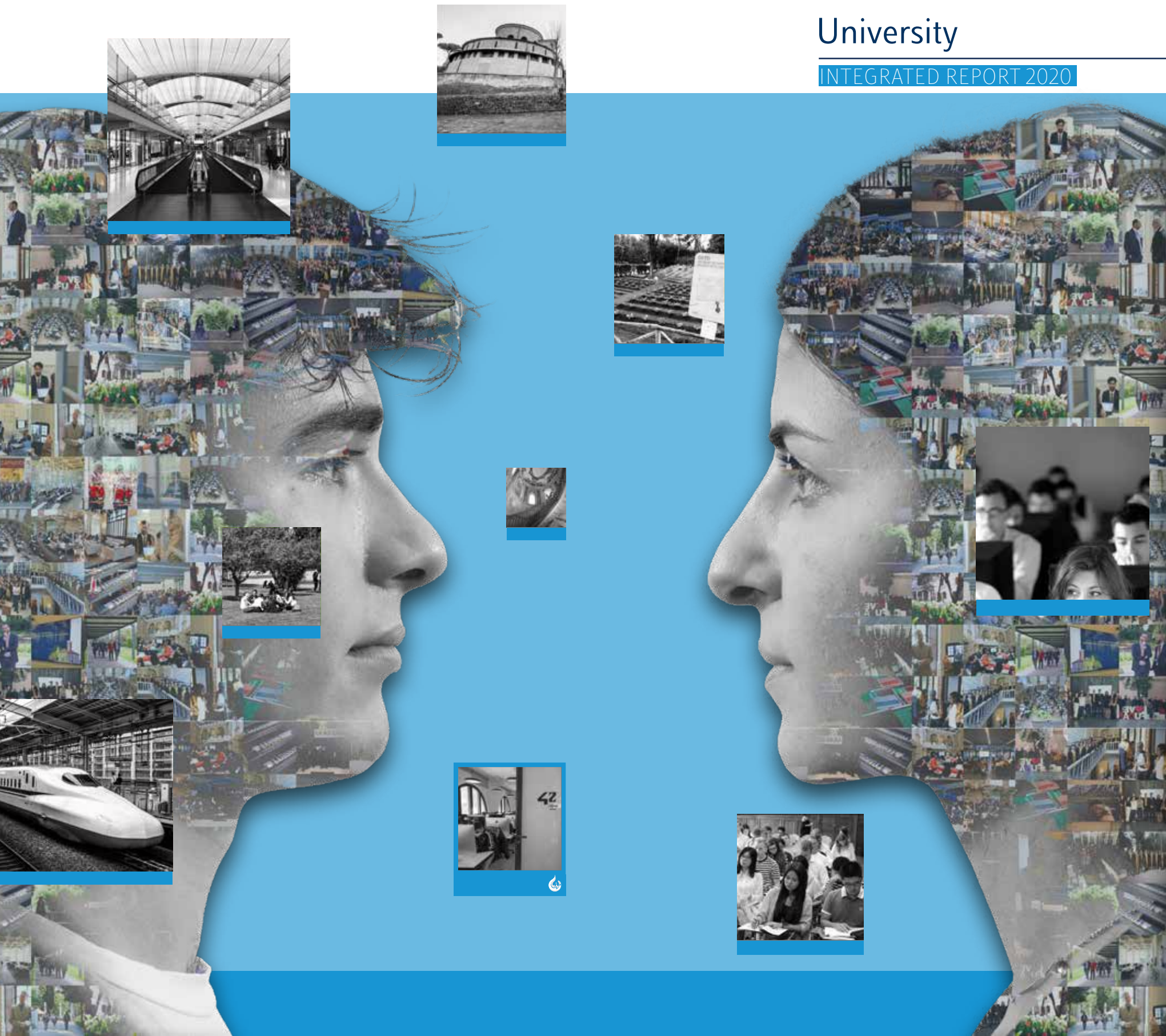


LUISS



University

INTEGRATED REPORT 2020



Why a Luiss integrated report?

The first Luiss Integrated Report was created with the aim of creating a space for communication and reflection between the University, its stakeholders and the socio-economic context in which the University lives and operates. The process of defining and drafting this document has given us the opportunity to reflect further on the scope of our educational action.

If we adopt an evolutionary perspective, we can say that our institution continues to be rooted in the vision of our founding fathers, therefore it is tradition according to the composer Gustav Mahler's understanding of the term, i.e., that "tradition is not the worship of ashes but the keeping of fire". Through our actions, expressed also through this document, we wish to share how a path of innovation that starts from the vision and then from tradition, that is connected to strategies and accelerates according to the needs and changes in the socio-economic context, is possible in the context of *higher education*.

If we adopt an evolutionary approach, we know there is the genotype, a stable and structuring dimension, and

there is the phenotype that emerges from the interaction of genes with the external context. The external context in which we operate is strongly characterised by a variety of dynamics. Luiss action is represented by the ability to make use of tradition, i.e. our genotype, and at the same time to evolve our phenotype by interacting with the external context and governing change. In this analogy between genotype and phenotype, sustainability at the University becomes a fundamental driver of Luiss development and educational action. When we presented the Strategic Plan to our academic and administrative colleagues, we emphasised that sustainability was no longer a mere research or teaching topic but a truly organisational principle and therefore pervasive in its nature.

This has been amply demonstrated

by Luiss's ability to govern change. An ability that is rooted in our core and that is manifested in our embrace of the sustainability and innovation project and strategic adjustment of our Plan in support of these issues.

We are strongly involved in the international context, which is also one of the principles for which we were founded. Internationalisation is enshrined in our acronym, we were born as the Libera Università Internazionale degli Studi Sociali and in recent years a process has begun not only of awareness of the importance of internationalisation as a key element of the Luiss reputation, but also of interpreting it in terms of diversity and inclusion, which are the foundational elements of sustainability.

The Covid-19 pandemic has taught us an important lesson: we will be increasingly exposed to discontinuous and complex challenges that we as an institution and our students have to face. Hence we see the need to integrate our educational model, *employability* and research to address not the *new normal* but the *next normal*. These three moments are strongly embedded in the mind-set of our stakeholders – as suggested by the listening activity undertaken – and essential for the sustainability of our educa-

tional endeavour. These are the principles underpinning that Luiss "Uniqueness" and the enquiry-based model we are implementing, which is based on the idea that teaching faculties are no longer content drones but designers of inspiration for students. Hence, classes are no longer characterised by frontal lectures but by a new way of learning that encourages students to ask questions and teachers to unleash the most creative and innovative facets of teaching, supported by digital technology.

General Manager

Rector

Giovanni Lo Storto

Andrea Prencipe

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The University _____ page 4

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Giulia Misasi - *Impresa e Management, Volunteer worker in the Comunità di Sant'Egidio*



1

THE UNIVERSITY



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At one time, the university was said to be an ivory tower, a sacred place where a privileged few had access to knowledge that was not suitable for most. One day, cracks appeared in that tower, but they did not cause it to collapse; instead, they allowed light to enter and illuminate its interior, while some of that precious knowledge leaked out, where it was shared and put to use. The role of a university today is to widen those cracks, highlighting how the work done within has a positive impact on the whole society of which the university is a part. Not an exclusive club, therefore, but the laboratory where the future – everyone’s future – is designed.

In this chapter you will find: Vision, Mission and Values – The forward-looking strategy and strategic trajectories – The three missions – Highlights and key figures – Our contribution to the SDGs.

Vision, Mission, Values

The new 2021-2024 Strategic Plan, starting from the provisions of the previous Strategic Plan and from the goals achieved by the University, in the context of the changed socio-economic context, has identified the priority lines of action and the strategic guide-

lines that will guide the key players involved in the University’s development over the coming years. The innovative “Luiss Uniqueness” educational model guides the other identified strategic guidelines: Research, Global Regional Engagement Strategy, Sustainability “at large”, Digital Backbone, Brand image and Brand identity. The model, characterised by an “enquiry based” approach, combines inductive, deductive and experiential teaching through interdisciplinary learning open to other fields, continuous interactions with the University network and synergies between academic research and training. This model therefore aims to improve students’ motivation and overall learning, basing it on skills particularly in demand on the labour market. It also aims to educate “responsible” citizens capable of understanding the real impact of science and technology.

Vision: The future will be driven by changes produced by the intersection of knowledge, culture, responsibility, inclusion and passion.

The university is and will be one of the places geared towards change and experimentation with breakthroughs to build a sustainable future.

Mission: Luiss aspires to inspire profound changes in society by educating a new generation of successful students and graduates, involving rigorous researchers, hiring competent staff and establishing the participation of companies and institutions open to innovation. Luiss invests in inclusion and mobility, collective leadership and responsibility with the aim of overcoming conventions, roles and purposes to transform borders into horizons.

Values

The essence of our being:

- Responsibilities
- Inclusivity
- Sustainability

Our action:

- Mobility
- Sharing
- Passion

Our creative imagination:

- Discontinuity
- Speed
- Community

Prospective strategy and strategic trajectories

The University’s ambition is to become a Leading University in purposeful Social Science and the first Euro-Mediterranean learning hub.

To achieve this goal, the University must be:

- open to innovation, the surrounding world and all entities that influence the social landscape
- connected both with its local area, its stakeholders and with the most important and relevant institutions and universities to generate innovation
- responsible in the way it interfaces both internally with its students, teaching staff and employees and externally with the civil society with which it interacts.

The six trajectories that will guide Luiss action in the next four years are:

1) Research: Excellence in research with an impact on scientific production and society at an Italian and international level

The new Strategic Plan aims to bring Luiss among the top 50 universities in Europe for scientific production and reputation. This is accomplished by strengthening the Faculty, PhD programmes and Post-docs, in continuity with the 2018-2020 plan aimed at improving the impact of scientific production through greater participation in international calls and European funds, the introduction of chairs linked to relevant topics and the strengthening of administrative infrastructure.

In the next four years, research will focus on the subject areas of:

- Innovation, digitisation and entrepreneurship
- sustainable development
- Europe

2) Global and Regional Engagement Strategy: multi-local engagement, international visibility and attractiveness; model of a global university rooted in Italy

The Global and Regional Engagement Strategy is based on the recognition that internationalisation is a strategic priority for Luiss, an unavoidable imperative to ensure sustainability

and growth in the coming decades. The post-Covid context calls for a reshaping of the international projection that takes into account the gradual redefinition of global economic integration processes and the very strong push towards digitalisation. In view of these factors, the internationalisation of education systems will have to pay more attention than in the past to proximity scopes and the digital dimension.

To meet these new challenges, the areas of core interest to Luiss include:

- Europe and the entire greater Mediterranean area, including the Middle East and Africa
- the fast growing continent of Asia, especially China
- the Americas, world leaders in education, especially the USA

3) Sustainability “at large”: widespread integration of sustainability in the Luiss fabric, involving stu-

dents, staff, the academic community, employers, senior alumni, recent graduates and partners in value-added projects, in line with the 2030 Agenda

Sustainability – environmental, social and economic – is based on three fundamental pillars: internal pervasiveness, which is achieved through the research activities carried out by lecturers on the subject of sustainability and dedicated degree courses and teaching; external pervasiveness, characterised by the University’s interconnection with alumni and companies, which will increasingly have to collaborate for the development and well-being of the University and the external community; finally, the founding values of inclusion, diversity and merit which underpin the various activities.

4) Luiss Uniqueness - The educational model: innovation and optimisation of the range of courses as a tool for strengthening the LUISS identity

The aim of the University for the coming years is to gradually change the traditional educational model by embracing the new “enquiry based” approach, which combines inductive, deductive and experiential teaching,

providing students with the tools to produce knowledge and the best interpretative framework with which to question reality.

This new model contributes to a profound strengthening of the Luiss identity based on:

- innovation, through the continuous search for technologies and new digital services that can become tools in support of the training experience
- selective enlargement, through the development of new interdisciplinary programmes that can stimulate students’ ability to connect themes from ostensibly different subject areas
- networking, through the creation of a “learning ecosystem” actively involving practitioners, alumni and senior students to be included within the development of new modes of experiential education.

5) Digital backbone: infrastructural enabler of internationalisation processes and educational innovation to achieve a fully “On Life” model

For Luiss, digitalisation is the means for implementing the internationalisation strategy and the new educational model.

The Luiss digital strategy is organised in the following phases:

- reaction to the pandemic and exploiting the opportunities offered by digital technologies to strengthen remote and secure teaching and examinations for students and faculty
- laying the teaching and infrastructural foundations to transcend purely frontal teaching, enriching and expanding the training offer with multimedia content and reserving the most valuable moments of contact between teacher and students for discussion and debate
- creation of the first quality training

hub in the Mediterranean neighbourhood countries and the Balkans, breaking the constraints of space and time for learning and multiplying the opportunities for access to study at any time and in any place to facilitate parallel and asynchronous study opportunities.

6) Brand image and Brand identity: Visibility, recognisability and distinctiveness, both nationally and internationally, to strengthen the Luiss brand identity and reputation

Projecting the Luiss brand has the purpose of guiding the Plan’s other strategic trajectories. Reinforcing the identity so that it is clear, recognisable, distinctive and impactful is the goal to be pursued through:

- media, both traditional and new, such as Luiss Social TV, Podcasts, Alexa and live streaming with international influencers, as well as Luiss University Press and Luiss Open, the university research magazine
- international partnerships with global brands such as Cisco, Amazon and the world’s most influential and prestigious media channels
- the content, innovative and international, such as those on 42 Roma Luiss, honorary degrees, the green approach, scholarships, Research and Alumni, which are fundamental in the University’s growth communication process.

Strategic and sustainability trajectories are monitored through project initiatives and KPIs collected in a dashboard that represents a useful, reliable and up-to-date consultation tool for the University’s governing bodies.

The Three Missions

What is a university? If we ask ourselves this question, we are no longer truly certain of the answer. Is it a place where you learn? Or where research is done? Or where all these things happen, are disseminated, and synergised with other forces? The answer is that universities are all this and more: that is why we speak of the University's three missions.

First Mission: Teaching
Luiss considers teaching to be functional to the development of a critical and creative intelligence, which equips students with a multifaceted toolbox, rich in knowledge and skills suitable for dealing with the dynamism and complexity of the modern working world.

Table 1

The educational model

The educational model is based on:

- **The admission of a restricted number of students** to ensure optimal supervision of each individual;
- **A selection** based on rigorous merit criteria, ensuring that the best talent is accepted;
- **A broad range of training** and cross-curricular courses, also focusing on volunteering and soft skills;
- **The intensive study** of foreign languages, computer science, coding and data analysis;
- Full-time **compulsory attendance**.

The educational model is facilitated by:

- **A prestigious teaching faculty**, drawn not only from academia but also from high-level professional experience, which stimulates students through **seminars, debates and discussions** on relevant topics that complement the teaching of the academic year;
- **Services** such as **support from** qualified tutors throughout the course of study and internship;
- **Facilities** such as a rich and focused library with state-of-the-art services in terms of accuracy and innovation;
- **A dense network of international relations**, with more than 300 Luiss partner universities in 64 countries, comprising various forms of study abroad opportunities, including 53 Double Degrees, LLM Educational Programs, Joint Degrees, QTEM Master Network and structured exchanges;
- **Specific projects for interacting with employers** and applying academic knowledge to work promoted by **the Career Service**, which offers an advisory service to accompany the world of work, structured to meet the needs of the individual students and employers involved.

The Luiss educational portfolio includes activities that emphasise interdisciplinary and cross-sectional knowledge and skills that aim to develop students' human qualities and form women and men of the future rather than simply professionals.

Experiential teaching, an example:

42 Roma Luiss

In terms of experiential education, 2020 was marked by an important new development: 42 Roma Luiss was launched, the first Italian branch of École 42, the famous coding school with no exams and no fees, which is accessed exclusively on the basis of ability and merit. This model is characterised by being free to students, it is close to the labour market and the skills acquired by students, and it is disintermediated by faculty.

Luiss aims to educate its students through the transfer of academic knowledge – combining, therefore, methodological rigour and scientific relevance – and of personal and social attitudes, such as responsibility, resilience, enterprising spirit, ability to be bearers of innovation, towards a more sustainable world from an economic, environmental and social point of view.

Cross-sectional teaching, an example: the Master's degree course in Law, Digital Innovation and Sustainability

Starting from the 2020-2021 academic year, Luiss is offering its Master's degree students a new course entitled Law, Digital Innovation and Sustainability, which aims to provide innovation experts with the tools necessary to interpret the current ecological and digital transition within the economic and social context. The course offers a broad background that combines legal, technical and managerial knowledge.

In the 2020-2021 academic year, the year the degree course was launched, 41 students from 10 countries around the world and 14 different university backgrounds enrolled.

This knowledge and expertise is imparted by a rich and stimulating teaching community of internationally renowned researchers, industry ex-

perts, top managers, consultants and professionals of proven experience and standing (for more information see the “People” section).

The teaching orientation is inspired by real-world problems which, therefore, serve as the baseline for the acquisition of new knowledge and skills and, more generally, for the entire academic and personal growth journey.

The supplementary extra-curricular experiences, functional to the achievement of a “broad” and interdisciplinary learning and oriented to the themes of Ethics, Responsibility and Sustainability, also enable students to acquire specific hard and soft skills. They enable them to live challenging and stimulating professional and personal experiences, to develop an orientation towards problem solving and group working, to generate independence and autonomy of thought and action, spendable in the world of business, public institutions, international organisations and professions.

Through all this, Luiss trains its students to know and know how to do things, but above all to “know why to do them”, in the awareness that personal and professional growth derives from the exercise of intelligence aimed at overcoming problems and difficulties.

Second Mission: Research **Luiss constantly promotes and supports research excellence in its Faculty.**

The consistency of research work with the University's vision and strategic positioning is concretely embodied in projects with a strong economic and social impact that promote sustainable growth.

In the area of **competitively funded research and contract** research, 63 applications were submitted in 2020 in response to competitive calls and 16 competitive research projects were awarded. In addition, 14 Research Centres are active at Luiss, managing agreements and arrangements for **research activities commissioned by** companies and institutions, sponsorship and other types of funding; the Research Centres are also connected to the activities of 10

Observatories and 5 Laboratories. In 2020, the Research Centres acquired a total of 23 contracts.

Among the tools supporting the Faculty, it is worth mentioning the start of a digitalisation process that enables the monitoring and systematisation of the handling and reporting of competitive research projects and research orders by classifying projects on the basis of the topic addressed (e.g. Sustainability) through CRM. In 2017 Luiss launched the development of its CRM and undertook an ambitious project to digitally transform all office processes with the aim of having a complete view of the students' journey, from orientation to Alumni status. It also maps the actions involving the corporate world and tracks relations with other educational and research institutions and bodies.

This holistic approach aims, on the one hand, to highlight the value of every single action carried out in relation to companies and institutions in order to trace the concrete history of our relationships and draw a competitive advantage from them over time. On the other hand, the approach aims to appraise the skills of our students in order to facilitate their future employability and follow the path of their careers through the network of 46,000 Alumni who nurture a relationship based on deep mutual care and knowledge.

Furthermore, again with a view to continuous improvement, in 2020, the process of measuring the satisfaction of teaching and research staff through a satisfaction questionnaire was launched to assess the effectiveness of the support offered.

The introduction of the **Internal Research Assessment (IRA) system (in Italian VIR – Valutazione Interna della Ricerca)** and the implementation of reward mechanisms to incentivise the production of high-quality publications have contributed to a 60% increase in international top publica-

tions compared to 2019. At the same time, the mapping of the Faculty's research products in the field of sustainability has made it possible to gain a strong awareness of the University's scientific production on issues related to the 2030 Agenda, enabling it to improve its reputation and achievements.

In addition, **research communication** was increased with awareness-raising activities to promote ongoing funding opportunities and training activities on European and national planning.

The year 2020 saw the awarding of funding for, among others, two important projects that contribute to expanding and consolidating the University's national and international network: "Per.Se.O." and EUARENAS.



The "Per.Se.O." Project – Pathways, Services, Orientation for the social and employment inclusion of refugees under international protection, within which Luiss conducts scientific research.

The project is sponsored by the Ministry of Interior for the funding of projects under the Asylum, Migration and Integration Fund 2014-2020 (FAMI) and aims to ensure support for the integration of refugees in Italy, contributing to their general autonomy to be "built" through the implementation of specific individual paths of socio-economic inclusion, contributing by its very nature to Target 8 of the Sustainable Development Goals (SDGs) defined in the United Nations 2030 Agenda (for more information see the section "Our contribution to the SDGs").

For more information: See appendix - Section 1 "The "Per.Se.O." Project".



The EUARENAS project – Cities as Arenas of Political Innovation in the Strengthening of Deliberative and Participatory Democracy in which Luiss participates as a partner.

The project has been awarded European funding under the Horizon 2020 programme and aims to examine, through a targeted and shared research activity, the ways in which social movements, together with local government reform initiatives, can represent the impetus for political change that provides for more inclusive and participatory forms of governance, contributing by its very nature to SDG 11.

Third mission

The Third Mission at Luiss is developed according to seven main fields of action:

- Research enhancement
- Third party activities (engaged research of Research Centres)
- Intermediation structures (synergy between Career Service and Alumni for placement, Luiss EnLabs start-up accelerator)
- Production of public goods
- Heritage management and cul-

tural activities (Luiss polyphonic choir, preservation and use of historical buildings, PalaLuiss sports facilities)

- Lifelong learning and School-work alternation
- Public engagement with a focus on the sustainability issues of the 2030 Agenda

In 2020, the challenge launched by the health emergency was also taken up by the Third Mission, whose interventions in the various fields of action were, where possible, rethought and pushed towards the new and necessary digital dimension.



The Legality and Merit Project aims to raise awareness among the younger generations of the value of respecting the rules and fighting corruption. By the nature of the initiative, it contributes to SDG 4.

For more information: See appendix - Section 2 “Legality and Merit Project”

Furthermore, in the light of the national context and internal specificities and thanks to the experience gained in 2020 with the ANVUR visit, 2021 was set as a starting point for a further systematisation of the **Third Mission** with the establishment of a dedicated coordination office and the planning of interventions in accordance with the Vision expressed in the Luiss Strategic Plan 2021/2024.

Strategic planning for the Third Mission by the Research, Third Mission & Sustainability Department aims to:

- **monitor** and **promote** strategies that link the activities undertaken in the various Third Mission areas by the Department’s own offices (Research, Career Service and Alumni, Sustainability, Cultural Activities, Library)

- **annually collate the data on the initiatives** coming from the other areas involved through the Single Annual Third Mission and Social Impact Report (SUA-TM/IS) and **suggest synergic actions** to foster the dissemination of scientific culture, enhance the relationship between the University, companies and institutions and promote dialogue between the University and civil society through Public Engagement.

Highlights and Key figures

Table 2
Luiss highlights

Table 3
Luiss key figures

CENSIS 1st place in the general ranking of medium-sized non-state universities (from 5,000 to 10,000 students).

University Report of the JobPricing Observatory 2nd out of 40 universities in terms of future salary expectation and salary development over the course of a working career.

QS 269th place in the Social Sciences and Management area – out of 1,368 universities, 146 more than in 2019.

FT The DIM Master's Degree Course ranked 90th in the Top 100 Masters in Management Programmes in 2019 (it was 94th in 2017). It also ranks 3rd in the world in the "Career Progress Rank" indicator for graduate career progression.

U-Multirank For the first time in the report, Luiss is among the seven best Italian universities, having ranked in the A bracket in at least 10 indicators, and among the top 25 in the world with reference to the indicator "Income from continuing personal development".

UI GreenMetric World University Ranking 43rd place worldwide (229th in 2018, 107th in 2019) and 5th place among Italian universities (7th in 2019 and 13th in 2018) out of 32 universities; 1st place among Italian universities for "Energy and climate change" (2nd in the world).

uniRank At national level, ranked 30th out of 86 institutions considered (23rd in 2019) and 3rd in the ranking of private Italian institutions (2nd in 2019). Worldwide, ranked over 200th among the most popular universities on the web.

ARWU Regarding the exclusively bibliometric indicators in 2020, the following results were achieved:

- Political Sciences, ranked between 151 and 200 (unchanged from 2019), 3rd in Italy;
- Management, ranked between 201 and 300 (unchanged from 2019), 4th to 7th in Italy;
- Business Administration, ranked between 201 and 300 (unchanged from 2019), 2nd to 3rd in Italy;
- Economics, ranked between 301 and 400 (between 401 and 500 in 2019), 11th to 19th in Italy;
- Law, ranked between 201 and 300 (unchanged from 2019), 2nd to 6th in Italy.

General	a.y. 19/20 (*)
Total enrolled Degree Courses	9,514
Total enrolled in the first year (Bachelor's and Single Cycle Degrees)	1,701
Total graduates	2,821
% Students currently enrolled	92.6%
% Students enrolled with supplementary course years	7.4%
% Registered from regions other than Lazio	52%
% of non-Luiss students enrolled in the 1st year of Master's courses	51%
Satisfaction of undergraduates on the Course of Studies	90%
% Graduates who would enrol again at Luiss	92%
No. of questions LT	4,875
No. of LM applications from external and international	3,446
Total employees (Core Faculty and Luiss Staff)	383
Training	
No. of active degree courses	14
No. of active specialisms	41
No. of active courses	796
No. of internships for undergraduates and graduates	3,245
% Graduates on track with course schedules	89%
No. of students enrolled in Master's courses (levels I and II)	1,362
No. enrolled in PhD courses	121
No. enrolled in specialisation schools (legal professions and journalism)	34
Employment rate (with reference to the labour force) 1 year after graduation	94%
Research	
No. of publications per teaching faculty member (full time)	3.9
Revenue for Research: research grants and contracts from public administrations (in thousands of €) (**)	1,398
Revenue for Research: Research grants and contracts from institutions and individuals (in thousands of €) (**)	4,649
Internationalisation	
International courses/study fields	14
Double Degree programmes and structured partnerships	49
No. of foreign students	281
No. of foreign PhD students	24
Incoming mobility (exchange programmes)	749
Outgoing mobility (exchange programmes)	941
Student services	
Quality index Service quality assessment survey	88%
No. of scholarships or exemptions granted with Luiss funds (full fee equivalent)	200
No. exempt from paying taxes (Laziodisu)	342
No. of beds (residence and affiliated structures)	817
No. of tutors	63
More information	
MUR financial assignment (in thousands of €) (**)	3,019
Operating income (in thousands of €) (**)	141,558

(*) By convention, the 2020 calendar year corresponds to the 2019/2020 academic year

(**) Figures per calendar year

Our contribution to the SDGs

Luiss has embraced the vision proposed by the UN 2030 Agenda, embracing the integrated and transversal approach and recognising in the 17 Sustainable Development Goals (SDGs) and 169 targets in which they are expressed, the core context around which to systematise its concrete commitment to achieving a more equitable, inclusive and sustainable world.

Sustainability actions have therefore been organised and oriented around the strategy outlined in the 2030 Agenda, and a detailed survey of all initiatives that can be traced back to one of the 17 SDGs has been launched.

The identification work was carried out by identifying the keywords associated with each Goal, starting from the analysis of its constituent targets and the categorisation of its activities into “Teaching”, “Research”, “Third Mission”, “Operations (initiatives and projects not ascribable to the three Missions)” and “KPIs”.

In the five-year period 2015-2020, Lu-

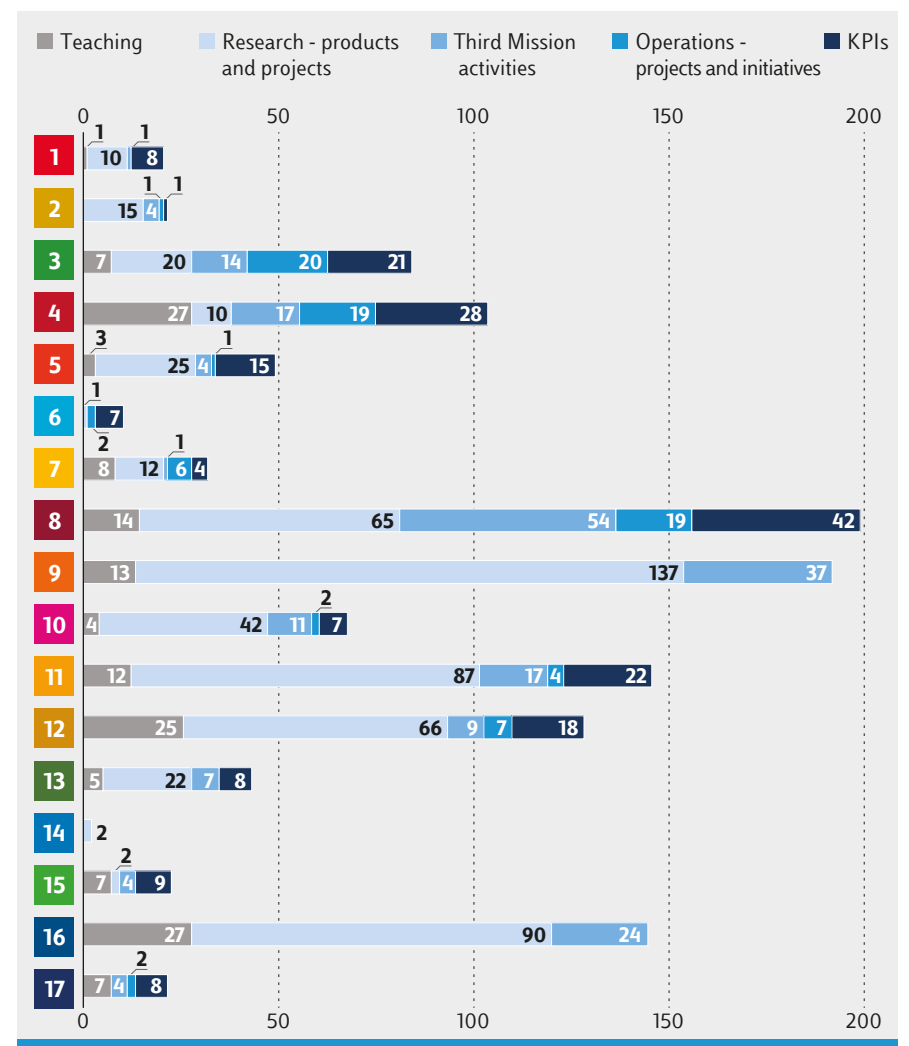
iss contributed to the achievement of the SDGs by implementing 1,057 initiatives and projects. These include 606 research products and projects that can be attributed to one of the 2030 Agenda Goals.

Sustainability indicators (see section on “Sustainability Governance”) were also linked to the Goals, bringing the sum of actions undertaken to 1,255 over the five-year period under review. For the years after 2020, the analysis will be conducted annually and the progressive contribution to the achievement of the Agenda can therefore be continuously mapped.

On the basis of a detailed analysis of

Figure 1

Luiss contribution to the SDGs



the initiatives undertaken up to 2020 and its own peculiarities and internal expertise, Luiss has identified the strategic SDGs on which to focus its efforts. These are:



Quality education: To provide quality, equitable and inclusive education and learning opportunities for all.



Gender equality: Achieve gender equality and empowerment (greater strength, self-esteem and awareness) for all women and girls.



Decent work and economic growth: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.



Industries, innovation and infrastructure: Build resilient infrastructure, promote sustainable industrialisation and foster innovation.



Reduced inequalities: Reduce inequality within and among countries.



Sustainable cities and communities: Make cities and human settlements inclusive, safe, resilient and sustainable.



Responsible consumption and production: Ensure sustainable consumption and production patterns.



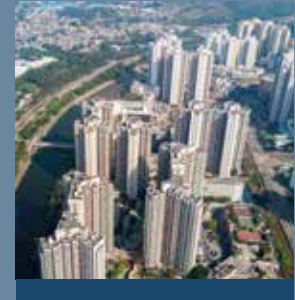
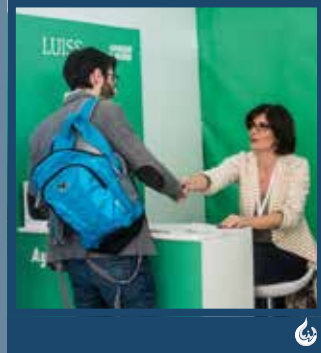
Peace, justice and strong institutions: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and

build effective, accountable and inclusive institutions at all levels

As an active member of RUS (Italian acronym – Network of Universities for Sustainable Development), Luiss is also indirectly a partner of ASviS (Italian acronym “Alleanza Italiana per lo Sviluppo Sostenibile”), the Italian Alliance for Sustainable Development, which has been promoting awareness of the importance of the 2030 Agenda for Sustainable Development since 2016. Luiss actively participates in the initiatives of the Festival of Sustainable Development since its first edition, having organised 100 events in the period 2017- 2019. In 2020 it hosted the National Goal 8 event of the Festival of Sustainable Development, organised in collaboration with ASviS and attended by 4,000 spectators.



Federico Mazzoli - Global Management and Politics, Volunteer worker in the Comunità di Sant'Egidio



2

ABOUT US



- the university
- about us
- the capital, our resources and relationships
- the impact generated
- methodological note
- GRI content index
- appendix
- independent auditors' report



Luiss is a private university supported by Confindustria, with legal personality and educational, scientific, administrative, organisational and disciplinary autonomy. Its primary purpose is the development and transmission of knowledge in the humanities and social disciplines, the promotion and organisation of research, cultural and professional development and the transfer of innovation in accordance with the highest international scientific standards. Today, with its four Departments of Business and Management, Economics and Finance, Political Science and Law, and its Schools of Higher Education and Research, Luiss Business School, School of Government, School of Law and School of European Political Economy, Luiss¹, operating mainly in the geographical area of Italy, offers an advanced training model, oriented not only to conveying knowledge but “training for flexibility” young people who can become protagonists of their own future, renowned teachers and a solid international network.

In this chapter you will find: Governance – Stakeholder map – Materiality matrix – The Luiss value creation model.

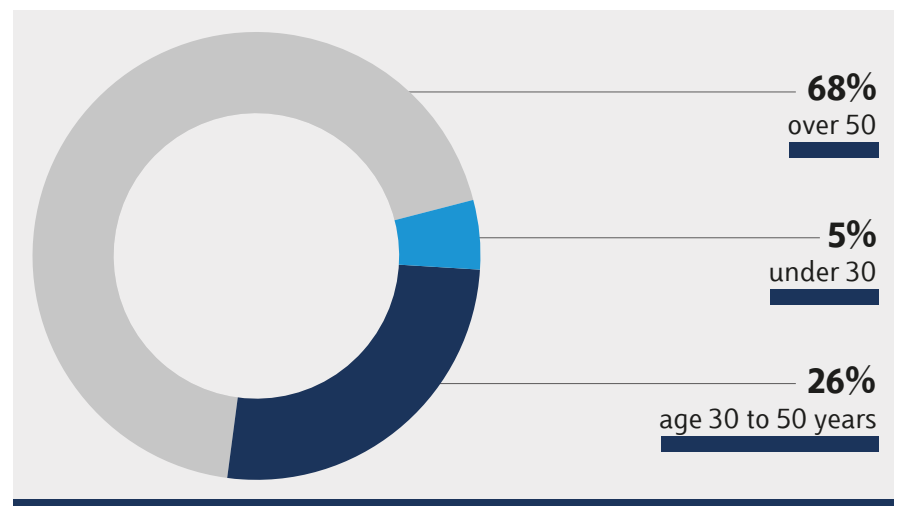
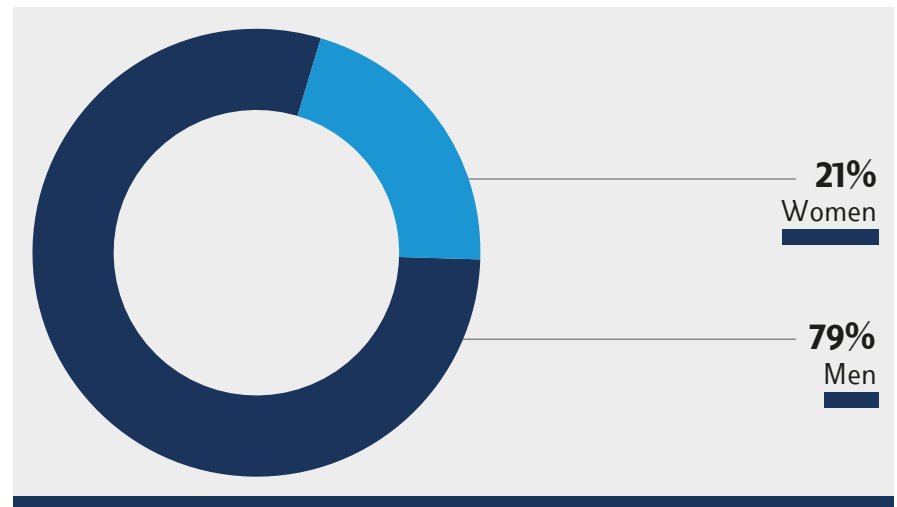
For more information: See appendix - Section 3 “History of the University” and Section 4 “Departments and Schools”

Governance

The Board of Directors

The Luiss Board of Directors is composed of:

- the President and Executive Vice President of LUISS
- eleven representatives appointed by the Association itself, at least three of whom represent the entities or individuals who have contributed most to the funding of the University
- the President and Executive Vice President of the Friends of Luiss Association
- the Rector
- the General Manager
- a full professor of the University
- a government representative appointed by the Minister of Education, University and Research
- a current student at the time of appointment
- the President of the Luiss Graduates’ Association who is not a member of the University teaching staff and who does not have any dependence or collaboration relationship with the University



The Board of Directors and its President exercise the functions of strategic direction and oversee the administrative, financial and asset management of the University (Article 7 of the Statute of Autonomy).

For more information: See appendix - Section 5 “Members of the Luiss 2020 Board of Directors”

Figure 2
Distribution by gender
of the Luiss 2020 BoD

Figure 3
Age groups of the Luiss 2020
Board of Directors

¹ Luiss head office: Viale Pola, 12, 00198 Rome (RM).

The Executive Committee

The Executive Committee, chaired by the President, or in his absence, by the Executive Vice President, is composed of:

- the President of the Board of Directors
- the Executive Vice President
- the Executive Vice President of ALUISS
- the Rector
- the General Manager
- the Vice President, where appointed

In accordance with the Strategic Plan, the Executive Committee decides on all measures relating to the operation of the University and exercises any other jurisdiction not reserved by current legislation and the Statute to other bodies, involving income or expenditure, within the provisions of the budget approved by the Board of Directors.

For more information: See appendix – Section 6 “*LuiSS 2020 Executive Committee Members*”

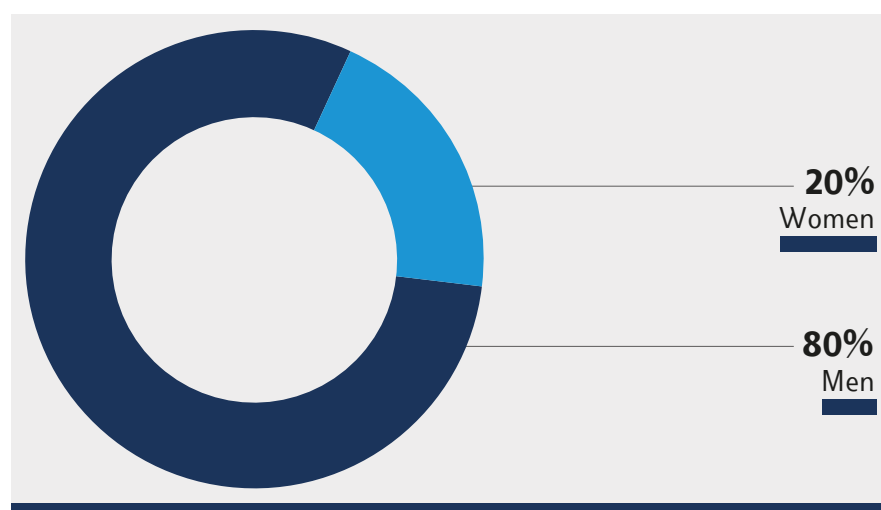
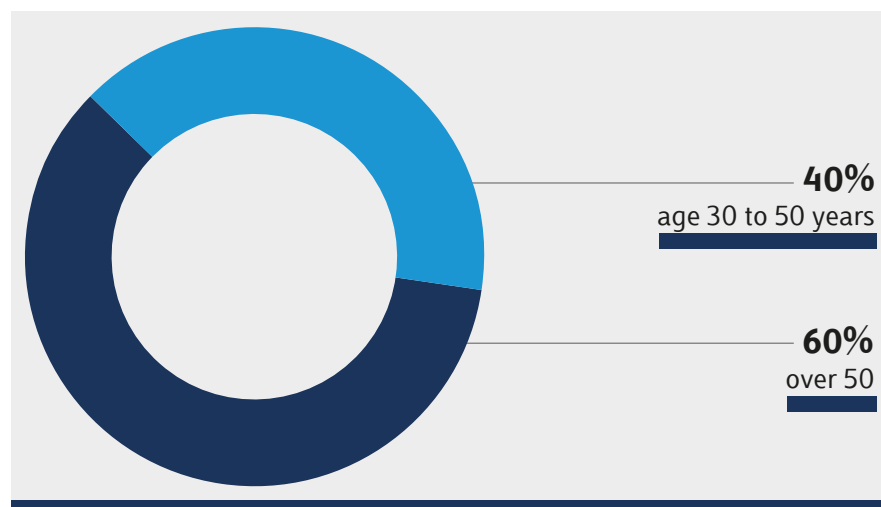
The Academic Senate

The Academic Senate, chaired by the Rector, is composed of:

- the Rector
- the Vice Rectors
- the Heads of Department
- the Directors of the Schools

The General Manager attends the meetings of the Academic Senate and has an advisory vote.

The Academic Senate exercises all the powers assigned to it by the consolidated text of the laws on higher education, by the Statute, by the general regulations of the University and by all other general and specific rules concerning the university system. It operates on the basis of the purposes and guidelines established by the Board of Directors. In particular, it evaluates the University development guidelines that make up the Strategic Plan and the latter’s compliance with the proposals of the Departments, Schools and Department Boards. The evaluation is submitted to the Executive Committee.



The President

The President chairs the meetings of the Board of Directors and the Executive Committee and convenes these bodies in the manner laid down in Article 14 of the Statute. Among the functions governed by Article 8, the President is the legal representative of the University, including in judicial proceedings, and oversees the implementation of the provisions of the Board of Directors and the Executive Committee, without prejudice to the Rector’s jurisdiction in matters of scientific research and teaching.

Figure 4
Age groups of the Luiss 2020 EC

Figure 5
Distribution by gender
Luiss 2020 EC

The Vice President

The Vice President is delegated to perform the President's duties.

The General Manager

The General Manager, in addition to fulfilling the functions prescribed by university regulations and by law, supervises the execution of all the University's activities of administration, organisation and management of human resources and assets, within the limits of the powers conferred on him or her by the Executive Committee and the President or Executive Vice President.

The Rector

The Rector is responsible for the teaching and scientific activities carried out in the University and for the activities of the teaching and research staff. The Rector remains in office for three years and may be reappointed for one further mandate; the appointment is notified to the Ministry of University and Research.

Sustainability Governance

As an expression of its commitment to Sustainability, in December 2019, the University concurrently appointed a Rector's Delegate for Sustainability and Innovation in Teaching and created an organisational unit – the Office of Ethics, Responsibility and Sustainability within the Research, Third Mission and Sustainability Area – dedicated to Sustainability. In addition, a four-year Strategic Sustainability Plan has been defined, which builds on the strengths and progress achieved over the years of work on sustainability issues, with the aim of achieving a future in which sustainability – environmental, social and economic – is fully integrated into the

University and guides its every choice and action. The Plan was in fact devised in line and continuity with the University's Strategic Plan, of which "Sustainability at large" is one of the six strategic trajectories.

Luiss aims to responsibly exercise its role as an educational institution to build and cultivate a culture of sustainability and to be a driver of change towards sustainable and inclusive development by contributing to the community women and men schooled in awareness, respect, care, kindness, beauty and recognition of the value of diversity.

In order to implement its sustainability project, five areas of intervention have been identified, each with specific goals:

- **Learning and experiences of Luiss students**, with the aim of integrating sustainability into students' learning programmes and the experiential activities that involve them.
- **Scientific research by the Luiss**

Faculty, the aim of which is to increase the Faculty's commitment to high-quality research linked to sustainability, so that part of it forms the basis for Third Mission projects.

- **Facilities & Campus operations**, whose goal is to include sustainability as the main driver for all logistics, space management and procurement activities in order to streamline the use of resources and reduce the University's environmental impact.
- **People & Culture**, whose goal is to accelerate a culture of sustainability, inclusiveness and well-being on campus and in the Luiss community as a whole.

- **Communication & Engagement**, whose goal is to promote and convey sustainability inside and outside the University to foster awareness and optimal positioning.

The intervention areas are supervised by two working groups (see box “*Transversality and Sustainability: integrated thinking in Luiss*”).

Consistent with the goals of each action area, Luiss has adopted a set of 198 Sustainability Indicators, assigned to working groups and each associated with an office that is responsible for it. Through these KPIs, the University monitors its environmental, social and economic performance and evaluates the impact generated by its activities. The KPIs, defined on the basis of an analysis of the GRI standards (see

chapter “Methodological Note”), the main ranking indicators and the reference ISO standards, have been integrated into the University Performance Management system and are assessed every six months with reference to the annual targets shared with each member of the working group, in a process of goal sharing and co-responsibility for results.

All this has made it possible to disseminate, within the organisational fabric, a specific awareness of the impact that individual processes have from the point of view of sustainability, enabling Luiss to move towards a clear positioning as a Green University.



Transversality and Sustainability: integrated thinking in Luiss

On the basis of the realisation that it is people who make a difference through their daily actions, in line with the goal of permeating sustainability throughout the

Luiss organisational structure, the Office of Ethics, Responsibility and Sustainability has launched the transversal work group for Sustainability. In order to make the work of the group even more concrete and to maximise its results, it was divided into working subgroups reflecting the strategic areas of the Strategic Sustainability Plan.

For more information: See appendix - Section 7 “*Transversality and Sustainability: integrated thinking in Luiss*”

The Governance of University Quality Assurance

ANVUR, the National Agency for the Evaluation of the University System and Research, issues periodic accreditation of the University. This consists of verifying, through remote documentary review and on-site inspections the fulfilment of the re-

quirements that brought about the initial accreditation and the possession of additional requirements of quality, efficiency and effectiveness of the activities undertaken, in relation to the Quality Assurance indicators set out in Annex C of Ministerial Decree 6/2019.

Luiss has set up a structured internal quality assurance system, which translates the occasions of the visits of the of Evaluation Experts Commissions (Italian acronym CEV) into opportunities for monitoring and continuous improvement, organised as follows:

- **The University Quality Presidium** plays a central role in quality assurance and has the primary task of supervising the appropriate and uniform implementation of the policies defined by the University governance framework. The Presidium promotes a culture of quality within a single process that covers teaching, research and third mission/social impact

Table 4

Luiss Stakeholder Description

- **The Evaluation Board carries out assessments of teaching and services involved in the University**, with the main purpose of taking a snapshot of the current situation, collecting data and information about the University and, consequently, offering insights to improve the different activities and internal processes of the University as a whole. The Supporting office for the Evaluation Board and the reference for data collection relating to the surveys is the Studies and Evaluation Office (For further information: See appendix - Section 8 “Luiss Listens”).
- **The Joint Teachers-Students Commission (Italian acronym CPDS)** checks first and foremost that the teaching activities laid down in the teaching regulations, the University’s teaching rules and the teaching calendar are observed. The committee is also established to protect the rights of students, and will therefore inform the Heads of Department and the Rector when irregularities are de-

- tected. A CPDS is established in each Department; it is made up of an equal number of teachers and student representatives
- **There are two Review Groups:**
 - The Study Course quality assurance management Review Group: it supports the Director of the Study Course in activities related to the drafting of documentation concerning the Study Course itself and its monitoring, as required by current legislation, and in the implementation of any corrective actions that may be necessary
 - The departmental Research and Third Mission Review Group: it carries out activities related to quality assurance and dissemination of quality culture.

Students

For Luiss, it is a priority to provide its students with an educational offering of excellence, in an inclusive manner and with a strong international imprint. We seek to equip them with innovative educational tools to prepare them for the world of work and support them in finding their own way to make a positive contribution to society.

PhD students

Luiss also supports all those who wish to continue their academic career in a dynamic environment characterised by scientific rigour and a broad international scope.

Teaching staff & Researchers

Luiss boasts an international and excellent teaching and research staff that plays the role of facilitator of the educational model by guiding and stimulating students in their learning journey.

Students’ families

The students’ families accompany and support the choice of young people to access the Luiss training programme.

Staff

Managers and technical-administrative staff not only make the innovative educational model possible but, by caring for the University’s resources and relationships, contribute to making the Luiss experience a holistic path to growth.

Alumni

Luiss Alumni form a network of acquaintances, personal and professional relationships and opportunities to be shared and in which the University remains a constant point of contact and reference, a place of learning and encounter between students of yesterday and today.

Suppliers

The University’s external stakeholders include the suppliers with whom the University establishes relations in accordance with the purchasing protocol and the Luiss Green Procurement Policy.

Schools

Luiss has important relationships with schools, especially with secondary schools.

Other Universities

Luiss is engaged in an extensive network of relationships with other national and international universities, with whom it has established a dialogue both through partnerships aimed at teaching and research and through networks that push the University towards constant growth.

Employers

Luiss has cultivated a dense network of relationships not only with companies and organisations from different sectors but also with institutions. The University nurtures such relationships by organising events, venues and webinars aimed at fuelling a dialogue capable of intercepting the new needs of the labour market and creating innovative educational tools with which to enrich the education of its students.

NGOs

Aware of its social role, Luiss has established numerous agreements and arrangements with non-profit bodies and organisations in order to work together towards common environmental and social sustainability goals.

Stakeholder map

Luiss stakeholders have been identified as the vast and heterogeneous range of individuals and organisations with which the University collaborates and exchanges resources, knowledge and skills to add value to the Luiss specificity. Stakeholders are therefore all those who can influence or be influenced by the University's actions (see Table 4).

Materiality matrix

The materiality analysis, carried out considering the expectations of the stakeholders in an organic manner, enables the University to implement strategic choices that assess and reflect the most relevant economic, environmental and social impacts of its institutional management and the factors that can have the greatest impact on Luiss activities. The University, in line with the main national and international standards and guidelines on non-financial reporting, conducted a

Relevant topic	Short description
Innovative educational model	Synergies between academic research and education, student involvement, an interdisciplinary approach with innovative teaching and assessment methodologies and continuous interaction with the University network.
Employability	Set of processes (educational curricula, Career Services, etc.) aimed at improving the placement potential of students, preparing them and accompanying them in their postgraduate career.
Networking & Public Engagement	Creation of relationships between Faculty, Staff, practitioners, students and Alumni, international and national actors and organisations from the public and private sector, through platforms, events and initiatives.
Reputation	Luiss visibility, recognisability and distinctiveness, both nationally and internationally.
Well-being	Set of services, practices and processes aimed at the well-being of the Luiss Community.
Digitalisation	Ability to proactively respond to the needs and expectations of the Luiss community by promoting new service models based on integrated multi-channel and lean approaches.
Internationalisation	Set of actions aimed at promoting the presence and fruitful integration of international students, international tenured faculty and developing agreements with international universities, peer-to-peer exchange of best practices and other initiatives.
Environmental Impact	Awareness of the University's environmental impact and ability of to implement practices and processes to reduce it.
Inclusion	Set of strategies to ensure access to education and involvement in activities for disadvantaged students through fundraising projects. Furthermore, the ability of Luiss to responsibly manage human resources by integrating and attributing value to all forms of diversity (gender, age, origin, etc.).
Research	Ability to foster impact on outstanding scientific production and society in Italy and internationally.

Table 5
Description of relevant topics

Material Topics	Re-search	Networking & Public Engagement; Employability	Well-being Inclusion Environmental Impact	Innovative educational model Internationalisation	Digitalisation	Reputation
Strategic directions	Re-search	Global and Regional Engagement Strategy	Sustainability "at large"	The educational model	Digital backbone	Brand image and Brand identity

Table 6
Link between material themes and strategic trajectories

Figure 6
Overview materiality matrix:
 material issues were placed on the axes of the matrix according to the results of the analysis carried out and based on the perspective of Luiss management and stakeholders

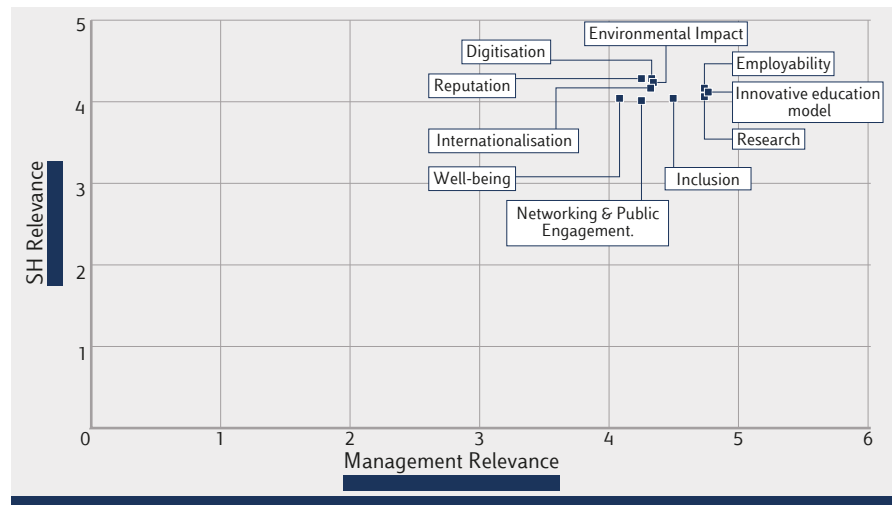
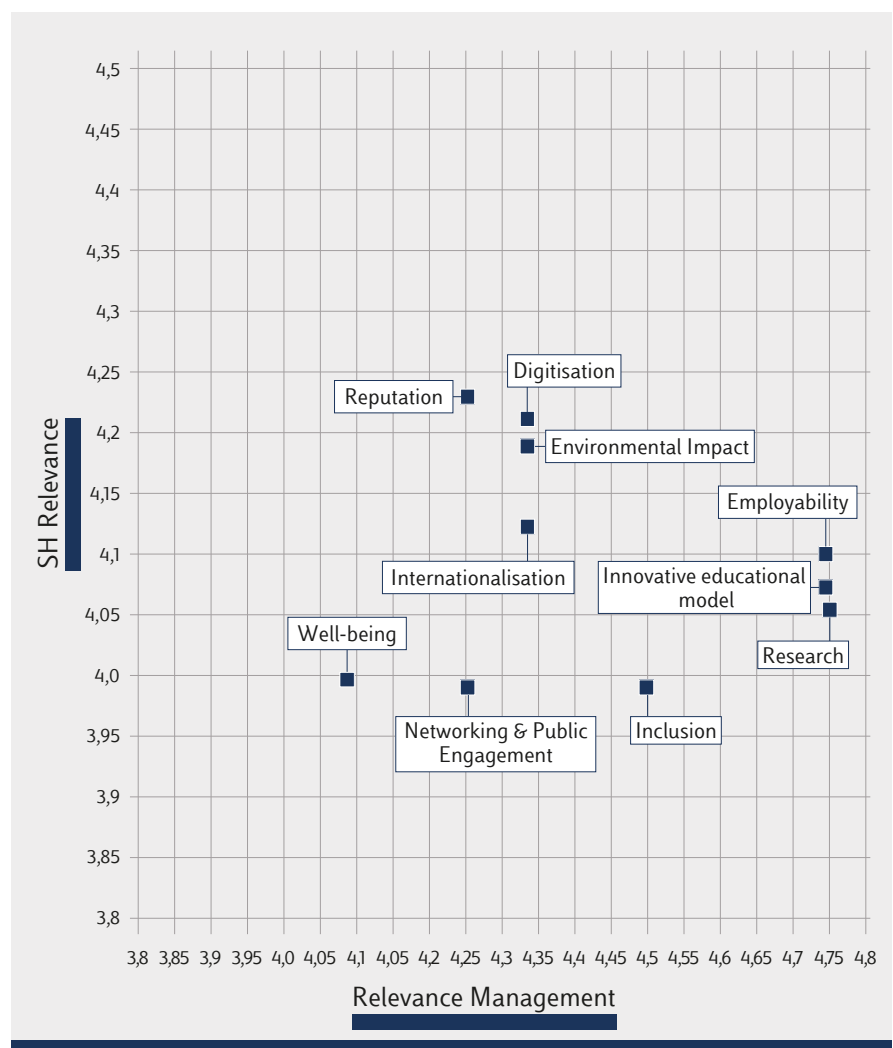


Figure 7
Materiality matrix detail



listening exercise created specifically for the development of the materiality matrix. Approximately 1,750 Luiss stakeholders were involved, of which more than 90% responded and contributed to the definition of the materiality matrix shown in Figure 6 and in detail in Figure 7.

The matrix evolved through the following phases:

1) Identification of potentially relevant issues, through the analysis of the University’s strategic documents and direct discussion with management representatives (see Table 5)

These themes are closely linked to the University’s strategic trajectories (see Table 6).

2) Prioritisation of potentially relevant issues and elaboration of the materiality matrix

In collaboration with the Studies and Evaluation Office, a questionnaire was issued, aimed at defining the priorities for the University’s various stakeholders. As summarised in the matrix in Figure 6, stakeholders allocated high average values for all topics, thus reflecting the Luiss model of a universi-

ty that seeks to be **open, connected, responsible and that aims to inspire profound changes in society through pervasive and effective actions** for all the investigated topics. In particular, from a detailed analysis (see Figure 7) the following issues emerged as important:

- The University’s **reputation**, i.e. the visibility, recognisability and distinctiveness of Luiss both nationally and internationally, to be considered the result of the University’s **Teaching** and **Research** excellence, the **Third Mission** and **employability**.
- **Digitisation**, i.e. the ability to pro-



actively respond to the needs and expectations of the Luiss community by promoting new service models based on integrated multi-channel and *lean approaches*

- **Environmental impact**, i.e. the University's awareness of its impact on the environment and the organisation's ability to implement practices and processes aimed at reducing this.

For more information: See appendix – Section 9 “*Potential factors of uncertainty*”

The Luiss value creation model



The changes we intend to inspire are the impact we generate; that is, the final **outcome** of the Luiss value creation model (see Figure 8). Our value creation model uses capital as an input; **People, Infrastructure, Relationships, Environmental Assets** and **Economic** and **Financial Resources** are the primary resources and relationships that the University uses to carry out its activities, i.e., the **outputs**. **The sustainable approach** to managing our resources and relationships, supported by Luiss **governance**, supports our ability to create value in the short, medium and long term. In this process, the Luiss mission, vision and values guide us in our daily activities, enabling us to pursue the University's Strategic Plan. In the following chapters, we will present the details of the process, starting with the inputs, i.e. **our relationships and resources**, and ending with the outcomes, i.e. **the impact we generate**.

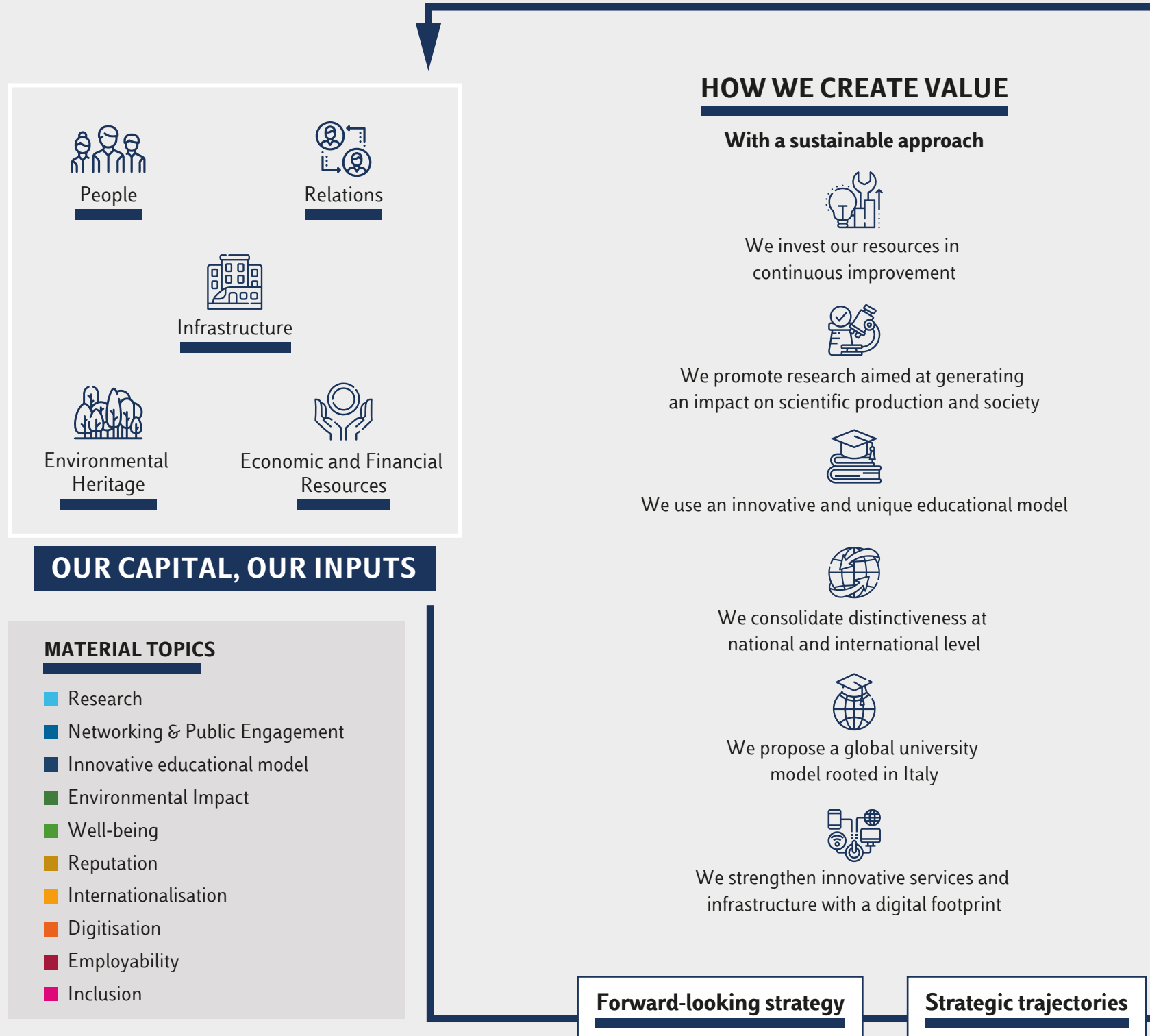
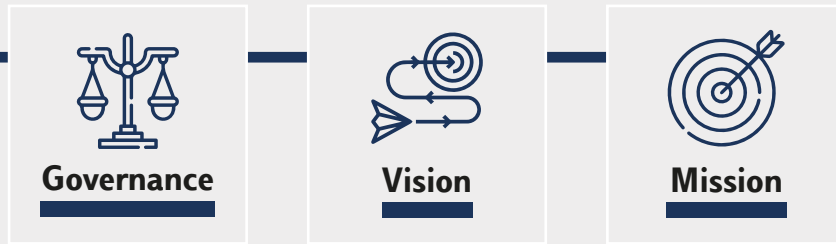


Figure 8
The Luiss value creation model



OUTPUT



An educational model that involves students and gives them innovative cognitive tools with which to enter the world of work



Excellence in scientific production



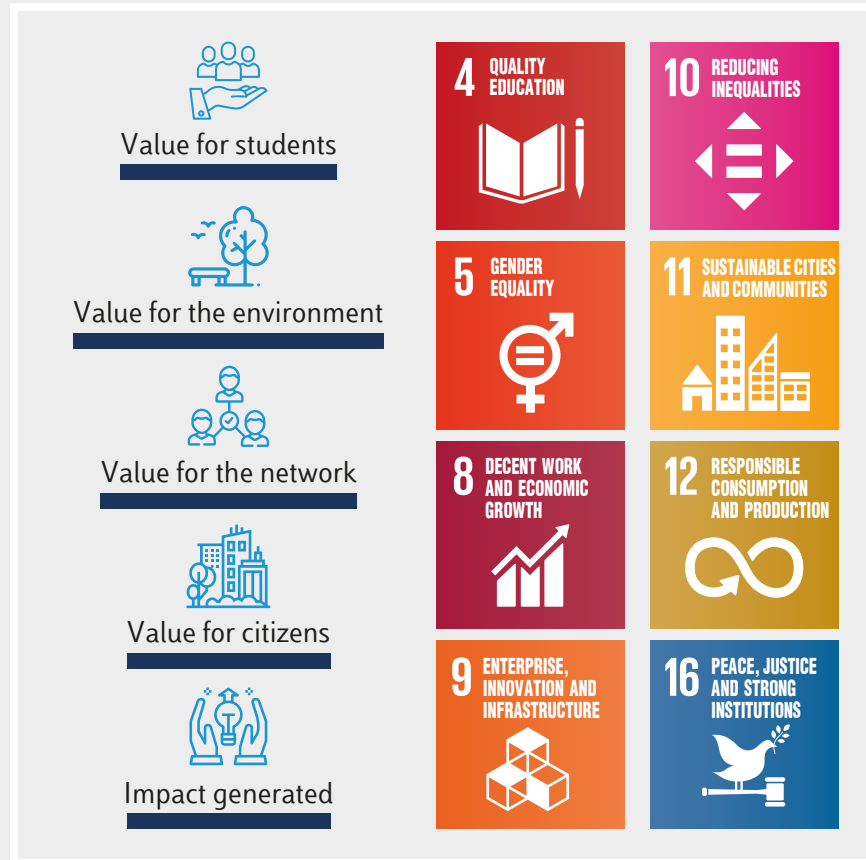
Strengthening of the international profile and reputation



Inclusiveness and integration of sustainability into the Luiss fabric

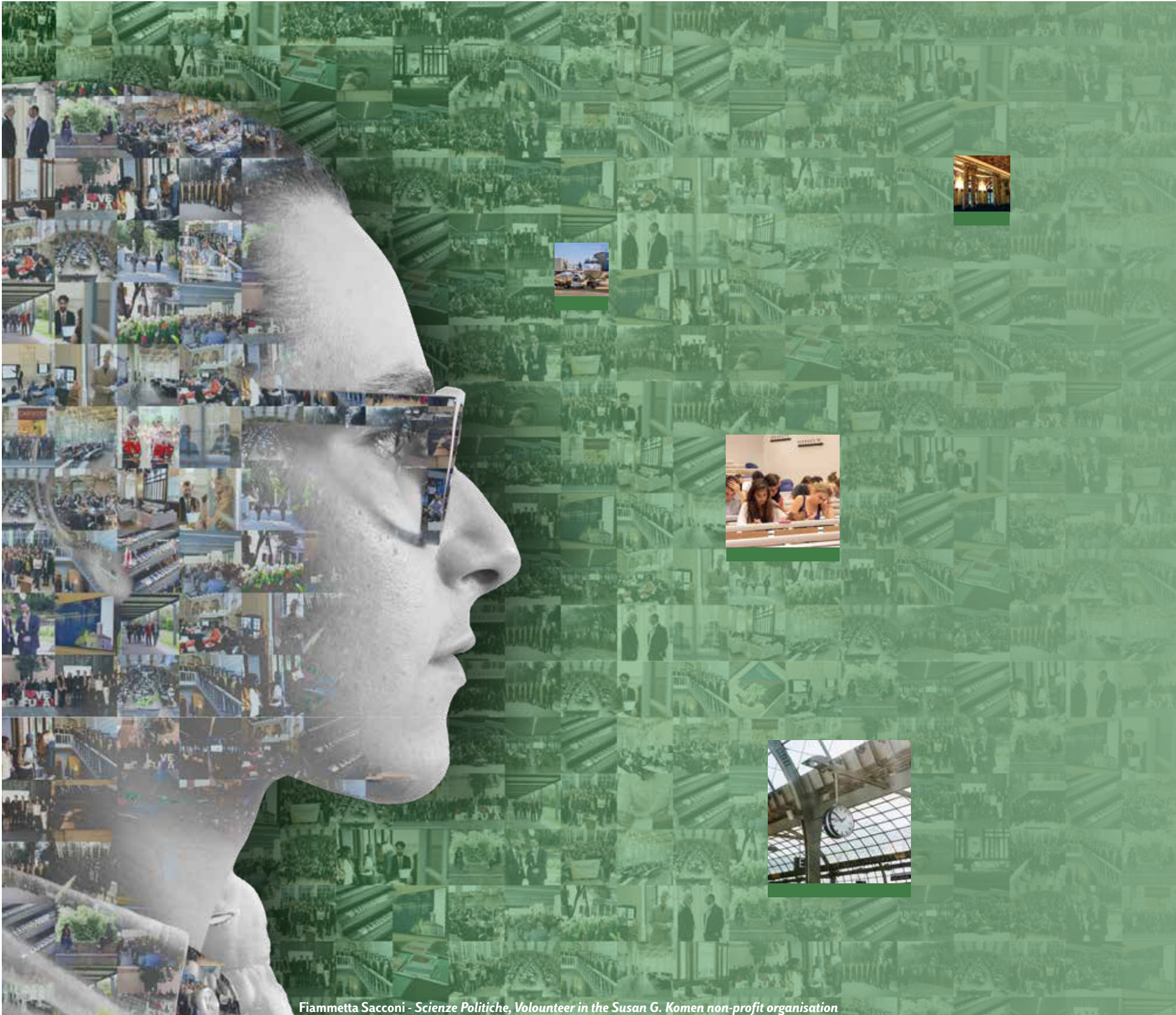


Economic and financial sustainability to continue investing for the future of Luiss



OUTCOME





Fiammetta Sacconi - Scienze Politiche, Volunteer in the Susan G. Komen non-profit organisation

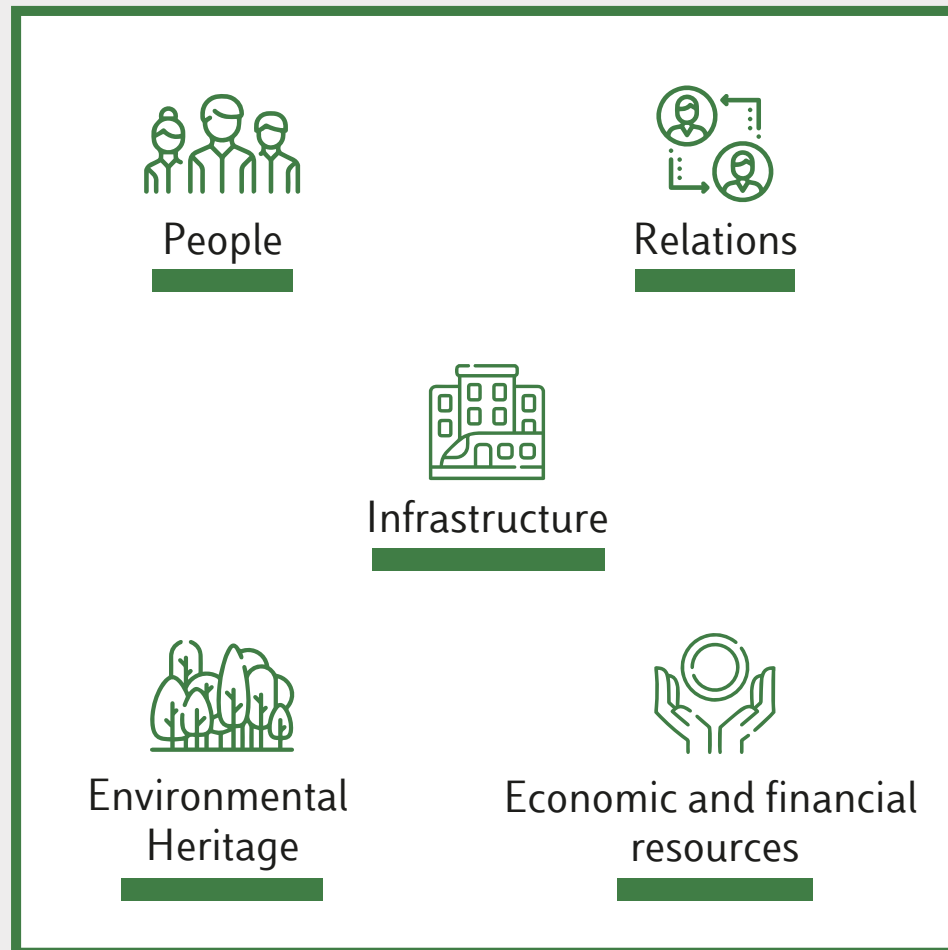


3

THE CAPITAL, OUR RESOURCES AND RELATIONSHIPS



- the university about us
- the capital, our resources and relationships
- the impact generated
- methodological note
- GRI content index
- appendix
- independent auditors' report



CAPITAL, OUR INPUTS

- MATERIAL TOPICS**
- Research
 - Networking & Public Engagement
 - Innovative educational model
 - Environmental Impact
 - Well-being
 - Reputation
 - Internationalisation
 - Digitisation
 - Employability
 - Inclusion



HOW WE CREATE VALUE

With a sustainable approach



We invest our resources in continuous improvement



We promote research aimed at generating an impact on scientific production and society



We implement an innovative and unique educational model



We consolidate distinctiveness at national and international level



We propose a global university model rooted in Italy



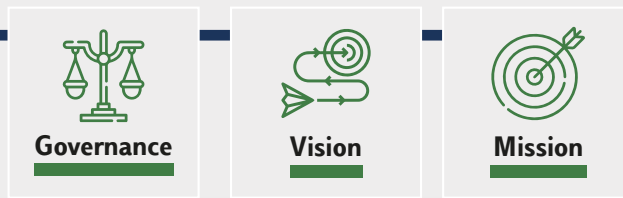
We strengthen innovative services and infrastructure with a digital footprint

Forward-looking strategy

Strategic trajectories

Figure 9

Value creation model: focus input



OUTPUT



An educational model that involves students and gives them innovative cognitive tools with which to enter the world of work



Excellence in scientific production



Strengthening the international profile and reputation



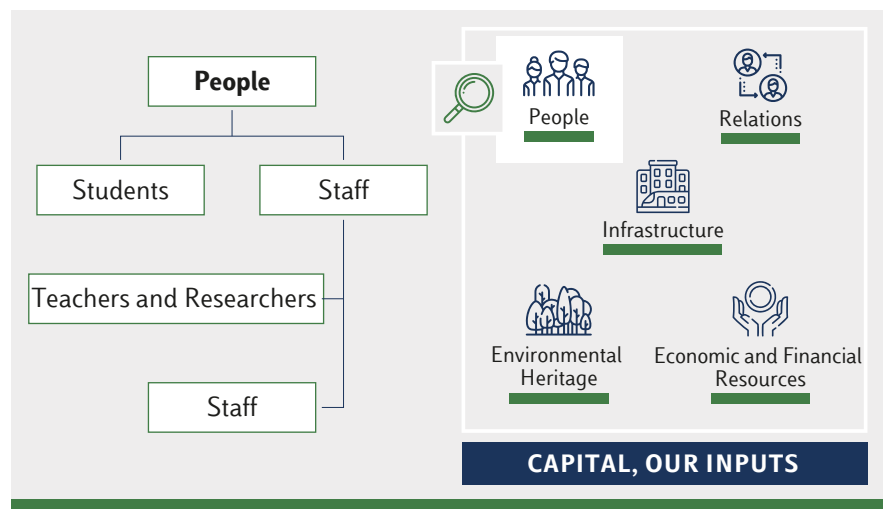
Inclusiveness and integration of sustainability into the Luiss framework



Economic and financial sustainability to continue investing for the future of Luiss



OUTCOME



You cannot generate impact without a set of core assets. We are not just talking about economic and financial capital, because our capital is also people, relationships, infrastructure and environmental heritage. It is from all this that our activities draw the strength to make our University open, connected and responsible.

In this chapter you will find: People – Infrastructure – Relationships – Environmental assets – Economic and financial resources.

People

Our ambition is to be an organisation that inspires profound changes in society by shaping new generations that are open, responsible, and connected not only in a digital sense. The drivers of this process are the Luiss students and staff. To this end, we use responsible management methods that ensure

our people are fully supported in their development as active human beings and as citizens who promote values that translate into practices and behaviours aimed at sustainable development.

Students:overview

In the academic year 2019/2020, the Luiss student population numbered 12,488 (9,514 for Degree Courses and 2,974 for Postgraduate Courses).

For more information on the student population, see *Figures 11 - 12 - 13*.

Figure 10

People Focus

Figure 11

Total enrolled by gender

Figure 12

Enrolled by Department and University - last 5 years

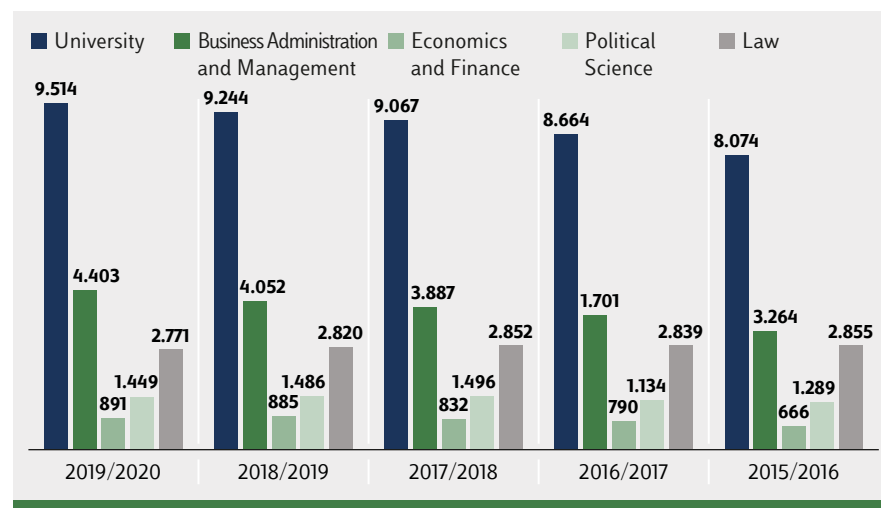
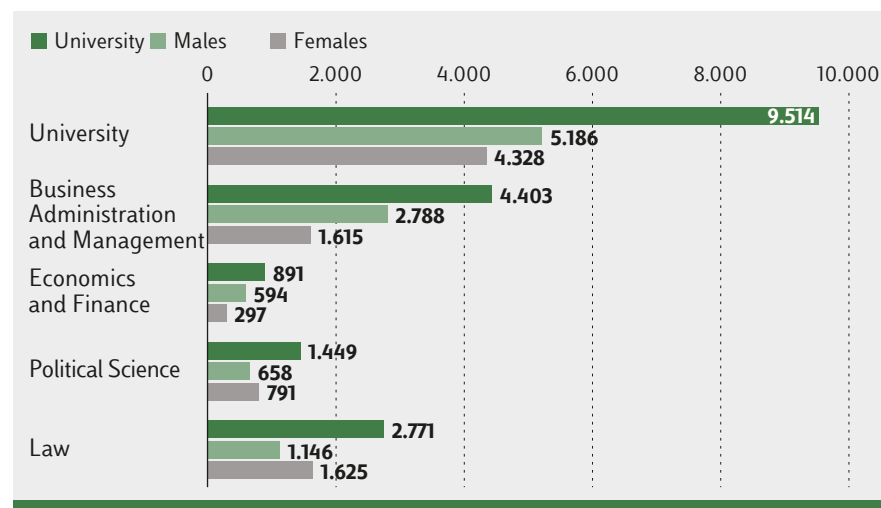
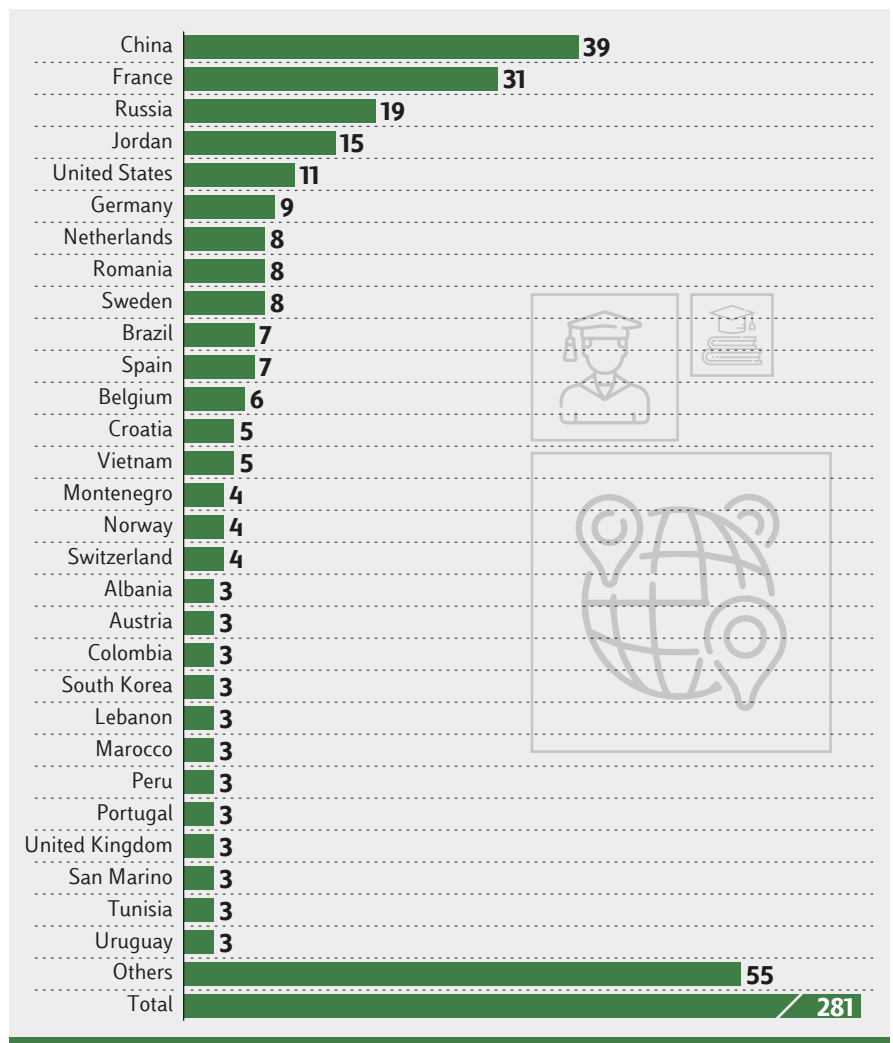


Figure 13
Country of origin details 2019/2020



Current students

Luiss adopts a responsible approach in the way it interfaces with its students, and to this end the University implements a series of actions:

- **It provides** its students with **cross-curricular** and **inter-disciplinary skills** that will help them realise their aspirations and shape a bright future through high-impact curricular experiences that promote leadership and a focus on sustainability
- **It assures the most complete learning experience possible** through various practices such as, for example, a commitment to keeping a **low student-faculty ratio (1:7)** and increasing the **number of internships and placements for graduates and undergraduates (up 22% in the last 3 years)**
- **The University provides practical support to bright, deserving students by** ensuring that, **thanks to the financial support of public and private partners**, these stu-

Incoming students

Applications for **admission to Bachelor's and Single-Cycle Degrees for the 2020/2021** academic year totalled 4,403, an increase of 20% over the last three years (3,657 in the 2018/2019 academic year).

The selection of 2020/2021 Master's students, through the evaluation of qualifications, totalled 3,925 students, an increase of 39% compared to the last three-year period (2,822 in the 2018/2019 academic year).

dents enrich the University with their participation. **The number of students receiving merit** and financial circumstance scholarships is 1,065 for the current 2020/2021 academic year **and was 649 for the** academic year 2019/2020. **60% of the** recipients of scholarships for merit are **women**. In addition, part of the scholarships are reserved for refugees, in particular those provided in cooperation with the Severino Foundation and the Kuvera/ Carpisa grant.

- **The University gives students the**

chance to grow also thanks to the numerous **opportunities to study and work abroad** made available by the University through EU programmes (Erasmus +), bilateral agreements, Double, Joint Degrees, LLM Educational Program, ICP, mobility, thesis programmes and internships abroad. The 2019/2020 academic year saw **1,099 students involved in international programmes**. Statistics show that Erasmus students have increased in the last 3 years: Luiss up 25%, Guests up 26%

The **growth path** that Luiss students experience also takes into account their **well-being**. Relevant key initiatives include those organised by the Associazione Sportiva Luiss (ASS Luiss), which was set up in 1999 with the aim of conveying, through sport, values such as socialisation, respect for rules and fair play. ASS Luiss also represents the only example of a dual career in Italy, supporting the challenge that every athlete faces during his or her professional career, making it possible to combine a sports career with an academic career and the world of work. In order to support student sportsmen and women, **43 scholarships** were provided in the academic year 2019/2020 for this category.



*The **Luiss Sport Academy** project was created with the aim of enabling student-athletes to reconcile their academic and sporting activities. This model of support for merit and commitment is implemented via the “Dual Career” path, which permits students to continue their high-level sporting activities at the same time as their academic work. The Sport Academy also provides dedicated tutors and scholarships for sporting merit. The project currently involves 44 Top Athletes, including 17 Olympians, 17 full scholarship holders and more than 350 student-athletes. By its nature, this project contributes to SDG 4.*

Outgoing students

University graduates

There were 2,821 graduates in the 2019/2020 academic year, with **89%** of them graduating **on track with course schedules**, confirming the very low number of students in supplementary course years (55% of the latter in their first year only).

Postgraduate students

A total of 2,974 students enrolled in postgraduate courses in the 2019/2020 academic year, 12% of whom had non-Italian citizenship.

PhD students

Luiss is also a centre of attraction for students wishing to continue their ac-

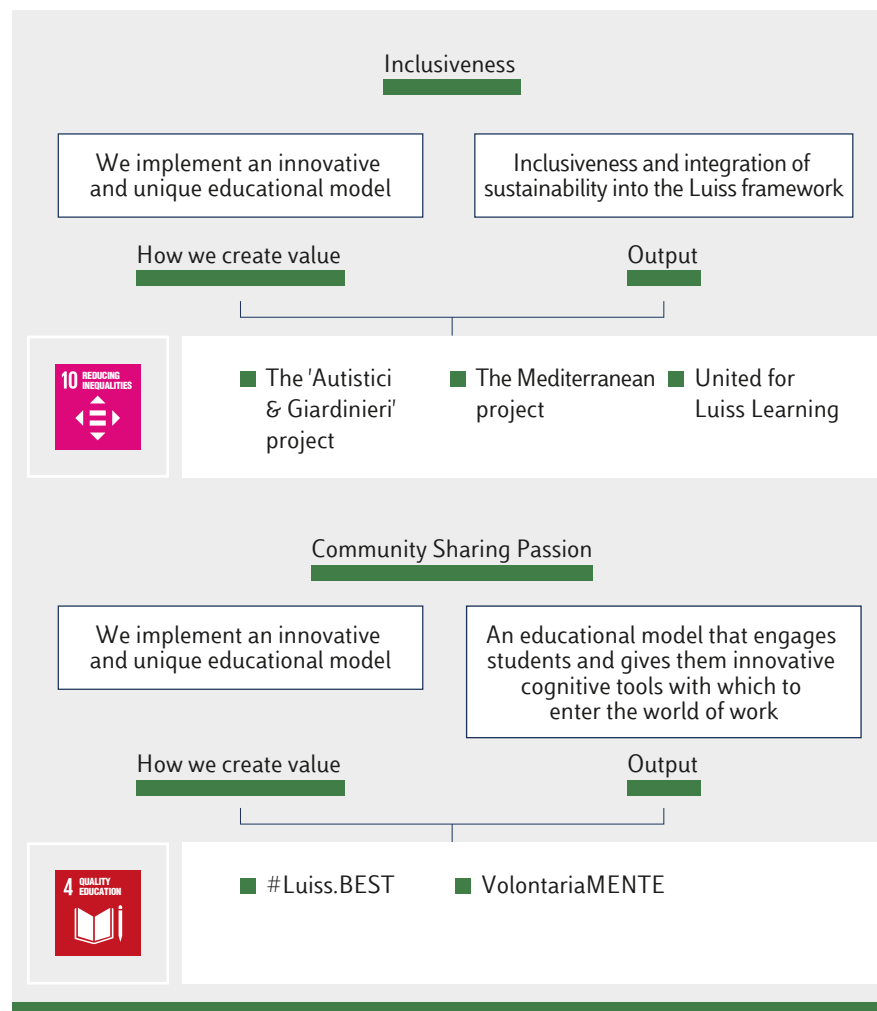
ademic career by pursuing a PhD. The last two years **have seen an increase** in both **the supply of doctoral places**, from 30 to 37, and **the demand for access** to PhD courses, from 356 applications to **732 in 2020**. Overall, **121 were enrolled in doctoral courses for the academic year 2019/2020, of which 24% from foreign universities**. Once again this year, the University is committed to **providing concrete support for its doctoral students by awarding 97 scholarships**, 16 of which are externally funded.

For more information: See appendix - Section 10 “*Initiatives for Students*”

Figure 14

Luiss Values in Action for Students

Inclusiveness, sharing, passion and a sense of community underpin the Luiss mindset; this implies enhancing and attracting any form of diversity in order to guarantee the value and richness of the University to nurture and share knowledge within the Luiss community.

**Staff**

The skills, abilities and experience of the Luiss staff, understood in this sense as the human resource capital that performs the teaching, teaching support, research, management and administration of the University, represent the asset base that enables students to experience their education as a growth experience. As of 31 December 2019, the University can count on **383 resources** hired on permanent contracts. Of these, 143 belong to the teaching staff of the **Luiss Core Faculty**² and 240 to the Staff (managerial and technical-administrative personnel). 100% of Luiss personnel are covered by collective bargaining agreements.

Teaching Faculty and Researchers

Teaching faculty, Researchers, Assistants and Lecturers are the facilitators of the educational model: they not only carry out the teaching activities but also guide and stimulate the students in their learning journey by sharing their research activities with them. As of 31/12/2020, **there are 143 members of**

the Luiss Core Faculty, 26% of whom are women.

The breakdown of the teaching faculty by gender shows that as the role increases, the number of men tends to increase, which is in line with the national trend³. Among researchers and associate professors, the gender ratio shows a higher male presence. Indeed,⁴ among researchers, men account for 61% of the total and women for 39%; among associate professors⁵, the percentages become 80% and 20% respectively; there is also a male majority among full professors (84% men and 16% women).

2 The teaching staff taken into consideration is the Core Faculty, consisting of: full professors, associate professors (including those on secondment from other universities), par. 12 non-tenured professors (on fixed-term contracts), researchers (junior and senior on fixed-term contracts), assistant professors (similar to researchers but with a collaboration contract) and lecturers (only teaching activities with a three-year collaboration contract). This report does not consider teaching staff on contract in Departments (approximately 600) and their assistants. Contract Teachers in the Schools are also not covered by this report. Luiss has decided that the Core Faculty should extend beyond the ministerial scope to include lecturers and assistant research professors. These two categories benefit from ongoing collaboration contracts and have been created in order to attract brilliant talent with an international academic profile.

3 Re-elaboration of MUR data on tenured teaching staff – level-I professors <http://ustat.miur.it/dati/didattica/italia/atenei>.

4 With respect to the Junior Researcher and Senior Researcher categories in Table 7.

5 With respect to the Associate and Seconded Associate category shown in Table 7.

Table 7
Core Faculty gender analysis

Role	F Fixed-term		F Permanent		F Total		M Fixed-term		M Permanent		M Total		Overall total	
Assistant Professor (Research)	6	50%	-	-	6	50%	6	50%	-	-	6	50%	12	8%
Associate Professor (Research)	-	-	-	-	-	-	1	100%	-	-	1	100%	1	1%
Associate	-	-	5	21%	5	21%	-	-	19	79%	19	79%	24	17%
Seconded associate	-	-	-	-	-	-	1	100%	-	-	1	100%	1	1%
Lecturer	7	70%	-	-	7	70%	3	30%	-	-	3	30%	10	7%
Tenured	-	-	11	16%	11	16%	-	-	56	84%	56	84%	67	47%
Non-tenured professor par. 12	1	10%	-	-	1	10%	9	90%	-	-	9	90%	10	7%
Junior Researcher	4	36%	-	-	4	36%	7	64%	-	-	7	64%	11	8%
Senior Researcher	3	43%	-	-	3	43%	4	57%	-	-	4	57%	7	5%
Overall total	21	15%	16	11%	37	26%	31	22%	75	52%	106	74%	143	100%

Table 8
Core Faculty age groups

Role	< 30	30-50	over 50	Overall total
Assistant Professor (Research)	0.7%	7.7%	-	8.4%
Associate Professor (Research)	-	0.7%	-	0.7%
Associate	-	12.6%	4.2%	16.8%
Seconded associate	-	0.7%	-	0.7%
Lecturer	-	5.6%	1.4%	7.0%
Tenured	-	10.5%	36.4%	46.9%
Non-tenured professor par. 12	-	1.4%	5.6%	7.0%
Junior Researcher point a)	-	7.7%	-	7.7%
Senior Researcher point b)	-	4.2%	0.7%	4.9%
Overall total	0.7%	51.0%	48.3%	100.0%

Being a university open to innovation means attracting people who can **connect Luiss to the world around it**. Luiss pursues this goal through the following actions:

- **The use of inclusive recruiting practices:** foreign lecturers joining the Luiss Core Faculty are offered a series of *welcome* services aimed at facilitating and maximising their working experience
- **The adoption of practices aimed at fostering excellence in scientific production:** 53% of newly recruited and newly promoted Faculty have a VIR (Italian ac-

ronym Valutazione Interna della Ricerca - Internal Research Assessment) score above the 75th percentile by area and role and just under 20% of researchers achieve the maximum VIR score. In the main international ranking for universities, the **QS World University Rankings**, Luiss scores highly in the **categories of citations per faculty member (70.5) and academic reputation (66.7)**.

- **The integration of sustainability issues in teaching and research activities.** In 2020, there were 167 interventions by teaching staff on issues related to sustainability and 82 publications on this topic.

For more information: See appendix - Section 11 "The Teaching Faculty"

For more information: See appendix - Section 12 "Research initiatives"

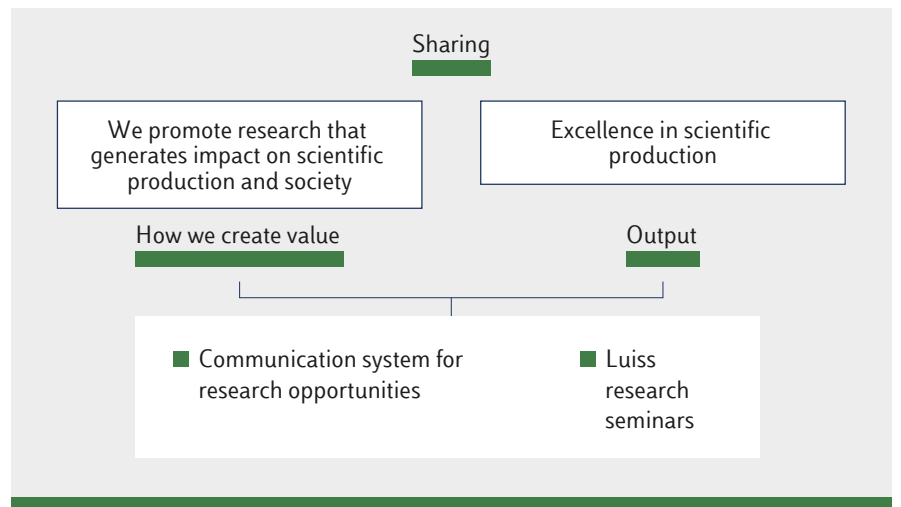
Table 9
**Geographical area of origin
Core Faculty**

Geographical area	Fixed-term	Permanent	Overall total
Extra-EU	6	1	7
Italy	39	85	124
EU	7	5	12
Overall total	52	91	143

Figure 15

Luiss Values in Action for Professors and Researchers

The sharing mindset that guides Luiss's actions also implies implementing processes aimed at making communication as extensive and effective as possible.



Staff

The driving force behind Luiss lies in the managers and technical-administrative staff who make possible not only the training offered by the University but also the actual growth experience of which the students are the beneficiaries.

At the end of 2020, there were 240 University employees, mainly from Central Italy; 158 women (66%) of whom 152 were on permanent contracts (9 part-time) and 6 on fixed-term contracts; 82 men, of whom 80 were on permanent contracts and 2 on fixed-term contracts. 44% of employees work flexible hours.

Luiss also benefits from a network of trainees and collaborators who perform the administration work pertaining to their individual offices, supplementing and supporting the team with technical and operational tasks. More than half of these collaborators were then hired after an average of 2 years working under a collaboration contract.

In managing its staff, Luiss:

- **Promotes an organisational culture that values diversity and inclusion.** 8.3% of the Staff belong to a protected category and the general composition of Staff **by contractual category⁶ presents a good gender balance** (see Table 13). The **number of women is higher than the number of men** up to the management contractual category, where women represent 23% (Table 12 shows the figures referred to the total number of employees)
- **Enhances more flexible forms of work.** The University has made available the option of smart working

⁶ The Contractual Category Classification System adopted by Luiss reflects the provisions of the Administrative Staff Collective Bargaining Agreement of 29 January 2018. The latter establishes four categories: A - employee, I - office worker, C - coordinator, Es-F - highly specialised officer, Es-Q highly specialised middle manager, Es-SQ highly specialised super middle manager, D - executives.

Origin			
Geographical Area	Permanent Contract	Fixed-term Contract	Overall total
Italy	226	7	233
EU	3	-	3
Non-EU	3	1	4
Overall total	232	8	240

Classification by age groups				
Qualification	< 30	30-50	> 50	Overall total
Office Worker and Officer	3.8%	52.9%	21.7%	78.3%
Middle Manager	-	7.1%	9.2%	16.3%
Executive	-	2.9%	2.5%	5.4%
Total	3.8%	62.9%	33.3%	100%

Qualification	F	M	Overall total
Office Worker and Officer	54%	25%	78%
Middle Manager	11%	5%	16%
Executive	1%	4%	5%
Total	66%	34%	100%

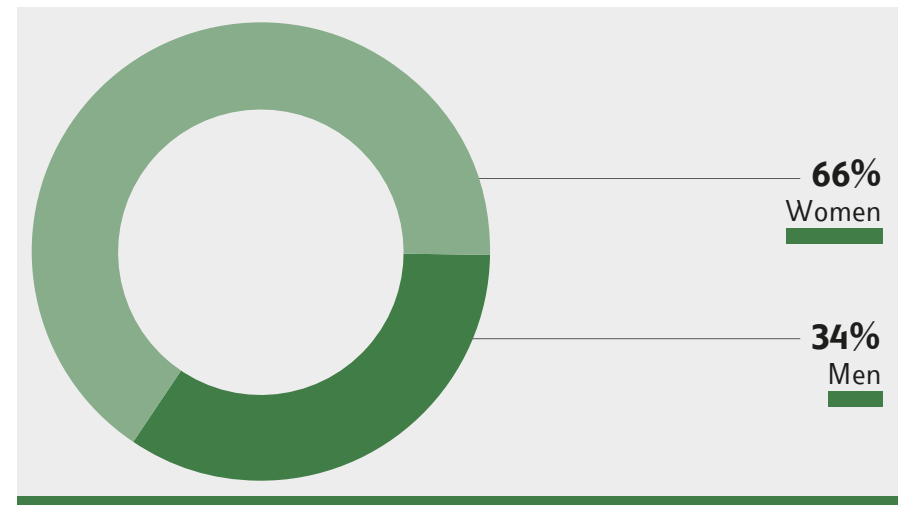


Table 10
Staff Origin

Table 11
Classification by age groups

Table 12
Staff composition by gender based on qualification

Figure 16
Staff composition by gender

- **Ensures the safety of its employees.** The occupational health and safety management system (OHSMS) comprises the following processes: compliance with technical and structural standards, risk assessment and preparation of prevention and protection measures, emergency and first aid organisational activities, health surveillance, worker information and training, supervision with reference to compliance with procedures, acquisition of documentation and certifications re-

quired by law and periodic checks on the application and effectiveness of the procedures adopted. At Luiss there is an active collaboration between the Prevention and Protection Service operators and the Occupational Physicians/Competent Doctor to improve prevention. The system is also aimed at creating an organ-

isation climate that favours workplace well-being, reducing possible disputes with trade unions and stress-related disorders. Furthermore, in compliance with the regulations issued to contain the Covid-19 epidemic emergency, Luiss has drawn up a protocol aimed at regulating access and on-site presence

Table 13
Contractual type Staff

Contractual Categories	Fixed-term Contract F	Permanent contract F	Overall F	Fixed-term Contract M	Permanent contract M	Overall M	Total
Office Worker and Officer	6	123	129	-	59	59	188
Middle Manager	-	26	26	-	13	13	39
Executive	-	3	3	2	8	10	13
Overall total	6	152	158	2	80	82	240

Table 14
Staff training hours

Average training hours provided to staff	UM	
Average hours per employee	hrs	30.15
Average hours for female employees	hrs	31.68
Average hours for male employees	hrs	30.12
Average hours of training provided to employees by category		
Average hours for Office Worker and Officer employees	hrs	32.36
Average hours for Middle Management employees	hrs	28.87
Average hours for Executive employees	hrs	20.46

• **Develops the talent of its personnel resources** through dedicated training courses (see Table 14). **The average hours of training provided during the reporting period amounted to approximately 31 per employee.** Compared to the total number of hours provided, approximately **5,000 were used by women.** Among the training courses provided, there were two on sustainability-related topics that accounted for 154 hours of training.

Each year a performance appraisal is carried out for each employee **and a technical and behavioural skills development plan is drawn up.** As at 31/12/2020, evaluation data analysed by gender show the following: out of 240 employees, 186 employ-

ees (77.5% of staff) were evaluated on the platform, of whom 120 were women (64.5% of those evaluated) and 66 were men (35.5% of those evaluated); by category, the following were evaluated: 7 emp. cat. A (3.8%), 25 emp. cat. I (13.4%), 62 emp. cat. C (33.3%), 46 emp. cat. es-F (24.7%), 17 emp. cat. es-Q (9.1%), 19 emp. cat. es-SQ (10.2%), 10 emp. cat. D (5.4%).

For more information: See appendix - Section 13 “Staff initiatives”

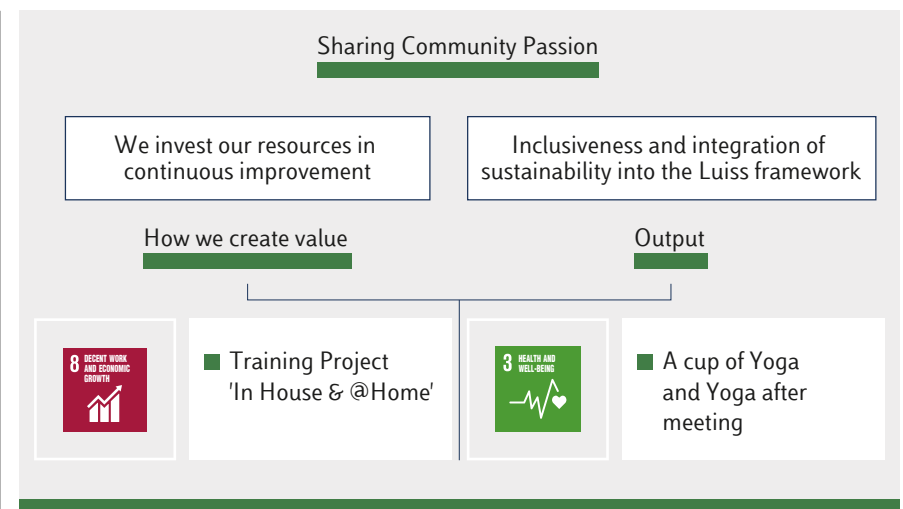
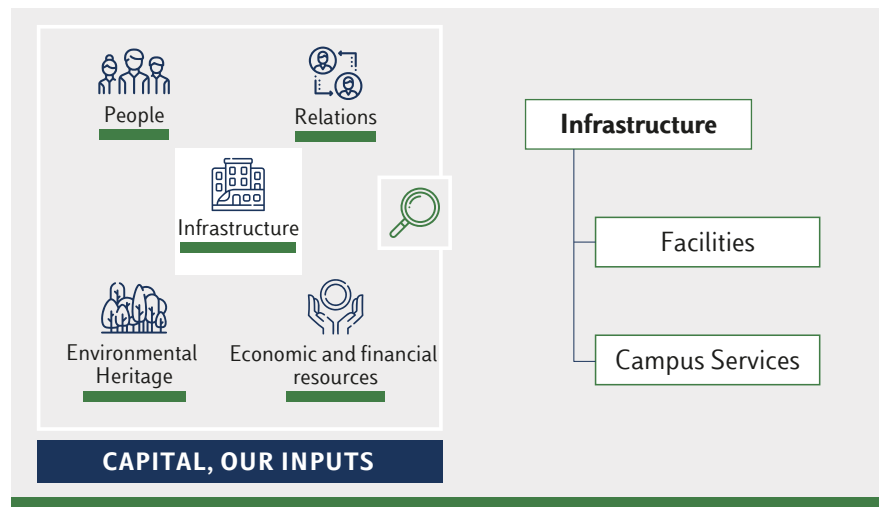


Figure 17
Luiss Values in Action for the Staff
The sharing mindset and passion that guide Luiss’s actions and the sense of community that guides the Luiss imagination also imply investing our resources in order to continuously improve by achieving inclusiveness and integrating sustainability into the Luiss fabric.

Figure 18

Focus on Infrastructure



Infrastructure

Luiss infrastructure supports all aspects of Teaching, Research and the Third Mission. It is of paramount importance to us that both physical and virtual environments promote the values that guide our actions, based on Mobility, Sharing and Passion.

Facilities

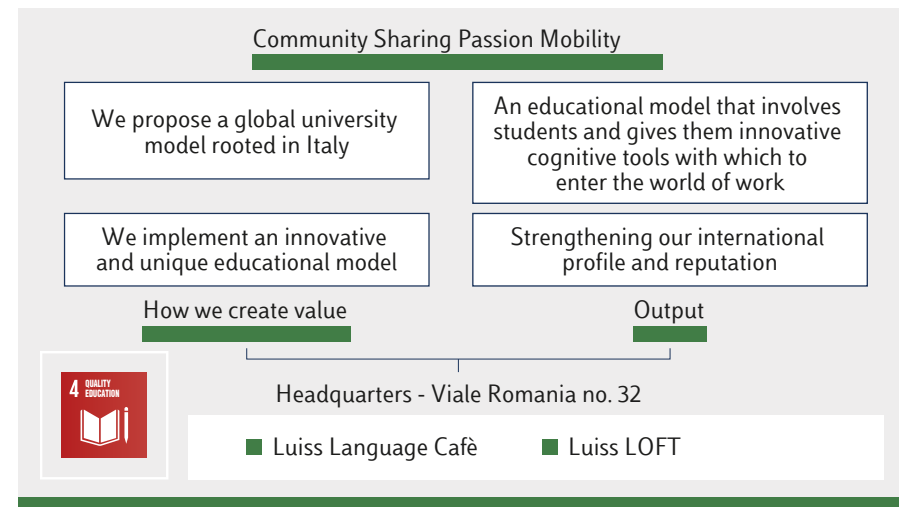
Seventeen sites, with a total of 56,497 square metres of indoor areas and 91,183 square metres of outdoor green areas, offer the space to exercise and experience the Luiss way of doing things. The spaces, designed and made 100% accessible to all, including those with motor disabilities, house

the library system, the Departments, the Schools, the cultural activities, the innovation incubators, the residences and the sports areas, all meeting places where students, staff and the community, of which Luiss is a part, interact and share the Luiss experience with passion. The Viale Pola, Viale Romania and

Figure 19

Luiss Values in Action in the Facilities

The Luiss approach, characterised by passion, sharing and mobility, together with the Luiss imagination, characterised by a sense of Community, are values that guide the creation of value in the organisation and are therefore translated into the Luiss spaces.



Villa Blanc sites are surrounded by gardens of great historical and cultural value, a setting of authentic beauty amounting to 40,418 square metres of green space, 39% of which are cultivated. The gardens are not only available to students and staff but also to the public, access to which is governed by a special regulation aimed at promoting awareness among residents of the ‘Municipio II - Roma Capitale’ district of local green areas of significant value. Holders of the “**Giardini Luiss Membership Card**” can also enjoy guided tours: in 2020 there were 371 visitors, a lower number than in previous years due to the Covid-19 emergency regulations.

For more information: See appendix - Section 14 “*Luiss spaces and offices*”

For more information: See appendix - Section 15 “*Creative spaces*”

Figure 20

Luiss Values in Action in Campus Services

Inclusivity, responsibility, sharing, passion, discontinuity and speed are among the values that guide Luiss in being, acting and imagining, and which by nature are reflected in the services that the University makes available to students.

For more information: See appendix - Section 16 “The library service”

Campus Services

For the University, living the Luiss experience has always meant **designing and creating services** that make **the University open to innovation and connected to the world around it**.

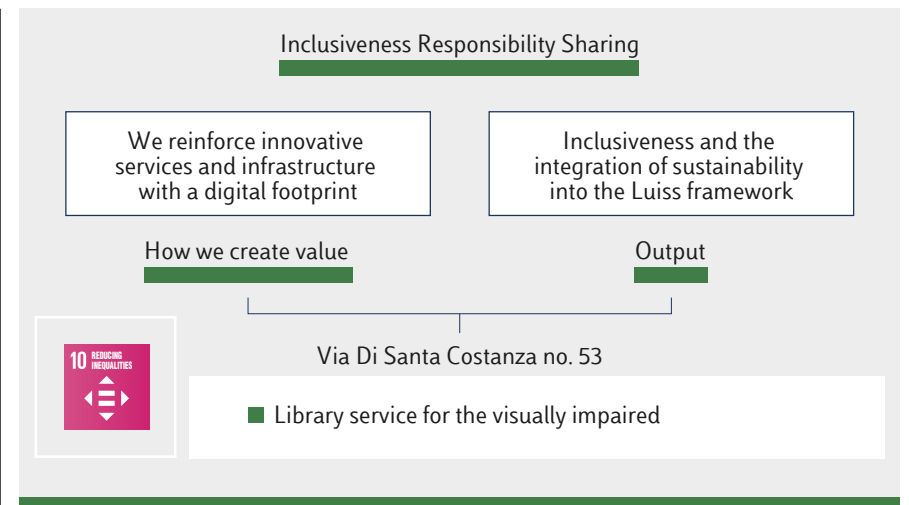
IT System

In 2020, as never before, IT provided the key tools to manage and respond to the sudden change in the way services are delivered as a result of the Covid-19 pandemic. Thanks to the prompt response of the IT team and staff, it was possible to continue the Luiss experience smoothly, even remotely: the University immediately equipped itself with Webex technology, which made it possible to conduct lectures, exams and degree sessions entirely online, ensuring full continuity of all activities.

Multiple technologies are deployed in the Luiss offices and spaces: the inter-

net is accessible via wireless network in all campuses and, thanks to adherence to the Regulations of the Italian Eduroam Federation (Education Roaming), roaming users visiting the University can use the **wireless local area network (WLAN)** using the same credentials (username and password) that they would use in their home campus. In addition, the University is equipped with 10 software packages acquired to support and facilitate Teaching, Research and Third Mission activities.

The period following the onset of the pandemic accelerated some important processes that enabled the University to go fully digital during the



second semester of the 2019-2020 academic year. In the first month of lockdown, 7,000 lectures were delivered for a total of about 17,500 hours with more than 7,500 students and 550 lecturers registering more than 57 million connections. At a World Virtual Press Roundtable, these results led Cisco to present Luiss as one of the two global best practice achievers for its ability to ensure service continuity through interactive digital platforms. The partnership with Cisco made it possible to equip 81 classrooms with innovative solutions and high-quality technological equipment.

Green Mobility

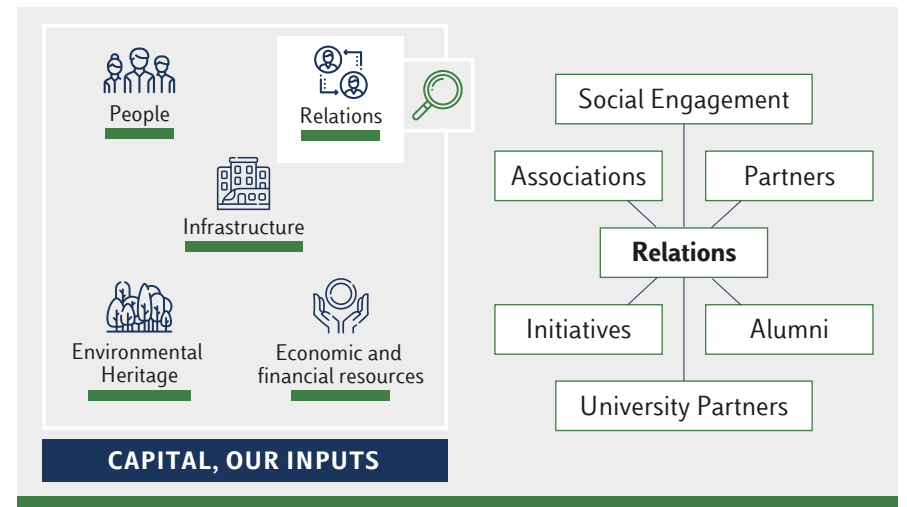
The Green Mobility service is the first university service in Europe for smart connected and shared mobility, managed by an innovative ICT multiservice

platform called B.O.M.T.S. It is designed by Electric Drive Italia and provides two types of service: E-Mobility and Smart ancillary.

As part of the E-Mobility project, four types of services are available at the university buildings in Viale Pola, Viale Romania, Via Parenzo and Villa Blanc. Through the use of dedicated Apps, they enable students, lecturers, staff and management to move around the city in a sustainable manner:

- car sharing with 12 electric vehicles and 20 charging points
- bike sharing with 10 pedal assisted electric bikes and 36 charging points

Figure 21
Focus on Relations



- 6 charging points for Luiss guests
- 8 charging points for Luiss management.

The car sharing and bike sharing fleet has been operational since July 2016. All services are managed and monitored 24 hours a day via the B.O.M.T.S. platform, which provides detailed reports on usage data from the control room.

An additional part of the connection services is the Shuttle Service, which is characterised by completely environmentally friendly shuttles that allow students, professors and staff to move between the University's sites in Rome in a sustainable and connected way. Thanks to the Luiss App management system, service users avoid queues and delays; they can check the location of the shuttles and bus stop

arrival times and book a place on the vehicles accessible to people with reduced mobility. The Shuttle Service, managed by Cilia Italia (RATP Development) in partnership with Acea Energia and Electric Drive Italia, recorded an average of 82 trips per day in 2020.

PalaLuiss

The PalaLuiss is a 5,000 square metre structure located in the Rome 'Mu-

nicipio II' district. The University acquired its shares in 2000, allocating to it many of the activities of the Luiss Sports Association. The facility comprises:

- 2 basketball/volleyball courts (one glulam frame tensile structure and one geodesic structure)
- 3 padel courts
- 5 changing rooms
- parking.

Relations

The Luiss Engagement relations and initiatives support the organisation's role in creating spaces for meeting and exchange between academia, business and society. For us, it is of paramount importance to create meaningful relationships and networks. It is part of what we do, which is guided by our values of Responsibility, Inclusiveness and Sustainability.

The associations and initiatives to which Luiss adheres together with its partners and the network of Alumni it enjoys, make the University **connected both with its territory and its stakeholders, and with the most important and relevant institutions and universities for generating innovation.**

Associations

Luiss is a member of a significant number of **associations** in which it participates in projects and committees. For Luiss, associations are an important asset in its relational capital as they support moments of exchange and interaction with several entities.

For more information: See appendix - Section 17 “*Luiss Associations*”

Initiatives

In 2020, the University was involved in several cultural and social **initiatives** promoted and self-managed by the students; these were recognised as moments of enhancement of their education and active participation in the life of the University. A number of activities promoted by associations accredited by the University or by student representatives in collegiate bodies are funded each year.

For more information: See appendix - Section 18 “*The Luiss Initiatives*”

Partners

Over the years Luiss has built up a close network of relationships with **companies** and **organisations** from many different sectors. The University is in constant contact with more than 100 partners, not only organising ad hoc events, workshops and webinars, but also integrating the best practices of companies into students’ training programmes and giving them the opportunity to take part in company events as part of their study courses. Partner companies promote teaching and research projects and fund scholarships. Representatives of the spon-

sor companies are regularly invited to events, conventions and round tables; they participate and are permanently included in the Luiss Corporate Panel, Advisory Board and scientific committees, thus favouring direct engagement.

Partner Universities

The Luiss relational base also benefits from a network of **partner universities**. From Argentina to the United States, from South Korea to China and almost all the countries of the European Union, Luiss benefits from a dense network of partner universities that provide students with the opportunity to study anywhere in the world. Luiss has signed 303 agreements with universities in 64 different countries and in 2020, in addition to the EU programmes (Erasmus+) and bilateral agreements, it offered 47 programmes including Double, Joint Degrees, LLM Educational Programme, ICP, mobility

and thesis programmes abroad. This is the asset that enables Luiss students to experience an international dimension in their development.

The University’s internationalisation process has accelerated significantly in recent years, enabling it to achieve important objectives such as: growth in its rankings, an increase in the number of foreign lecturers and students, the development of distinctly international study programmes, the strengthening of relations with the public and private sectors and the internationalisation of internal processes.

Career Service and Alumni

The Career Service provides students and graduates with solid support in building their career path and in the transition from university to the world of work by making available an innovative platform that allows companies to reach Luiss students and graduates and students to stay updated on **internship and job** offers from companies and institutions in Italy and abroad. In 2020, the University platform hosted 1,328 companies and entrepreneurs and published 2,774 job offers. In addition, the Career Service office encourages the active participation of employers in training, refresher and recruitment initiatives at the University and organises career counselling and orientation meetings during which students and graduates can acquire the tools they need to better face the job market. In particular:

- Counselling and one-to-one meetings
- Thematic seminars
- Personal branding
- Design Your Career

The Luiss Career Service organises various career guidance events and days every year: in 2020, six Career Days were organised, of which two in person – Career Day for Social Impact and BootCamp – and four in digital format – Virtual Career Day for Consulting, Virtual Investments banking days, Virtual Career Day “Youth and Work” and Legal Week Speed Interview. In addition, 137 events were organised, aimed at supporting outgoing students, including orientation webinars with professionals – sometimes Luiss Alumni – who illustrated their career path. Indeed, alumni are one of the fundamental pillars of the University’s relational capital.

Luiss boasts a network of over 46,000 Alumni around the world, representing a pool of knowledge, personal and professional relationships and opportunities to be shared in which the University remains a constant point of reference.

The Luiss Alumni Association (ALL) was founded in 1986 with the aim of representing a privileged, stable and identifying meeting point for the Alumni of the University and promotes networking opportunities, institutional and convivial meetings, including the Assembly and Reunion, workshops and webinars on current topics and events in the various national and international venues.

In every initiative, Luiss acts in line with its sustainability commitments. Indeed, on the one hand, it is committed to promoting events that have as their main theme a topic related to sustainability and the 2030 Agenda. On the other hand, it promotes the adoption of management based on sustainability values and

practices, considered from the perspective of guaranteeing gender equality, the inclusion of fragile or minority subjects and respect for the environment.

In 2020, the University continued to interact with its stakeholders by organising a total of 1,041 events and, in order to respond reactively and effectively to the Covid-19 epidemic emergency, it strengthened the existing offer of events that can be used remotely, 768 in 2020 viewed by almost 6,088 users. Of the total number of events organised during the year, 269 were related to sustainability issues, of which 233 were digital.

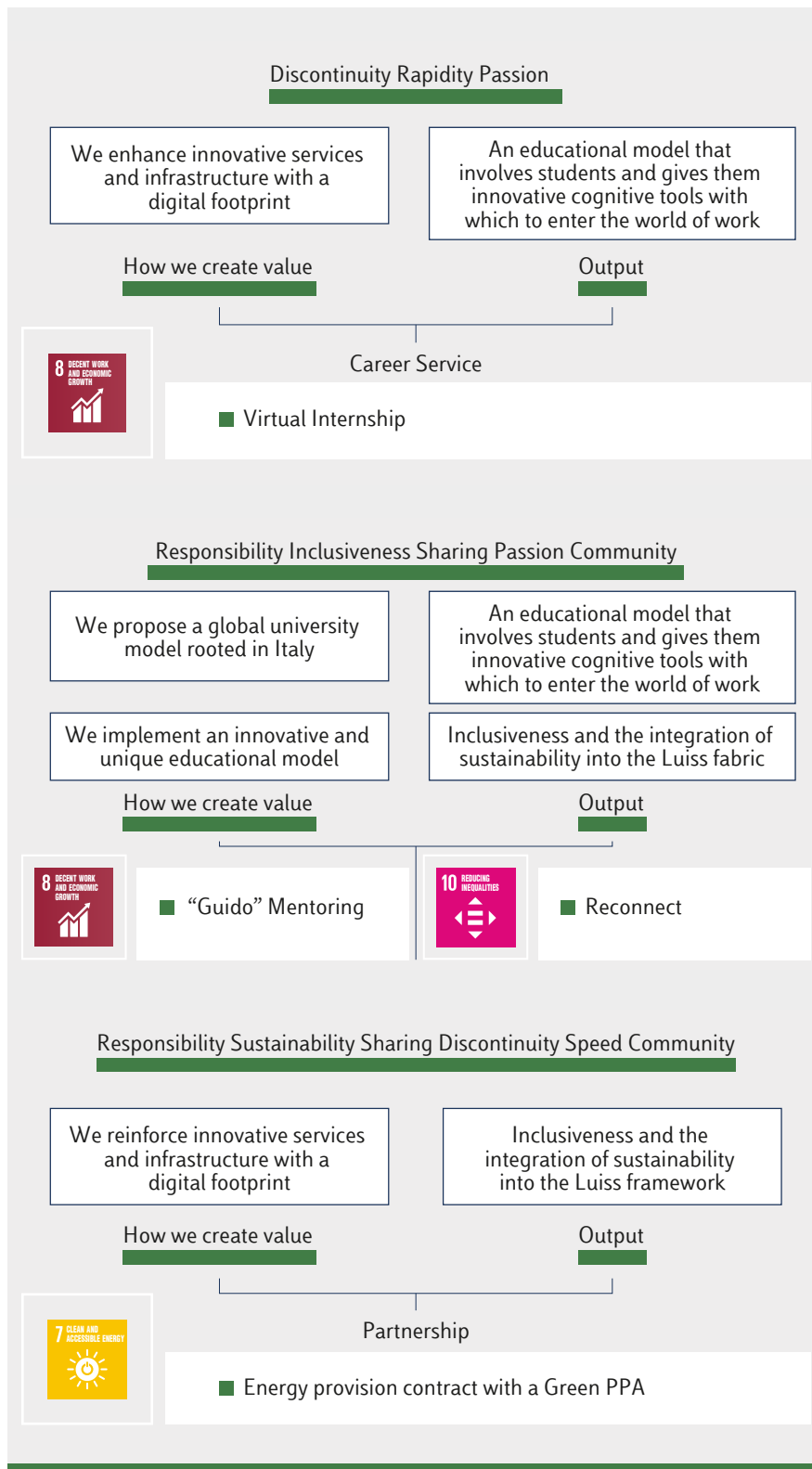


Figure 22

Luiss Values in Action in the Network

By their very nature, Luiss values are reflected in the projects and initiatives created through the network and inspire ideas for projects aimed at sharing knowledge and the responsible use of resources.

Table 15

Social Network Impressions

	Followers	Impressions
LinkedIn	87,589	2,800,000
Twitter	33,647	4,000,000
Facebook	72,539	124,000,000
Instagram	34,300	16,700,000

Environmental Heritage

Environmental heritage is recognised by the University as one of the great resources that contribute to and support the creation of Luiss value. The University therefore implements processes and activities aimed at respecting and safeguarding the environment, making its own contribution to combating climate change.

The entire area in which Luiss activities are carried out is strongly characterised by a unique natural landscape of extraordinary beauty. The 982 trees that populate the Luiss green spaces are just one example of the incredible environmental heritage of which the University and those who are part of it have become the guardians.

Luiss Social Engagement

Luiss has built several channels of dialogue with its stakeholders; social platforms are an example. The LinkedIn, Facebook, Twitter and Instagram accounts are all aimed at connecting Luiss stakeholders with the university in a direct and responsive manner; in 2020 they collected approximately 150 million impressions (see Table 15).

For more information: See appendix - Section 19 "Projects created through the Luiss network"

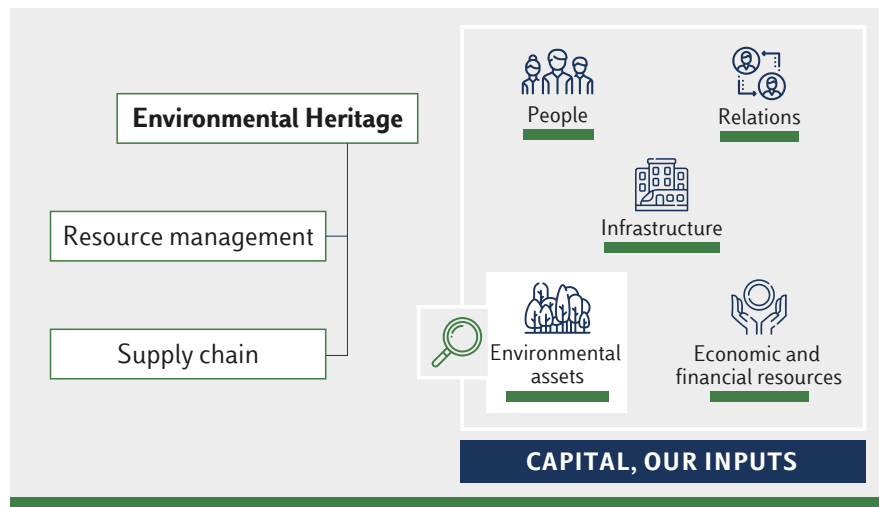


Figure 23

Focus on Environmental Heritage

Table 16

Supply of Natural Gas

Supply of Natural Gas	
Total consumption	140,870 (Scm)

Management of natural resources

For Luiss, being custodians of this natural wealth and spokespersons for a **responsible and sustainable** way of life means understanding, monitoring and managing the impact that its activities have on the environment. This has meant making sustainability one of the hallmarks of Luiss’s work, including in the management of its offices. The Viale Romania campus has for some time now been awarded LEED Existing Building status, the voluntary sustainability protocol that focuses on the performance and management of existing buildings, and one of the world’s most prestigious environmental quality certifications. In fact, Luiss has adopted internal measures to use renewable energies and to monitor its own consumption according to increasingly sustainable solutions (see *Table 17*): 100% of

the electricity used on the campuses comes from renewable sources and, with the aim of further reducing electricity consumption, relamping activities have been carried out to convert 70% of lighting to LED technology. Energy efficiency measures were initiated in 2020, however the measurement of their positive impact could not be significantly detected due to reduced consumption caused by the total or partial Covid-19 pandemic closures.

Since 2019, Luiss has added a fundamental element to the path of sustainability, with a commitment that has involved and continues to involve the entire university community, students, academics and administrators, to raise awareness about respecting the environment, reducing the use of plastics in the University and promoting greater awareness in the new generations.

Starting with the free distribution of 10,000 Luiss-branded water bottles to students to discourage the purchase of plastic bottles, the University is committed to promoting a plastic-free culture on a daily basis and has also installed water distribution columns and water houses in partnership with Acea (the Rome energy utility). The

on-site vending machines only dispense products with disposable paper-based and compostable packaging. Although this policy had been extended to the canteen, regulations issued to contain the Covid-19 epidemic forced the University canteen to use and sell plastic material (1,300 units in 2020). However, 300 waste-recycling devices have been installed, enabling Luiss to manage the waste produced in a sustainable manner.

Table 17
**Energy consumed in
 the Luiss buildings**

Table 18
Electricity consumption

Office	kWh
Via Antelao 14 - Rome (RM), 00141	20,874
Via di Santa Costanza 53 - Rome (RM), 00198	284,311
Via di Villa Emiliani 14 - Rome (RM), 00197	48,257
Via Giulio Alberoni 10 - Rome (RM), 00198	71,449
Via Lisbona 7 - Rome (RM), 00198	624,837
Via Nomentana 216 - Rome (RM), 00185	1,009,322
Via Parenzo 11 - Rome (RM), 00198	490,752
Via Pola 12 - Rome (RM), 00198	1,010,491
Via Romania 32 - Rome (RM), 00197	1,861,206
Via Tommaso Salvini 2 - Rome (RM), 00197	39,080
Viale Gorizia 17A - Rome (RM), 00198	46,893
Viale Gottardo 143 - Rome (RM), 00141	3,805
Total	5,511,277

Rome offices	kWh
Total electricity consumption	5,511,277
of which attributable to heating	765,305
of which attributable to air conditioning	921,645

Supply chain

Through the activities and processes it promotes to safeguard environmental heritage, the University plays its role in raising awareness by transferring the Luiss approach, characterised by respect and environmental protection, to its stakeholders. The latter actively contribute to the protection of the environmental heritage by defining their choices and actions in a manner that provides a tangible impact for the creation of a more sustainable world.

The University applies a specific Procurement Protocol, whereby the relevant office completes the Purchase Requisition (PR) online, entering all the data indicated in the WAP dashboard. The PR, in addition to indicating in detail the characteristics of the work, item or service, must specify the relevant quality standards, regulatory compliance, delivery date, as well as an indication of a possible supplier to contact and, for technical purchases, also the technical purchase specifications. The PR, approved by the Head of the relevant office, is then electronically forwarded to the Procurement office, observing technical delivery times and in any case within 10 days of the scheduled delivery/ performance date.

Luiss has prepared and implemented a sustainable procurement policy, the Luiss Green Procurement Policy, which will be integrated into the University's IT dashboard in 2021. The Policy is modelled on the highest relevant international standards (ISO 14001:2015 and ISO 20400:2017) and Luiss, although not obliged to apply it, is in perfect alignment with the principles expressed in the official definition of GPP (Green Public Procurement or Sustainable Procurement of Public Ad-

ministration) referenced by the European Commission: "**GPP is the approach whereby Public Administrations integrate environmental criteria into all phases of the purchasing process, encouraging the diffusion of environmental technologies and the development of environmentally sound products, through research and the choice of results and solutions that have the least possible impact on the environment throughout the entire life cycle**". Through its sustainable procure-

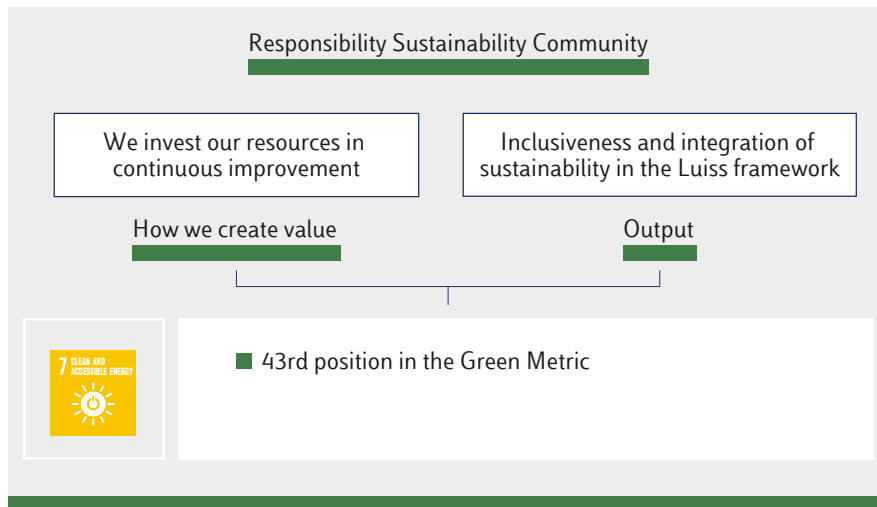


Figure 24

Luiss Values in Action for the Environment

Our values guide us in managing the natural resources we use on a daily basis in order to create value.

Our responsible approach has enabled us to climb one of the top global rankings in terms of sustainability in universities. In 2020, Luiss entered the global ranking of the Top 50 most sustainable universities in the World University GreenMetric.

The University was confirmed second worldwide and first among the Italians in the “Energy and Climate Change” category. The 2020 edition was contested by 922 universities from all over the world and Luiss is among the best – together with the University of Bologna, the University of Turin, the Polytechnic University of Turin and the University of L’Aquila – reaching 43rd place in the overall ranking (it was 107th in 2019) and 5th place among Italian universities (7th in 2019), making a leap forward of over 1,000 points compared to last year.

ment policy, Luiss is first and foremost committed to reducing the purchase of new goods as much as possible, limiting it to cases of proven need, and suggesting the use of all equipment until the end of the product’s life, avoiding stocks and preferring, where possible, forms of rental and sharing. Thanks to the coordination of the Purchasing department, many purchases are centralised to ensure a broad view of the University’s needs and maximise the value of experience and expertise. In this way, in addition to the economic benefits, it is possible to minimise any form of waste while continuing to ensure the quality of the products and services purchased.

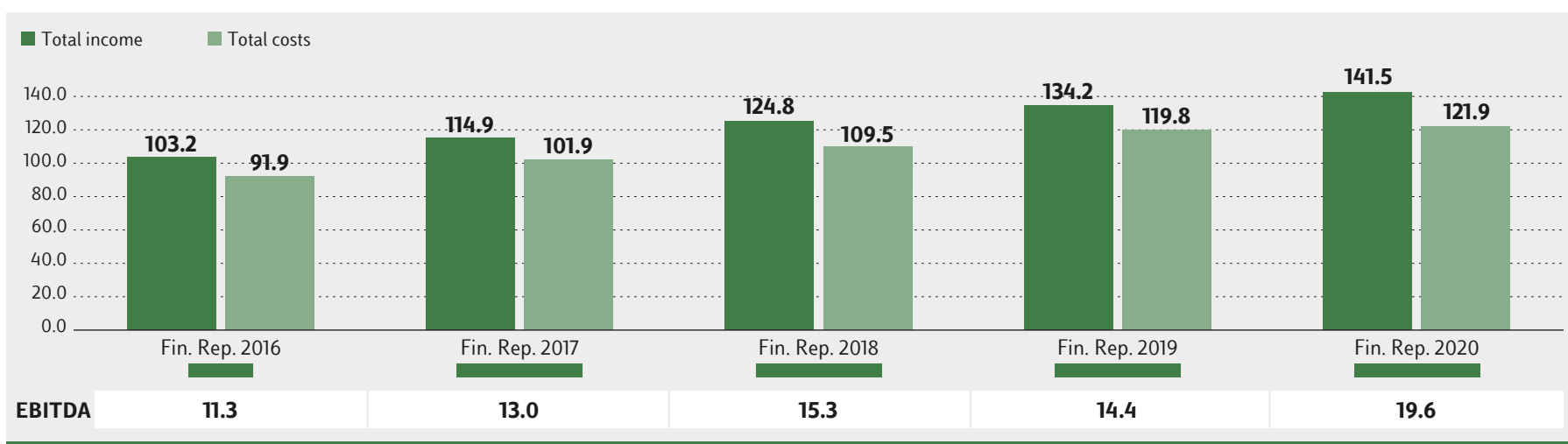
New Luiss suppliers are thus scrutinised through the Luiss Green Procurement Policy and 21% of major⁷ suppliers do in fact adopt policies to protect the environment. By contrast, if we look at the suppliers with whom the University concluded contracts in 2020, 3% are green suppliers.

⁷ Major suppliers are those with whom the organisation has a contract of €135,000 or more.

Income statement	2020 Fin. Rep.	% of total revenues	2019 Fin. Rep.	% of total revenues	% Change 2020 vs 2019 fin. rep.
A) Operating income	141,558,012	-	134,208,791	-	5.5%
I. Own income	128,748,536	-	123,431,574	-	4.3%
II. Contributions	8,401,711	-	9,096,112	-	(7.6%)
V. Other income and revenues	4,407,765	-	1,681,105	-	162.2%
B) Operating costs net of amortisation, depreciation and write-downs	(121,938,633)	86.1%	(119,810,472)	89.3%	1.8%
VIII. Personnel costs	(59,784,644)	42.2%	(57,244,885)	42.7%	4.4%
IX. Current operational costs	(56,546,972)	39.9%	(56,691,113)	42.2%	(0.3%)
XI. Provisions for risks and charges	(1,100,623)	0.8%	(856,531)	0.7%	28.5%
XII. Other operating charges	(4,506,394)	3.2%	(5,017,943)	3.7%	(10.2%)
EBITDA	19,619,379	13.9%	14,398,319	10.7%	36.3%
X. Amortisation, depreciation and write-downs	(10,105,798)	-	(9,109,916)	-	10.9%
EBIT	9,513,581	-	5,288,403	-	-
C) Financial income and expenses	121,724	-	462,414	-	-
D) Value adjustments to financial assets	(26,127)	-	(49,350)	-	-
E) Extraordinary income and expenses	103,693	-	753,796	-	-
F) Income taxes for the reporting period	(1,762,391)	-	(1,596,607)	-	-
Net profit for the year	7,950,480		4,858,656		

Table 19
Income Statement

Figure 25
Income, Costs, EBITDA



Economic and Financial Resources

Our economic and financial resources give us the possibility to invest in capital and to continuously improve in order to build the future we want.

Analysis of financial reports 2020 vs 2019

The profit of the 2020 financial statements is approximately 8 million euros, with a ratio of EBITDA to revenues of 13.9% (10.7% in 2019). On the revenue side, an increase of 5.5% was recorded, reflecting the constant positive trend of contributions from undergraduate and postgraduate students. The 1.8% increase in operat-

ing costs, net of amortisation, depreciation and write-downs, is related to the pursuit of the objectives of innovation in teaching, enhancing international attractiveness, strengthening

brand identity and reputation, as well as the extraordinary measures implemented to deal with the health emergency; on the other hand, the situation generated by the Covid-19 crisis led to a reduction in certain cost items due to the impossibility of performing certain activities in person, such as events and travel. For the trend of income and costs over the last 5 years, see Figure 25.

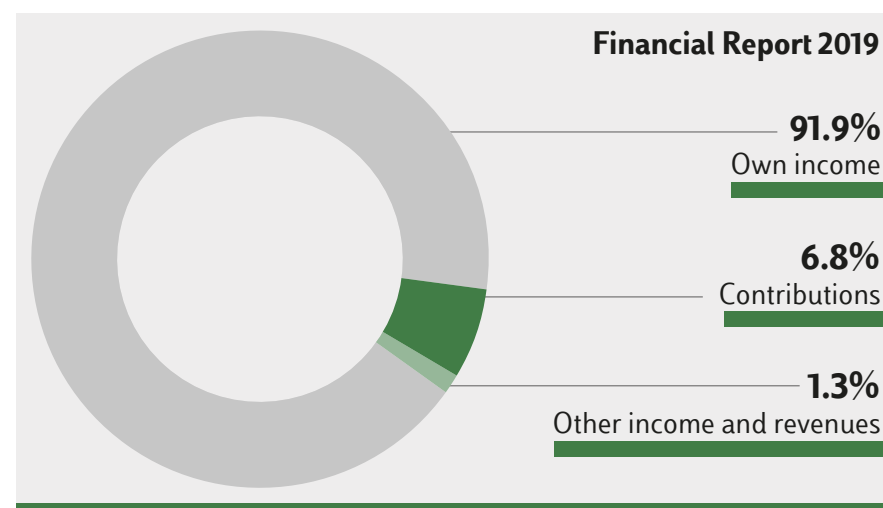
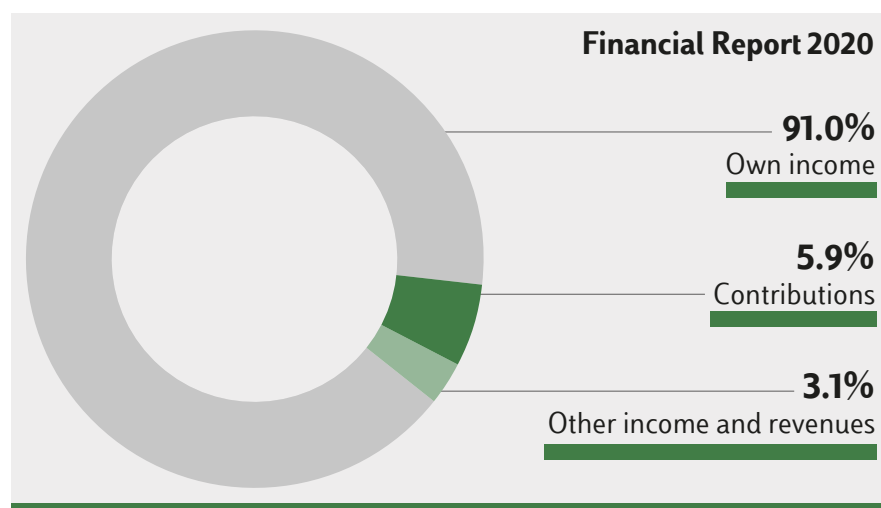


Figure 26
Composition of income

Looking in detail at the composition of revenues in the 2020 financial report, we note that 91.0% is represented by own income, 5.9% by contributions (private and public) and 3.1% by other income and revenues. The increase in revenues from students is due both to the increase in the one-off fee for Bachelor's, Master's and Single-Cycle Degrees and to the higher number of students enrolled in Degree Courses, which rose from 9,244 in the 2018/2019 academic year to 9,514 in the 2019/2020 academic year and 9,661 in the 2020/2021 academic year (figures updated to March 2021). The increase mainly concerns the Department of Business and Management, which has seen an increase in enrolments compared to the planned number. New curriculum offerings include the inter-departmental Master's Degree Course in Global Management and Politics in the academic year 2019/2020 and the Master's Degree Course in Law, Digital

Innovation and Sustainability in the academic year 2020/2021. Finally, the educational offering of the Department of Political Science has also been redefined for the Master's degree courses in the academic year 2020/2021: the International Relations course has been converted into English and the Government and Politics course has been split into Government Administration and Politics and Policies and Governance in Europe.

On the cost side, there was a slight increase in operating costs in terms of personnel costs as well as provisions for risks, amortisation, depreciation and write-downs. The increase can be attributed to the investment policies

needed to support the following activities:

- upgrading of the technological infrastructure, with the implementation of a distance learning platform to manage online lessons and exams
- strengthening of the Faculty by recruiting internal and external teaching staff and introducing new figures such as the Programme Manager and Teaching Area Leader
- consolidation of the international profile through strategic partnerships and attraction of the best resources
- strengthening of brand identity and reputation by defining a targeted communication strategy

Other types of expenses included in current operations costs and other operating charges decreased compared to 2019 as a result of various governmental provisions that, from March

2020, placed total or partial limits on the activities in attendance, generating both lower costs and a reallocation of expenses. In particular, the decrease concerned the expenses for events, travel, purchase and printing of materials and the operating costs of the offices. With fewer space management services, weekly sanitisation costs were incurred and Personal Protective Equipment was purchased. A detailed breakdown of operating costs (including amortisation, depreciation and write-downs) shows that 45.3% is represented by personnel costs, 42.8% by current operational costs, 7.7% by amortisation, depreciation, and write-downs, 0.8% by provisions for risks and charges and 3.4% by other operating charges.

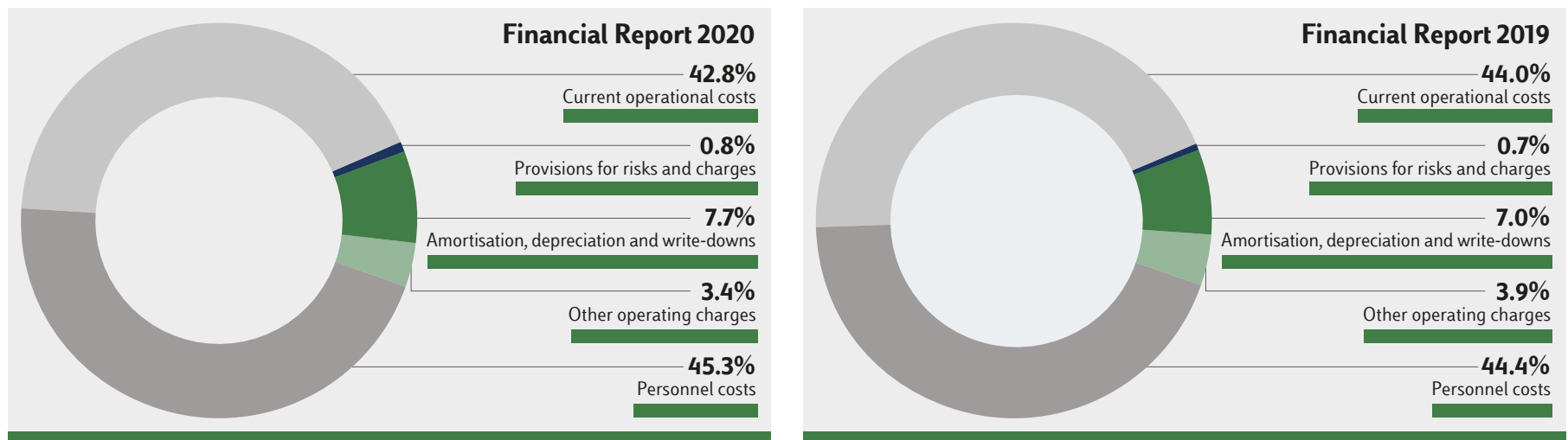


Figure 27

Composition of costs

Table 20

Balance Sheet
Balance Sheet

The net profit for the 2020 reporting period of approximately 8 million euros was allocated to the reserves, bringing the value of equity to over 112 million euros.

Among the asset items, there was an increase in both fixed and current assets with particular reference to cash and cash equivalents for the disbursement of the second tranche of the loan by the European Investment Bank, with a consequent increase in payables to banks and, consequently, liabilities. Financial fixed assets include the value of equity investments in six subsidiaries, of which four are for 100%, one 98% and one for 80% of equity.

Description	2020 Financial Report	2019 Financial Report
a) Fixed assets	115,768,119	113,303,238
I) Intangible fixed assets	16,747,632	16,669,801
II) Tangible fixed assets	41,553,012	42,699,541
III) Financial fixed assets	57,467,475	53,933,896
b) Current Assets	146,386,002	110,709,132
II) Receivables	20,410,976	17,132,418
III) Financial assets	35,093,372	32,717,528
IV) Cash and cash equivalents	90,881,654	60,859,186
c) Accrued income and prepaid expenses	4,717,689	5,016,366
d) Accruals for projects and research in progress	2,121,289	2,390,607
Total assets	268,993,099	231,419,343
A) Total equity	112,307,510	104,357,030
I) University endowment fund	33,500,000	33,500,000
III) Unencumbered assets	78,807,510	70,857,030
b) Provisions for risks and charges	7,354,705	8,268,221
c) Employee severance indemnity	1,380,471	1,489,740
d) Payables	128,543,620	101,434,017
e) Accrued expenses, deferred income and investment contributions	16,340,345	13,600,656
f) Deferred income for projects and research in progress	3,066,448	2,269,679
Total liabilities	268,993,099	231,419,343



Taymour Elmasry - Scienze Politiche, Volunteer worker in the Susan G. Komen non-profit organisation



4

THE IMPACT GENERATED



- the university about us
- the capital, our resources and relationships
- the impact generated
- methodological note
- GRI content index
- appendix
- independent auditors' report

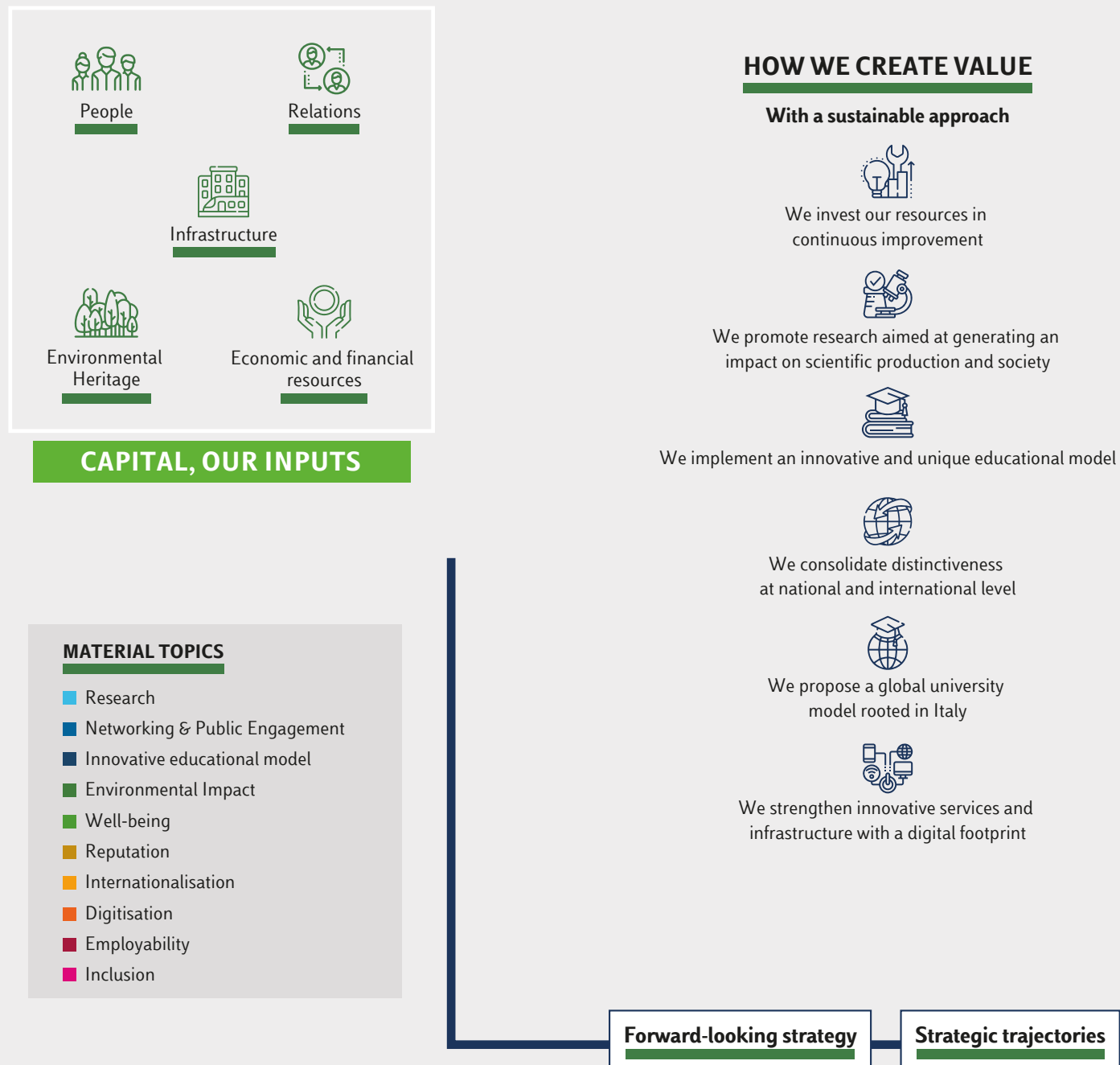
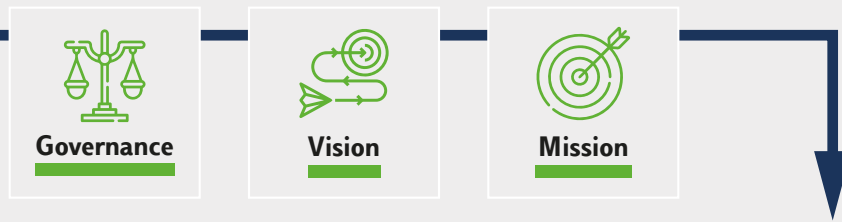


Figure 28

Value creation model: focus on outcomes



OUTPUT



An educational model that involves students and gives them innovative cognitive tools with which to enter the world of work



Excellence in scientific production



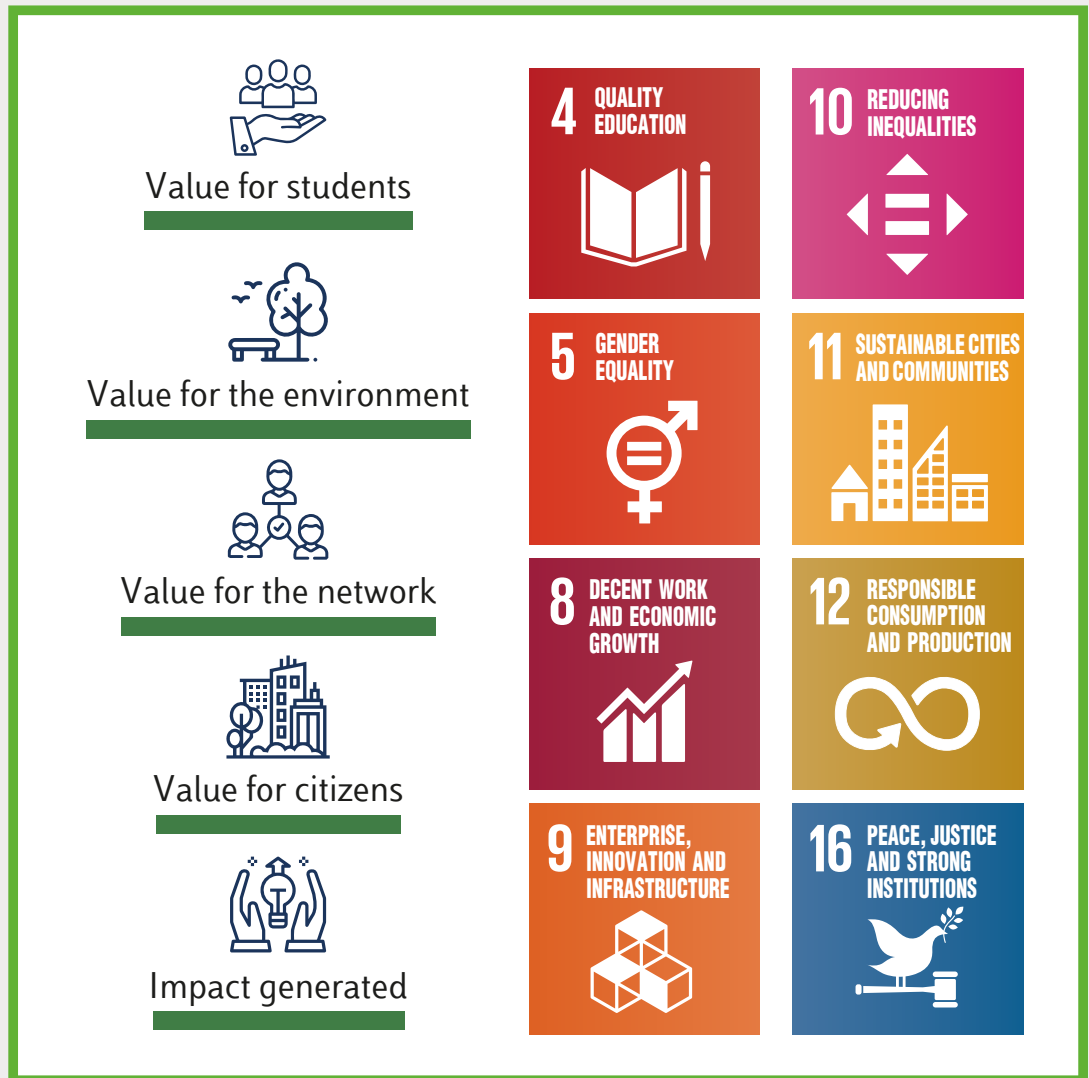
Strengthening the international profile and reputation



Inclusiveness and integration of sustainability into the Luiss framework



Economic and financial sustainability to continue investing for the future of Luiss



OUTCOME

The previous chapters have analysed the capital, resources and relationships through which Luiss develops its activities, generating value for People, Community and Country.

This last chapter, in line with GRI Disclosure 413-1, concludes the analysis of the University's value creation chain by identifying and enhancing, through the impact assessment process, the outcomes, i.e. the effects produced by Luiss actions. Assessing impact means understanding how the resources invested in the university model have produced results capable of generating positive and significant changes for the community and the territory. Although the University contributes in its value creation process to a wider range of SDGs (see *Figure 28*), the following analysis will illustrate the goals to which the Luiss impact is linked.

In this chapter, you will find: The value for students – The value for citizens – The value for the network – The value for the environment – The impact generated by Luiss



The value for students

The University's actions generate multiple **effects, including intangible effects, for its stakeholders and for the community**, which must be considered and their value assessed in order to fully understand the value of the University itself. **Professional training represents one of the main areas in which the benefits of the Luiss educational model are manifested for its key stakeholder: the student.**

One of the University's most ambitious goals is to mould leaders and professionals capable of making their own contribution to the economic and social contexts in which they find themselves, making them bearers of common values that translate into practices and behaviours aimed at creating sustainable development. This commitment is expressed concretely in all the University's actions, being its purpose and mission.

The innovative, transversal and multidisciplinary educational model is developed to turn young students into professionals ready to face the challenges of the ever-changing labour market. The new professions and new market areas are no longer the future but our present. Training, therefore, must keep pace and anticipate it wherever possible. Knowledge and teaching are combined with skills and attitudes, those that guide young people to know how to be as well as how to do, in whatever context they are called upon to act.

Starting from this awareness, contexts

in which the University generates value are identified. They are defined as impact areas, which are not exhaustive of all the effects produced by training courses, but are probably the most representative: **Employability level and Interdisciplinary Footprint**. These two aspects, albeit from different perspectives, highlight the response that Luiss students obtain from the labour market, thus representing a first litmus test to understand whether the objectives set by the University have been achieved.

Discussing Employability means considering the benefit that Luiss graduates have in terms of increased em-

ployment opportunities thanks to the training and network built by the University. In order to measure this effect, it is worth assessing whether and to what extent Luiss graduates are more employed than the national average, especially in the first year after graduation, the time span in which the link between university and job placement is most evident.

This effect, technically referred to as outcome and measured quantitatively, considering the survey year 2020, has a value of 48.4%. This means that, **one year after graduation, the percentage of Luiss graduates more than the national average who manage to get a paid job is 48.4%**. This figure provides additional information with respect to the employment rate, since it makes it possible to compare the effectiveness of the university course by highlighting how positively the market receives young people trained at the Universi-

€33.7 million

Impact generated in terms of graduate employability

ty by offering more stable employment positions. This figure does not take into account experiences such as internships or vocational activities.

Using the average salary received by Luiss graduates over the same period as a monetary proxy, we can infer that the monetary value associated with this effect **amounts to €33.7 million. This economic benefit confirms Luiss's ability to promote the employment of its students by contributing to SDG 8, which refers to the set of actions aimed at fostering lasting, inclusive and sustainable economic**

growth, full and productive employment and decent work for all.

Broadening the scope of the analysis, it is possible to consider the level of employability of postgraduate graduates, although, in the absence of similar data on a national basis, it is not possible to develop a comparative analysis. The evaluation shows that the economic value of the impact of graduate employability is €1.6 million.

As with Employability, **the Interdisciplinary Fingerprint assesses students' readiness for the needs and expectations of the labour market, focusing in this case on the transversal competences, commonly referred to as soft skills**, that they have acquired. Indeed, various surveys and studies show that in a dynamic and constantly changing labour market, it is necessary to train young people with versatile skills that can be adapted to different contexts and scenarios⁸.

For this reason, through this impact area, we intend to assess how ready Luiss students are to respond to these needs and to what extent they have acquired, also thanks to the transversal and multidisciplinary training, the main soft skills required by the labour market.

As in the case of Employability, it is the external context that provides feedback and assesses the effectiveness of the learning experience. These skills are assessed by the host companies of Luiss undergraduates during their internship: through their own feedback, or-

⁸ Study "Trends 2019": "Knowledge, skills and attitudes: Companies in search of soft skills" (Wired-Adesso).

ganisations assess the level of preparation of the students and above all their flexibility and the presence of transversal skills.

According to a study carried out by the Adecco Group, the soft skills being assessed are those considered to be the most in demand on the labour market: Knowledge of English, Quality orientation, Team working, Problem solving and analysis, Self-control, Customer orientation. Through the evaluation of the individual student's placement, the partner companies score each soft skill, allowing them to understand their level of satisfaction with the students' performance.

Also for the identification of the monetary proxy, the Adecco study is considered as a reference, in which the percentage incidence on the value of the worker's gross annual salary is indicated for each relevant skill. This value thus enables an economic value to be attached to each soft skill.

Considering, therefore, jointly the evaluations expressed by the organisations and the economic value associated with this level of readiness, the impact generated by interdisciplinary training was assessed. It **shows how the possession of these skills enables students not only to have a greater chance of employment (as shown by Employability) but also the possibility of higher remuneration for possessing them. The impact generated by interdisciplinary training is €31.5 million.**

The cross-sectoral training offered by Luiss has over time encouraged the development of a further skill in addition to those already analysed: **self-entrepreneurship**, i.e. the ability to manage and independently organise business resources and processes. This effect was also measured on the basis of the experience young people put into practice in developing their own entrepreneurial activities and through the identification of a monetary proxy that was representative of the ability of Luiss graduates to generate positive value through their business. The positive change in turnover generated in the 2019-2020 period, by startups incubated in LVenture, whose founders are Luiss Alumni, was therefore taken into consideration. The value of self-entrepreneurship is **€7.4 million.**

Overall, therefore, we can say that the impact generated for students, translated into increased readiness for the labour market, is €72.6 million.

€31.5 million

Impact generated by interdisciplinary learning

€7.4 million

Impact generated by self-entrepreneurship

€72.6 million

Overall impact generated for students



The value for citizens

The Luiss cultural mission does not stop at professional training but aims to train young citizens and future responsible leaders, i.e. individuals capable of providing courageous responses to social, civic and economic needs and challenges. For this reason, the University promotes a series of activ-

ities aimed at raising awareness, educating and promoting lifestyles oriented towards the common good, sustainability and shared planning, through which students can acquire the awareness of being an active part of a community and experience this participation with responsibility.

The actions implemented actively involve not only the students but also the entire university community, making the University, in its spaces and through its people, a laboratory of active citizenship, sustainable lifestyles, solidarity and responsibility. Luiss therefore plays a proactive role in its own context, generating benefits for people and citizens.

On the basis of the redevelopment of common spaces and the opening to the public of places that are symbolic of the history of the city of Rome, it is possible to estimate the economic benefit generated for citizens at **€770,500**. This effect is due to:

- the redevelopment and management of the historic buildings in the city where the University is located, which would otherwise have been borne by the public administration, resulting in a cost saving for the latter of €228,000
- the benefit for organisations that have free access to Luiss facilities for guided tours. In fact, about 20 visits involving more than 500 participants took place in 2020. Some were led by the students on a vol-

untary basis and others were run by cultural associations in the city dedicated to the protection of common assets and the enhancement of the University's green spaces offered to the community. In this sense, the value of the Luiss commitment for its city amounts to €540,000.

To these effects should be added those generated by projects such as VolontariaMENTE or Autistici e Giardinieri, during which volunteers from the University devoted their time to activities involving categories of people at risk of social exclusion. Evaluating this effect means considering the value of the time dedicated and donated by students and employees for the benefit of the community and the above-mentioned groups at risk of exclusion who would have otherwise required assistance and social services. The value of donated time, therefore,

€770,500

Benefit generated for citizens

€542,000

Cost savings for assistance services

€1.3 million

Overall benefit for the urban community

is not only a social benefit, as it allows for greater integration and activation of participants, but also an economic benefit, as it saves money on assistance services. The estimated **value of these savings is €542,000, which corresponds to the assistance costs saved by the dedicated volunteer hours.**

Considering therefore the various effects, **the overall benefit generated by Luiss thanks to its spaces and activities for the city community amounts to €1.3 million.**



The value for the network

The set of positive changes described are made possible in the first instance by the connections and the system of relations that the university is able to generate. The stakeholder network is an opportunity for all those involved to exchange, collaborate and pass on knowledge, skills and resources. This intangible but real value is defined as relational capital, indicating precisely the benefit that each individual or organisation belonging to a network of relations can obtain from participating in this ecosystem. This benefit is all the more important the more articulated and connected the network is and the more intense the relationships between the individuals and organisations that are part of it.

The value of relational capital is the effect that has been considered in the impact area defined as Networking, in order to capture the benefit that all the subjects and organisations with which the University establishes relations derive from belonging to the University network.

With all its actions, Luiss builds con-

nections and partnerships to develop the activities of the three missions. It does so for its teaching activities, for example through collaboration with public and private organisations for the development of academic courses, funding for professorships or developing internship opportunities for its students.

It does so for research, by building networks and collaborations with other universities and players in the scientific community. It does so for the community, interacting with institutions and third sector organisations that it involves in projects for the territory. These are just a few examples to show how networking is a cross-

sectional factor and necessary to the activities of the University and to the achievement of its objectives, generating an advantage that is not only internal to the University but also beneficial to those involved, who benefit from resources, skills and knowledge that they would probably not otherwise have had.

The study of these aspects is the main focus of a discipline called Social Network Analysis, which provides both a graphical representation of an organisation's network and, above all, a set of quantitative indicators that enable us to understand what type of links exist between the actors in a network, what is the power of influence or connection of each and if any strategic nodes exist between them. In this sense, therefore, the value of this effect, even more than the others, is not only determined by the measure of the indicator obtained but also by the critical and strategic reading of the data and the graph. This enables us to understand whether and to what extent the University plays a central role in the network, favours the connection between parties that otherwise would not have met while also promoting exchange and collaboration.

The value of the indicator, on the other hand, was formulated by considering

€122.1 million

The economic value associated with relational capital

both the strength of the relations that Luiss has with each stakeholder category and the economic value that can be associated with these relations, and it is obtained by considering collaborations or services that involve monetary exchanges. Thus, **the economic value connected to the relational capital present in the Luiss network today amounts to €122.1 million.**

The development of partnerships, exchanges or collaborations is an action that the University has always developed and that in turn promotes the growth not only of the Network but also that of the Reputation of the University itself.

Indeed, the link between the network's

stakeholders is closely linked to the University's reputation in two ways: on the one hand, the more attractive the University, the greater the probability that various parties will want to undertake relations and collaborations with it; on the other hand, it is precisely the dense network of relations that enhances the University's reputation due to its previously outlined characteristics and peculiarities and, consequently, this enhances the reputation of those (especially students, teachers, researchers) who experience academic life at the University.

This generates a virtuous circle that increases the value generated, engendering a benefit for the University and the organisations that are part of the network.

For this reason, the value of the impact related to Reputation is connected to that of Networking and takes into account the perception of the University, its educational offering and services by its main stakeholders (companies, students, universities, Alumni). On the basis of this perception, which may or may

€49.7 million

Value of the University's reputation

not have a positive impact on the University's attractiveness, **we can estimate a value of €49.7 million** for the impact of this area.

It represents the added value that a positive reputation has on the entire Luiss stakeholder community, attributing a value to relations with the University that not only considers relational capital but also reputational capital. In this way, the University contributes to the achievement of one of the 2030 Agenda goals, target 17, to strengthen the implementation process and reinvigorate the global partnership for sustainable development.

Social Network Analysis

Knowing the network means understanding the relational framework in which the University operates and identifying the position assumed by individual actors in that system of relations and flows of tangible and intangible assets. To this end, the first specific analysis has already been developed for the University – Social Network Analysis – which provides a set of theoretical and methodological tools capable of modelling the structure of relations and revealing the “social value” generated by it for its stakeholders.

The network's social value, i.e. the benefit derived by each of its actors, depends on a number of factors related to its overall structure, which in turn can be grouped into the three observable analytical levels: the nodes, i.e. the analysis of the power and influence of the individual actors, the links and the network as a whole.

Social Network Analysis offers a clear representation of the overall network configuration and the study of the network through various metrics reveals strategic focus points.

In this framework of close ties, as can be seen from the density of the graph (see Figure 29), it is appropriate for Luiss to favour the interconnection and circulation of resources since collaboration facilitates the exchange of knowledge and acquisition of skills, generates better performance and greater possibilities to assimilate, adapt and reconfigure external knowledge and resist potentially adverse situations. These mechanisms are strategic for the University and should be considered with a view to promoting the creation and dissemination of social value.

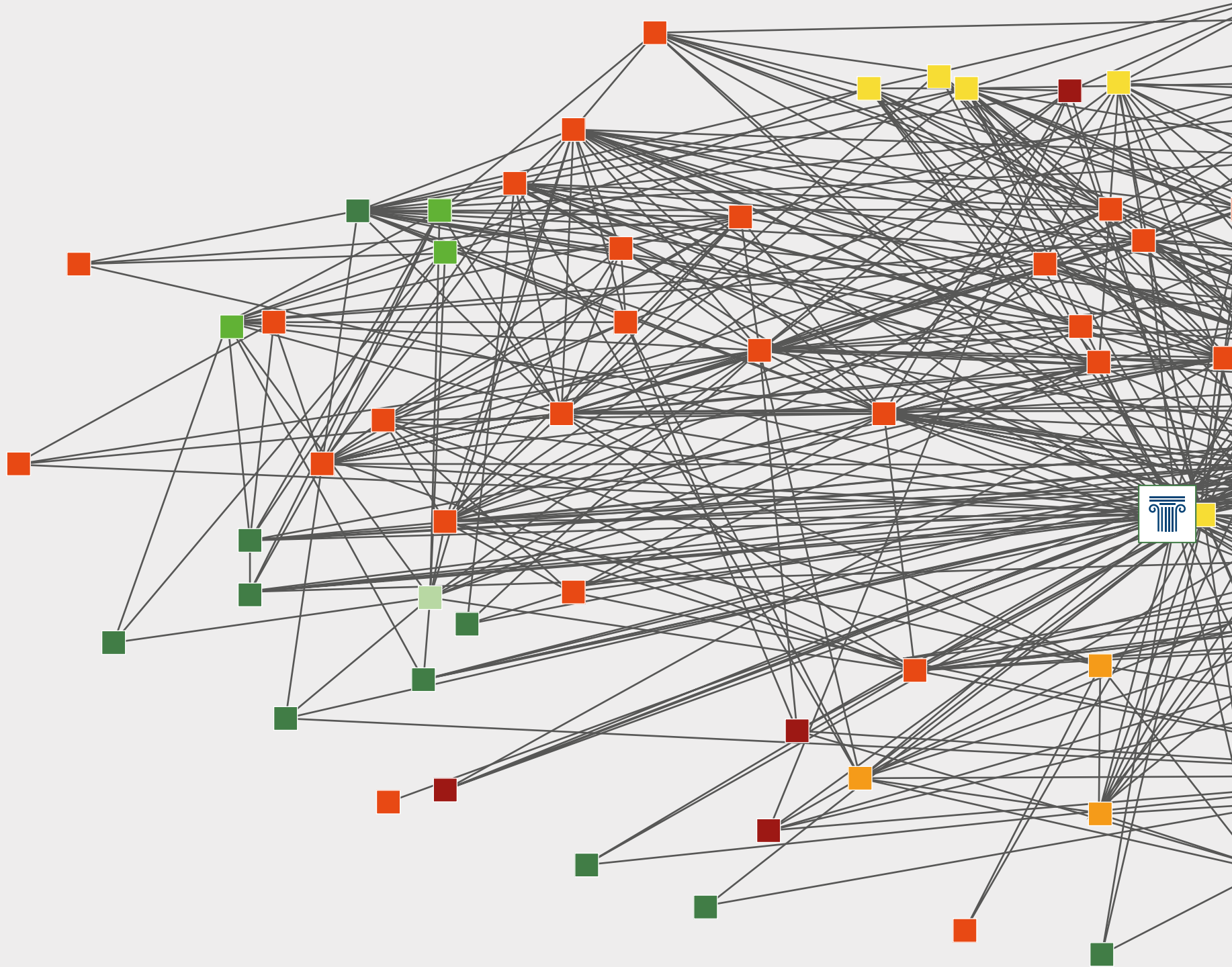
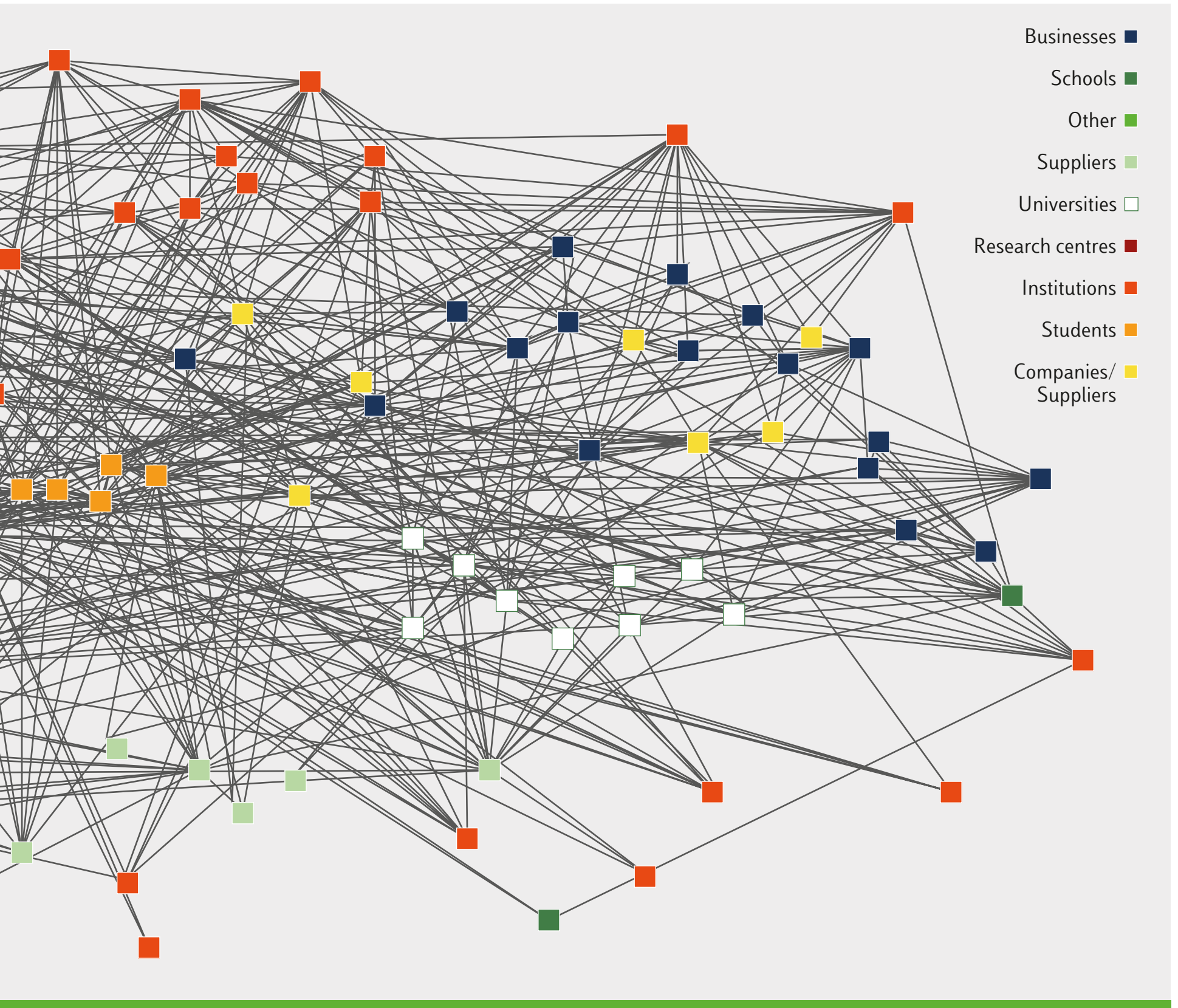


Figure 29
Social Network Analysis



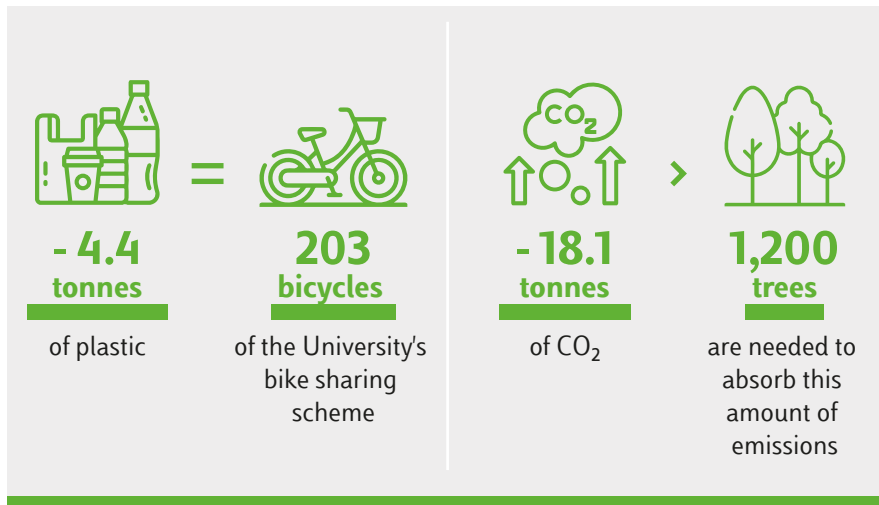


Figure 30

The benefits for the environment

Table 21

Summary of the impact generated

Impact for students	€72.6	million
Impact for citizens	€1.3	million
Impact for the network	€171.8	million



The value for the environment

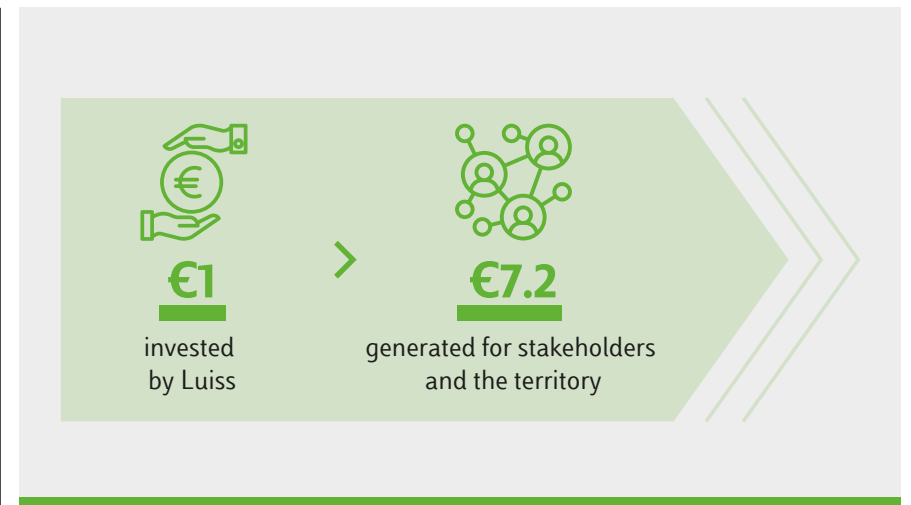
On the basis of an educational model in which sustainability permeates the daily experience of students, Luiss works with and for the territory to promote sustainable, inclusive development with a real social impact. The University aspires to be a driver of change towards a more just and inclusive society, enriching the community with women and men schooled in awareness, respect, care, kindness, beauty and recognition of the value of diversity. The awareness-raising endeavour on issues, practices, processes and be-

haviours consistent with the Sustainable Development Goals of the 2030 Agenda begins on our own campus, where the University promotes initiatives aimed at developing sustainable lifestyles and consumption strategies. **Specifically, among the many activities, we measured the effect generated by the #LuissPlasticLess initiative, which has been running for some years now.** The University's commitment, now almost achieved, is to drastically reduce the consumption of plastics. Compared to the previous year, around 57,000 fewer bottles and 115,000 fewer glasses were used, contributing to a **saving of 4.4 tonnes of plastic**, which, to give an idea, corresponds to the weight of 203 bicycles in the University's bike-sharing fleet. This reduction in **the use of plastic has also contributed to approximately 18.1 tonnes of reduced CO2 emissions** related to the associated production, transport and disposal of materials. Considering that approximately 1,200 trees are needed to absorb this amount of emissions, the sustainability model adopted by the University has made it possible to "save" this volume of trees.

The impact generated by Luiss

The impact assessment process we have outlined had the primary purpose of translating intangible elements into quantitative and monetary values, representative of the effects that Luiss actions have generated for its stakeholders (see *Table 21*). While the monetary value of generated impact is relevant information to gauge the University's actions, it is not the only significant result of the quantification process. In fact, this process brings to light results and information that can offer a different interpretation key to identify possible future directions and new scenarios.

Figure 31
Impact Value



The evidence presented reinforces and consolidates an awareness that the university experience generates changes over time for those who live it, especially therefore for students who are preparing to become professionals and citizens.

Within this analytical framework, the assessment effort takes on meaning and value in order to understand how the University:

- Strengthens the professional identity of young students to prepare them for the adaptability demanded by the labour market through cross-sectional and multidisciplinary learning
- Fosters the development of job inclusion opportunities for graduates and postgraduate students through connection and insertion processes with the main labour market players.

€245.8 million

The economic value of the impact generated by the University's actions

- Generates social benefit for the entire stakeholder community through increasingly structured actions.
- Enhances the University's reputation to the benefit of the entire Luiss ecosystem.
- Contributes to the protection and enhancement of common assets in the city and of voluntary projects producing benefits for the whole community.

The changes described have generated an added value which, in aggregate terms, defines the economic value of the impact generated by the University's actions and amounts to approximately **€245.8 million**.

These figures enable us to define the University's Impact Value, i.e. the economic value of the return in terms of impact that the investments and costs incurred by the University have generated.

In this perspective, considering the investments made during 2020 by the University, we can state that the Impact Value is €7.2 (see Figure 31). This means that every euro invested by Luiss this year has generated more than €7 for stakeholders and the local area.



Benedetta Lorenzale - *International Relations Dynamo camp*



5

METHODOLOGICAL NOTE



- the university
- about us
- the capital, our resources and relationships
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- appendix
- independent auditors' report

The Integrated Report 2020 stems from the University's need to communicate how Luiss creates value through its organisational and action model, i.e., how the University uses its resources and relationships (the "capitals") in order to fulfil its three missions – Teaching, Research and Third Mission – generating a positive impact on the country system, achieving its Vision and achieving the organisation's strategic goals. Through the value creation model, the document illustrates the relationship between the context in which Luiss operates, the 2021-2024 Strategic Plan, the governance system, the policies adopted by the University, the processes and the activities referred to the year 2020.

In line with its Vision and Mission, starting in 2020 Luiss has decided to draw up this report in collaboration with Professor Cristiano Busco and Dr Ele-

na Sofra in coordination with the Luiss Planning and Control Office and the Luiss Ethics, Responsibility and Sustainability Office. This document represents the first milestone in the cultural journey of **integrated thinking⁹ undertaken** by the University. Its preparation has laid the foundations for the preparation of further elements and tools for the Luiss integration process that the University intends to share with its stakeholders in future editions. The organisation has also chosen to voluntarily draft the Luiss¹⁰ Integrated Report in accordance with the **Sustainability Reporting Standards of**

the Global Reporting Initiative (GRI) with the Core option. The Sustainability Report has been subject to "limited assurance", as required by ISAE3000 and¹¹ revised by KPMG S.p.A. (as required by GRI 102-56), which issued its professional opinion as detailed in the report attached to this document. The information contained in the Integrated Report refers to material issues identified through a materiality analysis process in accordance with the GRI Sustainability Reporting Standards and consistent with the **Framework <IR> issued by the International Integrated Reporting Council¹²**. Although this document is in continuity with similar exercises conducted by Luiss in previous years¹³, its drafting involved a new analysis of Luiss stakeholders and material topics. In light of the changed socio-economic scenario resulting from the spread of Covid-19, the new 2021-2024 Universi-

ty Strategic Plan and the growing commitment of Luiss aimed at integrating sustainability into its fabric, the materiality analysis was conducted considering the expectations of stakeholders in an organic manner. Submitted to the Luiss Executive Committee, the materiality matrix **was defined by referring to the main national and international standards and guidelines on non-financial reporting, in particular Communication 2017/C 215/01 "Guidelines on non-financial reporting" of the European Commission (2017), the Sustainability Reporting Standards of the Global Reporting Initiative (2016) and**

9 Integrated thinking is a term that refers to the conditions and processes that lead to the adoption of inclusive decision-making, management and reporting processes. It is based on the connectivity and interdependencies between a number of factors that influence an organisation's ability to create value over time. Busco, Cristiano & Granà, Fabrizio & Quattrone, Paolo. (2017). Integrated thinking: Aligning purpose and the business model to market opportunities and sustainable performance, CIMA.

10 Luiss has always drawn up annual financial statements. The scope of this report comprises Luiss Libera Università degli Studi Sociali Guido Carli, i.e. the University, Departments, Schools, Other Education, Administrative Functions and Logistics (subsidiaries are excluded).

11 International Standard on Assurance Engagement 3000: International standard used for verifying non-financial information.

12 <https://integratedreporting.org/wp-content/uploads/2014/04/13-12-08-THE-INTERNATIONAL-IR-FRAMEWORK-Italian.pdf>

13 The most recent exercise conducted by the University, for purposes other than this document, is available at the following link: https://www.luiss.it/sites/all/Impact_Report_Luiss2019_HD.pdf

the AA1000 Stakeholder Engagement Standard (AA1000SES). The topics recognised as having materiality arising from the aforementioned analysis are linked to the strategic trajectories defined in the new Strategic Plan and monitored through the “*key performance indicators*” pertaining to Sustainability commitment and the University’s performance. The material topics are thus taken up and managed by Luiss in such a way as to meet the expectations of its stakeholders. Information showing how the organisation is managed in relation to material topics is reported in the section “*The Capital, our resources and relationships*”.

The Integrated Report is a reporting tool that, through the use of capital, provides information on an organisation’s resources, strategy, governance system and results, highlight-

ing the links between inputs and performance summarised in the value chain. The exercise aimed at also assessing the impact of the organisation represents a further step that considers the effects generated by Luiss for stakeholders and the reference context.

Methodology adopted for the impact assessment

The impact assessment in accordance with GRI Disclosure 413-1 reveals the value of the effects generated by the organisation’s actions, thus completing the representation of the

value chain throughout the Integrated Report. The document contains a description of the actions falling under the various capital categories and the outputs achieved together with **a specific section dedicated to the outcomes, i.e. the effects generated by Luiss, represented by appropriate quantitative and monetary indicators.** Finally, the Impact Value is presented, which indicates the overall impact generated by the organisation and which is given by the aggregation of the various previously identified outcomes. A solid methodological framework using a “do-it-yourself” approach was used to achieve these results¹⁴. This methodological approach stems from the difficulties connected with the established method standardisation. In fact, depending on the areas being analysed, the DIY approach envisages a combination of the methodologies

most suited to the needs and characteristics of the organisation and most suitable for providing useful, solid and communicable information and data.

In line with this approach, the framework developed comprises the strategic combination of existing evaluation methods in order to achieve a standardised process in the various analysis stages, which remain the same for all organisations. This made the evaluation methodologically sound and, at the same time, sufficiently flexible in the definition of qualitative, quantitative and monetary indicators adaptable to the needs and characteristics of the organisation under analysis.

¹⁴ Nicholls A. (2009), “We do good things, don’t we?” Blended value accounting in social entrepreneurship, *Accounting, Organisations and Society*, Volume 34, Issues 6–7, Pages 755-769.

It is precisely the flexibility of the methodological approach that made it possible to integrate the impact assessment process into the Integrated Report. On the basis of the value chain defined in the integrated reporting process through the use of the logical framework, it was possible to identify the effects produced by the University's actions. Specifically, the Theory of Change was applied¹⁵ which, through a graphical representation, identifies the effects from the main activities of the organisation, highlighting the causal links between actions and changes. Through this strategic tool it is possible to represent the complexity of reality, showing how actions and effects are intertwined in multi-level relationships and how each change is generated by several different actions, in a more or less direct manner.

Having identified the impact areas, i.e. the broad contexts in which the University generates value, and the outcomes

(the punctual effects), the next step in the analysis of the evaluation process involves the definition of impact indicators and the identification of appropriate monetary proxies that can ascribe value the changes generated. Indicators are developed on the basis of solid benchmark analyses that identify appropriate KPIs, standardised to varying degrees, capable of fully conveying the considered effect. In general, for the quantitative and monetary valuation of changes, we applied the SROI paradigm¹⁶, i.e. outcomes are measured with appropriate KPIs and then related to the costs incurred to develop the actions that produced those effects.

Specifically, in order to represent the overall value generated by Luiss, we

defined a synthetic indicator, Impact Value, which uses the typical SROI methodology.

This interpretation enables us to interpret the return in terms of the impact generated in relation to the investments made.

The formula can be traced back to that of ROI by setting:

- in the numerator, the sum of the impact calculated for each impact area
- in the denominator, the Net Invested Capital (NIC)

Specifically, in order to consider the various time horizons after which the effects of the current Luiss actions occur, the indicators expressing the effects more closely related to people have been appropriately discounted at the rate of 3.5% (as per the SROI methodology).

In contrast to the classical SROI approach and in line with benchmarks for the application of the Impact Value es-

timation model, the following were excluded:

- deadweight, quantity of outcome that would have occurred regardless;
- attribution, how much of the effect depends on the contribution of other actors and/or actions;
- drop off, the loss of the effect's intensity with the passing of time

As these are subjective and not standardised estimations, they would have made the result less reliable.

The following table details the indicators identified for each of the impact areas analysed.

For more information on the Luiss Integrated Report, contact: **performancemanagement@luiss.it** **sustainability@luiss.it**

¹⁵ Keystone, Keystone, "Developing a Theory of Change", (2009) "Developing a Theory of Change", (2009); Fondazione Lang, (2017), "Operating Manual for the Theory of Change."

¹⁶ Nicholls J. Lawlor E., et al., (2009), "A guide to Social Return on Investment".

Value per...	Impact area	Indicator description	KPI value	Page
			€72.6 million	58
The students	Employability	Monetary value of the change in the level of paid employability of Luiss graduates at one year after graduation, compared to the national average	€33.7 million	57
	Employability	Monetary value of the change in the level of paid employability of Luiss postgraduate students at one year after graduation, compared to the national average	€1.6 million	57
	Interdisciplinary imprint	Adaptability: monetary value of the soft skills mainly required by the labour market and acquired by Luiss graduates through interdisciplinary learning	€31.5 million	58
	Interdisciplinary imprint	Self-entrepreneurship: monetary value of the entrepreneurial skills acquired by Luiss students through interdisciplinary learning	€7.4 million	58
			€1.3 million	59
The citizens	Social Responsibility	Monetary value of the redevelopment of historic buildings in the city of Rome	€228,000	59
	Social Responsibility	Monetary value associated with the protection and enhancement of common assets achieved through the maintenance and opening of spaces to the public	€540,000	59
	Social Responsibility	Value of the benefit generated by volunteering activities	€542,000	59
			€171.8 million	
The network	Networking	Monetary value of Luiss relational capital generated by the dense network of relationships and exchanges between and with the University's various stakeholders	€122.1 million	60
	Reputation	Monetary value of Luiss's attractiveness and the positive sentiment that the University generates for its stakeholders	€49.7 million	61
The environment	Social Responsibility	Reduction in the use of plastics	down by 4.4 tonnes	64
		Reduced CO2 emissions (due to less use of plastics)	down by 18.1 tonnes	64
The value of the impact generated...				
Overall impact		Aggregate of the impact generated by Luiss and given by the sum of the Employability, Interdisciplinary Footprint, Social Responsibility, Reputation and Networking indicators listed above and combined following appropriate methods of discounting and summarising data	€245.8 million	65
Impact Value		<p>It expresses the value of the impact generated by each euro invested by the University in the reference year. It is obtained by calculating the ratio between:</p> <ul style="list-style-type: none"> • the value of the overall impact (numerator) • the Net Invested Capital (denominator) i.e. the amount of investments made to promote the activities that generated the valued change 	€7.2	65

Table 22
Luiss impact area indicators



Jacopo Ventura - Politics, Philosophy and Economics, Young Ethos



6

GRI CONTENT INDEX



- the university
- about us
- the capital, our resources and relationships
- the impact generated
- methodological note
- GRI content index
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- independent auditors' report

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The Integrated Report was prepared in accordance with the GRI Sustainability Reporting Standards with the Core option, of which the index of sustainability issues is shown below.



Concept

The concept that we wanted to develop in the construction of this Integrated Report emphasises the centrality of the Person inserted in a perspective of values and priority themes in the philosophy of Luiss.

The faces that here express their gaze towards the future are those of our students: engaged in projects of social value and symbolically imbued with contemporary particles, they intercept other elements on the page, visual references to some of the key themes - environment, territory, infrastructure, people and relationships - around which we define the vision and commitment of Luiss for the future.

Furthermore, this edition of the Integrated Report makes use of extra content accessible through augmented reality: download the Evolution Print app, frame the images with the coloured frame distributed in the opening pages of the various sections and discover the multimedia content.



EVOLUTION
PRINT

On the cover:
Catalin Bruno Rosiano - Political Science, Young Ethos;
Lavinia Di Tarsia Belmonte - Business and Management, Community volunteer of Sant'Egidio.



Federica Muzzi - Law, Digital, Innovation and Sustainability, LabGov



7

APPENDIX



- the university
- about us
- the capital, our resources and relationships
- the impact generated
- methodological note
- GRI content index
- appendix
- independent auditors' report

Section 1

The “Per.Se.O.” Project

The scientific research work undertaken by Luiss as part of the project is aimed at monitoring and evaluating the various areas of intervention promoted as well as the approaches and services implemented in favour of refugees following their departure from the reception system. The main purpose of monitoring is to detect any deviations from the established goals, in order to facilitate timely corrective action, including the collection of qualitative and quantitative indicators. The ex-post evaluation covers the entire project period, with a particular focus on the impact generated and the various aspects of efficiency (in the use of resources), effectiveness (in relation to objectives) and sustainability of the project. The ex-post evaluation methodology uses multivariate statistical and econometric causality techniques to ensure the effective attribution of the results to the various project intervention areas.

Section 2

Legality and Merit Project

The Luiss students, coordinated by a team of tutors and researchers from the University, in turn become trainers and ambassadors of the values of legality and merit among their younger colleagues through training and project workshops. In 2020, the third edition of the project involved 100 students from the four Luiss Departments and dozens of very young students from 20 secondary schools and two Juvenile Penal Institutes in Palermo and Benevento on the theme “Legality in the time of the Coronavirus”. The Luiss community’s support of merit for a culture of legality also took

the form of a donation of 60,000 euros, destined for the purchase of essential goods and services for the families of the neediest students from educational institutions in socially at-risk areas, and the offer of 21 scholarships to attend the University’s Summer Schools. IPM pupils were also offered the opportunity to participate in Summer Schools organised at their premises on topics of specific interest.

Section 3

History of the University

Luiss was established as an independent university between 1974 and 1978 from a pre-existing Roman institution, Pro Deo, founded in 1966. It was in the seventies, in 1974 to be precise, when a group of entrepreneurs led by Umberto Agnelli decided to invest human and financial resources in an innovative training project for the ruling class. Over the years, the founders were joined by other important public and private industrial groups and financial institutions, bringing a number of highly qualified representa-

tives of the business world to the University’s board. In 1977, the University officially changed its name to Luiss Free International University of Social Studies. A year later, the then President of Confindustria Guido Carli became President of the University, remaining there until 1993. In this period, the constituent elements of the Luiss educational project became increasingly evident: a rigorous admissions policy, a prescribed number of students, curricula in line with market requirements and, therefore, in close connection with the business world, and the study of foreign languages and computer science.

Table 24
DepartmentsTable 25
Schools

Section 4

Departments and Schools

Departments	Descriptions
Economy and Finance	<p>The Department of Economics and Finance pools specific academic expertise in the fields of economics, finance and quantitative methods applied to economic, social, financial and business sciences.</p> <p>The Department is responsible for the management of the Bachelor's degree course in English in Economics and Business as well as the Master's degree course in Economics and Finance (which allows for specific course options in Italian and English).</p> <p>The research explores multiple issues relating to the analysis of individual and aggregate behaviour in the sectors of the real, monetary and financial economy.</p>
Business and Management	<p>The Department of Business and Management is characterised by a close scientific and educational relationship with the industrial system.</p> <p>The Department is a place of encounter and synthesis of the needs and interests of universities, businesses and institutions.</p> <p>It generates synergies between these three worlds in a dynamic, interdisciplinary and internationally oriented environment.</p> <p>Through modern teaching methods, it achieves an effective combination of methodological rigour and relevance of the corporate issues addressed.</p> <p>It is a centre of excellence in management disciplines, accounting, corporate finance, the economics and management of financial intermediaries and industrial economics and policy.</p>
Law	<p>The Department of Law has the task of organising the teaching activities of the five-year degree course in Law and promoting and coordinating scientific research as well as developing doctoral courses and research grants in the legal field.</p> <p>The Department consists of tenured professors and researchers on fixed-term contracts associated with the degree course in Law.</p>
Political Science	<p>The Department of Political Science pursues an interdisciplinary approach, both in teaching and research.</p> <p>The Department's teaching programme combines scientific quality and relevance to the world of work, thanks to the contribution of nationally and internationally renowned teachers.</p> <p>Centres for postgraduate studies include the "Massimo Baldini" School of Journalism.</p> <p>The Department has always been committed to research in sociology, history, methodology, political science, law, economics, philosophy and communication sciences, to offer an ever-deeper understanding of the socio-political developments of our time.</p>
Schools	Descriptions
Luiss Business School	<p>The Luiss Business School is a high-level training centre aimed at those who want to further enhance or qualify their talent and skills after graduation or during their professional development. The Business School proposes a managerial culture that values individual initiative, the ability to work as a team, producing not only "business" but also knowledge. Interdisciplinarity, practical exercises, scenario analysis to focus on the continuous real-life changes in society and economics: these are the assets of the Business School training model.</p>
Luiss School of Government	<p>The Luiss School of Government (SoG) is an innovative research and training institution. It offers excellent training to those involved in the political process of decision-making in the public and private sectors. This school of excellence aims to provide future leaders of legislative, administrative and governmental institutions in the national and international public system with the theoretical and practical tools of good governance, drawing on the contribution of renowned experts from industry, associations, non-profit organisations, political parties, consultancies and national and international think-tanks.</p>
Luiss School of European Political Economy	<p>The School of European Political Economy (SEP) is a research and specialisation centre entirely dedicated to European issues. It fosters in-depth study of the growing importance of European institutions, whose functions and decisions now influence the lives of millions of citizens as well as the socio-economic and political destiny of nations. To assert the high level of its educational offering, SEP attracts experts from all over the world by leveraging the prestigious and consolidated partnerships of the University in which it was formed. Like the SoG, it is part of the Luiss School of Governmental Studies.</p>
Luiss School of Law	<p>The School of Law (LSL) is a new development in the spectrum of law studies offered in Italy and, in line with the strategic objectives of the Luiss University, is aimed at those who wish to acquire or enhance an excellent education in the legal professions and to advance their scientific research in the various branches of law.</p> <p>The LSL's initiatives and sphere of interest are focused on the European Union and international context and cover the most diverse legal fields: private and civil law; commercial and economic law; public, constitutional and administrative law; criminal law; labour and welfare law; procedural law; tax law; comparative law; international law; European Union law.</p>

Section 5

Members of the Luiss 2020 Board of Directors

Luiss 2020 Board of Directors members

President Dr Vincenzo Boccia	Vice President Prof. Paola Severino
General Manager Dr Giovanni Lo Storto	Rector Prof. Andrea Prencipe
Dr Luigi Abete	Dr Giuseppe Cornetto Bourlot
Dr Andrea Battista	Dr Marco Gay
Amb. Elisabetta Belloni	Prof. Gian Maria Gros-Pietro
Dr Giovanni Brugnoli	Dr Stefano Lucchini
Francesco Gaetano Caltagirone, engineer	Dr Antonella Mansi
Prof. Ilaria Capua	Dr Marco Morelli
Dr Alessio Tessitore	Dr Daniele Pelli
Prof. Attilio Zimatore	

Section 6

Luiss 2020 Executive Committee Members

Luiss 2020 Executive Committee members

President Dr Vincenzo Boccia	Vice President Prof. Paola Severino
General Manager Dr Giovanni Lo Storto	Rector Prof. Andrea Prencipe
Executive Vice President of ALUISS Dr Giovanni Brugnoli	

Table 26

Board of Directors 2020

With respect to the members of the 2020 Board of Directors, from 22/04/21, Dr Gianfranco Battista joins in addition and Dr Angelo D'Alena replaces Dr Alessio Tessitore.

Table 27

Executive Committee 2020

Surveys undertaken in 2019/2020 – No. of completed and analysed questionnaires

Assessment of teaching quality (addressed to all students, every six months)	61,627
Language teaching quality questionnaires (addressed to students who follow language courses, every six months)	5,271
Annual teaching quality assessment report – Journalism (yearly)	44
Luiss graduate job placement survey (aimed at 1-, 3- and 5-year graduates – yearly)	3,039
Postgraduate professional placement survey (aimed at those who took a Luiss postgraduate degree – yearly)	446
PhD Placement Survey (aimed at those conferred with a PhD – yearly)	161
Undergraduate survey report (The overall university experience assessment – yearly)	2,304
Survey aimed at the families of undergraduates (The Luiss experience assessment – yearly)	1,430
Canteen survey (quality assessment aimed at all users of the canteen – every two years)	2,089
Survey on the quality of Luiss Services (aimed at all students – yearly)	2,072
Admissions Survey Report – every three years “How did you learn about Luiss and are your expectations” (addressed to students who apply for Luiss)	1,492
Admissions Survey Report – Master’s “How did you learn about Luiss and are your expectations” (addressed to students who apply to Luiss)	975
Alumni survey: Your values, your voice (one-off survey in collaboration with the Alumni and Career Service association, one-off survey in collaboration with the Alumni and Career Service association aimed at all Luiss Alumni). Study experience at Luiss and current perception of the University	1,400
Orientation survey report “Why I would choose Luiss” (aimed at potential Luiss Bachelor’s students who participate in orientation days)	308
Orientation survey report “Why I would choose Luiss” (aimed at potential Luiss Master’s students who participate in orientation days)	75
Survey of Graduates from other universities (yearly – with the aim of identifying the added value of Luiss and addressing any needs)	259
Erasmus incoming student survey (Quality of life at Luiss, any problems during the stay – yearly)	111
Survey of students behind with exams (Motivations and tools for effective intervention – ongoing survey)	110
Survey of students who do not enrol in a Master’s programme (Survey of Luiss three-year graduates who decide to enrol in the Master’s course of another university: reasons – yearly)	83
Total	83,296

Section 7**Transversality and Sustainability: integrated thinking in Luiss**

The Sustainability Working Groups are called upon to achieve the specific goals of each pillar of the Strategic Sustainability Plan and are composed of staff from various departments. A total of 34 colleagues were involved in 2020.

The working model envisaged 3 phases: knowing, involving, changing.

Colleagues participated in the process of co-creating the 198 sustainability indicators through which Luiss monitors its own performance, assesses the impact of existing projects and promotes new ones that contribute in a concrete and measurable way to sustainable and inclusive development.

In this way, all colleagues involved were able to understand and espouse the aims of the indicators and projects proposed to them and, being able to adapt them to their daily work, they shared in the commitment to implement them.

The combined bottom-up and top-down approach described above, made possible by the strong commitment of the management, made it possible to hold 16 meetings in 2020 (including a general one attended by the General Manager) and to share 56 project lines, of which 19 were start-

ed and 7 completed already in 2020. Each working group actively cooperates to identify sustainability-related actions and how they contribute to achieving the 17 SDGs of the UN 2030 Agenda.

The endeavour has made it possible to create a system that supports the transversality of sustainability, in order to create a path of cultural integration that shows how Luiss creates value through its organisational and action model and what impact it generates on society with a view to analysis and continuous and widespread improvement.

**Section 8
Luiss Listens**

The University adopts various interaction tools aimed at collecting the feedback and opinions of its stakeholders. In particular, through targeted surveys

on students, it investigates various phenomena in a practical and prompt manner, both by respondents and by those who express a need for knowledge.

Each year, the Studies and Evaluation Office produces a report that summarises the various activities carried out with the aim of monitoring the overall quality of the University, representing a useful and usable tool for all stakeholders in the University.

A total of 83,296 questionnaires were processed in 2019/2020 (up 24% from 66,934 the previous year).

For more information, see *Table 28*.

Table 28
Luiss surveys

Table 29
Potential factors of uncertainty

Material Topic	Stakeholders on which it has the greatest impact	Potential factors of uncertainty
Innovative educational model	Luiss students; PhD students; Teaching Faculty and Researchers; Schools; Other universities; Employers; NGOs	<ul style="list-style-type: none"> Market contraction and the new post-pandemic context Progressive bi-polarisation of the Higher Education market Safeguarding “value for money” Limited attractiveness of the Italian labour market Context of reference in constant evolution: Italian and international competitors are moving quickly and are strengthening their positions, in addition to the penetration of the Italian market by online and hybrid offers from foreign universities
Employability	Luiss students; Student families; Employers; Schools	<ul style="list-style-type: none"> New forms of competition Contraction of the labour market and new post-pandemic context that may lead to a change in the needs and attractiveness of the Italian labour market
Networking & Public Engagement	PhD students; Teaching Faculty & Researchers; Technical and administrative staff; Alumni; Schools; Other universities; Luiss students; Student families; Employers; NGOs	<ul style="list-style-type: none"> Global scenario characterised by strong post-pandemic uncertainty Difficulty organising internships abroad At the global and Italian institutional level, increasing emphasis placed on related indicators and consequent acceleration of competitors
Reputation	Luiss students; PhD students; Teaching Faculty and Researchers; Student families; Employers; Alumni	Constantly evolving context: Italian and international competitors are moving quickly and are strengthening their positions
Well-being	Luiss students; Student families; PhD students; Teaching Faculty and Researchers; Technical and administrative staff	<ul style="list-style-type: none"> Impact of the crisis, following the Covid-19 emergency, on the possibility of using the set of services, practices and processes aimed at the well-being of the Luiss Community Emergence of new work and interaction dynamics that accentuate and change the perception of certain dimensions and needs (e.g. work-life balance, right to disconnect, hybrid working methods, performance evaluation, reskilling)
Digitalisation	Luiss students; PhD students; Teaching Faculty and Researchers; Technical and administrative staff; Employers	<ul style="list-style-type: none"> Greater exposure to cyber threats linked to the massive use of service models based on an integrated multichannel framework Digital divide
Internationalisation	Luiss students; Student families; PhD students; Teaching Faculty and Researchers; Alumni; Employers	<ul style="list-style-type: none"> Global scenario characterised by strong post-pandemic uncertainty Difficulty in travelling, both in terms of incoming and outgoing students and attracting international faculty
Environmental Impact	Suppliers; Luiss students; PhD students; Teaching Faculty and Researchers; Technical and administrative staff	<ul style="list-style-type: none"> Use of disposable materials following the Covid-19 emergency Mobility choices with greater environmental impact to avoid shared mobility services Increased awareness of the issue by stakeholders and competitors
Inclusion	Luiss students; Student families; PhD students; Teaching Faculty and Researchers; Technical and administrative staff	Increase in the social gap and early school leaving
Research	PhD students; Teaching Faculty and Researchers; Luiss students; Other universities	Constantly evolving context: Italian and international competitors are moving quickly and are strengthening their positions by focusing on increasingly effective and broader communication

Section 9

Potential factors of uncertainty

In the process of developing the materiality matrix and in the broader exercise of drawing up the Integrated Report, Luiss has defined the goal of initiating the procedure for analysing the factors of uncertainty connected with each material topic to subsequently proceed with the identification and management of the associated risks, in accordance with the main international reference guidelines (for more information see *Table 29*). The activity has been set as a 2021 target.



Section 10

Initiatives for Students

The numerous initiatives that are part of the *innovative educational model* and that promote *inclusiveness and the integration of sustainability into the Luiss fabric* include:



The Autistici & Giardinieri (Autistic Children & Gardeners) project

Since its inception in 2015, the Luiss Community Garden – a space historically open to students, faculty, staff, volunteers from neighbourhood associations, neighbourhood school children and communities to facilitate social interaction, participation and collaboration – has hosted the “Autistici & Giardinieri” project. The initiative, created in collaboration with the non-profit organisation Cervelli Ribelli (Rebel Brains), involves autistic children (18 in 2020) taking part in horticultural activities every year (each for 3 hours a week). They are supervised and supported

by a team of psychologists and operators as part of a social and working inclusion endeavour and to limit the phenomenon of marginalisation that risks isolating the children and their families. Since 2017, the project has also been interpreted as an applied training opportunity through a structured process of inclusion between Luiss students and autistic children, envisaging integration between the two groups thanks to practical hands-on work in the vegetable garden and in the workshops.



Progetto Mediterraneo (Mediterranean Project)

Since 2017 Luiss has been committed to offering university training to deserving young people, including

refugees or those in situations of socio-economic difficulty, from Mediterranean countries. In collaboration with the Third Pillar Foundation - International, the “Mediterranean Project” was launched, thanks to which 20 students (from Jordan and Malta and refugees from Syria and Palestine) graduated last year. There are currently 17 students attending Luiss Master’s Degree Courses. In 2019, Luiss was also among the first Italian universities to join UNHCR’s “UNICORE-University Corridors” project, which enables young refugees in Ethiopia to study in Italian universities. There are currently 2 refugee students studying at Luiss thanks to UNICORE. Through these projects, Luiss aims to provide an opportunity for the future to the young participants, an educational path as a concrete route towards emancipation and social redemption and, once back in their countries of origin, the students can continue their academic and professional career and offer the skills acquired to the service of the economic and social progress of their own community.



United for Luiss learning

Faced with the Covid-19 health emergency, Luiss has once again renewed its commitment as a university that focuses on value, talent and social sensitivity. The aim of the “United for Luiss learning” initiative is to provide concrete support for families and students in difficulty, a way of investing in their talent and skills so that they can start again, immediately, together. With this solidarity project, the Luiss community aims to contribute to the relaunch of the country: a pact for growth enhanced by investment in higher edu-

cation. To do so, it set up a post-emergency Covid-19 fund to provide 210 new scholarships in 2020, offering immediate financial protection to its enrolled students. These new merit support measures, in addition to the usual interventions, were intended for students who suddenly found themselves in economic and social difficulty due to the health emergency and who, of course, continued their studies, maintaining the merit requirements. As part of the same initiative, a further 100 scholarships have been earmarked for new entrants from 2021, for the duration of their three-year or single-cycle studies.



BEST

The #Luiss.BEST event took place in October and November 2020: a cycle of 8 seminars held online by 24 Faculty members from the 4 Departments on cross-sectional themes: Behaviour, Europe, Sustainability, Technology (BEST). The purpose was to bring students closer to the University's research work to understand its themes,

processes and implications and provide forms of research-based learning. The seminars, which were also open to Luiss Alumni, structured on the basis of their professional and research interests, were also an opportunity to debate the rigour and relevance of scientific research. The meetings were attended by more than 200 Luiss students and Alumni.



VolontariaMENTE

Since 2014, our University has offered students the opportunity to volunteer in support of local organisations that are constantly working at local, national and international level for a fairer, more inclusive and sustainable society. VolontariaMENTE offers a range of more than 25 volunteer-

ing opportunities (summer, abroad, all year round and problem-based) in which approximately 300 students each year can take part in practical activities with a strong social and ethical value. The idea is to help students grow in their awareness, enabling them to:

- experience work in its most practical and everyday aspects, to understand how every great project is based on concrete activities – **to develop humility and systemic vision**
- approach diverse situations, to appreciate what one has by understanding its real value – **to develop gratitude and generosity.**
- meet people with different life stories, to discover how a shared experience can make everyone grow in unexpected ways – **to develop respect and humanity and to look at the world and at one's own possibility to make a difference with different and always new eyes.**

Furthermore, in September 2020, four service learning initiatives were launched, involving 40 students from Bachelor, Master and Single-cycle programmes. The format is developed

around four partner organisations that become the subject of a *real case study*, set up and managed according to a “problem based” model: the organisation presents itself and identifies a real problem for which it asks the students for help. The students, organised in teams, are called upon to analyse the organisation in detail, understand the problem and identify possible solutions which are evaluated and, if of interest, implemented by the partners.

Section II Faculty

The duties of tenured Faculty, i.e. full and associate professors, are determined by their teaching activity, both frontal and non-frontal, which is divided into at least 120 hours for full-time Faculty and at least 90 hours for part-time Faculty. With regard to Researchers, the regulations for the awarding of

Role	F Variable (continuous collaboration contracts)		F Part-time		F Full- time		F Total		M Variable (continuous collaboration contracts)		M Part-time		M Full- time		M Total		Overall total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Assistant Professor (Research)	-	-	-	-	6	4%	6	4%	-	-	-	-	6	4%	6	4%	12	8%
Associate Professor (Research)	-	-	-	-	-	-	-	-	-	-	-	-	1	1%	1	1%	1	1%
Associate	-	-	-	-	5	3%	5	3%	-	-	3	2%	16	11%	19	13%	24	17%
Seconded associate	-	-	-	-	-	-	-	-	-	-	-	-	1	1%	1	1%	1	1%
Lecturer	7	5%	-	-	-	-	7	5%	3	2%	-	-	-	-	3	2%	10	7%
Tenured	-	-	2	1%	9	6%	11	8%	-	-	25	17%	31	22%	56	39%	67	47%
Non-tenured professor par. 12	-	-	1	1%	-	-	1	1%	-	-	6	4%	3	2%	9	6%	10	7%
Junior Researcher point a)	-	-	-	-	4	3%	4	3%	-	-	2	1%	5	3%	7	5%	11	8%
Senior Researcher point b)	-	-	-	-	3	2%	3	2%	-	-	2	1%	2	1%	4	3%	7	5%
Overall total	7	5%	3	2%	27	19%	37	26%	3	2%	38	27%	65	45%	106	74%	143	100%

Table 30

Core Faculty composition

private-law employment arrangements for researchers on fixed-term contracts are defined pursuant to Article 24 of Italian Law No. 240 of 30 December 2010. Junior researchers may work on a full-time or part-time basis, whereas senior researchers' contracts are exclusively on a full-time basis. The total annual commitment for teaching, supplementary teaching and student service activities is 350 hours for full-time positions, including at least 120 hours of frontal teaching, and 200 hours for part-time positions, including at least 90 hours of frontal teaching. The Assistant Professor category normally has a number of hours per year reduced to 60 for teaching-related activities, unless otherwise agreed individually. On the other hand, the category of Lectur-

ers, being employees with a collaboration contract (coordinated and continuous collaborators), cannot be classified as full- or part-time. For more information, see Table 30.

A Faculty Management system is currently being tested and released to manage and monitor the activities assigned and performed by Faculty in the three main areas: Research, Teaching and Service.

Section 12 Research initiatives

The numerous initiatives that contribute to the way in which research is driven and *the excellence of Luiss scientific production* is ensured include:

- **The research opportunity announcement system**

Every third Monday of the month, a routine message is sent to all Luiss faculty (Teaching staff and Researchers) on current and forthcoming funding opportunities concerning research topics of core interest to the University, including, when available, those related to sustainability. Specifically, 18 notices on "Funding Opportunities" were sent in 2020 to a mailing list of approximately 140 contacts, de-

pending on the number of Luiss Faculty members at the time of sending; 5 "Funding Opportunities on Sustainability" notices were sent to a mailing list of 32 Faculty members who are particularly active in research on sustainable development. In addition, we would like to highlight the "Research Newsletter" produced in English and sent out in 2020 to over 33 thousand contacts (national and international academia, alumni, employers, compa-

nies): the RNL is dedicated not only to the publications of the most important Luiss Professors but also to topics of interest to the world of research and related to events, awards and international partnerships. In particular, the first issue of each year contains a special section dedicated to the “top publications” of the previous year (46 international top publications of 2020 for Luiss faculty); the three issues of 2020 included a total of 12 interviews with professors, 1 of which in podcast format on “engaged” research topics. And lastly, Luiss Open, the University’s research magazine, which in 2020 published 226 research contributions written by Luiss Faculty and Researchers (77 in all) belonging to the four Departments – 33 from Economics and Finance, 47 from Law, 50 from Business and Management and 96 from Political Science.

• **Luiss research seminars**

Luiss offers its scientific community a broad spectrum of opportunities to share and explore research topics, organising seminars with the aim of illustrating the main findings of the most recent publications and focusing

on the most topical issues of scientific interest. These activities enable Luiss to support cohesion between Faculty and Researchers, facilitating interdepartmental meetings and exchanges with Research Centres, both internally and externally, thus promoting skill transversality and encouraging new opportunities and ideas for future research projects. In particular, 116 research seminars and paper presentations were organised in 2020; of these, 25 focused on issues relating to one of the 17 SDGs of the 2030 Agenda.

Section 13 **Staff initiatives**

The numerous initiatives worthy of mention include:

- **the In-house & @Home training project**

During 2020, the Administrative Personnel Office implemented “In-house & @Home”: a virtual cross-disciplinary project comprising faculty, staff, consultants and colleagues who brought to bear their skills and expertise. The result is a significant personalised training plan, open to all Luiss resources at no cost, with 78 training courses available and more than 4,000 hours of training.

- **A cup of Yoga & Yoga after Meeting**

This initiative is offered to Luiss staff and includes three 45-minute yoga lessons per week, each at the Luiss offices in Viale Pola, Viale Romania and Villa Blanc, to start the working day in the best possible way, charged with positive energy. During the lockdown, the meetings turned virtual: two weekly appointments at the end of the working day to experience a moment of well-being and foster a sense of community.

Section 14

Luiss Spaces and Offices

Viale Pola, 12 - 00198 Rome

Spaces and areas aimed at supporting activities of the following Offices:

- General Directorate
- President's office
- Rectorate
- Administration and Purchasing
- Asset Management & Campus Services
- Events
- Teaching and administrative staff
- Planning and Control
- Press Office
- Social Media & Digital Communication
- Contracts and Legal Office
- Studies and Evaluation office

for the following Departments and Schools:

- Luiss School of Law
- "Massimo Baldini" Postgraduate School of Journalism

The facility is equipped with three computerised classrooms, with 61 workstations used for undergraduate and teaching exercises and a computerised classroom with 40 workstations entirely dedicated to journalism exercises for the Massimo Baldini Postgraduate School of Journalism.

Viale Romania, 32 - 00197 Rome

Spaces and areas aimed at supporting activities of the following Spaces and Offices:

- General Directorate
- Rectorate
- University Language Centre
- Departments and training offering
- Ethics, Responsibility, Sustainability
- International and Educational Development
- Luiss University Press
- PhD & Summer University
- Radio Luiss
- Recruiting
- Research
- Student Administration Office
- Shop
- Skill Development & Tutoring Services
- Student Mobility
- Summer School
- Language Cafe
- Loft

of the following Departments:

- Department of Economics and Finance
- Department of Business and Management
- Department of Political Science

The facility is equipped with 5 computerised classrooms with 50 teaching stations.

The headquarters also comprises a shared vegetable garden, a small vineyard and an orchard where vegetables, aromatic plants and various varieties of fruit are grown. The Luiss Community Garden is a place of beauty that offers direct contact with nature and its fruits, grown in full respect of natural cycles and without any use of chemicals.

It is constantly cared for by Luiss gardeners, assisted by external volunteers, students and staff. Over the years, it has also hosted environmental education projects offered free of charge to schools in the neighbourhood, integration and vocational training projects for immigrants and the Autistici & Giardinieri workshop.

The Luiss Community Garden is therefore a centre for social interaction, a place in which to collaborate with people whose stories, dreams, ages and characteristics differ from one's own; a place in which communication is not mediated by roles or other barriers; a place open to the community in which to find respite and mutual inspiration and to reconnect with nature and its rhythms, training respect and care.

Via Parenzo, 5/11 - 00198 Rome

Spaces and areas aimed at supporting the activities of the following Department: Department of Law
The facility is equipped with a computerised classroom with 50 student workstations.

Villa Blanc - 00162 Rome

Spaces and areas aimed at supporting the activities of the Luiss Business School.

The Luiss Business School is a high-profile management school offering a broad and innovative portfolio of educational offerings, including MBAs, Master's and Custom Programmes. The Luiss Business School is also home to:

- 4 Observatories (Executive Compensation; Ethos; Health Risk Management; Welfare Observatory)
- 1 Research Centre (Reboot)
- 3 Centres of Expertise (CERIIS; ERShub; Creative Industry)

Via Di Santa Costanza, 53 - 00198 Rome

The Library spaces are multifunctional, technological and sustainable environments for the support of study, research and the Luiss Community teaching activities.

Main Library

The Main Library houses the Periodicals Room and the Monographs Room. The Main Library is used for study, circulation services and the use of installed technological equipment.

• **Periodicals Room**

Collections: 430 current publications placed on open shelves and arranged in alphabetical order for on-site consultation.
Equipment: 48 seats, 6 PC workstations for bibliographic searches and consultation of subscription databases, 6 scanners for self-service digital reproduction.

• **Monographs Room**

Collections: 20,000 volumes placed on open shelves by subject area and available for daily consultation and/or loan.
Equipment: 30 seats, 4 PC workstations for bibliographic searches and consultation of subscription databases, 15 tablets for searching the catalogue, 1 self-loan station, 1 scanner for self-service digital reproduction

Departmental rooms

Three thematic rooms dedicated to the Luiss Departments: Economics Room, Law Room and Political Science Room. In each room, study activities are permitted, as is the use of circulation services (consultation and/or loan of the collections) and the use of the technological equipment installed.

• **Economics Room**

Collections: approximately 1,000 open-shelf volumes in the field of economics.

Equipment: 22 seats, 1 self-loan station, 8 PC stations for bibliographic searches and consultation of subscription databases, 1 scanner for self-service digital reproduction.

• **Law Room**

Collections: approximately 2,600 open-shelf volumes in the legal field.

Equipment: 22 seats, 1 self-loan station, 6 PC stations for bibliographic searches and consultation of subscription databases, 2 scanners for self-service digital reproduction.

• **Political Science**

Collections: about 1,500 socio-political open-shelf volumes.

Equipment: 39 seats, 1 self-loan station, 2 PC stations for bibliographic searches and consultation of subscription databases, 1 scanner for self-service digital reproduction.

Breakout Room

The Breakout Room is available in the Political Science Room, a space reserved by prior arrangement for group work, meetings and activities that require verbal exchange.

Equipment: 10 seats, Wi-Fi.

The Library, with a view to sustainability, is expanding the range of digital content available off-campus. Digital assets include:

- 214 databases and electronic collections
- 446,919 e-books
- 176,901 e-journals

Via Di Villa Emiliani, 16 - 00197 Rome

Spaces and areas aimed at supporting the activities of the following Schools:

- School of Government
- School of European Political Economy

Via Tommaso Salvini, 2 - 00197 Rome

Spaces and areas aimed at supporting the activities of the following Offices:

- Career Service and Alumni
- Sports Association

Viale Gorizia, 17 - 00198 Rome

Spaces and areas aimed at supporting the activities of the following Offices:

- Compliance Office, Internal Audit and Risk Management
- Partnership & Financial Aid
- IT Development

Via Marsala, 29 - 00185 Rome

Spaces and areas aimed at supporting the activities of Luiss ENLABS and 42 Rome Luiss

Via Massimo D'Azeglio, 3 - 20154 Milan

Spaces and areas aimed at supporting the activities of the Milan Luiss Hub for makers and students

Table 32
Residences

Residenza Maria Teresa Panunzi Via di S.ta Costanza, 53	<i>The residence is located in the building of the Luiss Library and in the immediate vicinity of the headquarters in Via Parenzo (connected to the headquarters in Viale Romania by a free Luiss shuttle). It is equipped with various facilities to make the students' stay easier.</i>
Residenza Villa Betania Via Antelao, 14	<i>The residence is 3 km from via Parenzo and has accommodation in 19 independent apartments each consisting of a living room with kitchenette, two, three or four bedrooms with bathrooms. A large green space is also available. It is equipped with various facilities to make the students' stay easier.</i>
Residenza Lisbona Via Lisbona, 7	<i>The Residence is adjacent to the Luiss campus in Viale Romania and has 73 rooms divided into single and double rooms. It is equipped with various facilities to make the students' stay easier.</i>
Residenza Pola Via Pola, 15	<i>The residence is adjacent to the historic Luiss headquarters in Viale Pola, in the immediate vicinity of the Via Parenzo and Villa Blanc offices. Accommodation at the Residence is allocated with priority to students on postgraduate courses or participating in international mobility projects. The residence, which has 18 rooms, is equipped with various facilities to make the students' stay easier.</i>
Collegio Universitario di Merito Don Nicola Mazza Via di Trasone, 56/58	<i>Luiss has entered into an agreement with the Collegio Universitario di Merito Don Nicola Mazza, which will reopen in September 2020 after a complete refurbishment. The residence, for men and women, offers accommodation in single and double rooms with services. The facility has a canteen, a small gymnasium, a music room and other areas for study, socialising and relaxation. There is also a large green area. The Collegio is equipped with various facilities to make the students' stay easier.</i>

Section 15

The creative spaces

By way of example, we would like to mention the following **creative spaces**:



- The **Luiss Language Café** offers moments of conversation, workshops, film forums, peer-to-peer lessons, exhibitions, conferences and consultations in various languages on employability. The context is international and informal, encouraging student creativity in a multidisciplinary environment where language is instrumental to the creation of content and projects. Here the facilities include

more than 1,000 books in original language; international newspapers and magazines; three production booths with iMacs that can be used for research, job interviews and production of videos and podcasts in various languages.



- The **Luiss LOFT** is a unique space, devised to host and empower an academic culture based on de-

sign thinking, technology and creativity. It hosts an area dedicated to coding with three workstations; a space reserved for video editing with green screen, video camera and microphones; a hi-tech cinema and an open space with 3D printers and various Arduino, Raspberry, LEGO Mindstorms and Makeblock kits and 11 iMacs for video production. This space also hosts numerous activities: creative courses, digital courses, students for students peer learning, project work and tech cinema clubs.

Section 16

The Library Service

The following is an example of how Luiss values permeate through the

process of value creation to the point of outlining concrete choices of services aimed at innovative sharing of the University's resources.

Through the **Library Service for the Visually Impaired**, the Library encourages the inclusion of students with disabilities and LDs using assistive technologies to improve access to bibliographic resources. To support the study activities, it provides 11 scanners for digitising paper documents, computers with OCR text decoding software and the Balabolka app for speech synthesis.

Section 17

The Luiss Associations

Associations of which Luiss is a member

CRUI - Conference of Italian University Rectors | <https://www.cruai.it/> | Founded in 1963 as a private association of Rectors, over time it has acquired a recognised institutional and representative role and a concrete ability to influence the development of the university system through intense study and experimentation activities. Since 2007, CRUI has been the association of recognised state and non-state universities.

APRE - Agency for the Promotion of European Research, of which Luiss has been a member since April 2020. APRE is a non-profit research association which, in close liaison with MUR, provides its members with information, support and assistance for participation in national and European collaboration programmes and initiatives – with particular reference to Horizon 2020 in the field of Research, Technological Development and Innovation (RTDI).

CoDAU - Convegno dei Direttori generali delle Amministrazioni Universitarie <http://www.codau.it/> – an association formed by the General Managers of Italian university administrations with the aim of coordinating and networking in various university sectors, including Research; Luiss participates in the following working groups: “Research and Evaluation of Research”, “Third Mission, Technology Transfer and Public Engagement”, “Construction, Procurement and Environmental Sustainability”.

ANVUR - Agency for the Evaluation of the University System and Research | <http://www.anvur.it/> | The Agency oversees the national public system of quality assessment of universities and research institutes. It is responsible for the external evaluation of the quality of the activities of universities and research institutes receiving public funding and directs the activities of the evaluation teams. Finally, it assesses the effectiveness and efficiency of public funding and incentive programmes for research and innovation activities.

APENet - Italian Network of Universities and Research Institutions for Public Engagement | <http://www.apenetwork.it/it/rete> | The main purpose of the Network is to disseminate, promote and enhance the culture and good practices in Public Engagement actions.

Startups

PNI Cube - Italian Association of University Incubators and Business Plan Competitions | <https://www.pnicube.it/> | Association dealing with technology transfer policies through the creation of innovative enterprises from the world of academic research.

Library

AIB - Italian Library Association | <https://www.aib.it/> | Professional association of Italian librarians whose purpose is the promotion of the country's library services and the recognition of the profession.

ESSPER Association | <http://www.biblio.liuc.it/> | Coordination of libraries working in study and research institutes in the fields of economics, social sciences, law and history to improve the overall offer of their services.

ACNP National Collective Archive of Periodicals | <https://acnpsearch.unibo.it/> | Catalogue of periodical publications owned by libraries located throughout the country, covering all subject areas, to facilitate access to information and cooperation.

NILDE - Network Inter-Library Document Exchange | <https://nilde.bo.cnr.it/> | A document delivery service around which has gathered a community of libraries willing to share their bibliographic resources in a spirit of mutual cooperation and, mostly, free of charge.

Sustainability

RUS - Network of Universities for Sustainability: | <https://reterus.it/> | Promoted by CRUI, since July 2015 RUS is the first experience of coordination and sharing among all Italian universities committed to environmental sustainability and social responsibility. Luiss has formalised its membership since its establishment in 2017.

PRME Principles for Responsible Management Education | <https://www.unprme.org/> | UN-supported initiative founded in 2007 with the aim of raising awareness on sustainability issues with a particular focus on Universities and Schools of Business and Management, to ensure that future leaders have the skills to integrate economic and sustainability objectives, drawing attention to the SDGs and aligning academic institutions with the work of the UN Global Compact.

RUniPACE - Network of Italian Universities for Peace | <https://www.runipace.org/> | RUniPace is the Network of Italian Universities for Peace promoted by the Conference of Italian University Rectors. Its members are universities that base their actions on the fundamental principles of the Constitution, the United Nations Charter, the Treaties establishing the European Union, the Organisation for Security and Cooperation in Europe and the Council of Europe.

Sport

UNISport Italia - Italian University Sports System Network | <https://www.unisport-italia.it/> | The National University Sports System is the Network of Italian Universities that aims to enhance the potential of university sports as an effective and transversal tool for training, research, innovation and improving well-being and the university experience in general.

International Networks

QTEM Quantitative Techniques for Economics and Management | <https://www.qtem.org/> | is an international network that brings together outstanding students, academic partners and international companies. QTEM develops expertise in analytical and quantitative techniques to support decision-making in an international context, bringing together outstanding students, academic institutions and international companies.

SSUN - Social Sciences Universities Network | <http://ssun.info> | The network promotes cooperation between universities in talent development, scientific research, academic innovation, as well as policy and regulatory formulation. Member universities actively participate in global governance and act as pacemakers of higher education in the humanities and social sciences. The network provides a broad and convenient communication platform for researchers, teaching faculty and students. It allows for the development of high-quality exchange programmes and offers opportunities to conduct joint research projects and promote academic innovation.

European Universities: Engage.EU Consortium | <http://engageuniversity.eu/> | ENGAGE.EU is an alliance of Europe's leading universities of economics and social sciences, which aims to provide European citizens with the set of skills and competences needed to tackle major challenges in society. These existing and new challenges, such as digitisation and artificial intelligence, climate change and migration, must be successfully addressed to ensure a sustainable and positive future. ENGAGE.EU will inspire active social engagement in the current European context and beyond.

European network of independent non-proliferation and disarmament think tanks | <https://www.nonproliferation.eu/thinktanks-2-2/> | The EU Non-Proliferation and Disarmament Consortium was conceived as the beating heart of a European network of researchers eager to share the fruits of their work with their colleagues, as well as with European authorities and key decision-makers within the EU Member States.

ERCIS - European Research Centre for Information Systems | <https://www.ercis.org/about-us> | International network of research institutes, active personal members and advisory board members working in the field of information systems. The different perspectives on research topics and current issues promote unique and national multidisciplinary.

International Networks of which Luiss Business School is a member

GRLI - Globally Responsible Leadership Initiative | <https://grli.org/> | A global organisation promoting the Sustainable Development Goals in Business Schools, of which Luiss Business School has been a member for many years, and which states: “Global Responsible Leadership is the global exercise of ethical and values-based leadership in the pursuit of social progress and sustainable development. It is based on a fundamental recognition of the world's interconnectedness.”

GBSN - Global Business School Network | <https://gbsn.org/> | Leading network of over 80 leading business schools – such as MIT and INSEAD, to name a few – working to strengthen management education for the developing world. GBSN provides global visibility and a proven collaborative framework. Through their programmes and partnerships, GBSN members demonstrate a commitment to improving access to quality, locally relevant management and entrepreneurship education for the developing world.

Section 18

The Luiss Initiatives

Initiatives in which Luiss participates

Tedx countdown

The TEDx countdown 2020 event was organised by the students of the University as part of the initiatives of Young Ethos, the spin-off of Ethos, the Observatory on Public Ethics. The venue brings together Luiss professors and students in activities to raise awareness and develop a modern ethic, starting from the relationship with the social world, life with others, caring for ourselves, for a new moral code of the Humanities.

“We can change the climate change”: this was the title of the Tedx event, entirely dedicated to environmental issues, focusing on five trajectories for a more sustainable future: Transport – Energy – Materials – Food – Nature. Consistent with the TEDx format, the event saw the participation of an important exponent for each topic, with the proposal of innovative ideas and solutions to the most current climate change challenges. The event was completely virtual and was attended by 2,321 people.

The Sustainable Development Festival

As a member of RUS (the Network of Universities for Sustainability), as of 2018 Luiss has participated and contributed to the ASviS (Italian Alliance for Sustainable Development) Festival of Sustainable Development. By organising 43 events in 2018 and 53 in 2019, the University sought to create a hub for training, sharing and dissemination regarding sustainability issues according to the SDGs framework with events open to the internal and external community and organised in collaboration with local entities. In the 2020 edition, Luiss hosted one of the Festival’s national events, the one related to Goal 8 – decent work and economic growth. The debate entitled “Pact for the employment of young people: a necessary challenge” was attended by Luiss Professors and representatives of institutions, civil society and social partners in a discussion aimed at finding a synthesis between the various requests presented and create a real “call to policy”. The ultimate goal is to achieve the objectives of the UN Agenda 2030, making use of the substantial resources made available by the European Union in the framework of the Recovery Fund and the new programming 2021-2027. The event reached over 19,360 people with 4,000 views.

The “Don’t Waste” Award

The eleventh edition of Antonio Galdo’s project – with the scientific and organisational support of Luiss University – promotes economic, environmental and social projects and practices that encourage all-round sustainability, savings and conscious consumption. The intent is to promote lifestyles that rediscover sharing, dialogue and intelligent innovation for economic growth aimed at effective social progress.

In 2020, the Award sought to collate sustainable ideas capable of uniting citizens and associations to highlight initiatives that impact people’s lives to cope with the post-Covid era. Once again, this edition featured five award categories: Companies; Associations; Young People (under 35) and Startups; Institutions; Schools and Universities. The “Don’t Waste” Award has always benefited from numerous scientific, institutional and editorial partnerships: Luiss’s co-partners are: La Sapienza University of Rome, the Ministry for the Environment, Land and Sea, CNR National Research Council, WWF, RAI Radio 1, Corriere della Sera – Buone Notizie, Fondazione Catalano and IdeeGreen.it. The event was attended by 1,222 people.

Youth Festival – V edition

Fifth edition for the event created by the entrepreneur Fulvia Guazzone, CEO and Founder of Noisiamofuturo® with Luiss among the promoters and Intesa Sanpaolo as Main Partner. After four editions, the last of which – held in both Gaeta and Reggio Emilia – had more than 30,000 attendees, the Festivaldeigiovani® now faces a new challenge and makes a further leap in quality: from the 2020 edition the Festival, with the great acceleration in terms of digital innovation that occurred during the lockdown, will run all year round with live events and digital content available to students, schools and families.

LabGov

Launched in 2011 as a soft skills lab, it later evolved into an applied research lab at ICEDD, Centre for Research on Democratisation Processes and Quality of Democracy, and BILL, Centre for Blockchain, Artificial Intelligence, Digital Infrastructure and Life Sciences Research. In 2015, it formed a legal entity managed by Alumni. It has been operating at Georgetown University since 2017 and the Universidad Latina de Costa Rica since 2018. LabGov provides an annual Interdisciplinary Urban Clinic as an interdisciplinary workshop offered to the students of all Luiss Departments which, starting from direct experimentation on a common good (such as the University’s Shared Vegetable Garden), through different activities and relationships, devises and proposes projects for the management of the city as a common good. The ultimate purpose of the project is to co-design public policies and/or prototype civic entrepreneurship projects that generate forms of sustainable community development capable of combining social, technological and digital innovation and transforming it into an engine of social equality and socio-economic development. Every year, LabGov implements a new operation of civic regeneration of urban and/or incubated commons, accelerates civic enterprises and community cooperatives, develops public policies aimed at creating new jobs, reducing social and economic inequalities, establishing collective and proximity institutions and applying innovation in law. The clinic provides all the tools necessary for students to prototype the project idea and be equipped to develop it outside the course itself. The approach is based on a partnership between five types of actors: public, private, social, cognitive and civic (the so-called quintuple helix), and over the years it has developed more than 130 structured partnerships and developed projects and interventions for approximately 40 beneficiaries.



Section 19 Projects created through the Luiss network

Among the various projects, we would like to mention:



Virtual Internship – one of the many opportunities offered to Luiss students to support them in building their career path. This is an innovative opportunity for experiential training dedicated to final year students of all Master's and Single Cycle Degree Courses. The project, in which teams of students work for 5 weeks in synergy with a top employer and the Faculty, can also be undertaken as an alternative to the standard curricular internship. The first three editions were attended by 300 students, 60 employers and 35 faculty.



The Mentoring Programme “**Guido**” sustains a guided relationship between Luiss Alumni, 100 Juniors (Mentees) and 74 Seniors (Mentors) for the sharing of expertise. Mentees are thus helped to express their full potential and make fundamental choices for the future with greater awareness. The mentoring relationship expresses the University’s “caregiving” value towards younger graduates, continuing to support them in their personal and professional growth also after their studies.



Reconnect is a project born in 2020. In its pilot edition, it foresees a selection of 50 Alumni scholarship recipients (Insider Guide) to be trained to support and guide a group of 50 first-year students (Guided Students), also scholarship recipients, in a qualified mentorship relationship throughout their university career. Alumni and students are thus bound together in a sort of intergenerational solidarity pact in which the University acts as the engine of **LifeLarge Learning** and activates give-back mechanisms.



The Partnership with Acea has made it possible to launch many initiatives aimed at integrating sustainability throughout the university community, on its Campus and in everyone's daily experience. Thanks to this collaboration, numerous initiatives have been launched, such as: the “plastic-free” project, the installation of three Acea “water houses” at the Luiss offices for sustainable water supply, the sponsorship of a green mobility service and sustainable energy supply through the signing of a special “**Green PPA**”. All this makes it possible to make the Luiss offices increasingly more green-oriented and respectful of the environment every day, encouraging sustainable choices by all members of the University community.



Tommaso Dumontel - Law, Digital, Innovation and Sustainability, Volunteer worker in the Dynamo Camp



8

INDEPENDENT AUDITORS' REPORT



- the university
- about us
- the capital, our resources and relationships
- the impact generated
- methodological note
- GRI content index
- appendix
- independent auditors' report

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(Translation from the Italian original which remains the definitive version)

Independent auditors' report on the sustainability disclosures included in the integrated report

*To the board of directors of
Luiss Libera Università Internazionale
degli Studi Sociali Guido Carli*

We have been engaged to perform a limited assurance engagement on the sustainability disclosures of Luiss Libera Università Internazionale degli Studi Sociali Guido Carli ("LUISS") included in the following sections of the integrated report 2020 (the "sustainability disclosures"):

- Reflections of the Director General and the Rector
- Section 1 "The university"
 - 1.1 "Vision, Mission, Values"
 - 1.4 "Highlights and Key figures"
- Section 2 "About us"
 - 2.1 "Governance"
 - 2.2 "Stakeholder map"
 - 2.3 "Materiality matrix"
- Section 3 "Capital, our resources and relationships"
 - 3.1 "People"
 - 3.3 "Relations"
 - 3.4 "Environmental heritage"
- Section 5 "Methodological note"
- Section 6 "GRI content index"

Directors' responsibility for the sustainability disclosures included in the integrated report

The directors of LUISS are responsible for the preparation of sustainability disclosures in accordance with the "Global Reporting Initiative Sustainability Reporting Standards" issued by GRI - Global Reporting Initiative (the "GRI Standards"), as described in the "Methodological note" section of the integrated report.

The directors are also responsible for such internal control as they determine is necessary to enable the preparation of the sustainability disclosures included in the integrated report that are free from material misstatement, whether due to fraud or error.

They are also responsible for defining LUISS's objectives regarding its sustainability performance and the identification of the stakeholders and the significant aspects to report.

Auditors' independence and quality control

We are independent in compliance with the independence and all other ethical requirements of the International Code of Ethics for Professional Accountants (including International Independence Standards) issued by the International Ethics Standards Board for Accountants (the IESBA Code), which is founded on fundamental principles of integrity, objectivity, professional competence and due care, confidentiality and professional behaviour.

Our company applies International Standard on Quality Control 1 (ISQC Italia 1) and, accordingly, maintains a system of quality control including documented policies and procedures regarding compliance with ethical requirements, professional standards and applicable legal and regulatory requirements.

Auditors' responsibility

Our responsibility is to express a conclusion, based on the procedures performed, about the compliance of the sustainability disclosures included in the integrated report with the requirements of the GRI Standards. We carried out our work in accordance with the criteria established by "International Standard on Assurance Engagements 3000 (Revised) - Assurance Engagements other than Audits or Reviews of Historical Financial Information" ("ISAE 3000 revised"), issued by the International Auditing and Assurance Standards Board applicable to limited assurance engagements. This standard requires that we plan and perform the engagement to obtain limited assurance about whether the sustainability disclosures included in the integrated report are free from material misstatement.

A limited assurance engagement is less in scope than a reasonable assurance engagement carried out in accordance with ISAE 3000 revised, and consequently does not enable us to obtain assurance that we would become aware of all significant matters and events that might be identified in a reasonable assurance engagement.

The procedures we performed on the sustainability disclosures included in the integrated report are based on our professional judgement and include inquiries, primarily of LUISS personnel responsible for the preparation of the sustainability disclosures, documental analyses, recalculations and other evidence gathering procedures, as appropriate.

Specifically, we carried out the following procedures:

- 1) analysing the reporting of material aspects process, specifically how these aspects are identified and prioritised for each stakeholder category and how the process outcome is validated internally;



- 2) understanding the processes underlying the generation, recording and management of the significant qualitative and quantitative information covered by the sustainability disclosures included in the integrated report;

Specifically, we held interviews and discussions with LUISS management personnel. We also performed selected procedures on documentation to gather information on the processes and procedures used to gather, combine, process and transmit non-financial data and information to the office that prepares the sustainability disclosures included in the integrated report.

Furthermore, with respect to significant information, considering LUISS business and characteristics, we carried out the following procedures:

- a) with respect to the qualitative information covered by the sustainability disclosures included in the integrated report, we held interviews and obtained supporting documentation to check consistency with available evidence;
- b) with respect to quantitative information, we carried out analytical and limited procedures to check, on a sample basis, the correct aggregation of data.

Conclusion

Based on the procedures performed, nothing has come to our attention that causes us to believe that the 2020 sustainability disclosures included in the integrated report of Luiss Libera Università Internazionale degli Studi Sociali Guido Carli have not been prepared, in all material respects, in accordance with the requirements of the GRI Standards, as described in the "Methodology and Reporting Criteria" section of the integrated report.

Other matters

As allowed by GRI standard 413.1 (Operations with local community engagement, impact assessments, and development programs), the directors have provided information on LUISS 2020 impact value for stakeholders and the local area in section 4 "The impact generated" of the integrated report.

We analysed this information solely for the purpose of checking its compliance with GRI standard 413.1, without identifying any issues. Therefore, our conclusion does not extend to this information.

Rome, 8 June 2021

KPMG S.p.A.

(signed on the original)

Renato Naschi
Director of Audit

LUISS



University