

UNIVERSITY OF ROME
"TOR VERGATA"

SUSTAINABILITY REPORT

2019



LETTER FROM THE RECTOR

The third edition of the Sustainability Report confirms the growing commitment that our University voluntarily and responsibly undertook in 2015 after adopting the Agenda 2030, placing Sustainable Development at the centre of its mission and vision.

The *Committee for the Implementation of the University's Mission and Vision for Sustainable Development*, established in 2016, with the valuable support of the *Office for Sustainable Development*, set up in February 2019, became the strategic focal point in which all the information and projects on sustainable development launched within the University converge. In this way, sustainability is constantly defined and valorised in every institutional, third mission, research, training and non-training activity, becoming a concrete lever for the innovation and development of the Campus and surrounding area.

In these pages, which are full of indicators and data, with transparency and sense of responsibility, we report the economic, social and environmental performance for the year 2019. Not only is our aim to provide information regarding the actions taken, but also and especially to strengthen the dialogue with students, families, employees, partners, citizens by further increasing their involvement.

It is in fact thanks to the active and enthusiastic involvement of all of you that sustainability has today become the driving force behind the development and innovation of our Campus and our territory.

The VI Municipality of Rome is a fragile yet "vital" territory, full of energy and potential, in which our University strives to act as a point of reference, consolidating its role as a hub of knowledge.

The area of the Capital where our University is located is in fact becoming ever more "strategic", thanks to the presence of our University Community, which comprises more than 36,000 people, but also because, as we well know, it is home to large research institutions, the headquarters of the Bank of Italy and the University Polyclinic of Tor Vergata.

And it is precisely in this current health and social emergency that we have probably become more aware not only of the fragility, but also of the wealth and potential of our territory, not to mention the importance of "institutional", "territorial", "collective" and, above all, "individual" social responsibility. In fact, we have understood, apart from the institutional rules that have been imposed, how a solid sense of individual responsibility at the centre of all behaviour represents the real lever behind the restart, we all being fully aware that it is not only our individual destiny which is at stake but rather that of everyone in a new spirit of collective health.

In the meantime, I would like to take this opportunity to thank all of you, dear Students, for the considerable sense of responsibility you have shown in scrupulously following the indications regarding the correct behaviour to adopt in this difficult moment, maintaining your commitment and concentration in your studies with a constant sense of sacrifice and self-denial.

Equally so, I must thank all of you, dear Teachers, for your commitment in guaranteeing your students a regular course of studies by carrying out academic activities online, and all the technical administrative and librarian staff (those working on site and those in smartworking), who have guaranteed general services, not to mention the technical structures of the University which, through their professional approach, have made it possible, in real time, to ensure the above-mentioned activities.

Special thanks and gratitude, once again, to our medical colleagues, interns, nurses and health workers who, through their tireless commitment, personal sacrifice and deep sense of duty, have added their extraordinary human qualities to their usual professional skills in this dramatic situation.

We are particularly grateful to our whole university community which, in this period of worry, uncertainty and tension, with its united response has given a strong sign of solidarity and altruism that should make us proud.

The many selfless initiatives launched in this period to support the activities of the Polyclinic of Tor Vergata (from blood donations and lung ventilators to the Civic crowdfunding campaign entitled "Let's help cure more") have further strengthened the sense of belonging to Our institution of teachers, bachelor, master and PhD students, not to mention our technical administrative and librarian staff, while also helping to strengthen links with the associations and institutions in our territory.

Thank you for your awareness, which is of the utmost civic and ethical value.

You have shown that epidemiological contagion can and must be fought through the contagion of solidarity, demonstrating that in this way, no one will ever be left alone.

I hope, and indeed I am sure, that this occasion, which has generated such generous solidarity and which has highlighted the centrality of scientific research, can become a constant factor that can accelerate innovation and consolidate the resilience of our University and Tor Vergata Polyclinic, so that they can better face future global challenges, whether they regard health or otherwise, and contribute to the building of a better future.

When this terrible experience comes to an end, I am convinced that we will all be better in our thoughts and behaviour and will be able to get back to our normal lives.

At that point, I will invite you All, Students with their families, Teachers, Technical Administrative and Librarian staff, together with our Territory, to celebrate the results obtained during this emergency period.

Thank you as always,

Orazio Schillaci



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1. Profile, identity and values



1. PROFILE, IDENTITY AND VALUES

1.1 THE UNIVERSITY OF ROME TOR VERGATA, SINCE 1982

"Tor Vergata" is a young state University, but already proud of its history.

It all began in the autumn of 1980 following the appointment of Prof. Pietro Gismondi as Rector of the Second University of Rome. It was set up as second state university of Rome to rebalance the university system of Lazio and to decongest the University of Rome "La Sapienza", which at that time had a student population of about 180,000. The opening ceremony took place on November 11, 1982 at Villa Mondragone, in the presence of the President of the Republic, Sandro Pertini. At the inauguration, in addition to the institutions, the 600 students that had enrolled were also invited.










Initially the teaching staff was enrolled through the voluntary transfer from the first University of Rome and from other universities. The first team of professors drew up the Statute of the University, which was, in many ways, innovative. It defined the University's mission as the development and dissemination of scientific knowledge "through the free exercise of research, teaching and study", placing the concept of freedom as a right in the promotion and coordination of teaching and research activities. In fact, the University immediately declared its commitment to removing all the difficult situations and barriers affecting students and employees with disabilities to ensure effective equality in study and working conditions.

Today Tor Vergata remains a young, positive University that preserves the original enthusiasm and passion that was generated when it was founded. However, it is now a mature University that boasts excellent experience in the fields of research, teaching and third mission and has an excellent reputation at national and international level.

The University occupies an area of about 600 hectares and is divided into 6 schools (**Economics, Law, Engineering, Humanities and Philosophy, Medicine and Surgery and Mathematical, Physical and Natural Sciences**). It provides a wide range of degree courses and also offers a large number of postgraduate courses. Furthermore, it is also involved in numerous relevant national and international research projects and places increasing emphasis on third mission activities.

We call ourselves "a University of doing" because we work with passion and commitment on everything that reflects our values:

- to favour sustainable growth and development in line with our mission and vision;
- to ensure that our students receive quality training and skills regarding over 200 professional profiles and possible job opportunities;
- to support cutting-edge research according to the "3 i's": **innovation, interdisciplinarity, internationalization**;
- to give opportunities to the most deserving through scholarships, awards and special conditions;
- to meet the needs of our students with dedicated services, including tutoring and support for those in their early academic years;
- to open up to the world through training courses in English, the possibility to study abroad, participation in international training networks and experience gained in businesses in Italy and abroad.

	6 MACROAREAS
	18 DEPARTMENTS
	112 DEGREE COURSES
	32 POST-GRADUATE COURSES
	134 MASTER
	49 SPECIALIZATION SCHOOLS
	6 AREA LIBRARIES
	29 IT WORKSHOP
	350 CLASSROOMS

1.2 LOCATIONS OF THE UNIVERSITY

RECTORATE and SCHOOL OF LAW

Via Cracovia 50, 00133 Rome

SCHOOL OF ECONOMICS

Via Columbia 2, 00133 Rome

SCHOOL OF ENGINEERING

Viale del Politecnico 1, 00133 Rome

SCHOOL OF HUMANITIES AND PHILOSOPHY

Via Columbia 1, 00133 Rome

SCHOOL OF MEDICINE AND SURGERY

Via Montpellier 1, 00133 Rome

SCHOOL OF MATHEMATICAL, PHYSICAL, AND NATURAL SCIENCES

Via della Ricerca Scientifica 1, 00133 Rome

VILLA MONDRAGONE

Via Frascati 51, 00040 Monte Porzio Catone (Rome)

REPRESENTATIVE OFFICE IN ROME CITY CENTRE

Via Lucullo 11, 00187 Rome

[§] This superscript symbol in the document text indicates that the word, abbreviation or acronym are explained or detailed in the "Glossary" section

1.3 MISSION AND VISION

MISSION

The mission of Tor Vergata is to contribute to the education and training of people, to research and to the technological, organizational and social innovation necessary in order to guarantee real sustainable development for Italy, Europe and the rest of the world, in line with the objectives defined by the United Nations in September 2015. Given the fact that the implementation of the procedures needed to achieve this ambitious goal requires high levels of expertise and ability in managing complexity, the University is therefore committed not only to quality teaching and excellence in scientific research, but also to its contacts with the private sector, public institutions and the world of non-profit, both nationally and internationally, in order to encourage the adoption of policies and behaviours that can promote the sustainability of people's well-being and the balance of ecosystems.

VISION

The aim of the University of Tor Vergata is to become a leader in the world of research, teaching and technological, economic, organizational and social development and it intends to become not only an example of sustainable development, but also to establish itself as one of the most important European academic institutions by 2030, through a path of continuous improvement which will be assessed through the recognition of intermediate objectives. It is committed to being an open place for the development of advanced knowledge and quality education and the vocational training of young people and adults. Its goal also includes the design and testing of innovative solutions to achieve sustainable development by enhancing the professionalism and integrity of its teaching, administrative, technical and library staff, ensuring appropriate working conditions and minimizing the impact on the environment. The University - in its constant development of networking actions - works in close collaboration with similar national and international structures, with public and private research institutions, promoting the internationalization of teaching and research, investing in the continuous training of teaching and administrative staff, pursuing the strengthening of available resources through: i) maximizing efficiency in their use; ii) a careful evaluation of the results achieved (measured through performance indicators based on international best practices); iii) the adoption of organizational structures and cutting-edge technological tools. The University is committed to demonstrating its value in order to consolidate its already important reputation among the citizens of our country and potential future students that reside in other countries, in the national and international academic community, in profit and non-profit institutions and companies. The University pays particular attention to its relationship with the city of Rome and its territory in order to assist the improvement of the living conditions of citizens and the future prospects of local companies and institutions.

1.4 PRINCIPLES, VALUES AND CODES

The University rejects all forms of direct or indirect discrimination including factors related to religion, gender, sexual orientation, personal conscience and beliefs, physical appearance, skin colour, language, ethnic or social origin, citizenship, health conditions, pregnancy, family choices and age. It refutes both sexual and moral abuse and harassment and provides protection for victims. It prohibits people abusing their professional position and conflicts of interest. It is committed to taking all possible measures to protect the physical and moral integrity of its members and those who work or spend time at the University. Tor Vergata recognizes the central importance of the student community and of each individual student, the teaching body and the University staff, and it promotes merit, guaranteeing the right to participate in the democratic government of the University, and combats nepotism and favouritism. Regarding healthcare activities, the University recognizes the central importance of its patients.



The University recognizes the importance of building a strong and united community, based on respect for common rules.



The **Statute** of the University contains and illustrates its fundamental principles and defines the bodies and structures involved in the organization of Tor Vergata.



The **Ethical Code** sets out the fundamental values and commitments adopted by the University, which serve to promote the ethical, social and environmental dimension of institutional activities. The Code defines expected behaviour, strengthening the sense of responsibility of those who work at the University, with and for the University, while carrying out their duties and activities.



The **Code of conduct** integrates, declines and specifies the national Code of Conduct. It applies to all employees, technical and administrative staff, including language experts, technicians and management personnel.



The **Code for the prevention of sexual and moral harassment** defines and codifies the University's commitments in matters pertaining to the prevention of sexual and moral harassment of all persons working or studying at the University.



The **Charter of Students' Rights** was issued in compliance with the provisions of Article 34 of the Constitution and stipulates the rights of students whose full respect is guaranteed by the University.



The **C.U.G.—Comitato Unico di Garanzia** aims to provide and guarantee a working environment based on the principles of equal opportunities, organizational well-being and the fight against any form of discrimination and violence.



The **Student Guarantor** receives complaints, observations and proposals which can protect students, and also includes suggestions to promote the improvement of the University's teaching activities and services. The Guarantor is Prof. **Giovanni Bruno**.



The **Whistleblower** is someone who blows the whistle. More specifically, the expression refers to an employee of an administration who reports violations and/or irregularities committed against the public interest. Whistleblowing reports to the University must be sent to Dr. **Silvia Quattrociocche**.


1.5 STRATEGIC OBJECTIVES 2019-2021

The table shows the objectives included in the **Strategic Plan 2019-2021**.

RESEARCH	EDUCATION	THE THIRD MISSION	SERVICES TO USERS	ORGANISATION AND WORKING ENVIRONMENT
<p>Strengthen basic research and stimulate applied research.</p> <p>Increase the scientific productivity of professors and researchers, promote the impact of scientific research, stimulate the transferability and productivity of scientific discoveries to a wider socio-economic context. .</p>	<p>Improve the course catalogue by improving its employment opportunities</p> <p>Improve the course catalogue by making it more modern, interdisciplinary and in line with the new needs of the world of work and the enterprise sector, promote tutorship and facilitate the work entry of undergraduates and graduates in the labour market. Aligned with the University mission/vision, innovate the course catalogue (also following the concept of interdisciplinarity) in order to adapt it to the continually changing demands of the world of work. .</p>	<p>Strengthen actions in support of a third mission</p> <p>Support and strengthen the development of national and international research activities and projects which are characteristic of the third mission. The projects must develop innovative and multidisciplinary research activities and transfer technology so it can have economic and social impacts on the territory, promoting the definition of new partnerships. .</p>	<p>Improve services to users</p> <p>Continuous improvement of services offered to all users: not only students, but also to teaching and technical-administrative staff and librarians, businesses and public administration institutions, the local community and, more generally, civil society and its citizens. .</p>	<p>Improve spending efficiency</p> <p>Rationalise current spending and adopt measures to contain operating expenses in order to release new resources which can be invested in actions that are considered particularly strategic. .</p>
<p>Internationalise research</p> <p>Further strengthen the processes of internationalisation in research, through participation in European and international research projects and the promotion of international mobility of researchers, professors and administrative staff. .</p>	<p>Promote learning</p> <p>Organize quality teaching activities, help students complete their academic studies within the times foreseen, increase the sustainability of the degree courses. .</p>	<p>Strengthen actions in support of economic and social development - development of innovative services for the university community and the territory.</p> <p>Enhance the role of knowledge provider, implementing actions of technology transfer and the productive transformation of knowledge, with a view to sustainable development and contribute to global improvements at economic, social and environmental level. .</p>		<p>Improve employee services and company welfare</p> <p>Increase opportunities for its employees by improving the organizational climate and improving the effectiveness and efficiency of administrative procedures. .</p>
	<p>Internationalise teaching</p> <p>Promote the international dimension of studies in order to create a really internationalized campus also from a didactic point of view. The main tool in this regard is the promotion of joint degrees, the encouragement of international mobility of teachers and students, and the welcoming of foreign students. .</p>			<p>Prevent corruption by promoting transparency and integrity</p> <p>Provide access to all types of information regarding the use of resources in order to encourage widespread forms of control and participation in compliance with the principles of good performance and impartiality. Combat potential risks of corruption in all areas, from administrative procedures to educational and scientific activities.</p>

1.6 CHALLENGES AND OPPORTUNITIES

In order to transform the vision and mission into strategic objectives, the University has analyzed its external environment, identifying possible threats and opportunities, and has determined strengths, but also areas for improvement in its internal structure, which are illustrated below. More detailed information on the SWOT⁹ matrix is illustrated in the **Strategic Plan 2019-2021**, which is available on the University's institutional portal.



CHALLENGES/ PUNTI DI MIGLIORAMENTO	OPPORTUNITIES / STRENGTHS
<ul style="list-style-type: none"> Position in the international rankings Sustainability of master's degree courses Services for students Efficiency of structures Foreign students enrolled in degree courses taken in the English language Social inclusion Degree courses in the English language International cooperation agreements 	<ul style="list-style-type: none"> Quality in student recruitment Quality of publications Internationalization Funding of research projects Transfer of technology Placement Degree courses in the English language International cooperation agreements
<ul style="list-style-type: none"> Private replacement services Ageing of the population Worsening of climate change phenomena Political instability Reduced sensitivity towards research topics 	<ul style="list-style-type: none"> Dissemination of new technologies Impact of technology on society Safety regulations Increased distribution of wealth Increased incentives for research

1.7 GOVERNANCE STRUCTURE AND ORGANISATION

The University's governance structure comprises political and administrative, management and control bodies. The governing bodies are elected and operate according to collegial decision-making, favouring the involvement of all the main stakeholders.

In particular, the governing bodies are as follows:

- The Rector
- The Board of Auditors
- The Academic Senate
- The University Board of Evaluation
- The Board of Directors
- The General Management

THE RECTOR

The Rector is the legal and institutional representative of the University, and is the head of the organization and chairs the Academic Senate and the Board of Directors. The Rector's term of office lasts six years, and the mandate is non-renewable. The Rector exercises functions of direction, initiative and coordination of scientific and educational activities and is responsible for the pursuit of the University's objectives according to quality criteria and in compliance with the principles of good performance, effectiveness, efficiency, transparency and promotion of merit (art. 6 paragraph 1 of the Statute). From 1 November 2013 to 31 October 2019, the role of Rector was held by Prof. Giuseppe Novelli, Professor of Medical Genetics. Since November 1, 2019, the role of Rector has been covered by Prof. **Orazio Schillaci**, Professor of Nuclear Medicine.

THE PRORECTORS

The task of the Prorectors is to assist the Rector in the running of the University. The Vicarious Pro-Rector replaces the Rector in all functions when absent or impeded, while up to ten other Pro-Rectors may be appointed by the Rector to perform specific functions (art. 6 paragraph 2 of the Statute). From November 1, 2013 to October 31, 2019, the role of Vicarious Pro-Rector was held by Prof. Claudio Franchini, Professor of Administrative Law. Since November 1, 2019, the role of Vicarious Pro-Rector has been covered by Prof. **Nathan Levaldi Ghiron**, Professor of Economic-Managerial Engineering.

THE ACADEMIC SENATE

The Academic Senate is responsible for the cultural policy of the University, together with the planning and direction of educational and scientific activities (art. 7 paragraph 1 of the Statute). The Senate comprises 23 members: the Rector who acts as chairperson, 4 student representatives, 2 representatives of the technical, administrative and library staff, 6 representatives of the teaching staff and 10 professors from the six Schools, 2 for each School, of which at least one must be Department Director. The mandate lasts three years and the term of office for its members is renewable once only. The Deputy ProRector and the Director General participate in the activities of the Senate, but have no right of vote.

The Academic Senate makes use of the following committees:

- The Statutory and Regulatory Affairs Commission;
- The Programming and Development Commission and Third Mission;
- The Didactics and Research Commission;
- The Agreements and Contracts Commission;
- The Building, Regional Planning and Services Commission.

THE BOARD OF DIRECTORS

The Board is responsible for the strategic policy, financial planning and personnel of the University and for the financial sustainability of the University's activities. The Board of Directors performs its duties in compliance with the criteria of effectiveness, economy and protection of merit. The eleven members of the Board of Directors remain in office for three years and their mandate is renewable once only. The Board of Directors, chaired by the Rector, comprises five internal members and three external members who are appointed by the Academic Senate, together with two student representatives.

IN OFFICE AS OF 31 DECEMBER 2019	
Rector	Orazio Schillaci
Vicarious Prorector	Nathan Levaldi Ghiron
President of the Academic Senate	Orazio Schillaci
Teaching staff that represents the 6 Schools in the Academic Senate	Donatella Morana, Law / Roberto Fiori, Law / Valeria Conte, Mathematical, Physical and Natural Sciences / Rossana Marra, Mathematical, Physical and Natural Sciences / Giovanni Schiavon, Engineering / Ernesto Limiti, Engineering / Emore Paoli, Humanities and Philosophy / Giorgio Adamo, Humanities and Philosophy / Fabrizio Mottesini, Economics / Nicola Biagio Mercuri, Medicine and Surgery / Antonino De Lorenzo, Medicine and Surgery
Representatives of teaching and research staff in the Academic Senate	Lucia Caramellino / Bianca Maria Ciminelli / Oreste Claudio Buonomo / Zila Rinaldi / Carmelo Occhipinti / Paola Lucantoni
TAB staff representatives in the Academic Senate	Daniele D'ippolito / Rocco Stelitano
Chairman of the Board of Directors	Orazio Schillaci
Internal members of the BoD	Riccardo Cardilli / Alessandro Carretta / Daniela Felisini / Mauro Piacentini / Marina Ruggieri
External members of the BoD	Lucia Capodagli / Cosimo Comella / Anna Maria Taccone
Student representatives on the BoD	Sara Papisidero / Fabrizio Cortese
Chairman of the Board of Auditors	Ettore Figliolia
Regular members of the BoA	Anna Maria Carfora / Daniela Collesi
Alternate members of the BoA	Rosa Gatti / Lino Pietrobono
Evaluation Board Coordinator	Virginia Tancredi
Components of the Evaluation Board	Luca Gnan / Stefania Capogna / Assunta Cioffi / Davide D'Amico / Francesco De Antoni / Fortunato Frisina
General Manager	Giuseppe Colpani
Deputy Manager	Silvia Quattrocioche

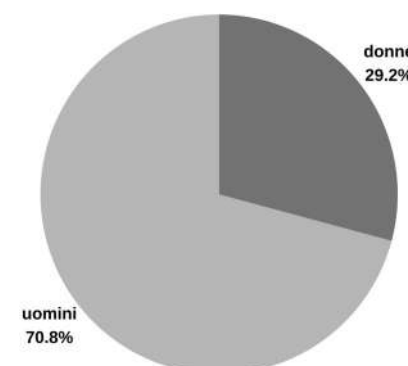
THE UNIVERSITY BOARD OF EVALUATION

Notwithstanding the guarantee of freedom of teaching and research, the Evaluation Board verifies the management performance of the University and the attainment of its objectives, providing the Board of Directors with the results of its assessments.

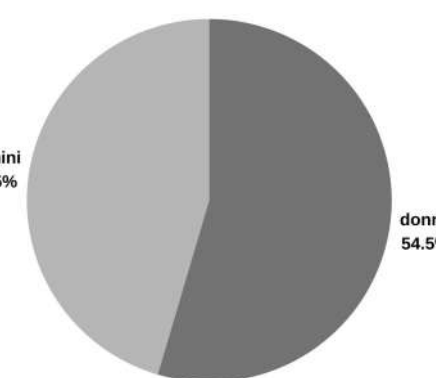
THE GENERAL MANAGER

The General Manager, based on the guidelines provided by the Board of Directors, is responsible for the overall management and organization of services, instrumental resources and technical, administrative and library staff of the University. The Director General of the University is Dr. **Giuseppe Colpani**, the Deputy Director General is Dr. **Silvia Quattrocioche**.

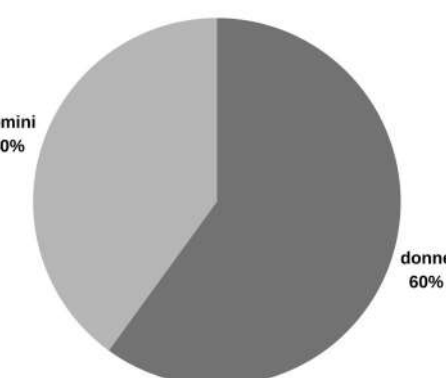
The Academic Senate



The Board of Directors



The Board of Auditors



1.8 OTHER BODIES INVOLVED IN THE IMPLEMENTATION OF THE UNIVERSITY'S MISSION AND VISION

THE ADVISORY BOARD

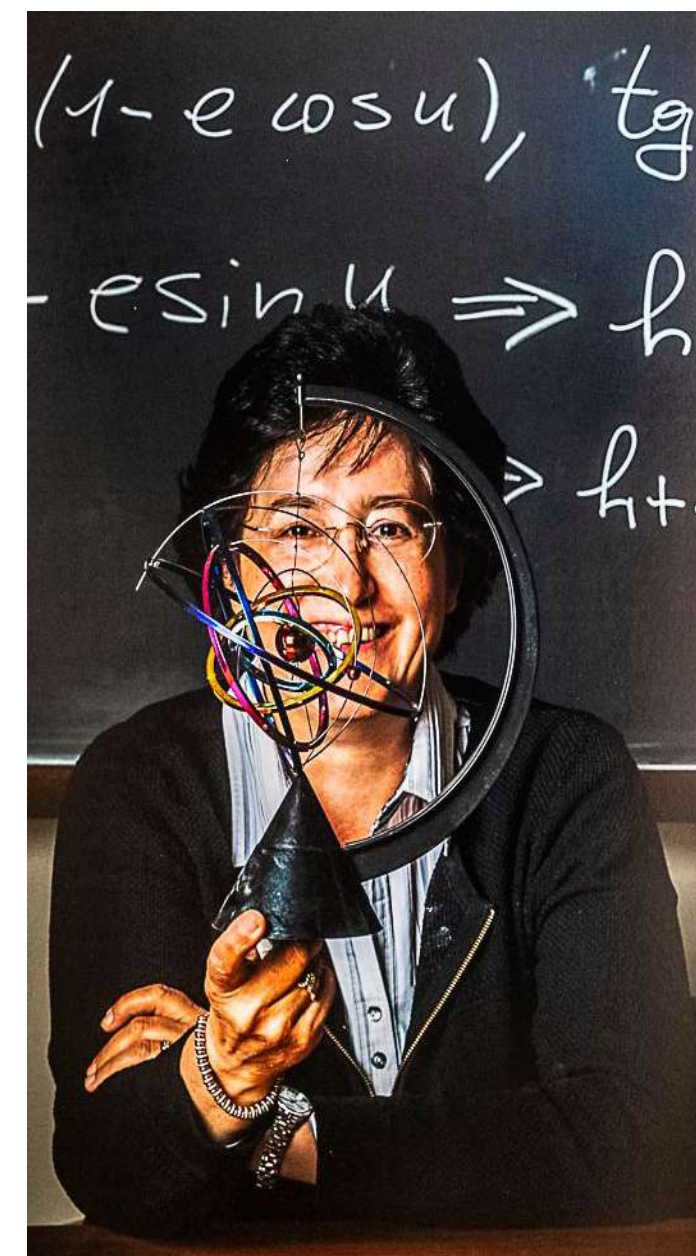
The Board, which includes important figures from the institutions, industry, culture and science, aims to establish a cooperative and synergistic relationship between the University and businesses, institutions, civil society and local communities in order to promote a better understanding of real global needs. The Board's objectives are to ensure a constant pursuit of the objectives of quality education and strategic research, which is closely linked to international networks for the promotion of innovative initiatives. Chaired by Prof. **Aaron Ciechanover**, Nobel Prize for Chemistry in 2004, the Board is composed of 40 external and 6 internal members.

THE COMMISSION FOR THE IMPLEMENTATION OF THE UNIVERSITY'S MISSION AND VISION IN FAVOUR OF SUSTAINABLE DEVELOPMENT

The role of the Commission is to support the "mission" and the "vision" of the University, in line with the choice for sustainable development, which will concentrate on the three issues of teaching, research and the third mission, as approved by the Academic Senate in the meeting of November 18, 2015. It must also collaborate with the "Italian University Network for Sustainability" (RUS) created by CRUI. Chaired by Prof. **Enrico Giovannini**, the Committee unites the representatives for sustainable development appointed by the various University departments.

THE C.U.G.-SINGLE GUARANTEE COMMITTEE

One of the functions of the "Single Guarantee Committee for Equal Opportunities, Welfare and Against Discrimination" is to promote culture and equality, and to guarantee the fight against all forms of discrimination. Within the framework of the initiatives implemented by the University in order to align progressively with the objectives of sustainable development, a synergy was initiated in 2018 between the C.U.G. and the Committee for the implementation of the University's mission and vision in favour of sustainable development. The C.U.G. joined the Committee with the aim of developing initiatives related to objective n.5 of the UN Agenda 2030 (gender equality plans, empowerment of women). The C.U.G. is chaired by Prof. **Agata C. Amato Mangiameli**, while the Vice President is Dr. **Tiziana Di Florio**.



1.9 ORGANIZATIONAL CHART OF THE SCHOOLS



The Rector, prof. Orazio Schillaci



- Department of Economics and Finance
- Department of Law
- Department of Civil and Computer Engineering
- Department of Literary, Philosophical and Art History Studies
- Department of Biomedicine and Prevention
- Department of Mathematics
- Department of Management e Law
- Department of Business Engineering "Mario Lucertini"
- Department of History, Cultural Heritage, Education and Society
- Department of Surgery
- Department of Physics
- Department of Electronic Engineering
- Department of Systems Medicine
- Department of Biology
- Department of Industrial Engineering
- Department of Experimental Medicine
- Department of Chemical Sciences and Technologies
- Department of Clinical Sciences and Translational Medicine

COURSE CATALOGUE	A.Y. 2019 / 2020	A.Y. 2018 / 2019	A.Y. 2017 / 2018
THREE-YEAR DEGREE	54	52	52
MASTER DEGREE	51	47	46
ONE-CYCLE DEGREE	7	7	7
FIRST LEVEL MASTER	49	45	50
SECOND LEVEL MASTER	85	75	86
SPECIALIZATION SCHOOLS	49	47	49
PHD COURSES	32	32	31

ACADEMIC STAFF	A.Y. 2019/2020	A.Y. 2018/2019	A.Y. 2017/2018
PROFESSORS	757	739	736
ADJUNCT PROFESSORS	787	755	650
RESEARCHERS	544	544	582
VISITING PROFESSOR	45	46	36
COLLABORATING LANGUAGE EXPERTS	12	13	13
RESEARCH GRANTS	275	285	332

STUDENT COMMUNITY	A.Y. 2019 / 2020	A.Y. 2018 / 2019	A.Y. 2017 / 2018
STUDENTS ENROLLED	28.912*	29.362	30.395
FOREIGN STUDENTS	2.776*	2.635	2.426
GRADUATES	6.383	6.165	6.201

(* Data refers to 8 May 2020)

1.10 ORGANISATIONAL CHART OF THE GENERAL ADMINISTRATION



The Rector, prof. Orazio Schillaci

- Ceremonial Secretary
- Private Secretary
- Administrative Secretary
- Institutional relations of the Rector
- Sustainable Development
- Secretary of the deputy Vice-Rector
- Reception
- Press office
- Drivers



The General Director, dr. Giuseppe Colpani

- Coord. Administrative Secretariat activity
- Assistant General Manager
- Coord. international activities
- Secretariat of Board of Directors
- Academic Senate Secretariat
- General affairs
- Technical maintenance and works Service
- Relations with companies, internships and placements
- Data protection and Digital storage
- Legal affairs
- Prevention and Protection
- Insurance

DIRECTION 1 Teaching and Student Services	DIRECTION 2 Research and Third Mission	DIRECTION 3 Salaries, Budget and Financial Statement	DIRECTION 4 Assets and Contracts	DIRECTION 5 Personnel management and Management of Operating Systems
<ul style="list-style-type: none"> ● Secretariat of Direction ● Technical coord. of Direction and Orientation ● Accounting and budget of Direction ● Recruitment of foreign students and Welcome Office ● Reception, tutoring and school /work alternation ● Project and innovation office ● Study Office and application of educational area legislation ● DIVISION 1 General Coordination of Student Secretariat ● DIVISION 2 Teaching Activity Management ● DIVISION 3 Student Services and Library System ● DIVISION 4 Course catalogue ● DIVISION 5 University Language Centre 	<ul style="list-style-type: none"> ● Event Office ● IT and technical coordination ● Fund raising: third parties and conventional relationships ● Subsidiary company Office ● DIVISION 1 National research ● DIVISION 2 International research and Visiting professor ● DIVISION 3 Third mission ● DIVISION 4 Relationships with autonomous structures 	<ul style="list-style-type: none"> ● Coordination in support of the Direction ● DIVISION 2 Personnel administration ● DIVISION 3 Accounting, Financial Statements and Treasury 	<ul style="list-style-type: none"> ● Direction's Staff ● Tenders and contracts ● DIVISION 2 Contracts and quality control ● DIVISION 3 Maintenance, environmental sustainability and logistics ● DIVISION 4 Securities and assets 	<ul style="list-style-type: none"> ● DIVISION 1 Information systems ● DIVISION 2 Programming and control ● DIVISION 3 Organizational development ● DIVISION 4 Personnel management ● DIVISION 5 Support and coordination of the activities of quality and evaluation strategies

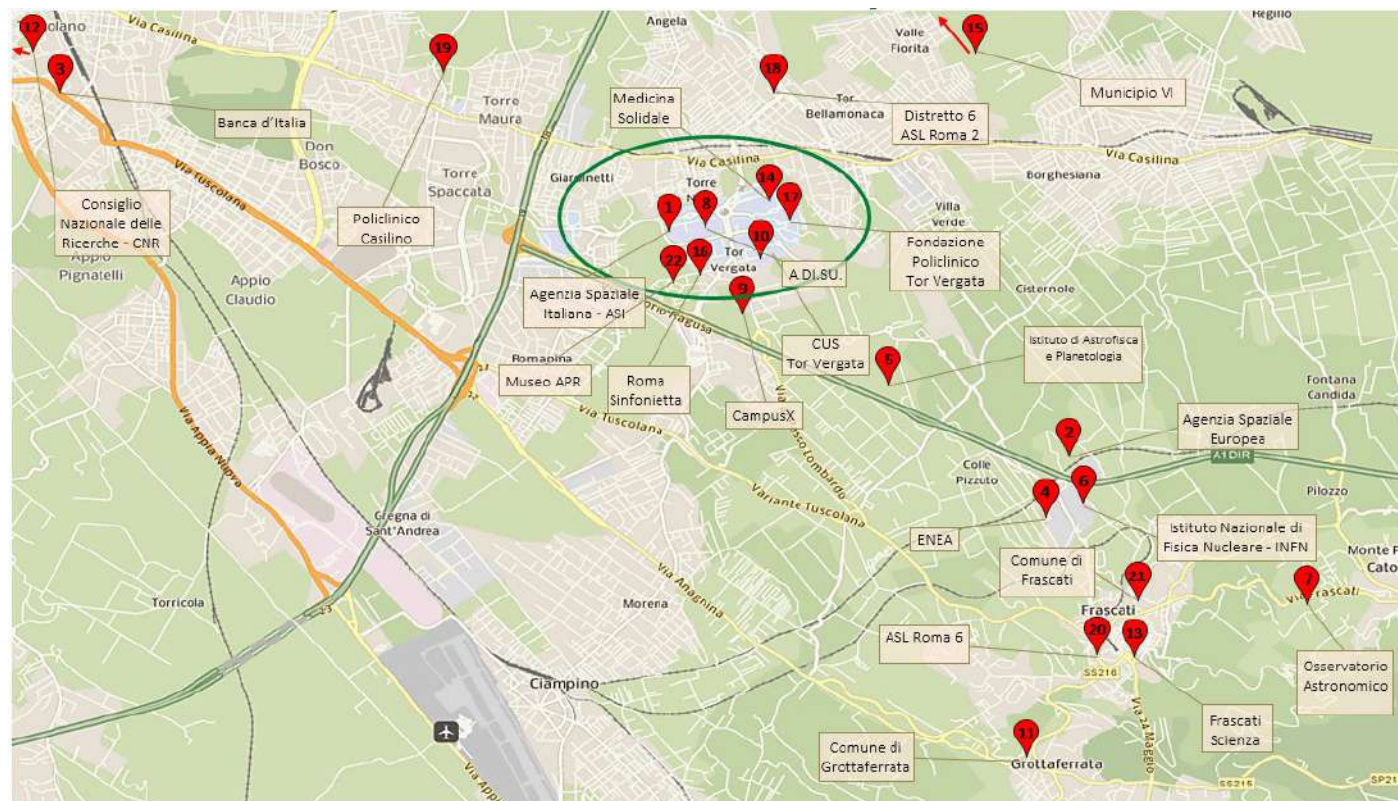
MANAGERIAL AND ADMINISTRATIVE, TECHNICAL STAFF	A.Y. 2019 / 2020	A.Y. 2018 / 2019	A.Y. 2017 / 2018
GENERAL MANAGER AND EXECUTIVES	5	5	5
GENERAL ADMINISTRATIVE STAFF	422	417	497
DEPARTMENTAL STAFF	501	528	459
STAFF OF AUTONOMOUS CENTRES	39	20	13
STAFF OF OTHER FACILITIES	23	27	32
TOTAL	985	997	1.006



1.11 AN ATTRACTIVE POLE FOR THE TERRITORY

The University aspires to consolidate its role as a knowledge centre, by creating and strengthening a virtuous university-research-industry ecosystem, positioning itself as a point of reference in a territory - the **Municipio VI of Rome** - that, while fragile, is rich in energy and potential, and which has a high concentration of actors involved in development and innovation (companies, associations, research centres, public administration). In fact, the University operates in an area of the Capital that is becoming increasingly more "strategic" and less "peripheral", a territory that - in addition to a university community of over 36,000 people - hosts major research institutions such as the **National Research Council**, the **National Institute of Nuclear Physics**, the **Italian Space Agency**, the **Institute of Space Astrophysics and Planetology**, the headquarters of the **Astronomical Observatory of Rome**, and the headquarters of the **Bank of Italy**. This area also contains the **Tor Vergata University Hospital**, which - with its annual 1,700,000 outpatient services, 25,000 inpatients, 52,000 total admissions to the general emergency department and 1,800 daily admissions - generates an intense flow of patients, staff (doctors, paramedics and other health personnel) and visitors.

The Third mission of the University is based on the conviction that the indispensable condition for the growth of an area lies in its ability to generate virtuous circles involving research, training, technology, industry and services, while also paying attention to the enhancement of that intangible heritage that constitutes the social capital of a territory (culture, traditions, quality of life, respect for the environment, social cohesion). Such virtuous circles can increase the well-being of the community in an area and can attract energy and resources. The strong commitment of Tor Vergata towards its local territory has led to the strengthening of its efforts to realize new initiatives, also thanks to its participation in the most important institutional tables, alongside the other fundamental actors of local development. In order to strengthen the impact of these actions, it was immediately evident it was of utmost importance to create structured forms of coordination, comparison and stable collaboration with all actors of change (citizens, businesses, non-profit, public and private institutions, etc.) in order to obtain shared and concrete results, generate real social value, and empower society.



The reading of the map on the previous page can be facilitated with the support of the following legend:

- didactics
 - research
 - third mission
1. ITALIAN SPACE AGENCY ■ ■ ■
 2. EUROPEAN SPACE AGENCY ■ ■
 3. BANK OF ITALY ■ ■
 4. ENEA ■ ■ ■
 5. INSTITUTE OF ASTROPHYSICS AND SPACE PLANETOLOGY ■ ■ ■
 6. NATIONAL INSTITUTE OF NUCLEAR PHYSICS ■ ■
 7. ASTRONOMICAL OBSERVATORY OF ROME ■ ■ ■
 8. A.DI.SU. ■
 9. CAMPUS X ■ ■
 10. CUS TOR VERGATA ■ ■
 11. MUNICIPALITY OF GROTTAFERRATA ■ ■
 12. NATIONAL COUNCIL OF RESEARCH ■ ■
 13. FRASCATI SCIENCE ■
 14. SOLIDARITY MEDICINE ■
 15. CITY HALL VI ■
 16. ROMA SINFONIETTA ■
 17. TOR VERGATA GENERAL HOSPITAL FOUNDATION ■
 18. DISTRICT 6 ASL ROMA 2 ■
 19. CASILINO GENERAL HOSPITAL ■
 20. ASL ROME 6 FRASCATI ■
 21. MUNICIPALITY OF FRASCATI ■ ■
 22. MUSEUM OF ARCHEOLOGY FOR ROME ■

There is no negative impact of the University on the local territory.

In 2019, the University collaborated with other universities in Rome and with local authorities in order to develop shared projects aimed at attracting businesses, resources, ideas and growth opportunities, the most important of which are listed below:

The year 2019 saw the conclusion of the negotiation phase to launch Rome's new cybersecurity hub, with the Ministry of Economic Development providing approximately €7 million, and the same amount being added by the private entities involved. This is how the **"Cyber 4.0"** of Central Italy, the Competence Center on Cyber Security, was born with the aim of promoting the development and technology transfer on cybersecurity issues. A total of 37 private subjects are involved together with all the public universities of Lazio - Tor Vergata which is the constituent partner, Sapienza which is the project leader, Roma Tre, Tuscia and Cassino - and Luiss, the University of L'Aquila, CNR⁵, INAIL and ISS⁵.

DTC LAZIO
DISTRETTO TECNOLOGICO
BENI E ATTIVITÀ CULTURALI
CENTRO DI ECCELLENZA

The Lazio Region and the MUR, with the support of MISE and MI-BACT, finance the development in Lazio of the **"Techno-logical District for new technologies applied to cultural heritage and activities"**

with the aim of enhancing the skills and technologies dedicated to the protection and enjoyment of cultural heritage and cultural activities. The objective is also to strengthen the capacity of research and the economic system in Lazio in order to become increasingly successful in the value chain of culture and cultural tourism, leveraging the extraordinary cultural treasure of Italy and Lazio in particular. Pending the establishment of an association (Centro di Eccellenza - DTC Lazio), it operates in the form of an ATS with La Sapienza as lead partner and Tor Vergata among the partners together with Roma Tre, Tuscia (Viterbo) and Cassino and Lazio Meridionale, CNR⁵, ENEA⁵ and INFN⁵.

The **"Tor Vergata-Confapi ContaminAction Hub"** is a centre



for research, development and innovation at the disposal of small and medium Italian industries. It represents a new entrepreneurial reality that has been set up thanks to the agreement between three founding members, the University, Confapi-Confederazione Italiana for private small and medium-sized industry and Giordano Ferrari, professor of Business Organization and Innovation and startupper. This new centre reduces the gap between two crucial components of society, acting as a bridge between the University's ingenuity, talent and high quality research and the country's production system. It is, therefore, a winning model, the so-called "spin in", and it is bringing companies to universities, where ideas, innovative solutions and answers to the needs of the community are born.



The **Divertor Tokamak Test facility-DTT**, which is strongly supported by the Lazio Region, is an international centre of excellence for research on nuclear fusion, which the ENEA⁵ has chosen to realize in Frascati. The DTT will become operative in

2022. The operations and the experimental programme should then cover a period of more than twenty years, until the beginning of the construction of DEMO and beyond. The employment impact is expected to be significant, with at least 150 people involved in the experiment. A considerable number of workers are also expected to be involved in the construction and operation phases, not to mention all the opportunities for spin-offs and subcontracting. The University will contribute to the project through advanced research promoted by the Dep. of Physics, in particular for studies on innovative materials, such as graphene, also through partnerships in the fusion energy sector already active at the School of Engineering and, for as regards teaching, in collaboration with ENEA, to train the human capital to be used on the project.

1.12 MEMBERSHIP IN NATIONAL AND INTERNATIONAL NETWORKS

The University of tomorrow must be able to innovate and put itself to the test.

Therefore, every day, "Tor Vergata" chooses to 'leave the classroom' to develop national and international partnerships, innovative projects, high-impact initiatives for society and the local territory, creating synergies with actors in the world of production, culture and science, and with experts who are involved in the mechanisms that will shape the world of tomorrow.



ASviS, the Italian Alliance for Sustainable Development, was founded on February 3, 2016, in accordance with an initiative of the Unipolis Foundation and the University of Rome Tor Vergata. The aim of the project is to raise awareness in Italian society, economic experts and institutions of the importance of Agenda 2030 for sustainable development and to mobilize them in order to achieve the Sustainable Development Goals.

The Alliance currently brings together over 200 of the most important institutions and networks of civil society. In response to the initiatives of ASviS, the University of Rome Tor Vergata is involved in activities on the territory of Municipality VI through the initiatives and activities of the Third Mission promoted during the Sustainable Development Festival (for further information, see paragraph 7.3 of the Report).



RUS - Network of Universities for Sustainable Development. The University of Tor Vergata has been a promoter within CRUI - Conference of the Rectors of Italian Universities, and active since July 2015. The RUS represents the first experience of coordination and sharing among all Italian Universities that are committed to environmental sustainability and social responsibility. The RUS has launched specific working groups, which are reserved for members of the Network and focused on topics considered to be transversal and top priority in order to achieve the institutional objectives of the Network with the greatest possible involvement. RUS Working Groups and University Contacts (Members of the Committee for the implementation of the Mission and Vision): **Climate Change:** Prof. Renato Baciocchi / **Education:** Prof. Enrico Giovannini / **Energy:** Prof. Stefano Cordiner / **Mobility:** Prof. Umberto Crisalli / **Waste:** Prof. Antonella Canini / **Sustainability Report:** Prof. Marco Meneguzzo.



The "**Next - Nuova Economia per Tutti**" Association was founded in 2011 to promote and realize a new economy in order to become more inclusive, participatory and sustainable than the traditional economy, which has always concentrated simply on maximizing individual profit, without taking into account the environment and people. The University, in addition to having members of the Scientific Committee (Prof. Meneguzzo, Prof. Becchetti and Prof. Fiorani), is an associate member. Furthermore, through the GCS Research Group of the Department of Management and Law, it is a partner in the organization of various projects such as the "Laboratories for the New Economy" (scientific coordinator Prof. Fiorani) which saw the participation of 77 students and the realization of 17 sustainable projects in the VI edition of 2019.



APENet - Italian Network of Universities and Research Bodies for Public Engagement was set up in February 2017 on the initiative of the University of Turin. The main purpose of APENet - which currently boasts 50 institutions (universities and research centres), including the University of Rome Tor Vergata - is to contribute, in collaboration with the various institutional actors of the Italian research system (MIUR, CUN, CRUI, ANVUR, etc.), to the dissemination, promotion, enhancement of the culture and experience of Public Engagement.



The U.N. Global Compact is the world's largest strategic corporate citizenship initiative, launched by the United Nations Building in New York in July 2000. Since then, over 18,000 companies from 160 countries around the world have joined, giving life to a new reality of worldwide collaboration. The Global Compact Network Italy Foundation (GCNI) was created with the aim of contributing to the development of GCNU in Italy.



EUA-European University Association is a representative international organization of Universities and National Conferences of Rectors of 48 countries. It was founded in 2001 from the merger of the Association of European Universities and the Confederation of European Union Rectors' Conferences. The goal of the network is to strengthen the role of universities in the European Higher Education Area (EHEA) and in the European Research Area (ERA).



UNICA is the network, founded in 1990, of 53 universities from 37 European capitals. The network promotes excellence and university cooperation through meetings, work groups and international projects.



AAHCI is an international network, founded in 2009, during the work of the World Health Summit, which brings together universities and research institutes in the medical and health fields worldwide.

The mission of AAHCI is to contribute to the improvement of global health, to provide support to university and research institutions, with specific working groups dedicated to the promotion of international partnerships concerning inter-sectoral research, the clinical application of research, joint teaching and the definition of international healthcare protocols.



Established in January 2015, **YERUN** is a network of 17 universities in 12 EU countries which are less than 50 years old and which have distinguished themselves in some prestigious international rankings. The network includes more than 320,000 students, 44,000 teaching staff, and an annual budget of over 1.2 billion Euros for Research and Innovation. **Corrado Cerruti**, prof. of Tor Vergata, is currently the Yerun Treasurer. The network has defined 4 strategic priorities: 1) influence EU research policies; 2) develop collaborations in the research field; 3) develop joint training courses (joint and double degrees); 4) strengthen the competitiveness of their students in the labour market. The main results of the strategic cooperation activities developed in the YERUN area includes the creation of **YUFE - Young Universities for the Future of Europe**.

YUFE is an alliance of eight young universities that are aiming to increase collaboration and progressive integration in order to set up a common virtual campus and the offer of courses that can qualify as shared European Degrees. Furthermore, they are involved in developing joint activities in teaching, research, innovation and administration. The universities that are part of YUFE are: Maastricht (coordinator), Antwerp, Bremen, Carlos III Madrid, Cyprus, Eastern Finland, Essex and Tor Vergata. The project officially started on 1 December 2019, with a three-year duration, and will close on 30 November 2022. The European Union funding foreseen will amount to 511,000 Euros and further collaborations have been activated thanks to which the Ministry of University and Research also co-financed the project with a contribution of 225,000 Euros.



The **Coimbra Group of Brazilian Universities (GCUB)** is an academic, scientific and cultural association, which comprises 77 Brazilian institutions of Higher Education. It was founded on October 29, 2008 in Brasília, with the aim of promoting academic, scientific and cultural relations between member institutes and international partners, through international bilateral and multilateral cooperation programmes, projects and actions. The GCUB's activities are developed in collaboration with international organizations, universities, university networks, Rectors' Conferences and government agencies in over one hundred countries, on the five continents.



The **Network** includes 20 prestigious international universities and "Tor Vergata" has been a member since 2016. Each semester (autumn and spring) on the Island of San Servolo in Venice, professors and students of the partner Universities meet in order to provide 15 weeks of "undergraduate" courses in English, which are officially recognized as ECTS credits. Our University grants students admitted to VIU a scholarship of 1,000 Euros per semester for costs of the stay in Venice. In 2019, 16 students from our University were admitted to the San Servolo courses and attended the exchange semester obtaining excellent results. In the same year, Tor Vergata led a group of 6 universities in the development and teaching of a Summer School in *Critical Infrastructure*.



"Tor Vergata", as a member of the YERUN network, was selected to take part in the construction of a new project for the University of the Future; **YUFE**, an active and innovative response to the initiative outlined by the French President, Emmanuel Macron, in December 2017 during the European Council and included in the call regarding the adoption of a European University. YUFE is a funded project which has been part of the ERASMUS Plus Programme since the pilot call of the European Universities.

2. The University stakeholders and relevant issues



2. THE UNIVERSITY STAKEHOLDERS AND RELEVANT ISSUES

2.1 THE STAKEHOLDERS OF "TOR VERGATA"

The stakeholders of Tor Vergata include all those who interact directly with its organization or are indirectly related to its activities and decisions. They can therefore influence or be influenced by the actions of the University.

For this reason, the University, having identified its stakeholders, has developed appropriate and personalized communication channels, and involvement procedures, ensuring their continuity.

This represents an advantage for the University, which can thus develop its strategies compatibly with the needs and priorities of its stakeholders in order to achieve the common goal of sustainable development.

The stakeholders were identified according to the following criteria: present and future recipients of the University's Course Catalogue; teaching staff, researchers, technical-administrative staff and university librarians, including part-time staff; suppliers and potential suppliers, to be considered as collaborators with whom all applicable provisions in terms of supplies must be guaranteed; § other universities, both Italian and international, with which networking actions are developed and with whom - through partnerships - national and international projects are planned and managed; the actors with whom the University is involved in its third mission: citizens, enterprises, associations, high school students and their families; the subjects who contribute to finding the necessary resources for the University to carry out its institutional activities: the MIUR, the other central institutions of the State, the European Union and other international Organizations.

■ STUDENTS

For the University, it is a priority to provide **students and post-graduate students** with excellent training, without any form of discrimination, which prepares them for the labour market and the world of research. Every effort is made to guarantee that all students can gain the most from their university experience, and that they feel part of the academic community. Particular attention is paid to foreign students, through the implementation of partnerships with foreign universities and through an ample course catalogue in English.

The University pays particular attention to orientation and tutoring activities for **future students**, considering counseling to be of strategic importance, not to mention its institutional purpose as stated in art. 2 of the Statute. Therefore, the University has set up a wide range of interventions, activities and information and training events for secondary school students and their teachers, offering an ever greater range of activities year by year.

The University focuses strongly on the placement of its graduates, making use of interviews and assessments at the university, organizing work orientation seminars, corporate events, career days, internship and job publication offers, initiatives in collaboration with **alumni** associations.

■ NATIONAL AND INTERNATIONAL INSTITUTIONS

The "PA" stakeholder welcomes the Ministry in question, the main financier and regulator of the University's activities,

the ANVUR⁶ and the CUN⁶, the Ministry of Health, which is involved in the Medicine and Surgery School and the General Hospital of Tor Vergata, public institutions and national and EU Administrations, including other ministries, research and education bodies, educational institutions etc. In the field of research, the main European interlocutor is the European Commission.

■ INSTITUTIONAL, SCIENTIFIC AND CULTURAL PARTNER

The University is involved in many institutions, organizations, and companies as partners in research or training projects, thus contributing to scientific and cultural growth and to the development of the local territory and the university itself, guaranteeing the sustainability - also economic - of many projects and the development of new synergies.

The University of Rome Tor Vergata is in continuous dialogue with other Italian and foreign universities through teaching and research partnerships, and through its participation in national and international networks in order to promote mutual growth.

■ UNIVERSITY STAFF

The University aims to enhance the skills of all its human resources, including the teaching and research staff, and the technical-administrative operators and librarians, providing adequate working and research conditions, guaranteeing vocational training and an environment that promotes organizational well-being and a satisfactory work-life balance.

■ ENTERPRISES, SUPPLIERS, NO PROFIT WORLD

The teaching staff and researchers of the University carry out research, consultancy and training activities on behalf of third parties and set up agreements and collaborations with private **companies** in the fields of scientific information, research and education. Tor Vergata also promotes meetings between students and enterprises.

The external stakeholders of the university include the **suppliers**, with whom the University establishes relationships in compliance with current legislation, also in the field of green public procurement.

Tor Vergata is aware of its social role as an important university and has therefore developed numerous agreements with **no-profit organizations** and institutions for the development of common actions in the field of inclusion, welfare, ecology and cultural promotion.

■ CITIZENS AND COLLECTIVITY

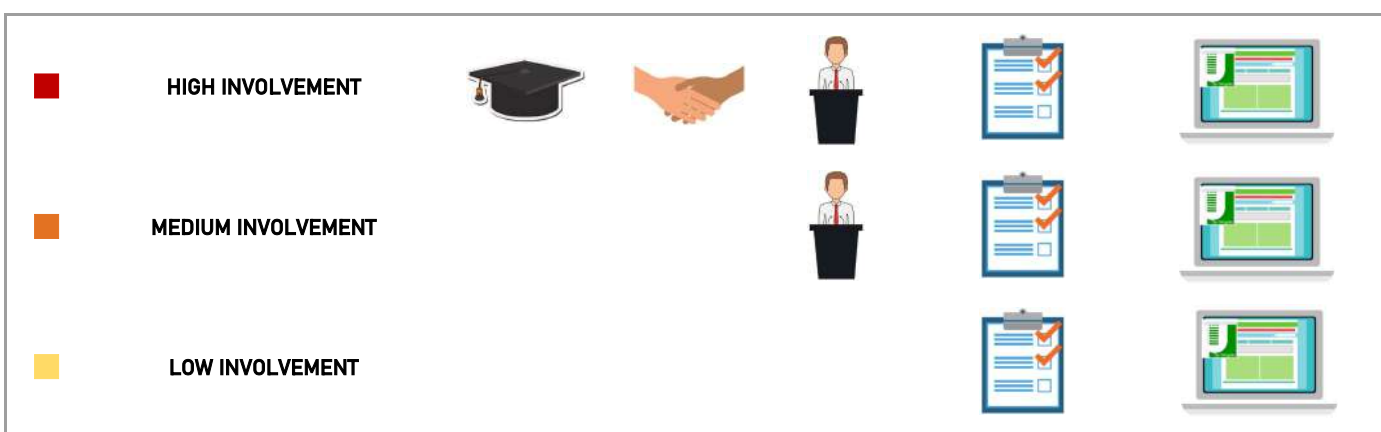
The University involves the public through events and initiatives and promotes meetings between potential future students, schools and companies. It also develops research, favouring growth and visibility, at national and international level, of its local territory.

The family of students and potential future students are important subjects in the university procedure, both regarding choice of degree course, and the campus of the university ("fuori sede" students etc.).

The coloured dot at the top of the previous page on the right, in correspondence with the various categories of stakeholders, indicates the level of involvement and participation of the specific category in the life and choices of the University. The University, as required by the G.R.I. Sustainability Reporting Standards, has started a procedure to identify the most important issues which require interventions and efforts. The graph below illustrates the main methods of involvement used by Tor Vergata in relation to the different categories of stakeholders, which can be classified as:

- HIGH INVOLVEMENT
- MEDIUM INVOLVEMENT
- LOW INVOLVEMENT

Legenda:



2.2 CONSULTATION OF STAKEHOLDERS

Collecting information concerning students' opinions on educational activities

All the individual courses of each degree are annually evaluated by the students and their lecturers. The evaluation is carried out in the form of a questionnaire, which is filled in anonymously online. The questionnaires differ from course to course depending on whether they involve traditional frontal teaching or distance learning and, in each case, whether they involve attending or non-attending students. Maximum attention is then paid to the student's opinion throughout the duration of the course. The University provides the degree course students with evaluation questionnaires when they register in their first year of the course, when they transfer to another degree course, if they abandon their studies, also in order to prevent any discomfort during the inclusion phase in university courses. The data is made publicly available in aggregate form only in cases where at least 5 questionnaires have been compiled. The teacher responsible for the course has private access to the assessment and is required to respect the anonymity of the students and the evaluation received, taking care not to generate any distrust in the students or any suspicion that the data has been used wrongly. Regarding degree courses, postgraduate degrees and single-cycle masters degrees, the University registers the opinions of undergraduates and graduates with the support of the Almalaura consortium, which publishes results in aggregate form. The outcome of the surveys are presented and illustrated in par. 3.8 "Student satisfaction".

Questionnaire for stakeholders (launched following the publication of the 2017 Sustainability Report)

The feedback of each individual stakeholder represents an important contribution to the University in its quest to guarantee that Tor Vergata becomes a positive university, a creator of value, able to understand internal and external needs in a drive for constant improvement. To this end, on 31 July 2018, following the publication of the first edition of the Sustainability report of the University in 2017, a questionnaire was sent via email to all students and to teaching, research and technical-administrative staff and published on the University portal in order to gather feedback from additional stakeholders. The pie chart indicates the response rate of each category of stakeholders contacted out of the total number of answers obtained.

The Working Group which is responsible for the preparation of the Report (see paragraph 9.5 for further information) planned the launch of the questionnaire every other year, based on the assumption that an annual report could reduce the willingness of respondents to participate and that only one year might not be sufficient to significantly affect the opinion of participants, which can be seen through their answers. Therefore, following the publication of the 2018 Report, a new edition of the questionnaire was not organized. However, the University intends to administer one immediately after the publication of this document.

Thus, the information received from stakeholders through the responses to the 2018 questionnaire is considered valid, the illustration of which reference should be made to Chapter 1 and Annex 3 of the 2018 Sustainability Report.

2.2 THE MATERIALITY MATRIX

The Materiality Matrix shows the issues that have been identified as relevant, i.e. those aspects of the University's institutional management that can produce significant economic, social and environmental impacts and which, in turn, influence the expectations, decisions and actions of stakeholders. The Materiality Matrix, shown below, was used to identify the areas covered in this Report.

The **relevance for stakeholders** has been defined and graded on the basis of the responses received to the online survey called "Questionnaire for Stakeholders" referred to in the previous paragraph. The definition of priority in the relevant issues was analysed not only through the answers received in response to the Stakeholder Questionnaire but also according to the opinions that emerged from the discussion tables and interviews carried out in 2019 with stakeholders in reference to the three operational areas of the University (teaching, research and third mission), to which is added the scope of the internal organization both in terms of organizational structure and efficiency of the processes involved.

The **material issues for the University** have been identified taking into account the most relevant strategic priorities that emerge from strategic documents such as the Integrated Plan, which outlines the University's vision and mission, the objectives to be achieved and the main actions aimed at achieving the programmed objectives, the Performance Report, the Three-year Plan for transparency and the prevention of corruption, the University's Internal regulations, the codes issued (see page 5), the organizational procedures and processes and the control systems in place with-

in the structure at different levels and the sharing tools and feedback mechanisms activated with stakeholders.

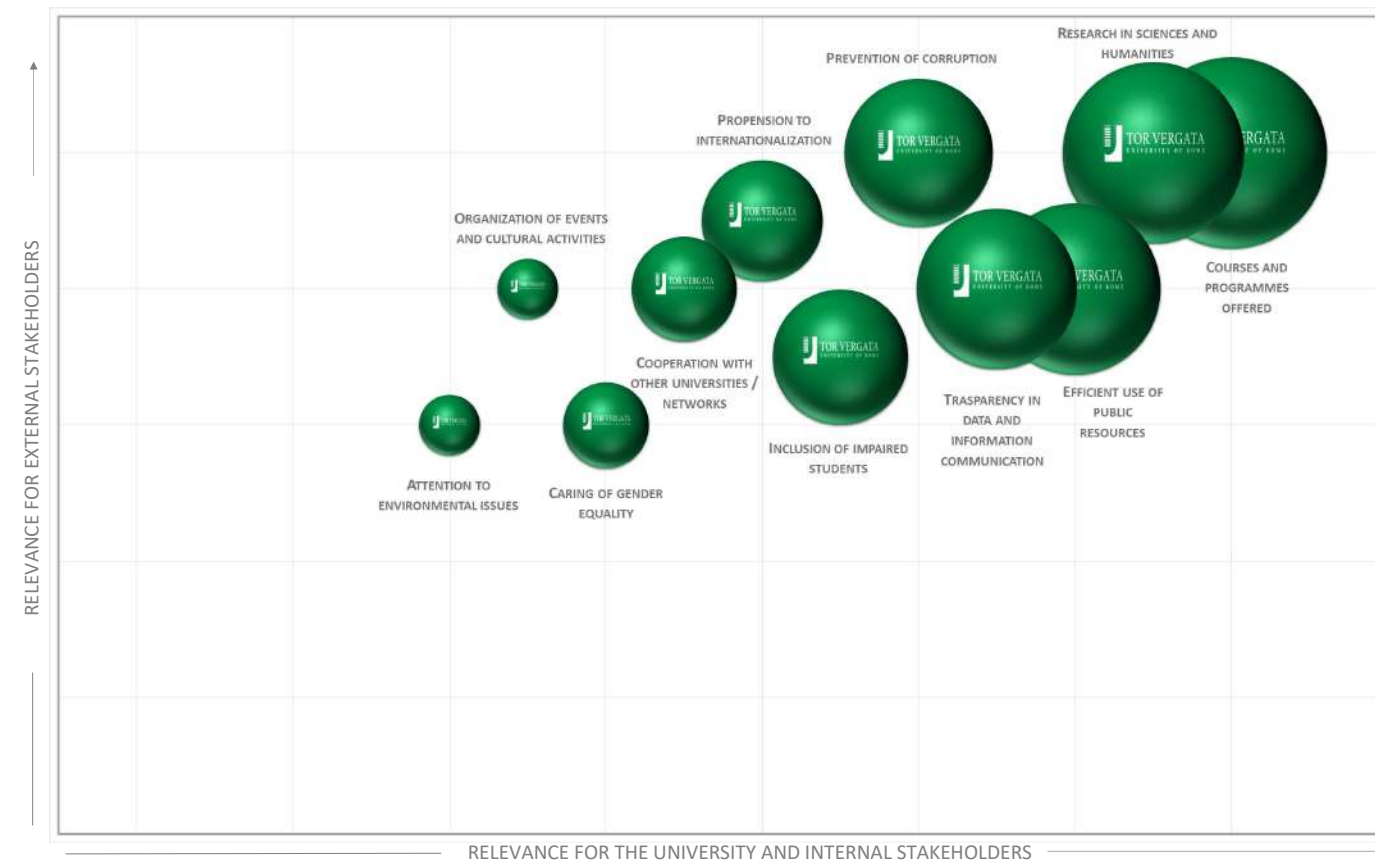
As summarized in the matrix, the stakeholders consider the following to be absolute priorities:

1) a positive university: the highest expectations regard the institutional ability to produce quality scientific and didactic research;

2) a virtuous Public Administration: efficient use of public resources, transparency and the fight against corruption represent the most relevant issues perceived;

3) apart from a traditional Public Administration: the stakeholders would like to see sensitivity to "global" issues (also through the development of collaborative partnerships and strategic networks), together with a more marked consideration of "social" issues - regarding issues of inclusion, attention to disability, gender and ageing dynamics - and environmental matters. The channels through which the University acts to guide national and regional economic policy choices are, by way of example only, the mobility tables with the Municipality of Rome, participation in organizations such as ASviS and others, regional tables for the definition of the PTV management methods

The most important issues are positioned on the axes of the matrix according to the results of the analyses carried out, according to relevance for the University (internal stakeholders) and relevance for external stakeholders.



The indicators which are considered useful in reporting the actions undertaken and the impacts obtained are linked to the determination of priority. The validation of the relevant aspects and related indicators was carried out in full compliance with the principle of completeness (please refer to paragraph 9.5 of this document for further details), in order to ensure that the Report, in particular in its joint reading with the Financial Report of the same date, provides a balanced and reasonable representation of the institutional, social, economic and environmental performance achieved, including any negative impacts. Please refer to **Annex 1**, which forms an integral part of this paragraph

3. Quality of the services offered to students



3. QUALITY OF THE SERVICES OFFERED TO STUDENTS

3.1 THE STUDENT EXPERIENCE IN 'TOR VERGATA'

"Tor Vergata" is committed to ensuring the continuous improvement of its services offered to students in order to provide the "student" stakeholder with the so-called **Student Experience**: varied course catalogue, innovative teaching, services to support different categories of students, excellent preparation for work entry into the labour market. The achievement of the University's Mission can, in fact, be measured in terms of student satisfaction.

"Tor Vergata" embraces the concept of Campus life, offering a complete experience that combines the high quality of the course catalogue with sociality, sport, culture and personal enrichment in order to transmit transversal, innovative and winning competences to young people.

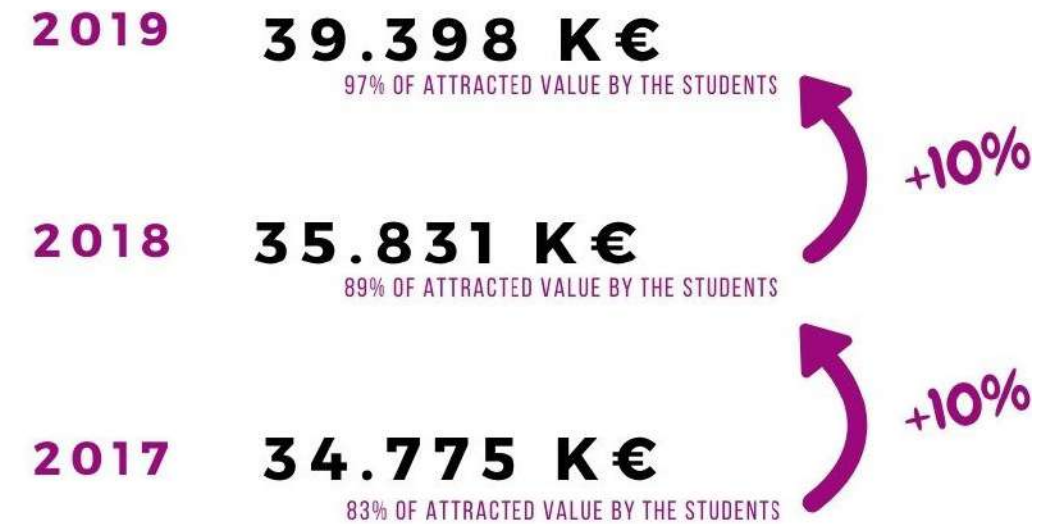
To this end, the University annually invests considerable resources so it can meet all student needs (info-graphic below).

The University is also strongly committed to promoting its internationality, both in degree courses and PhD programmes.

There are joint research programmes (thematic and interdisciplinary), academic exchanges and conventions for the mutual recognition of ECTS credits with the most prestigious universities in the world, with more than 500 agreements (bilateral and cultural/scientific cooperation).

In order to provide its graduates with the best tools to access the international labour market, "Tor Vergata" promotes **joint degrees** (12 for degree courses, 11 for PhD) to encourage the international mobility of teachers and students and the admission and training of foreign students, with particular attention being paid to students from developing countries.

THE COSTS OF STUDENT SUPPORT





3.2 'TOR VERGATA' STUDENTS

The University's top priority is to provide all its students with high quality training so that they can operate efficiently in the labour market and world of research. This objective must be achieved by guaranteeing that the entire student population is not subjected to any form of discrimination, prejudice or unfairness.

The University of Rome Tor Vergata pays particular attention to foreign students, and sets up partnerships with foreign universities providing a wide course catalogue (no less than 54 courses) in English. The University is also committed to fostering the integration of students with disabilities and students with specific learning disorders.

The info-graphic on the right shows the **gender breakdown of students** enrolled in the three-year, master and one-cycle degree courses of "Tor Vergata" for the 2019/2020 academic year, as shown on the University's management information systems as of 3 April 2020. There is a slight prevalence of female students (53% compared to 47% of male students), but the same statistic is significantly different when considering only the foreign students enrolled at the University. Regarding students from the EU, there is a clear prevalence of female students (63% for the 2019/2020 academic year, 60% in the academic years of 2018/2019 and 2017/2018), while the figure is more in line with the general distribution of foreign students from non-EU countries (51% in 2019/2020, 53% in 2018/2019 and 52% in 2017/2018).

The data, since 2018, concerning **PhD students**, appears to be totally gender neutral, while almost equal distributions (which probably vary randomly) are evident in foreign PhD students (53% men and 47% women in the year covered by this Report, 55% and 45% in 2018, 48% and 52% in 2017).

The graph on the following page shows the distribution of students enrolled in the current academic year **in terms of age**, compared to the previous academic year.

A.Y. 2019 / 2020

NUMBER OF STUDENTS ENROLLED *

MALE STUDENTS **13.511**

FEMALE STUDENTS **15.401**

28.912

NUMBER OF FOREIGN STUDENTS ENROLLED *

MALE STUDENTS **1.239**

FEMALE STUDENTS **1.537**

2.776

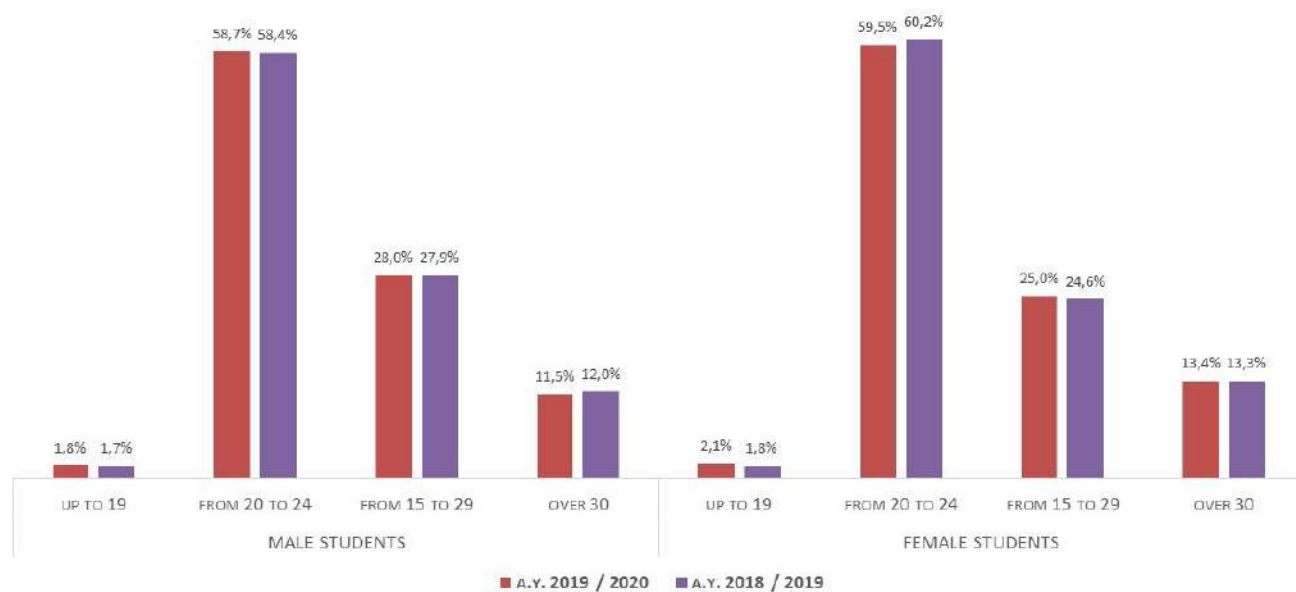
* Data available as of 8 May 2020. In the previous academic year (2018/2019) enrolments from April 2019 onwards were 1.322, which is a further 4,71% compared to the figure given in the 2018 Sustainability Report.

The data shows that the percentage of female students of the two youngest groups of the student population (up to 19 years of age and between 20 and 24 years of age) is higher than that of male students (61.6% compared to 60.5% in 2019/2020 and 62.0% compared to 60.1% in 2018/2019). It is also interesting to note there is a difference of almost 2% in the higher age bracket (over 30 years of age, which includes the majority of those who study and work at the same time) with female students totaling 13.4% compared to 11.5% for males in 2019/2020. The average age of female students is 24.26 (24.05 in the previous academic year), while the average age of male students is 24.30 (24.13 in 2018/2019) with a general average age of 24.28, which is slightly up on the previous academic year (24.09 in 2018/2019).

Regarding each of the six Schools separately, the average age distribution according to gender of the student population is shown in the table on the following page. The youngest School, for the 2019/2020 academic year and the previous one, is Economics, with an average age of 24 years.

	A.Y. 2019 / 2020 *		A.Y. 2018 / 2019		A.Y. 2017 / 2018							
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN						
ENROLLED STUDENTS	13.511	47%	15.401	53%	14.027	48%	15.335	52%	14.696	48%	15.699	52%
ENROLLED FOREIGN STUDENTS	1.239	45%	1.537	55%	1.185	45%	1.450	55%	1.107	46%	1.319	54%
FROM EU COUNTRIES	257	37%	444	63%	282	40%	420	60%	277	40%	415	60%
FROM OUTSIDE THE EU	982	49%	1.039	51%	903	47%	1.030	53%	830	48%	904	52%
PHD STUDENTS	480	50%	472	50%	497	50%	507	50%	480	47%	541	53%
FOREIGN PHD STUDENTS	97	53%	85	47%	101	55%	83	45%	161	48%	173	52%
FROM EU COUNTRIES	21	55%	17	45%	21	50%	21	50%	43	49%	45	51%
FROM OUTSIDE THE EU	76	53%	68	47%	80	56%	62	44%	118	48%	128	52%
PART-TIME STUDENTS	28	49%	29	51%	31	53%	28	47%	28	55%	23	45%
PART-TIME FOREIGN STUDENTS	1	33%	2	67%	3	75%	1	25%	n.d.	n.d.	n.d.	n.d.
FROM EU COUNTRIES	1	33%	2	67%	3	75%	1	25%	n.d.	n.d.	n.d.	n.d.
FROM OUTSIDE THE EU	-	-	-	-	-	-	-	-	n.d.	n.d.	n.d.	n.d.

MALE AND FEMALE STUDENTS ACCORDING TO AGE CLASSES

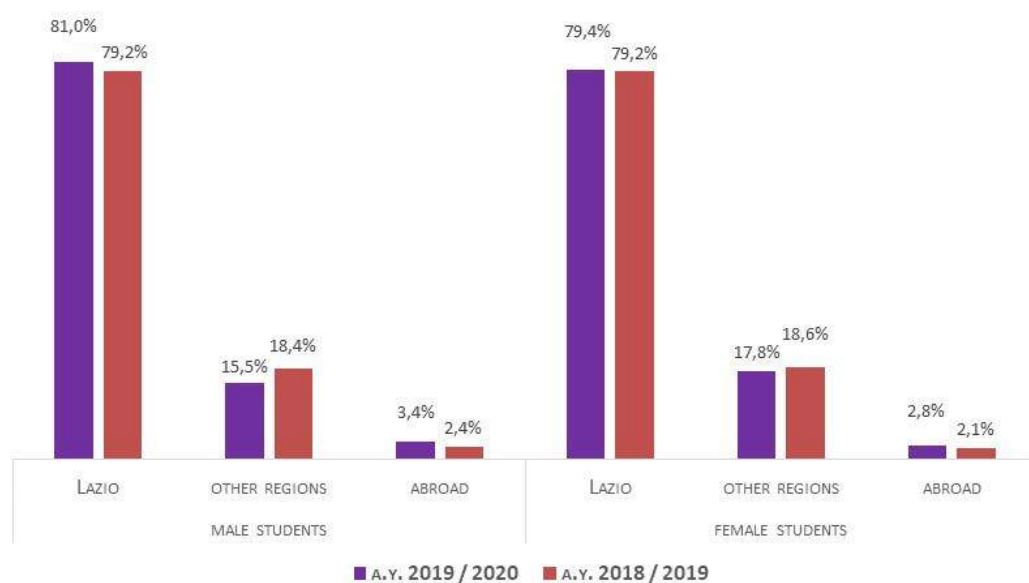


A.Y. 2019 / 2020

A.Y. 2018 / 2019

SCHOOL	TOTAL AVERAGE AGE	AVERAGE AGE OF FEMALE STUDENTS	AVERAGE AGE OF MALE STUDENTS	TOTAL AVERAGE AGE	AVERAGE AGE OF FEMALE STUDENTS	AVERAGE AGE OF MALE STUDENTS
ECONOMICS	24,00	24,28	23,78	24,07	24,29	23,90
LAW	26,15	26,03	26,30	26,69	26,46	26,91
ENGINEERING	24,11	23,95	24,18	24,07	23,99	24,10
HUMANITIES & PHILOSOPHY	26,42	26,19	27,05	26,35	26,02	27,23
MEDICINE & SURGERY	25,34	25,17	25,60	25,25	25,13	25,43
SCIENCES	24,44	24,42	24,45	24,41	24,31	24,53

GEOGRAPHICAL ORIGIN OF FEMALE AND MALE STUDENTS



The graph on the previous page shows the territorial origin of the students enrolled in the degree courses for the current year and for 2018/2019.

Overall, 80.2% of the student population enrolled in the degree courses comes from Rome and Lazio, 16.8% from other regions of Italy and 3.1% from abroad. Regarding gender, it is evident that female students from other Italian regions are more inclined to move to "Tor Vergata" (17.8% in 2019/2020 compared to 15.5% of male colleagues), while foreign male students outnumber their female colleagues by 0.7% (3.4% foreign male students, 2.8% female students).

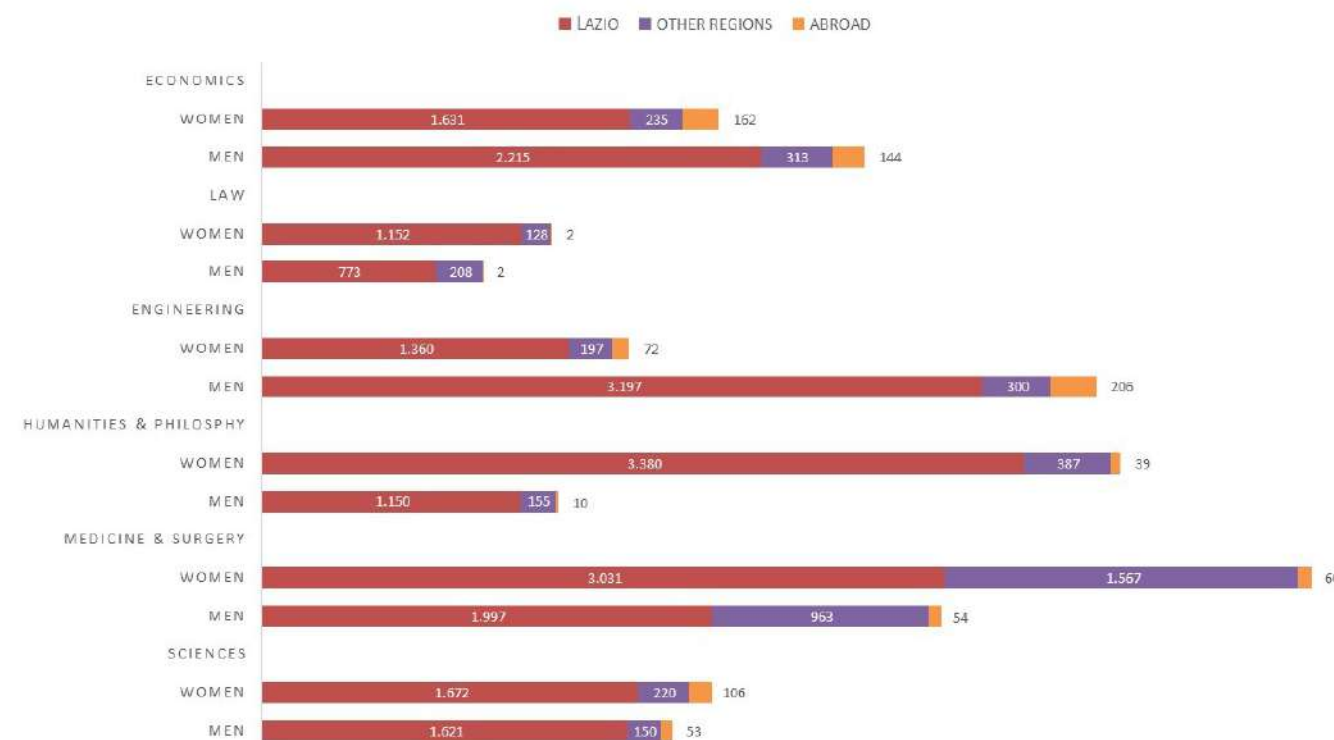
The following graph is a breakdown of the statistics for 2019/2020 according to the students of the 6 Schools,

with red representing the students, divided according to gender, from Rome and Lazio, in purple those coming from other regions of Italy with the foreign students in orange.

For the current academic year and for 2018/2019, Medicine and Surgery was the most popular choice for male and female students from outside the Region. This is also because this course has a limited number of participants (33% of students from outside the Region). Humanities and Philosophy, on the other hand, welcomes the largest number of students from within the territory of Lazio (89% of students from Rome and Lazio).

Finally, Economics is the School with the highest percentage of foreign students, totaling 6.4%.

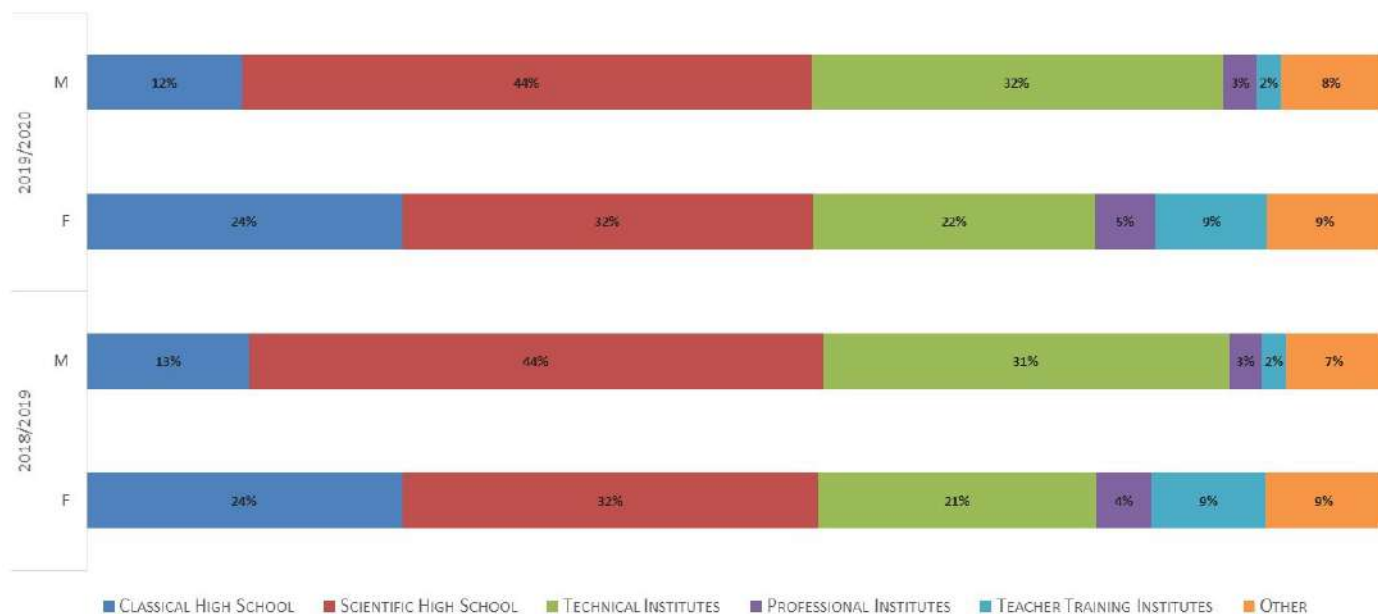
GEOGRAPHICAL ORIGIN ACCORDING TO THE SIX SCHOOLS



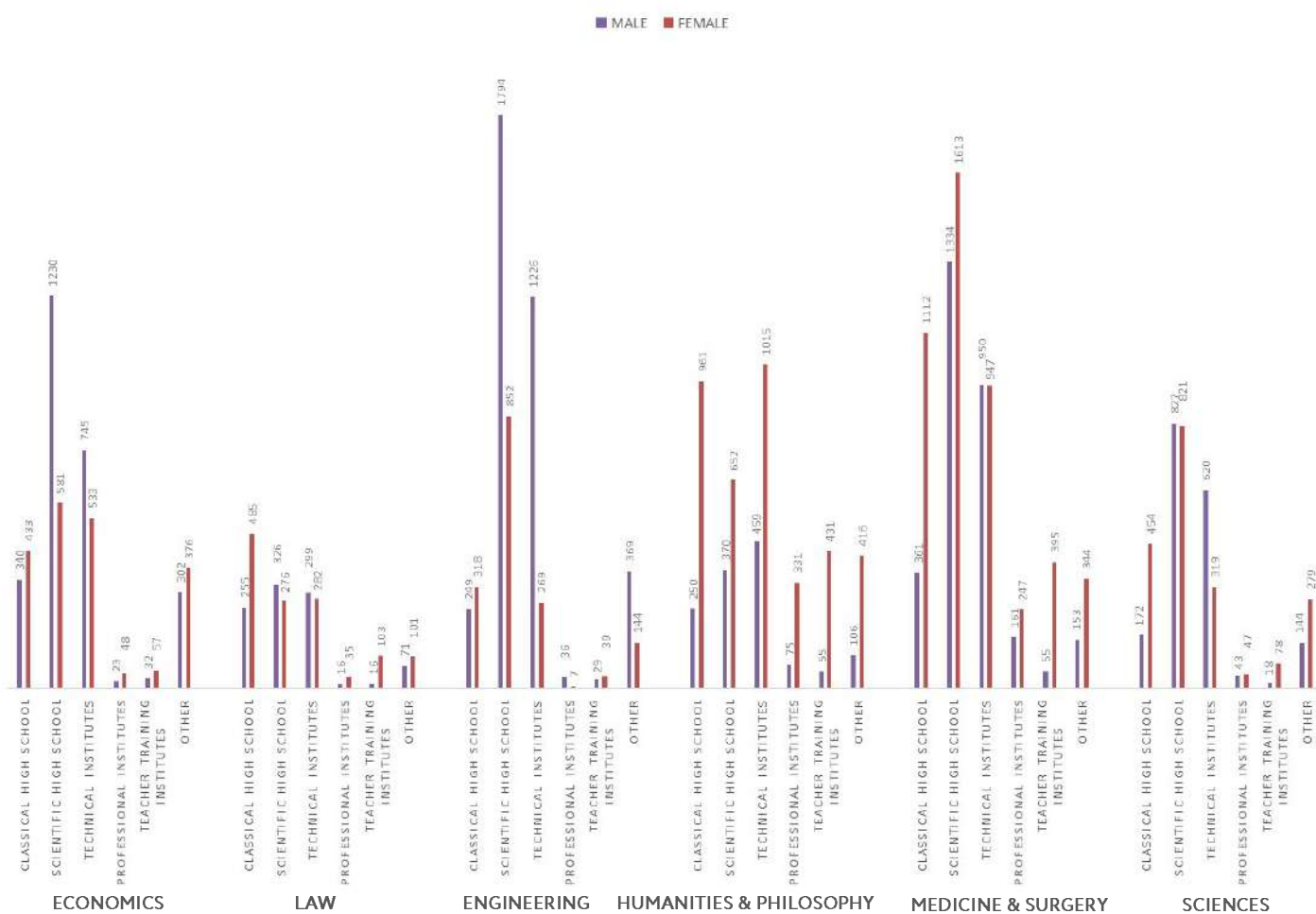
The two following graphs illustrate, respectively, the distribution of the students of Tor Vergata in the current and previous academic year in relation to the high school education programme sustained before enrolment at the University and the breakdown of this data, for 2019/2020, among the 6 Schools. The analysis shows that 56% of the students of Tor Vergata come from high school (data in line with the previous year). In particular, in both years, 38% of male and female students attended scientific high school, while the number for classical high school was 19%. A total of 26% came from a technical high school (25% in 2018/2019), 4% from a professional high school (a similar figure to the previous year), 5% from a teacher training school (6% in the previous academic year) and the remaining 8% (10% in the previous year) from other fields of study, including language and artistic high schools.

Looking at the data according to gender, we can see for male students there is a net prevalence of scientific and technical studies, while female students opted more for classical high school, with higher percentages in both years compared to the technical institutes.

STUDENTS ACCORDING TO HIGH SCHOOL EDUCATION



HIGH SCHOOL EDUCATION ACCORDING TO THE SIX SCHOOLS



The second graph on the previous page shows a breakdown of the studies carried out by the students enrolled in the degree courses for the current academic year according to the 6 Schools. In the Law and the Humanities and Philosophy Schools, the largest percentage of those enrolled had opted for classical studies (33% and 24%, respectively, the figures being 30% and 23% for the previous academic year). In both cases, there was a higher percentage of female students (38% in Law, 25% in Letters and Philosophy). Classical studies are also an important option for students in the Medicine and Surgery School (19% in the current and previous academic year, 23% for female students).

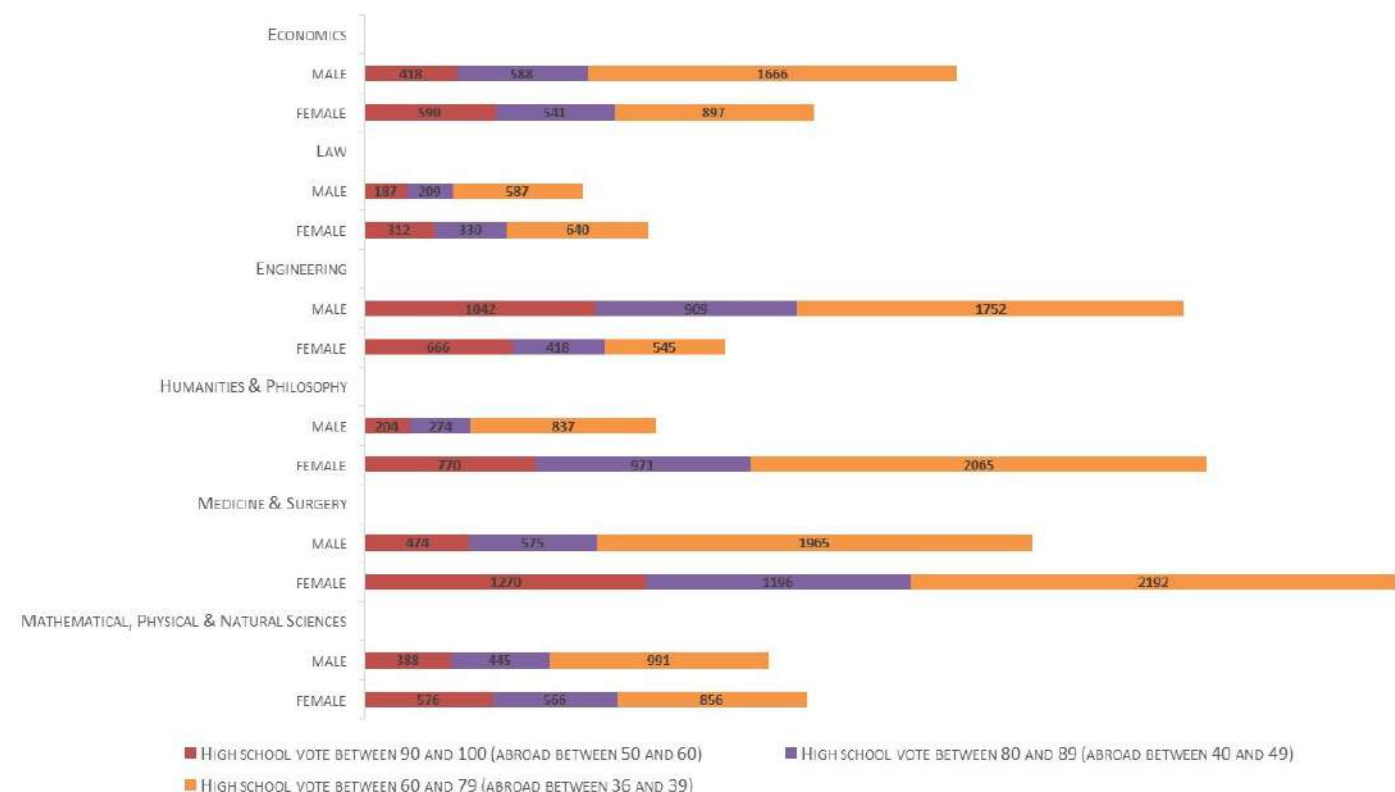
Engineering together with Mathematical, Physical and Natural Sciences are the two Schools in which the highest percentages of male and female students from scientific high school can be found (50% and 44% respectively for the current academic year, 51% and 44% in 2018/2019). For Engineering, female students from scientific schools show a higher percentage of the total (53% in the current academic year, 55% in the previous year), while for Sciences it is male students (45% in 2019/2020, 46% in 2018/2019) who do so.

Humanities and Philosophy is the School in which there is a higher percentage of male and female students coming from professional, teacher training schools or other fields of study, with a total of 27% in the 2018/2019 academic year and in the previous one), followed by Medicine and Surgery (18% in the current academic year and 2018/2019).

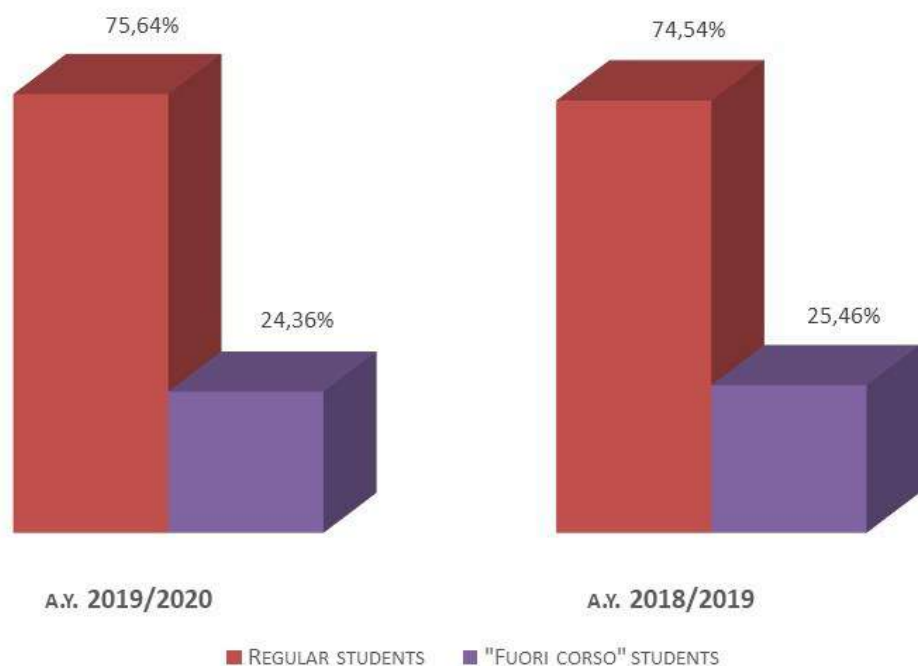
Finally, the School of Humanities and Philosophy has the highest number of students coming from technical institutes (29% in the previous two academic years), followed by Engineering (28% in 2019/2020, 27% in 2018/2019). In both these Schools, there is a higher incidence of male students (35% in Literature, 33% in Engineering in the current academic year, against 36% and 32% in the previous academic year).

The following graph instead represents a distribution according to gender and School of the students based on the grade obtained in the final high school exam, with a breakdown into three grade classes (minimum, average and maximum as shown in the legend included in the diagram). The School of Engineering has the highest percentage of male and female students who obtained a maximum high school leaving certificate grade (32%), followed by Mathematical, Physical and Natural Sciences (26%).

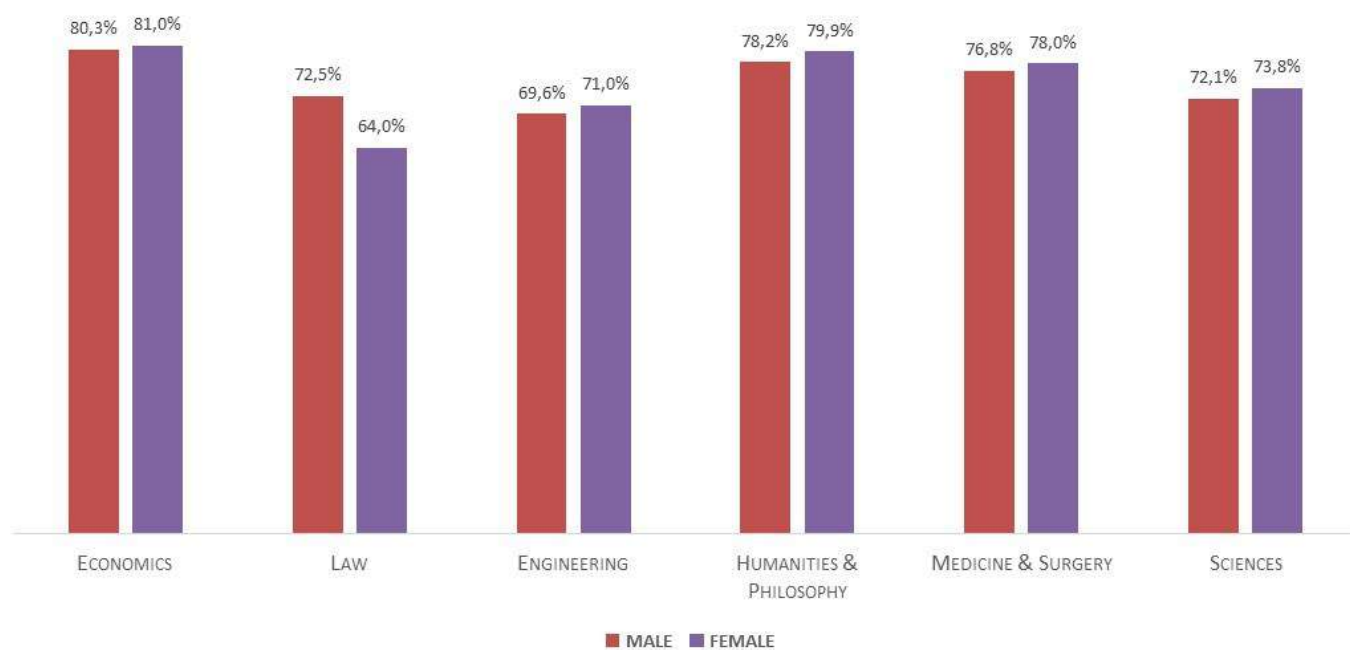
The statistic is more striking when considering the distribution of female students only (41% in Engineering, 29% in Sciences). For the latter, there is also a very high percentage of students in the highest grade bracket who chose Economics (29%).



REGULAR AND "FUORI CORSO" STUDENTS



REGULAR STUDENTS ACCORDING TO GENDER AND SCHOOL



The histograms above represent the **distribution of regular (students in line with their course shecule) and "fuori corso"students (students behind in their course schedule)** in the current and previous academic year and **the distribution of "regular" students according to gender and School**. The first diagram shows that 75.6% of "Tor Vergata" students manage to respect their course schedule.

The figure is even more positive for female students only (76.4% of regular students out of the total number enrolled in 2019/2020). Analyzing the data for each single School, Economics, also in line with the data related to the age, has the highest percentage of regular students, followed by Humanities and Philosophy.

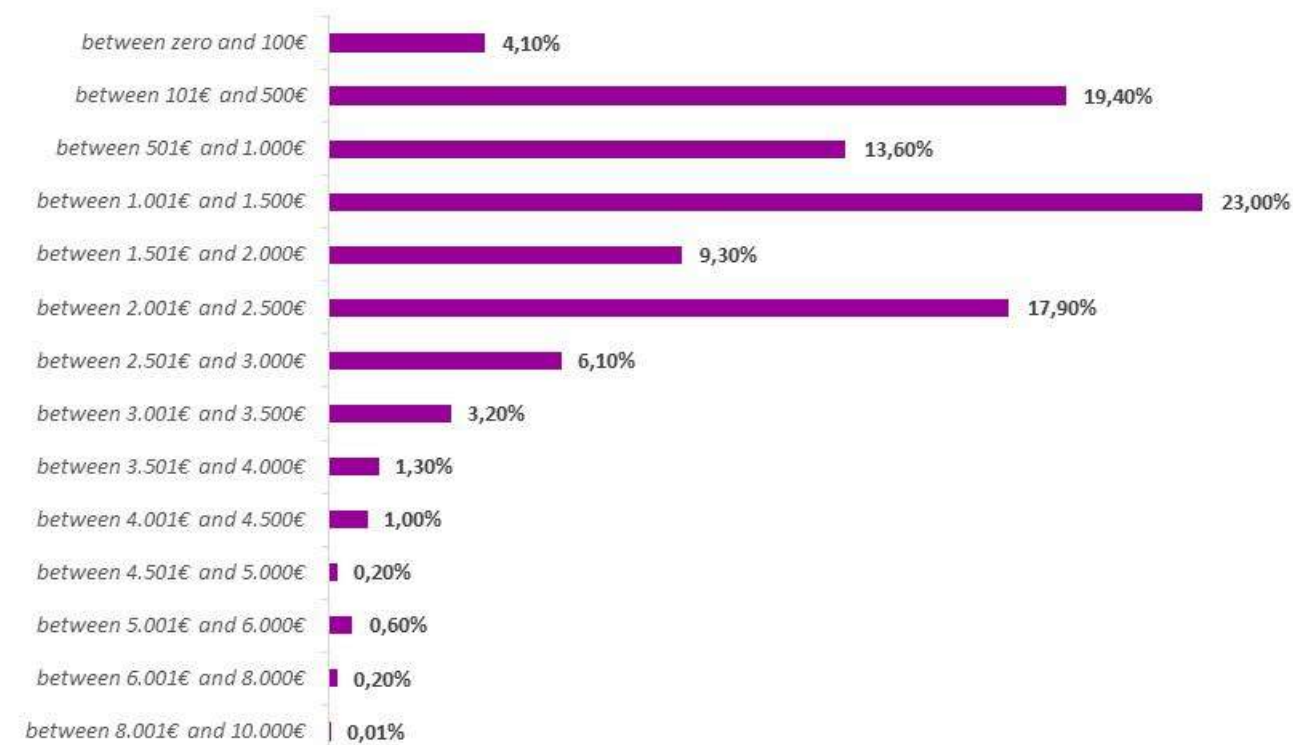
The female students show higher percentages in all fields of study, apart from Law where there is a significant inverse trend (72.5% of regular male students compared to 64.0% of female students).

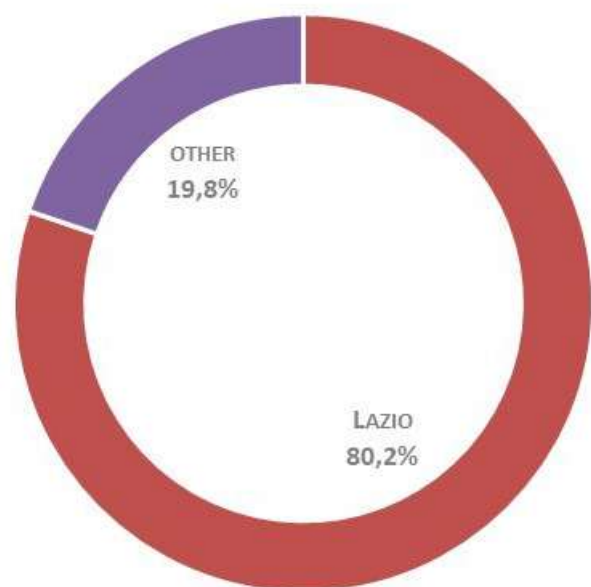
One of the priorities of the University is to promote social responsibility towards all its students, which means, for example, removing, when possible, any obstacles that hinder the right to study for capable and deserving students. In fact, the University encourages students from the weaker social groups to participate, not only by fulfilling the general obligation for universities to introduce total or partial exemptions from the payment of university fees for students with special requirements, but also by providing them with specific, additional facilities.

The distribution of students by annual contribution amount, related to students enrolled in the academic year 2019/2020, shows how over 4% of students enjoy the right to university studies for free or with a contribution of less than € 100 per year. 33% of students pay an annual contribution of between € 101 and € 1,000. Over 87% of students fall into the aggregate range between zero and € 2,500, while only the residual 12.6% fall into the contribution range of € 2,501 and up. Of this 12.6%, about half are in the lower range, between € 2,501 and € 3,000.



DISTRIBUTION OF STUDENTS BY AMOUNT OF UNIVERSITY FEES PAID





The graph on the left highlights a student community that has strong ties with the local territory, but at the same time confirms the success of the strategic choice of the University to develop a national, European and international dimension. One out of five of the students who attend Tor Vergata decide to move from their native Italian or foreign territory to come and study at our University and become part of this community.

As far as international students are concerned, the following map shows the main (the first 20) **countries of origin of the international students** of "Tor Vergata" who have enrolled in the 2019/2020 academic year. Compared to the previous year, as can be seen in the table below, the University is becoming more popular with Iranian students (Iran has become the second country of origin, after Romania, overtaking India) and with Albanian students, whose numbers have risen from 6.0% to 7.6% compared to the total number of foreign students. There has also been an increase in Brazilian, Greek, German and Egyptian students.



	A.Y. 2019/2020	A.Y. 2018/2019	
ROMANIA	15,41%	17,84%	↓
IRAN	9,34%	9,16%	↑
INDIA	8,80%	10,13%	↓
ALBANIA	7,59%	6,04%	↑
CHINA	4,06%	4,97%	↓
AZERBAIJAN	3,49%	4,41%	↓
EGYPT	2,85%	1,86%	↑
UKRAINE	2,69%	2,49%	↑
MOLDOVA	2,58%	2,33%	↑
PERÙ	2,54%	2,11%	↑
GREECE	2,35%	1,42%	↑
GERMANY	2,05%	1,48%	↑
RUSSIA	1,67%	1,86%	↓
TURKEY	1,63%	1,89%	↓
PAKISTAN	1,52%	1,60%	↓
BANGLADESH	1,33%	2,20%	↓
BRAZIL	1,29%	-	↑
POLAND	1,25%	1,67%	↓
CAMEROON	1,10%	1,48%	↓
ECUADOR	1,02%	1,16%	↓

3.3 STUDENT MOBILITY PROGRAMMES

ERASMUS+ is the European programme that makes it possible for students to study in another Country that participates in the Programme or in a Partner Country. Set up 30 years ago, data shows that participating in an international mobility programme has a positive effect on students' job prospects, giving them the opportunity to improve their language skills and become more independent. The Programme also opens their minds, providing them with the chance to come into contact with other cultures.

ERASMUS+ also offers the possibility to combine study abroad with an internship. Students regularly enrolled on Bachelor, Master's or PhD courses, with the new Programme which includes **Student Traineeships**, can participate in internships in companies, training institutes and research centres in one of the countries participating in the Programme. Full-time internship activities can be officially registered as an integral part of a student's study plan (subject to approval of the degree course).

In the 2018/2019 academic year, the number of "Tor Vergata" students in the ERASMUS+ programme remained almost unchanged (it had increased by 5.14% in 2017/2018 compared to the previous academic year). There was an increase for students involved in two-year and above all three-year master's degree programmes, while the number of students on one-cycle master's degree programmes decreased.

There was an increase in the number of incoming ERASMUS+ students (2.6%, the increase was 8.4% in the previous year), in particular involving students on two-year master's degree courses, while the number of students on bachelor and one-cycle master's degree courses decreased.

The other international mobility programmes include the **"OverSeas"** and **"Thesis abroad"** programmes, together with specific exchange agreements stipulated by the University outside the ERASMUS+ programme. Here, there was an increase of over 33% in outgoing student mobility (10% in the 2017/2018 academic year) and over 28% in incoming mobility (over 97% in the previous academic year).



	A.Y. 2018 / 2019					A.Y. 2017 / 2018					A.Y. 2016 / 2017				
	BACHELOR	MASTER I	ONE-CYCLE	PHD	TOTAL	BACHELOR	MASTER I	ONE-CYCLE	PHD	TOTAL	BACHELOR	MASTER I	ONE-CYCLE	PHD	TOTAL
NO. OF OUTGOING ERASMUS+ STUDENTS	268	218	84	-	570	248	214	110	1	573	215	218	111	-	545
NO. OF HOST UNIVERSITIES	177	160	37	-		152	145	46	1		151	161	59	-	
NO. OF INCOMING ERASMUS+ STUDENTS	125	278	34	-	437	142	205	79	-	426	99	186	108	-	393
NO. OUTGOING ST. IN ERASMUS TRAIN-EESHIPS	21	74	5	-	100	20	48	16	3	87	5	32	17	3	57
NO. OF COMPANIES/HOSTS	18	55	5	-		20	48	16	3		5	32	17	3	
NO. INCOMING ST. IN ERASMUS TRAIN-EESHIPS	-	-	5	-	5	-	-	-	-	-	-	-	-	-	-
NO. ST. IN OTHER OUTGOING INTERNATIONAL MOBILITY PROGRAMMES	25	35	16	-	76	6	39	12	-	57	6	30	11	-	47
NO. OF HOST UNIVERSITIES	24	35	14	-		4	16	3	-		6	22	5	-	
NO. ST. IN OTHER INCOMING INTERNATIONAL MOBILITY PROGRAMMES	41	50	8	-	99	30	41	6	-	77	7	22	10	-	39

As far as the ERASMUS+ programme is concerned, Spain is the most popular destination chosen by our students, and Spanish students also prefer to opt for a period of study at our University. This is followed by Germany, France and Poland, which rank second to fourth for both outgoing and incoming mobility.

Regarding mobility outside the European Union, this year Brazil and Russia are the two countries with the highest number of incoming students, while Argentina is third which was the most represented country of origin among incoming students with the Overseas programme. Our students, on the other hand, prefer the United States, with an increase in numbers compared to the previous academic year.

	ERASMUS+ outgoing		ERASMUS+ incoming			OVERSEAS outgoing		OVERSEAS incoming					
	A.Y. 2018/2019	A.Y. 2017/2018	A.Y. 2018/2019	A.Y. 2017/2018		2018/2019	2017/2018	2018/2019	2017/2018				
 SPAIN	36,74%	36,77%	↓	37,93%	35,43%	↑	 BRAZIL	7,58%	4,17%	↑	26,26%	27,90%	↓
 GERMANY	10,23%	10,62%	↓	14,71%	16,37%	↓	 RUSSIA	10,61%	8,33%	↑	26,26%	27,90%	↓
 FRANCE	10,23%	9,83%	↑	8,74%	10,09%	↓	 ARGENTINA	9,09%	20,83%	↓	17,17%	30,05%	↓
 POLAND	6,04%	5,86%	↑	5,52%	4,93%	↑	 CHINA	12,12%	12,50%	↑	7,10%	3,49%	↑
 PORTUGAL	4,87%	4,91%	↓	4,60%	5,83%	↓	 INDIA	-	-	-	6,06%	1,16%	↑
 UNITED KINGDOM	4,70%	4,75%	↓	1,61%	1,57%	↑	 U.S.A.	31,82%	29,17%	↑	6,06%	1,16%	↑
 BELGIUM	3,19%	3,01%	↑	3,45%	1,57%	↑	 CHILE	4,55%	-	↑	4,05%	-	↑



3.4 DIDACTICS AND SDGs AT 'TOR VERGATA'

For several years now, the University has been committed to training its students regarding **sustainable development** so that they become "agents of change" and "multipliers of sustainability". For Tor Vergata, education in Sustainable Development means transforming the way students think and act, as well as teaching them to adopt sustainable behaviours and lifestyles both inside and outside the university campus. For the academic year under review, the University expanded its course catalogue on SDGs and also strengthened collaboration between departments in order to increase students' interdisciplinary skills. Sustainable didactics was integrated through the inclusion of the following courses:

- **Analysis and policies for sustainable development** (6 ECTS credits), Prof. Giovannini, Department of Economics and Finance, Faculty of Economics;
- **CSR and Social Reporting** (6 ECTS credits), Prof. Fiorani, Department of Management and Law, Faculty of Economics;
- **Environmental Law** (6 ECTS credits), Prof.ssa Rota, Department of Engineering, School of Engineering;
- **Economics and Sustainability of Companies and Public Administrations** (6 ECTS credits), Prof. Fiorani, Department of Management and Law, Faculty of Economics;
- **Ethics of Sustainable Development** (3 ECTS credits), Prof. Semplici, Department of Literary, Philosophical and Art History Studies, Faculty of Humanities;
- **Introduction to the Objectives for Sustainable Development** (3 ECTS credits), Prof. D'Amato, Department of Economics and Finance, Faculty of Economics;
- **Health, Food and Sustainable Development** (3 ECTS credits), Prof.ssa Montesano, Department of Biology, School of Mathematical, Physical and Natural Sciences;

- **Environmental sustainability assessment tools** (3 ECTS credits), Prof. Baciocchi and Prof.ssa Costa, Department of Computer Engineering and Civil Engineering, School of Engineering.

The course catalogue of "Tor Vergata" is highly varied and gives students numerous opportunities to widen their knowledge of sustainability issues and to obtain a qualification that guarantees the acquisition of environmental, economic and social sustainability skills.

OVER 15 MASTER ON TOPICS RELATED TO:

- SUSTAINABLE DEVELOPMENT
- TERRITORY AND GLOBAL GOVERNANCE
- SOCIAL INNOVATION AND CORPORATE RESPONSIBILITY
- QUALITY OF LIFE, HEALTH AND SAFETY
- INCLUSION
- GROWTH AND INTERNATIONAL COOPERATION
- GREEN ECONOMY

In addition to these courses, there are also the New Economy Laboratories - Preparing for the Future, Sustainable Design and Innovation (extra-curricular activity, 6 ECTS credits), Prof. Fiorani, Department of Management and Law, Faculty of Economics. This is a training course (Training + Action) in which students are asked to identify the social and environmental needs of the Lazio region and to adopt a proactive attitude aimed at designing and testing innovative ideas of sustainable development in response to the needs that have been identified. The quantitative data related to the workshops are summarized in the table on the next page.

ACADEMIC YEAR	INVOLVED STUDENTS	SUSTAINABLE PROJECTS
2014 / 2015	120	21
2015 / 2016	200	35
2016 / 2017	110	25
2017 / 2018	63	15
2018 / 2019	106	23
2019 / 2020	77	17
TOTALE	676	136

There are also other significant initiatives which expand and enrich sustainable education in the form of post-graduate courses:

- **Master MARIS, 2nd level Master in Reporting, Innovation, Sustainability**, which guarantees an interdisciplinary and intersectoral study path of excellence in sustainable development, social reporting and social innovation.

The MARIS 2019 class registered 24 students, including recent graduates and professionals with different backgrounds;

- **Valore PA, "Fa-Rete la Sostenibilità"** (February 2019), is organised for civil servants in the Lazio region and aims to design a communication manifesto regarding ongoing sustainable development projects in the region;
- **Summer Camp 2019**, "Innovative Civic Education, Responsibility and Social Reporting in Schools, Participatory design of an interdisciplinary, shared, innovative and effective study path that intersects the logic of Responsibility and Social Reporting of schools at all levels through the methodology of service learning and the creation of interactive communication posters" (July 2019), in which 44 primary school teachers participated. The course aims to integrate the knowledge and skills of participants on issues related to sustainable development, civic education and active citizenship.

3.5 STUDENT SERVICES

GUIDANCE ACTIVITIES

It is a crucial moment for the young, when they choose their university course and it represents a first step towards the realization of their ambitions. Through the "Open Doors" and "Open Day" events, potential future students have the opportunity to visit the University's facilities, see the course catalogue and related employment opportunities together with the services that the University guarantees to students, in this way providing concrete support and guidance towards the best choice. Guidance is provided using all the tools available today, which include the traditional dedicated meetings and paper publications, web-based orientation and the use of APPs for multimedia devices.



#TORVERGATAORIENTA
2.331 FACEBOOK FOLLOWERS
654 INSTAGRAM FOLLOWERS

The social pages of student orientation provide clear and direct information, not only regarding the orientation initiatives in the University, but also regarding all the events and opportunities available for students and future students.

	A.Y. 2019/2020	A.Y. 2018/2019	A.Y. 2017/2018
BACHELOR OPEN DAY	1.925	1.648	1.567
MASTER OPEN DAY	1.857	1.400	-
OPEN DOORS	4.811	4.913	4.348
WELCOME WEEKS	807	> 1.000	-
N° EVENTS	30	19	16
ORIENTATION AT THE UNIVERSITY	12	8	7



The table shows trends concerning the number of participants in the main orientation events of Tor Vergata and the number of student orientation events, both inside and outside the University. On the Master Open Day, as many as 836 participants came from other universities, including 427 from universities outside the Region. The orientation days at "Tor Vergata" do not simply consist in an illustration of the degree courses, but also include: detailed presentations of laboratory activities; opportunities for direct dialogue with the teachers responsible for the structures and with the technical-administrative staff; meetings with representatives of the world of work and companies; clear information regarding the possible employment opportunities of each course.

WELCOME OFFICE

The objectives of the University Welcome Office are:

- to organize a welcome for all national and international University freshmen at the beginning of the academic year;
- to offer an orientation service open to the public all year round for future students and their families who want to obtain information concerning the courses, services and opportunities offered by the University;
- to offer a "shared" space where national and international students can take advantage of workstations equipped with PCs, totems to search for information, make copies and payments, receive support on aspects related to university life, ranging from bureaucratic practices to recreational and cultural events;
- "Suggestion box" where students are invited to make proposals regarding initiatives that can be organized in collaboration with the Welcome Office;
- offer international students an information service in English on activities and initiatives taking place on the Campus.

WELCOME WEEKS

4 - 20 SETTEMBRE / 9 - 18 OTTOBRE 2019

The students who have already taken their entrance tests, those who are still undecided on which study path to take, those who arrive from abroad, and the families who accompany their children in the delicate transition between high school and university were able to benefit from the **Welcome Weeks 2019** organised by Tor Vergata. In 2018, the weeks were held from September 1 to October 31, with a turnout of over 1,000 students. **In 2019, the Welcome Weeks were held from 4 to 20 September and from 9 to 18 October, for a total duration of 22 days and with a turnout of 807 students.** From Monday to Friday, a large staff welcomed visitors with desks dedicated to the Schools, offering presentations and specific meetings. At the information points, students received information on tuition fees, how to present the documents for various benefits, mobility and study programmes abroad, language courses and sports and cultural activities offered by the University, and medical assistance for off-site and international students. There were information points dedicated to banking services, accommodation, city and national mobility, the issuing of a tax code in collaboration with the Inland Revenue, and to the registration procedures and the validation of foreign qualifications.



HEALTH CARE AND SUPPORT SERVICES

SeCS Cathedra

SeCS Cathedra is a sex counselling service for students, and teaching and technical-administrative staff of the University. It is one of the very rare free branches in Italy dedicated to sexual and relational problems and the first and only one specifically provided for an entire academic community.

The consulting service was set up to respond to requests for help regarding sexual, emotional, relational or sexual orientation or gender identity problems, and to provide assistance in matters linked to stories of abuse and social stigma related to sexuality and to different cultures or ethnic groups, which can have a great impact on a person's study and quality of life.

Requests (for which the difficult epidemiological situation of the first half of 2020 did not allow to acquire the 2019 data) are received by a multidisciplinary staff, composed of sexologists, doctors and psychologists. The service is coordinated by the head of the service, **Emmanuele A. Jannini** endocrinologist and andrologist, ordinary professor of Endocrinology and Medical Sexology at our University, and President of the National Academy of Health of Couples. The service staff acts entirely pro bono.

Psychological counselling centre

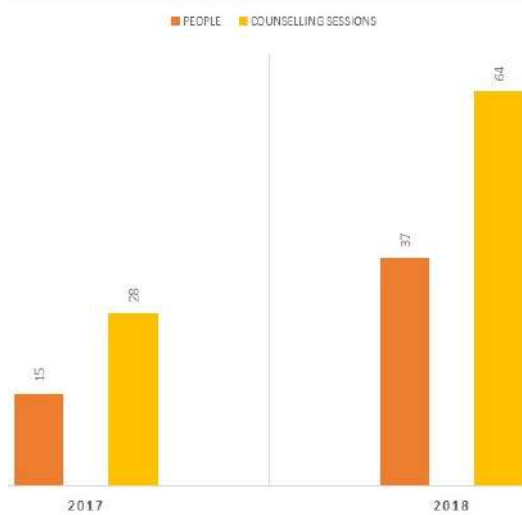
The services offered to the students of the University of Rome Tor Vergata include the **Centre for psychological counselling**.

The aim of the service is to provide students of the University with psychological assistance, through interviews and psychometric assessments. The Centre for Psychological Counselling responds to the chairs of Psychiatry and Clinical Psychology and is managed by Prof. Enzo Fortuna.

White code room

The University offers a service for Italian students from other regions (residing in regions other than Lazio) and international students. It provides them with free access to basic healthcare. Students when needed are provided with all the support required to regularize their position regarding the Regional Health Service.

Students can go to clinics in the Policlinic of Tor Vergata, without an appointment and can take advantage of the following services: non-specialist medical examination; ECG and blood pressure measurement; prescriptions should the visiting doctor deem them necessary, regarding medical therapy, blood tests or instrumental examinations, specialist visits; issuing of certificates for recreational and motor activities.



DSA desk - AIDA project of the CARIS

Commission

The DSA desk was founded in the 2014-2015 academic year and developed in the years that followed, becoming a real point of reference for students with specific learning disabilities. Since its foundation, the decision to include a professional figure such as a speech therapist, an expert in the field, has made it possible for us to offer support for forms of personalized and individualized study, as foreseen by current legislation (Law 170, DSA Guidelines etc.). The activities carried out include:

- meetings and other services for students with DSA;
- mediation with teachers;
- involvement of further students (law 140);
- seminars / conferences and much more.

See section **3.6 "Inclusive Tor Vergata"** for more information concerning interventions to support students with disabilities and With specific learning disorders (DSA).



3.6 RIGHT TO STUDY, GRANTS, SCHOLARSHIPS AND STUDENT AWARDS
SCHOLARSHIPS, GRANTS AND STUDENT AWARDS

In 2019, the University provided scholarships, awards and grants to deserving students for a total of **2,944 thousand Euros**. The following table summarizes, according to nature and type of funds used, all the measures implemented, and provides a comparison with the two previous years.



SCHOLARSHIP	FUND	2019		2018		2017	
		N° SCHOLARSHIPS	K€	N° SCHOLARSHIPS	K€	N° SCHOLARSHIPS	K€
SCHOLARSHIPS FOR THE INTERNATIONALIZATION OF THE UNIVERSITY	MINISTERIAL	20	26	20	26	24	29
GRANTS FOR MERIT AWARDED TO THE MOST DESERVING STUDENTS OF THE UNIVERSITY	UNIVERSITY	473	283	500	300 ¹	500	300 ¹
INCENTIVES FOR DEGREE COURSES OF PARTICULAR NATIONAL AND EU INTEREST	MINISTERIAL	72	46	71	46	112	43
FUND OF INTESA SAN PAOLO ONLUS SCHOLARSHIPS	INTESA S.PAOLO FUND	38	65	-	-	-	-
SCHOLARSHIPS/STUDY AWARDS OF THE DEPARTMENTS OF THE UNIVERSITY	DEPARTMENTS	46	61	25	38	60	76
SCHOLARSHIPS C.D.L.M. MEDICINE AND SURGERY	UNIVERSITY	59	61	41	53	85	68
SEBASTIANO E RITA RAEI SCHOLARSHIPS FOR TOR VERGATA	SEBASTIANO E RITA RAEI FOUNDATION FOR TOR VERGATA	74	110	14	19	51	68
SCHOLARSHIPS FOR PART-TIME STUDENTS	UNIVERSITY	646	747	606	770	602	764
TUTORING AND DIDACTIC/INTEGRATED ACTIVITIES	MINISTERIAL	132	110	128	114	172	185
MOBILITY SCHOLARSHIPS (ERASMUS, TRAINEESHIPS, DISSERTATIONS ABROAD)	MINISTERIAL/UNIVERSITY/INDIRE	756	1.345	682	651	568	623
OTHERS	-	70	90	144	51	146	178
TOTAL		2.386	2.944	2.135	2.210	2.228	2.481

¹ Amount authorized, pending ranking lists

SCHOLARSHIPS FOR PHDs

The University has set up some PhD courses that aim to generate the skills required to carry out high-level research activities, so participants will be able to work freelance. The objective is to contribute to the realization of the European Area of Higher Education and Research. The MUR, through decree no. 738/19, approved the allocation of financial resources on the FFO 2019 for PhDs, according to which the PhDs of the University were ranked **fourth at national level**. The operation aimed at attracting PhD courses from abroad continued with the confirmation of the bonus mechanism to increase the number of foreign PhD students enrolled through a targeted action that saw the assignment in the XXXV cycle of 4 additional scholarships and the distribution of 140,000 Euros as an operating fund among all PhD courses, which increased the number of foreign PhD students compared to 2018.

As part of the assessment process for the distribution of financial resources for PhD scholarships, an algorithm for the distribution of scholarships was developed that also took into consideration the award mechanisms introduced for internationalisation and cross-sectoralization and the new ministerial funding criteria on FFO 2019. The algorithm was developed in accordance with the following criteria: 80% of the traditional scholarships of the average of the last three cycles and 20% on a reward basis. It was decided not to cumulate the award grants. In particular, with regard to internationalisation, the bonus is based on the increase in the number of foreign PhD students from cycle XXXIV to cycle XXXV for a maximum of 4 scholarships. Regarding intersectoralization, the bonus is based on the sum of the number of agreements stipulated with the world of public and private companies, for a maximum of 4 scholarships.

The number of students enrolled in PhD courses in 2019 totalled 1,048, 205 of whom were foreigners (19.6%), while in 2018 there were 1,014 students, 182 of whom were foreigners (17.9%). The University of Rome Tor Vergata is among **the top four most attractive Italian universities** for foreign PhD students. A lump sum contribution of 200 Euros per month for accommodation has been organized for PhD students who are financed through a University scholarship and resident outside the province of Rome or who are foreigners.

Regarding PhD scholarships, of the 355 students of the XXXV cycle (2019), 191 (54%) benefit from a scholarship. Of the total of 191 grants, 36 (18.84%) were awarded by external institutions, an increase of 6% compared to 2018. Of the 155 scholarships funded by the University, 17 (10.96%) were for foreign students from all over the world, reflecting the University's commitment in promoting the internationalisation of courses.

	STUDENTS	OF WHICH FOREIGN
2019		
XXXIII	340	60
XXXIV	353	74
XXXV	355	71
2018		
XXXII	321	48
XXXIII	340	60
XXXIV	353	74
2017		
XXXI	321	42
XXXII	321	48
XXXIII	340	60

PHD SCHOLARSHIP 2019 **10.919K€**
 ALLOCATION BY MINISTRY ON F.F.O. 2019 6.610 K€

PHD SCHOLARSHIP 2018 **10.855K€**
 ALLOCATION BY MINISTRY ON F.F.O. 2018 6.249 K€

PHD SCHOLARSHIP 2017 **9.669 K€**
 ALLOCATION BY MINISTRY ON F.F.O. 2017 5.422 K€


RIGHT TO STUDY

Activities related to the right to university studies are entrusted to the **Public Body for the Right to University Studies of Lazio - DISCoLazio**, of the Lazio Region

DISCoLazio, through public selections, ensures the students of Tor Vergata scholarships, accommodation and financial support for lodgings, as well as loans and grants for international mobility. It also designs, builds, enhances and performs extraordinary maintenance of university residences (for CampusX, see below) and other functional structures for the right to university studies. DISCoLazio guarantees, through ADISU: catering services; preventive medicine and psychological assistance services, also in agreement with the AUSL and the University Hospital; information and training guidance services at work in collaboration with the University; support in cultural and sports activities and educational-training services, also in reference to foreign students and other services.

CampusX operates in the field of university accommodation and is present on national territory owning three structures, including the Roman facility adjacent to the Tor Vergata Campus. CampusX is creating the first Italian Student Resort following an international model, meeting the needs of families to offer their children a safe and comfortable place to study and prepare them to enter the labour market. Innovation and sharing represent the guidelines of CampusX, which enriches the accommodation available for Tor Vergata students with numerous value-added services.

OTHER INITIATIVES REGARDING THE RIGHT TO STUDY

The University guarantees the right to study through numerous other initiatives, including reductions in university fees. All high school students who have enrolled and who graduated with a score of 100/100 are exempt from paying their university fees for the first year. Should students, for work, family, medical, personal and similar reasons, be unable to devote the expected annual hours foreseen to attend and complete their study programme, they can choose to enroll part-time. Students who choose the part-time option will increase the number of years to complete their course, and will be entitled to a reduction of 30% of the fees foreseen for the contributory class of the course of study. There will be a 5% reduction for students residing in Italy, but outside the Lazio Region. Students who have graduated with a score of 110 from their three-year degree programme at any Italian university will be offered the possibility to enroll in a masters degree course with a 10% reduction in university fees in the first year. On the initiative of the CUG, female students can decide whether or not to interrupt their studies for maternity leave. Should they opt to do so, they will have three years from the date of the birth of their child to choose when to interrupt their studies. Students who decide not interrupt their course will be entitled to a 30% reduction in the contribution foreseen for the course of study for one year.

The table shows the number of students who have benefited from the above-mentioned exemptions in the 2019/2020 academic year compared to the two years before.

	2020/2019	2019/2018	2018/2017
100/100	449	440	432
110/110	212	203	185
OUT OF REGION	1.229	1.230	1.283
MATERNITY	12	11	6
CHILDREN OF EMPLOYEES	53	52	46
EMPLOYEES	23	18	17



3.4 INCLUSIVE "TOR VERGATA"

"A WELCOMING AND INCLUSIVE UNIVERSITY: A PRIVILEGED PLACE FOR THE FULL DEVELOPMENT OF INDIVIDUALS"

PROF. PIER GIANNI MEDAGLIA



CARIS is the University's structure that coordinates, monitors and supports all activities aimed at promoting the integration of students with disabilities, with specific learning disorders (dyslexia, dysgraphia, dysorthography, dyscalculia) or temporary difficulties. Since it was set up in January 2000, the Commission's actions have involved integrated interventions designed to help remove technological and IT barriers of an organisational and managerial nature, as well as the analysis and promotion of interventions designed to remove architectural barriers. The final objective is to contribute to the creation of a Campus that is increasingly "friendly", welcoming and supportive, and which guarantees the right to study for all students.

	2019	2018
STUDENTS WITH DISABILITIES	494	456
STUDENTS WITH DSA	279	195
BOOKS PURCHASED	221	145
COURSES ACTIVATED	6	6
TUTORING	39	37
AVERAGE OF 5 REQUESTS X 62 STUDENTS	545	310
INTERVENTIONS FOR TUTORING	1.155	1.089
SUPPORT FOR ADMISSION TESTS	144	52
PARTICIPANTS IN CARIS COURSES	2019	2018
INTEGRATED THEATRE	23	19
ITALIAN SIGN LANGUAGE	166	138
DANCE-ABILITY	8	5
READING AND WRITING	20	20
INTEGRATED WATERPOLO	1	4
ORTHOTHERAPY	20	15

LAB OF INTEGRATED THEATRE	ITALIAN SIGN LANGUAGE COURSES	DANCE-ABILITY COURSE
Theatre workshop that, through the work of one year, leads to the staging of a show. A journey of self-discovery, which is "therapeutic", exciting and enriching for everyone.	For deaf children who want to learn or perfect this language, but also for those who have good hearing, but could use this form of communication in their work (nurses, speech therapists, educators, pedagogues). An extra skill that can enrich a person's professional background. At the end of the course and a final exam, a certificate of achievement regarding the first level of knowledge of the language will be issued. This certification can be used to access courses in subsequent years (also outside the University).	An expert in the field will be able to teach people to dance or at least encourage free expression of movement by creating choreographies, also for people with reduced mobility or other difficulties. The course should result in an end-of-year performance.

READING AND WRITING COURSE	INTEGRATED WATER POLO	GARDENING-THERAPY
For the third consecutive year Prof. Pierangeli, the CARIS reference teacher for Literature, will hold a wonderful course (integrated, therefore open to all students), where he will teach the art of writing, a tool of rare effectiveness for the expression of one's own emotions, also and above all for those who, often due to more serious physical difficulties, keep certain emotions and certain wounds locked up inside. In the first year of the course, the collection of stories produced led to the publication of a small anthology (entitled "With the best wishes of many butterflies"), published by Loffredo.	In collaboration with the local municipal swimming pool "OCTOPUS" (very close to the University), it will be possible to train for free and become part of the "Octopus-CARIS" team and to participate in tournaments or friendly matches. The team is mixed, so it welcomes girls and boys. This is an excellent opportunity for those with good water skills to do sport and make an important statement!	In collaboration with the botanical garden of Tor Vergata, agronomists and experts in the field have organized a course in plant care and floriculture, which, in many cases, can help combat anxiety and stress by putting its participants in contact with nature.

RESEARCH AND DIDACTICS GO ON STAGE: THE INTEGRATED THEATRE OF EMOTION

Research, training and therapy: theatre meets mental disabilities. Supported by MUR and promoted by the University of Rome Tor Vergata in collaboration with the Pathological Theatre Association of Prof. Dario D'Ambrosi. Stemming from the thirty years of experience "in the field" developed by the Pathological Theatre Association and the research activities carried out in the neuropsychiatric field by Tor Vergata, coordinated by Prof. Alberto Siracusano, the project aims to achieve a formal scientific validation of innovative methods of Theatre therapy (Pathology Theatre) for the benefit of people with mental disabilities of different degrees. There are two aims:

- "field" research activity, also aimed at the preparation of expert operators in the field of neuropsychiatric rehabilitation;
- the proposal of an experimental training course for young graduates with mental disorders of different entities, which allows participants - in a protected and reassuring environment and with the help of specialized personnel - to become part of the theatrical world and, from here, of society in general, also offering direct psychological support to their families.

Each year, the call for proposals foresees a maximum number of 20 participants, which has been reached in both 2018/2019 and 2019/2020. The administrative headquarters are situated at the University while the frontal lectures, seminars, as well as coordination and organization activities are held at the Associazione Teatro Patologico in via Cassia 472, Rome. In 2019, a grant of 150,000 Euros was awarded for the project, of which 30,000 Euros for research activities related to the project and 120,000 Euros for teaching activities.

THE UNIVERSITY IN PRISON

The end of November 2019 saw the renewal of the Memorandum of Understanding between Tor Vergata, the Guarantor of the rights of persons deprived of their personal liberty of the Region of Lazio and the Regional Educational Authority of Lazio-Abruzzo-Molise of the Penitentiary Administration regarding the project (now in its thirteenth year) entitled **University in prison**.

The project has seen, over the years, more than 450 inmates enrolled from the Rebibbia and Frosinone Prisons (the latter from the academic year 2017/2018) and which has already led to the graduation of 15 inmates.

Launched by Tor Vergata in collaboration with the Guarantor of the Rights of Prisoners of the Lazio Region and the Rebibbia prison, the project was set up and developed with the aim of promoting, supporting and facilitating the university education of prisoners in their social reintegration, and fully equating them with any other individual.

The Schools involved in the project are:

- Law, with degree courses in Law and Science of Administration and International Relations;
- Humanities and Philosophy, with courses in Cultural Heritage and Humanities, Information, Communication and Publishing Sciences, Music and Entertainment;
- Economics, with courses in Economics and Management and Economics and Finance;
- Medicine and Surgery, with the Bachelor degree course in Motor Sciences.

In the academic year of 2018/2019, there were 59 registered prisoners, with 50 in Rebibbia and 9 in Frosinone.

3.8 STUDENT SATISFACTION

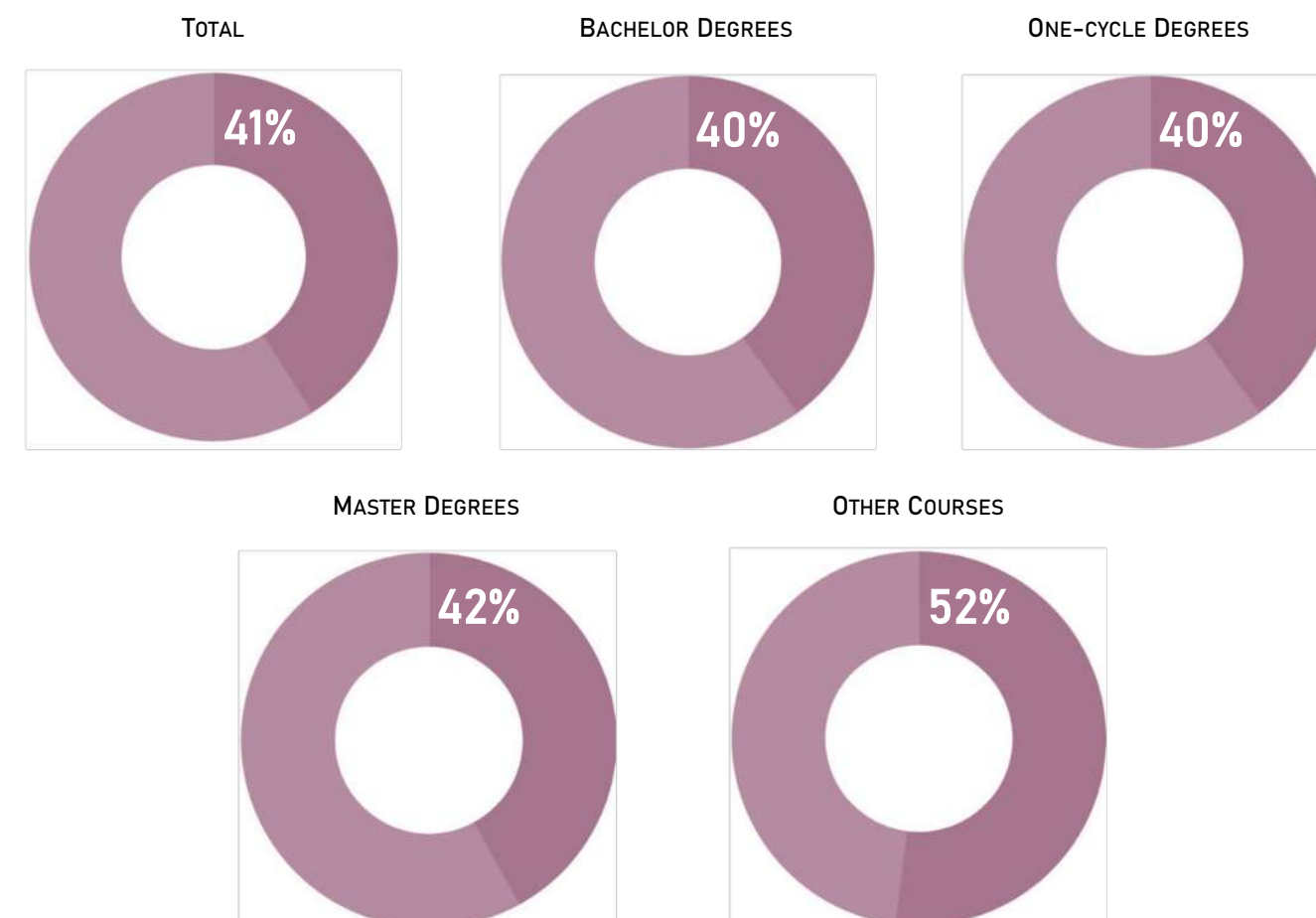
As explained in paragraph 3.1 – **Consultation of the stakeholders**, the level of student satisfaction is measured and compared over time through, first of all, surveys regarding the opinions of students. The following table shows the data for the academic year of 2018/2019, the last year available, at University level (the breakdown according to School is contained in **Annex 2**). **The average total score at University level is 7.85 out of 10, a clearly positive result (*)**. However, it is important to underline that in addition to the undoubtedly satisfying results (lessons held by teachers with a professorship: 8.80; punctuality of teaching activities: 8.75; willingness of the teachers to provide clarifications and explanations: 8.69; clarity in the definition of examination procedures: 8.57; interest shown by the students in the subjects dealt with in the teachings of the degree course: 8.46; usefulness of the supplementary teaching activities: 8.35; ability of the teachers to generate interest and motivation: 8.25; etc.) there is room for improvement which must be considered carefully. None of the Schools obtained a satisfactory result regarding the reception of students by teachers: from 3.52 in Law (3.18 in the previous academic year) to 4.84 in Medicine (4.66 in 2017/2018), with a University average of 4.07 (an improvement compared to the previous year, 3.88). The aspect related to the difficulties encountered by non-attending students should also be improved (University average 5.49, compared to 5.37 in the previous year), primarily by promoting student mobility.

	N°	2018/2019	2017/2018	VARIAZIONE
Is the overall workload of the courses officially scheduled during the various study periods in question	92.788	7,81	7,67	1,83%
Is the overall organization of the officially scheduled courses in the period in question acceptable?	92.788	7,82	7,71	1,43%
Is the organization of the exams (dates, exams, etc.) in the period in question acceptable?	92.788	7,75	7,60	1,97%
Have the examination procedures been clearly defined?	63.045	8,57	8,65	-0,92%
Is the teaching schedule respected?	63.045	8,75	8,94	-2,13%
Has the teacher shown willingness to provide clarifications and explanations?	63.045	8,69	8,82	-1,47%
Did the teacher/the teachers personally hold the lessons?	63.045	8,80	8,91	-1,23%
Have you attended any other courses during this period?	29.743	7,70	7,47	3,08%
If there had been a different schedule of didactic activities, would you have attended this course?	29.743	7,12	7,00	1,71%
In general, do you think that lesson attendance is useful for your education?	29.743	8,20	8,16	0,49%
In general, do you think lesson attendance is useful for passing exams?	29.743	8,11	8,04	0,87%
Was the preliminary knowledge you possessed sufficient to understand the topics covered?	63.045	7,90	7,83	0,89%
Does the teacher stimulate / motivate (the teachers stimulate / motivate) interest in the subject explain-	63.045	8,25	8,32	-0,84%
Is the study load of this course proportionate to the number of ECTS credits awarded?	63.045	7,93	7,99	-0,75%
Is the teaching material (indicated or provided) adequate for the study of the subject?	63.045	8,09	8,14	-0,61%
Are supplementary educational activities (exercises, workshops, seminars, etc.) useful for learning	38.790	8,35	8,30	0,60%
In preparation for the exam, did you meet the teacher for any clarification?	29.743	4,07	3,88	4,90%
Was the teacher of the course available for clarifications during receiving hours or by email ?	12.236	8,03	8,04	-0,12%
Did you find it difficult to prepare for the exam because you did not attend the course lessons?	29.743	5,49	5,37	2,23%
Express your impression (also from consultations with other students, i.e. collective feeling) regarding the following statement: "Do the teachers of the course you intend to take the exam in provide adequate	29.743	8,25	8,13	1,48%
If an online tutoring service was offered, would you use it?	29.743	7,60	7,64	-0,52%
Are the classrooms where the lessons are held adequate (Can you see and hear the lesson? Can you find	63.045	8,00	7,84	2,04%
Are the premises and equipment for supplementary didactic activities (training, laboratories, seminars,	39.185	8,10	7,88	2,79%
Are you interested in the topics covered in this course?	63.045	8,46	8,50	-0,47%
Are you generally satisfied with the teaching?	63.045	8,15	8,23	-0,97%
Is the lesson attendance accompanied by regular study activities?	63.045	8,07	8,07	0,00%



¹ The University has equipped itself with the SISVALVIDAT system, a statistical information system for the processing and dissemination via web of data deriving from the students' opinions on the quality of teaching, which in our University is linked to the booking of exams. Access to the system, for each single teaching/module, is possible at different levels. Stakeholders can access the aggregated information, at degree course, department, faculty/structure and School/University level, by connecting to the website <https://valmon.disia.unifi.it/sisvaldidat/uniroma2/>.

STUDENTS WELL SATISFIED WITH THEIR CHOSEN DEGREE COURSE, FROM EVERY POINT OF VIEW [SOURCE ALMALAUREA 2018].



3.9 THE GRADUATES OF 'TOR VERGATA'

	2019		2018		2017		2019		2018		2017	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
GRADUATES	3.142	49%	3.241	51%	2.971	48%	3.194	52%	3.018	49%	3.183	51%
FOREIGN GRADUATES	142	39%	226	61%	131	42%	184	58%	106	38%	175	62%
- FROM EU COUNTRIES	44	38%	72	62%	30	33%	61	67%	30	31%	67	69%
- FROM NON-EU COUNTRIES	98	39%	154	61%	101	45%	123	55%	76	41%	108	59%
BACHELOR GRADUATES	1.822	49%	1.887	51%	1.719	48%	1.879	52%	1.732	48%	1.852	52%
FOREIGN BACHELOR GRADUATES	63	35%	117	65%	70	40%	104	60%	44	32%	93	68%
- FROM EU COUNTRIES	19	28%	50	72%	17	29%	41	71%	17	32%	36	68%
- FROM NON-EU COUNTRIES	44	40%	67	60%	53	46%	63	54%	27	32%	57	68%
MASTER DEGREE GRADUATES	1.072	52%	1.003	48%	1.047	52%	975	48%	1.045	51%	990	49%
FOREIGN MASTER DEGREE GRADUATES	69	44%	87	56%	54	45%	67	55%	53	43%	69	57%
- FROM EU COUNTRIES	21	60%	14	40%	13	45%	16	55%	11	31%	25	69%
- FROM NON-EU COUNTRIES	48	40%	73	60%	41	45%	51	55%	42	49%	44	51%
ONE-CYCLE DEGREE GRADUATES	248	41%	351	59%	351	63%	205	37%	242	42%	341	58%
FOREIGN ONE-CYCLE DEGREE GRADUATES	10	31%	22	69%	7	35%	13	65%	9	41%	13	59%
- FROM EU COUNTRIES	4	33%	8	67%	-	0%	4	100%	2	25%	6	75%
- FROM NON-EU COUNTRIES	6	30%	14	70%	7	44%	9	56%	7	50%	7	50%
PHD GRADUATES	128	46%	152	54%	180	48%	193	52%	222	53%	194	47%
FOREIGN PHD GRADUATES	16	44%	20	56%	25	48%	27	52%	48	56%	37	44%
- FROM EU COUNTRIES	4	100%	-	0%	9	75%	3	25%	15	79%	4	21%
- FROM NON-EU COUNTRIES	12	38%	20	62%	16	40%	24	60%	33	50%	33	50%

The table shows the breakdown of graduates according to gender in 2019 compared to the two previous years. There is a substantial gender equivalence of graduates, with 51% of female students and 49% of male students, which substantially reflects the gender distribution of those enrolled. A different distribution is evident when analysing the gender composition of foreign graduates, where in almost all categories there is a prevalence of female graduates, both from EU and non-EU countries

Overall, in the calendar year of 2019, there was a 3.5% increase in the number of graduates. Broken down according to gender, the data reveals a 1.5% increase in the number of female graduates compared to 2018 and a much greater increase of 5.8% in the number of male graduates.

There was a very significant increase in the number of foreign graduates, equal to 16.8% compared to the previous calendar year, and in particular there was an increase in the number of female foreign graduates in the year, which grew by 22.8% compared to 2018 (and a 25.2% increase in the number of non-EU female foreign graduates at Tor Vergata).

On the other hand, there was a drop in the number of students who obtained their PhD in 2019 compared to 2018 (-24.9%, -30.8% if we analyze only the PhDs obtained by foreign students).

The table on the next page illustrates the distribution of graduates according to gender and School.

The School with the greatest difference between the number of female and male graduates remains Humanities and Philosophy, where the female component in 2019 exceeds the male component by 50.3% (a similar percentage of 47.6% for the previous year), followed by Engineering where male graduates register 68.2% of total graduates (67.1% in 2018) and Law (71.8% male graduates and 28.2% female graduates, compared to 65.8% and 34.2% in the previous year). Female graduates also represent 59% of the total number of graduates in Medicine and Surgery (where the gap narrowed compared to the previous year, when the figure was 61.1%) and in Mathematical, Physical and Natural Sciences, while there were 44.5% of male graduates in Economics, which is a slight improvement (0.5%) compared to the previous year.

Compared to 2018, the total number of graduates increased by 218, particularly in the Law school (160 more graduates than the previous year, 21.9%) and Humanities and Philosophy (130 more graduates, 13.3%). The School with the most significant decrease in graduates is Engineering, with 49 fewer than in 2018 (-5.3%).

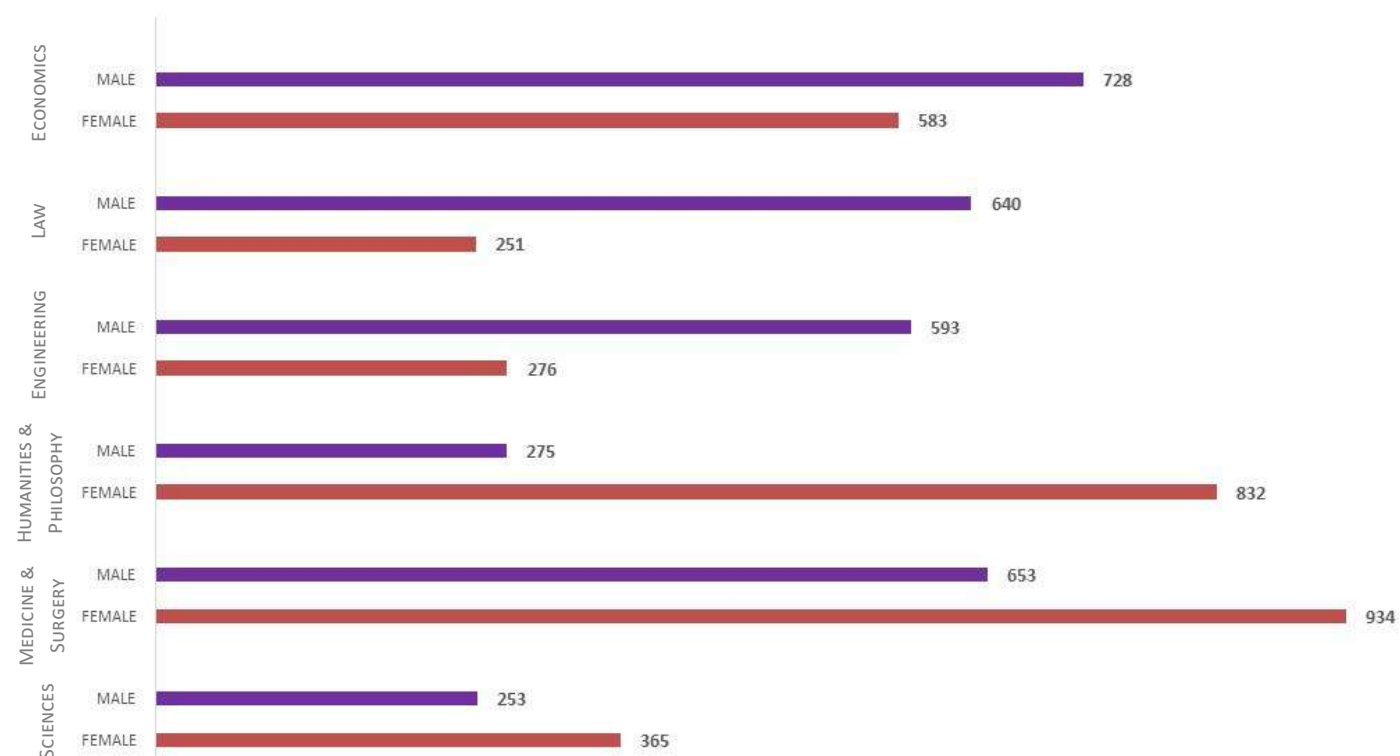


AVERAGE AGE AT GRADUATION (ALL TYPES OF COURSE)

26.2 years

[25.8 NATIONAL AVERAGE]

DISTRIBUTION OF GRADUATES ACCORDING TO GENDER AND SCHOOL



	2019		2018		2017	
	FOREIGN GRADUATES (FEMALES)	FOREIGN GRADUATES (MALES)	FOREIGN GRADUATES (FEMALES)	FOREIGN GRADUATES (MALES)	FOREIGN GRADUATES (FEMALES)	FOREIGN GRADUATES (MALES)
ECONOMICS	14,1%	9,1%	10,4%	7,6%	9,9%	6,1%
LAW	3,6%	0,8%	2,0%	1,7%	2,8%	1,3%
ENGINEERING	4,4%	3,0%	3,3%	2,6%	2,6%	2,2%
HUMANITIES AND PHILOSOPHY	5,1%	3,3%	6,2%	5,1%	5,7%	3,9%
MEDICINE AND SURGERY	6,2%	4,3%	5,1%	3,6%	4,7%	3,7%
MATHEMATICAL, PHYSICAL AND NATURAL SCIENCES	6,3%	6,3%	3,8%	6,1%	5,1%	3,4%



3.10 DATA REGARDING GRADUATES

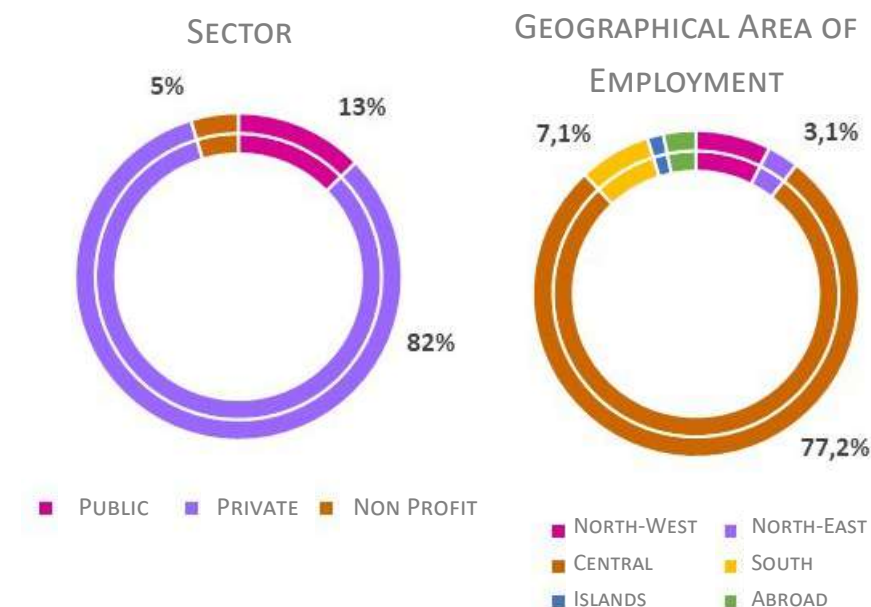
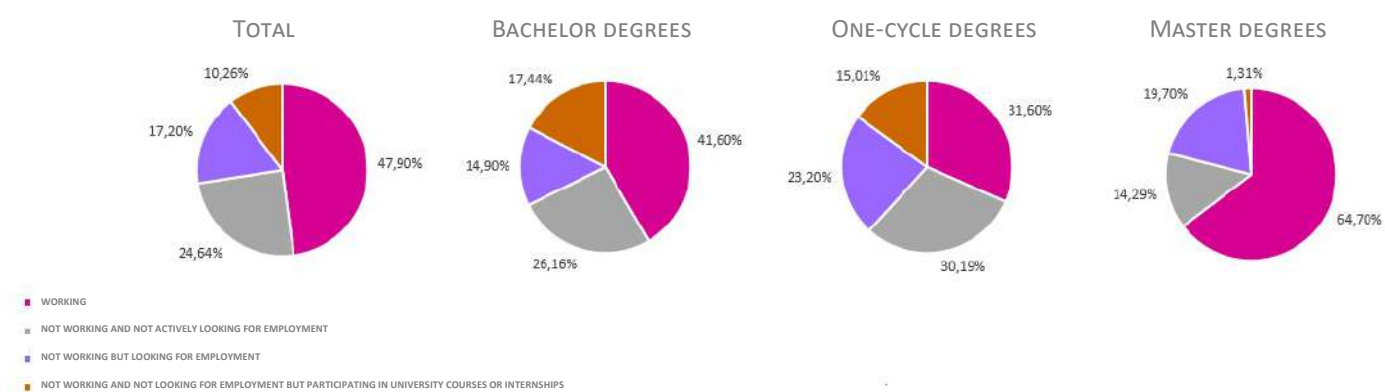
[FROM THE 2019 ALMALAUREA REPORT- 2018 DATA]

According to the XXI AlmaLaurea Report, one year following graduation, **47.9% of Tor Vergata graduates have found work, compared to an average of 44.1% for Italian universities.**

In particular, 64.7% of master's graduates work (an average of 58.9% for Italian universities) and 41.6% of graduates with a bachelor degree have been employed, compared to 37.5% at national level.

	2018				2017			
	UNIVERSITY AVERAGE	BACHELOR	MASTER	ONE CYCLE	UNIVERSITY AVERAGE	BACHELOR	MASTER	ONE CYCLE
AVERAGE AGE AT GRADUATION TOR VERGATA	26,2	25,0	28,0	26,9	26,2	25,1	27,7	27,2
AVERAGE AGE AT GRADUATION FROM ITALIAN UNIVERSITIES	25,8	24,8	27,4	27,0	25,9	24,9	27,4	27,0
AVERAGE GRADUATION GRADE TOR VERGATA	103,9	100,8	108,9	105,9	104,2	100,8	109,1	106,4
AVERAGE GRADUATION GRADE AT ITALIAN UNIVERSITIES	102,7	99,7	107,7	104,6	102,5	99,5	107,7	104,1
AVERAGE DURATION OF TOR VERGATA STUDIES	4,2	4,5	2,7	7,0	4,2	4,5	2,7	7,2
AVERAGE DURATION OF ITALIAN UNIVERSITY STUDIES	4,2	4,3	2,8	7,0	4,3	4,4	2,8	7,1

The percentage rises to 70.9% for graduates 3 years following graduation, compared to a national average of 68.9% and 78.9% 5 years after graduation (national average 76.4%). The table above shows how the average age at graduation decreases compared to the previous year for bachelor degrees and one-cycle master's degrees and increases by 0.3 compared to 2017, remaining unchanged for the average University level. The average graduation grade dropped from 104.2 to 103.9 for Tor Vergata, but this figure was in any case higher than the national average, which remained more or less stable at 102.7 points. Finally, the average duration of studies decreased in 2018 for one-cycle degree courses, remaining overall unchanged at 4.2 years, in line with the average for Italian universities.



The two charts show the **field of activity** of Tor Vergata graduates one year after graduation and the **geographical area of work**. As far as **pay** is concerned, 1 year after obtaining their academic title, female graduates from our University earn an average of 1,105 Euros, while male graduates make 1,233 Euros, showing a much less marked gender gap compared to the average for Italian universities, where the pay for men is similar to Tor Vergata (1,238 Euros), while the figure for women is significantly worse (1,028 Euros).

3.11 INTEGRATION BETWEEN THE UNIVERSITY AND THE LABOUR MARKET

The University works with determination to generate partnerships and collaborations with the local, national and international businesses, promoting initiatives linked to the third mission and aimed at strengthening ties with companies and encouraging the work entry of young people in the labour market. The objective of Tor Vergata is to set up training courses in line with the needs of the market and society, which stimulate students' intellectual curiosity, their capacity for innovation, spirit of initiative and ability to deal with a rapidly changing world.



XII edition of Campus & Leaders & Talents

[October 23, 2019 at the School of Economics]

The Career Day of the University of Rome Tor Vergata, which has now arrived at its 12th edition and which is realized thanks to the collaboration between the Placement Office of the University, ALET-Associazione Laureati Economia Tor Vergata and the Ufficio Laureati Deskimprese, is an event that the University offers to its students and graduates free of charge. Over the years, students and graduates from other Universities in Rome and Central and Southern Italy have also participated. Over the last 12 years, more than 10,000 visitors have taken part and have met representatives from the many prestigious companies that have joined the initiative. The 2019 edition, in line the sustainable philosophy of the initiative together with the mission and vision of the University, introduced a green & paperless style, under the banner of innovation and environmental protection. Through a system of pre-loading and CV registration, it was possible to limit the use of paper. To make the event an even more profitable experience for young graduates and undergraduates, they could participate in job orientation seminars, presentation meetings, workshops and job selection interviews with the human resources managers of the partner companies, together with a discussion of experiences and presentation of case histories.



33 RECRUITMENT EVENTS ORGANIZED
2.200 COMPANIES CONTACTED
MORE THAN 100 COMPANIES PARTICIPATING
MORE THAN 2.000 PARTICIPANTS
1.200 JOB OPPORTUNITIES OFFERED
2.300 PROFILES SUPPLIED TO COMPANIES

XXVII edition of the University Work FORUM

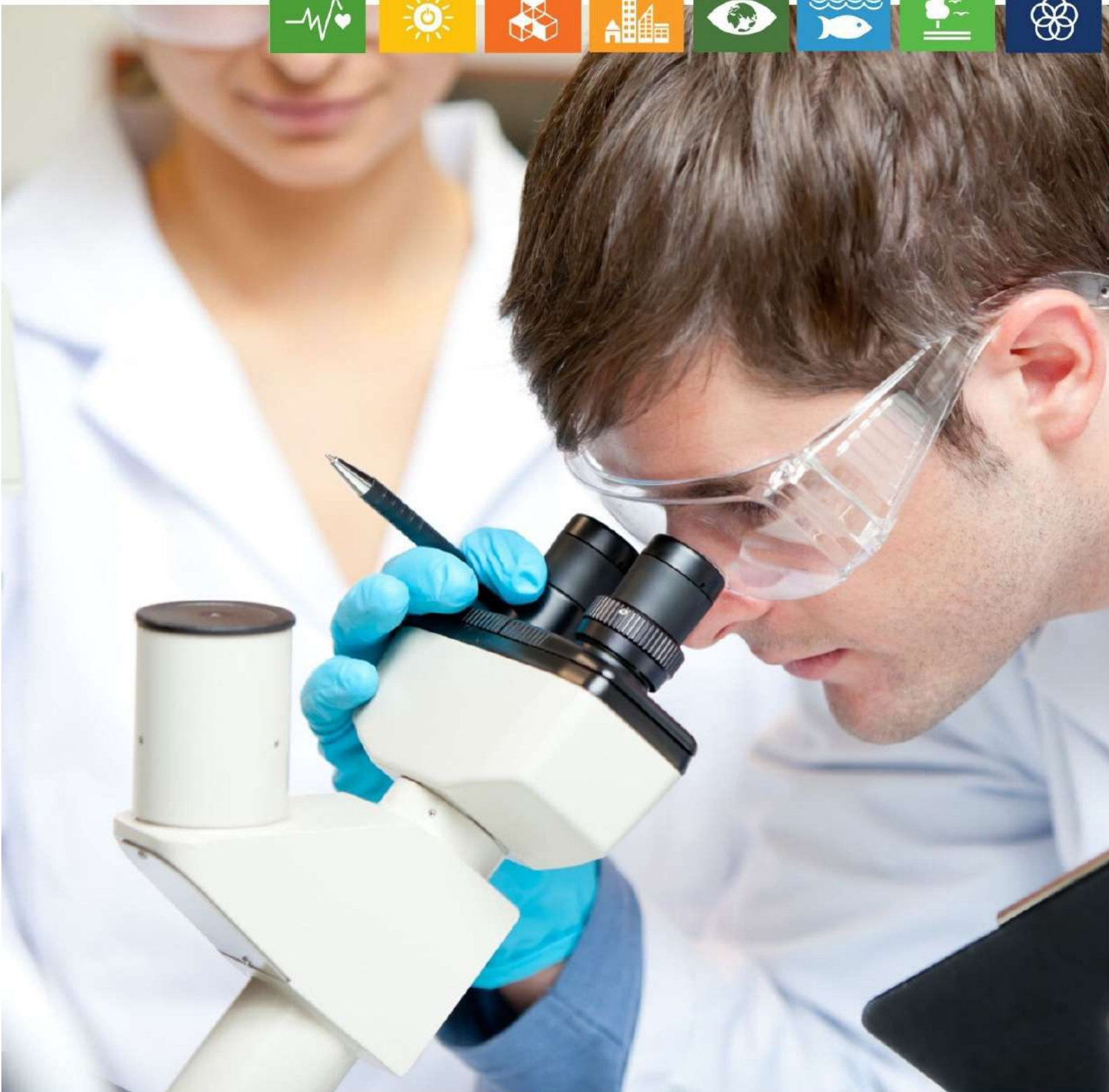
[April 9, 2019 at the School of Engineering]



The University-Work Forum, organized by ALITUR (Association of Engineering Graduates of Tor Vergata) within the School of Engineering of the University of Rome Tor Vergata, is an important recruiting event which aims to put the business world and the university environment in contact with each other. The companies promote their brand, select the profiles that they consider to be the most interesting among the many graduates and undergraduates that attend the event and they contribute to networking with the research centres operating within the University. Companies can make use of:

- stands where they can display information, talk to visitors and select CVs of interest;
- workshops where they can present their company profile, illustrate the characteristics of the ideal candidate and explain possible career paths and success stories;
- areas for interviews where companies can hold meetings with candidates that have been previously identified in the CV database provided by ALITUR;
- areas with information on companies, their activities and the professional profiles required.

4. Value and impact of research



4. VALUE AND IMPACT OF RESEARCH

4.1 SCIENTIFIC PUBLICATIONS

At Tor Vergata, we firmly believe that knowledge - humanistic, scientific and technological - advances well-being by creating virtuous circles, and that research is a driving force for development and growth, an engine capable of advancing society along a sustainable path. Those who aspire to learn, teach or carry out research feel a strong attraction towards places where there is a high concentration of intelligence and resources. For this reason, it is essential for the University of Tor Vergata to attract talent from all over the world, attract capital, create synergies between national research programmes and European and international programmes, activating more and more collaborations between universities and industry, through an increase in projects and opportunities for mobility and exchange between universities (such as the mutual recognition of degrees). This is because exchanges, movement, internationalization, overlapping cultures and ideas mean growing as an University and helping our country and Europe grow. In order to increase research in Italy and Europe, it is necessary to organize "teamwork" and active cooperation in the field of research can make a difference. **In the four-year period from 2016 to 2019, the University developed 3,375 international collaborations in all five continents, fully demonstrating its international character.** Of these projects, about half are stipulated with European subjects while a total of more than 1,000 international collaboration projects have been registered with entities located in the Far East and North America. Of equal importance was the University's commitment to developing further collaborations with entities located in the Middle East, Latin America and the African continent.

ECONOMICS	3
LAW	2
ENGINEERING	6
HUMANITIES & PHILOSOPHY	5
MEDICINE & SURGERY	9
M.P.N. SCIENCES	7

32 PHDs

22 IN ENGLISH

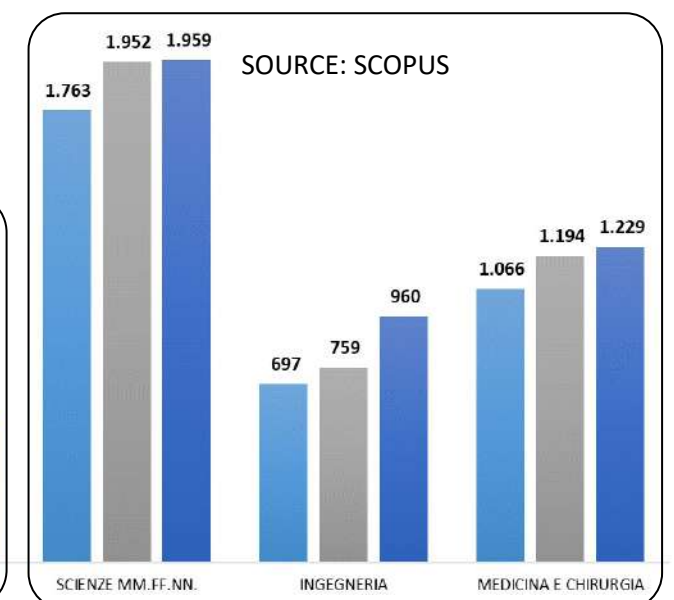
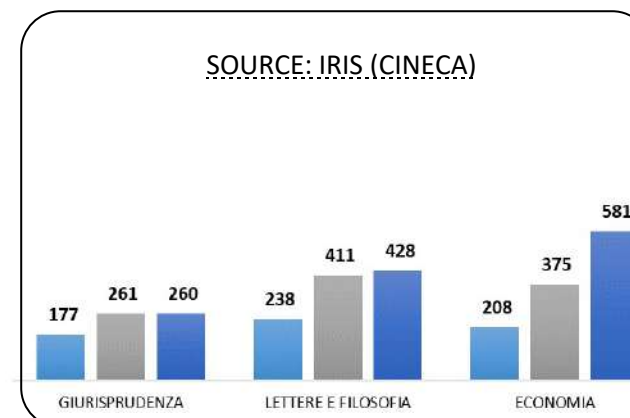


11 JOINT DEGREE



	2019	2018
N° OF PUBLICATIONS	5.417	4.952
AVERAGE CITATION IMPACT	1,78	1,42
AVERAGE CITATION IMPACT IN ITALY	1,48	1,51
AVERAGE CITATION IMPACT IN EUROPE	1,21	1,22
IN THE "TOP TEN" MOST CITED	19,6%	20,3%
"T.T." MOST CITED AVERAGE IN ITALY	16,9%	18,2%
"T.T." MOST CITED AVERAGE IN EUROPE	13,9%	14,9%
IN THE "TOP TEN" OF THE JOURNALS WITH HIGHEST IMPACT	32,4%	35,0%

2017 2018 2019 PUBLICATIONS ACCORDING TO THE SIX SCHOOLS

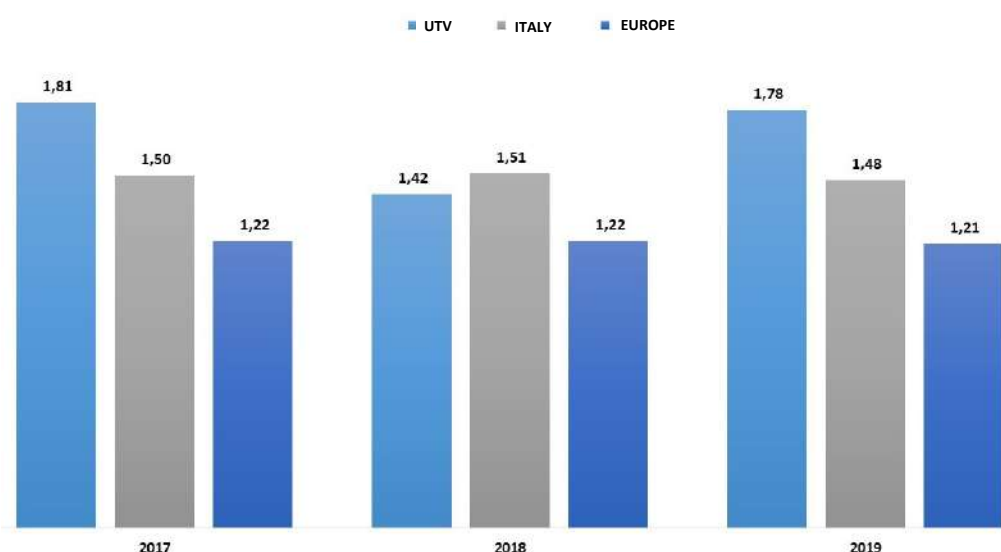


The total number of scientific publications increased, in general, by 9.4% (from 4,952 publications in 2018 to 5,417 in 2019). The number of publications is growing in almost all fields: Economics increased by 54.9%; Engineering increased by 26.5%; Humanities and Philosophy increased by 4.1%; Medicine and Surgery increased by 2.9%.

SCOPUS, through the modular platform SciVal is a certified database containing data related to scientific publications in English, which collects and provides tools for the analysis of research results, facilitating collaboration between international academic institutions and companies.

The platform comprises four integrated modules. Overview, which provides a concise and immediate overview of research results at international level catalogued by institution, country and in individual disciplinary fields, highlighting strengths and multidisciplinary areas, with the possibility to extract reports and graphs and display data on a map. In the Benchmarking section, you can compare, over time, the results between various institutions in different countries, between predefined research groups or individual researchers. The Collaboration module, based on publications and citation impact, identifies and analyzes the trend of existing collaborations at the university, identifying potential partners at national and international level. The Trends module makes it possible, finally, to analyze trends in each research field with citations and data on use and make an analysis of the top keyphrases of the research.

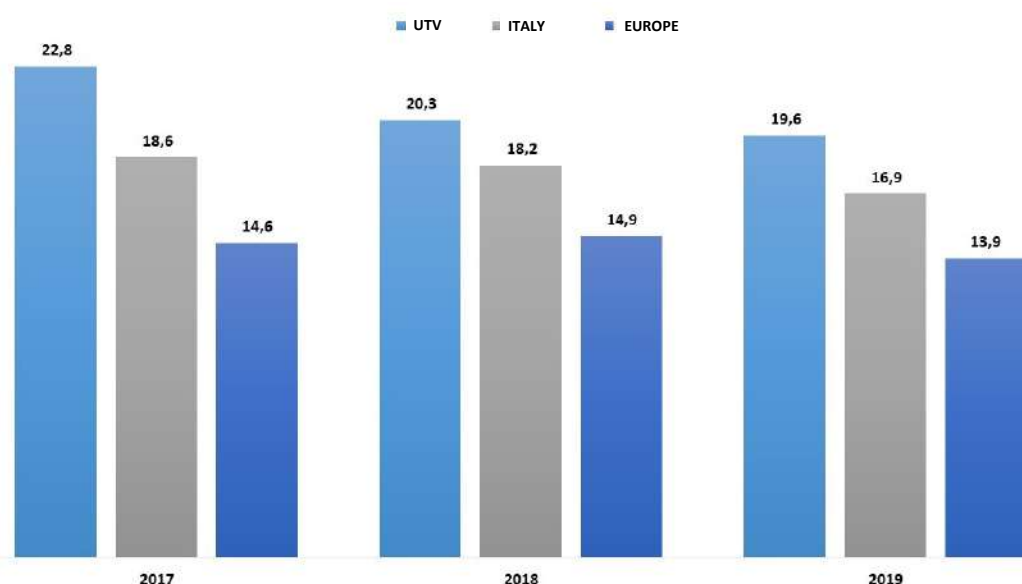
FIELD WEIGHTED CITATION IMPACT



Regarding international reputation, in the three-year period considered in this report, the value of the average Citation Impact never falls below 1.4; this means that publications are cited at least 40% more than expected.

In the period between 2017 and 2019, the values of this indicator for "Tor Vergata" were constantly higher than the European average and, in 2017 and 2019, higher than the Italian average

OUTPUTS IN TOP CITATION PERCENTILES



The "Output in Top Citation Percentiles" indicator illustrates the percentage of the most cited publications (top 10%) of Tor Vergata compared to the Italian and European averages. In the period between 2017 and 2019, the University had, on average, more publications cited in the highest percentile compared to Italy and the EU.

4.2 RESEARCH FUNDING

The tables show the number and value of EU-funded research projects in which the University participates, either as coordinator or in partnership, as well as data concerning research projects of major national interest (PRINs).

As far as European research is concerned, 2019 saw a total value of the projects assigned and started of 11,048 k€, with an increase of 50% compared to 2018, confirming and improving the 2018 trend, which closed with a total value of the projects started of 7.214 k€, 36% higher than the 2017 figure.

The second table refers to research funded by MUR and one must take into account the fact that 2019 saw the official launch of the Research Programmes of National Interest - PRIN 2017, whose reference call is No. 3728 of 27 December 2017.

	NUMBER	OF WHICH	FUNDING
2017	26	6	5.290 k€
2018	29	6	7.214 k€
2019	43	9	11.048 k€

	NUMBER	OF WHICH COORDINATED	FUNDING
2017	41	11	2.495 k€
2018	37	11	2.911 k€
2019	55	15	8.715 k€

The 15 programmes coordinated by Tor Vergata at national level are divided into a total of 111 RUs⁵, to which the MUR has paid a total of 9,032 k€ of which 8,718 k€ for research funding and 317 k€ in the form of premiums.





4.3 RESEARCHERS AND IMPROVEMENTS IN RESEARCH

	N° OF TENURED RESEARCHERS	N° OF TEMPORARY RESEARCHERS
31 DECEMBER 2017	485	97
31 DECEMBER 2018	431	113
31 DECEMBER 2019	409	135

Compared to the previous year, there was a 5.1% reduction in the number of tenured researchers and a 19.5% increase in the number of temporary researchers.

The reduction of 22 permanent researchers compared to 2018 is due to:

- 9 transitions to the role of associate researcher
- 1 change to role of full researcher
- 3 transfers to the role of associate researcher at another university
- 6 retirements
- 1 death
- 2 resignations of male and female researchers.

The University promotes the results of scientific research also through the use of legal instruments for the protection of intellectual property, increasing cooperation and inter-connection with the business world and promoting the transfer of research results to industry in order to increase possibilities of the industrial application of innovation based on scientific research.

	N° PATENTS	FOREIGN
31 DECEMBER 2017	33	9
31 DECEMBER 2018	36	14
31 DECEMBER 2019	40	15

Compared to the previous year, there was an increase of 11% in the total number of patents and an increase of 20% with regard to foreign protections (the increase in 2018 compared to 2017 was 9% and 25% respectively).

4.4 RESEARCH IN THE FIELD OF SUSTAINABILITY

There are endless issues linked to sustainability in scientific research.

The concept of sustainable development can be expressed in all disciplinary areas, from environmental sciences to training, the protection of cultural heritage, not to mention economic, legal and social sciences, engineering, medical and psychological sciences. In 2019, the University carried out research regarding sustainable development by taking advantage of third-party funding, but also by self-financing research through University calls.



Research financed by the University

In 2019 the University completed 64 projects (except in cases of extension) funded with €1,157 k€ under the "Mission Sustainability" Call for Proposals. It is important to remember that the budget allocated for this initiative was €1,500 k€, of which €1,230 k€ for University projects and 270 k€ for departmental research. The call for proposals in question (D.R. 2817 of 22 December 2016) also established the allocation to each Department of a contribution of €15 thousand to support other projects worthy of interest. In 2018, the Department Boards, through an internal resolution, therefore selected 40 "Mission Sustainability" projects and 30 PRIN 2017 projects that were positively evaluated but not funded due to the finishing of resources available under the respective calls for proposals, which ended on 31 December 2019, except in cases where extensions were granted.

Furthermore, with Rectoral Decree no. 1347 of 29 May 2019, in line with the University's mission in terms of promoting knowledge and the internationalization of research, the "Beyond Borders" Call for Proposals was issued to subsidize competitive research of high scientific and technological content, selected on the basis of scientific excellence and innovative strength, for a budget of €1 million or €820 k€ for University projects and €180 k€ for departmental research. Regarding the first type of project, in 2019, 360 k€ were allocated for the funding of the programmes related to the CUN areas for which the evaluation work of the anonymous referees was concluded (01-Mathematical and Computer Sciences, 02-Physical Sciences, 03-Chemical Sciences, 08-Civil Engineering and Architecture and 09-Industrial and Information Engineering).

The financing of the other projects, for a total of 460 k€, has been postponed to 2020.

Research funded by third parties



Horizon 2020 is the European Union (EU) Framework Programme for research and innovation for the 2014-2020 period. The aim of Horizon 2020 is to support research and innovation: one of the five main objectives of Europe 2020, the European Union strategy for the decade 2010-2020. In line with this strategy, H2020 aims to contribute, in particular, to the creation of a society based on knowledge and innovation, oriented towards the important priorities indicated in the European Agenda for 2020: smart, sustainable and inclusive growth. Horizon 2020 focuses on three priorities, or "pillars", which are divided in turn into specific objectives: i) Scientific excellence; ii) Industrial leadership; iii) Challenges for society.

	NUMBER	OF WHICH COORDINATED	FUNDING
2017	19	6	4.617 k€
2018	15	6	6.033 k€
2019	27	9	8.794 k€

The funding of research projects under the Horizon 2020 programme increased in 2019 by more than 2,700 k€ (about 46%) compared to the previous year, which in turn showed an increase of about 31% compared to 2017.

Unlike 2018, in 2019 both the level of funding and the number of projects increased from 15 in the previous year to 27 in 2019, with a percentage increase of 80%.

SCIENTIFIC AREA	2019	2018	2017
Life Sciences	7	3	3
Physical Science & Engineering	14	9	14
Social Sciences & Humanities	6	3	2

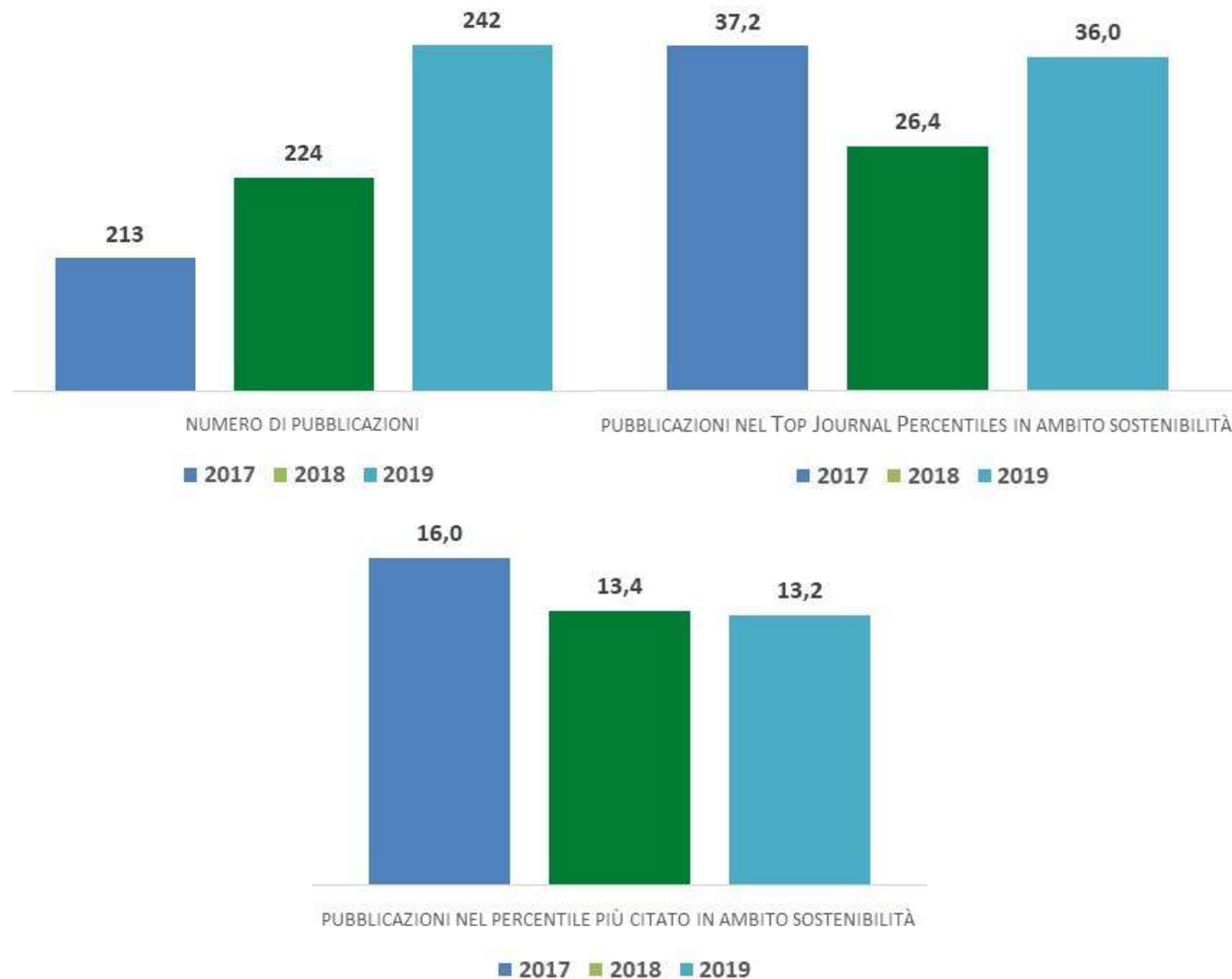
Scientific publications in the field of sustainability

In order to identify the University's publications in the field of sustainable development, the Research Areas^s in SciVal that refer to the concept of sustainability were selected. From this set of research areas, the publications of the University of Rome Tor Vergata were downloaded and a dataset of publications referring to sustainability was compiled. From this dataset, the research performance indicators were calculated and the analysis of the TOP keywords were carried out.

The number of **scientific publications in the field of sustainability** increased by 10.7%, from 224 publications in 2018 to 242 in 2019 (213 in 2017).

Publications in the "Top journal percentiles" extracted on the basis of Sustainability Research Areas increased by 36.4%, while publications in **the most cited percentile** are in line with the previous year but lower than 2017.

Overall, the data highlights the excellent positioning of the University's scientific research in subjects closely related to sustainable development issues.



4.5 PARTICIPATION IN BODIES INVOLVED IN SUSTAINABILITY

The University's participation in initiatives (corporate and non-corporate) is one of the tools to better develop theoretical and applied research. In this context, non-corporate instruments such as associations and foundations are widely used, as well as specific corporate instruments such as those of a consortium which, while adopting the organizational set-up of a joint-stock company, do not pursue profits, but rather have a predominantly mutualistic purpose in the field of applied scientific research and technology transfer. The term "spin-off" refers to the creation of a new legal entity from the resources of a pre-existing company or other companies.

The aim of spin-offs is to encourage contact between university research structures, the world of production and institutions in the local area to support research and disseminate new technologies, with positive effects on industrial production and the social welfare of the area. The launch of research spin-offs is to be regarded both as an instrument to enhance the university's knowledge base and as a transfer of new scientific, technological and economic knowledge to the production system. In particular, the University participates in the following legal bodies, whose corporate purpose is related to the sustainability objectives actively pursued by the University:

ENTITY	SECTOR	SDGS
INOIT UNIVERSITARY FOUNDATION	COMPUTER TECHNOLOGY	9, 11, 17
CEIS TOR VERGATA UNIVERSITARY FOUNDATION	ECONOMICS RESEARCH	8, 17
NEXT – NEW ECONOMY X ALL	NEW ECONOMY	8, 9, 11, 12
FONDAZIONE GLOBAL COMPACT NETWORK	BUSINESS CITIZEN	5, 8, 9, 10, 11
CONSORZIO CRAVEB	ENERGY RESEARCH SECTOR	7, 8, 9, 11, 13
CESTER IMPRESA SRL	CULTURAL HERITAGE	5, 8, 9, 11
NANOSHARE SRL	NANOSCIENCE	7, 8, 9
ALGARES SRL	ALGAL BIOMASS RESEARCH	8, 9
INTELLIENERGIA SRL	PLANTS BY RENEWABLE SOURCES	7, 8, 9, 11, 13
IN-TIME SRL	TERRITORIAL INFORMATION	3, 8, 9, 11, 13, 14
CONSORZIO CRATI	TECHNOLOGICAL AND ENVIRONMENTAL RESEARCH	7, 8, 9, 10, 11
CONSORZIO CINFAI	RESEARCH FOR THE PHYSICS OF ATMOSPHERES AND HYDROSPHERES	7, 8, 11, 14
CONSORZIO INSTM	STRATEGIC SECTORS OF SCIENCES AND TECHNOLOGY OF MATERIALS	9
TOR VERGATA-CONFAPI CONTAMINATION HUB SRL	ADVISORY IN SECTORS WITH A HIGH INNOVATIVE PROPENSITY	7, 8, 9, 11

4.6 CONTRACT RESEARCH AND TECHNOLOGY TRANSFER PROJECTS

Commissioning research and consultancy to university researchers is a way for companies to use the know-how, experience and excellence gained in specific academic research fields.

In this sense, Tor Vergata carries out research services (basic and applied) on the basis of contracts and agreements, carries out consultancy, analyses, checks, calibrations, tests, measurements carried out on materials, equipment, artefacts and structures of interest for the client, together with the creation of prototypes.

In 2019, the University continued to establish conventional relationships with local, institutional and private entities, aimed at making Tor Vergata a concrete reality as a subject not only for research and training, but also a subject that operates within the local community. In order to promote the research from a technical-scientific point of view, it is essential to build a network of relationships with researchers/inventors evaluating together the strategy of protection and valorisation.

The **University Research Registry (ART)** has been set up, which is a set of data accessible via the web that makes it possible to collect, manage and process information relating to the research activity carried out within the University. The University's task also regards the promotion and management of relations between the academy and industry in order to increase the possible industrial application of innovation based on scientific research, encouraging the creation of networks with companies and organizations. In this context, communication and transfer tools have been used to protect patenting through confidentiality, licensing, transfer, know-how and MTA agreements. The University provides initial assistance in the drafting of business plans and in the definition of the legal-contractual aspects inherent in corporate and negotiating acts; ex post monitoring of spin-off initiatives is carried out, initiatives aimed at supporting entrepreneurship are promoted and the various funding initiatives are publicised. A dedicated information service, iniziativa.impreditoriali@uniroma2.it, has been launched to guide students and lecturers who intend to undertake an entrepreneurial activity.

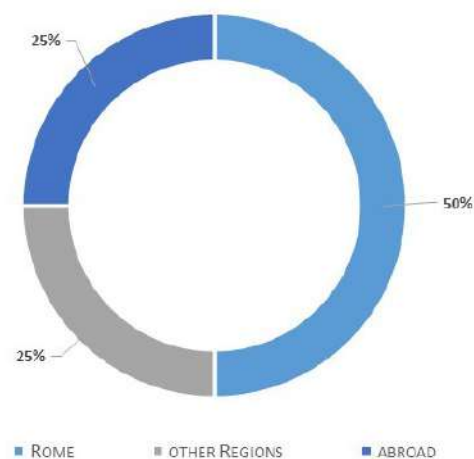
In 2019, 50% of the **technology transfer contracts** were with contractors from the territory (Lazio, and in particular the Metropolitan City of Rome), while 25% were Italian contractors from other regions and a further 25% were foreign contractors.

Research contracts on behalf of third parties signed by the University's departments totalled 133 in the year. Of these, 47% were with the local territory (Rome, its province and Lazio), while 32% were Italian contractors from other regions and 20% were foreign contractors (the most significant share being German, French, Swiss and Belgian).

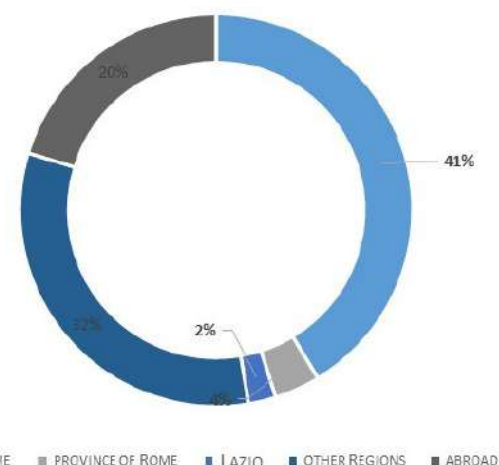
The other services on behalf of third parties provided by the University (consultancy, analysis, services, training, etc.) totalled 1,132 contracts during the year, 62% of which with contractors from the local territory (Rome and Lazio), 24% with Italian counterparts from other regions and the remaining 14% with foreign contractors (the most significant share being German, Chinese, Belgian, French, US, Spanish and Swiss).

The emerging picture is one of a University that generates value for the territory it belongs to, but whose expertise is appreciated throughout Italy and abroad.

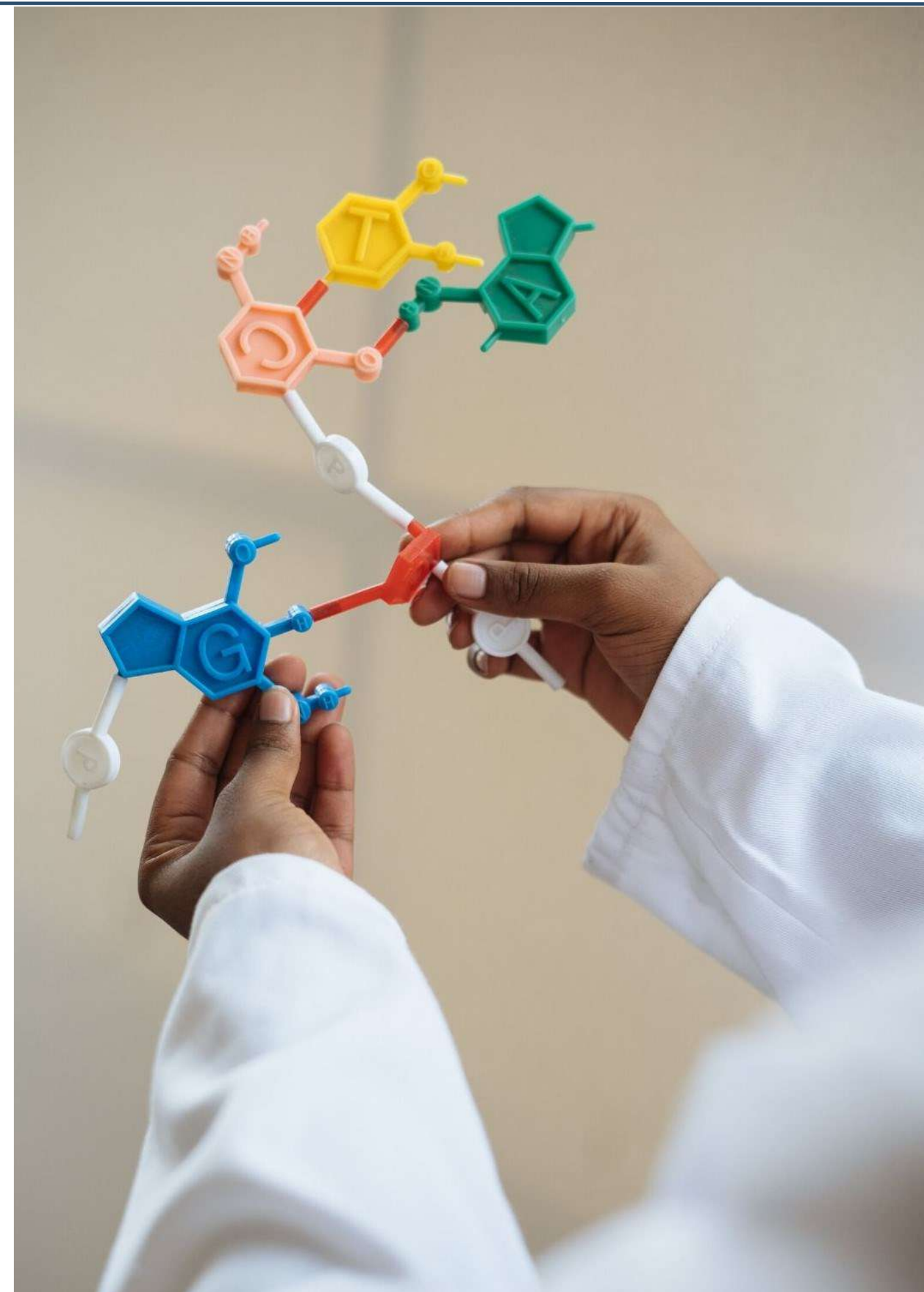
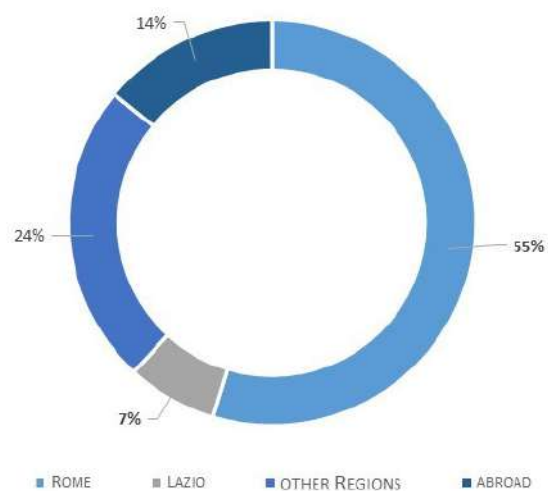
TECHNOLOGY TRANSFER CONTRACTS:
TERRITORIAL ORIGIN OF THE CONTRACTORS



RESEARCH CONTRACTS FOR THIRD PARTIES:
TERRITORIAL ORIGIN OF THE CONTRACTORS



CONTRACTS FOR OTHER SERVICES:
TERRITORIAL ORIGIN OF THE CONTRACTORS



5. Promotion and involvement of human resources



5. PROMOTION AND INVOLVEMENT OF HUMAN RESOURCES

5.1 EMPLOYMENT GROWTH AND STABILITY

Working for the University of Tor Vergata means becoming part of an organization where everyone can contribute to the achievement of common objectives and express their talent and professionalism in order to guarantee high standards of organizational and individual performance. Human resources represent a key element in the University's success, giving the institution real strength and a competitive advantage in the organization of the educational, research and administrative services provided. This chapter will describe the University's commitment to its staff: in addition to a careful recruitment procedure [1] and high level training of the organization's employees, Tor Vergata takes pride in listening and involving people in order to continuously improve services at all levels.

[1] Regulatory restrictions for each University define the annual number of possible recruitments, taking into account the professional level of each employee leaving, the role held, the University's performance in terms of indicators and the average national turnover percentage set annually by the MIUR. Recruitment procedures comply with the following principles: a) adequate publicity regarding the job selection and procedures in order to guarantee impartiality and ensure the cost-effectiveness and speed of execution, using, where appropriate, pre-selection procedures; b) adoption of objective and transparent mechanisms to be used in the verification of the aptitude and professional requisites required in relation to the position to be filled; e) composition of the committees exclusively comprising experts of proven competence in the matters pertaining to the job selection, chosen from among administrative officials, teachers and external figures, who do not cover political positions and who are not trade union representatives or nominated by the confederations and trade unions or professional associations. The National Collective Agreement used is the NCA for Public Administration regarding University employees. Salary levels are established in compliance with the National Collective Agreement and are therefore not subject to discretionary changes or wage differences according to gender. There were no reports of discriminatory acts in the treatment of personnel during the year covered by the report. In line with the NCA, the University protects the right of workers to choose their association, in particular regarding the trade unions.

On 31 December 2019, the University boasted **2,291 human resources**, a reduction of 0.3% compared to 2018. Of these, 1,301 are teaching staff (an increase of 1.4% compared to 2018), while 990 are the managerial, technical-administrative and library staff (a reduction of 1.2% compared to the previous year).

92% of the staff are permanent staff, i.e. they have an open-ended contract. In particular, 90% of teaching staff and 95% of managerial and technical-administrative staff and librarians are on permanent contracts (the percentages were 91% and 96% respectively in the previous year). Regarding gender, 53.1% are male employees and 46.9% are female. The gender gap remains very wide in the teaching staff (64.6% men and 35.4% women), with a marked prevalence of male full professors (80.4% men and 19.6% women on 31 December 2019, with an increase in the gap of 1 percentage point compared to the previous year), associate professors (62.6% men and 37.4% women, with a reduction in the gap of 2.3% compared to 2018) and researchers (56% male researchers compared to 43.2% female researchers).

The situation appears to be different for managerial staff and T.A.B., where there is gender parity among managers (2 men and 2 women in both 2019 and 2018, to which the figure of the General Manager is to be added), with a clear predominance of female technical-administrative resources (about 62% of the total, up 1 point compared to the previous year). The comparison across the entire population, compared to 2018, shows a very modest reduction in the gap of 0.1 percentage point.

	OPEN-ENDED CONTRACT						FIXED TERM CONTRACT					
	2019		2018		2017		2019		2018		2017	
	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN
FULL PROFESSORS	63	258	67	259	66	252	-	-	-	-	-	-
ASSOCIATE PROFESSORS	163	273	145	268	136	282	-	-	-	-	-	-
RESEARCHERS	180	229	194	237	215	270	55	80	45	68	32	65
TOTAL TEACHING STAFF	406	760	406	764	417	804	55	80	45	68	32	65
GENERAL MANAGER AND EXECUTIVES	2	2	2	2	2	1	-	1	-	1	-	2
T.A.B. PERSONNEL	577	360	590	371	594	375	35	13	26	10	23	14
TOTAL MANAGERIAL STAFF AND T.A.B.	579	362	592	373	596	376	35	14	26	11	23	16
TOTAL HUMAN RESOURCES	985	1,122	998	1,137	1,013	1,181	90	94	71	79	75	82

Comparing the Tor Vergata data with the national data elaborated by MIUR in the report "Teaching and non-teaching staff in the Italian university system - 2017/2018 academic year", there is positive data regarding gender neutrality for the role of manager (39% of women managers in the technical-administrative area at national level). On the other hand, in the top positions of the teaching staff, in our University there is a lower percentage of women compared to the national average, equal to an average of 28.7% for the last three years compared to 31.8% in Italy in the 2017/2018 academic year, considering first and second level male and female professors.

Analyzing the work entries for the role of full and associate professor in the last three years (2017-2019), a comforting fact emerges regarding new associate professor recruitment (55% men, 45% women), while the new entries in role of full professor show no reversal in trend - although they do show a reduction in the gap (74% men, 26% women) - to a large extent because they are affected by an initial distribution with a prevalence of men in the associate professor category.

The following table reports:

- the evolution of personnel within qualifications, i.e. a summary table showing, for each qualification, how many people entered and left in the year of reference;

- the evolution in the University according to qualifications, where by "entrants", we refer to those who were not previously in service at the University, while "exits" refer to those who are no longer in service at the date of reference.

The following table instead shows the distribution of T.A.B. staff among the different University structures: 43% of the technical-administrative staff is employed by the General Administration of the University (42% in 2018), 51% in the Departments of the various Schools (54% in 2018), 4% in the other autonomous centres (2% in 2018) and the remaining 2% in the other structures (similar percentage in 2018).

Finally, the last table on this page represents the technical, administrative and library staff divided into the contractual categories to which they belong, as foreseen in the National Collective Agreement for Public Administration regarding employees in the University sector.

As of 31 December 2019, the T.A.B. personnel hired on open-ended contracts were composed as follows:

EVOLUTION WITHIN QUALIFICATIONS

	2019		2018		2017	
	ENTRY	EXIT	ENTRY	EXIT	ENTRY	EXIT
FULL PROFESSORS			30	21	31	24
ASSOCIATE PROFESSORS			36	41	43	36
RESEARCHERS			2	56	-	50
ADMINISTRATIVE AND TECHNICAL STAFF			31	27	25	19

EVOLUTION IN THE UNIVERSITY ACCORDING TO QUALIFICATIONS

	2019		2018		2017	
	ENTRY	EXIT	ENTRY	EXIT	ENTRY	EXIT
FULL PROFESSORS			1	21	3	24
ASSOCIATE PROFESSORS			-	10	3	8
RESEARCHERS			-	20	-	10
ADMINISTRATIVE AND TECHNICAL STAFF			31	27	25	19

- 3.8% in the EP category in 2019, in line with 2018;
- 44% in category D in 2019, with a slight increase compared to 2018 (43.7%);
- 45% in category C in 2019, in line with 2018;
- 7.3% in category B in 2019, in line with the previous year.

The table makes it possible to analyse staff according to gender within categories: 61% of EP category staff are women (63% in 2018), as are almost 65% of D category staff (almost 64% in 2018), 61% of C category staff (in line with 2018) and 47% of B category staff (48% in 2018).

OPEN-ENDED CONTRACT

FIXED-TERM CONTRACT

	2019		2018		2017		2019		2018		2017	
	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN
GENERAL ADMINISTRATION	251	150	248	154	302	185	14	7	12	8	8	7
DEPARTMENTS	292	187	317	200	268	176	17	5	10	1	12	3
AUTONOMOUS CENTRES	26	13	13	7	8	3	-	-	-	-	1	1
OTHER STRUCTURES	8	10	12	10	16	11	4	1	4	1	2	3
TOTAL	577	360	590	371	594	375	35	13	26	10	23	14

OPEN-ENDED CONTRACT

FIXED-TERM CONTRACT

	2019		2018		2017		2019		2018		2017	
	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN
CATEGORY EP	22	14	24	14	24	18	-	-	-	1	-	3
CATEGORY D	266	146	268	152	266	152	8	3	7	3	8	5
CATEGORY C	257	164	265	169	271	174	26	7	18	3	14	2
CATEGORY B	32	36	33	36	33	31	1	3	1	3	1	4
TOTAL	577	360	590	371	594	375	35	13	26	10	23	14

2019

	FULL PROFESSORS	AVERAGE AGE OF FULL PROFESSORS	ASSOCIATE PROFESSORS	AVERAGE AGE ASSOCIATE PROFESSORS	RESEARCHERS	AVERAGE AGE RESEARCHERS	AVERAGE AGE PER CUN AREA
MATHEMATICS AND COMPUTER SCIENCE	35	59	37	52	16	54	55
PHYSICAL SCIENCES	18	60	36	55	17	53	55
CHEMICAL SCIENCES	11	61	14	49	9	53	53
BIOLOGICAL SCIENCES	30	62	55	57	47	56	57
MEDICAL SCIENCES	60	62	106	57	152	57	57
AGRICULTURAL AND VETINARY SCIENCES	-	-	1	62	1	58	60
CIVIL ENGINEERING AND ARCHITECTURE	9	58	22	55	5	53	55
INDUSTRIAL AND INFORMATION ENGINEERING	38	58	54	49	30	50	52
ANCIENT PHILOLOGICAL-LITERARY AND HISTORICAL-ARTISTIC SCIENCES	19	61	36	56	19	54	56
HISTORICAL PHILOSOPHICAL, PEDAGOGICAL AND PSYCHOLOGICAL SCIENCES	11	62	20	56	5	59	58
LEGAL SCIENCES	45	57	23	50	83	48	50
ECONOMICS AND STATISTICS	45	57	30	45	23	52	52
POLITICAL AND SOCIAL SCIENCES	1	66	3	59	2	52	57
TOTAL / AVERAGE	322	59	436	53	409	53	55

2018

	FULL PROFESSORS	AVERAGE AGE OF FULL PROFESSORS	ASSOCIATE PROFESSORS	AVERAGE AGE ASSOCIATE PROFESSORS	RESEARCHERS	AVERAGE AGE RESEARCHERS	AVERAGE AGE PER CUN AREA
MATHEMATICS AND COMPUTER SCIENCE	38	58	35	53	16	53	55
PHYSICAL SCIENCES	19	59	35	54	19	52	55
CHEMICAL SCIENCES	8	63	12	49	13	50	53
BIOLOGICAL SCIENCES	33	62	48	57	48	54	57
MEDICAL SCIENCES	61	61	106	57	161	55	57
AGRICULTURAL AND VETINARY SCIENCES	-	-	1	61	1	57	59
CIVIL ENGINEERING AND ARCHITECTURE	9	58	23	54	5	52	55
INDUSTRIAL AND INFORMATION ENGINEERING	38	57	48	50	31	48	52
ANCIENT PHILOLOGICAL-LITERARY AND HISTORICAL-ARTISTIC SCIENCES	18	61	35	56	22	53	56
HISTORICAL PHILOSOPHICAL, PEDAGOGICAL AND PSYCHOLOGICAL SCIENCES	11	62	20	54	6	56	57
LEGAL SCIENCES	45	57	22	48	84	47	50
ECONOMICS AND STATISTICS	45	56	25	45	23	49	51
POLITICAL AND SOCIAL SCIENCES	1	65	3	58	2	51	57
TOTAL / AVERAGE	326	59	413	54	431	52	55

2017

	FULL PROFESSORS	AVERAGE AGE OF FULL PROFESSORS	ASSOCIATE PROFESSORS	AVERAGE AGE ASSOCIATE PROFESSORS	RESEARCHERS	AVERAGE AGE RESEARCHERS	AVERAGE AGE PER CUN AREA
MATHEMATICS AND COMPUTER SCIENCE	39	58	33	52	18	51	54
PHYSICAL SCIENCES	19	58	35	53	20	51	54
CHEMICAL SCIENCES	9	62	9	48	16	48	52
BIOLOGICAL SCIENCES	32	61	46	57	56	54	57
MEDICAL SCIENCES	55	61	114	56	182	55	56
AGRICULTURAL AND VETINARY SCIENCES	-	59	1	60	1	56	58
CIVIL ENGINEERING AND ARCHITECTURE	9	57	22	53	7	50	53
INDUSTRIAL AND INFORMATION ENGINEERING	37	64	49	49	36	47	53
ANCIENT PHILOLOGICAL-LITERARY AND HISTORICAL-ARTISTIC SCIENCES	14	62	40	55	26	52	55
HISTORICAL PHILOSOPHICAL, PEDAGOGICAL AND PSYCHOLOGICAL SCIENCES	13	56	20	54	7	55	55
LEGAL SCIENCES	47	56	21	48	86	46	49
ECONOMICS AND STATISTICS	42	64	25	44	28	48	54
POLITICAL AND SOCIAL SCIENCES	1	59	3	57	2	50	55
TOTAL / AVERAGE	317	59	418	53	485	51	54

The tables on the previous page show the average age of the University's tenured teaching staff as of 31 December 2019 together with the two previous years.

Overall, the average remained the same compared to 2018.

The Legal Sciences School has the youngest teachers (average age of 50 years) followed by the Economics and Statistics sector and the Industrial and Information Engineering sector (average age of 52), while the Agricultural and Veterinary Sciences area has the oldest teachers (60 years), together with the Historical, Philosophical, Pedagogical and Psychological Sciences area (58 years).

The comparison of the data for 2019 with those of 2018 highlights a change in the composition of teaching staff according to age and gender:

- staff aged 30 or under: for both the year 2018 and 2019 was 0% for both genders, a significant statistic as it highlights the relatively advanced age of the University's Researchers;
- staff aged between 31 and 40: compared to 2018, staff in this age group increased by 1% in 2019. This figure must be correlated with the previous one, given that it identifies the age at which teaching staff are normally recruited;
- personnel between 41 and 50 years of age: this is a fairly consistent age group (which usually corresponds to the qualification of Researcher and/or Associate Professor), especially for the female part, for which the figure is 32%. In the male bracket, however, there is a slight decrease with figure from 2018 to 2019 dropping from 27% to 26%;

- staff between 51 and 60 years of age: this group (which usually coincides with the position of Full Professor) has seen a slight decrease in the two-year period in question, both for female and male staff;
- staff over the age of 60: there was a slight increase from 2018 to 2019 in this age class (2% for the female and 1% for the male staff) and in which - more than in any other category - there is a clear gender gap, which hopefully will be reduced in the future.

Regarding pay differentials for teaching staff, it should be noted - on equal terms (grading and seniority) - that there is an equivalent average net remuneration of the male and female staff. The gender differential is due to the lower length of service of women who - as has been highlighted previously - change academic career levels at a later age and who, very often, go through the various levels more slowly, so accumulating less seniority than their male colleagues.

¹ At a slower rate, which is usually due not so much for scientific reasons, but rather for personal reasons (e.g. maternity and family care) which not infrequently lead to stalls in professional careers.



Regarding the **age distribution of managerial, administrative, technical and library staff**, please refer to the graph below, which compares the year reported with the two previous years, also including an analysis of the data according to gender.

Overall, 34% of technical, administrative and library staff are women under the age of 50, compared to 30% for male colleagues in 2019 (respectively 36% and 32% in 2018 and 37% and 34% in 2017).

The data concerning the highest age class shows that the female technical, administrative and library staff total 19% as of 31/12/2019 compared to 25% for the male staff, while in 2018 and 2017 the two percentage values corresponded respectively to 17% for women and 23% for men and 15% for women and 20% for men.

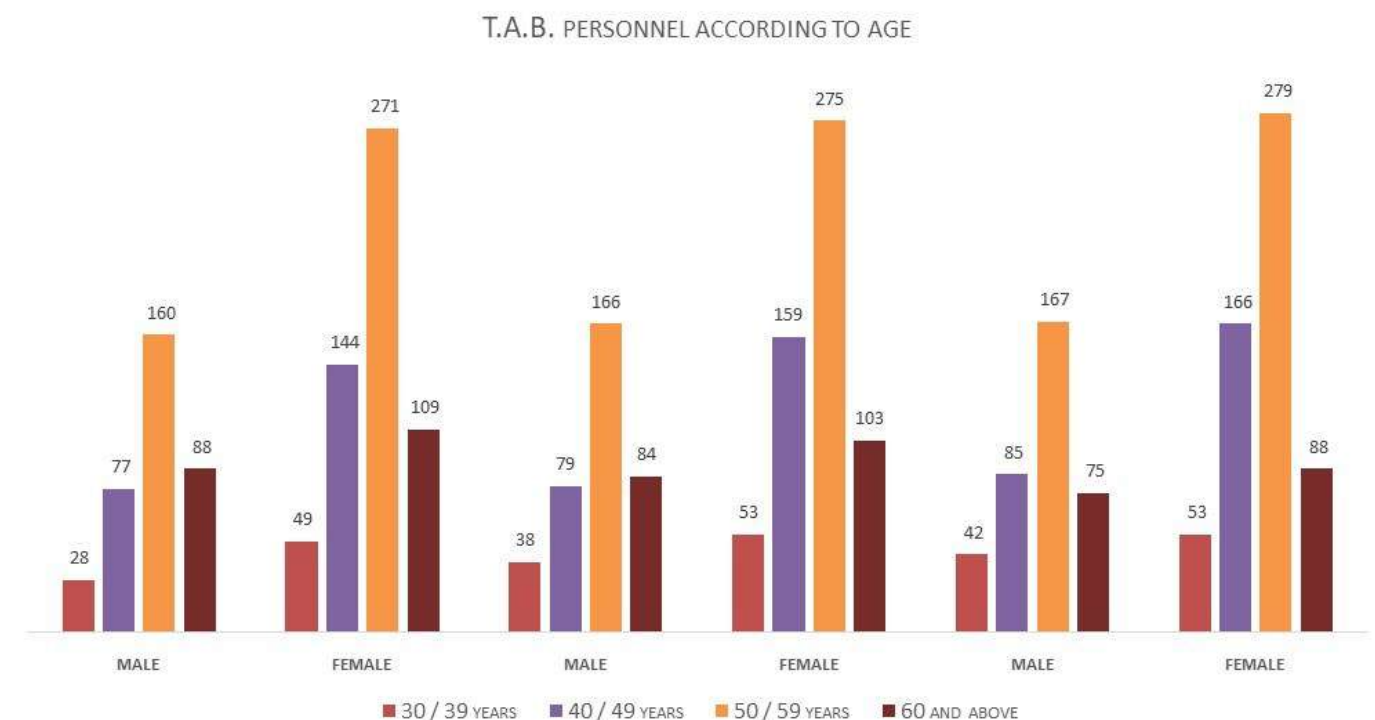
The comparison of 2019 with 2018 highlights the following regarding the composition of TAB staff according to age and gender:

- staff aged 30 or under: the female staff is stable (remaining at 1%), while for the male staff, there is an increase from 2% to 3%;
- staff aged between 31 and 40: a decrease for both genders, although the male staff (from 13% to 10%) decreased more than the female counterpart (from 13% to 12%);
- staff aged between 41 and 50: a decrease of 1% for both men and women;

- personnel between 51 and 60 years of age: it is interesting to note that the slight decrease in the male component (from 45% to 44%) corresponds to a specular increase in the female component (from 44% to 45%);
- staff aged over 60: there was a slight increase in the female component (from 15% to 16%), while the male staff rose from 17% to 21%.

In addition to the limited presence of staff under 30 years of age, there also seems to be a limited turnover.

The comparison of the data relative to the average net all-inclusive salaries of TAB staff shows - with regard to professional status that foresees a lower level of responsibility and decision-making autonomy (B) - slightly higher salary levels for the female component, a differential which, in the absence of more precise data, is presumably due to variable salary payments (such as overtime) and family allowances (dependent children). The same situation, limited to 2019, also emerges regarding EP level. Substantial parity is evident above all in category C. It is worth noting that, in both 2018 and 2019, for D - a category that is higher in terms of responsibility and autonomy than levels B and C - there is a certain pay difference in favour of the male staff.



5.2 COMPANY CLIMATE AND ENGAGEMENT

Starting from the assumption that human resources are the key element for the achievement of the University's objectives, at "Tor Vergata" we believe that paying attention to human resources can not only guarantee a better work performance, but that it is also a stimulus to increase a sense of belonging, motivation levels and considerable alignment with the University's mission and vision.

In accordance with this conviction, also in 2019, the University set up a series of activities in order to promote the enhancement and professional development of its human resources.

MAPPING OF COMPETENCES

The project regarding the mapping of competences launched in 2017 continues to be one of the core activities of the University's division responsible for organizational development. In particular, in 2019, maximum attention was paid to the mapping of incoming competences in order to place the new resources in a perfect equilibrium between the skills possessed and the needs of the Organization. In 2019, about 100 staff were mapped, whose assignments were highly appreciated overall.

ASSESSMENT SYSTEM

The process for assessing the organizational and individual performance of TAB staff began in 2019. In order to present the assessment system and illustrate its principles, aims and applications, a series of 15 meetings involving about 500 people was organized at various locations of the University, and multimedia material was prepared for the assessed, the assessors and intermediate assessors. In synergy with the Integrated Strategic Planning office, the design phase of the Gzoom software was completed in September and in October-December the system configuration phase was completed with the preparation of the functions necessary for the input of the assessments and the authorization of the users of all the profiles involved in the assessment process.

ORGANIZATIONAL WELL-BEING

The initiatives organized by the Organizational Development Division take into account a number of aspects, the need for greater knowledge and aggregation, inclusion and social commitment. The reference values are linked to the concept of working through concrete actions to move towards the vision of our University: that of a "positive" University, which increases motivation at work and promotes the characteristics of its human resources, so that we can really make a difference and contribute to sustainable development both within our community and in the outside world. The innovation of 2019 regards the introduction of a basic course in photography. With this study of basic photographic technique, the course has provided participants with the opportunity to make a first exploration of the world of photography, through learning by doing. In fact, alongside the theoretical part of the course, there were also experimental "practical" excursions. It was a 15-hour course with a participation of about 4% of the TAB population.

WORK-LIFE BALANCE

The University promotes **teleworking**, which is a flexible way of managing personnel that combines innovation, flexibility

and rationalization of expenditure with organizational well-being and improves the balance between the employee's professional and personal life. In 2019, 4 telework stations were active (1 man and 3 women) and, of these, 3 were also active at the end of 2019. All of them were already active in 2018. This measure, while significantly affecting the female component (which often performs the role of family care giver), nevertheless also involves the male component. The examination relating to the forms of conciliation is confirmed by the parallel reading of the data relating to the use of parental leave and provided for by Law 104/1992, which are mainly daily (in fact replicating a part-time form) and which are clearly accessed the female component of the TAB staff is superior

Regarding **part-time work**, the University's policy is to grant the transformation of employment relationship from full-time to part-time following a request of the staff concerned where this is compatible with the needs of the structure in question.

YEAR	N° OF EMPLOYEES	% WORKING HOURS
2019	119	60%
2018	125	59%
2017	124	62%



With regard to **parental leave**, the data relating to optional leave is summarised below. In 2019, as in the two previous years, the rate of re-entry is 100% and the rate of abandonment of employees following maternity is zero.

YEAR	N° OF EMPLOYEES	N° OF DAYS
2019	42	722
2018	84	1.422
2017	79	1.304

Moreover, permanent staff can request up to **150 hours of paid leave for study purposes**.


TRAINING PLAN

Our University considers the training of technical, administrative and librarian staff a strategic tool, aimed at enhancing, developing and promoting professional qualification, as well as constant updating, a fundamental element to ensure a continuous adaptation of skills. Training provides the knowledge and skills necessary to ensure a qualified working activity, encouraging the consolidation of procedures based on results, the development of autonomy and innovative capacity. The quantification of the hours of training provided and the number of human resources involved is indicated on the next page.

In order to better develop competences, the training activities are organized according to a vertical logic (according to professional areas) instead of a horizontal logic (the same for all).

In 2019, there were 587 participants in training courses, (26% less than in 2018), concentrated in particular in the legal-economic and financial area and in the interdisciplinary field.

10.6% of the training was provided by external professionals, i.e. specialised companies and bodies. For training on the specific topic of **corruption prevention**, please refer to Chapter 8. No training was provided on human rights policies and procedures, as there was no evidence of any need for such training.

	2019	2018	2017
Training hours	10.746	9.116	5.672
* internal	8.745	889	461
* external	2.001	8.227	5.211
N° of employees trained	433	520	447
Training hours per capita	24,8	17,5	12,7
Percentage TAB staff involved in training	46%	54%	46%
Training budget (K€)	82	45	43



Legal-Economic and Financial area



Technical-specialist area and library-economic/archivist



IT area



Linguistic area



Interdisciplinary area

TOTAL

2019	288	-	71	31	197	587
2018	251	54	334	101	50	790

CORPORATE VOLUNTEERING

Our University, which pays particular attention to environmental sustainability issues, organized in collaboration with the Sustainability Office and Legambiente, a corporate volunteering initiative, which is unique for a Public Administration and a University. The event took place on the morning of Friday, November 29, 2019. A group of employees, together with students from the University (about 50 people) spent the entire day cleaning a degraded area adjacent to the Campus. Volunteers collected the rubbish according to the instructions received, and what was collected was then weighed and delivered to the municipal company.

The aim of the initiative was to encourage and support active participation to the benefit of the neighbouring area, supporting the local community, while also strengthening soft skills, which are so indispensable in the global working world. Allowing people to collaborate outside working hours, in an unstructured context, will help develop team building and adaptation to a little known environment and to collaborate with colleagues with different characteristics. By the end of the day, the following had been collected:

TYPE OF WASTE	QUANTITY
Undifferentiated waste	390 kg
Glass	77 kg
Plastic	40 kg
Mattresses	1 unit
Crash barriers	1 unit
Sinks	3 units
Toilets	1 unit
Seats	1 unit
Umbrellas	2 units



UNIVERSITY WELFARE

The welfare system of Tor Vergata foresees the provision of welfare, sports, cultural, recreational and other forms of intervention for its staff.

The welfare plan developed at the University aims to:

- facilitate the balance between working life and personal and family life, in line with the provisions of paragraph 5.2, supporting parenting, culture, sport and leisure;
- promote health and safety;
- increase the spending power of employees and their families;
- stimulate sustainable mobility.

	2019	2018	2017
ANNUAL INVESTMENT (K€)	937	858	740



Health policy - According to the agreement with the Policlinic of Tor Vergata, health surveillance activities are constantly carried out, which are integrated with the offer of check-ups, for all the technical, administrative and library staff of the University.



Agevola - Set up years ago through 45 active agreements, "Agevola" today has more than 250 partners for 12 thematic and service areas. It makes it possible for the university community to receive direct discounts from affiliated companies. It applies to about 2,500 teaching staff, TAB staff and students.



CUS Tor Vergata - CUS Tor Vergata is an amateur sports association that promotes sport within the University, involving students, TAB and teaching staff, encouraging sport participation as a social right recognized within the university community.



Sustainable mobility - There is a shuttle bus service that connects Schools, the Rectorate and university residences (Campus X) with the main stations (metro line A, metro line C and Frascati railway station). TAB staff are also entitled to a reduction in Metrebus subscriptions.



Nursery schools - TAB staff are entitled to a partial refund of nursery school fees (both public and private).



Summer centres - In periods when schools are closed, the University organizes summer schools for the children of its employees. The service is limited to children between 3 and 15 years of age at the time of enrolment.

HEALTH AND SAFETY AT WORK

The Prevention and Protection Service fulfils the functions foreseen in Legislative Decree n.81 of 9 April 2008, i.e. it refers to:

- the identification of risk factors;
- risk assessment and identification of health and safety measures on the workplace, in compliance with current legislation based on the specific knowledge of the University organization;
- the evaluation of the preventive and protective measures and the control systems of such measures;
- the evaluation of the safety procedures for the various University activities, also in collaboration with the Building Technical Area;
- proposing information and training programmes for workers;
- participating in consultations on health and safety;
- providing workers with the information foreseen by law.

There were 26 accidents on the workplace at the University in 2019. The data relating to the type of personnel involved and the number of days of leave following the accident are summarized, and compared with the previous 2 years, in the table below.

	NUMBER OF RESOURCES			DAYS ABSENT		
	2019	2018	2017	2019	2018	2017
TEACHING STAFF	5	6	6	119	115	45
NON-TEACHING STAFF	21	10	22	378	203	208
TOTAL	26	16	28	497	318	253



6. Protection and respect for the environment



6. PROTECTION AND RESPECT FOR THE ENVIRONMENT

6.1 OUR COMMITMENT TO COMBAT THE CLIMATE EMERGENCY

The **UN Climate Action Summit** took place in New York on 23 September 2019, in view of the COP25 Conference of the Parties to the United Nations Framework Convention on Climate Change held in Chile in December 2019. On the occasion of the UN Climate Action Summit, the University of Rome Tor Vergata, together with more than 8,000 universities and institutes of higher education, declared the climate emergency. By signing the declaration, the University undertook the commitment to follow a three-point plan to tackle this global crisis, which includes the attempt to:

- 1) become carbon neutral by 2030 or 2050 at the latest;
- 2) mobilise more resources for action- and capacity-building climate change research;
- 3) increase environmental and sustainability education through curricula, campuses and community-based interventions.

The initiative, promoted by the HESI-Higher Education Sustainability Initiative, the YEA!- UN Environment's Youth and Education Alliance*, the EUAC-The Alliance for Sustainability Leadership in Education (UK), and Second Nature (US), led to an open letter asking governments and other educational institutions to join the signatories in declaring a climate emergency and to take action to help create a better future for both people and our planet.

In order to help consolidate the commitment when, together with more than 8,000 higher education institutions around the world, the University declared a climate emergency, the University chose the **Green Option** for the supply of electricity, activated through Aquistinretepa, the Consip platform for public administration. This choice, which is optional for the Administrations, foresees the guarantee of origin of the production of Green Energy (energy coming from renewable sources and not fossil fuels. i.e. wind, solar, aerothermal, geothermal, hydrothermal and ocean energy, hydropower, biomass, landfill gas, sewage treatment plant gas and biogas).

**In the Youth and Education Alliance, there is also VIU-Venice International University, the inter-university consortium of which the University of Rome "Tor Vergata" is a member.*

The University has decided to use the Guarantees of Origin option for the electricity purchased under the Agreement with Consip, Enel Energia S.p.A.. This choice means that the University's energy consumption is associated with production plants that use different renewable sources within the national energy mix. The Guarantee of Origin (GO) of electricity from renewable sources, issued by Gestore Servizi Energetici (GSE), ensures that the same kWh produced from renewable sources is not included in several supply contracts. Each renewable energy sales contract, in fact, is characterized by a quantity of GO equal to the quantity of electricity sold. A GO is a document, where, among other information, the energy source used to produce the energy and the start and end dates of production are indicated; the name, location, type and capacity of the plant where the energy was produced.

On 22 February 2019, the **Office for Sustainable Development** was set up at the University and, as shared with Prof. Enrico Giovannini - coordinator of the Committee for the Implementation of the University's Mission and Vision in favour of Sustainable Development, the official university contact in the Network of Universities for Sustainable Development (RUS) - the Office became a *focal point* where all the information and projects of the other structures involved in the "mission" in favour of sustainability can converge.

Therefore, the objective of the Office for Sustainable Development is to apply to "university management models" the logic and indicators proposed by the UN Agenda 2030 and to promote and manage the University's many sustainable development initiatives.



6.2 EFFICIENT MANAGEMENT OF RESOURCES

Electric energy

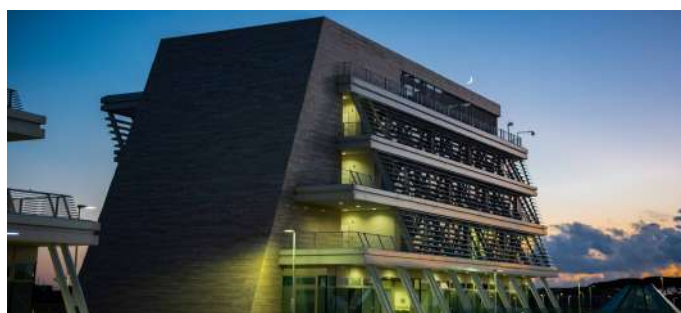
In 2019 the University's overall electricity consumption decreased by 2.14% compared to the previous year. This result was achieved through energy efficiency measures, such as the relamping of the entire PP2 building, which made it possible to improve the lighting comfort of the rooms and reduce electricity consumption by more than 20% compared to the consumption recorded in 2018, and through the implementation of efficient technologies for the remote control of university air-conditioning systems.

In the Rectorate, despite the fact the facilities were extended in March, electricity consumption dropped by more than 11% thanks to optimal management of indoor lighting and air conditioning services.

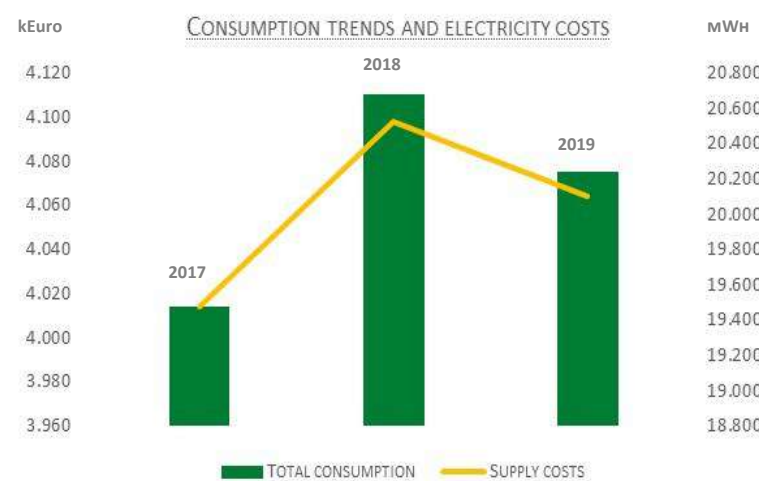
Moreover, since November, a 93.24 kWp photovoltaic system has been operating at the Rectorate, which will help to reduce the demand for electricity from the network. The results will be acquired by the University's energy monitoring system, which then provides a real-time view of all university users and makes it possible to intervene should any anomalies be detected.

ELECTRICITY	2019	2018	2017
ECONOMICS	1.950.015 kWh	1.922.288 kWh	1.660.649 kWh
ENGINEERING	3.671.722 kWh	3.715.750 kWh	3.813.723 kWh
HUMANITIES AND PHILOSOPHY	1.196.752 kWh	1.160.163 kWh	1.156.092 kWh
MEDICINE	5.214.087 kWh	5.404.435 kWh	5.134.770 kWh
SCIENCES	3.893.676 kWh	4.017.959 kWh	3.995.102 kWh
PP COMPLEX	621.014 kWh	689.781 kWh	695.852 kWh
AQUACULTURE	335.756 kWh	335.623 kWh	373.818 kWh
RECTORATE	2.597.958 kWh	2.369.723 kWh	137.854 kWh
EX- RECTORATE	UTENZA CESSATA	190.753 kWh	1.480.505 kWh
TOTAL	19.480.980 kWh	19.806.475 kWh	18.448.365 kWh

¹ With reference to 2018, it is important to note that the figure regarding consumption in MV does not coincide with the one included in the 2018 Report (19,806 mWh) since, as indicated in the Report itself, the consumption of the Rectorate from August to December 2018 had not been invoiced by the supplier and had therefore been included according to the estimated consumption. The estimated figure has now been substituted with the information from the billing of 2018.

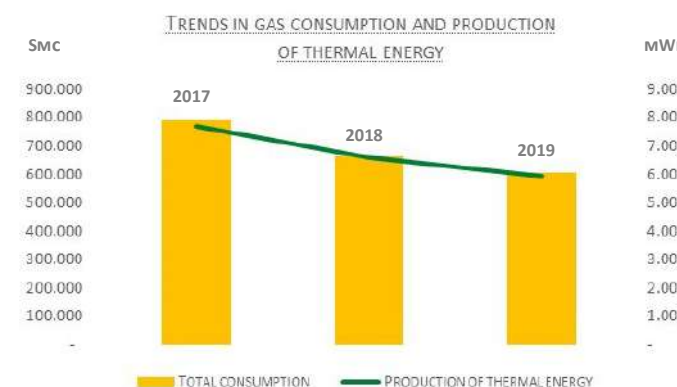


ELECTRICITY	2019	2018	2017
MT USERS	19.480.980 kWh	19.806.475 kWh	18.448.356 kWh
BT USERS	757.090 kWh	874.962 kWh	1.026.384 kWh
TOTAL	20.238.070 kWh	20.681.437 kWh	19.474.749 kWh
COST OF SUPPLY	4.064 kEUROS	4.098 kEUROS	4.014 kEUROS



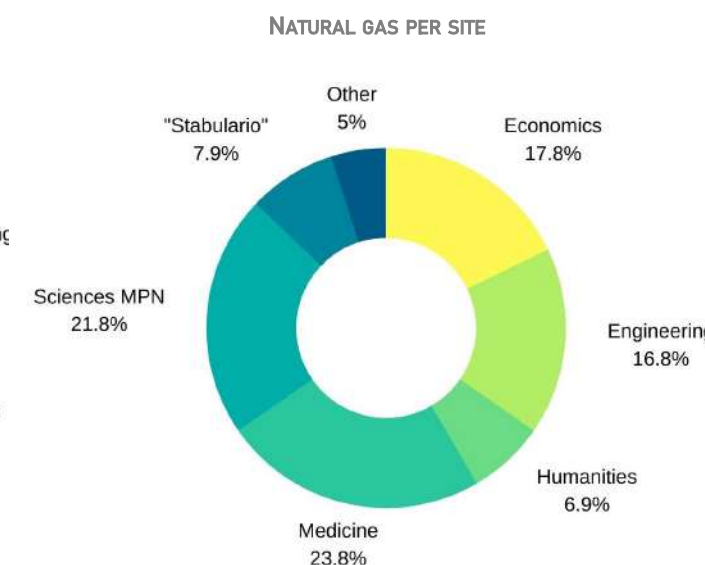
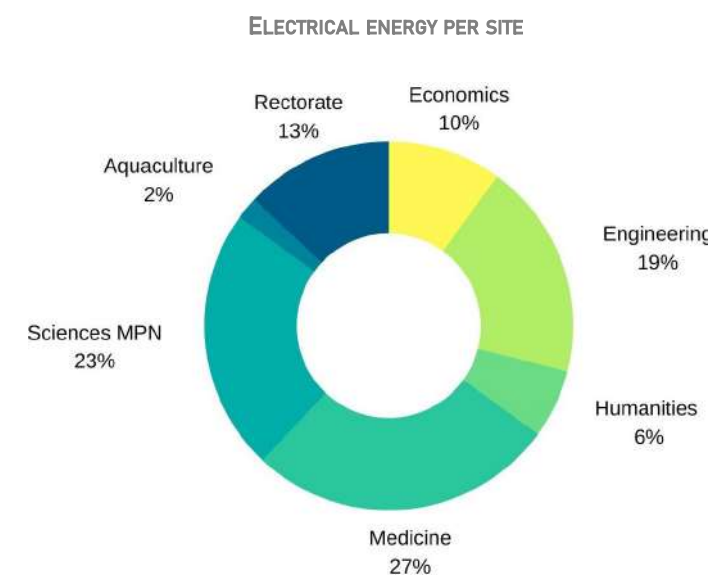
Natural gas

In 2019, the transfer took place of the entire General Administration to the new Rectorate, where there are no natural gas-fired systems, and the replacement of some tube bundle heat exchangers with high-efficiency plate heat exchangers made it possible to significantly reduce the consumption of natural gas used for heating compared to the volumes recorded in 2018.



GAS	2019	2018
ECONOMICS	18,2%	17,4%
ENGINEERING	17,3%	17,1%
HUMANITIES	6,5%	6,7%
MEDICINE	23,7%	22,7%
SCIENCES	17,6%	16,1%
PP COMPLEX	4,2%	4,3%
ENCLOSURE	7,6%	6,8%
RECTORATE	-	2,8%
OTHER	4,9%	6,1%

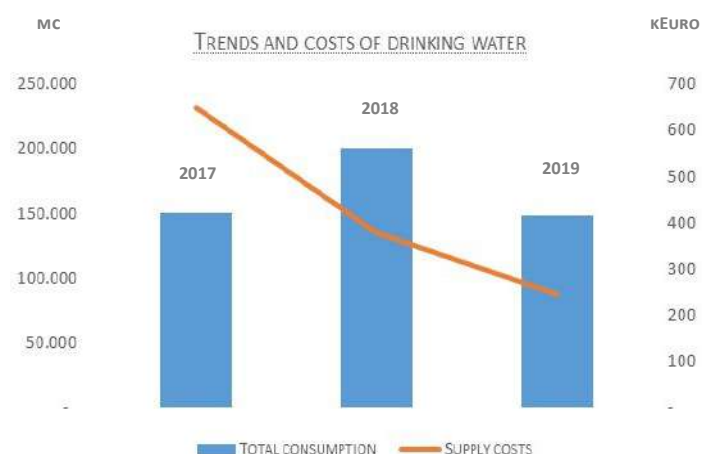
GAS	2019	2018	2017
TOTAL CONSUMPTION	604.565 SMC	664.633 SMC	791.650 SMC
PRODUCTION OF THERMAL ENERGY	5.949.386 kWh	6.579.469 kWh	7.671.996 kWh
GG REGISTERED	1.532,0 GG	1.513,4 GG	1.559,3 GG



Water consumption

In 2019, university water consumption fell by 25.7% compared to 2018. This result was achieved by constantly analysing the water consumption of university sites and raising awareness among users. The identification of abnormal consumption, recorded by the monitoring system, made it possible to investigate the causes underlying the high water use and to intervene promptly to repair leaks in the pipes or to correct poor behaviour. Thanks to the monitoring system, it has also been possible to communicate monthly self-readings of all water users to the Integrated Water Service Manager, obtaining actual consumption invoices, and to update the supply contracts of many university users on the basis of real minimum committed consumption.

WATER	2019	2018	2017
TOTAL CONSUMPTION	148.638 MC	135.033 MC	150.991 MC
SUPPLY COSTS	244 KEURO	379 KEURO	650 KEURO



6.3 CARBON DIOXIDE (CO₂) EMISSIONS IN THE ATMOSPHERE

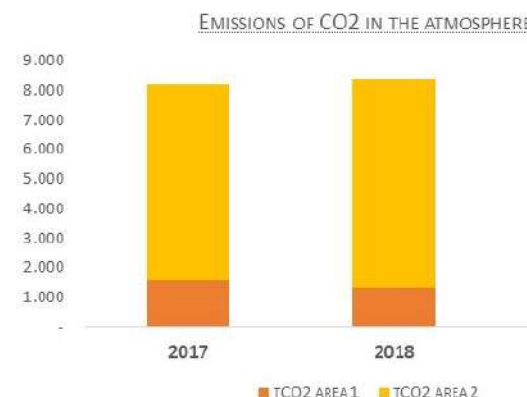
With reference to the operational guidelines for the drawing up of greenhouse gas emission inventories of Italian universities, compiled by the "Climate Change" working group of the Network of Universities for Sustainable Development (RUS), the emissions were determined of Area 1, associated with the stationary combustion of fossil fuels for the production of thermal energy for the heating of university premises, and Area 2, associated with electricity consumption.

Regarding the determination of the emission factors, the national standard coefficients, published by MATTM for the years 2018 and 2019, were used for emissions associated with the use of natural gas, while for those relating to electricity consumption, the factors were determined by referring to the data elaborated by ISPRA in its Report 303/2019 "Factors of atmospheric emissions of greenhouse gases in the national electricity sector and in the main European countries". The range 1 and 2 emissions obtained are shown in the following tables.

CO ₂ AREA 1	2019	2018	2017
FE NATURAL GAS (KG CO ₂ / STD ^m)	1,975	1,972	1,964
OVERALL CO₂ EMISSIONS	1.194,02	1.310,66	1.554,80

CO₂ AREA 2

TYPE OF SUPPLY OF E.E.	2019		2018		2017	
	BT	MT	BT	MT	BT	MT
FE CONSUMPTION E.E. (G CO ₂ / kWh)	346,06	322,32	367,13	341,94	367,13	341,94
CO ₂ EMISSIONS ACCORDING TO SUPPLY TYPE	262,00	6.279,00	321,20	6.772,70	376,80	6.261,10
OVERALL CO₂ EMISSIONS	6.541,10		7.093,90		6.638,00	



6.4 WASTE MANAGEMENT

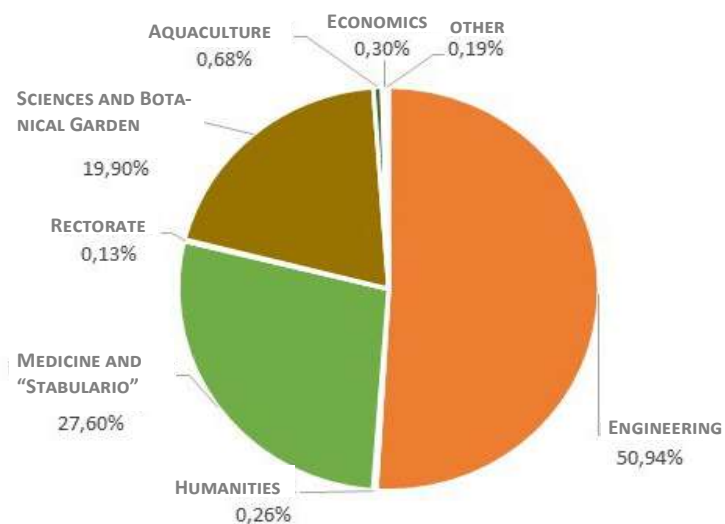
The University produces numerous types of waste resulting from teaching, research, laboratory, administrative and service activities: common waste, hazardous and non-hazardous waste, liquids and solids, each with specific needs regarding collection, transport, disposal and - in all the cases in which it is possible - recycling. The waste collection, disposal and/or treatment management service is entrusted to companies with a system of management of health and safety of workers certified in the form of an OHSAS 18001 certificate and with execution methods determined by procedures drawn up in compliance with ISO 9001 and ISO14001 standards.

The quantities of waste produced over the last three years, subdivided according to waste category, are shown in the following tables.



C.E.R.	NON-HAZARDOUS WASTE OR RELATED URBAN WASTE (*)	PESO		
		2019	2018	2017
15 01 02	Mixed packaging	460 KG	140 KG	-
15 01 06	Absorbents, filter materials, rags and protective clothing	8.460 KG	11.360 KG	-
15 02 03	Discarded electronic equipment	1.640 KG	900 KG	-
16 02 14	Acqueous liquid wastes	-	10.785 KG	-
16 10 02	Mixtures of cement, bricks, tiles and ceramics	-	12.900 KG	-
17 01 07	Paper and cardboard	15.010 KG	22.070 KG	-
20 01 01	Biodegradable waste	-	27.590 KG	35.510 KG
20 02 01	Waste from the cleaning of sewers	20.160 KG	59.740 KG	21.060 KG
20 03 06	Bulky waste	-	5.080 KG	-
20 03 07	TOTAL	-	11.060 KG	1.280 KG
	TOTALE	45.730 KG	161.625 KG	57.850 KG

C.E.R.	SPECIAL WASTE (*)	PESO		
		2019	2018	2017
06 01 06	Other acids	234 KG	-	-
06 02 05	Other bases	65 KG	-	-
06 03 13	Solid salts and their solutions, containing heavy metals	281 KG	320 KG	-
06 04 04	Waste containing mercury	15 KG	-	-
07 07 03	Organic halogenated solvents, washing liquids and mother liquors	22 KG	32 KG	-
07 07 04	Other organic solvents, washing liquids and mother liquors	5.410 KG	5.869 KG	6.843 KG
07 07 10	Other spent filtration and absorbent materials	-	43 KG	-
08 03 17	Waste printing toner containing dangerous substances	-	-	800 KG
09 01 01	Water-based developer and activator solutions	72 KG	171 KG	214 KG
09 01 04	Fixing solutions	-	97 KG	151 KG
09 01 07	Photographic film and paper containing silver or silver compounds	7 KG	7 KG	360 KG
13 08 02	Other emulsions	-	-	420 KG
15 01 10	Packaging containing residues of dangerous substances or contaminated by these substances	1.437 KG	1.401 KG	1.342 KG
15 02 02	Absorbents, filter materials (including oil filters not otherwise specified), wiping cloths and protective clothing, contaminated with hazardous substances	2.942 KG	218 KG	120 KG
16 02 11	Discarded equipment containing chlorofluorocarbons, HCFC, HFC	1.440 KG	740 KG	1.630 KG
16 02 13	Discarded equipment containing dangerous components	3.680 KG	3.880 KG	6.790 KG
16 02 14	Discarded equipment other than those mentioned in 16.02.11 and 16.02.13	5.240 KG	336.628 KG	20.770 KG
16 03 03	Inorganic waste which contains hazardous substances	116 KG	-	-
16 05 06	Laboratory chemicals consisting of or containing dangerous substances including mixtures of laboratory chemicals	743 KG	135 KG	-
16 06 01	Lead-acid batteries	260 KG	850 KG	-
16 06 03	Batteries containing mercury	-	8 KG	686 KG
17 01 07	Mixtures of concrete, bricks, tiles and ceramics	-	6.240 KG	-
17 04 05	Iron and steel	500 KG	1.300 KG	-
17 06 05	Building materials containing asbestos	23 KG	-	-
17 09 04	Mixed construction and demolition waste	53.040 KG	4.580 KG	6.560 KG
18 01 03	Waste that must be collected and disposed of taking special precautions to avoid infections	6.851 KG	4.450 KG	13.207 KG
18 01 04	Waste that need not be collected and disposed of by taking special precautions to avoid infections	13.399 KG	17.077 KG	15.882 KG
18 02 02	Waste that must be collected and disposed of applying special precautions to avoid infections	16.435 KG	18.253 KG	23.272 KG
	TOTAL	112.212 KG	402.299 KG	99.047 KG

BREAKDOWN OF SPECIAL WASTE IN 2019 IN THE VARIOUS UNIVERSITY AREAS


² No fines and/or penalties have been imposed on the University for non-compliance with waste and - in general - environmental regulations.

³ At the beginning of 2019, the University set up some ecological islands for the differentiated collection of waste, which were entrusted to a contractor. On the basis of the technical specifications of the contract awarded, the company empties the waste bins and waste containers and supplies and replaces the polyethylene rubbish bags; the waste products are collected in large plastic bags and transported to the site selected for the differential collection (ecological islands).

(*) No fines and/or penalties have been imposed on the University for non-compliance with waste and environmental regulations in general.

6.5 "GOCCIA" (DROP) PROJECT

Based on an idea of a project work of two participants in the MARIS Master - Sustainability Innovation Reporting, our University has chosen to promote the consumption of drinking water and the use of reusable bottles to limit the production and consumption of PET bottles. The experimentation started in February 2019, during the "Caccia al kWh" 2019 event, the University Network event for Sustainable Development, connected to M'illumino di Meno of Radio2. During the event, a Tor Vergata stainless steel bottle was distributed to all participants. After the experimental phase, which was a great success, the University decided to further promote the use of reusable bottles, activating a sales service at an affordable price, and also to increase the number of water dispensers in the different Faculties and Schools.

The aim is to provide students and university staff with high quality drinking water and, through concrete action, help significantly reduce the University's carbon footprint. In fact, every single 500 ml bottle filled with water contributes to reducing carbon dioxide emissions into the atmosphere by about 0.08 kgCO₂.

GOCCIA (acronym for "Goal On - Climate Change in the Athenaeum") is a stainless steel bottle, which is practical, light and completely "carbon neutral", i.e. made by offsetting, with certified reforestation projects, the carbon dioxide emissions emitted during the various production phases. It is produced by Design24®, an Italian benefit company. The dispensers allow students, teachers, technical and administrative staff, librarians and visitors to obtain free purified, refrigerated, natural or sparkling, and controlled drinking water.

In February 2019, the first 10 water dispensers were installed, which are connected to the University's water network. In October 2019, 15 were added with a model that was chosen to offer a higher delivery, making it possible to refill 1 litre containers. They also have two different dispensers, both equipped with a UV germicidal lamp, through which you can fill two bottles at the same time, so reducing waiting times. In order to monitor the results achieved, each dispenser is equipped with a dispensing quantity meter.

The 25 dispensers are located as follows: 3 in Economics, 3 in Rectorate and Law, 2 in Humanities and Philosophy (with an additional dispenser being installed), 5 in Engineering, 6 in Medicine and Surgery and 6 in Mathematical, Physical and Natural Sciences.

The dispensed water is periodically monitored in laboratories within the University through a process of chemical and microbiological analysis, performed on water samples taken upstream and downstream of the dispensers installed as part of the project. The results of these analyses, which are periodically updated, are made available on the [Sustainable Tor Vergata](#) portal.



I NUMERI DEL PROGETTO

- 2.600 Urban Bottle** distribuite
- 25 erogatori** installati
- 370.000 litri di acqua** erogati
- 740.000 Bottiglie** evitate
- 9.620 kg PET** non prodotto
- 59.200 kg di CO₂** evitate

TOR VERGATA
UNIVERSITÀ DEGLI STUDI DI ROMA

6.6 RESPECT AND PROTECTION OF THE TERRITORY AND THE ENVIRONMENT

The environmental impact is one of the main interests for Tor Vergata, taking into account the fact that the Campus covers an area of 600 hectares in a part of the capital with a high population density and which is subject to strong urban development that has led to a disorderly growth of old suburban villages and the emergence of new residential centres. The VI Municipality of Rome is the second largest in terms of population and - since 2001 - has seen an increase in its inhabitants of 57%, with a population density of 2,262 inhabitants per square kilometre.

In addition to these densely populated areas, the territory includes expanses of agricultural land, archaeological areas together with the university and research centre. The green area of the Campus covers 350 hectares, which the University has preserved from building, of which about 100 hectares are cultivated (olive groves, gardens, Botanical Garden) and is crossed by 14 km of public roads.

Given the vast extension of the Campus - one of the largest university campuses in Europe - and given its integration with the surrounding realities, the University takes utmost care of its green areas and the greenery adjacent to the roads that are open to public transit. The University is responsible for cutting the grass both in the large areas to be left green and in all the green areas adjacent to the roads, in order to maintain the decorum of the Campus for the benefit not only of those who attend the University, but of all citizens passing through.

This is an annual investment which benefits the entire territory directly and which is summarized below with reference to the year 2019, compared to the two previous years. The value increases as a result of extraordinary cleaning work in the green area of the university district in Via della Sorbona, which took place during the year

**MAINTENANCE OF GREEN AREAS WITH-
IN THE UNIVERSITY DISTRICT**

2019	K€ 237
2018	K€ 161
2017	K€ 140



The historic greenery of Villa Mondragone

The historic gardens of Villa Mondragone represent an excellence on national and international territory, with thousands of centuries-old specimens that make up the delicate ecosystem of the park.

In 2019, work continued on the restoration of the tree-lined avenues, which began in 2018, with the removal of dead plants and the planting of new specimens from the experimental nursery of the Botanical Garden.

The garden of the University Rectorate

The year 2019 saw the continuation of interventions on the green areas of the University that had begun in 2018 with the planting and reorganization of the garden attached to the Rectorate of Via Cracow. This intervention represents an example of good practice thanks to the choice of native species and the recovery of rainwater for the sustainable irrigation of the lawn areas. About 120 trees and several hundred native shrubs have been planted.

The Botanical Garden of Tor Vergata

The commitment of the Botanical Garden of Tor Vergata in the conservation of biodiversity and the voluntary reduction of greenhouse or climate-altering gases, the main one being carbon dioxide (CO2).

In particular, with regard to the protection of biodiversity, the University can boast its **Centre for Research on the Conservation of Germplasm**. In the Botanical Garden, there is a germplasm conservation bank and several collections of ex situ plants, with hundreds of new arrivals being included this year in the seminum index. The current headquarters of the centre is "the cd. Casale 5", where a laboratory and three greenhouses have been set up with the most modern

requirements for the conservation of germplasm (hereditary genetic material in the form of seeds, spores, pollen or meristem tissues). The main objective of the centre regards the long and short term conservation of the genetic resources of the arboreal, shrubby and herbaceous plant species of Lazio, so as to guarantee the survival of threatened species and protect endemic species so preserving the local flora. Another objective concerns the recovery and conservation of ancient and modern cultivars of economic importance (food, medicinal, etc.).

Regarding actions aimed at reducing CO2 emissions, the university has continued its policy of planting trees and shrubs, and as a result in just a few years, most of the 80 hectares dedicated to the Botanical Garden have been reforested through the planting of tens of thousands of native and non-native species including collections of rare oaks and pines, which have been expanded. Within the Botanical Garden of the University, in the area in front of the germplasm conservation centre, "the CO2 garden" can be found. The Garden represents the first concrete initiative in an Italian university regarding the voluntary reduction of greenhouse or climate-altering gas emissions. The growing emissions of greenhouse gases - deriving mainly from the energy and transport sectors - can be counterbalanced by

the planting of trees and bushes which, as is well known, absorb CO2. In its current state, the garden will be able to absorb about 2 tonnes of CO2 per year.

One of the main research areas of the Botanical Garden regards **phytoremediation**, a biotechnology which exploits the natural ability of plants to extract, seize, retain or degrade contaminants from soils and water. The use of phytoremediation plants allows the removal of pollutants from water and soil, through the restitution of part of the self-purifying capacity typical of the ecosystems themselves. People involved in research at the Botanical Garden have identified a new plant species, which is not used internationally in the field of phytoremediation, whose properties make it a good candidate species for these purposes: rapid growth, high biomass production and tolerance to certain target contaminants. Once identified, a new cultivar of the species was obtained, using in vitro selection techniques, with a higher phytoremediation capacity than the wild type. This new cultivar can be used in rehabilitation projects of soils and waters polluted by specific target contaminants.



7. Commitment, participation and collaboration



7. COMMITMENT, PARTICIPATION AND COLLABORATION

7.1 MAIN INITIATIVES OF 2019

Numerous initiatives have been promoted by Tor Vergata that highlight its commitment to realize in all its fields of action (teaching, research and third mission) an academic institution which is capable of carrying out responsible research and social innovation, involved in dialogue with society and collaboration with other development actors in order to be at the service of the community, ready to co-create solutions and projects that respond to the great common challenges of a social, environmental, economic and, last but not least, cultural nature.

In addition to a selection of prestigious awards obtained by members of the Tor Vergata Community which confirm their commitment and innovative capacity, this section lists some of the main institutional initiatives carried out in 2019, which saw a strong involvement of students, teachers, technical-administrative staff, institutional and local partners.



THE TOR VERGATA FESTIVAL OF SUSTAINABLE DEVELOPMENT

The University of Tor Vergata, together with ASviS-Alleanza italiana per lo sviluppo sostenibile and in collaboration with RUS-Rete delle Università Sostenibili, promoted the third edition of the **Festival of Sustainable Development**, this time with the slogan "Let's get hold of our future".

The Festival represents the largest initiative in Italy to raise awareness regarding economic, social and environmental sustainability issues to spread the culture of sustainability and achieve changes that will make it possible for Italy to implement the United Nations Agenda 2030. By contributing to the over 1,000 events organized throughout the country from May 21 to June 6, Tor Vergata animated the campus with a rich [calendar of initiatives](#) which were open to the Community and the local territory. The event opened with the inauguration of the "ONDA 2030" sculpture in the Rectorate complex: a work inspired by the 17 goals of the Agenda 2030, "set" in 17 ceramic sculptures designed by 17 students of the Academy of Fine Arts in Rome.



- 21 May 2019 SUSTAINABILITY IN ART
- 23 May 2019 MIGRATION AND SUSTAINABILITY
- 23 May 2019 THE SUSTAINABLE LIBRARY: ACTIVITIES, PROCEDURES AND PUBLIC ENGAGEMENT INSTRUMENTS
- 24 May 2019 SUSTAINABLE DEVELOPMENT CYCLE OF SEMINARS
- 24 May 2019 ECO-FORUM BELOW THE STARS AT THE TOR VERGATA BOTANICAL GARDEN
- 27 May 2019 INAUGURATION OF THE "ONDA 2030" SCULPTURE
- 27-30 May 2019 TRANSIT-HOUSE 2.0 ARMÒNIA: SCHOOL-WORKSITE
- 31 May 2019 HAPPY GROWTH-CYCLE OF SEMINARS ON SUSTAINABLE DEVELOPMENT
- 31 May 2019 SUSTAINABILITY AND INNOVATION: DL 5G TO BID DATE
- 31 May 2019 CINEMA REVIEW REGARDING SUSTAINABILITY: THE PAINFUL TRUTH OF AL GORE
- 5 June 2019 TRANSIT-HOUSE 2.0 ARMÒNIA: INAUGURATION OF THE PROTOTYPE
- 3-6 June 2019 LAB: NEW SUSTAINABLE CHEMICAL VISIONS
- 7 June 2019 HAPPY GROWTH-CYCLE OF SEMINARS ON SUSTAINABLE DEVELOPMENT
- 7 June 2019 CINEMA REVIEW REGARDING SUSTAINABILITY: THE FOOD REVOLUTION OF THOMAS TORELLI



ETHICAL CASH MOB

"RESPONSIBLE CONSUMER EDUCATION"

Within the national event "Saturday for Future" promoted by ASviS, on 30 November 2019 the Master MARIS and Next - New Economy X All (in collaboration with the Department of Management and Law of the Faculty of Economics, Tor Vergata Botanical Garden, Office for Sustainable Development, I Greentosi, Orto 2.0, GCS Research Group and Altromercato) organized a Responsible Consumer Education initiative, involving over 60 students in an Ethical Cash Mob aimed at stimulating the purchase of goods produced with sustainable methods from an environmental, economic and social point of view.



Also for 2019, Tor Vergata participated in **Maker Faire Rome**, the seventh edition, which is a large innovation fair. It was held from 18 to 20 October, and this year it was dedicated to technological innovation and respect for the environment, as demonstrated by the adoption, for the first time, of a carbon neutral approach and the use of only certified energy produced from renewable sources in order to actively participate in the fight against climate change. The exhibition space allocated to the University hosted more than 20 Tor Vergata projects: from automotive to augmented reality, from wearable sensors for medical-rehabilitation and recreational use to anti-pollution bio-sensors, from innovative technologies for tactile and sensorial access to artistic works and the use of new biodegradable materials, such as ecological plastic.

With the coordination of Prof. Ing. Giovanni Saggio, the Tor Vergata teams presented projects realized in the "maker" spirit with a preference for prototypes, artefacts, 3D prints: innovative ideas to improve the well-being of society and the building of a sustainable future.

- **IDROLUPPOLO** - Hydroponic technology to produce sustainable hops, and consequently ecological beer.
- **A TACTILE EXPERIENCE. IN ART, TECHNOLOGY AND MULTISENSORY PERCEPTION** - Famous paintings become tactile through the modelling of thermoformed panels.
- **CAPTIKS CAPTURING KINEMATICS** - Innovative systems for motion analysis using wearable sensors for sport, rehabilitation and research.
- **EXOWAY: A FIRST PROTOTYPE OF WHEELED EXOSKELETON** - Prototype of a handling system for people with reduced lower joint motility.
- **FORMS OF TRIANGLES AND RECOGNITION OF GESTURES** - Breakdown of gestures into triangles.
- **3D PHOTOS AND VIDEOS... NO GLASSES, THANK YOU!** - Displaying small and monumental works of art through innovative AS3D visual media.

- **IMPROVING THE INCLUSIVE STUDY MODEL** - Study method created for dyslexics and suitable for everyone.
- **THE MATHEMATICS OF TRAFFIC** - Driving a small car on the circuit you will discover how traffic works.
- **THE HELLENISTIC NECROPOLIS OF NEAPOLIS, FROM LASER SCANNER 3D TO MUON TOMOGRAPHY** - Very high resolution 3D survey of an underground archaeological site located in Naples combined with innovative research using muon tomography.
- **INTENSIMETRIC MEASUREMENT OF OTOACOUSTIC EMISSIONS** - Diagnostic apparatus for objective and non-invasive testing of auditory function using an intensimetric technique to measure otoacoustic emissions.
- **STRUCTURAL MONITORING FOR CONSTRUCTIONS** - An innovative system for the wireless real-time monitoring of stress levels in the structural elements of new and existing buildings.
- **MYHOMEPLEASE! INVENTA ARMÒNIA, THE TRANSIT HOUSE 2.0** - A microarchitecture made with a new green material and innovative, modular, flexible construction technology for an ethical-social future.
- **NANO-CARBON ON STEEL** - Carbon nanotube films for the waterproofing and protection of steels.
- **GARDEN 2.0** - Platform that gives everyone the possibility to have a vegetable garden and to be able to control, monitor and manage it remotely.
- **PLANPACT: INDIVIDUAL MERIT, MORE RESULTS AS A GROUP!** - method to determine individual merit during group work, increasing personal motivation, quality of work and results.
- **MY CAMP ORIENTATION PROJECT** - get to know the University of Rome Tor Vergata using augmented reality on a smartphone/tablet.
- **3D SCAN AND QUALITY CONTROL** - Optical 3D scanning that can survey many different geometric shapes with a relative comparison with CAD models to define the variations between digital and actual models.

- **SECOND SKIN** - Epidermal technologies for the realization of bio-integrated wireless reading membranes that act as a second skin.
- **MONITORING SYSTEM OF HUMAN ACTIVITIES BASED ON WIRELESS COMMUNICATION CHANNEL ANALYSIS** - Monitoring system of human activities based on the analysis of a wireless communication channel.
- **SIXXIGAMES: SERIOUS GAMES FOR THE HISTORY OF CONSTRUCTION** - Serious games to educate young architects and engineers to discover the history of construction and the heritage of Italian structural engineering.
- **SMART AND MULTIFARIOUS LAB ON A CHIP ON PAPER** - Paper-based biosensors for (i) precision medicine, (ii) environmental pollution assessment, (iii) fast detection of BC agents.
- **SOUNDGLOVE** - A glove equipped with sensors capable of playing a virtual piano.
- **SPLASTICA: SUSTAINABLE PLASTIC** - Innovative start up that makes compostable bioplastics from food waste.
- **STV-SCUDERIA TOR VERGATA** - Scuderia Tor Vergata is an association of university students founded in 2013 which aims to compete in Formula SAE at international level.
- **THE SMART HEADWEAR** - This cap makes it possible for people with motor dysfunctions to use a smartphone, open the front door and play games.
- **WHEN SIMULATION BECOMES REALITY** - Project that aims to introduce the world of driving simulation.



SPORTS CULTURE WEEK 2019

From 6 to 10 May, the 2019 edition of the **Sports Culture Week: Sports, Culture, Society and Territories** was held. This has been a fixed appointment for more than a decade, which is open to the Community and the whole territory. The aim is to promote the importance of binomial "culture and sport" which can accompany the growth of young people, and to encourage the harmonious development of people, the well-being of individuals in all aspects, not to mention the spread of universal ethical values and respect for others.

7 days of meetings and interdisciplinary thematic sessions mixed with sports practice sessions, and with the participation of experts and athletes involving a total of about 3,500 people. The event was promoted by the Interdepartmental Centre for "Sports Science and Culture" of the University, in collaboration with the "Centro InterAteneo di Sport Sociale - University of Tor Vergata and Roma Tre", the Master in Sports Marketing and Management of the Faculty of Economics, the various Schools, the CUS Tor Vergata and the main institutional actors of the Tor Vergata area. Also for this edition, the Festa dello Sport represented the centrepiece of the Sports Culture Week, which was organized on May 9 by the **CUS Tor Vergata**, in collaboration with the National Academy of Sports Culture. The Festa dello Sport, now in its tenth edition, is a sports event promoted by the University of Tor Vergata, which in 2019, through numerous activities and initiatives dedicated to sport, involved the entire university community and the citizens of the neighbouring territories, attracting about a thousand people of all ages.





SECOND EDITION OF PREPARING FOR THE FUTURE

After the success of the first edition of "Preparing for the future", the collaboration between Tor Vergata and Piero Angela continues: the new series of lessons organised for 400 brilliant high school and university students (in the classroom from December 2019 to April 2020) focuses on the theme of sustainable development and is structured in ten meetings with high-profile experts.

OPEN LESSONS ON EUROPE

In March 2019, Tor Vergata, together with Sapienza and Roma Tre, promoted Open Lessons on Europe: a series of meetings, which were open to the students of the three Universities gathered in one large community, saw the participation of important Italian academics who dealt - from different disciplinary angles - with the history, dynamics and future prospects of the Old Continent, thus providing an opportunity for reflection and comparison and the possibility to work together to create a Europe of knowledge.

DAY FOR THE PROMOTION OF HEALTHY LIFESTYLES

The Day for the Promotion of Healthy Lifestyles was held on June 18 at the Faculty of Medicine and Surgery, organized by Master's Degree Course in Human Nutrition Sciences and the Department of Prevention ASL Rome 2, as part of the Regional Plan of Prevention 2014-2019.

The aim of the initiative, organised for employees of the University of Rome Tor Vergata and their families, was to promote healthy lifestyles concentrating on nutrition, physical activity, alcohol and cancer screening.

Giornata per la Promozione di stili di vita salutari
18 giugno, ore 15.00 - 17.30 Aula Fleming
Università degli Studi di Roma "Tor Vergata"

In collaborazione tra il Corso di Laurea Magistrale in Scienze della Nutrizione Umana, Università "Tor Vergata" ed il Dipartimento di Prevenzione ASL Roma 2, nell'ambito del Piano Regionale di Prevenzione 2014 - 2019 Programma 1 "Guadagnare Salute nel Lazio".



EUROPEAN NIGHT OF RESEARCHERS 2019

The University actively participated in the fourteenth edition of the European Night of Researchers, which was coordinated by Frascati Scienza. This is an event that aims to bring children, young people and adults closer to the fascinating world of science and research. The European Night of Researchers, which took place on Friday 27 September, is part of the wider Science Week (21-28 September), a major event promoted by the European Commission as part of the Marie Skłodowska-Curie actions. For the occasion, Tor Vergata organized the following events:

- A Treasure Hunt at the Tor Vergata Botanical Garden (24 September), a special treasure hunt, in which participants were involved in a series of activities to better understand the concept of sustainable development;
- Guided tours of the Tor Vergata Botanical Garden (26 September), a guided tour to discover all the collections present in the Garden;
- Rediscovering Prehistory: man, nature and the environment (27-28 September), an event that catapulted adults and children back in time to Prehistory and Protohistory, in the company of a group of Tor Vergata archaeologists;

- Tor Vergata: Space University (30 September), an event organized by the Department of Physics, in collaboration with the Tor Vergata section of the National Institute of Nuclear Physics, which saw the participation, among others, of the cosmonaut, Lt. Col. Walter Villadei.

TESTING THE 2019 TEST

The commitment of Tor Vergata continues in favour of high school students who are about to choose their university courses with a programmed number. Also this year, with the sixth edition of **Testa il test 2019**, the University offered over 1,000 young people the chance to take the official quizzes established by the MUR regarding the admission test for the degree courses in Civil Engineering - Architecture, Medicine and Surgery / Dentistry, Health Professions. The simulated test, which aims to help candidates assess their preparation and to manage time and stress, focuses on the subjects provided for by the MUR, and is different for each candidate and takes place in conditions which resemble as far as possible the modalities established at national level.

I USE LESS LIGHT - HUNTING DOWN KWH

The University participated in the "I use less light" (M'illumino di meno), the initiative of RAI Radio2's radio show "Caterpillar" to promote energy saving and virtuous behaviour in the field of environmental sustainability, now in its fifteenth edition. In 2019, the University also made a contribution through the event "Hunting down kWh" (Caccia al kWh), a special treasure hunt designed as part of the events promoted for "M'illumino di meno" by the Network of Universities for Sustainable Development (RUS). The main objective is to make all participants aware of the individual contribution that each one can make regarding energy saving, starting from the little things that, added together, can have a significant impact on consumption and the environment. The event took place over two days:



- On February 28th, the University promoted a **flashmob on the Circular Economy**, a theme chosen by the radio programme "Caterpillar" of RAI Radio 2, during which students, staff and other participants contribute to the collection and re-use of plastic and all the necessary tools to transform a simple bottle of water into a plant pot. The event was attended by 278 people, including 254 students.
- On March 1st, a **Sustainable Walk was organized at the Botanical Garden** of the University, where, in addition to analysing the issues related to the Circular Economy, the participants became "farmers" for a day. The event ended with a brunch and the consumption of zero km products, offered by the Castelli Romani Farmers' Market, where only biodegradable disposable crockery was used to raise awareness and encourage the elimination of disposable plastic at the University. The event was attended by 269 people, including 240 students.

THE CATCHER IN THE RYE AT 'TOR VERGATA'

The University participated in the **May of Books 2019**, the reading promotion campaign organized by the Centre for Books and Reading (MiBAC).

The campaign, over one or more dedicated days, aims to collect a series of interventions/activities, organized throughout Italy by various bodies and associations, on the occasion of the World Book Day organized by UNESCO. The individual events were then examined (in order to elect a winner for each category) and awarded during The Più Libri Più Liberi 2019 (PLPL) - the Small and Medium Publishing Fair.

The University of Rome Tor Vergata participated in collaboration with the State Institute of Higher Secondary Education "Besta-Gloriosi" in Battipaglia (SA), taking part in the theme "Where are you now young Holden? A hundred years after the birth of J.D. Salinger".

On May 8, 2019 the participating students worked on the realization of a short film based on the reproduction of some of the most significant scenes of the book "The Catcher in the Rye" on the University premises.

Questa biblioteca supporta i SDG



In 2019, the Vilfredo Pareto Library further strengthened its Third Mission activities, in particular public engagement, in a process of interaction and involvement aimed not only at students and lecturers, but also at the wider community of citizens, through media and information literacy activities, events related to current social news and transversal issues of environmental interest. This involvement takes place both on the premises and through social channels, interacting with the territory in its broadest sense. Of particular importance for civic engagement, also in 2019, was the Salotto Vilfredo Pareto, a space open to society as a hub for shared knowledge, free confrontation, artistic expression, critical thinking and interdisciplinary debates.

Principal initiatives of 2019:

- Joining the global campaign "This library supports SDGs" launched by the International Federation of Library Associations and Institutions (IFLA), to highlight the importance of libraries as partners in raising awareness of sustainable development targets and objectives. The dissemination took the form of posters and the sharing of the library's Sustainable Development web page, leading to over 10,000 contacts.
- As part of the Festival of Sustainable Development 2019, the Vilfredo Pareto Library proposed the event entitled "The Sustainable Library: activities, practices and tools for public engagement". With reference to objective 4, "Quality Education", techniques and contents of the **BiblioVerifica.cloud** blog were shared, which is an initiative that has been active since 2017. It aims to stimulate all citizens, from all backgrounds and education, to adopt a conscious and critical use of the information available on the web, focusing on sustainable research tools and verification strategies so they can better understand the reliability and authoritativeness of online sources.
- Launch of the second edition of the "BiblioVerifications Olympics", a free competition open to everyone, which is based on quizzes related to BES indicators and SDGs targets. In 35 days, the blog saw over 470 quiz hits with 57 citizens accepting the challenge regarding their knowledge of sustainability issues, and about 6,000 consultations on the same page in the last 9 months.
- Since January 2019, the exhibition of paintings entitled "Sustainability in Art", which was inaugurated during the Festival of Sustainable Development 2018, has become a permanent show at the Salotto Vilfredo Pareto.

INITIATIVES OF THE VILFREDO PARETO LIBRARY OF ECONOMICS

In 2019, the Vilfredo Pareto Library further strengthened its Third Mission activities, in particular public engagement, in a process of interaction and involvement aimed not only at students and lecturers, but also at the wider community of citizens, through media and information literacy activities, events related to current social news and transversal issues of environmental interest. This involvement takes place both on the premises and through social channels, interacting with the territory in its broadest sense. Of particular importance for civic engagement, also in 2019, was the Salotto Vilfredo Pareto, a space open to society as a hub for shared knowledge, free confrontation, artistic expression, critical thinking and interdisciplinary debates.



The Museum of Archaeology for Rome is located in the university district of Tor Vergata, inside Villa Gentile, a 20th century farmhouse built on the remains of the 13th century Vergata Tower, in turn constructed on the ruins of an ancient Roman villa. The Museum was created by CARMA Scarl (Consortium of the University of Rome Tor Vergata with the participation of private institutions) thanks to funding obtained from a MiBACT call for proposals, won through a project conceived by Andreina Ricci, director of the University's Centre for the Study of Territorial Transformation (CeSTer). The contents of the Museum regard:

- the "archaeological tale", told through the various exhibition rooms which contain objects found in over 20 years of activity in this area of Rome;
- a website, called **Shared Archaeology**. The site contains the results of a project carried out at the end of the 1990s for the New General Regulatory Plan of Rome. At that time, all the visible archaeological remains on the entire municipal territory within the Rome Ring Road (excluding parks and already protected areas) were surveyed, registered and computerized. Today, starting from the original work, the Museum has published the results of the survey and, at the same time, has made it possible to involve citizens in the reconstruction of the history of the city through the archaeological remains scattered throughout the territory. In fact, on site, it is possible to insert new contents, photos, family stories, which contribute to the reconstruction of the history, ancient and recent, of the neighbourhoods of Rome.

The philosophy that guides the Museum points to the fact that Rome should be considered as a whole without overlooking the fact that traces of the Roman era can be found not only within the so-called Historic Centre, but on the entire surface area of contemporary Rome. In this sense, the name "Museum of Archaeology for Rome: from the historic centre to the historic city" launches a clear message: to look at the whole city starting, in this case, from the outskirts.

A few months after the opening of the museum, a Protocol of Understanding was signed between the Museum and the Town Hall VI aimed at developing the knowledge and the value of the territory. Therefore, **the visits of the school institutes** were organised, which were quickly extended to the schools of all the other Municipalities of Rome. This initiative now involves high schools and adults from a large part of the Province, and also visits organized for Institutes of many other Italian cities.

For several years now, the Museum has been involved in projects that have strengthened collaboration with the many institutions working in the area: libraries, town halls, schools, neighbourhood associations, cultural associations, etc.. Among these, of note is the project carried out with the ASL Roma 2. Since February 2016, the Museum has been collaborating with the Day Centre "La Fabbrica dei Sogni" in order to set up an archaeological mapping laboratory as part of activities aimed at the recovery of people with psychological disorders. The aim is to share with the users of the Day Centre the historical-archaeological knowledge of the territory where the users of the Centre live. The workshop takes place two days a week at the Day Centre's headquarters, and outings are organized on the territory in search of forgotten archaeological sites, many of which are to be rediscovered.

In order to better meet the needs of school teaching, monthly meetings are being held for teachers and school managers of all levels ("**A cup of tea at the Museum with school managers and teachers**"), conceived as moments during which useful didactic activities can be planned for the training of children. They are moments of dialogue and confrontation which can bring families closer to the cultural heritage of their territory.

In the summer of 2019, the Museum, for the first time, set up a Summer Centre for children from 6 to 12 years of age. In June and July, members were involved in didactic activities alternating with moments of relaxation. This first experiment was considered to be particularly successful, also among the staff of our University, the nearby research bodies, CNR, ENEA, ASI, as well as families from other municipalities. The Summer Centre was generally attended by a near maximum capacity of 20 children.

Birthday parties are always events that are very popular with the public. More and more frequently, families are choosing to celebrate their kids' birthdays opting for workshops that are both fun and educational. Interactive visits and educational workshops are therefore being organised, involving adults and children alike, taking advantage of the tree-lined park surrounding the Museum whenever possible.

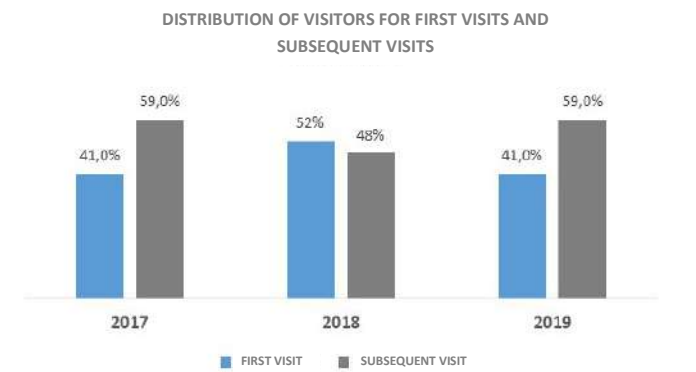
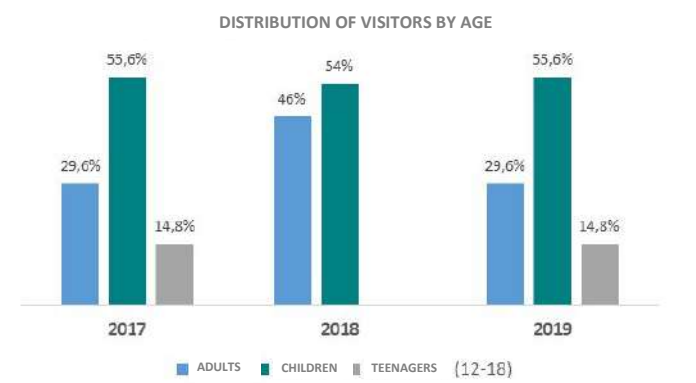
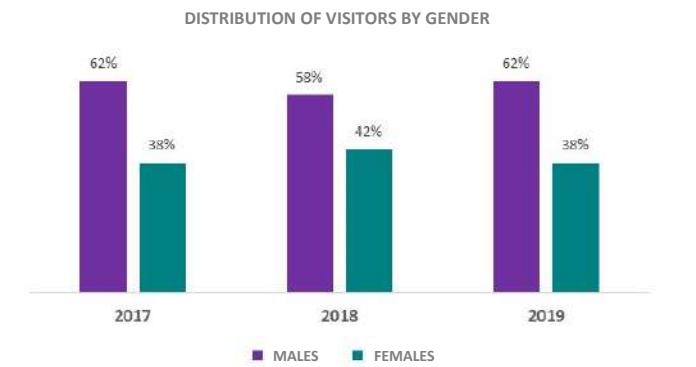
In recent years, 6 trainees have been welcomed, some from our University and others from other universities, specializing in three different disciplines (Archaeology, Art History, Contemporary History).

They collaborated with the Museum for a period of about three months each, actively participating in all educational activities, taking care of logistics, bookings, helping in the design of educational workshops and writing contents for social communication. At the end of the internship period, almost all of them continued to collaborate as professionals in carrying out the didactic activities in the Museum.

	2019	2018	2017
SCHOOLCHILDREN PARTICIPATING	2.380	778	2.309
FAMILIES PARTICIPATING	1.876	1.650	1.856
TOTAL PARTICIPATIONS	4.256	2.428	4.165
LABORATORIES	155	35	151

The [web site](#), between October 2018 and December 2019, had about 23,000 unique visitors, with 72,000 single pages visited.

The [Facebook page of the Museum](#) in December 2019 obtained over 3,000 likes and about 3,120 followers.





INITIATIVES OF THE SINGLE GUARANTEE COMMITTEE

Law 183 of 2010 introduced, in public administrations, the "Single Guarantee Committee for equal opportunities, welfare and anti-discrimination" (CUG). This is a body that unites, rationalises, extends and strengthens the functions previously carried out by the "Equal Opportunities Committees" and the "Joint Committees to combat the phenomenon of mobbing" with the ultimate aim of guaranteeing the formal and substantial equality contained in Article 3 of our Constitution, combating all forms of direct and/or indirect discrimination, including gender discrimination. With specific reference to Universities, the CUG is also committed to overcoming all those limits that in various ways may condition, or preclude, the right to study and freedom of research and teaching. In this regard, as has been highlighted in the recent Recommendations of the National Conference of Italian Universities' Equality Bodies (15 November 2018), the CUG contributes to ensuring that the University can create an environment "of study and work characterized by respect for people and appreciation of differences [...], also with an effect on the services provided for its stakeholders".

The Committee, in addition to working for the entire university community, promotes equality and the valorisation of people through its actions on the local territory. Among the many initiatives organized to raise awareness, provide training and promote a culture of equality, the following open events organized by the CUG of Tor Vergata in 2019 are worth mentioning:

- Congress "The network within the network. Affective manipulation in the social age".

For International Women's Day, the CUG of Tor Vergata, for Friday, March 8, organized an event that was inspired by the current and delicate theme of emotional manipulation, which is tackled in the book "I'm not going to take it anymore" written by the criminologist Roberta Bruzzone, guest of honour. The event was organized in collaboration with the School of Humanities and Philosophy and the VI Municipality and with the patronage of the Interuniversity Gender Observatory.



- Seminar on "The position of Women starting from the ancient world", October 2019, organized as part of the Project "The right to be counted. Women & Culture" and in collaboration with the [Centre of Law Studies «Di-con-per Donne»](#) of the Department of Law.
- Seminar "Work Rights, the Constitution. New possibilities and new challenges", November 2019, in collaboration with the [Centre of Law Studies «Di-con-per Donne»](#).
- Event entitled "POSITION OCCUPIED. No to violence. Yes to Rights" held on November 26th on occasion of the "International Day for the Elimination of Violence against Women" in collaboration with the [Centre of Law Studies «Di-con-per Donne»](#)



INITIATIVES OF THE TOR VERGATA BOTANICAL GARDEN

The mission of the Botanical Garden of Tor Vergata - which covers an area of about 83 hectares - is to create an area that all people can visit, and where it is possible to combine outdoor activities with didactic-cultural, social and scientific realities. This new concept qualifies the Botanical Garden as a scientific, didactic, cultural and social institution.

SUSTAINABLE EDUCATION AT THE BOTANICAL GARDEN

In 2019, the daily teaching commitment saw the participation of about 2,000 students from schools of all levels, who attended workshops and days dedicated to environmental education, the conservation of biodiversity and the fragility of the territory. At the Botanical Garden, the students participated in a training course approaching the issues of sustainability and the circular economy, following the themes and lines of research that the Botanical Garden team constantly carries out at the research centre.

GREEN THERAPY

Permanent activities concern green therapy laboratories in collaboration with ASL Roma2, social cooperatives, family/foster homes and day centres in the area. Thanks to collaboration with social institutions, it has been possible to build a network on the territory that is directly managed by the Botanical Garden, which every day welcomes from 20 to 30 users for instruction and training in the open air. The green therapy activities are not only carried out at the institutional headquarters of the Botanical Garden but also in two urban gardens directly managed by the University in collaboration with local institutions and social cooperatives in the area.

THE COMPANIES IN THE BOTANICAL GARDEN INVOLVED IN SUSTAINABILITY

The Botanical Garden is also a venue for industrial experimentation and the creation of start-ups related to the research topics covered. Thanks to the participation of researchers and professors, companies can benefit from their academic skills and apply them to their business practices. There are many research services offered to companies. A permanent project in collaboration with the Italian Golf Federation and a sports club has given rise to the Garden Golf University for the study of the sustainability of turf on golf courses and the motor sciences involved in the game of golf. Since 2018, [Orto2.0](#) has been operative, which is an application and digital platform that offers the possibility for anyone to own and manage a personal vegetable garden so they can have fresh and quality products on their tables. The user can manage and customize their own lot, grown by experts at the Botanical Garden, using their smartphone or PC and can choose whether or not to have the harvest sent directly to their home or pick it on site.



VOLUNTARY WORK AT THE BOTANICAL GARDEN

Corporate Responsibility represents another way to drive change and contribute concretely to the development of a more cohesive society, impacting positively on the community in which we live. The voluntary work carried out and promoted by the Tor Vergata Botanical Garden falls into this category. The staff of the Garden carries out voluntary activities in Green Therapy projects in collaboration with ASL Roma2 at the Sensory Garden in the Parco delle Rupicole, in collaboration with the social cooperatives and day centres in the area at the Gigli and Giglioli Urban Garden and in collaboration with PTV and CARIS with patients, staff and disabled students of the University, relatives and disabled children of employees at the Botanical Garden. Every day, 20/30 people with different disabilities attend the Botanical Garden and the co-managed gardens .

The Department of Mathematics continued its commitment to "Science for all" with the Eureka! scientific popularization appointment! Rome 2019, the event structured in conferences, workshops, shows and explorations promoted by Roma Capitale: three meetings from 13 to 15 May, open to the public, on the role of mathematics to understand the world, from Leonardo to today

"Tor Vergata"
at EUREKA! 2019



The University, thanks to the Tor Vergata-INFN section, in collaboration with the Physics Department, organized and coordinated the activities for the Lazio Region relating to the fourth edition of the Asimov Prize, involving 11 schools. The Asimov Prize, established in 2015 on the idea of the physicist Francesco Vissani with the aim of bringing the School closer together, sees the collaboration between the GSSI-Gran Sasso Science Institute and the INFN and, in particular, of the offices regional universities INFN.

"Tor Vergata"
for ASIMOV PRIZE

2019

The initiative, promoted by the Geographers of the Department of History, Cultural Heritage, Education and Society and organized by the Municipality of VI, is part of the European Geography Night, with the aim of highlighting the role that geography can have in the urban regeneration processes and in the diffusion of a new culture of the territory, with particular reference to the area surrounding the University.

The European Night
of Geography 2019



The Department of Civil and Computer Engineering, with the scientific coordination of prof. Arch. Stefania Mornati in collaboration with Lamellation-Rome, organized the 2019 Wood Week, an awareness and dissemination event for the construction techniques of wooden structures, with the presentation of the most updated technologies and pilot projects, with a view to sustainability, energy saving and seismic safety.

The 2019
Wood Week



Conceived by Prof. Leonardo Becchetti of the Economics and Finance Department, the 1st edition of the National Civil Economy Festival was held at the end of the March, organized by Federcasce, NeXt - Nuova Economia per Tutti and SEC - School of Civil Economy, an opportunity for addressing the issues of economic development in a sustainable key, putting people and the environment at the center, and to enhance the experiences of innovation and sustainable startups born in Italy, through the Prize "Preparing for the Future ... startups towards Florence!"

National Festival
of Civil Economy



To celebrate the 50th anniversary of the historic Apollo 11 mission, the first moon landing, the Macro Area of Sciences MM.FF.NN. with the support of the Department of Physics and the support of the PLS (Scientific Degrees Plan) - Physics, AISF and Scienzaimpresa, organized for July 16, 2019 "Luna 50", proposing a rich calendar of popular initiatives open to the whole Community.

MOON 50



With the organizational support of the Department of Chemical Sciences MM.FF.NN., on 4 May the University hosted the regional selections of the "2019 Chemistry Games" promoted by the Italian Chemical Society on behalf of the MUR. The event was attended by more than 470 students from 36 high schools throughout the Lazio region. The event is sponsored by the Scientific Degree Plan (PLS) - Chemistry of "Tor Vergata" and coordinated by Prof. Mariano Venanzi.

Games of Chemistry
2019



"Tor Vergata" promoted the XIII IMSA Prize, a national competition born in 2007 for the promotion of an innovative ecosystem, organized annually by the PNI-Cube Association, which rewards successful young innovative start-ups based on scientific research, associated with the National Prize for Innovation (PNI). Winner of the 2019 Bioscience Genomics edition, spin-off of the University of Rome "Tor Vergata" founded in 2014.

Startup
Award Prize

IMSA



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Nobel Itineraries

at Rome



"Tor Vergata", in collaboration with Smart City Group and with the supervision of Prof. Michele Luglio of the Department of Electronic Engineering, organized a series of meetings dedicated to the debate on technological innovation and new organizational models of the company: four days to face issues related to the issues of smart cities, ICT and energy distribution, with the participation of experts from 26 countries and 4 continents.

Smart Cities and new
Technologies for
Development

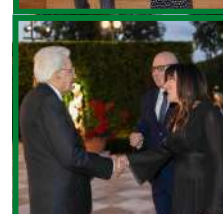
7.2 PRIZES AND AWARDS



Antonella Falzetti, professor of Architectural and Urban Composition in the Department of Civil Engineering and Computer Engineering, with the project "My Home Please!" won **first prize in the Start Cup Lazio 2019**, organized as part of the National Prize for Innovation, promoted by "PNIcube". The project also obtained other important awards: Lazio Region Special Award, Special Startup Initiative Award with the Intesa San Paolo Innovative Center, Special Mention as best equal opportunities project.



Valeria Conte, the Director of the Department of Chemical Sciences and Technologies, received the prestigious Award for "Organic Chemistry for the Environment, Energy and Nanosciences" from the Organic Chemistry Division of the Italian Chemical Society, for the following reason: "For her important contributions to the advancement of the studies of ossi-functionalisation systems of organic substrates in mainly aqueous environments which mimic biological processes aiming at the development of sustainable synthetic pathways"



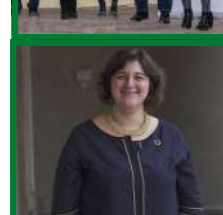
Manuela Gatto, CEO of the "SPlastica" project for the production of materials similar to plastic, 100% biodegradable and compostable, starting from food waste, was invited by President Mattarella to the National Day of the Republic, as "a young researcher who has distinguished herself in the field of science and technology"



Alessandra Celletti, ordinary professor of Mathematical Physics and scholar of Celestial Mechanics, and Federica Gasbarro, student in Biological Sciences and the only Italian woman to attend the UN Youth Summit representing the "Fridays for Future" movement, are in the top ten of the 50 "Women-D 2019", selected by "D-La Repubblica delle donne" of "La Repubblica".



Eugenia Scaricamazza and Martina Assogna, post-graduates of Tor Vergata, received the Giorgio Giordano 2019 Award from Airalz Onlus - the Italian Association for Alzheimer's Research due to the creation of a best communication in scientific research and for their relevant studies in Alzheimer's research.



Giulia Parenti, a graduate in Global Governance, was selected to represent young Italians at the United Nations in the UNYD (United Nations Youth Delegate) Italy 2019-20, a project included in the World Programme of Action for Youth.



Claudia Costanzo, Miriam di Mario, Giulia Di Prospero (Management Engineering students) and Michele Baldassarre (Economics student) win the Amazon Innovation Award 2018: under the supervision of Prof. Massimiliano Schiraldi. The Tor Vergata team was awarded for the innovativeness of the project named "XIVA", an improvement of the "kiva" technology already in use in Amazon distribution centers.



Michela Puddu, a graduate of Tor Vergata in Materials Science and Technology, won the European Union Prize for Women Innovators (funded as part of Horizon 2020), thanks to the idea of a DNA label to guarantee product traceability, an innovative anti-fraud system developed during her research work at the Zurich Polytechnic.

8. Ethical and transparent management



8. ETHICAL AND TRANSPARENT MANAGEMENT

8.1 ADMINISTRATIVE TRANSPARENCY

The famous "glass house" that Philip Turati had in mind comes into being where complete transparency of all public administration acts represents a valid disincentive of corruption. On the contrary, the presence of corruption favours the spread of hidden decision-making mechanisms that are not transparent, and which lead to the distrust of citizens in the institutions.

Administrative transparency is a fundamental tool for preventing the risk of corruption, designed to safeguard integrity and ethics, guaranteeing total accessibility to information concerning the activities of public administrations in order to favour widespread forms of control over issues of public interest and the use of public resources.

The principle of transparency is aided by the web: on the institutional website of each public administration, there is a specific section entitled "Transparent Administration", which makes information available to a considerable number of stakeholders.

The [Three-Year plan for the prevention of corruption](#) (PTPC), in accordance with the provisions of art. 1 of Law 190/2012, represents the main instrument through which the University defines and communicates its strategy to the ANAC regarding the prevention and repression of corruption and illegality in the university administration. The Plan is the result of a process of analysis and study of the phenomenon of corruption, and the implementation and monitoring of the corruption prevention system.

The action to prevent and combat corruption means opening up to internal and external stakeholders through stable communication channels.

For this reason, the University has established two specific email addresses dedicated to communications with the **Head responsible for the prevention of corruption and promotion of transparency, Dr. Silvia Quattrocioche**.

In this scenario, the role of **training** becomes fundamental: through the training of University staff, it is possible to gain widespread knowledge regarding the main legislative innovations in the fight against corruption - in order to guarantee a homogeneous and transversal preparation across all employees - and to circulate and internalize the values that guide the work of the University.

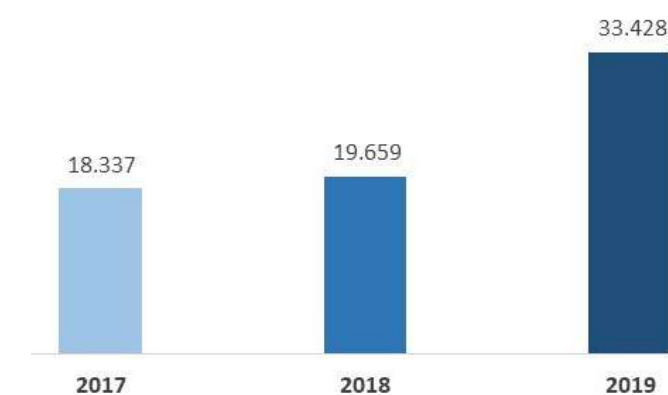
YEAR	TRAINING HOURS Hours per course	PARTICIPANTS			TOTAL HOURS
		UNIVERSITY STAFF	EXTERNAL STAFF	TOTAL COURSE	
2019	10	150	-	150	1.500
2018	24	150	-	150	3.600
2017	6	23	-	23	138

anticorruzione@uniroma2.it
trasparenza@uniroma2.it

10 In 2019, on the email address dedicated to **anti-corruption**, 10 requests for information were received (8 IN 2018, 10 in 2017)

180
94 In 2019, on the email address dedicated to **transparency**, 180 requests for information/communications were received (204 in 2018 and 4 in 2017) together with 94 requests for data and information transmission for publications (56 in 2018 and 58 in 2017)

VISITATORI SITO "AMMINISTRAZIONE TRASPARENTE"



Compared to the previous year, the University managed to generate 70% more visits to the University's website dedicated to the transparency of administrative acts and actions.

8.2 VALUE FOR UNIVERSITY SUPPLIERS

The public tenders and contracts involving the public administration represent one of the sectors that is most exposed to the risk of corruption, given the considerable finance generated and the strong interaction between the public and private sectors. For the University, it is of paramount importance to identify and implement all the most effective anti-corruption measures, especially in matters pertaining to prevention.

Public procurement represents a significant part of the Italian and EU economy. Therefore, its sector is regulated by a legal framework that is continuously adapted to market needs. Nevertheless, this often is insufficient to avoid corruption and infiltration by organised crime. In this respect, transparency plays a key role: freedom of access to information helps to make governance more accountable and the timely disclosure of easily accessible data can minimise the risk of corruption. Tor Vergata, in addition to regulating the internal procedures relating to procurement, provides ever more practical and complete aid to the University operators who are called upon to deal with the numerous and complex issues in the field of public procurement, by activating a **University search engine** aimed at making information more and more accessible (laws, sentences, thematic focus, comments, etc.) on topics that are often of concrete and immediate interest for the work of the University staff. The research service is a tool that makes it possible to accompany, in terms of method and quality, institutional actions/decisions in line with regulatory and legal developments. Therefore, it represents an essential tool to generate cost-effectiveness, efficiency and effectiveness in carrying out activities and developing further growth opportunities for the University.

The University, like all Public Administrations, makes most of its purchases through the **MePA** (the Electronic Market of the Public Administration) and **Consip SpA** (Concessionaria Servizi Informativi Pubblici). The procurement of goods, services and work through the Electronic Market guarantees the transparency and traceability of the purchasing process, making it possible to compare products offered by suppliers throughout the national territory so that an offer can be requested. Consip is a joint stock company of the Ministry of Economy and Finance. As a national commissioning centre, its objective is to carry out the Programme for the rationalization of purchases in Public Administrations, providing administrations and companies with innovative purchasing methods and tools (Conventions, Framework Agreements)

In accordance with all applicable procurement regulations, the University - on equal economic and contractual terms - opts for supplies from the local territory in order to support the development of the local area to which it belongs and to minimize the effects on the environment. The so-called **Green Public Procurement** is a public procurement system which, within the procedures regarding the purchase of goods and services needed in the organisation's institutional activities, considers criteria linked not only to economic convenience, but also to the environmental impact of the goods and services themselves. Where relevant concerning the service provided, the University asks suppliers to comply with environmental policies (in particular regarding building supplies, plant engineering, waste disposal, energy services, etc.).

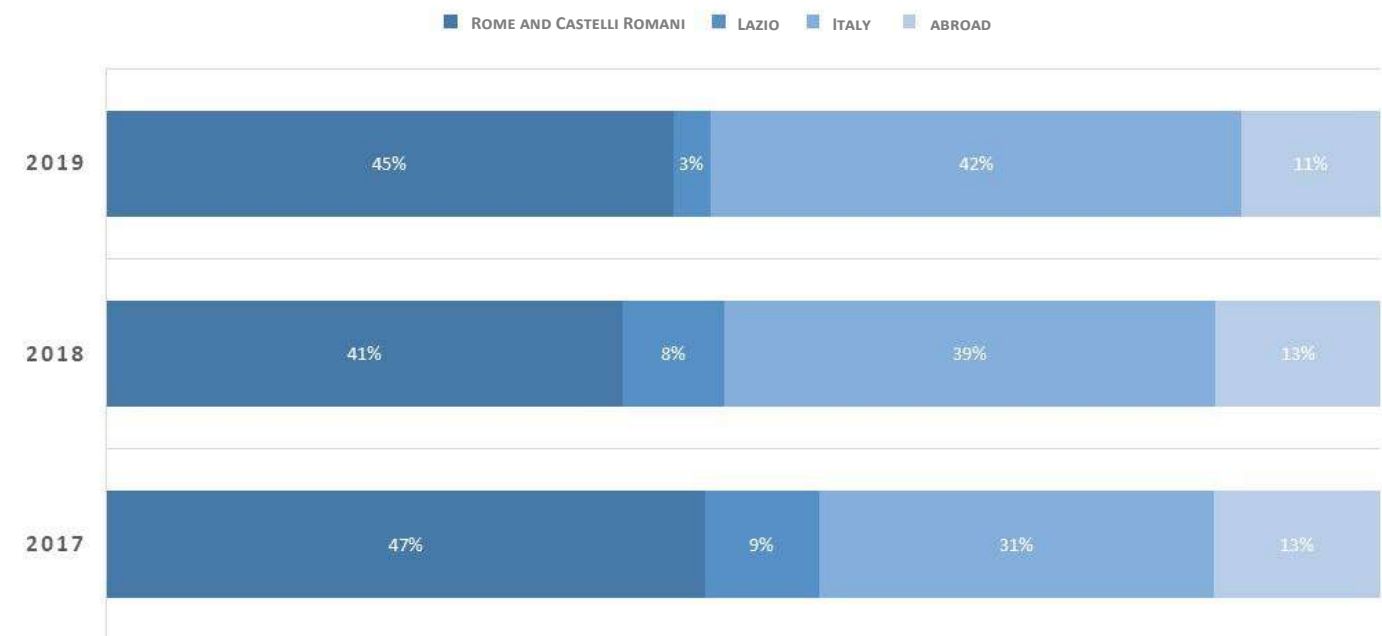
Almost half of the purchases made by the University in 2019 (48%) regarded suppliers of goods or services from the Lazio Region (49% in 2018, 56% in 2017). Of these, 94% were suppliers from neighbouring territories (i.e. the municipality of Rome plus the municipalities of the Castelli Romani and the municipality of Ciampino), compared to 84% in the two previous years. This data shows that the University is deeply rooted in its territory of origin and, considering all the criteria regarding the selection of suppliers, offers a valid contribution for the companies and professionals of the eastern area of Rome, the city, the province of Rome and the Region of Lazio.

53% of the suppliers are based outside Lazio, of which 79% are national and 21% are foreign. The graph below, on the next page, shows this distribution in comparison with the previous two years.

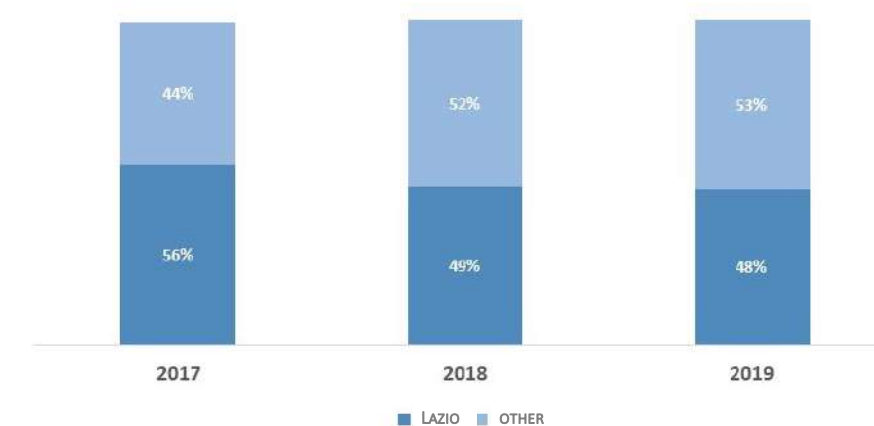
Paragraph 9.1 of the following chapter quantifies the value distributed by the University to its suppliers of goods and services in the year 2019, compared to the two previous years.



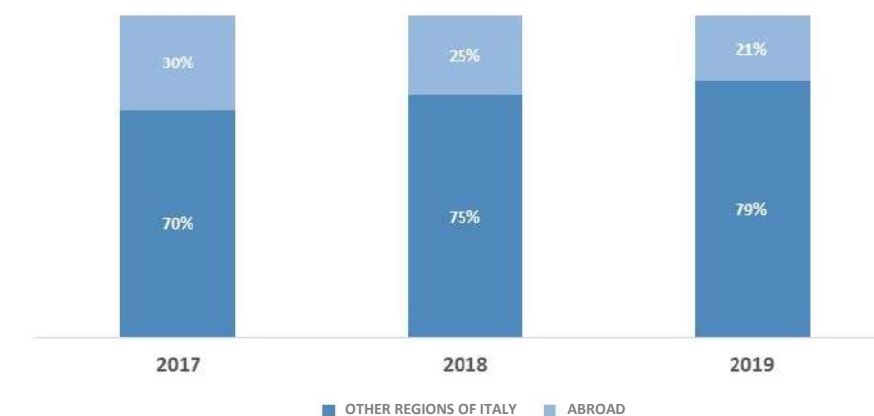
GEOGRAPHICAL ORIGIN OF SUPPLIERS



PERCENTAGE OF SUPPLIERS FROM THE LAZIO REGION



DISTRIBUTION OF SUPPLIERS OUTSIDE THE LAZIO REGION



9. Financial sustainability

56	8.25	3.25	4.8	3	6.05
3	10	25.6	12.59	17.98	15.26
18.44	20.77	5.86	3.96	6.6	1
3	1.5	4			0.5
0	0.5	0	0.37	0	0
2.7	53.32	2.36	0.3	1.21	7
9964.9	9964.76	11065	13945.79	14851.18	17625.9
149.99	211.18	54	453.65	229.93	59.97

Apr	May	Jun	Jul	Aug	Sep
3359.77	14016.76	1694.89	12901.21	12625.01	13686.73
925.61	1232.46	1046.6	1152.52	1210.19	2180.86
2990.29	3408.59	445.21	3400	2956.12	3779.39
340.83	445.02	491.75	442.9	443.92	603
8953.85	8323.28	228.76	5744.81	4654.11	6468.39
1675.65	1859.25	78.12	1914.77	1830.85	2268.69
911.7	860.27	53.35	979.59	847.94	1067.62
482.46	561	583	515.79	558.06	645.75
419.47	390.96	39	403.78	402.73	329.75
57.72	80.6	4	87.88	35.36	74
1.24	0.99		17.86	1.88	37
1	0.75		0.25	3.70	2.5
196.66	313.82	14	51		710.8
173.81	308	22.03	191.87	172.88	153.71
0.2		14.44	0	20.7	0.19
30.8		16.55	23.4	30.25	28.35
20.33		15.4	15.92	29.29	18.99
7	79	1.26	0.62	1.72	35.5

9. FINANCIAL SUSTAINABILITY

9.1 CREATION AND DISTRIBUTION OF VALUE

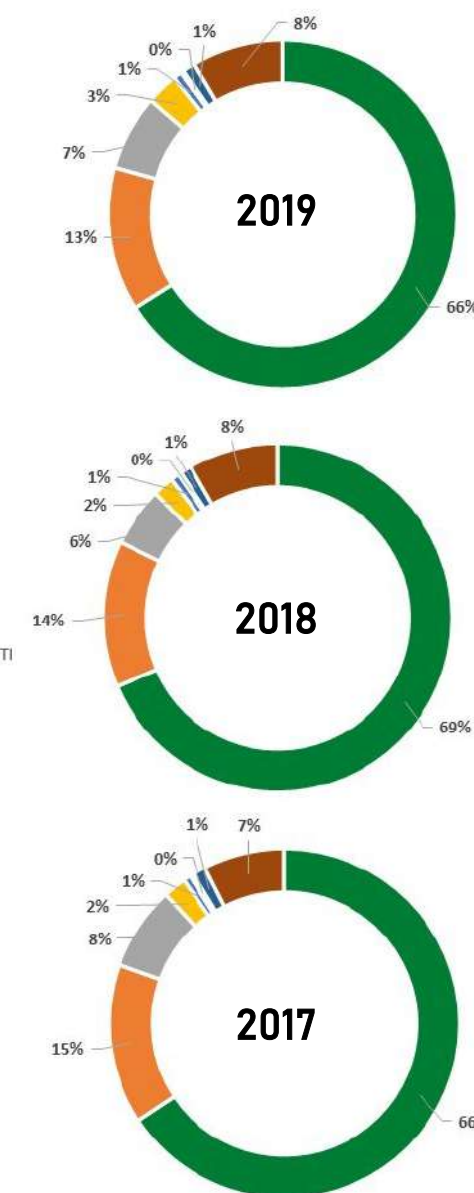
Since 2015, the University has been drawing up the University's single financial statements according to the criteria of economic and financial accounting, as foreseen in Law no. 240 of 30 December 2010 and subsequent amendments (Legislative Decree no. 18/2012 and MIUR/MEF Decree no. 19 of 14 January 2014). In May 2019, in the implementation of the University Regulations for Administration, Finance and Accounting, the Accounting Manual was approved by the Board of Directors, the purpose of which is to define and disseminate the application of standard criteria in the administrative structure of the University regarding the identification, detection and measurement of events in the organization that have an impact on the accounting records.

A breakdown of the revenues and costs of Tor Vergata highlights the fundamental contribution of the MUR's Ordinary Financing Fund in supporting university activities, with an incidence of 51.32% of total income in 2019, compared to 52.71% in 2018 and 50.57% in 2017, with an increase in absolute value of 1.3%.

Income from educational activities represents 13.31% of the economic value attracted in 2019 compared to 13.58% in 2018 and 14.8% in 2017.

Competitive research and commissioned research represent 7% and 3% of the total attracted value for the University in 2019, respectively, with a clear increase compared to previous years.

Concerning the value attracted by private individuals, it should be noted that through the 5 x 1000 campaign for the year 2017 (the last accredited campaign), the University received 134,000 Euros in July 2019



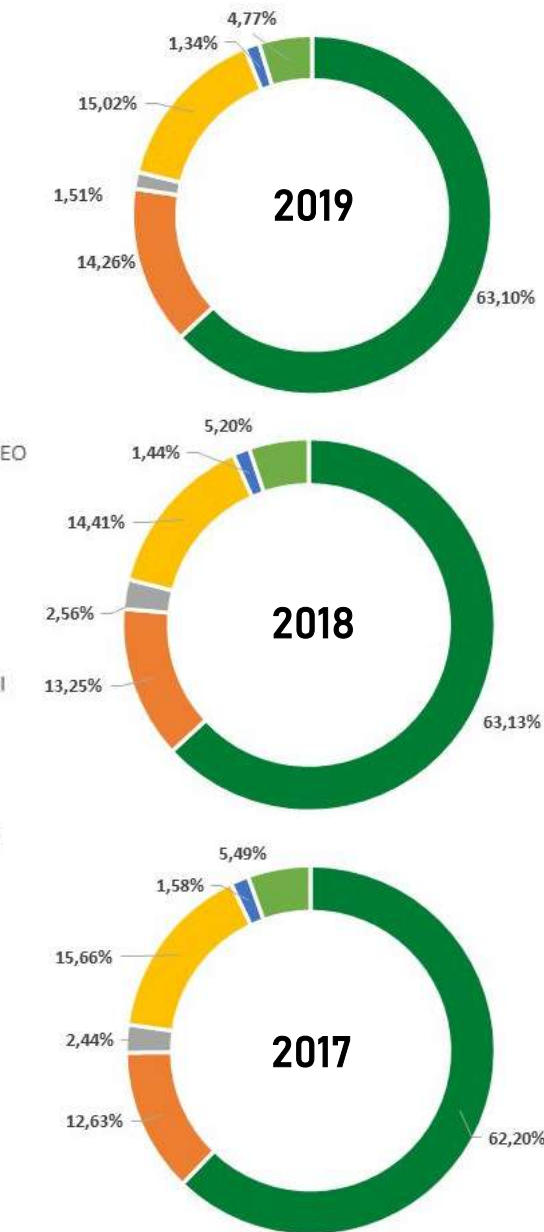
ATTRACTED VALUE	2019	2018	2017
FROM MIUR AND OTHER P.A PER CONTRIBUTION	201.146	202.585	198.301
<i>OF WHICH F.F.O. "QUOTA ESERCIZIO"</i>	<i>156.386</i>	<i>154.446</i>	<i>149.967</i>
FROM STUDENTS FOR DIDACTICS	40.574	40.108	44.721
FROM COMPETITIVE RESEARCH	21.462	16.262	23.322
FROM COMMISSIONED RESEARCH	9.014	5.675	6.356
FROM THE E.U. AND INTERNATIONAL INSTITUTIONS PER	2.399	2.280	1.956
FROM UNIVERSITY PER CONTRIBUTION	852	866	1.070
FROM PRIVATE SUBJECTS PER CONTRIBUTION	3.428	3.026	3.612
OTHER INCOME AND REVENUES	25.867	24.576	22.646
ECONOMIC ATTRACTED VALUE	304.741	295.378	302.285

The University distributes the attracted value through the remuneration of all productivity stakeholders, which include:

- staff (teachers, researchers and other staff involved in research and teaching activities, technical-administrative and library staff) and collaborators¹;
- recipients of pre (students) and post-graduate scholarships (PhD students and scholarship holders);
- partners of coordinated projects where Tor Vergata acts as project leader;
- the suppliers, through the acquisition of goods and services and the use of goods of third parties;
- credit capital, interest and commissions on bank loans;
- the Public Administration, through the payment of direct and indirect taxes.

In 2019, 90.64% of the value attracted was distributed to stakeholders, compared to 91.52% in 2018 and 91.06% in 2017. In particular, the value distributed to staff totalled 63.10% of the value attracted, with a slight decrease compared to 2018 (57.77% - with an increase of 1.11% - in 2018 compared to 2017). Regarding students and suppliers of goods and services, the value distributed totals 14.26% and 15.02% respectively (compared to 13.25% and 14.41% in 2018 and 12.63% and 15.66% in 2017). The value retained by the University in 2019 amounts to 9.36% of the value attracted in the same year (it was 8.48% in 2018 and 8.91% in 2017). For the value distributed to students compared to the value they attracted, see par. 3.1.

¹ It should be noted that the University, as a public body, does not have full autonomy in the application of policies such as the recognition of salary policies, the provision of benefits and bonuses, early retirement and other choices regarding the remuneration and duration of service of the staff.



DISTRIBUTED VALUE	2019	2018	2017
HUMAN RESOURCES	174.288	170.650	171.266
STUDENTS AND GRADUATES	39.398	35.832	34.775
RESEARCH PARTNERS	4.181	6.930	6.727
SUPPLIERS OF GOODS AND SERVICES	41.479	38.967	43.119
FINANCIAL INSTITUTES	3.692	3.900	4.341
REVENUE FOR TAXES	13.189	14.057	15.121
ECONOMIC VALUE DISTRIBUTED TO THE STAKEHOLDERS	276.227	270.337	275.349
AMORTISATION, DEPRECIATION AND WRITE-DOWNS	18.915	19.978	18.104
PROVISIONS FOR RISKS AND CHARGES	7.780	3.727	7.048
RESULTS FOR THE YEAR	1.820	1.337	1.873
ECONOMIC VALUE RETAINED	28.515	25.041	26.935
TOTAL	304.742	295.378	302.285

9.2 BREAKDOWN OF UNIVERSITY ASSETS

The analysis of the balance sheet highlights the significant value of the University's real estate investments. The investments were financed partly by ministerial funds and capital grants, managed in the balance sheet through deferred income, to be loaded gradually onto the income statement of the University's single balance sheet in proportion to the depreciation of the assets to which they refer (such deferred income - in substantial terms - is therefore similar in nature to equity reserves) and partly through the use of bank debt.

There is no evidence of the University's non-compliance with economic and financial laws and regulations.

BREAKDOWN OF ASSETS

The fixed assets were 75.1% of total assets in 2019 (compared to 76.2% in 2018 and 75.8% in 2017).

Almost 73.1% of fixed assets are in the form of real estate (land and buildings), the remaining being attributable to scientific equipment (1.8%) and other intangible assets (0.09%) and financial assets (0.14%).

Receivables, inventories and cash (current assets) amounted to 24.45% of total assets in 2019, compared to 23.38% in 2018 and 24.2% in 2017.

The remaining part is accrued income for ongoing funded research. For contracts and projects which last more than one year, in fact, evaluation is made according to cost: in cases where the project is in progress and the costs recorded are greater than income, it is necessary to evaluate income accrual and include the accrued income in the Balance Sheet.

COMPOSITION OF LIABILITIES

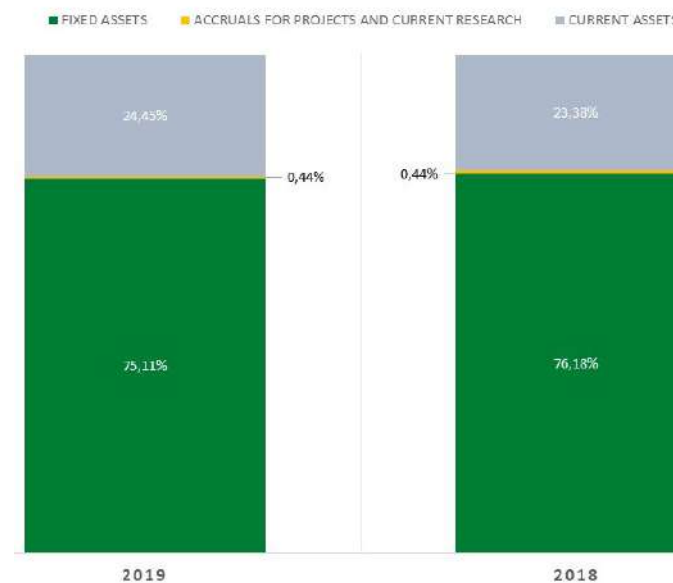
The liability breakdown shows that the resources included in shareholders' equity amount to 12.5% of capital used in 2019 in line with the 12.3% in 2018 and approximately 13% in 2017 and, together with deferred income for investment grants, cover about 94.8% of fixed assets.

The consolidated sources attributable to medium/long-term loans and provisions amounted to 11.84% in 2019 compared to 12.3% in 2018 and 12% in 2017.

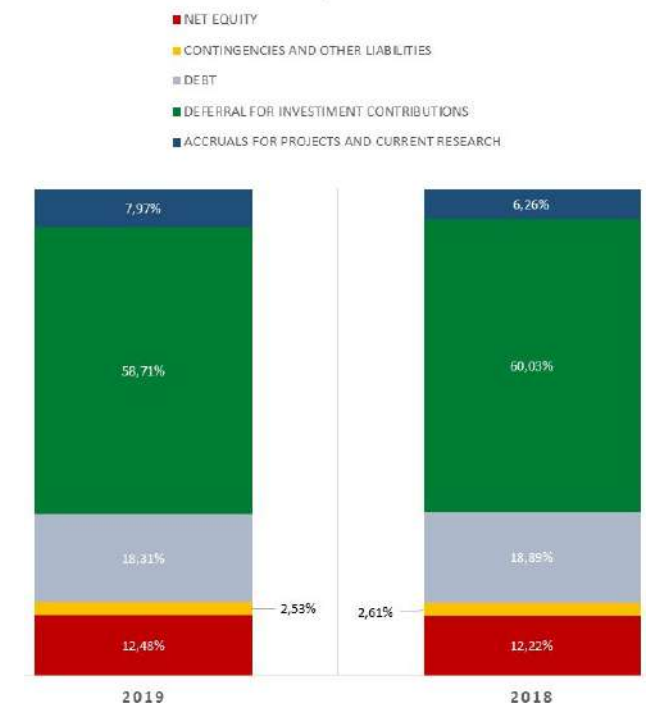
Current liabilities (short-term payables plus accrued expenses and deferred income other than research and investment grants) amounted to 9.0% in 2019, compared to 9.2% in 2018 and 6.2% in 2017.

As indicated in the assets, deferred income for ongoing funded research guarantees the accrual value of research contracts and projects exceeding one year.

COMPOSITION OF ASSETS



LIABILITIES AND EQUITY COMPOSITION



9.4 ECONOMIC-FINANCIAL SUSTAINABILITY INDICATORS

In order to ensure the sustainability and balance of the economic and financial management of universities, the following key indicators have been defined at ministerial level:

- Personnel costs on FFO and net taxation;
- Debt index;
- Economic and financial sustainability index (ISEF).

It should be noted that each year, at the end of the financial year and during the preparation of the Report, together with the single University Financial Statements, the value of the indicators for the year in question is estimated by the Budget Office, pending the definition of the final value by the MUR. Therefore, each year, the value of the previous year contained in the Report and in the Annual Report is updated, replacing the estimate with the final figure, while the value of the year to be reported represents the best estimate that can be made by the Administration.

PERSONNEL COSTS INDICATOR ON FFOs AND NET TAXES	
2019	75,39%
2018	73,33%
2017	71,65%

The indicator regarding **Personnel costs on FFOs and net fees** is calculated as the ratio between fixed and ancillary costs for staff (including temporary staff and temporary teaching contracts) and total revenue (i.e. ordinary ministerial funding plus student contributions). The reference value that must not be exceeded is 80%. In general, the indicator makes it possible to verify the 'sustainability' of the University's personnel costs, highlighting the share of stable revenues absorbed by the University and the residual share available for other costs. In 2019, there was an increase due to the reduction in net taxes collected and the simultaneous increase in personnel expenses in accordance with the Prime Ministerial Decree of 3-9-2019.

DEBT INDICATOR	
2019	10,69%
2018	9,78%
2017	9,26%

The **debt** indicator is calculated by comparing the annual amount of amortization of loans payable (capital plus interest) to total current revenue, net of personnel expenses and rentals payable. The limit value is set at 10% and affects the percentage of turnover only when the indicator for personnel expenses is above 80%. Since 2019, the instalments of the loan of approximately € 13 million obtained by the Istituto per il Credito Sportivo have been included. The parameter exceeds the attention limit set by the MUR by 0.69 percentage points.

ECONOMIC AND FINANCIAL SUSTAINABILITY INDICATOR	
2019	1,05%
2018	1,08%
2017	1,09%

The **Economic and Financial Sustainability Indicator (ISEF)** above 1 is one of the requirements that must be guaranteed, together with others, for the accreditation of the sites and degree courses. It is calculated as the ratio between A and B where A is equal to 82% of the sum of some net income items (FFOs, three-year planning fund, net contribution of students net of rents payable) and B refers to personnel costs and amortization charges of loans payable. In 2019, it decreased due to the worsening of overall revenues and the increase in personnel costs.



9.5 THE TORVERGATA GROUP AND THE CONSOLIDATED FINANCIAL STATEMENTS

The area of consolidation, in compliance with art. 6, paragraph 2, of Legislative Decree no. 18/2012, was initially identified by the University's Board of Directors at its meeting of 24 October 2017, with reference to the following companies:

- INUIT Tor Vergata University Foundation
- CEIS Economia Tor Vergata University Foundation
- Sebastiano and Rita Raeli Foundation for Tor Vergata
- Society for the Science Park Romano Scarl
- C.R.E.A. Health Consortium.

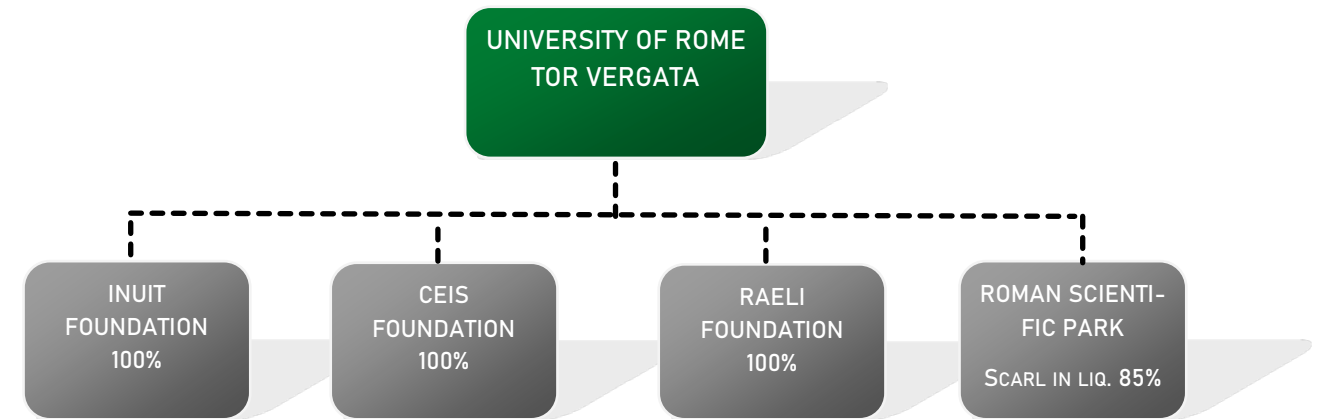
On the basis of this perimeter, the first two consolidated financial statements of the Tor Vergata Group as of 31 December 2016 and 31 December 2017 were prepared.

The Board of Directors of the University, at its meeting of 26 June 2018 - following a favourable opinion expressed by the Academic Senate at its meeting of 19 June 2018 - decided to sell the University's shares in the C.R.E.A. Health Consortium.

. On 11 February 2019, the Register of Companies registered the exit of the University of Rome Tor Vergata from the consortium. The reference accounting standards foresee, for the case in question, the occurrence of one of the conditions concerning exclusion from the consolidated financial statements and the inclusion of the participation in the consolidated Current Assets. Therefore, the Board of Directors, in its meeting of 24 September 2019, resolved to change the area of consolidation in accordance with art. 6 of Legislative Decree 18/2012 and art. 1 of Legislative Decree 248/2016, with the removal of the C.R.E.A. Health Consortium.

On the basis of this reduced perimeter, the Group's consolidated financial statements as of 31 December 2018 were prepared.

It should be noted that the Board of Directors of the University resolved, in November 2018, to start the liquidation of the Company for the Parco Scientifico Romano Scarl in accordance with art. 2611 no. 1 of the Italian Civil Code (for the duration of the company, fixed until 31 December 2018). On 18 December 2018, the Shareholders' Meeting of the Company determined the liquidation of the Company and appointed the Liquidator.



10. Methodology



10. METHODOLOGY

10.1 THE VIRTUOUS SYSTEM OF SUSTAINABILITY

In line with its vision and mission in favour of sustainable development, the University of Rome Tor Vergata is fostering a virtuous circle that combines the principles of economic, social, environmental and institutional sustainability in order to create value for the benefit of stakeholders, the local territory and communities. The foundations of this integrated system lies in the University's ability to offer high quality training and cutting-edge research, to attract key players and to develop partnerships at national and international level, working alongside other development agents on the territory.

But it does not stop there. By launching a transformation of the organizational structure of the institution and placing the "5Ps" of Agenda 2030 at the centre of all its operational dimensions, Tor Vergata is committed to transforming the 17 Goals of the United Nations into the central philosophy of its Performance Plan, with high investments in the sustainability of the organizational environment and a reconsideration of its way of working by moving towards a broader sense of responsibility towards people and society. This virtuous system is driven through an approach that connects all dimensions of sustainable development, which means paying attention to:

- Quality of the services offered to students
- Research
- Enhancement and involvement of human resources
- Protection and respect for the environment
- Commitment, collaboration and engagement
- Ethical and transparent management
- Economic sustainability.

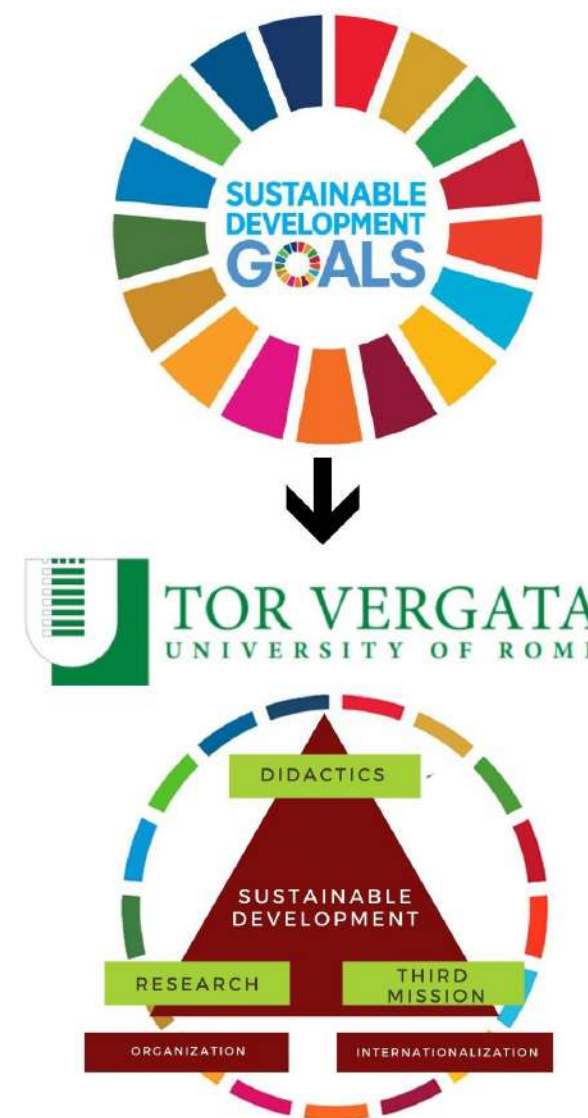
The challenge is for the University of Rome Tor Vergata to become a University of the future, which is sustainable over time from an economic, social, environmental and institutional point of view. The achievement of these objectives, a summary of which is given in this Report, is the result of numerous activities that the University has been developing on several fronts with commitment and participation at all levels.

10.2 REPORTING PROCESS

The 2019 Sustainability Report provides the University's stakeholders with information regarding the approach, policies and actions concerning sustainability issues, and illustrates the most significant results achieved during the year in terms of social and environmental responsibility, and the long-term creation of value.

The information is provided to supplement and complete the Report on Operations and supply further documentation for the University's Single Report as of 31 December 2019, so as to guarantee an understanding of the University's activities, results and the impact produced by Tor Vergata.

The report covers issues of a social and environmental nature, relating to the University's staff, respect for diversity and human rights, and the fight against corruption, which are considered relevant - taking into account the activities and characteristics of the institution and the expectations of stakeholders - as illustrated in the materiality analysis contained in this document. The material topics are selected according to a principle of significance, i.e. "relevance", identifying those that are best able to guarantee an understanding of the impact of the University's activities on non-financial topics



The materiality analysis process also leads to the identification of the areas of greatest risk and opportunity so the University's missions can be developed in a long-term perspective and value for all stakeholders can be created.

The University is aware of the fact that the dissemination of common and lasting parameters for the evaluation, measurement and reporting of performance and impacts becomes even more significant when linked to the UN Agenda 2030. This is a broad and complex system to which we are all called to contribute in order to achieve the objectives, so the University has chosen to draw up the Sustainability Report using the G.R.I. standards (Core Options) which have been developed as part of the Global Reporting Initiative (G.R.I.) by the experts of the Global Sustainability Standards Board and officially launched on 19 October 2016. These are the main standards of reference for sustainability reporting in their latest and most updated version. The choice of G.R.I. Standards also guarantees compliance with the provisions of Article 1 (point 1, paragraph 5) of EU Directive 2014/95, and subsequently implemented by Italy as Legislative Decree 254/2016. The previous Sustainability Report was drawn up on 31 December 2018.

The hypertext links with the basic documents to which the text is linked, necessary for those who wish to deepen their knowledge of the contents and information summarized in the Report, are shown in Annex 4 "Bibliography and Sitography" and indicated with the underlining of the text .

10.3 "TOR VERGATA" AND THE 2030 UN AGENDA FOR SUSTAINABLE DEVELOPMENT

In September 2015, the UN approved the Global Agenda for Sustainable Development and related objectives (Sustainable Development Goals - SDGs). All the countries of the world and all components of society are called to contribute to a global effort to develop a path by 2030 that is sustainable from an economic, environmental and social point of view. The university system, which holds a place of privilege for the elaboration of new conceptual models and for experimentation and innovation, is called to play its part, by acting as a development engine for the territory in which it operates and for the whole world, through international collaboration networks involved in teaching, research and in the third mission.

In line with this global commitment, the University of Rome Tor Vergata has adopted sustainable development as its mission and vision, introducing an explicit reference to the objectives for sustainable development of the 2030 Agenda and related targets identified by the UN. In accordance with its mission and vision, Tor Vergata has been publishing its Annual Sustainability Report since 2017.

Since 2017, the University has chosen to voluntarily qualify the Sustainability Report as an "individual non-financial declaration" (1) in accordance with Legislative Decree no. 254 of 30 December 2016, and has the document controlled in accordance with art. 3 paragraph 10 of the decree by a person authorized to carry out the statutory audit of its accounts. The document is therefore accompanied by a certificate of compliance with the requirements of the decree, which is issued by the company Crowe AS SpA.

(1) Since 2016, the University has drawn up its consolidated financial statements annually with its controlled subsidiaries. However, the scope of this report includes only the University of Rome Tor Vergata and not also the consolidated entities. The consolidation perimeter of the Tor Vergata Group as of 31 December 2019 is made up as follows: the University of Rome Tor Vergata, as group leader; INUIT University Foundation; University Foundation CEIS-Economy Tor Vergata; Society for the Roman Scientific Park S.c.a r.l.; the Sebastiano and Rita Raeli Foundation for Tor Vergata.

THE GLOBAL GOALS
OBIETTIVI GLOBALI PER LO SVILUPPO SOSTENIBILE



5P

PEOPLE

PUT AN END TO POVERTY AND HUNGER IN ALL THEIR FORMS AND DIMENSIONS AND GUARANTEE THAT ALL HUMAN BEINGS CAN REALIZE THEIR POTENTIAL WITH DIGNITY AND EQUALITY, AND IN A HEALTHY ENVIRONMENT.

PLANET

PROTECT THE PLANET FROM DEGRADATION THROUGH CONSCIOUS CONSUMPTION AND PRODUCTION, BY MANAGING ITS NATURAL RESOURCES SUSTAINABLY AND BY ADOPTING URGENT MEASURES REGARDING CLIMATE CHANGE, SO THAT THE NEEDS OF CURRENT AND FUTURE GENERATIONS CAN BE MET.

PROSPERITY

ENSURE THAT ALL HUMAN BEINGS CAN LEAD SATISFYING AND PROSPEROUS LIVES AND THAT ECONOMIC, SOCIAL AND TECHNOLOGICAL PROGRESS TAKES PLACE IN HARMONY WITH NATURE.

PEACE

PROMOTE PEACEFUL, JUST AND INCLUSIVE SOCIETIES THAT ARE FREE FROM FEAR AND VIOLENCE. SUSTAINABLE DEVELOPMENT IS NOT POSSIBLE WITHOUT PEACE, AND PEACE IS NOT POSSIBLE WITHOUT SUSTAINABLE DEVELOPMENT.

PARTNERSHIP

SET IN MOTION THE MEANS NEEDED TO IMPLEMENT THE UN 2030 AGENDA THROUGH GLOBAL COLLABORATION FOR SUSTAINABLE DEVELOPMENT, BASED ON A SPIRIT OF STRENGTHENED GLOBAL SOLIDARITY, CONCENTRATING IN PARTICULAR ON THE NEEDS OF THE POOR AND THE VULNERABLE, AND WITH THE PARTICIPATION OF ALL COUNTRIES, ALL THE PARTIES IN QUESTION AND ALL PEOPLE.

10.5 WORKING GROUP FOR THE PREPARATION OF THE SUSTAINABILITY REPORT AND COMPLIANCE WITH THE COMPILATION PRINCIPLES

The 2019 Sustainability Report was prepared by a working group specifically created through a rectoral decree and directed by a team comprising Prof. Marco Meneguzzo, Prof. Antonella Canini, Prof. Stefano Cordiner, Prof. Gloria Fiorani, Eng. Domenico Genovese and Dr. Giorgio Di Giorgio.

The collection of data, made possible thanks to a gradual and targeted involvement of the various structures of the University, the establishment of the indicators and the drafting of the document were under the responsibility of the Financial Statements and Sustainability Report Office.

The coordination of reporting activities through a team and the active involvement of the various University structures - together with constant stakeholder engagement - guaranteed compliance with the principle of inclusiveness. At the same time, it was possible to identify the data, the activities and to build the most relevant indicators and the most significant information regarding the University's actions and impacts in 2019 (principle of materiality), thus making it possible for the reader of the Report to evaluate the performance of the whole organization (principle of completeness).

The report includes economic, social, environmental and gender issues (principle of sustainability) and reflects both the positive and negative aspects of performance and impacts of the University (principle of balance). It measures the contribution of the University to sustainability at territorial level. This report regards the 2019 calendar year, except for the data in the chapter "Quality of services offered to students" which relates to the 2019/2020 academic year. This time period considered in the report, although it does not always ensure complete and definitive data, guarantees readers access to relevant information in a timely manner so they can take decisions in good time (principle of timeliness). In order to guarantee possible future comparisons (comparability principle), and taking into account that measuring the impacts of an organization's actions requires an adequate time period, in all cases where it was possible, comparisons were made relating to the two previous years (2017 and 2018). The use of the most widespread national and international standards in their most updated version (G.R.I. Standard Core Option) also makes it possible to better compare similar or comparable institutions. In order to provide a more precise representation of performance, directly measurable qualitative and quantitative information was preferred, avoiding the use of estimates as far as possible (where present, the estimates are reported indicating data sources and the evaluation methods used, in compliance with of the principle of accuracy).

Unless otherwise stated, the data underlying the indicators derive from the accounting and management information system and from the additional information systems used by the University (student management software, salary processing, etc.). The qualitative information, however, comes from the institutional documents (integrated plan, performance plan and report, single financial statements, the charter, regulations, etc.), from the institutional website www.uniroma2.it, from periodical reports prepared in compliance with legislative framework and other internal sources that are subject to verification (principle of reliability). In order to guarantee a full understanding of the 2019 Sustainability Report by all possible interlocutors, the compilation of the document was based on a logic of synthesis and clarity, using a terminology, where possible, which refers to concepts of common knowledge and a "Glossary" was also included with an explanation of the technical terms and acronyms used (principle of clarity). To guarantee its utility in the international networks where the University is involved, the Report has also been prepared in English.

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10.6 LIMITS TO THE REPORTING PROCESS

We believe it is useful to point out some limitations to the reporting process adopted for the preparation of this document.

Among these limits, some are applicable to the entire university sector. In particular, the activities of universities generate important external impacts that permeate through the entire community and are difficult to measure and represent. Universities generate impacts on the well-being and progress of society and on the development of the territory. Moreover, the output produced by universities mainly belong to the category of "credence good", i.e. services that users cannot fully and exclusively appreciate through direct use, but only by counting on internal evaluations within the academic community itself. For this reason, the evaluation of the performance achieved by universities should extend to the assessment of externally generated impacts, which are often found only in the long term and difficult to measure and represent in an annual document.

The specific limits of the reporting process adopted for the 2019 Sustainability Report of Tor Vergata University are as follows:

- Although the reporting period refers to the 2019 calendar year, for some data the time reference adopted is the academic year (degree courses, Erasmus students, enrolments, etc.). Moreover, the data referring to the 2019/2020 academic year regard an unfinished period, although already representative, to a very large extent, of the final trend. Therefore, the available and most updated data resulting from the University's management systems at the time of writing (May 2020) were used;

- the value of some data is not reported for the entire three-year period, but only for the two-year period 2019 - 2018, given that some data had not been included in the 2017 Sustainability Report;

On 31 July 2018, following the publication of the first edition of the University's Sustainability Report (year 2017), a questionnaire was launched by email to all students and teaching, research and technical-administrative staff and published on the University's institutional website for the response of further stakeholders. The Working Group in charge of preparing the Report (see paragraph 9.5 for further information) planned for the questionnaire to be launched in alternate years, based on the assumption that an annual study could reduce the propensity of respondents to participate and that one year alone might not be sufficient to significantly affect the opinion of respondents, which can be seen through the responses.

Therefore, following the publication of the 2018 Report, no new edition of the questionnaire was launched and this document does not contain any more up-to-date information that has since emerged.

10.7 GLOSSARY

ANVUR - National Agency for the Evaluation of the University System and Research

Public body supervised by the MIUR, established in accordance with article 2, paragraphs 138-142 of Legislative Decree October 3, 2006, and amended by Law November 24, 2006, n. 286. The Agency became operational following the creation of the Governing Council on May 2, 2011. From this date, in accordance with paragraph 141 of the law, the Steering Committee for the evaluation of research (CIVR) and the National Committee for the Evaluation of the University System (CNVSU) were abolished. ANVUR oversees the national public quality assessment system of universities and research bodies, taking care of the external evaluation of the quality of the activities carried out by these recipients of public funding, and directs the activities of the Assessment Institutions. It also assesses the effectiveness and efficiency of public funding programmes and incentives for research and innovation activities.

AlmaLaurea

AlmaLaurea is an Inter-University Consortium founded in 1994, which includes 75 universities and represents 91% of all graduates who leave the Italian university system each year. The Consortium is supported by the member universities, a contribution from the Ministry of University and Research (MUR), and companies and institutions that use its services. AlmaLaurea is recognized as a research institution and since 2015 its statistics office has been a member of Sistan, the National Statistical System. The Consortium acts as a link between students, universities and the labour market.

ANAC - Autorità Nazionale Anticorruzione

The institutional mission of ANAC was revised through Decree-Law no. 90/2014 converted into Law no. 114/2014, through the suppression of the AVCP and the transfer of the powers of supervision of public contracts to the National Anti-Corruption Authority. This new role is evident in the prevention of corruption in public administrations, in associate and subsidiary companies, also through the implementation of transparency in all aspects of management, as well as through the supervision of public contracts, assignments and, in any case, in every sector of the public administration that could potentially develop corruptive practices. The new role also foresees avoiding the over-complication of procedures and the consequential negative effects on citizens and businesses, and the management of the conduct and activities of public employees, through advisory and regulatory interventions, as well as through dissemination activities.

The role of the new ANAC also regards surveillance in order to prevent corruption by creating a collaboration network involving public administrations while at the same time increasing efficiency in the use of resources by reducing formal controls, which also involve heavy procedural loads and so which effectively increase the costs of public administration without creating value for citizens and businesses.

ATS

Acronym for Temporary Association of Purpose, an agreement under which the participants give one of the members (defined as Lead Partner) a mandate to represent the Association in its financial matters. As a result of this agreement, the Associates grant the Lead Partner: i) the mandate to present the project; ii) the general coordination of the project, the representation and the technical, administrative and financial responsibility of its management; iii) the power to sign the acts relating to the execution of the project on behalf of the ATS; iv) the power to collect the sums provided by the financing entity.

CNR—National Research Council

A research body, founded in 1923, whose mission is to carry out research projects, promote innovation and the competitiveness of the national industrial system, the internationalization of the national research system and the supply of technologies and solutions, which respond to emerging needs in the public and private sectors.

CRUI—Conference of the Rectors of Italian Universities

The CRUI is the association of Italian state and non-state universities. Founded in 1963 as a private association of Rectors, over the years, it has earned itself an institutional and representative role and a concrete capacity to influence the development of the university system through intensive activities in the fields of study and experimentation. Since 2007, the CRUI has been the recognised association of state and non-state universities.

The CRUI acts as an instrument of guidance and coordination of university autonomy, and as a privileged place to experiment models and methods that can be transferred to the university system, a laboratory for the sharing and dissemination of *best practices* and a modern service centre available to universities.

CUN—National University Council

The CUN is an advisory and proactive body of the Minister of University and Research. In exercising its powers as the elective body representing the university system, it expresses opinions, makes proposals, adopts motions and recommendations, and carries out study and analysis activities on any subject of interest to the university system.

It comprises 58 councillors, 42 of whom are elected professors that represent the 14 disciplinary areas; 3 are elected to represent the technical and administrative staff of the universities; 13 are appointed to represent the other components of the university system. The President of the CUN is elected, within the same Council, from among the full professors.

ENEA

ENEA is the National Agency for New Technologies, Energy and Sustainable Economic Development, a public-law body involved in research, technological innovation and the supply of advanced services to businesses, public administration and citizens in the fields of energy, the environment and sustainable economic development. It was founded in 1952 with the creation, at the CNR, of the National Committee for Nuclear Research - CNRN, later transformed into the National Committee for Nuclear Energy - CNEN in 1960. In the 1980s, this constitutive mission was progressively expanded to include environmental issues, renewable sources, climate, leading in 1991 to the creation of the Agency for New Technologies, Energy and Environment - ENEA. In 2009, Law n.99 "Provisions for the development and internationalization of companies, in the field of energy" transformed ENEA from a Body into an Agency

Ordinary Financing Fund (FFO)

State funding is the main source of income for Italian public universities. The fund for the ordinary financing of universities includes a 'basic fee', distributed between universities on the basis of historical criteria, and a 'premium fee', distributed on the basis of criteria determined in a decree by the MUR.

INFN—National Institute of Nuclear Physics

The INFN is the national public research body, supervised by the Ministry of University and Research (MUR), which is involved in the study of the fundamental constituents of matter and the laws that govern them. It carries out research activities, both theoretical and experimental, in the fields of subnuclear, nuclear and astroparticle physics. The research activities of the INFN are carried out in a field of international competition and in close collaboration with the Italian university system. Fundamental research in these fields requires the use of cutting-edge technologies and research tools that the INFN develops both in its own laboratories and in collaboration with the world of industry. The Institute was founded in 1951 by groups from the Universities of Rome, Padua, Turin and Milan in order to continue and develop the scientific tradition that had started in the 1930s with the theoretical and experimental resources of nuclear physics of Enrico Fermi and his school.

In the second half of the 1950s, the INFN designed and built the first Italian accelerator, the electric synchrotron made in Frascati where the first National Laboratory of the Institute was constructed. In the same period, the INFN began to participate in the research activities of CERN, the European Centre for Nuclear Research in Geneva, regarding the construction and use of increasingly powerful accelerator machines.

Level I and II Masters

A university Master's degree is a highly qualified scientific advanced training course which foresees the development of higher level skills and abilities. The academic title was introduced by Ministerial Decree 509/1999. University Master's Degrees can be first level or second level, the difference depending on the degree required for course admission. To participate in a level I Master's Degree course, participants must have a bachelor degree or another equivalent university three-year course, or another equivalent degree obtained abroad, while admission to the second level Master's Degree depends on the possession of a Master's Degree or a degree obtained according to the regulations in force before Ministerial Decree 509/1999, or another degree obtained abroad, which is officially considered equivalent.

SWOT Matrix

The SWOT Matrix was set up from the so-called "SWOT Analysis" and is a strategic planning tool which aims to facilitate a rapid synthesis of the entire internal and external analysis activity. Within the SWOT analysis, the endogenous factors are represented by Strengths and Weaknesses, while the exogenous factors are represented by Opportunities and Threats.

Schools

The law concerning the reform of the university system (Law 240/2010, "Gelmini Law") foresees in art. 2, paragraph 2, the possibility for departments, grouped together according to disciplinary affinity, to set up connecting structures which can coordinate and rationalize teaching activities and the management of services in common.

The law foresees that the total number of such structures is proportionate to the size of the University, also regarding the type of scientific discipline, and that the number, in any case, cannot exceed twelve. The University of Rome Tor Vergata has created 6 structures ("macro-areas" or Schools): Economics, Law, Engineering, Humanities and Philosophy, Medicine and Surgery and Mathematical, Physical and Natural Sciences.

MUR – The Ministry of Education, Universities and Research (former MIUR)

The MUR is assigned the functions and tasks incumbent on the State in the field of university education and higher artistic, musical and choreographic training, scientific and technological research. In these main channels of intervention, with the exception of areas of competence reserved for other bodies and organisations, the Ministry also carries out functions of regulation, support and enhancement of the autonomy granted to university and research institutions. In 2008, the Ministry of University and Research was merged with the Ministry of Education to form the Ministry of Education, University and Research (MIUR); it was then separated in 2020. The current minister is Gaetano Manfredi, in office since January 10, 2020.

T.A.B. Personnel (or TAB)

Technical, Administrative and Librarian staff on open-ended and fixed-term subordinate employment contracts. For information regarding the collective agreement applied, consult the institutional portal page at the following [link](#).

PTV

Acronym for Policlinico Tor Vergata. The Fondazione Policlinico Tor Vergata was founded by the University together with the Lazio Region in accordance with the Region/University Memorandum of Understanding of 2005 and Regional Law 26/2007 regarding the management of the University Hospital. The Foundation has been fully operational since 1 July 2008, when it took over from the previous Azienda Universitaria Policlinico Tor Vergata in all the active and passive legal relationships, including those with the Lazio Region, which regard the management of the University Hospital.

Research area

Within paragraph 7.4, the following research areas have been selected on SciVal to quantify the publications of Tor Vergata in the field of sustainability: - General environmental science - Ecology - Evolution - Food science - Developmental biology - Education - Pollution - Transportation - Renewable energy - Public health, environmental and occupational health - Quality - Water.

SciVal

Elsevier's SciVal is a modular integrated platform for the analysis of research results from scientific production data. It offers quick and easy access to research data in 8,500 institutions and 220 countries worldwide. It can be used by lecturers, researchers, technical/administrative staff, assignors, PhD students, postgraduates and students.

Scopus

Scopus is a database that was set up in 2004 by the Elsevier publishing house.

It is a large database of abstracts and quotations from peer review literature and quality web sources, which is equipped with tools to monitor, analyse and visualise research. Updated daily, it guarantees a wide interdisciplinary coverage (scientific, technical, medical, social sciences, art and humanistic literature).

SisvalDidat

This is a statistical information system, designed by Valmon S.r.l., to be used in the dissemination via web of data collected through surveys concerning the evaluation of didactics. Through the system, Universities can, in addition to customizing reports, manage the upload of evaluations independently, regardless of the type of survey carried out by the University.

Stakeholder

The stakeholders of Tor Vergata are all those who interact directly with the organization or are in any case indirectly linked to the activities and decisions of the University. As stakeholders, they can therefore influence the activities and be influenced by the actions of the University.

UdR—Unità di ricerca

A research unit (or operational unit) can be defined as all the professors/researchers who make up a research group led by the local manager. The unit has administrative autonomy within the project, but acts in compliance with the internal rules of administration, finance and accounting of the university in question.

Visiting professor

The term visiting professor refers to a highly qualified scientific Italian or foreign scholar from a foreign university, institution or body, who has been called to carry out teaching activities as part of a degree course or PhD course of Tor Vergata.



10.8 TABLE ILLUSTRATING THE CONNECTION BETWEEN THE CONTENT OF THE REPORT AND THE G.R.I. STANDARDS

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401-3	Parental leave	
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403-2	Type of injury and rates of injury, occupational diseases, lost days and absenteeism and number of work related fatality	
403-3	Workers with high incidence or high risk of disease related to their occupation	
404-1	Average hours of training per year per employee	
404-2	Programs for upgrading employee skills and transition assistance programs	
404-3	Percentage of employees receiving regular performance and career development review	
405-1	Diversity of governance bodies and employees	
405-2	Ratio of basic salary and remuneration of women to men	
410-1	Security personnel trained in human rights policies and procedures	
413-1	Operations with local community engagement, impact, assessment and development programs	
413-2	Operations with significant actual and potential negative impact on local communities	
418-1	Substantiated complaints concerning breaches of customer privacy and losses of customers data	
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10.8 PRINCIPAL PERFORMANCE INDICATORS CONTAINED IN THE 2019 REPORT

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Percentage of foreign students enrolled in the 2019/2020 academic year according to gender	26
Number of foreign students from the EU enrolled in the 2019/2020 academic year according to gender	26
Percentage of foreign students from the EU enrolled in the 2019/2020 academic year according to gender	26
Number of foreign students from outside the EU enrolled in the 2019/2020 academic year according to gender	26
Percentage of foreign students from outside the EU enrolled in the 2019/2020 academic year according to gender	26
Number of PhD students enrolled in the 2019/2020 academic year according to gender	26
Percentage of PhD students enrolled in the 2019/2020 academic year according to gender	26
Number of foreign PhD students enrolled in the 2019/2020 academic year according to gender	26
Percentage of foreign PhD students enrolled in the 2019/2020 academic year according to gender	26
Number of foreign PhD students from the EU enrolled in the 2019/2020 academic year according to gender	26
Percentage of foreign PhD students from the EU enrolled in the 2019/2020 academic year according to gender	26
Number of foreign PhD students from outside the EU enrolled in the 2019/2020 academic year according to gender	26
Percentage of foreign PhD students from outside the EU enrolled in the 2019/2020 a.y. according to gender	26
Number of part-time students enrolled in the 2019/2020 academic year according to gender	26
Percentage of part-time students enrolled in the 2019/2020 academic year according to gender	26
Number of foreign part-time students enrolled in the 2019/2020 academic year according to gender	26
Percentage of foreign part-time students enrolled in the 2019/2020 academic year according to gender	26
Number of foreign part-time students from the EU enrolled in the 2019/2020 academic year according to gender	26
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■ Number of host universities involved in Erasmus+ study programmes	36
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■ Number of incoming Erasmus Traineeship students for a study programme	36
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■ Number of scholarships, awards and grants provided for students	42
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■ Number of company contacts managed in placement activities	53
■ Number of companies participating in recruitment events	53
■ Number of participants in recruitment events	53
■ Number of job offers published on the Placement Portal of Tor Vergata	53
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■ Number of PhD courses in the English Language for the 2019/2020 academic year	55
■ Number of "joint degree" PhD courses for the 2019/2020 academic year	25; 55
■ Number of publications in 2019	55
■ Number of publications according to School in 2019	55
■ Average citation impact	55
■ Percentage of publications in the "top ten" most cited	55
■ Percentage of publications in the "top ten" high impact journals	55
■ Number of EU-funded research projects in 2019	57
■ Number of research projects funded by the EU in 2019 of which Tor Vergata acts as coordinator	57
■ Amount financed by the EU in 2019	57
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■ Number of PRIN 2017 funded by MUR of which Tor Vergata acts as coordinator	57
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■ Amount financed by the University's "Beyond Borders" programme	59
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■ Number of research projects funded by EU-Horizon 2020 in 2019 of which Tor Vergata acts as coordinator	59
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■ Number of bodies in which the University participates (either in the form of capital or as an association) which	61
■ Number of research contracts stipulated for third parties in 2019	62
■ Distribution of third-party research contractors according to territorial origin	62
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■ Distribution of TAB staff according to level and type of contract	66
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■ Number of participants in the "M'illumino di meno—Caccia al KWH 2019" event	89
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■ Distribution of visitors of the APR Museum according to age class	91
■ Distribution of visitors of the APR Museum according to first visit / successive visits	91
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■ Number of participants in anti-corruption courses	97
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Allegati al Rapporto di sostenibilità



ANNEX 1 - RELATIONSHIP BETWEEN STRATEGIC OBJECTIVES, RELEVANT ISSUES IN THE MATERIALITY MATRIX, SDGs AND INDICATORS



MATERIALITY MATRIX ISSUE	INDICATORS	STRATEGIC OBJECTIVE	STAKEHOLDER
	Number of patients of the SeCS-Cathedra service	Enhance student support services	Students / Families of students /Employees
	Number of consultancy sessions provided by the SeCS-Cathedra service	Enhance student support services	Students / Families of students /Employees
	Number of accidents on the workplace	Preventing corruption by promoting transparency and integrity	Employees



MATERIALITY MATRIX ISSUE	INDICATORS	STRATEGIC OBJECTIVE	STAKEHOLDER
Course catalogue	Number of evening and Sunday visits to the libraries	Encourage learning processes/ Enhance student support services	Students / Future students
Course catalogue	Number of part-time collaborations linked to evening/Sunday openings	Encourage learning processes/ Enhance student support services	Students / Future students
Course catalogue	Cost of part-time collaborations linked to evening/Sunday openings	Encourage learning processes/ Enhance student support services	Students / Future students
Course catalogue/Presence and impact on the territory	Number of orientation and socialization events	Encourage learning processes/ Enhance student support services	Students / Families of future students / MIUR
Course catalogue/Presence and impact on the territory	Number of participants in orientation/socialization events	Encourage learning processes/ Enhance student support services	Students / Families of future students / MIUR
Course catalogue/ Internationalization	Number of incoming mobility students	Internationalize teaching	Students / Families of students /EU
Course catalogue/ Internationalization	Number of outbound mobility students mobility	Internationalize teaching	Students / Families of students / EU
Course catalogue	Percentage of regular Bachelor and Master degree students	Improve the appeal of the course catalogue by improving employment opportunities	Students / Families of students / Businesses
Course catalogue	Average age of teaching staff according to teaching area	Improve the appeal of the course catalogue by improving employment opportunities	Students / Families of students
Scientific research	Incidence of the number of publications on sustainability in the total number of publications	Reinforce basic research and encourage applied research	Research partners / Financial institutions
Scientific research	Number of publications in the year	Reinforce basic research and encourage applied research	Research partners / Financial institutions
Scientific research	Success rate	Reinforce basic research and encourage applied research	Research partners / Financial institutions
Prevention of corruption	Hours of training on anti-corruption issues	Preventing corruption by promoting transparency and integrity	Employees / Citizens
	Total training hours provided for staff	Preventing corruption by promoting transparency and integrity	Employees / MIUR
	Hours of training per capita provided for staff	Preventing corruption by promoting transparency and integrity	Employees / MIUR
	Value of staff training costs	Preventing corruption by promoting transparency and integrity	Employees / MIUR
	Percentage of staff involved in training	Preventing corruption by promoting transparency and integrity	Employees / MIUR
Presence and impact on the territory	Percentage of first visits/subsequent visits to the APR Museum	Reinforce actions to support economic and social development / Development of innovative services for the University community and the local territory	Didactic partners / Citizens

Presence and impact on the territory	Percentage of first visits/subsequent visits to the APR Museum	Reinforce actions to support economic and social development / Development of innovative services for the University community and	Didactic partners / Citizens
Presence and impact on the territory	Number of participants in the APR Museum educational activities	Reinforce actions to support economic and social development / Development of innovative services for the University community and	Didactic partners / Citizens
Presence and impact on the territory	Number of school participations at the APR Museum	Reinforce actions to support economic and social development / Development of innovative services for the University community and	Didactic partners / Citizens
Presence and impact on the territory	Number of workshops organized during the period at the APR Museum	Reinforce actions to support economic and social development / Development of innovative services for the University community and	Didactic partners / Citizens



MATERIALITY MATRIX ISSUE	INDICATORS	STRATEGIC OBJECTIVE	STAKEHOLDER
Course catalogue/Gender equality	Number of graduates according to Macroarea and gender	Encourage learning processes	Students / Families of students / businesses
Course catalogue/Gender equality	Student population according to gender	Improve the appeal of the course catalogue by improving employment opportunities	Students / Families of students
Course catalogue/Gender equality	Number of male and female graduates	Improve the appeal of the course catalogue by improving employment opportunities	Students / Families of students
Course catalogue/Gender equality	Composition of graduates according to gender	Improve the appeal of the course catalogue by improving employment opportunities	Students / Families of students / businesses
Scientific research	Number of PhD students according to gender	Reinforce basic research and encourage applied research	Students / Families of students / research institutes
Scientific research	Number of postgraduates according to gender	Reinforce basic research and encourage applied research	Students / Families of students
Gender equality	Composition of governance bodies according to gender	Preventing corruption by promoting transparency and integrity	Citizens
Gender equality	Return rate of female workers following maternity leave	Preventing corruption by promoting transparency and integrity	Employees
Gender equality	Abandonment rate of female workers following maternity leave	Preventing corruption by promoting transparency and integrity	Employees
Presence and impact on the territory	Composition of visitors to the APR Museum according to gender	Reinforce third mission activities	Didactic partners / Citizens



MATERIALITY MATRIX ISSUE	INDICATORS	STRATEGIC OBJECTIVE	STAKEHOLDER
Course catalogue	Number and value of scholarships provided	Enhance student support services	Students / Future students / Families of students
Efficient use of public resources	Attracted value	Improve spending efficiency	Citizens
Efficient use of public resources	Distributed value	Improve spending efficiency	Citizens
Presence and impact on the territory	Percentage of suppliers from the territory of reference		Suppliers / Businesses

Course catalogue	Employment indicators for Almaurea graduates	Improve the appeal of the course catalogue by improving employment opportunities	Students / Future students / Families of students / Businesses
	Personnel development within qualifications	Preventing corruption by promoting transparency and integrity	Employees
	Personnel development in the University according to qualifications	Preventing corruption by promoting transparency and integrity	Employees
Strengthening actions in support of economic and social development	Number of patents held by the University	Strengthening actions in support of economic and social development	Businesses / Research partners
	Number of School-work Alternation High School contracts	Strengthening actions in support of economic and social development	Future students / Families / MIUR



MATERIALITY MATRIX ISSUE	INDICATORS	STRATEGIC OBJECTIVE	STAKEHOLDER
Scientific research	Impact of the sustainability projects presented (PRIN, FIRB, EU) compared to the total number of projects presented	Reinforce basic research and encourage applied research	Students / Employees / Research partners
Scientific research	Value of University funding	Reinforce basic research and encourage applied research	Students / Employees / Research partners
Scientific research	Number of projects presented at Maker Faire	Reinforce basic research and encourage applied research	Students / Research partners / Citizens
Scientific research/ internationalization	No. of projects funded in the EU Horizon 2020 programme	Reinforce basic research and encourage applied research / internationalize research	Students / Employees / Research partners / EU
Scientific research/ internationalization	Amount of financing in the EU Horizon 2020 programme	Reinforce basic research and encourage applied research / internationalize research	Employees / Research partners / EU



MATERIALITY MATRIX ISSUE	INDICATORS	STRATEGIC OBJECTIVE	STAKEHOLDER
Course catalogue/ Internationalization	Total number of foreign students	Internationalize teaching	Students / Future students/ Families
Scientific research / internationalization	Number of foreign students enrolled in PhD courses	Reinforce basic research and encourage applied research/ internationalize research	Students / Future students/ Families
Scientific research / internationalization	Number of PhD scholarships awarded to foreign students	Reinforce basic research and encourage applied research/ internationalize research	Students / Future students/ Families
Gender equality	Number of staff who have taken parental leave	Preventing corruption by promoting transparency and integrity	Employees
Gender equality	Number of days of parental leave	Preventing corruption by promoting transparency and integrity	Employees



MATERIALITY MATRIX ISSUE	INDICATORS	STRATEGIC OBJECTIVE	STAKEHOLDER
Attention to environmental issues	Water supply costs	Improve spending efficiency	MIUR / MEF / Employees / Citizens

Attention to environmental issues	Cost of electricity supply	Improve spending efficiency	MIUR / MEF / Employees / Citizens
Attention to environmental issues	Cost of gas supply	Improve spending efficiency	MIUR / MEF / Employees / Citizens
-	Value of the University welfare	Preventing corruption by promoting transparency and integrity	Employees
-	Number of part-time employees	Preventing corruption by promoting transparency and integrity	Employees / Students
Membership in networks/ Presence and impact on the territory	Number of events organized by the University as part of the Sustainable Development Festival	Strengthening actions in support of economic and social development / development of innovative services for the university community and local territory	Students / No-profit / Citizens
Presence and impact on the territory	Number of visits to the Archaeology Museum for Rome	Strengthening actions in support of economic and social development / development of innovative services for the university community and local territory	Didactic partners / Citizens



MATERIALITY MATRIX ISSUE	INDICATORS	STRATEGIC OBJECTIVE	STAKEHOLDER
Attention to environmental issues	Water consumption	Improve spending efficiency	Citizens
Attention to environmental issues	Electricity consumption	Improve spending efficiency	Citizens
Attention to environmental issues	Gas consumption	Improve spending efficiency	Citizens
Attention to environmental issues	Kilograms of waste produced according to category	Improve spending efficiency / Strengthening actions in support of economic and social development	Citizens
Attention to environmental issues	Quantity of CO2 produced	Strengthening actions in support of economic and social development	Citizens



MATERIALITY MATRIX ISSUE	INDICATORS	STRATEGIC OBJECTIVE	STAKEHOLDER
Efficient use of public resources	Resources received from the PA	Improve spending efficiency	Citizens / EU / Financial Institutions
Efficient use of public resources	Resources received from international subjects	Improve spending efficiency	Citizens / EU / Financial Institutions
Efficient use of public resources	Resources received from private parties	Improve spending efficiency	Citizens / EU / Financial Institutions
Membership in networks	Percentage of participatory institutions active in the field of sustainability	Reinforce third mission activities	Citizens / Research Partners

ANNEX 2 - STUDENT SATISFACTION QUESTIONNAIRE, ACCORDING TO SCHOOL (A.Y. 2018/2019)

ECONOMICS	N°	2018/2019	2017/2018	VARIAZIONE
Is the overall workload of the courses officially scheduled during the various study periods in question	19.132	7,66	7,59	0,07
Is the overall organization of the officially scheduled courses in the period in question acceptable?	19.132	7,67	7,61	0,06
Is the organization of the exams (dates, exams, etc.) in the period in question acceptable?	19.132	7,59	7,41	0,18
Have the examination procedures been clearly defined?	11.262	8,70	8,62	0,08
Is the teaching schedule respected?	11.262	9,02	8,92	0,10
Has the teacher shown willingness to provide clarifications and explanations?	11.262	8,76	8,65	0,11
Did the teacher/the teachers personally hold the lessons?	11.262	8,56	8,72	-0,16
Have you attended any other courses during this period?	7.870	7,64	7,60	0,04
If there had been a different schedule of didactic activities, would you have attended this course?	7.870	6,77	6,96	-0,19
In general, do you think that lesson attendance is useful for your education?	7.870	8,04	8,13	-0,09
In general, do you think lesson attendance is useful for passing exams?	7.870	8,02	8,18	-0,16
Was the preliminary knowledge you possessed sufficient to understand the topics covered?	11.262	7,83	7,71	0,12
Does the teacher stimulate / motivate (the teachers stimulate / motivate) interest in the subject explain-	11.262	8,20	8,11	0,09
Is the study load of this course proportionate to the number of ECTS credits awarded?	11.262	8,03	7,97	0,06
Is the teaching material (indicated or provided) adequate for the study of the subject?	11.262	8,13	8,05	0,08
Are supplementary educational activities (exercises, workshops, seminars, etc.) useful for learning	8.450	8,28	8,18	0,10
In preparation for the exam, did you meet the teacher for any clarification?	7.870	4,03	3,94	0,09
Was the teacher of the course available for clarifications during receiving hours or by email ?	3.184	7,75	7,85	-0,10
Did you find it difficult to prepare for the exam because you did not attend the course lessons?	7.870	5,73	5,69	0,04
Express your impression (also from consultations with other students, i.e. collective feeling) regarding the following statement: "Do the teachers of the course you intend to take the exam in provide adequate	7.870	7,99	8,05	-0,06
If an online tutoring service was offered, would you use it?	7.870	7,43	7,46	-0,03
Are the classrooms where the lessons are held adequate (Can you see and hear the lesson? Can you find	11.262	8,70	8,59	0,11
Are the premises and equipment for supplementary didactic activities (training, laboratories, seminars,	8.439	8,46	8,37	0,09
Are you interested in the topics covered in this course?	11.262	8,41	8,37	0,04
Are you generally satisfied with the teaching?	11.262	8,14	8,03	0,11
Is the lesson attendance accompanied by regular study activities?	11.262	8,28	8,19	0,09
LAW	N°	2018/2019	2017/2018	VARIAZIONE
Is the overall workload of the courses officially scheduled during the various study periods in question	2.765	7,65	7,26	0,39
Is the overall organization of the officially scheduled courses in the period in question acceptable?	2.765	7,70	7,36	0,34
Is the organization of the exams (dates, exams, etc.) in the period in question acceptable?	2.765	7,48	7,28	0,20
Have the examination procedures been clearly defined?	1.214	8,8	8,77	0,03
Is the teaching schedule respected?	1.214	9,12	9,09	0,03
Has the teacher shown willingness to provide clarifications and explanations?	1.214	9,11	8,96	0,15
Did the teacher/the teachers personally hold the lessons?	1.214	8,64	8,47	0,17
Have you attended any other courses during this period?	1.551	6,64	5,91	0,73
If there had been a different schedule of didactic activities, would you have attended this course?	1.551	6,31	6,05	0,26
In general, do you think that lesson attendance is useful for your education?	1.551	7,69	7,72	-0,03

In general, do you think lesson attendance is useful for passing exams?	1.551	7,33	7,27	0,06
Was the preliminary knowledge you possessed sufficient to understand the topics covered?	1.214	7,83	7,89	-0,06
Does the teacher stimulate / motivate (the teachers stimulate / motivate) interest in the subject explain-	1.214	8,70	8,79	-0,09
Is the study load of this course proportionate to the number of ECTS credits awarded?	1.214	8,39	8,26	0,13
Is the teaching material (indicated or provided) adequate for the study of the subject?	1.214	8,20	8,42	-0,22
Are supplementary educational activities (exercises, workshops, seminars, etc.) useful for learning	654	8,19	8,19	-
In preparation for the exam, did you meet the teacher for any clarification?	1.551	3,52	3,18	0,34
Was the teacher of the course available for clarifications during receiving hours or by email ?	493	7,11	7,46	-0,35
Did you find it difficult to prepare for the exam because you did not attend the course lessons?	1.551	5,01	4,78	0,23
Express your impression (also from consultations with other students, i.e. collective feeling) regarding the following statement: "Do the teachers of the course you intend to take the exam in provide adequate	1.551	8,42	8,43	-0,01
If an online tutoring service was offered, would you use it?	1.551	7,50	7,53	-0,03
Are the classrooms where the lessons are held adequate (Can you see and hear the lesson? Can you find a seat?)?	1.214	7,40	7,67	-0,27
Are the premises and equipment for supplementary didactic activities (training, laboratories, seminars, etc.) adequate? (if supplementary didactic activities are not foreseen, please answer "not provided")	635	7,72	7,42	0,3
Are you interested in the topics covered in this course?	1.214	8,59	8,70	-0,11
Are you generally satisfied with the teaching?	1.214	8,57	8,68	-0,11
Is the lesson attendance accompanied by regular study activities?	1.214	8,10	8,21	-0,11

ENGINEERING

	N°	2018/2019	2017/2018	VARIAZIONE
Is the overall workload of the courses officially scheduled during the various study periods in question	14.440	7,48	7,32	0,16
Is the overall organization of the officially scheduled courses in the period in question acceptable?	14.440	7,60	7,45	0,15
Is the organization of the exams (dates, exams, etc.) in the period in question acceptable?	14.440	7,57	7,37	0,2
Have the examination procedures been clearly defined?	9.529	8,72	8,63	0,09
Is the teaching schedule respected?	9.529	8,86	8,98	-0,12
Has the teacher shown willingness to provide clarifications and explanations?	9.529	8,91	8,89	0,02
Did the teacher/the teachers personally hold the lessons?	9.529	9,24	9,38	-0,14
Have you attended any other courses during this period?	4.911	8,14	8,26	-0,12
If there had been a different schedule of didactic activities, would you have attended this course?	4.911	7,13	7,07	0,06
In general, do you think that lesson attendance is useful for your education?	4.911	8,50	8,52	-0,02
In general, do you think lesson attendance is useful for passing exams?	4.911	8,60	8,59	0,01
Was the preliminary knowledge you possessed sufficient to understand the topics covered?	9.529	7,60	7,44	0,16
Does the teacher stimulate / motivate (the teachers stimulate / motivate) interest in the subject explain-	9.529	8,19	8,02	0,17
Is the study load of this course proportionate to the number of ECTS credits awarded?	9.529	7,69	7,63	0,06
Is the teaching material (indicated or provided) adequate for the study of the subject?	9.529	7,89	7,72	0,17
Are supplementary educational activities (exercises, workshops, seminars, etc.) useful for learning	6.214	8,27	7,98	0,29
In preparation for the exam, did you meet the teacher for any clarification?	4.911	3,89	3,80	0,09
Was the teacher of the course available for clarifications during receiving hours or by email ?	1.860	8,52	8,46	0,06
Did you find it difficult to prepare for the exam because you did not attend the course lessons?	4.911	5,99	6,11	-0,12
Express your impression (also from consultations with other students, i.e. collective feeling) regarding the following statement: "Do the teachers of the course you intend to take the exam in provide adequate	4.911	8,09	7,18	-0,09
If an online tutoring service was offered, would you use it?	4.911	8,14	8,24	-0,1
Are the classrooms where the lessons are held adequate (Can you see and hear the lesson? Can you find	9.529	8,33	8,13	0,2

Are the premises and equipment for supplementary didactic activities (training, laboratories, seminars, etc.) adequate? (if supplementary didactic activities are not foreseen, please answer "not provided")	5.925	8,10	7,89	0,21
Are you interested in the topics covered in this course?	9.529	8,45	8,32	0,13
Are you generally satisfied with the teaching?	9.529	7,99	7,86	0,13
Is the lesson attendance accompanied by regular study activities?	9.529	8,30	8,16	0,14

HUMANITIES & PHILOSOPHY

	N°	2018/2019	2017/2018	VARIAZIONE
Is the overall workload of the courses officially scheduled during the various study periods in question	14.962	8,02	7,97	0,05
Is the overall organization of the officially scheduled courses in the period in question acceptable?	14.962	7,99	7,94	0,05
Is the organization of the exams (dates, exams, etc.) in the period in question acceptable?	14.962	7,96	7,86	0,1
Have the examination procedures been clearly defined?	7.988	8,81	8,79	0,02
Is the teaching schedule respected?	7.988	9,04	9,07	-0,03
Has the teacher shown willingness to provide clarifications and explanations?	7.988	9,05	9,06	-0,01
Did the teacher/the teachers personally hold the lessons?	7.988	9,09	9,14	-0,05
Have you attended any other courses during this period?	6.974	7,38	7,49	-0,11
If there had been a different schedule of didactic activities, would you have attended this course?	6.974	7,44	7,47	-0,03
In general, do you think that lesson attendance is useful for your education?	6.974	8,55	8,58	-0,03
In general, do you think lesson attendance is useful for passing exams?	6.974	8,27	8,32	-0,05
Was the preliminary knowledge you possessed sufficient to understand the topics covered?	7.988	8,08	8,01	0,07
Does the teacher stimulate / motivate (the teachers stimulate / motivate) interest in the subject explain-	7.988	8,71	8,64	0,07
Is the study load of this course proportionate to the number of ECTS credits awarded?	7.988	8,40	8,37	0,03
Is the teaching material (indicated or provided) adequate for the study of the subject?	7.988	8,60	8,53	0,07
Are supplementary educational activities (exercises, workshops, seminars, etc.) useful for learning	4.404	8,53	8,59	-0,06
In preparation for the exam, did you meet the teacher for any clarification?	6.974	3,95	3,96	-0,01
Was the teacher of the course available for clarifications during receiving hours or by email ?	2.957	8,40	8,50	-0,1
Did you find it difficult to prepare for the exam because you did not attend the course lessons?	6.974	5,10	5,12	-0,02
Express your impression (also from consultations with other students, i.e. collective feeling) regarding the following statement: "Do the teachers of the course you intend to take the exam in provide adequate	6.974	8,64	8,64	-
If an online tutoring service was offered, would you use it?	6.974	7,65	7,61	0,04
Are the classrooms where the lessons are held adequate (Can you see and hear the lesson? Can you find	7.988	7,89	7,62	0,27
Are the premises and equipment for supplementary didactic activities (training, laboratories, seminars,	4.398	8,06	7,89	0,17
Are you interested in the topics covered in this course?	7.988	8,77	8,73	0,04
Are you generally satisfied with the teaching?	7.988	8,62	8,54	0,08
Is the lesson attendance accompanied by regular study activities?	7.988	8,12	8,04	0,08

MEDICINE & SURGERY

	N°	2018/2019	2017/2018	VARIAZIONE
Is the overall workload of the courses officially scheduled during the various study periods in question	30.819	7,94	7,98	-0,04
Is the overall organization of the officially scheduled courses in the period in question acceptable?	30.819	7,91	7,93	-0,02
Is the organization of the exams (dates, exams, etc.) in the period in question acceptable?	30.819	7,79	7,82	-0,03
Have the examination procedures been clearly defined?	25.979	8,33	8,34	-0,01
Is the teaching schedule respected?	25.979	8,41	8,42	-0,01
Has the teacher shown willingness to provide clarifications and explanations?	25.979	8,39	8,42	-0,03
Did the teacher/the teachers personally hold the lessons?	25.979	8,62	8,66	-0,04
Have you attended any other courses during this period?	4.840	7,85	7,38	0,47

If there had been a different schedule of didactic activities, would you have attended this course?	4.840	7,50	7,34	0,16
In general, do you think that lesson attendance is useful for your education?	4.840	7,68	7,58	0,10
In general, do you think lesson attendance is useful for passing exams?	4.840	7,56	7,43	0,13
Was the preliminary knowledge you possessed sufficient to understand the topics covered?	25.979	7,99	8,01	-0,02
Does the teacher stimulate / motivate (the teachers stimulate / motivate) interest in the subject explain-	25.979	8,15	8,15	-
Is the study load of this course proportionate to the number of ECTS credits awarded?	25.979	7,81	7,83	-0,02
Is the teaching material (indicated or provided) adequate for the study of the subject?	25.979	7,97	8,00	-0,03
Are supplementary educational activities (exercises, workshops, seminars, etc.) useful for learning	14.413	8,33	8,40	-0,07
In preparation for the exam, did you meet the teacher for any clarification?	4.840	4,84	4,66	0,18
Was the teacher of the course available for clarifications during receiving hours or by email ?	2.424	7,41	7,35	0,06
Did you find it difficult to prepare for the exam because you did not attend the course lessons?	4.840	5,34	5,16	0,18
Express your impression (also from consultations with other students, i.e. collective feeling) regarding the following statement: "Do the teachers of the course you intend to take the exam in provide adequate	4.840	8,01	8,00	0,01
If an online tutoring service was offered, would you use it?	4.840	7,21	7,24	-0,03
Are the classrooms where the lessons are held adequate (Can you see and hear the lesson? Can you find	25.979	7,81	7,78	0,03
Are the premises and equipment for supplementary didactic activities (training, laboratories, seminars,	15.297	8,07	8,07	-
Are you interested in the topics covered in this course?	25.979	8,41	8,46	-0,05
Are you generally satisfied with the teaching?	25.979	8,05	8,05	-
Is the lesson attendance accompanied by regular study activities?	25.979	7,93	7,97	-0,04

Are the classrooms where the lessons are held adequate (Can you see and hear the lesson? Can you find	7.073	7,33	7,22	0,11
Are the premises and equipment for supplementary didactic activities (training, laboratories, seminars,	4.491	7,66	7,63	0,03
Are you interested in the topics covered in this course?	7.073	8,37	8,4	-0,03
Are you generally satisfied with the teaching?	7.073	8,17	8,2	-0,03
Is the lesson attendance accompanied by regular study activities?	7.073	7,86	7,87	-0,01

MATHEMATICAL, PHYSICAL & NATURAL SCIENCES

	N°	2018/2019	2017/2018	VARIAZIONE
Is the overall workload of the courses officially scheduled during the various study periods in question	10.670	7,92	7,89	0,03
Is the overall organization of the officially scheduled courses in the period in question acceptable?	10.670	7,96	7,94	0,02
Is the organization of the exams (dates, exams, etc.) in the period in question acceptable?	10.670	7,88	7,87	0,01
Have the examination procedures been clearly defined?	7.073	8,74	8,77	-0,04
Is the teaching schedule respected?	7.073	9,01	9,13	-0,12
Has the teacher shown willingness to provide clarifications and explanations?	7.073	8,89	8,94	-0,05
Did the teacher/the teachers personally hold the lessons?	7.073	8,95	9,10	-0,15
Have you attended any other courses during this period?	3.597	8,08	8,18	-0,10
If there had been a different schedule of didactic activities, would you have attended this course?	3.597	7,05	7,09	-0,04
In general, do you think that lesson attendance is useful for your education?	3.597	8,37	8,42	-0,05
In general, do you think lesson attendance is useful for passing exams?	3.597	8,39	8,46	-0,07
Was the preliminary knowledge you possessed sufficient to understand the topics covered?	7.073	7,86	7,89	-0,03
Does the teacher stimulate / motivate (the teachers stimulate / motivate) interest in the subject explain-	7.073	8,20	8,19	0,01
Is the study load of this course proportionate to the number of ECTS credits awarded?	7.073	7,96	7,89	0,07
Is the teaching material (indicated or provided) adequate for the study of the subject?	7.073	8,16	8,12	0,04
Are supplementary educational activities (exercises, workshops, seminars, etc.) useful for learning	4.655	8,46	8,46	-
In preparation for the exam, did you meet the teacher for any clarification?	3.597	3,82	3,76	0,05
Was the teacher of the course available for clarifications during receiving hours or by email ?	1.318	8,63	8,61	0,02
Did you find it difficult to prepare for the exam because you did not attend the course lessons?	3.597	5,46	5,37	0,09
Express your impression (also from consultations with other students, i.e. collective feeling) regarding the following statement: "Do the teachers of the course you intend to take the exam in provide adequate	3.597	8,52	8,45	0,06
If an online tutoring service was offered, would you use it?	3.597	7,69	7,75	-0,06



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UNIVERSITA' DEGLI STUDI DI ROMA "TOR VERGATA"

Letter of Assurance

**Independent auditor's report on the disclosure of nonfinancial information of
Università degli Studi Di Roma TOR VERGATA
as of 31 December 2019**

**Independent auditors' report on the disclosure of nonfinancial information in accordance
with Article 3, of Legislative Decree 254/ 2016 and with Article 5 of CONSOB Regulation
adopted with Resolution n. 20267 of January 18, 2018**

To the Board of Directors of
Università degli Studi di Roma "Tor Vergata"

We have been appointed to perform a limited assurance engagement pursuant to Article 3, par 10 of Legislative Decree 30 December 2016, n. 254 (hereinafter "Decree") and article 5 of CONSOB Regulation adopted with Resolution 20267/ 2018, on the disclosure of nonfinancial information of Università degli Studi di Roma "Tor Vergata" (hereinafter "University") for the year ended on 31st December 2019, realized by the General Director (ex article 4 of the Decree) and approved by the Board of Directors.

Responsibilities of Directors and Statutory Auditors Board

The Directors are responsible for the preparation of the DNF in accordance with the requirements of articles 3 and 4 of the Decree and the "Global Reporting Initiative Sustainability Reporting Standards" (hereinafter GRI standards) defined by GRI – Global Reporting Initiative ("GRI Standards") in 2016 and identified by them as a reporting standard.

The Directors are also responsible, within the terms provided by law, for that part of internal control that they consider necessary in order to allow the preparation of the DNF that is free from material misstatements caused by fraud or not intentional behaviors or events.

The Directors are also responsible for identifying the contents of the DNF within the matters mentioned in article 3, par. 1, of the Decree, considering the business, its performance, its results and its impact.

The Directors are also responsible for defining the University's management and organization business model, for the economic, social and environment policies applied by the University and for identifying and managing the risks generated or incurred by the University.

The Board of Statutory Auditors is responsible, within the terms provided by the Statutory of the University, for overseeing the compliance with the accounting and financial regularity of the management.

Auditors' independence and quality control

We are independent in accordance with the ethics and independence principles of the Code of Ethics for Professional Accountants issued by the International Ethics Standards Board for Accountants, based on fundamental principles of integrity, objectivity, professional competence

MILANO ROMA TORINO PADOVA GENOVA BRESCIA

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and diligence, confidentiality and professional behavior. Our audit firm applies the *International Standard on Quality Control 1 (ISQC Italia 1)* and, as a result, maintains a quality control system that includes documented policies and procedures regarding compliance with ethical requirements, professional standards and applicable laws and regulations.

Auditors' responsibility

It is our responsibility to express, on the basis of the procedures performed, a conclusion about the compliance of the DNF with the requirements of the Decree and of the GRI Standards. Our work has been performed in accordance with the principle of "International Standard on Assurance Engagements ISAE 3000 (Revised) - Assurance Engagements Other than Audits or Reviews of Historical Financial Information" (hereinafter "ISAE 3000 Revised"), issued by the International Auditing and Assurance Standards Board (IAASB) for limited assurance engagements. This principle requires the planning and execution of work in order to obtain a limited assurance that the DNF is free from material misstatements. Therefore, the extent of work performed in our examination was lower than that required for a full examination according to the ISAE 3000 Revised ("reasonable assurance engagement") and, hence, it does not provide assurance that we have become aware of all significant matters and events that would be identified during a reasonable assurance engagement.

The procedures carried out on the DNF concerned all the activities necessary to assess the compliance with the GRI Standards for defining the content and quality of the document Sustainability Report 2019". In particular, we have performed the following procedures:

- analysis of the relevant matters in relation to the activities and characteristics of the University reported in the DNF, in order to assess the reasonableness of the selection process applied in accordance with the provisions of article 3, 4 and 7 of the Decree 254/29016 and considering the reporting standard applied;
- comparison of the economic and financial data and information included in the DNF with those included in the University financial statements for the year ended on 31st December, 2019;
- analysis of the governance system and management process connected to the sustainable development related to the strategy and operation of the University;
- understanding of the following aspects:
 - University's management and organization business model, with reference to the management of the matters indicated in the article 3 of the Decree 254/2016;
 - policies adopted by the University related to the matters indicated in the article 3 of the Decree, results achieved and related key performance indicators;
 - main risks, generated or suffered related to the matters indicated in the article 3 of the Decree.
- understanding of the processes that lead to the generation, detection and management of significant qualitative and quantitative information included in the DNF. In particular, we have conducted interviews and discussions with the management of the University in order to collect information about the processes and procedures that support the collection,



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aggregation, processing and transmission of nonfinancial data to the management responsible for the preparation of the DNF.

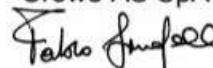
- Obtaining the letter of attestation, signed by the General Director of the University. On compliance of DNF to the legislation and "GRI standards" indicated in the paragraph "Responsibilities of Directors and Statutory Auditors Board" as well as the attainability and completeness of the information and data in it included.

The data and information in object of limited exam are reported, as foreseen by "GRI Standards" in the table of "GRI" Content Index of DNF.

Conclusions










Based on the procedures performed, nothing has come to our attention that causes us to believe that the DNF of the University for the year ended on 31st December 2019 has not been prepared, in all material aspects, in accordance with the requirements of articles 3 and 4 of the Decree and the GRI Standards.

Roma, 18th June 2020


Crowe AS SpA

 Fabio Sardelli
 (Partner)

ANNEX 4 – BIBLIOGRAPHY AND SITOGRAPHY






Chapter 1 – Profile, identity and values

-  Pg. 8 “Mission and vision”
-  Pg. 9 “Statute”; “Ethical Code”; “Code of conduct”; “Code for the prevention of sexual and moral harassment”; “Charter of Students’ rights”; “CUG – Comitato Unico di Garanzia”; “Student Guarantor”; “Whistleblower”
-  Pg. 10 “Strategic Plan 2020-2021”
-  Pg. 12 “The Rector”; “The Prorectors”; “The Academic Senate”; “The Board of Directors”; “The University Board of Evaluation”; “The General Manager”
-  Pg. 13 “Advisory Board”; “Commission for the implementation of the University mission and vision in favour of Sustainable Development”; “CUG – Comitato Unico di Garanzia”
-  Pg. 16 “Municipio VI of Rome”; “National Research Council”; “National Institute of Nuclear Physics”, “Italian Space Agency”, “Institute of Space Astrophysics and Planetology”; “Astronomical Observatory of Rome”; “Bank of Italy”; “Tor Vergata University Hospital”
-  Pg. 17 “Competence Center on Cyber Security”; “DTC Lazio”; “Tor Vergata-CONFAPI ContaminAction Hub”; “Divertor Tokamak Test Facility – DTT”
-  Pg. 18 “ASviS – Italian Alliance for Sustainable Development”; “RUS – Network of Universities for Sustainable Development”; “Next – Nuova Economia per tutti”; “APENet – Italian Network of Universities and Research Bodies for Public Engagement”; “Global Compact Network Italy”; “EUA – European University Association”
-  Pg. 19 “Unica”; “AAHCI”; “Yerun”; “Grupo Coimbra”; “VIU”; “YUFE”

Chapter 2 – The University stakeholders and relevant issues

-  Pg. 23 “Integrated Plan 2019-2021”; “Performance Report 2019”; “Three-year Plan for transparency and the prevention of corruption”; “Univeristy’s internal regulations”


Chapter 3 – Quality of the services offered to students

-  Pg. 38 “Facebook page Tor Vergata orienta”
-  Pg. 44 “CARIS Site”
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-  Pg. 82 “Villa Mondragone”; “Tor Vergata Botanical Garden”

Chapter 7 – Impegno, collaborazione e partecipazione

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-  Pg. 86 “Tor Vergata at Maker Faire”; “Project Idroluppolo”; “Project A tactile Experience – Tra arte, tecnologia e percezione multisensoriale”; “Project Captiks – Capturing Kinematics”; “Project Exoway – a first prototype of wheeled exoskeleton”; “Project Forme di triangoli e riconoscimento di gesti”; “Project Foto e Video 3D... senza occhiali, grazie!”; “Project Impreading – La metodologia di studio inclusiva”; “Project La matematica del traffico”; “Project La necropoli ellenistica di Neapolis – Dal rilievo 3D alla radiografia muonica”; “Project Misura intensimetrica delle emissioni otoacustiche”; “Project Monitoraggio strutturale per costruzioni”; “Project MyHomePlease inventa Armònia, la transit house 2.0”; “Project Nano-carbonio su acciaio”; “Project Orto 2.0”; “Project PlanPact – Merito individuale, più risultati in gruppo”; “Project orientation MyCamp”; “Project Scansione 3D e controllo qualità”
-  Pg. 87 “Project Second Skin”; “Project Sistema di monitoraggio sulle attività umane basato sull’analisi del canale di comunicazione wireless”; “Project Sixxigames – Serious games per la storia della costruzione”; “Project Smart and multifarious lab on a chip on paper”; “Project Soundglove”; “Project Splastica”; “Project STV – Scuderia Tor Vergata”; “Project The smart headwear”; “Project When the simulation becomes reality”; “CUS Roma Tor Vergata”
-  Pg. 88 “Second edition of Prepararsi al Futuro”; “Day for the promotion of healthy lifestyle”; “European night of researchers 2019”
-  Pg. 89 “Test the test”; “I use less light – Hunting down kWh”; “The catcher in the rye at Tor Vergata”;
-  Pg. 90 “Biblioverifica cloud”; “APR Museum – Archaeology for Rome”; “Shared archaeology”;
-  Pg. 91 “Facebook Page del APR Museum”
-  Pg. 92 “Centre of Law Studies Di-Con-Per Donne”
-  Pg. 93 “Orto 2.0”
-  Pg. 94 “Eureka!2019”; “European night of Geography”; “Wood Week 2019”; “National Festival of Civil Economy”; “Moon 50”; “Games of Chemistry 2019”; “IMSA Prize”; “Nobel Itinerarie at Roma”; “Smart Cities”

Chapter 8 – Ethical and transparent management

-  Pg. 97 “Three-year Plan for transparency and the prevention of corruption”

Chapter 10 – Methodology

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