responsibilities include: improving course effectiveness and educational services, liaising with businesses and professionals to continuously update the curricula, and external communications

Cartella N. 40

Since the early 2000s, Alma Mater Studiorum has participated in national-level tests performed in the field of evaluation of teaching and research. Building on this experience, the University has promoted the progressive adoption of a Quality Assurance (QA) system that is consistent with the European standards and guidelines set by the ENQA (European Association for Quality Assurance in Higher Education).

the Quality Assurance System intends to:

- a. facilitate active and informed participation by all members of the University community in the achievement of improvement objectives that have been defined clearly, communicated and agreed;
- b. involve the academic community by providing simple, timely, up-to-date and complete information;
- c. build a culture of quality, educating all levels and roles within the community about the QA procedures to be followed.

Cartella N. 41

The University considers research as the central domain for the elaboration of ideas, projects and technologies fit to deal with the requirements of the present and look to the future in a European and international context. With regard to the third mission, the University is open to constant dialogue with the territory served by its structures and works intensively to disseminate scientific and cultural knowledge and awareness.

The University of Bologna adopts an internal Quality Assurance System to carry out its activities and guarantee the constant improvement of its Degree Programmes. Additionally, the University has built a strong and effective education system for the benefit of the entire teachers' community, to guarantee teaching quality and innovation

Cartella N. 42

The University offers students/last-year students and new graduates a range of services designed to increase their employability and help them enter the world of work.

We organise activities and programmes that help participants to identify professional objectives by increasing their awareness of their own aptitudes, competences and aspirations, and acquire specific skills to active job hunting. Activities range from how to write an effective CV to simulating a job interview.

In addition to online tools, such as the job vacancy board or the Unibo Job Placement App, we organise events with companies to put students and graduates in contact with their recruiters and provide guidance on professions, careers and opportunities to enter the world of work.

Cartella N. 43

The Job Placement service organises a range of initiatives that allow companies to meet and contact students/graduates from our University and recruit qualified resources with the skill sets they require.

We offer businesses the opportunity to promote their companies as employers within the University and meet young people with specific skills that match a range of different profiles.

We support students and graduates by putting them in contact with the world of work and helping them define their professional objectives with the aim of increasing their employability and their awareness of the professional opportunities available to them.

We collaborate with companies, associations and institutions to maximise the effectiveness of our initiatives and increase the opportunities for students of the University of Bologna by collaborating in and/or planning job placement and guidance services that take into account the real demands of the rapidly evolving job market.

Cartella N. 44

The degree programme in Science of Primary Education is structured as a single curriculum without division into options. It aims to provide advanced theoretical and practical training in the subjects— psycho-pedagogy, teaching methodology, technology and research – that concern the professional profile of a pre-school and primary school

teacher. The curriculum contains prescribed course units covering theory and teacher training for the levels of schooling mentioned. It also provides specific training in handling and integrating cases of special needs pupils. The single-cycle degree programme in Science of Primary Education aims to produce all-round teachers who can combine the creativity, flexibility and young-learner-motivating approach needed for pre-school, with the subject-by-subject approach typical of primary school. The purpose is to ensure greater continuity between the two school levels as the teachers are proficient in both settings.

Cartella N. 45

Teachers trained by the single-cycle degree programme will also be competent at including special needs children; they will learn to make a positive feature of the difference, work to bring out the personal qualities and set up an enhanced climate of cooperation between the class teacher and the teaching assistant. Teachers need to learn how to note and cope with learning differences and obstacles by deliberate strategies based on recent research in educational psychology. The class teacher will also need to know how to turn differences of cultural background to good effect. The programme includes in-depth learning of the subjects to be taught, as well as the most effective teaching strategies to encourage genuine learning and keep school children motivated. The professional training covers both cognitive learning and the relating-feeling side, with the teacher helping to mould the child as a whole in a positive atmosphere conducive to individual and group wellbeing.

Cartella N. 46

The degree programme restricts the number of students nationwide (art. 1 L. 264/99) according to the resources available. The number of students who may enrol and the process of selection will be published every year by a special Call for applications. There must be student selection by a knowledge test even where the degree programme is undersubscribed. The admission test aims to select candidates according to the number of places allotted each year by the MIUR, and also according to their grasp of essentials, as outlined in point 2. In compliance with the yearly Ministerial Decree defining the form and content of the admission test, this last shall ascertain, firstly, that all the requirements set by the Ministerial Decree are possessed, and secondly, shall contain groups of questions specifically designed to cover essential points of basic logic-communications-language and mathematical-science. According to the outcome of the test, candidates enrolling on the Degree Programme will be set additional learning requirements (known as OFAs) where they fail to reach the pass-mark stated in the Call for applications, in either of the two essential areas of knowledge mentioned in point 2.

Cartella N. 47

In December 2015, the Academic Senate of the University of Bologna, accepting the invitation of the European Commission to develop forms of integration for students forced to interrupt their training because they were persecuted or fleeing war zones, approved a measure that allows students requesting international protection to enroll in our Alma Mater Studiorum - University of Bologna, taking advantage of a total contribution exemption. Starting from the 2015/2016 academic year, therefore, not only students with a residence permit for "Political Asylum" or "Humanitarian Asylum", but also those in possession of a permit for "Waiting for Political Asylum" or similar purposes, have the opportunity to attend the University of Bologna. For students who have obtained international or humanitarian protection and who enroll at the University of Bologna, five scholarships worth 8,000 Euros have also been established.

Cartella N. 48

The eleven schools of the University are constantly working to facilitate the access of students seeking asylum to the training activities of the University, while the International Desk of the International Relations Area organizes orientation activities. Students seeking asylum can also enroll for free in the Italian language courses of the University Language Center and, thanks to a memorandum of understanding signed by the University of Bologna, ACLI and ASP Città di Bologna, they can take part in extra-curricular internships carried out under the program "Youth Guarantee". The first two internships - lasting 6 months for 30 hours per week have already been activated and take place at the Buiatria Service and small ruminants of the Alma Mater Department of Veterinary Medical Sciences.

Cartella N. 49

After the start of the first internships, in November 2016 the Educational and support farm for asylum seekers is opened in Ozzano. The project originated from a structured collaboration between the Acli Vet for Africa Club, the Acli di Bologna, the Asp Città di Bologna, the Alma Mater Department of Veterinary Medical Sciences, Oficina I.S. and the municipalities of Bologna (with the Institution for social inclusion "Don Paolo Serra Zanetti") and of Ozzano nell'Emilia. The experience proved to be very positive and confirmed the desire to continue the training of interns on the farm, deepening the issues related to breeding, milking and processing of milk.



The idea is to widen this positive path of socio-employment insertion by launching a relay mechanism able to accommodate other young applicants for international protection who, in turn, can be supported by more experienced colleagues.

Cartella N. 50

Thanks to the commitment, to different extent, of the partners, the training will continue until the project becomes self-sustainable: the main objective of the entrepreneurial plan at the base of the Farm. The launch of this experience also made it possible to raise awareness among the students of the Ozzano Veterinary Campus on issues of immigration, social inclusion and opportunities for developing solidarity businesses. An important element in view of the creation of a solidarity educational center for the training in the field of students of the School of Agriculture and Veterinary in response to the needs of the territory. The solidarity Farm, in fact, makes it possible for people with disabilities, elderly people and the local community as a whole to be able to participate actively, each according to his abilities and resources.

Cartella N. 51

The project has its strong point in the partnership network: each of the involved protagonists believed and invested differently in the idea. The hope now is to be able to export this model to other realities, proposing it as a virtuous model of integration, but also of job creation and of induced for the whole territory.

To date, there are 39 asylum seekers who have been able to enroll in University of Bologna courses, both in Italian and in English, and who are taking Italian courses at the University Language Center. Instead, there are 2 young people who are following professional training.

Cartella N. 52

The Psychological Support Service (SAP) is one of the most well-established clinical initiatives offered by the Department of Psychology "Renzo Canestrari", in operation since 1985. In the past, SAP had an agreement with the local Municipal Entity for the Right to Education ("Azienda Comunale per il Diritto allo Studio") and the Municipality of Bologna. SAP currently receives financial support from the University of Bologna and has an agreement with the Health Authority (AUSL) of Bologna and Romagna. Staff members are professionals from the Department of Psychology "Renzo Canestrari".

The Service is free for all students of the University of Bologna and for young people between 20 and 28 years of age who are covered by the Health Authority (AUSL) of Bologna. University students/young people who suffer from emotional and relational problems, affective and behavioural disorders or troubles in their academic or working lives can apply to SAP.

Cartella N. 53

University students attending courses in Bologna should apply to the Clinical Services Office (see the Contacts section at right).

University students attending courses in Cesena, Forlì, Ravenna and Rimini should apply to the respective information office (see the Romagna Contacts section at right).

In order to gain access to the Psychological Support Service, you will need to go to the relevant office with your student badge or health card (for young adults between 20 and 28 years old who are not students but are covered by the Health System - AUSL - of Bologna). There you will fill in a questionnaire and a privacy form about your personal details. You will then have a few conversations with a therapist to better understand the reasons for your psychological distress. If required, short-term, weekly counselling and treatment may be suggested (which may involve individual or group therapy).

Cartella N. 54

The service provides psychological support for parents of pre-school/school age children and adolescents, and for carers of elderly and ill or disabled family members. The service consists of free meetings focusing on: supporting parents in developing the autonomy of pre-school age children (eating, toilet training, sleeping, tantrum management, introduction to the education/school system), supporting parents for a conscious use of technology, to promote positive relational competencies among peers, and prevent bullying and cyberbullying, supporting carers in developing the competencies for their role and achieving the right balance between caring for themselves and their loved one.

Fill in the online form for the support service you would like to request. You will soon be contacted to arrange the first meeting.



Cartella N. 55

By accessing Studenti Online you can obtain certificates concerning your exams and qualifications.

The online certificates are signed digitally by the university, which guarantees their integrity and authenticity.

To access the service you must use your institutional credentials. If you don't have your credentials or have forgotten them, contact the Studenti Online Help Desk.

Consult the list of types of certificates this service can provide.

Any certificates that are not available online can be requested at your Student Administration Office by filling in the certificate request form [.pdf 367 KB]. In the form you must indicate the reason for your request and apply a duty stamp if necessary.

Cartella N. 56

You can deliver the form in person at the Student Administration Office, or delegate a third party who will have to show a written mandate (no stamp duty required) signed by you and a photocopy of your valid ID when delivering the filled-in form on your behalf.

Alternatively, you may send the form to the Student Administration Office via e-mail, using your University email account (name.surname@studio.unibo.it). If you use your personal e-mail account, you must attach a copy of a valid ID.

By accessing [Studenti Online](#) you can print the pre-completed form for self-certification of the data concerning your university studies, using the online self-certification service

Cartella N. 57

After passing the final examination, Alma Mater Studiorum University of Bologna issues a diploma indicating your qualification and relative degree class.

The certificate does not indicate your individual exam grades or your final grade. Where granted, special mention is made of any honours awarded (lode).

To obtain a copy (in case of theft, loss, or destruction) you must submit the following to the Student Administration Office of your Degree Programme:

- the form to request a copy of the degree certificate;
- a €16.00 duty stamp;
- the payment receipt of the €300.00 fee for a duplicate certificate.

You may collect the payment slip from the Administration office or send an e-mail to your Student Administration Office requesting the payment code to be loaded on Studenti Online in order to pay the certificate duplicate fee.

You can pay on-line or at any branch of UniCredit Banca;

(only if you send the request by post) a copy of your identity document; copy of the report of the loss or theft to the police authorities or substitute statutory declaration ex Art. 47 of D.P.R. 445/2000

Cartella N. 58

We offer a comprehensive range of activities that will allow you to clarify your professional objectives and learn skills that will be useful when you will be looking for a job and entering the world of work: from writing an effective CV to simulating job interviews. More in general, these activities will prepare you for the University-World of Work transition, help you make informed decisions about your professional future and give you the confidence you need during selection processes.

To prepare in the best possible way, you can participate in our three programmes:

- Presenting yourself: how to put across your potential in an effective way; the strategies to valorise your experiences in your CV, on social networks, in cover letters and self-presentations.
- Finding the right job for you: how to set professional objectives and plan your job hunting strategy; finding information on the job market, assessing opportunities, networking and personal branding.
- Preparing for the selection process: how to find out about selection methods and internships and prepare for job interviews.

Cartella N. 59

The Cesenatico branch comprises the "Massimo Trentini" University Centre for Fish Production and the research laboratories of the Department of Veterinary Medical Sciences, where teaching and scientific activities are carried out, which are linked to the aquaculture industry and the health and well-being of fish production. The University Centre is active in international research programmes and offers services to companies in the fishing industry operating throughout Italy. The Cesenatico branch includes laboratories for teaching and research in the fishing industry, such as the biotechnology, virology, food hygiene, ecotoxicology, microbiology, chemistry, food quality and sensory analysis laboratories. There is also an ichthyological greenhouse where studies on the reproduction and breeding of aquatic

species are carried out, as well as an aquaculture laboratory with recirculating aquaculture systems (RAS) for studying fish breeding and nutrition.

Cartella N. 60

The Alfa and Beta study rooms are open all-day until late in the evening and they offer a comfortable study environment for university students in Cesena. The university seat of Cesenatico also offers a study room for a non-stop, all-day access. During the pandemic emergency and until further notice, it is mandatory to wear a FFP2 mask covering nose and mouth when accessing the room. Students who do not wear a mask shall not be admitted.

The ALFA and BETA study rooms have been recently equipped with high-performance and efficient PCs. From the workstations, students will also have the possibility of accessing the Virtual Laboratories (VDI infrastructure) of the Campus of Cesena.

During the pandemic emergency and until further notice, the opening hours may be subject to variations, in accordance with emergency provisions.

Cartella N. 61

Situated in the square in front of the railway station, this room is equipped with 4 PC workstations and several reading desks including Internet-connection for the student's own laptop or notebook.

The room also offers the Erasmus zone which is destined to international students and it includes 8 reading desks (one of which is equipped with a desktop PC).

The maximum capacity of the study room is of 60 students, which is reduced to 28 according to the Phase 3 of the COVID-19 Emergency Protocol.

Inside the study room, students can also connect to Internet in the wireless mode thanks to the AlmaWifi wireless coverage.

Cartella N. 62

The Bologna Musei Institution gives the University of Bologna students the possibility to access for free to the following museums: MAMbo - Museo d'Arte Moderna di Bologna, Museo Morandi, Casa Morandi, Villa delle Rose, Museo per la Memoria di Ustica, Museo Civico Archeologico, Museo Civico Medievale, Collezioni Comunali d'Arte, Museo Civico d'Arte Industriale e Galleria Davia Bargellini, Museo del Patrimonio Industriale, Museo e Biblioteca del Risorgimento, Museo internazionale e biblioteca della musica.

In order to take advantage of this opportunity, it is necessary to show the university badge and the certificate of registration to the current academic year.

Cartella N. 63

AlmaBike is a unisex city bike specifically designed to meet the needs of university students who prefer an urban choice. After a preliminary competition for students of the University of Bologna, an established design specialist in this field came up with a customised bicycle model. The project is funded by the Italian Ministry for the Environment, which has launched a call for tenders with a view to improving air quality in metropolitan cities. AlmaBike will be produced by the winning tenderer and equipped with an anti-theft GPS sensor, as well as other quality features.

50 bicycles integrated by environmental smart sensors have been deployed for scientific research purpose, in cooperation with DICAM -Roads research Unit and Technion - Israel Institute of Technology.

Cartella N. 64

Through an agreement with TPER for the promotion of sustainable mobility in urban and central Bologna, UniBo has been able to secure preferential fares for members of the university community in order to maximise the use of public transport over private transport. Instead of paying around €180 for local public transport and €600-1000 for rail transport, professional staff pay only €50 for a train and local bus pass, while teachers get a discount of about 50%.

In 2018 the project was extended to the student community. Thanks to the agreement with TPER, the cost of an urban transport pass has fallen from €240 to €180, including for University students. Furthermore, eligible students are being invited to apply for urban passes at a cost of €99 instead of €180. In the second half of the year, the Emilia-Romagna regional government approved the provision of free bus passes to all users who sign up for an annual train pass. This project further strengthens and synergises the University of Bologna's efforts in supporting sustainable mobility.

Cartella N. 65

The aim behind the project is to create a network of stations for pedal-assisted bicycles that facilitates intermodal commuting or travel between different work locations. The start-up phase involves the installation of a number of e-bike parking facilities, including one at the railway station, distributed throughout the various university districts of



Bologna. The project is complemented by the creation of photovoltaic shelters to protect and recharge the bikes, as well as a booking software system. The project will then be rolled out to the main campus sites.

The WEB-ike project was recognised by FORUM PA in 2018 as one of the 100 most innovative Public Administration projects for achieving the goals of the 2030 Agenda. The first service was inaugurated in Cesena thanks to partnerships with Hera and the Cesena municipal government. The first station, equipped with a photovoltaic shelter, has been installed at the new campus. The detailed design proposal for Bologna consists of 6 stations dispersed throughout the municipal area on the main university sites: Cittadella, Santa Cristina, Lazzaretto, Risorgimento and Navile. In addition, a bicycle collection point will be installed in the station to facilitate intermodal travel involving public and eco-compatible transport.

Cartella N. 66

Almabike project, the made-in bicycle aimed to enhance cycling at University of Bologna, open a new stage: 50 bicycles upgraded with smartcity sensors able to harvest environmental data related to cyclist routing.

To develop the scientific research issue we need volunteers from the University community (among professors, researchers and administrative staff) ready to use the bike in their daily urban movements on bike, as home-work commuting or leisure. The research project is led by DICAM – Roads research unit and AUTC – Building and Sustainability administrative division, developed in partnership with Technion (Haifa, Israel) and it will be able to test an innovative and dynamic model of environmental data harvesting, related with urban system of Bologna. The model will be applied to study cyclists behavior and impact of pollution awareness on route choice.

Cartella N. 67

In addition to the health repercussions, the pandemic has caused a disproportionate increase in the use of disposable products, particularly gloves and masks. To counteract this increase, the University of Bologna has decided to distribute certified washable masks (bearing the Alma Mater logo) free of charge to professors, researchers, technical-administrative staff, research fellows and PhD students: 47,200 in total from September 2020 to October 2021. For several years now, the University has been working on an important process of dematerialisation of administrative processes (e.g. teaching self-evaluation questionnaires, teaching contracts) and communication (e.g. University brochures), with a view to a digital first project. For example, the digitisation of the University brochures, previously distributed during Alma Orienta, has resulted in a paper saving of 13 tonnes per year. The [ReMade](#) project, which translates paper savings into the proportional planting of trees in green areas of the University, is also part of this approach.

Cartella N. 68

For the maintenance of the lawn areas, the Athenaeum uses the mulching system, which shreds the grass and leaves it in place, allowing a reduction in fertilisation and an increase in the humus layer in the soil, as well as lower transport costs. The rest of the plant material (leaves and small branches) resulting from the maintenance of several green areas of the University is treated by composting on site or is transported to composting plants. The Athenaeum's efforts to recover clippings for compost can be hampered by the presence of plastic confetti in the soil, often used for graduation celebrations. For this reason it is important that everyone cooperates to avoid releasing contaminating materials into the environment.

Cartella N. 69

The University of Bologna promotes and implements the development of green spaces by carrying out projects to expand such areas, planting more trees and implementing urban greening initiatives. Greenery is valued as a necessary element to increase the quality of life in university areas, as well as having ornamental value. The University of Bologna aims to improve the bioclimate and the aesthetic quality of spaces while reducing the "heat island" effect. The design guidelines have been applied to all works in progress, thus allowing some designs to be improved. Particular attention has been paid to creating a line of urban furniture that turns green spaces into a simple and complementary extension of indoor environments.

Cartella N. 70

At the beginning of the year, the outdoor area of the Forlì Campus was equipped with new furniture designed specifically by AUTC to create a recurring style in all of the University's green spaces. The outdoor boxes that enable users to study comfortably outdoors on milder days have proved very popular with students. Subsequently the Cesena site opened at the end of the year, providing a space entirely dedicated to students and their needs. In addition to a number of comfortable benches, it features other types of seating that extend the library outdoors. On the day of the building's grand opening, the "Alma Fest" was held in an area specially designed for events.



national networks. Since 2015, the youth branch (SDSN Youth) supports the network's work in educational and engagement actions for the younger generation.

It develops 4 different programs of different scales, among them the SDG Student Program promotes and coordinates the activation of antennae (**SDG Students Hubs**) at the campuses of the Universities part of SDSN that facilitate knowledge and engagement on SDGs-related issues in student communities according to the learn-engage-act scheme.

Cartella N. 83

Among the actions of involvement in the activities of the network, it took part in the eighth edition of the International Conference on Sustainable Development (ICSD 2020) and facilitated the path of activation of an SDG Students Hub.

In 2021 the **GOAL**, due to its approach and predisposition towards the issues of the UN 2030 Agenda and its 17 Sustainable Development Goals (SDGs), **also assumed the functions of SDG Student Hub** within the University, with the aim of encouraging as much as possible the involvement of the student component in the relationship between the University and sustainability.

The attribution to GOAL of the function of SDG Student Hub allows members as well as the entire student community of the Alma Mater to access the opportunities offered by SDSN Youth, and to generate a process of mutual contamination.

Cartella N. 84

The direction followed by the University of Bologna as regards the reduction of greenhouse gases responds to UN SDG No. 11 "Sustainable Cities and Communities", according to the strategy of promoting social cohesion, by strengthening the principle of institutional identity of each of its members, and identifying pollutants produced by transport and mobility as the primary source of greenhouse gas emissions. Mobility is understood in the context of the Kyoto Protocol, Directive 2009/29 and the COP21 Agreement. The project aims to calculate the University of Bologna's environmental footprint and to subsequently plan the activities necessary for reducing said footprint.

Cartella N. 85

The University of Bologna has joined Life CLIM'FOOT, a project aimed at supporting the adoption of public policies for calculating and reducing the carbon footprint of organisations. This project is coordinated by the French Environment Agency and the Italian partners are ENEA and its spin-off Ecoinnovazione srl. In May 2018 the "End User's Final Report" was drafted, which presents the calculation of the University of Bologna's carbon footprint related to its 2016 activities. Using the same methodology, the 2017 activities were then examined to understand what levers are available to formulate a containment strategy, even though the University of Bologna is still undergoing a phase of expansion of its activities