



# ALMA MATER STUDIORUM UNIVERSITA' DI BOLOGNA



ALMA MATER STUDIORUM  
UNIVERSITÀ DI BOLOGNA

# MULTI-CAMPUS

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## MULTI-CAMPUS UNIVERSITY

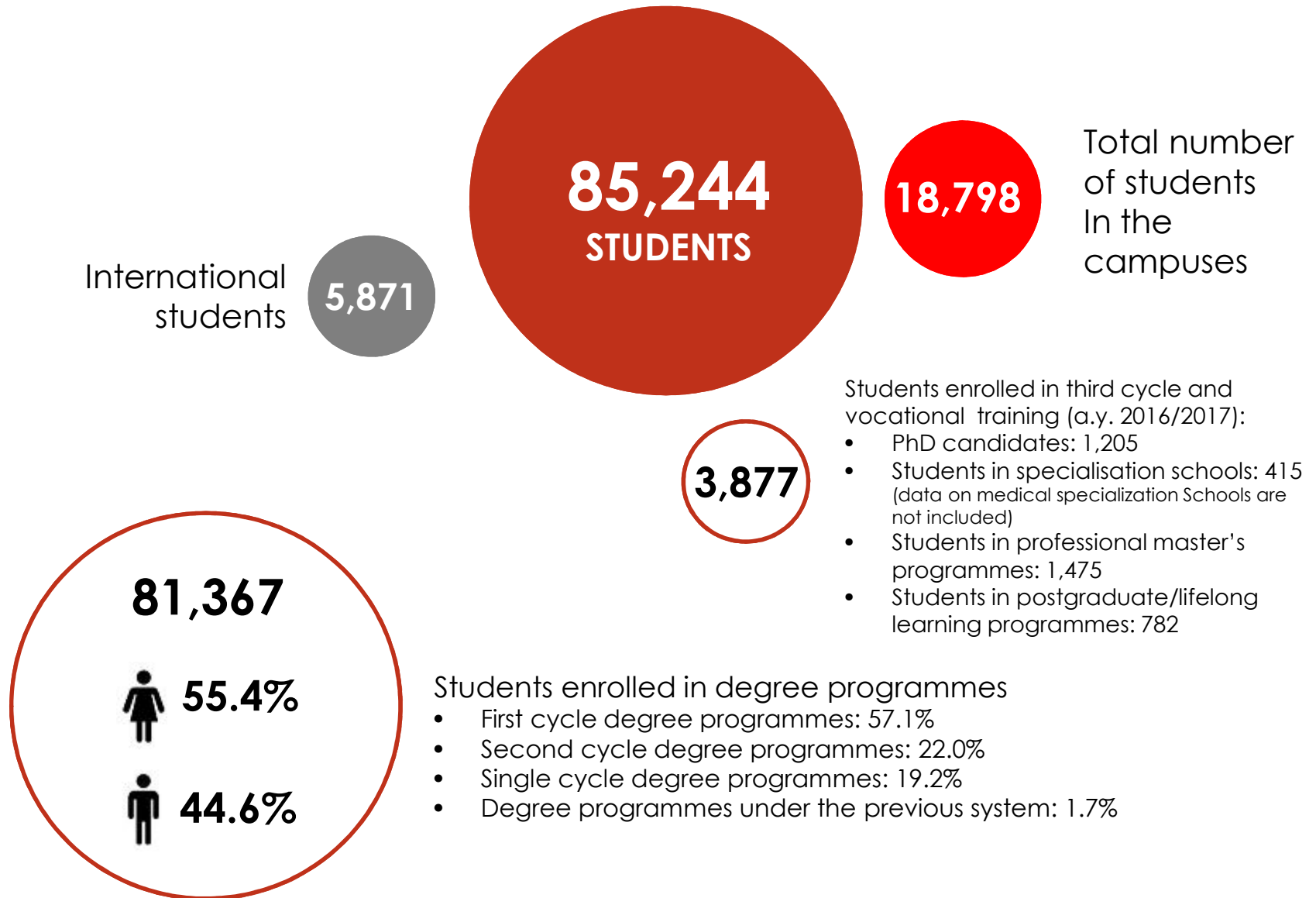
Alma Mater Studiorum  
Università di Bologna  
is a multi-campus  
university based in Bologna,  
Cesena, Forlì, Ravenna, and  
Rimini.

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



# STUDENTS ENROLLED IN DEGREE PROGRAMMES AND IN THIRD CYCLE AND VOCATIONAL TRAINING

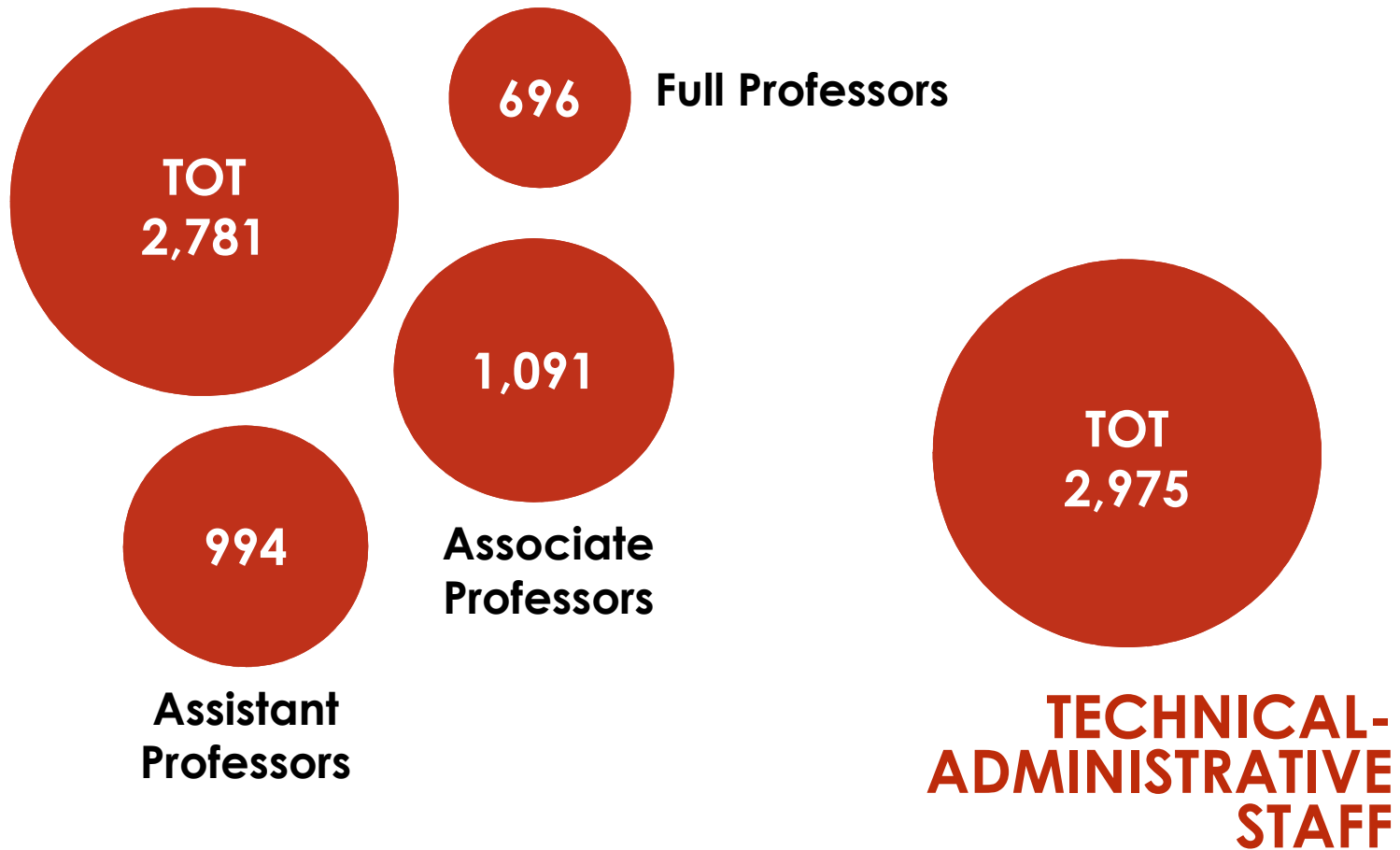
STUDENTS



# TEACHING STAFF

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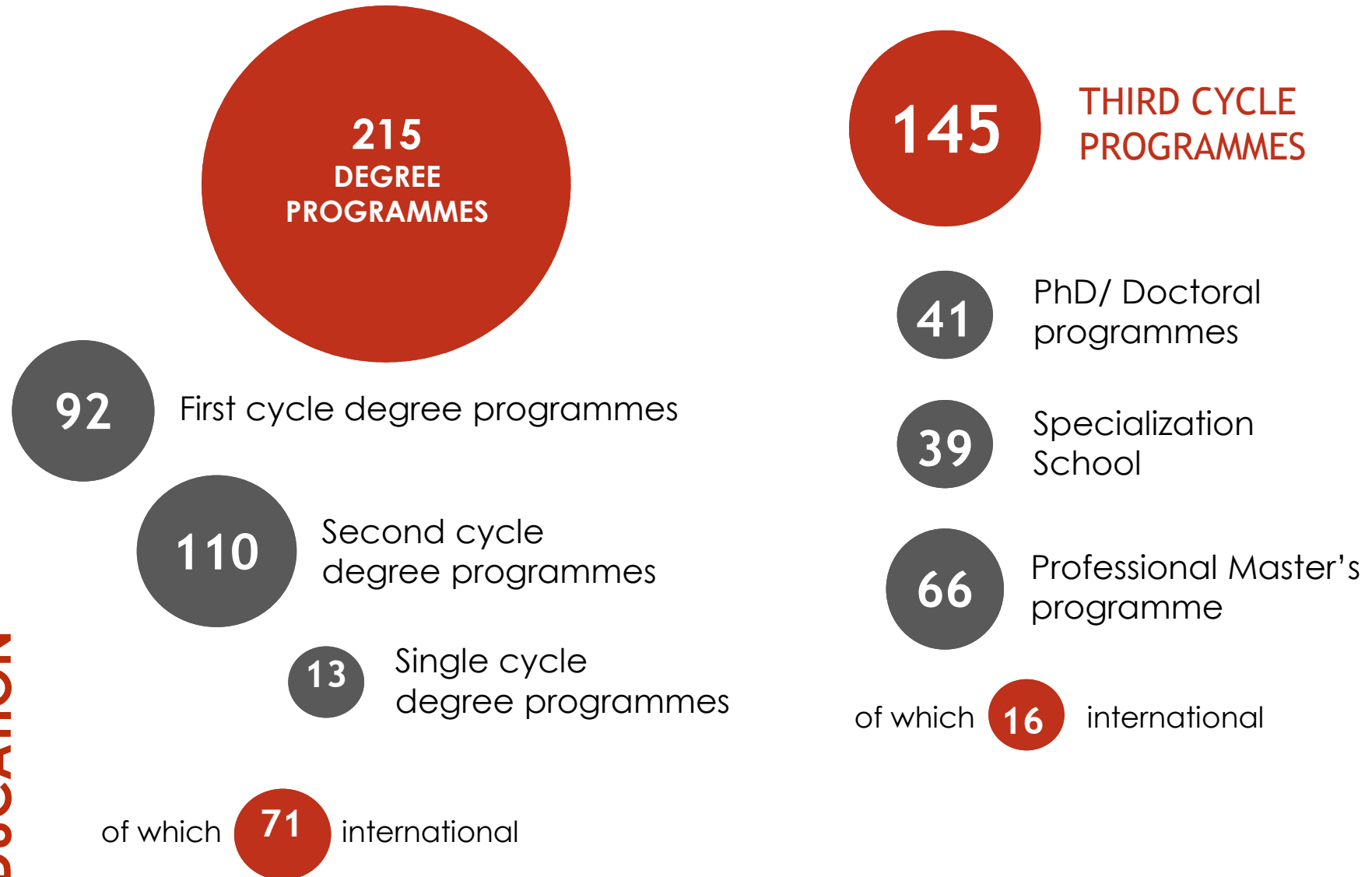
HUMAN RESOURCES



# PROGRAMME CATALOGUE

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## EDUCATION



# SCHOOLS

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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

# DEPARTMENTS

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

MULTI-CAMPUS UNIVERSITY

-  SCIENCE
-  TECHNOLOGY
-  MEDICINE
-  HUMANITIES
-  SOCIAL STUDIES

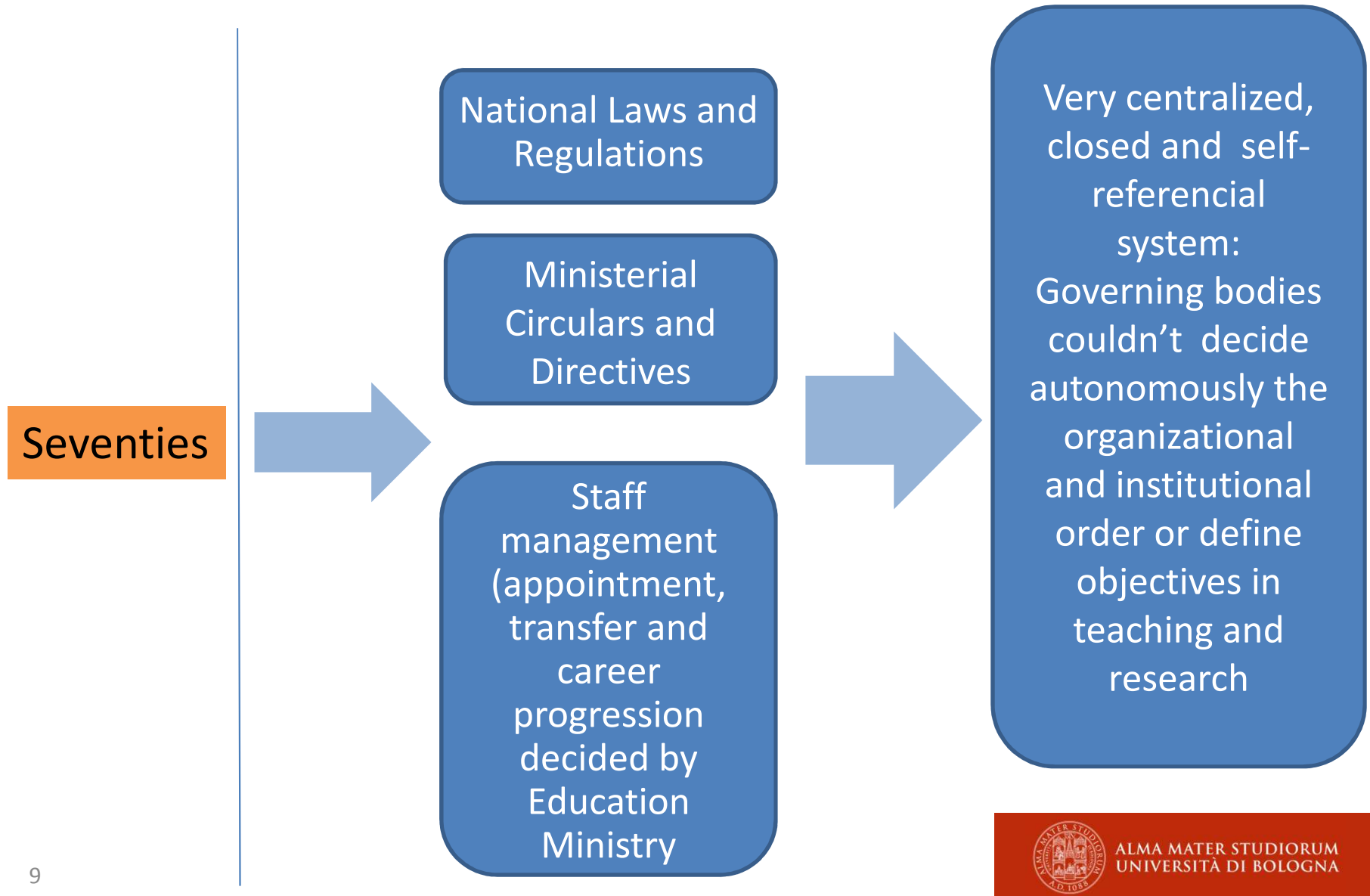


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# Autonomies and Responsibilities in Universities

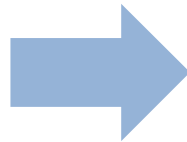


# The Italian university system in the '70



# Towards autonomy 1/2

Eighties



New structures are established:  
Departments to manage research  
and Degree Program board to  
organize teaching activities

It is allowed to assign teaching  
contracts to external (outside  
academia) experts

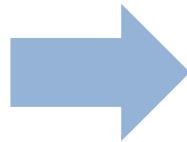
Representatives of external  
stakeholders enter the Board of  
Governors

It is allowed to «sell on the  
market» teaching and research  
services

At the end of '80  
Universities are  
given statutory  
autonomy, that is  
the power to self-  
organize

# Towards autonomy 2/2

Nineties



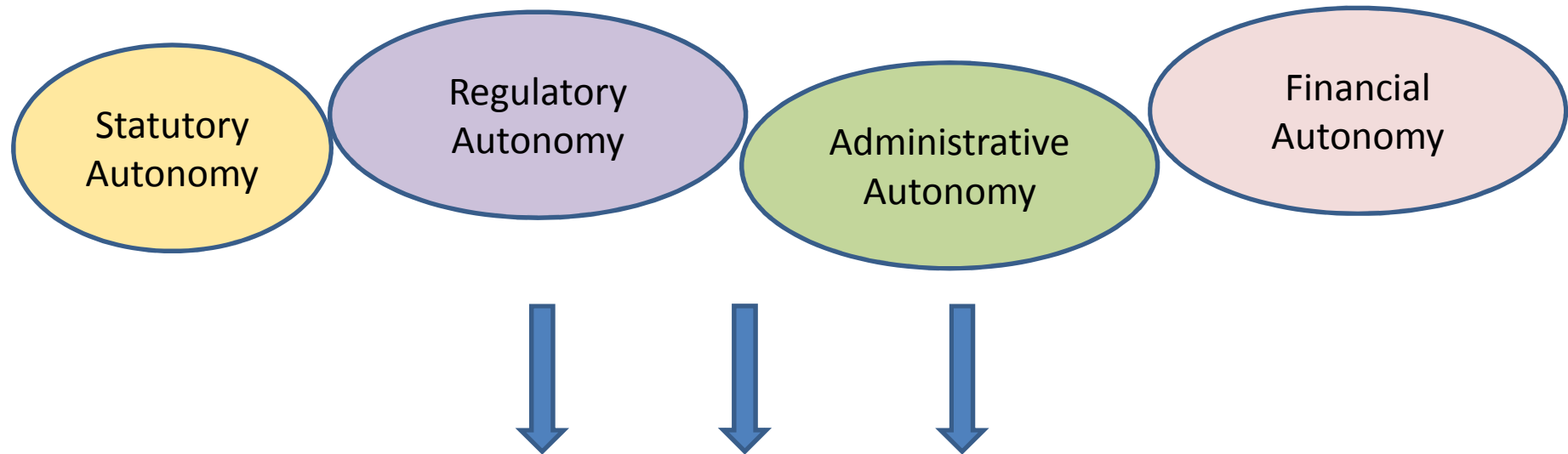
Shift from civil service employment to private employment: collective and individual contracts

Distinction between governing and political power and management functions

Introduction of principles of transparency, affordability and efficiency of administrative action – Public administration as services' provider

Financial autonomy as ability to have one's own revenues and to decide the allocation of financial resources

# Autonomies and responsibilities



Universities can now regulate their own organization and decisional processes in order to reach their institutional objectives in the frame of general principles stated by law

Self-government means: responsibility, ownership of functions, privileges and powers to be used both in every day and in strategical decisions

# Statutory autonomy

Statutory  
Autonomy

Universities have the right to determine their own Statute.  
The national law for universities establishes the main principles which  
Universities must comply with.

Statutes regulate

- Principles
- Academic Bodies
- Structures (departments, schools, degree programs, campus ...)
  - Administration

# Regulatory autonomy

Regulatory  
Autonomy

Universities regulate their own organization and decisional processes through regulations.

The most important ones are:

- Regulation for internal organization
  - University teaching Regulation
    - Student Regulation
  - Administration, finance and accounting Regulation
- Internal disciplinary Regulations (professors, researchers, students, technical and administrative staff)
  - Academic Bodies operation Regulations

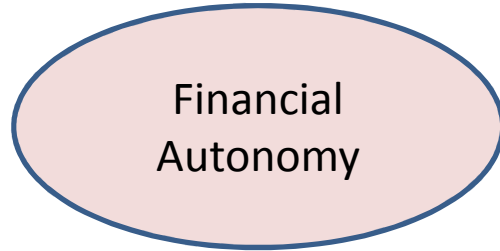
# Administrative autonomy

Administrative  
Autonomy

Administrative autonomy means that Universities can regulate their own internal life deciding how to organize the main processes:

- Teaching activities
- Research activities
- International Relations
- Third Mission activities
- Student administration (enrollment, academic career, graduation)
  - Staff administration
  - Administrative processes

# Financial Autonomy



Universities can exploit different kinds of economic resources (fees, research and international projects funding, ministerial funds, commercial activities)

These financial resources can be managed autonomously and independently according to the rules that each University has decided. Universities draw their own statement of account and are responsible for the management of their resources based on principles of effectiveness, efficiency and economical budgetary policy.

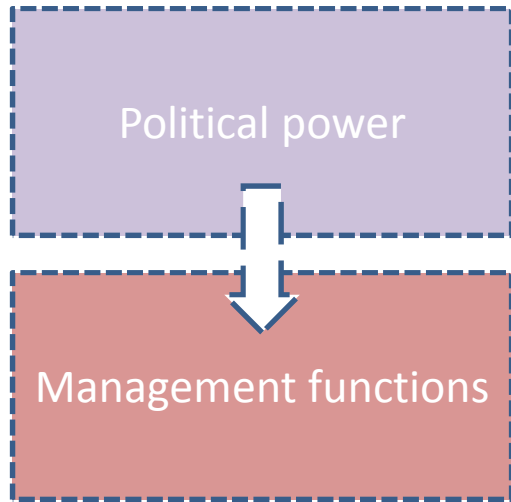


# Decisional processes: context

- High complexity: it is necessary to take into account both **internal dynamics** (typical of an organization with many autonomous structures and many decisional points) and **external dynamics** (*socio-economical context, high competition, expectations of the society towards the higher education system*)
- **Many products:** degree programs, professional masters, Phd programs, post-graduate programs, specialization programs, excellence schools...
- **Large Variety of tools and models** to organize services (consortia, private society, foundations...)

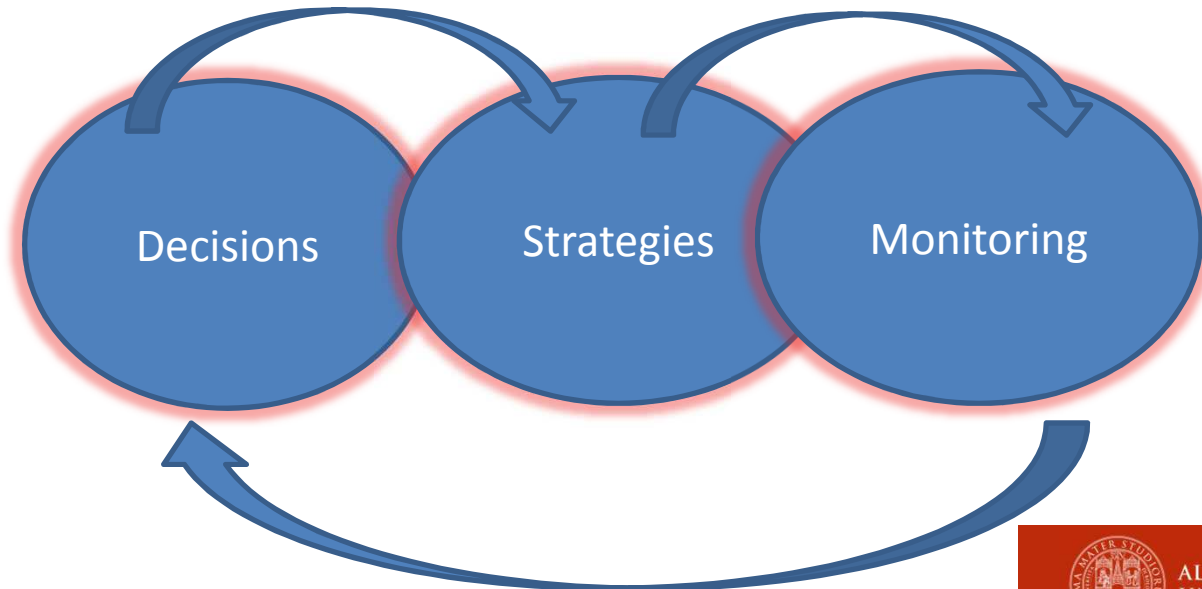


# Decisional processes: characteristics



Cross-over: decisional processes often involve many bodies and teaching and administrative structures

Large participation: decisional processes are often long and expensive, due to the necessity to meet a large assent. Anyway in highly dynamic contexts it is convenient that internal changes are supported by the highest consensus



# Decisional processes: the actors

## **Academic Bodies:**

- The Rector
- The Vice- Rectors
- The Academic Senate
- The Board of Governors
- The Internal Auditor Board
- The Evaluation Board
- The Director General

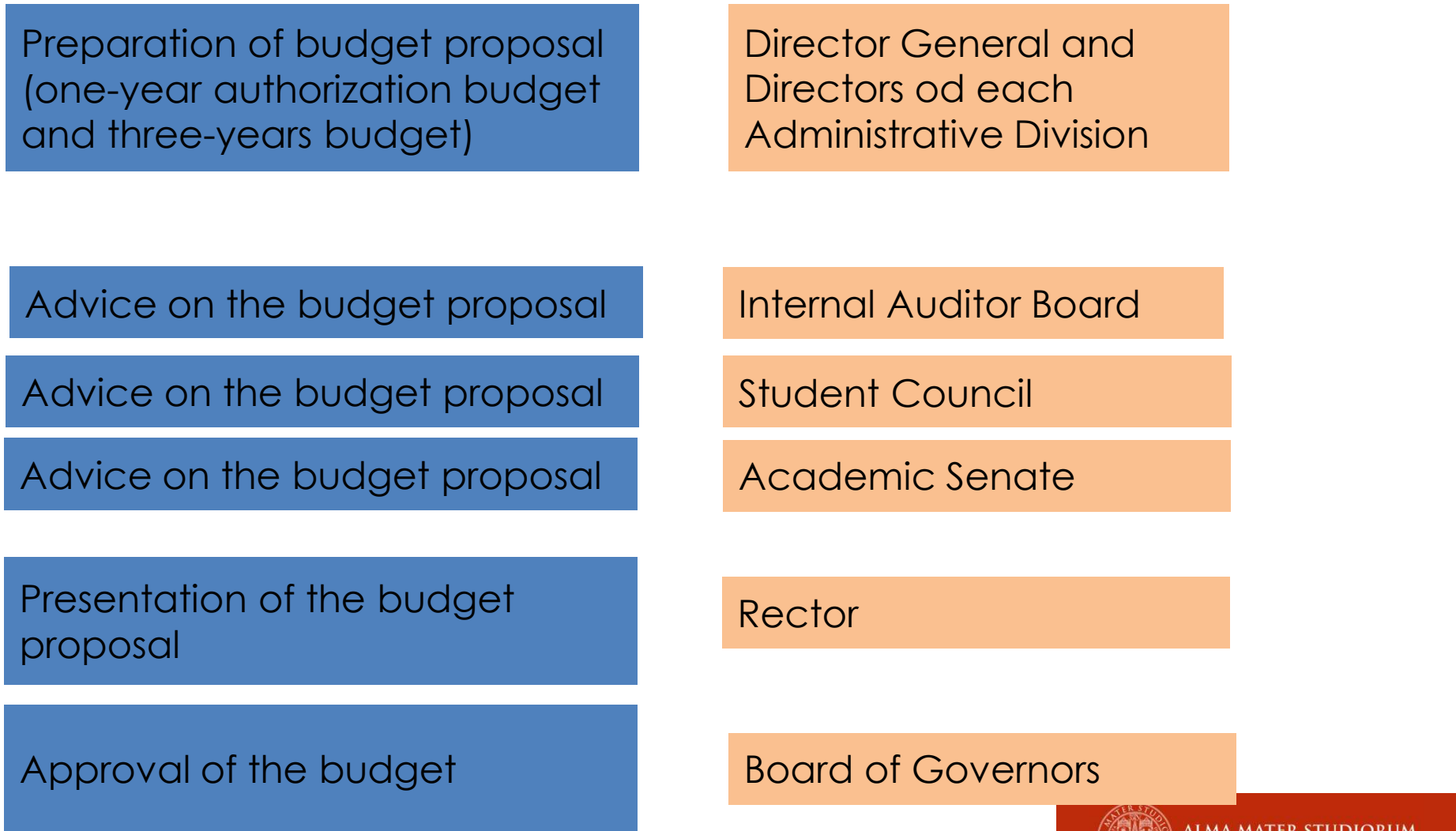
## **Auxiliary Bodies:**

- The Student Council
- The Technical and Administrative Staff Conference
- The Stakeholders Conference
- The Guarantee Committee for equal opportunities
- The Student Ombudsman



# Examples of decisional process 1

## ANNUAL BUDGET APPROVAL



# Examples of decisional process 1

## DEGREE PROGRAM APPROVAL

Preparation of degree program proposal for the relevant Department

Degree program Board

Validation of the degree program proposal (scientific and didactical content + available resources of teaching staff, rooms/labs)

Relevant Department

All the proposals are examined - advice

Student Council

All the proposals are examined - advice

Evaluation Committee

Approval (scientific and didactical content)

Academic Senate

Approval (check on resource availability)

Board of Governors



# Key elements for the efficiency of the system

In the present national and international context, Universities shifted from a position of «protected business» to one of «business open to competition». This implies an efficient system. It is therefore necessary to guarantee:

- **Skillfulness and flexibility of decisional processes**
- **Awareness of decisions taken** (supported by data and information, cost and organizational impact analysis)
- **Simplification to have shift decisions or to modify strategies**
- **Sharing and communication of goals and objectives**
- **Transparency and awareness of resources and responsibilities**
- **Vision of the organization articulated by processes**

# Process-oriented organization

Characterized by:

- Orientation to outcomes and to the performance of the whole organization
- Functional integration and resource optimization
- Assumption of responsibilities by all the relevant actors (co-responsibility??)
- Engagement and of knowledge sharing
- Higher possibilities to highlight narrowing and duplications



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