

LIBRARY & ARCHIVES Report 2025

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Methodological note

This Report was produced with the support of generative artificial intelligence tools for language editing and data synthesis. The Library team, responsible for the publication of the Report, reviewed and validated the contents and assumes full responsibility for the final publication.

Bocconi University adopts every possible measure to promote gender equality and inclusivity, including the use of language that is as neutral as possible with respect to gender and other forms of diversity; where necessary – as in as in some sections of this document – the generic masculine may be used, intended as an inclusive form referring to all people who may be concerned.

1. Executive summary

The year **2025** marks the conclusion of the **2021–2025 Strategic Plan** and confirms the consolidation of Library & Archives as a central infrastructure supporting learning, research, and academic life at Bocconi University. Over the five-year period, Library & Archives has strengthened its identity as an integrated, accessible, and user-oriented service, combining collection development, service innovation, support for teaching and research, and the enhancement of cultural heritage.

Library & Archives continued to serve a large, international community and maintained its role as one of the most widely used spaces on campus, registering **515,136 visits** in 2025. The introduction of rules governing the use of study spaces and a mandatory booking system contributed to improving the quality of the study experience in a context of high and continuous demand for access to library spaces.

The development of collections confirms a digital-first strategy, with **98% of the budget** allocated to electronic resources. To date, online collections comprise **355,539 e-books, 124,346 e-journals, and 70 databases**. At the same time, work continues the digitization and enhancement of print and historical collections.

Transformative agreements in the area of research and open science enabled the publication of **114 open access contributions**. Meanwhile, the *CIVICA Information Skills Barometer* provided valuable insights into the evolution of students' information literacy in the context of the increasing use of generative artificial intelligence. These developments confirm the role of Library & Archives in supporting research and fostering information literacy.

In terms of user experience, the digital touchpoint integrated with the University's services handled **7,962 requests**, with ongoing improvements in response and resolution times. The consolidation of *Course Reserves*, the expansion of *LibGuides*, improvements to signage, and the publication of the Service Charter reflect an approach focused on clarity, continuity, and the measurability of library services.

In 2025, Library & Archives also contributed to the University's Third Mission through activities promoted by the Historical Archives, virtual exhibitions, Campus Tours, outreach initiatives for schools, and Library tours, further strengthening its role in heritage enhancement and societal engagement.

Overall, the Report portrays Library & Archives as concluding the **2021–2025** phase with a consolidated identity based on a central, integrated, inclusive, and data-driven service that provides the foundation for the new **2026–2030** strategic cycle.

2. Who We Are Today and 2021–2025 Review

This section provides an overall view of the evolution of Library & Archives over the five-year period, linking institutional identity, organizational choices and achieved results. It reconstructs the 2021–2025 strategic path, highlighting its outcomes and future development perspectives.

Identity, Mission and Vision

Over the **2021–2025** period, Library & Archives strengthened its role as a central and integrated service within Bocconi University, supporting students, Faculty, staff, and alumni. In line with its mission, Library & Archives reinforced its commitment to learning and research through the development of collections, services, and initiatives focused on quality, accessibility, and sustainability, while also supporting the University's engagement with society.

These developments were driven by a clear strategic vision: to position the library as both a **physical and conceptual agora**, where rigorous research, innovative teaching and multidisciplinary learning converge to generate knowledge that is more open, inclusive and impact-oriented, both within and beyond the University. In this context, Library & Archives has progressively established itself as a central, **user-centered** and data-informed service, leveraging the systematic use of data and indicators to guide the development of services, collections, and infrastructure.

Organizational Structure and Areas of Activity

Over the five-year period, the organizational structure of Library & Archives has progressively evolved to respond more effectively to the needs of the academic community and to the increasing complexity of services. Alongside its core functions, the Library has strengthened its specialized expertise and its capacity to coordinate physical, digital and information services in an integrated manner.

In 2025, the main areas of activity include **Cataloging, Collections, European Documentation Center & General Archives, General Information & Library Access, IT Library, Library Acquisitions, Library Innovation & Digital Contracts, and the Library & Archives Director Office**. These are complemented by the **Library Scientific Information & Data** unit, established on 1 January 2024 and organized into two areas: Library Databases and Bibliographic Information, with the aim of providing structured oversight of specialized services supporting research, teaching and access to information resources.

The **Cataloging** area is responsible for the description and organization of bibliographic resources. Collections oversees the management, preservation, and review of the Library's holdings, in close alignment with teaching and research needs. **Library Acquisitions** manages the acquisition and updating of resources. **General Information & Library Access** ensures access to services, user guidance, the use of spaces and the management of circulation services,

including local and Interlibrary loan. **IT Library** supports technological infrastructure and digital systems. The **European Documentation Center & General Archives** combines specialized services with document preservation and the enhancement of archival heritage. **Library Innovation & Digital Contracts** oversees service innovation and the contractual management of digital resources. The **Library & Archives Director Office** ensures coordination, planning and the overall integration of activities. The Unit **Library Scientific Information & Data** provides specialized services for accessing and using information resources.

The 2021–2025 Strategic Plan: Overview

The **2021–2025** Strategic Plan is structured around six areas of development: **Accessibility and Communication, Development and Growth of Librarians and Users, Digitalization, User-Centered Collections, Sustainability and Inclusion, and Third Mission**. These areas define the framework within which Library & Archives has progressively refined its services, tools, and priorities, determining its modes of engagement with the community.

A total of **76 projects** (*Figure 1*) were implemented over the last five years: **10 in 2021, 18 in 2022, 13 in 2023, 13 in 2024, and 22 in 2025**. This trend reflects a steady expansion of activities and a growing ability to translate strategic objectives into operational actions.

Overall, the results highlight progress across multiple dimensions, including improved accessibility to services and resources, development of specialized services for study and research, enhancement of the digital infrastructure, increasingly data-informed collection management, greater attention to sustainability and inclusion, and a strengthened role in heritage enhancement and engagement with the broader community.

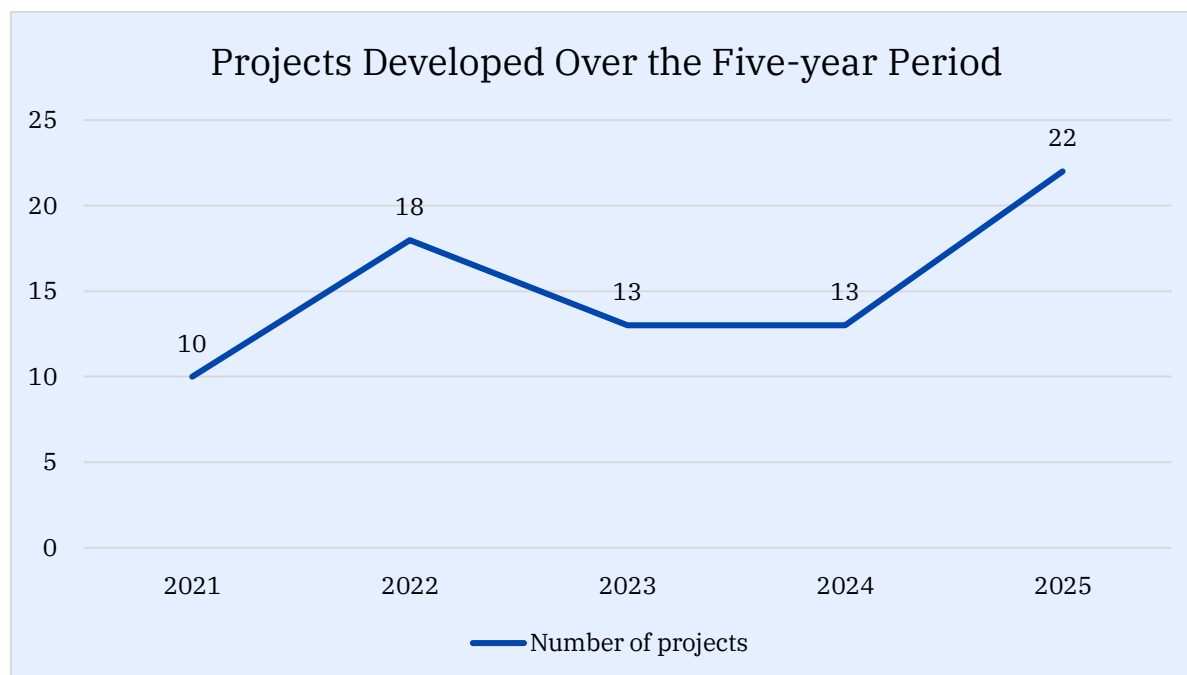


Figure 1 - Projects developed over the five-year period 2021–2025

Key Lessons Learned and Strategic Directions for 2026–2030

The 2021–2025 period confirms that Library & Archives achieves greater impact when operating as an integrated service, capable of connecting spaces, collections, professional expertise and digital infrastructure into a unified experience for the academic community.

A second key insight concerns the relationship between physical and digital aspects. Technological innovation has expanded access, efficiency, and monitoring capabilities, while maintaining the value of physical spaces, professional mediation, and the availability of tangible resources, which remain central to the study and research experience.

The five-year period also confirms the effectiveness of a user-centered and data-driven approach in the development of services, collections, and processes. The systematic use of indicators, feedback and usage data has strengthened relevance, sustainability, and responsiveness to the community's needs.

Another important aspect concerns the role of professional competencies. The evolution of Library & Archives requires profiles capable of integrating library, archival, digital, information, and relational skills, while operating in a cross-functional and interdisciplinary environment.

Finally, the 2021–2025 period confirms that accessibility, inclusion, and openness to external audiences are integral to the identity of Library & Archives. Building on these foundations, the 2026–2030 strategic cycle aims to consolidate the results achieved and further strengthen the role of the Division as a key cultural, academic, and social resource for the University.



Figure 2 – Library ground floor, with Information Desk

3. Community, Spaces and Study Support

This section examines the Library’s function as both a physical and social space at the heart of academic life. It explores the services and environments that support learning, concentration, and interaction, highlighting the evolving use of spaces and services.

Community

Library & Archives plays a central role in the daily experience of the academic community, providing access to collections, services and study spaces that are fully integrated into campus life. The library serves a large and diverse community, including students, PhD students, Faculty, and staff, each with different information needs and usage patterns. In the 2024–25 academic year, the student population amounts to **23,521 individuals**, including **12,278 Italian** and **11,243 international students**. This is complemented by **178 PhD** candidates, of whom **97 have an international profile**. The Faculty includes **440 members of the University’s Core Faculty**, **143 members of SDA Bocconi’s Core Faculty**, and **654 Non-Core Faculty across Bocconi University and SDA Bocconi**. In addition, staff totals **616** at Bocconi University and **155** at SDA Bocconi.

 Students	 PhD	 Faculty	 Staff
23.521 Total	178 Total	440 Core Faculty	616 University
12.278 Italian	81 Italian	143 Core Faculty SDA	155 SDA
11.243 International	97 International	654 Non-Core Faculty	

Table 1 - Bocconi Community 2024-25

In 2025, the Library confirmed its position as one of the most widely used spaces on campus. Open to the public for **318 days**, it recorded **515,136 visits**, with an average of **1,620 users per day**. The average length of stay is approximately **3 hours and 20 minutes**.

In 2025, Library & Archives services were delivered by **43 staff members** under the direction of a director. To support extended opening hours and ensure continuity in services related to the use of spaces, the Division also relied on an external service provider. Additional support was provided by **2 students** participating in the “200 Hours Work-Study Program.”

Overall, the data outlines the profile of Library & Archives as a service fully integrated into university life, widely used by a large international community and supported by a consistent and professional staff presence.

The Library as a Study and Learning Environment

In 2025, the Rules governing the use of study seats and conduct within Library spaces were introduced, together with a mandatory booking system for study seats. Developed in coordination with the University and in response to an initiative promoted by student representatives, the project aligns with leading international academic practices and aims to

encourage the respectful and responsible use of Library spaces while improving the overall quality of the learning experience.

The initiative was launched in **October 2024** with the publication of the [Rules for utilizing study seats in the Library rooms and conduct to be observed](#), along with a mandatory acceptance requirement to access the reading rooms. It became fully operational in **January 2025** with the introduction of automated controls for access and bookings. The project is based on the principle of shared responsibility in fostering an environment conducive to learning, concentration and mutual respect, with particular emphasis on maintaining silence in study areas and an appropriate noise level throughout the Library.

Spaces and Facilities



Figure 3 - Reading room on the ground floor of the Library

The Library has a **maximum capacity of 720 people** and offers a total of **632 study seats**, which can be booked through the University's yoU@B Pro app. Furthermore, **8 additional workstations are reserved** for individuals with temporary or permanent disabilities, reflecting the Library's commitment to accessibility and inclusion.

The implementation of the new booking system was accompanied by a structured information and awareness campaign carried out through targeted communications on **yoU@B student diary**, the website, audio messages, and staff presence both at the entrance and in the reading rooms. In 2025, the Library recorded **515,136 visits**, with **13,987 unique users** booking a study seat at least once, for a total of **520,660 bookings**. These figures confirm the central role of Library spaces in the daily experience of the academic community and highlight the importance of study seat management as an essential component of study support. The initiative represents a significant step in the library's evolution as a

space for study and reflection, with the aim of making spaces more orderly, accessible and aligned with the needs of the University community.

This attention to the quality of the user's experience is also reflected in the configuration of the spaces themselves. Library & Archives extends across **3,194 square meters** distributed over the ground floor, first floor and basement, in addition to further spaces dedicated to the preservation of documentary heritage. In the basement, over an area of 142 square meters, is

the Historical Archives preservation room. The same building also houses the **Central Storage**, arranged over four floors for a total of **2,290 square meters**, and accommodating nearly half of the print collections. This is complemented by a **Remote Storage in Rozzano** covering **2,009 square meters**. Overall, the preserved holdings extend across **3,193 linear meters**.

Alongside reading rooms and study seats, the Library also provides specialized spaces and facilities designed to meet different needs within the academic community. These include the **Data Rooms** for access to **Bloomberg** and **LSEG Workspace** and for thesis consultation, as well as a **room reserved for Faculty**. In 2025, the Data Rooms recorded a total of **1,317 visits**, with **1,142 users accessing a workstation at least once**, highlighting the broad and sustained use of the service.

4. Collections and Resource Development

This section examines the composition, evolution and management of the collections, highlighting the strategic choices that guide the development of information resources. Particular attention is given to the balance between print and digital formats.

Collections

In 2025, Library & Archives continued to develop its collections according to criteria of accessibility, academic relevance and sustainability, while maintaining a strong integration between print holdings and digital resources. This approach is consistent with a digital-first policy that has guided collection development in recent years, prioritizing digital resources for greater accessibility, continuity of use, and service sustainability.

Print collections continue to represent a significant component of the Library’s holdings. In 2025, they include **454,775 monographs**, **1,304 rare books**, **17,386 print theses** and **179,897 bound periodicals**, with **139 current subscriptions**.

Print Collections	
	454.775 Monographs
	1.304 Rare books
	17.386 Print theses
	179.897 Bound periodicals

Table 2 – Print collections (summary)

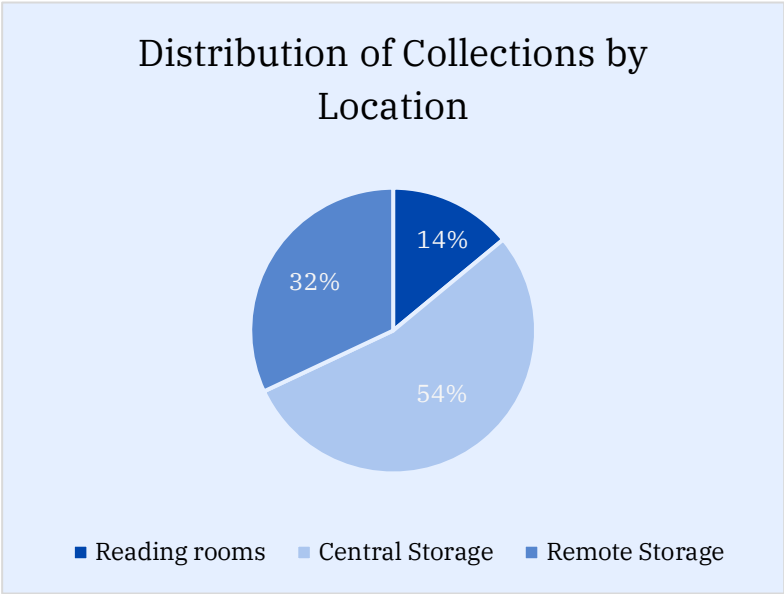


Figure 4 - Distribution of collections by location

The distribution of collections by location (*Figure 4*) highlights the complementarity between direct access and preservation: **14%** of the holdings are located on open shelves in the **reading rooms**, **54%** in the **Central Storage**, and **32%** in the Remote Storage.

On the digital side, online collections reached **355,539 e-books**, **124,346 e-journals** and **70 databases**. Most of these resources are also accessible remotely, 24 hours a day, seven days a week. Some specialized resources, however, remain available for on-site consultation only, particularly those accessible through the Data Room.

Digital Collections	
	355.539 E-books 124.346 E-journals 70 Databases
	Accessible 24/7 also remotely
	2.357 Digitized Theses
	6.993 Digitized Historical Archives Records

Table 3 - Digital collections (summary)

In 2025, the review of collections also continued. A total of **1,274 volumes** were withdrawn from the collections, following authorization by the Archival and Bibliographic Superintendency of the Lombardy Region (Soprintendenza archivistica e bibliografica della Regione Lombardia), as part of a periodic process aimed at keeping the holdings up to date and aligned with the needs of the academic community, while also optimizing preservation space.

Alongside the development of current collections, efforts to enhance historical and documentary heritage also continued. In 2025, **2,357 theses and 6,993 records from the Historical Archives** were digitized, with the thesis collection recording a total of **106,613 views**. At the same time, as part of the **Digital Library – Donors** project, **441 historical theses** were digitized and **1,274 handwritten archival records** were transcribed **using artificial intelligence**, thanks to donor support. These figures confirm the role of digitization as a tool for access, preservation and the dissemination of heritage.

Budget and New Acquisitions

In 2025, budget allocation (*Figure 5*) confirmed the priority assigned to digital resources. A total of **98%** of collection expenditure was devoted to electronic resources, while the remaining **2%** was allocated to print materials. The 2024 budget had already shown a strong predominance of digital resources (97%), a trend that became even more pronounced in 2025.

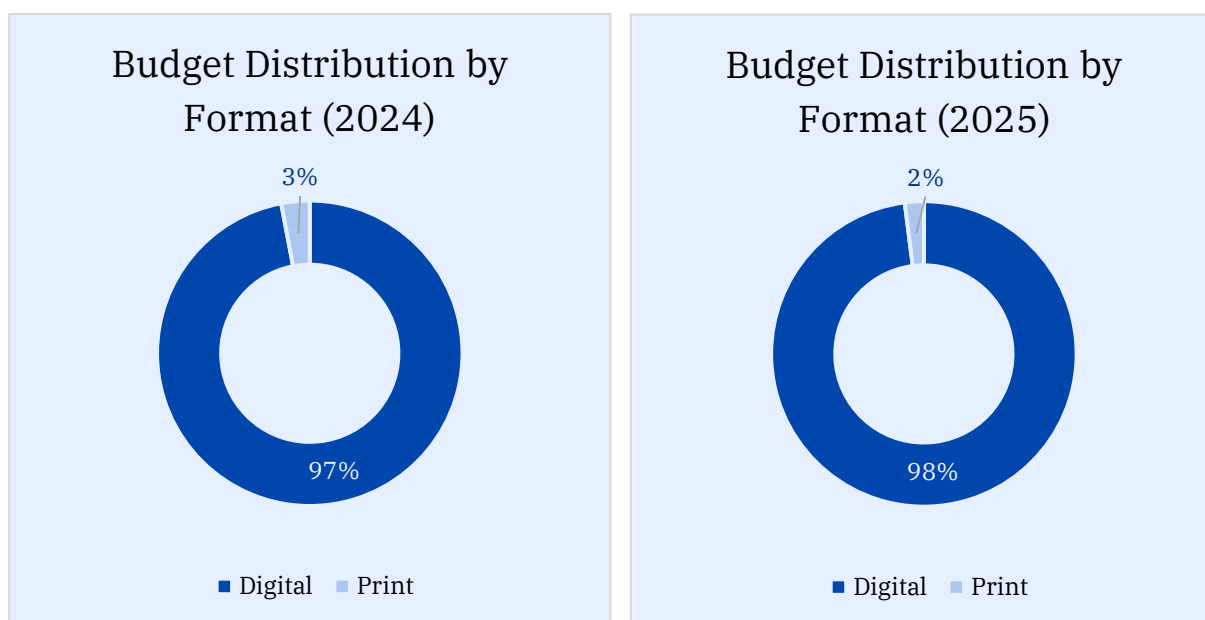


Figure 5 - Budget distribution by format (year 2024 – year 2025)

While budget distribution highlights the centrality of digital resources, it does not fully capture the role that print continues to play within the collections. In some disciplinary areas, particularly Law, as well as in specific teaching-related needs – including *Course Reserves* materials – traditional formats continue to serve an important function. It should also be noted that budget distribution does not necessarily correspond to the number of titles acquired, as electronic resources generally have higher unit costs than monographs.

In this context, the Library acquired **866 new titles** in 2025, of which 70% were print monographs and the remaining 30% e-books (*Figure 6*). This confirms a model of collection development aligned with the needs of the academic community and consistent with the digital-first principle.

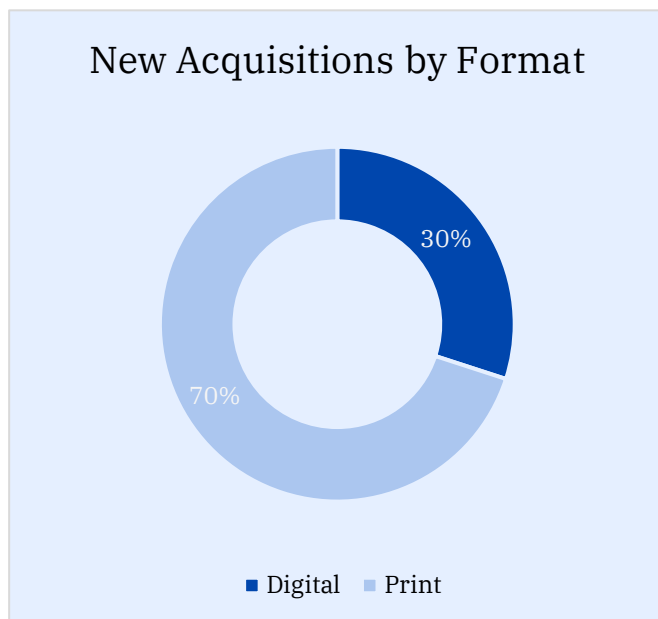


Figure 6 - New acquisitions by format

New acquisitions were strongly driven by demand expressed within the Bocconi community (*Figure 7*). More than half of all acquisitions (**53%**) originated from requests submitted directly by users, including **240 requests** from the student community and **217** from Faculty.

These are complemented by acquisitions related to teaching support, which represent a structural component of collection development.

In 2025, the *Course Reserves* service accounted for **35%** of new acquisitions, including required texts, case studies and recommended readings (301 in total). A smaller share (108, equal to 12%) is attributable to other types of acquisitions and collection management, including the

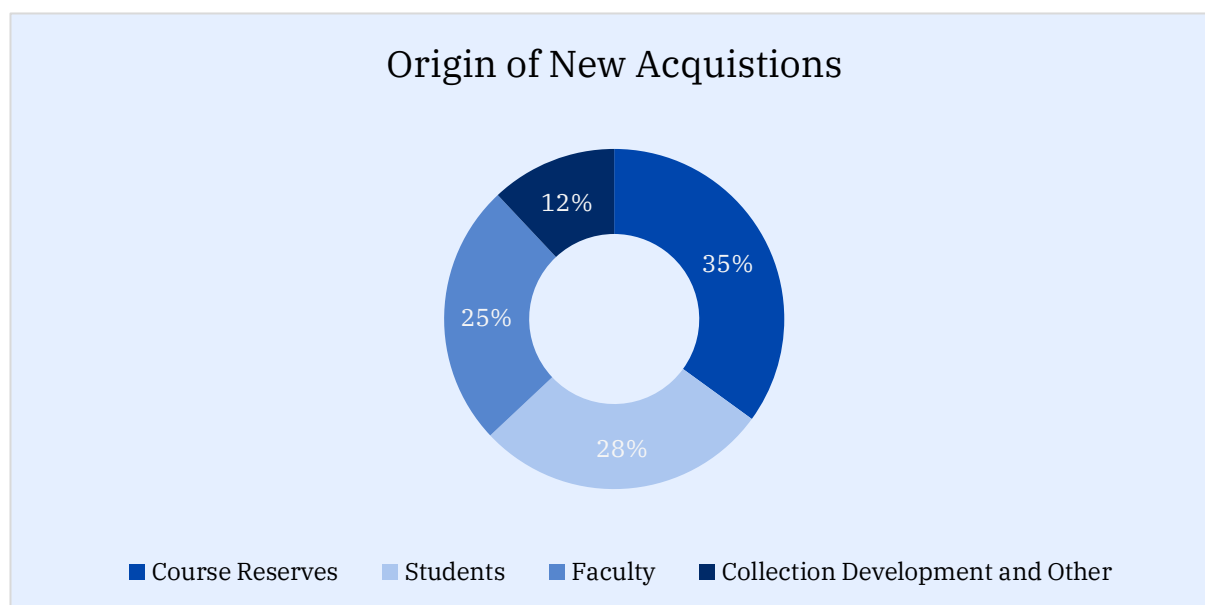


Figure 7 – Origin of new acquisitions

completion and updating of reference works, requests from Law subject specialists, and the replacement of lost or damaged resources.

The main **channel for collecting requests** remains the *Can't find it?* service, which allows users to report resources not available in the collections. In line with previous years, the Library

assesses each request against its collection development policies, deciding whether to proceed with a purchase or to meet the information need through the Interlibrary Loan service.

Since December 2025, this process has been further enhanced through the introduction of **Rapido**, a solution integrated into the Library's search engine that automates the forwarding of requests to partner libraries. The adoption of Rapido does not change the selection criteria underlying acquisition policies, but it does enable more efficient handling of part of the requests, allowing for a clearer distinction between resources that should be permanently acquired for the collections and those that can be obtained through the interlibrary cooperation network. Requests fulfilled automatically through partner libraries are also reviewed ex post, with the aim of identifying recurring needs and informing the targeted development of the collections.

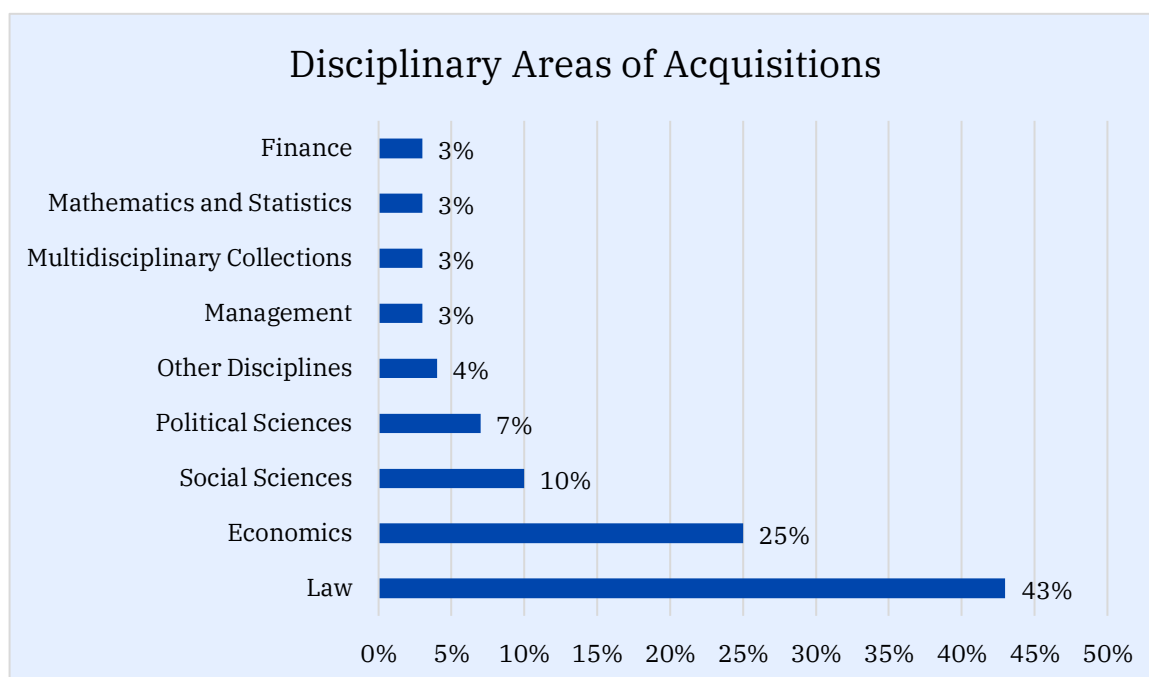


Figure 8 – Disciplinary areas of acquisitions

The **disciplinary distribution of new acquisitions** in 2025 (Figure 8) confirms the centrality of the University's main teaching and research areas, with a strong concentration in Law and Economics and Finance. In particular, Law remains in first place (43%), confirming a trend already evident in 2024, while Economics and Finance ranks second once again (28%). Together, these two areas account for more than two thirds of all acquisitions. Social Sciences also show further consolidation and, together with Political Science, represent 17% of the total. The remaining acquisitions are distributed across a range of disciplinary areas with smaller shares. Alongside the development of traditional collections, the Library continues to play an active role in supporting the **acquisition of advanced electronic resources**. Users may also propose subscriptions to databases and datasets; the Library assesses their relevance and, in cases of specific interest, supports Faculty and researchers in securing access through research or

departmental funds. In 2025, this support resulted in the management of **24 contracts** for the acquisition of datasets, up from 16 in 2024.

Accessible Materials

Ensuring equal access to study and research is a strategic priority for Library & Archives, in line with the University’s inclusion goals and in collaboration with the **Inclusion Service**. As an **Authorized Entity** (*Entità Autorizzata*) recognized by the Ministry of Culture (*Ministero della Cultura*), Library & Archives can provide full digital copies of works exclusively to the categories of beneficiaries identified under European legislation.

Accessible Texts	
	180 Texts provided
	28 Students involved
	231 Accessible titles in the catalog

In **2025**, the service recorded a significant increase compared with previous years: **180 accessible-format texts** were provided to **28 students**.

Table 4 – Accessible texts (summary)

At the same time, efforts continued to expand the catalog of accessible materials, which reached **231 titles** in 2025 and were also made available for exchange with other authorized entities at the national level. At the same time, efforts continued to expand the catalog of accessible materials, which reached 231 titles in 2025. These materials were also made available for exchange with other authorized entities at the national level.

The increase in requests and in the number of texts produced confirms growing awareness of the service within the student community and reflects the commitment of Library & Archives to making accessibility support a structural and systematic component of collection and service development.

5. Research, Data and Open Science

This section explores the role of the Library in supporting research, data management and Open Science practices. It presents the services and initiatives that strengthen the information infrastructure supporting the academic community.

Transformative Agreements

Since 2020, a dedicated Library team has been managing **transformative agreements** signed through the **CARE-CRUI** consortium with seven publishers, enabling researchers to publish in open access without additional costs.

Transformative Agreements in Numbers



114 Articles
90 Faculty members involved
30 Managed support requests
901 Searches in the <i>Open Access Publishing Journal Search Tool</i>
+350 Views of the <i>Open Access LibGuide</i>
127 Open access databases

Table 5 – Transformative agreements (summary)

In **2025**, a total of **114 publications** were made available in open access through these agreements. This figure confirms sustained interest and shows a slight increase compared to 2024, with **90 Faculty members** benefiting from the agreements. The data highlights both the consolidation of open access practices and **the growing engagement** of the academic community.

During the same year, the library team handled approximately **30 support requests concerning open access practices, including** publishing options, eligibility criteria, and compliance requirements. To further strengthen internal expertise and improve the quality of support offered to Faculty, the team also delivered **a dedicated training session for research center staff**, equipping them with practical tools to better assist authors in navigating open access publishing. Moreover, in 2025 **the Open Science for Researchers** workshop became part of the PhD Schools' curricula as an elective course, further strengthening the integration of open science principles into doctoral education.

Support tools have become further established. The **Open Access LibGuide**, launched in October 2024, has reached **more than 350 views**. Meanwhile, the **Open Access Publishing Journal Search Tool**, designed to help researchers identify journals eligible under transformative agreements, recorded **901 searches** in 2025.

To further encourage the adoption of open resources, the Library has added several new open access databases to its offerings. As a result, the total number of available databases increased from **104 to 127**, reinforcing the Library's commitment to broadening access to high-quality scholarly content while supporting sustainability and inclusion.

CIVICA Information Skills Barometer

In 2025, Library & Archives took part in the **CIVICA Information Skills Barometer**, an initiative promoted by the European University alliance **CIVICA** to support the comparative analysis of the information skills of the student communities across partner universities. More than a simple survey, the Barometer serves as a shared observatory on how students navigate today's information ecosystem, shaped by information overload, a growing number of access channels, and the increasing presence of generative artificial intelligence tools. This project had a twofold

significance for Bocconi. On the one hand, it contributed to a European-scale research initiative aimed at generating comparable indicators to inform the educational policies of partner universities. On the other hand, it provided Library & Archives with a valuable knowledge base for gaining a more precise understanding of the information behaviors of its student community and for strengthening the design of services, workshops, and support tools.



Figure 9 - Shelves in the ground floor reading rooms

The findings confirm that information skills are now closely connected to the growing use of **generative AI**. The survey, conducted in November 2025 and completed by **2,294 respondents**, shows that **61%** of participants regularly use AI tools; at Bocconi, this share rises to **71%**. However, the adoption of these tools does not necessarily imply full confidence in their academic value. Rather, students use them primarily for convenience, speed, and support in understanding content, while remaining more cautious in methodologically sensitive activities such as searching for scholarly sources and selecting reliable references.

For this reason, the Barometer should not be interpreted simply as a snapshot of AI use within student communities, but rather as a broader indicator of the transformation of study and research practices. The data highlights a widespread need for guidance: while a high proportion of students report feeling reasonably confident in finding information and assessing its reliability, greater weaknesses emerge in the use of **academic databases, citation management**, and the ability to develop methodologically rigorous research paths. More than half of respondents also report a desire for more structured training on the responsible use of AI in academic contexts. From this perspective, the *CIVICA Information Skills Barometer* confirms the increasingly significant role of Library & Archives in fostering the information skills of the academic community.

Circulation Services

In 2025, Bocconi Library recorded **11,282 new loans**, confirming the ongoing **decline in print circulation** already observed in previous years. In particular, loans decreased by 25% compared with 2024 and by 37% over the three-year period (*Figure 10*). This figure should be interpreted within a broader transformation of study and research behaviors, increasingly shaped by the

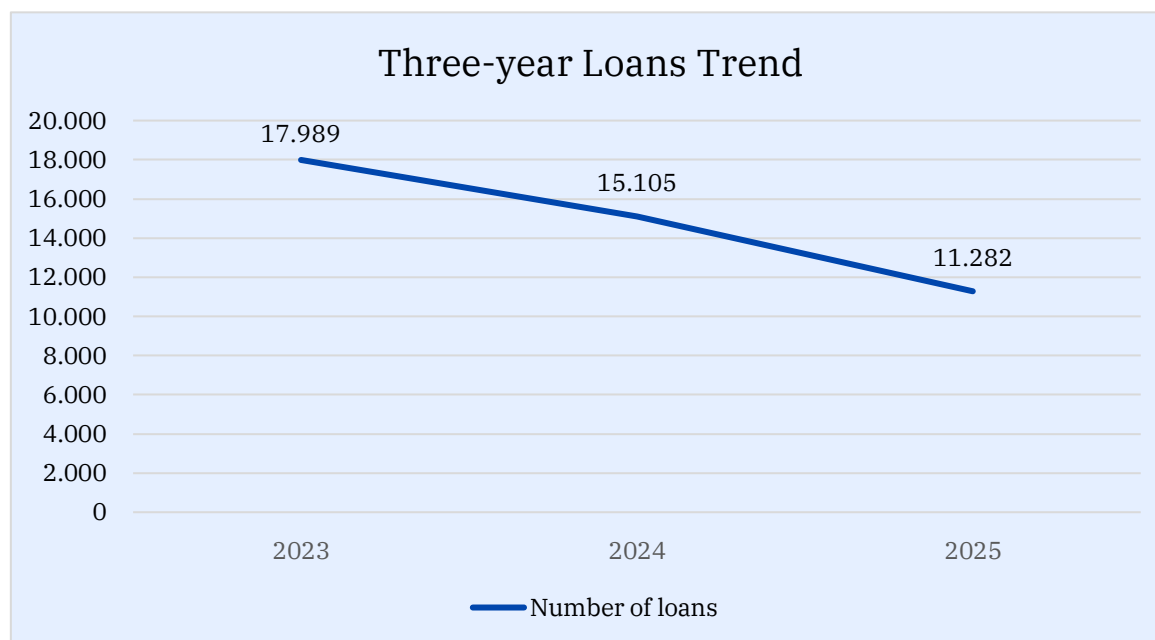


Figure 10 – Three-year loans trend

integrated use of digital resources and specialized support services provided through the Information Desk.

Loan activity **peaked** in February (1,526 loans) and September (1,463), corresponding respectively to the start of the second semester and the beginning of the new academic year. March, May and April followed in terms of intensity of use, confirming a strong correlation between print circulation and the academic calendar. The service was most heavily used between 4:00 and 5:00pm (1,212 loans), followed by the 6:00–7:00pm time slot (1,060 loans) and the 12:00–3:00pm period. Use of the self-check system follows the same peak hourly patterns and as already observed in 2024, exceeds loans processed at the Information Desk after 8:00pm, confirming growing user autonomy in borrowing transactions during evening hours.

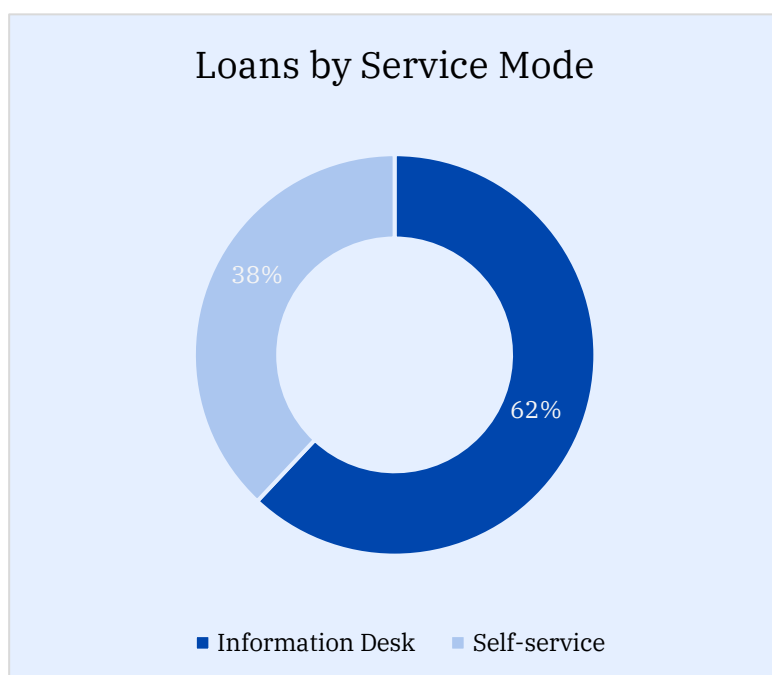


Figure 11 – Loans by service mode

62% (6,974) of the total number of loans were processed with staff support at the Information Desk, while the remaining 38% were completed through self-service stations (*Figure 11*). This figure is largely explained by the management of online reservations (4,514), whose collection necessarily requires registration at the desk. Excluding this component, the use of staff-assisted borrowing is more limited, but it still confirms the role of the Information Desk as a central access point for Library services, where interaction with staff can provide immediate support and guidance in the use of collections.

Of the total number of loans, 8,657 involved volumes located in the reading rooms, which house the most recent and most heavily consulted portion of the print collections.

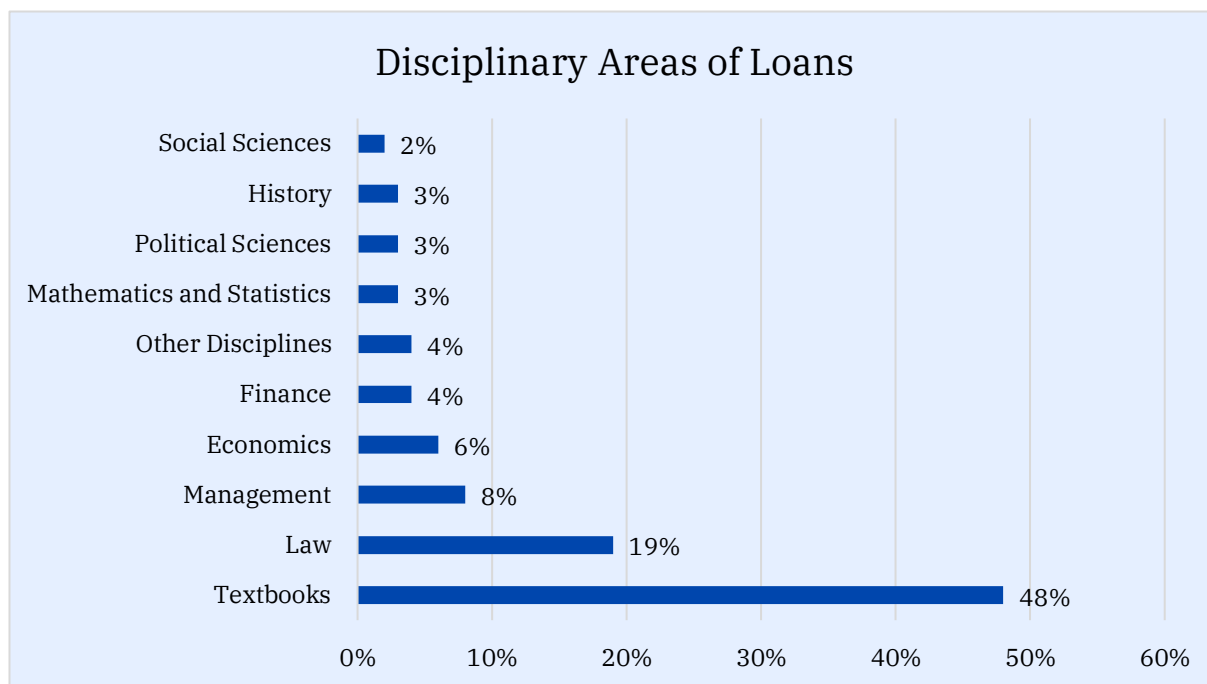


Figure 12 – Disciplinary areas of loans

The field distribution (*Figure 12*) highlights the significant incidence of textbooks, which account for **48% of loans from the reading rooms**, confirming the central role of the *Course Reserves* collection in directly supporting teaching (see the [dedicated section](#) for further details).

The **Law** area, while representing approximately 9% of the overall student population, continues to show a strong orientation toward the use of print materials, with a share of loans significantly higher than its demographic weight would suggest. This pattern emerges even more clearly in the analysis of loans from storage facilities (2,635), where Law accounts for more than half of all requests (58%), pointing to substantial use of specialized reference works, often less recent in publication date but still authoritative and relevant for academic study and research. By contrast, disciplines related to Economics account overall for around 20% of loans from the reading rooms, despite representing by far the largest potential user base within the University. This confirms a stronger tendency toward the use of digital resources and of multidisciplinary or non-bibliographic materials.

When considering “**actual users**” — that is, individuals who made at least one loan, reservation or access to the personal area of the Library website — **65%** are represented by the **students** (*Figure 13*). Within this group, 48% are Graduate students, 40% Undergraduate students, and 11% International Relations students. They are followed by Alumni, PhD and master’s students, Faculty and staff.

Among Faculty members who used Library services, 55% belong to the Non-Core Faculty. The most represented department, in line with circulation data, is Legal Studies (24%), followed by Social and Political Sciences (18%) and Management and Technology (14%).

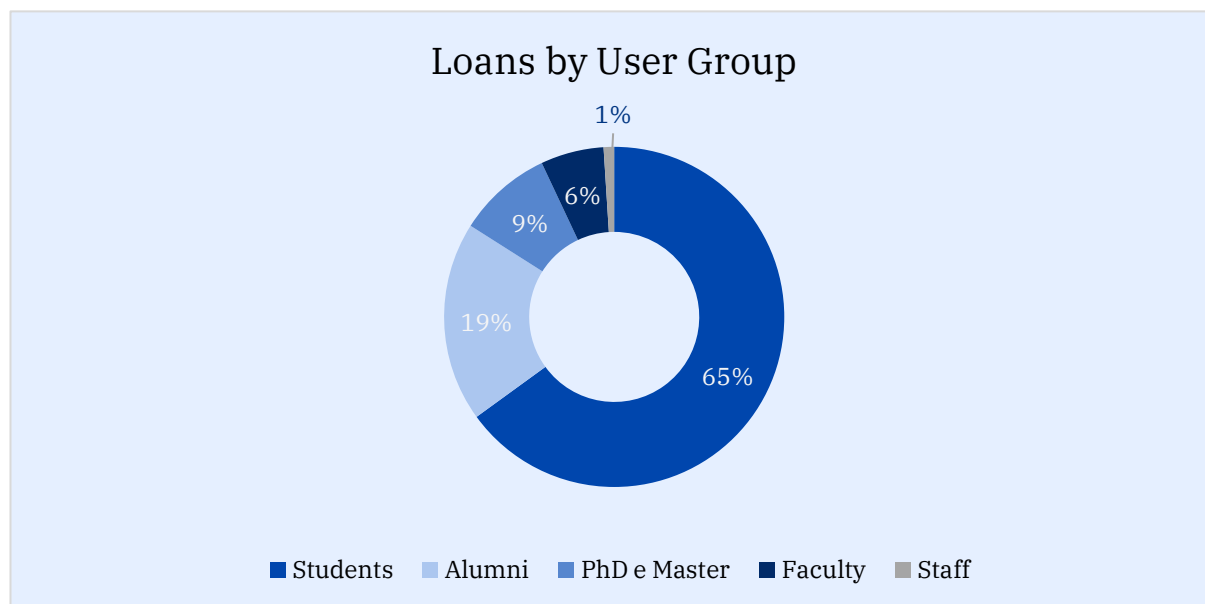


Figure 13 – Loans by user group

The **total number of actual users** more than doubled compared with the previous year. This increase is partly attributable to a real expansion in interaction with Library services, but above all to the update of the measurement criterion introduced in the second half of 2025.

Starting in August, the definition of “actual users” was extended to include not only those who made a loan or reservation, but also users who accessed the personal area of the Library website using their credentials. This change makes it possible to capture a broader group of users interacting with digital services. The 2025 figure is therefore not fully comparable with previous years; however, the new method of measurement provides a more complete and accurate representation of the actual extent of interactions with the Library.

The year 2025 confirms the ongoing transformation in patterns of use of print collections. While the overall number of loans declined compared with previous years, the service shows a strong concentration along two main lines: direct support for teaching through the course textbook collection, and the continued centrality of print materials in the area of Law, both in the reading rooms and in the storage facilities.

Within this framework, print circulation continues to represent a significant and distinctive service, while being increasingly integrated with digital resources and the specialized support services provided by the Library.

InterLibrary Loan

The Interlibrary Loan service allows students, Faculty and staff to access bibliographic materials not available in Bocconi Library's collections through a national and **international network of partner libraries**. Requests may concern either print volumes (Interlibrary Loan) or articles or chapters in digital format (Document Delivery).

The service operates on a reciprocal basis: Bocconi Library's holdings are, in turn, made available to partner institutions, contributing to an interlibrary cooperation system based on resource sharing. In December 2025, the service was significantly enhanced through the **implementation of Rapido**, a resource-sharing solution natively integrated into SearchLib, the Library's discovery tool. The introduction of Rapido marked a shift toward a **more automated model**: requests are automatically routed to partner libraries based on criteria such as availability and response times, significantly reducing the need for manual staff intervention in the sorting and operational management activities. The system also enables real-time monitoring of request status and more standardized workflow management, resulting in greater overall efficiency and shorter fulfillment times. From the user experience perspective, Rapido is integrated directly into SearchLib: requests can be initiated within the search interface itself, without external steps, making the process more streamlined, transparent and traceable.

Requests Submitted on Behalf of Our Users

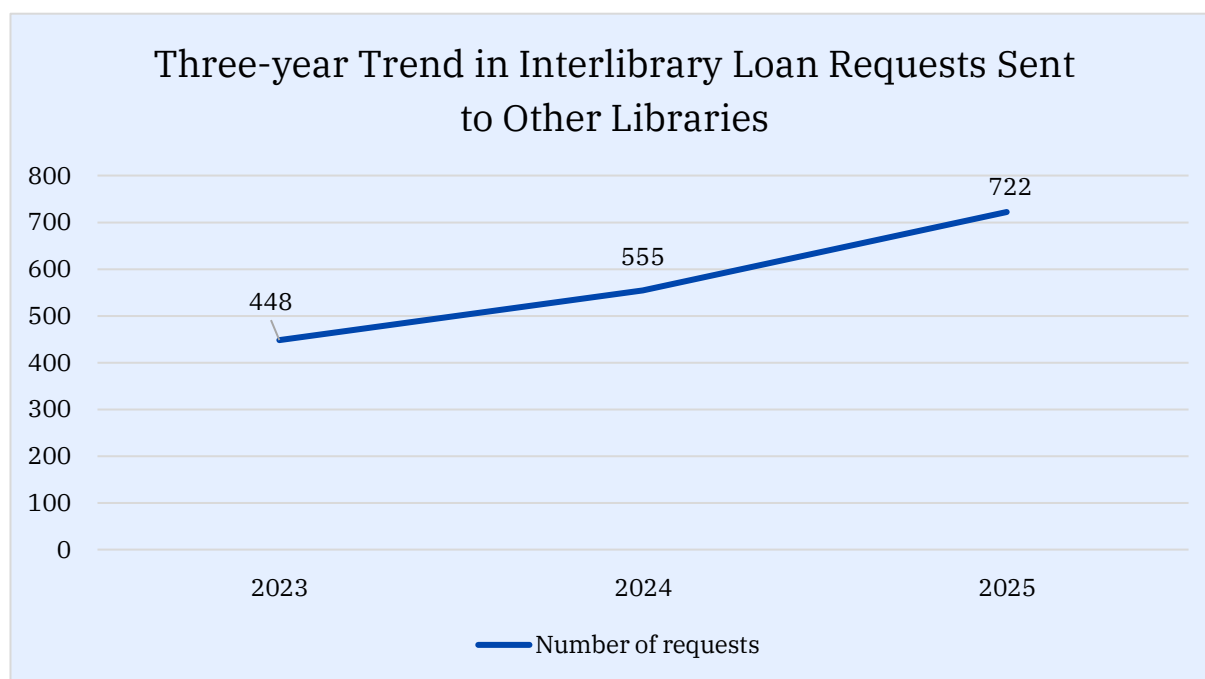
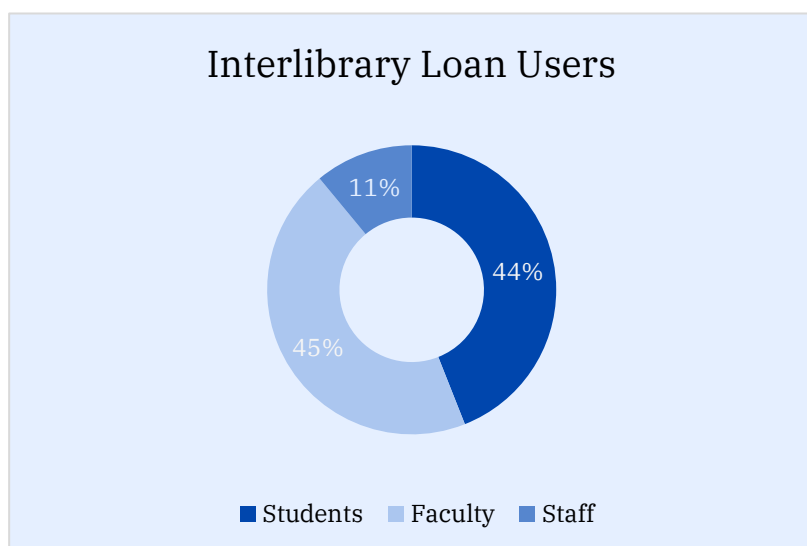


Figure 14 – Three-year trend in Interlibrary loan requests sent to other libraries

In 2025, the Interlibrary Loan service recorded **722 requests submitted to other libraries**, marking an increase of 30% compared with 2024 and 61% compared with 2023 (*Figure 14*). This confirms the **structural and sustained growth of the service**, which is increasingly functioning as a standard channel for access to scholarly literature not available locally. The digital dimension is now predominant: almost all requests (**87%**) concern the **supply of documents in digital format**. This figure highlights a transformation of the service that is now fully established and progressively more oriented toward speed of access, workflow sustainability and the immediate circulation of scholarly documentation.

Activity over the course of the year shows peaks in April (94 requests) and in the final part of the year (89 in November and 93 in December), in line with the academic cycle. Most of the requested documents are recent publications: 37% were published after 2021 and 34% between 2001 and 2020, confirming the role of the service as a key channel for timely access to the most up-to-date scholarly content.



From a usage perspective, the service continued to be used primarily **by Faculty (45%)**, who rely on Interlibrary Loan on an ongoing basis to support teaching and research activities. Students accounted for a comparable share of usage (44%), with PhD and Master's students representing a significant proportion (18%). Staff accounted for the remaining 11%, confirming the broad

Figure 15 – Interlibrary loan users

and widespread use of the service (*Figure 15*).

The **international dimension of requests** has strengthened further. A growing share of documents is supplied by institutions outside Europe, confirming both the global reach of interlibrary cooperation networks and the international nature of the sources used by the

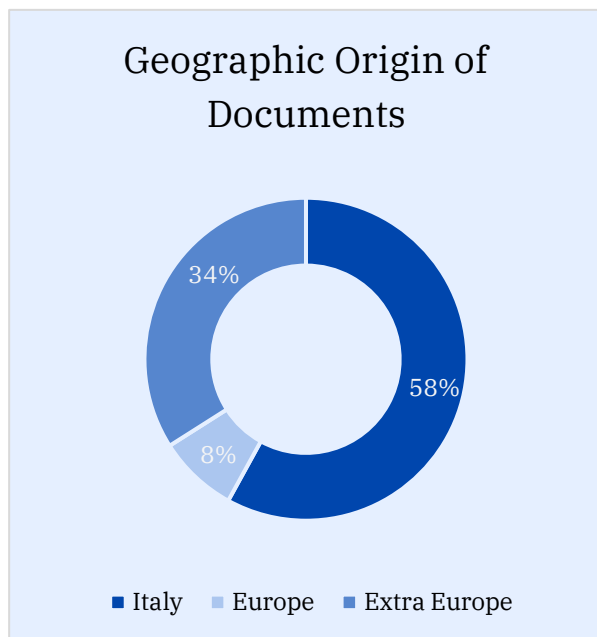


Figure 16 – Geographic origin of documents

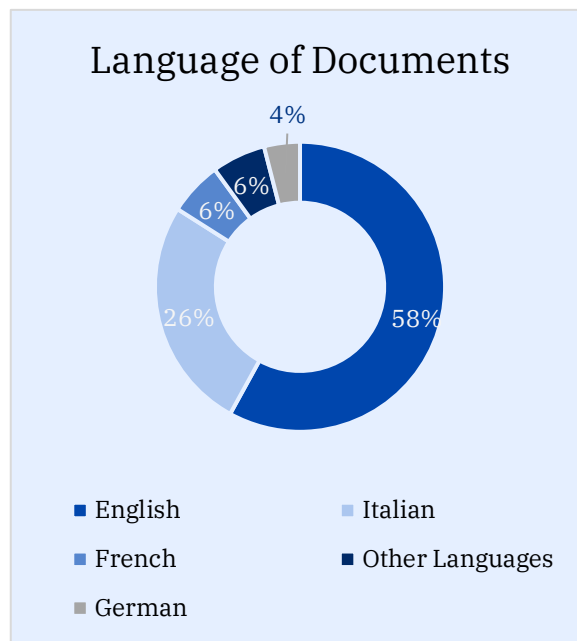


Figure 17 – Language of documents

Bocconi community (*Figure 16*). Consistent with this trend, English remains the predominant language of requested documents, alongside a stable presence of publications in Italian and other European languages (*Figure 17*).

The **disciplinary distribution of requests** (*Figure 18*) highlights the centrality of Law, which remains the area making the greatest use of the service (38% of the total), in line with the high level of use of print collections by the Legal Studies Faculty already reflected in internal loan data. This is followed by the combined area of Social and Political Sciences (22%), which continues to consolidate its weight, and by Economics and Finance (12%), now less dominant than in previous years but still consistently represented. Requests are also significant in the areas of Heritage, Art and Culture, History, Management and Health, pointing to increasing cross-disciplinarity and thematic diversification.

Amid growth, digitization, and increasing internationalization, the implementation of *Rapido* marked a further step in the evolution of the service. Active since 9 December 2025, the system reinforces an approach already strongly oriented toward automation and international

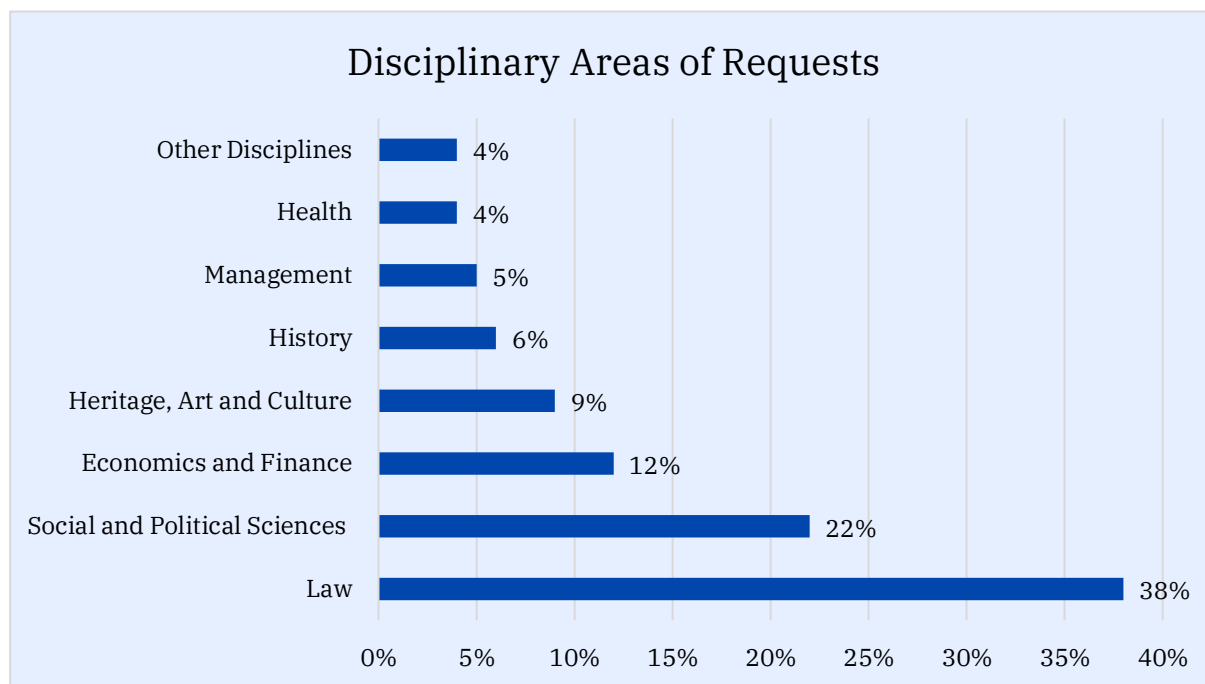


Figure 18 – Disciplinary areas of requests

cooperation. It also contributes to greater operational efficiency in response to consistently high demand.

Materials Supplied to Partner Libraries

In 2025, **requests for documents from partner libraries** reached **586**, confirming significant growth compared with previous years and strengthening Bocconi Library's role within interlibrary cooperation networks (*Figure 19*). Materials were supplied **predominantly in digital format**, accounting for 81% of total requests.

The year 2025 marks an additional reinforcement of the **international dimension** of the service. Italy still accounts for the largest share of requests received (48%), but the weight of requests coming from outside Europe (40%), especially from the United States, is gradually approaching national levels (*Figure 20*). Consistent with this scenario, English is the predominant language of the documents supplied, accounting for more than two thirds of total requests (*Figure 21*). Italian

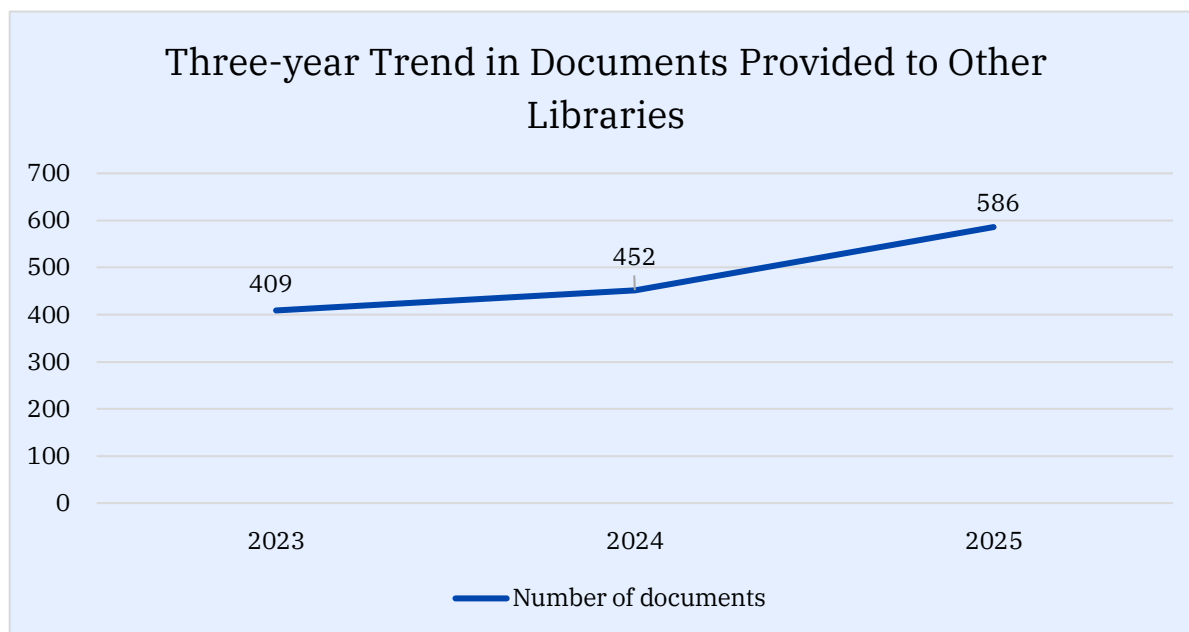


Figure 19 – Three-year trend in documents provided to other libraries

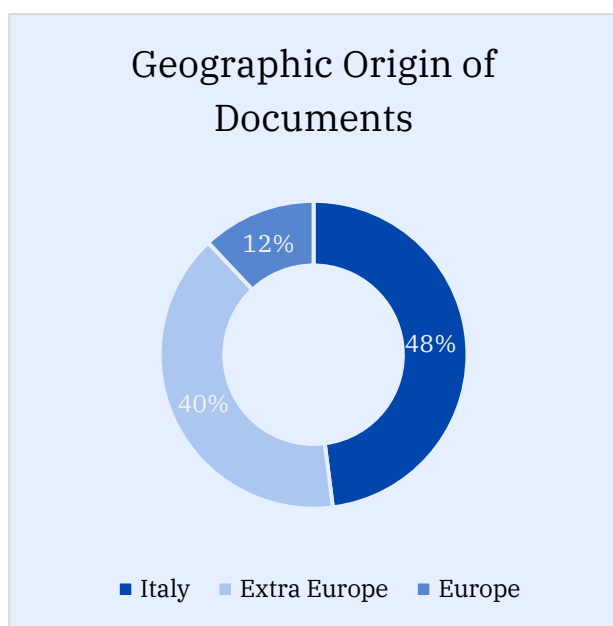


Figure 20 - Geographic origin of documents

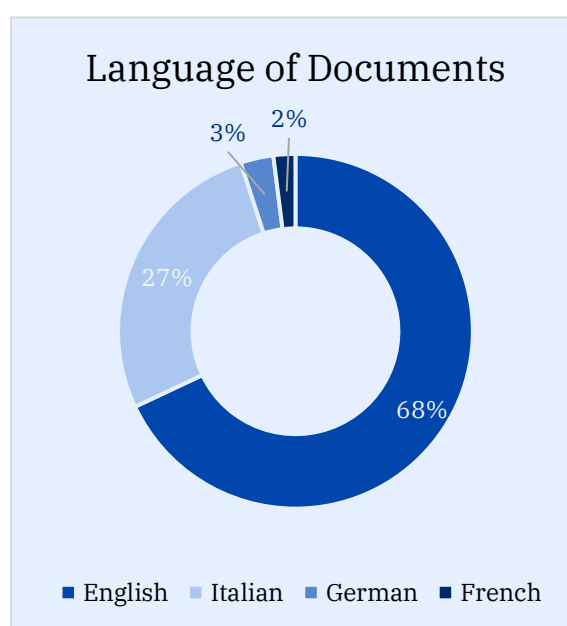


Figure 21 - Language of documents

maintains a significant presence, while other European languages represent a smaller but stable share.

Unlike requests submitted externally, requests received from other libraries show a more pronounced presence of the area of Social and Political Sciences (27%). This is followed by Health (19%), which continues to stand out for its high incidence, partly attributable to the relevance of specialized collections, and by Law, which remains among the most attractive areas (18%). Requests are also significant in History and in Economics and Finance (a total of 20% of the requests, taking both areas into account), while disciplines related to Heritage, Management and STEM fields contribute to shaping a **rich and diversified disciplinary profile** (Figure 22).

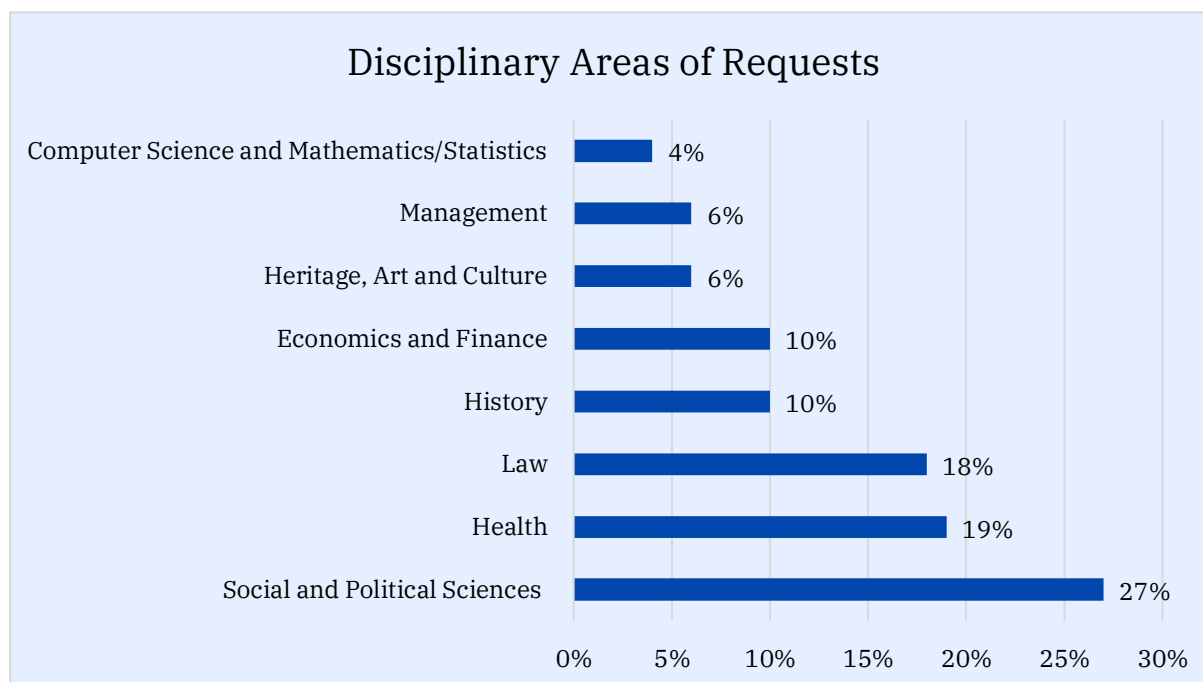


Figure 22 – Disciplinary areas of requests

The trend over the course of the year shows a particularly significant peak in December, corresponding to the activation of *Rapido* on 9 December 2025. The increase in requests during the final month of the year points to the system's immediate impact in terms of greater visibility and more efficient automated routing of requests within the international network.

Faculty Services: Inter-Campus Delivery

In 2025, the Inter-campus delivery (ICD) service continued to provide **timely and personalized support to Faculty**, while also confirming the ongoing shift toward increasingly digital forms of access.

A total of **104 print volumes were delivered to Departments** through ICD, with most requests coming from the University's Core Faculty (70%). The Department of Legal Studies clearly remained the main user of the service (50 requests, nearly half of the total), followed at a distance by Social and Political Sciences and Economics.

At the same time, **341 requests for the partial digitization of articles or book chapters** were fulfilled in compliance with copyright regulations. Of these, 219 concerned the area of Legal Studies, accounting for more than 60% of the total and once again confirming the central role of this discipline. Social and Political Sciences and Decision Sciences followed with significantly lower volumes. Comparison with previous years highlights a progressive decline in print circulation (–63% from 2023 to 2025), alongside an increase in digitization requests (+9% over the same period), pointing to a service increasingly oriented toward rapid access and more efficient Faculty workflows.

Electronic Resources

In 2025, **electronic resources** continued to represent an increasingly central component of the Library's collections. Although the holdings remain predominantly print-based (**57%**), the digital component now accounts for **43%** of the total, confirming the progressive evolution of the collections in line with the **digital-first policy** that has guided acquisition development in recent years.

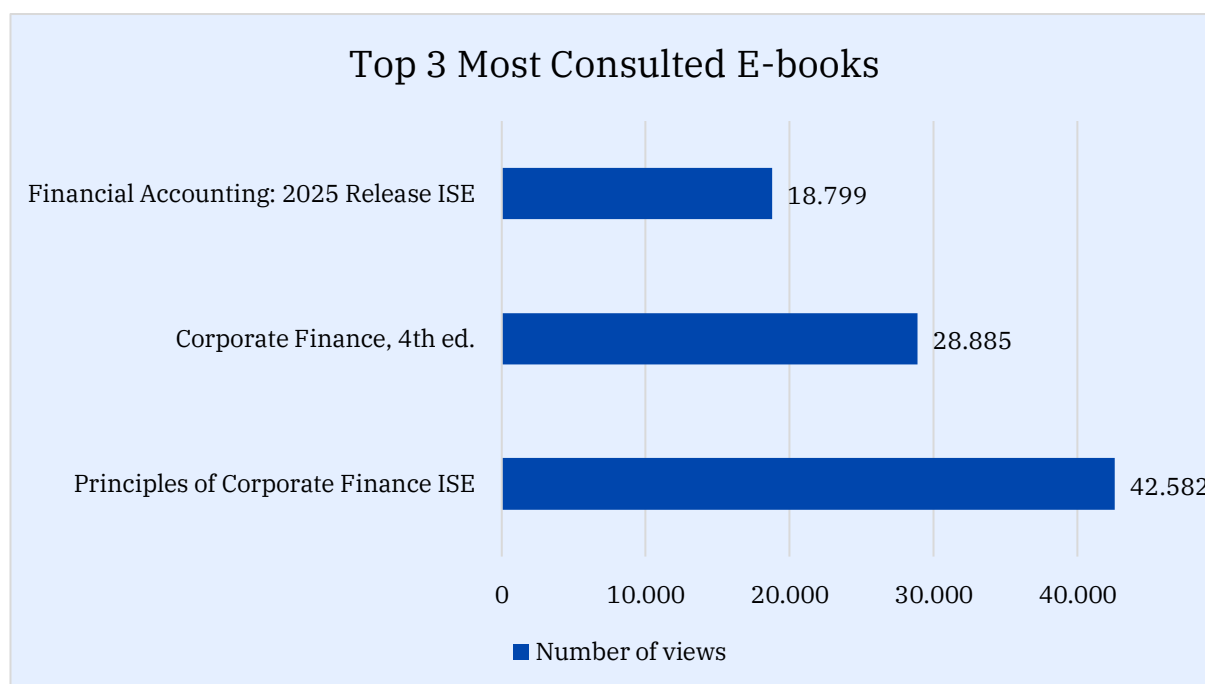


Figure 23 - Top 3 most consulted e-books

In 2025, **70 databases, 355,539 e-books and 124,346 e-journals** were available. Most of these resources could also be accessed remotely, extending learning and research beyond the physical boundaries of the campus. This flexibility also supports the needs of an international academic community increasingly accustomed to hybrid modes of access.

The use of electronic resources remains particularly intensive: over the course of the year, a total of **1,701,005 consultations** of e-books and articles were recorded, highlighting the pivotal role of

digital collections in the daily experience of students and Faculty members. These figures confirm the strong demand for high-level scholarly and discipline-specific resources to support teaching and research.

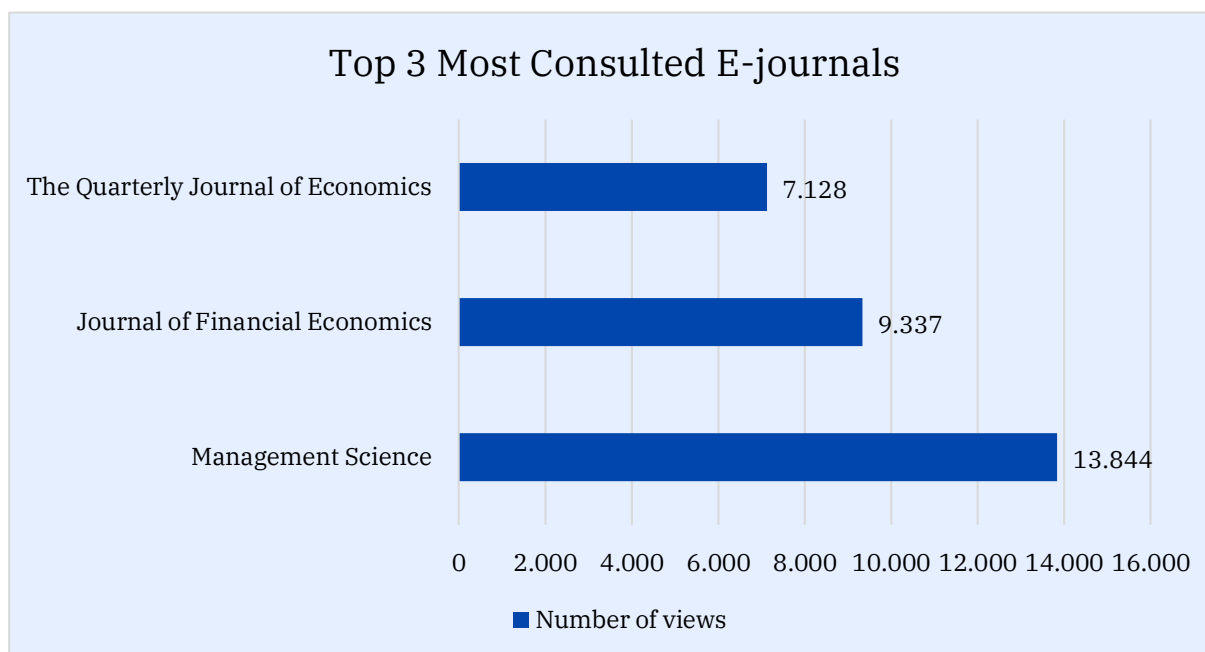


Figure 24 - Top 3 most consulted e-journals

6. User Experience and Digital Services

This section describes the overall user experience in relation to Library & Archives services, with particular attention to digital services and key touchpoints. It presents how users access information and interact with services, along with the main trends observed over the course of the year.

Course Reserves

In 2025, the *Course Reserves* service further strengthened its integration into teaching activities following the introduction of *Leganto*. **Active reading lists** reached **1,862** (cumulative since implementation), with **5,318** associated documents (cumulative) and **12,086 unique student users** during the year. These figures highlight the structural growth of the service, both in terms of content managed and the breadth of the user base involved.

Course Reserves	
	5.318 Associated documents
	1.862 Active reading lists
	16.422 Full-text views

Table 6 - Course Reserves (summary)

Comparison with 2023 clearly shows a shift in scale and operating model: at that time, the service was still largely centered on the verification and monitoring of course syllabi. While already well established, it was less integrated into the digital channels used by students and more

dependent on processes managed upstream by the Library.

In 2024, the integration of *Leganto* into the Library and University technological ecosystem (Alma and Blackboard) led not only to an increase in the volume of managed materials, but also to improvements in user experience and service efficiency. The impact was reflected in a **significant reduction in Course Reserves assistance requests** at the Information Desk (**from 38% in 2023 to 11% in 2024**) and in higher user engagement: 28% of students interacted with *Leganto* within the first month of implementation. In 2025, a total of **16,422 full-text views** via links in citations were recorded. At the same time, the print component continued to play a significant role (14,504 uses), confirming the hybrid nature of the service.

As can be observed, a concrete digital transition is underway, although print formats continue to play an important role, particularly for textbooks. This approach underpins the **Policy for new Course Reserves acquisitions**, formalized in 2025. The policy introduces a centralized and data-driven decision-making model based on integration with *Esse3* for updated analysis of class composition and, above all, on tools for the continuous monitoring of demand through actual usage data. Priority continues to be given to **electronic formats** and **multi-user access**, in line with objectives of equity and accessibility, while maintaining a pragmatic approach that takes into account actual usage patterns and the continued preference for print materials. The choice between e-books and print is guided by factors such as availability, licensing conditions, usability (including download, annotation, and highlighting functions), and economic sustainability.

Based on the 2025 KPIs for **Course Reserves**, several interpretative perspectives can be proposed, highlighting not only numerical growth but also the degree of consolidation and strategic integration achieved by the service.

Active Reading Lists

The cumulative number of active reading lists (1,862) confirms that *Leganto* has become a structural tool in the management of course bibliographies. Its steady growth over time indicates a continuous expansion in the range of courses covered and a more systematic use of the platform by Faculty. It is no longer a pilot or course-specific adoption, but an infrastructure that supports the academic offering in a cross-cutting and consistent manner. Comparison with 2023 highlights a meaningful change in scale, driven by workflow automation, integration with Blackboard, and increased visibility of the service across digital teaching touchpoints.

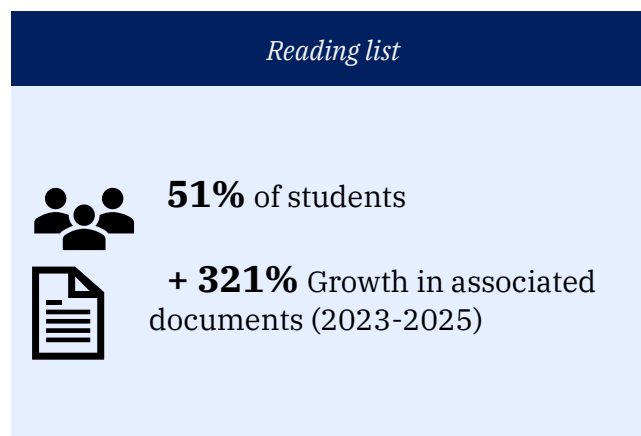


Table 7 - Reading lists (summary)

Associated Documents

The number of documents linked to reading lists provides a measure of the depth and richness of the content managed through the service.

Compared with the 1,263 documents associated in 2023, the increase is substantial, reflecting the quantitative growth, as well as Library's higher ability to capture and structure teaching-related needs within a unified and monitorable environment. This figure is particularly significant in light of the 2025 *Policy*, which aligns acquisitions more closely with actual demand, including usage data, class size, and type of adoption.

Unique Active Users

The number of unique active users represents the most significant indicator in terms of impact. Engaging more than 12,000 students demonstrates that the service is not limited to specific disciplinary niches but rather functions as a cross-cutting infrastructure for access to teaching materials.

This figure should be read in light of the trends already observed in 2024, when 28% of the student community interacted with *Leganto* within the first month of implementation. It confirms that *Leganto* has become an established component of students' study and information practices. Moreover, the considerable number of active users reinforces the sustainability of the hybrid model (digital and print): the broad user base supports multi-user electronic acquisitions while also justifying the retention of physical copies for high-demand texts.

Service Maturity Indicators

Taken together, the three KPIs outline a service that has moved beyond the implementation phase and entered a stage of consolidation and optimization:

- the cumulative growth of reading lists indicates continuity and progressively broader coverage of the educational offering;

- the increase in associated documents points to a strengthening of the Library's curatorial role;
- the high number of active users demonstrates the effective integration of the service into study practices.

From a forward-looking perspective, these indicators also support a strategic interpretation: *Course Reserves* is no longer only a teaching support service, but a tool for **managing bibliographic demand**, capable of informing collection development policies, optimizing resources (through reduced assistance requests and more rationalized acquisitions), and making a measurable contribution to the quality of the study and teaching experience within the Bocconi community.

Information Desk

In 2025, the Information Desk recorded **1,010 interactions**, compared with 814 in 2024 and 546 between March and December 2023, following the launch of the *Ask a Librarian!* project. Beyond the consolidation of the service, this steady three-year increase confirms the central role of the Information Desk as a strategic access point to Library services and as a key support service for the diverse information needs of the academic community, ranging from bibliographic support and specialized technical assistance to teaching support.

The distribution of requests (*Figure 25*) highlights a balanced demand across bibliographic mediation, teaching support (*Course Reserves*), and specialized assistance in the use of databases. This reflects the organizational evolution initiated in 2023 and consolidated in 2024 with the establishment of the Scientific Information & Data unit.

In 2025, the leading category was **Bibliographic Information** (38.5%, 389 requests), confirming that the most widespread need continues to lie in effective access to sources and in initial research guidance. Within this area, the predominant component concerns the retrieval of specific resources (both print and online), while the share relating to the identification of sources by topic or research area, although smaller, reflects a more advanced type of demand linked to theses, assignments, and research activities. Taken together, these two components highlight the ongoing centrality of **bibliographic support** within the activities of the Information Desk. Since 2023, requests related to bibliographic assistance have been particularly concentrated in the areas of Economics and Legal Studies, and in **2024** bibliographic support accounted for **46% of all requests**. The **2025** data confirms the continuing need for guidance in the early stages of research and access to sources, particularly in these disciplines. Overall, the findings show that, despite the evolution of digital platforms, human mediation continues to play a fundamental role in helping users access, navigate, and select academic resources.

A second major area in 2025 concerned **database assistance**, which accounted for **350 requests overall, equal to 34.7%** of the total. The largest component within this category related to **access to and use of Data Room 015**, with **215 requests (21.3%)**. This was followed by requests

concerning **online databases**, with 99 cases (9.8%), and introductory guidance requests, with 36 cases (3.6%).

Compared with **2024**, requests related to databases declined in relative terms. In 2024, this area accounted for **42%** of total requests, representing the largest segment of the service and reflecting the effects of the reorganization and integrated relaunch of specialized services. While

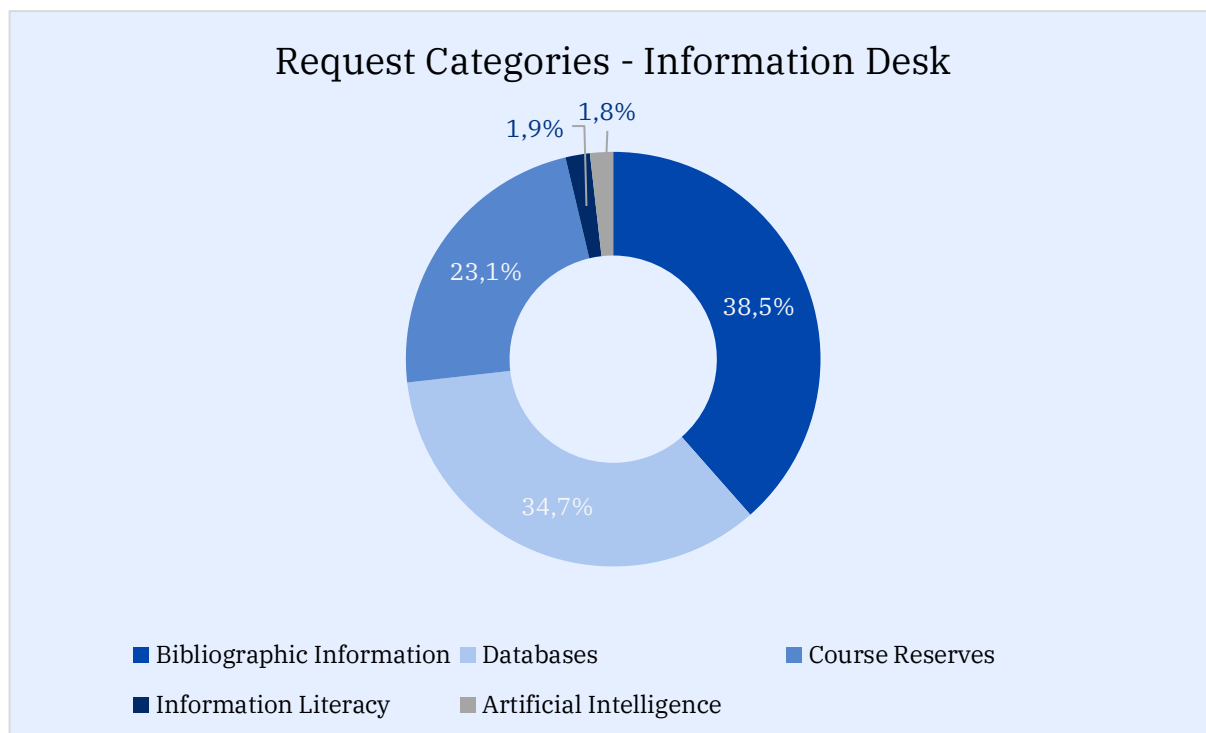


Figure 25 – Request categories - Information Desk

database support remained highly significant in **2025**, demand appeared to be more evenly distributed across operational assistance, access to specialized resources, and introductory guidance. The decline compared with 2024 may suggest a gradual stabilization of the service and increasing user autonomy, likely supported by individual consultation activities (Library meetings), asynchronous support through the digital touchpoint (Zendesk), self-help tools such as FAQs and *LibGuides*, and training activities offered through Library Workshops.

Course Reserves also remained a significant component of Information Desk activity in 2025. The trend over the 2023–2025 period reflects the evolution of the service following the introduction of *Leganto*. In 2023, *Course Reserves* requests accounted for 38% of total requests, reflecting a phase still characterized by numerous procedural interactions. In 2024, as digital integration increased user autonomy, this share dropped to 11%. In 2025, requests related to *Course Reserves* rose again to 233, accounting for **23.1%** of total Information Desk requests. However, this increase does not indicate a return to earlier process-related criticalities, but reflects the structural expansion and broader use of the service. Requests mainly concerned reservations for items already on loan, clarification of circulation policies, the physical location of volumes,

and access to online materials, rather than systemic issues. Overall, the data suggests that the increase is proportional to the growth of the user base and the intensity of service use. More limited in quantitative terms, but significant from a qualitative perspective, is the area of **Information Literacy**, which collected **19 requests** overall, equal to **1.9% of the total**. Finally, the **Artificial Intelligence** category, introduced in 2025 to detect and monitor possible growth in requests on this topic, currently shows only a marginal incidence, but constitutes an initial useful indicator for observing its evolution in the coming years.

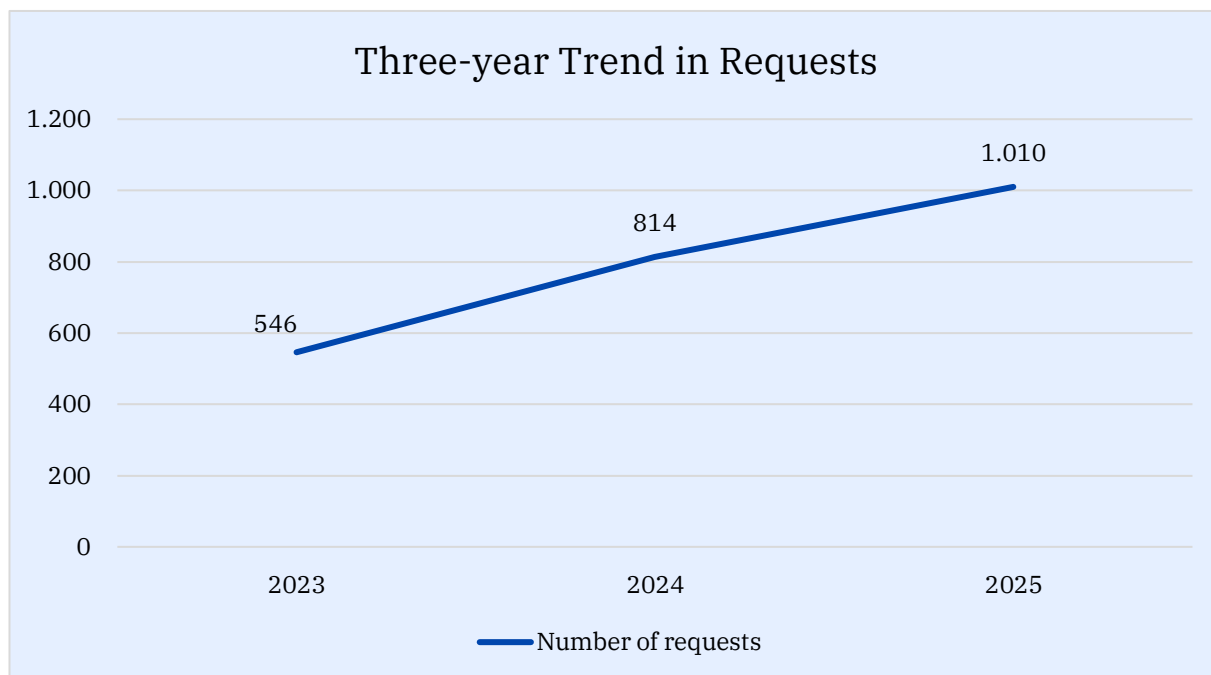


Figure 26 – Three-year trend in requests

Overall, the comparison across 2023, 2024, and 2025 (Figure 26) highlights the progressive development of the service with:

- **2023:** reinforcement of bibliographic support through the launch of *Ask a Librarian!*, alongside a strong operational presence of *Course Reserves* and database assistance;
- **2024:** structural reorganization of services and a significant expansion of database-related support (42%), indicating a stronger specialized consultation;
- **2025:** a more balanced distribution across service areas, with bibliographic support remaining central (38.5%), alongside the stabilization of *Course Reserves* (23.1%) and the consolidation of database assistance (34.7%).

In 2025, the Information Desk is no longer characterized by peaks linked to individual services in phases of implementation or strengthening, but rather by a more balanced distribution of requests.

Monthly analysis shows a strong concentration of requests in the autumn semester, with a peak in **September (227 requests)**, followed by **November (189)** and **October (156)**. These three

months account for more than half of annual interactions, confirming the close correlation between the workload of the main touchpoint and the academic cycle: the start of courses, the activation of bibliographies, and the intensification of research activities generate a significant increase in requests.

This pattern is particularly evident for ***Course Reserves***, which reaches its highest level in September. Whilst **Bibliographic Information** is especially strong between September and October, the **Databases area** peaks in November.

Additionally, the distribution of requests across time slots confirms the strong integration of the service into the daily rhythm of university life, with peak demand concentrated between **11:00am and 12:00pm** and again between **3:00pm and 5:00pm**.

Over the course of the day, different types of requests overlap:

- **Bibliographic Information** remains relatively constant, with a peak between 2:00pm and 3:00pm;
- **Databases** reaches its highest levels between 4:00pm and 5:00pm;
- ***Course Reserves*** records higher volume in the afternoon, becoming the predominant area between 6:00pm and 7:00pm, corresponding to the peak in loans recorded during the same time slot.

Overall, the hourly distribution informs how the Information Desk responds to different needs at different times of the university day: bibliographic guidance during the central hours of the day, specialized database support in the afternoon, and requests related to teaching materials especially in the later hours.

Resolution times confirm the dual nature of the service, both immediate and consultative (*Figure 27*). In 2025, **45.4%** of requests (459 cases) were resolved in **less than 5 minutes**, while **31.6%** (319 cases) were closed **within 5–10 minutes**. Overall, **77.0%** of interactions were therefore handled **within 10 minutes**, demonstrating the effectiveness of Library staff in responding quickly to a large part of user needs.

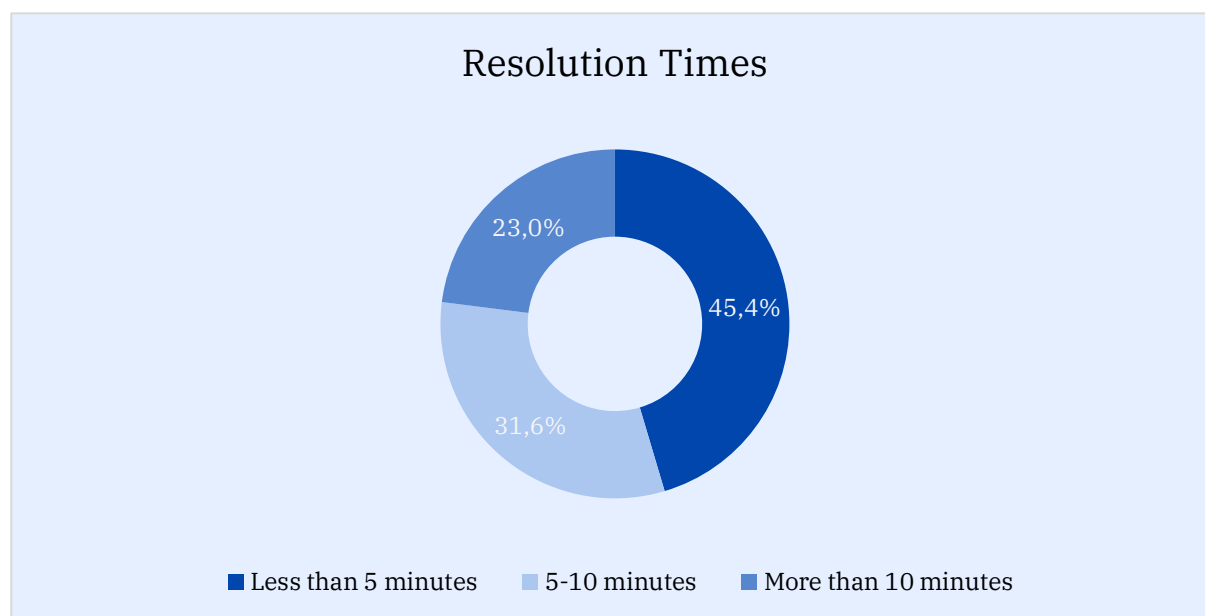


Figure 27 – Resolution times

The integration of bibliographic mediation, teaching support, and technical assistance for specialized resources outlines a service model consistent with the evolution of the educational offering and the growing complexity of the information ecosystem. The desk thus emerges not only as an access point to services, but as a strategic hub of intermediation between the academic community, collections and digital infrastructure.

Library Meetings

In 2025, the Library's individual consultation service recorded a total of **120 requests**, with a clear predominance of **online consultations** (103, approximately 86%) over **in-person consultations** (17, approximately 14%). This confirms that the remote service effectively responds to users' needs and preferences (*Figure 28*).

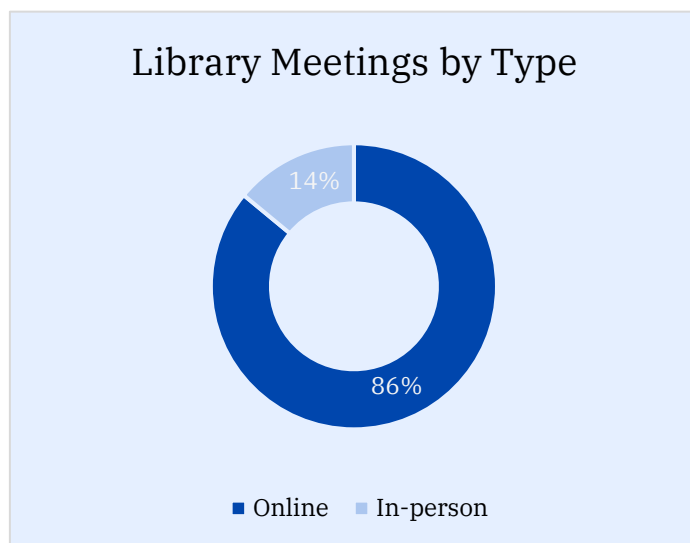


Figure 28 – Library meetings by type

Most consultations concerned research-related activities, particularly database support (85 requests), followed by citations and bibliography (7), and bibliographic information (5), reflecting the leading role of research support within the service.

In terms of request types, research support was by far the main area, with 97 consultations (over 80% of the total), followed by technical support (20) and a limited number of requests related to *Course Reserves* (3) (Figure 29). Most consultations concerned research-related activities, particularly database support (85 requests), followed by

citations and bibliography (7), and bibliographic information (5), reflecting the leading role of research support within the service.

Significantly, 85 out of 97 consultations (approximately 87%) concerned the use of databases, with users showing particular interest in LSEG Workspace and Datahub. The Datahub subscribed from 2024, reserved for Faculty and characterized by modes of use very different from those of standard database interfaces. This figure confirms results observed in previous years, when database-related requests represented 77% of total Library meeting requests in 2023 and 88% in 2024. These figures confirm the central role of financial databases in users' research activities, both for students and for Faculty. This evidence can certainly encourage us to further expand the online support materials available, including the *LibGuide* on LSEG

Workspace, and to consider producing video tutorials on specific functionalities of the most frequently requested databases.

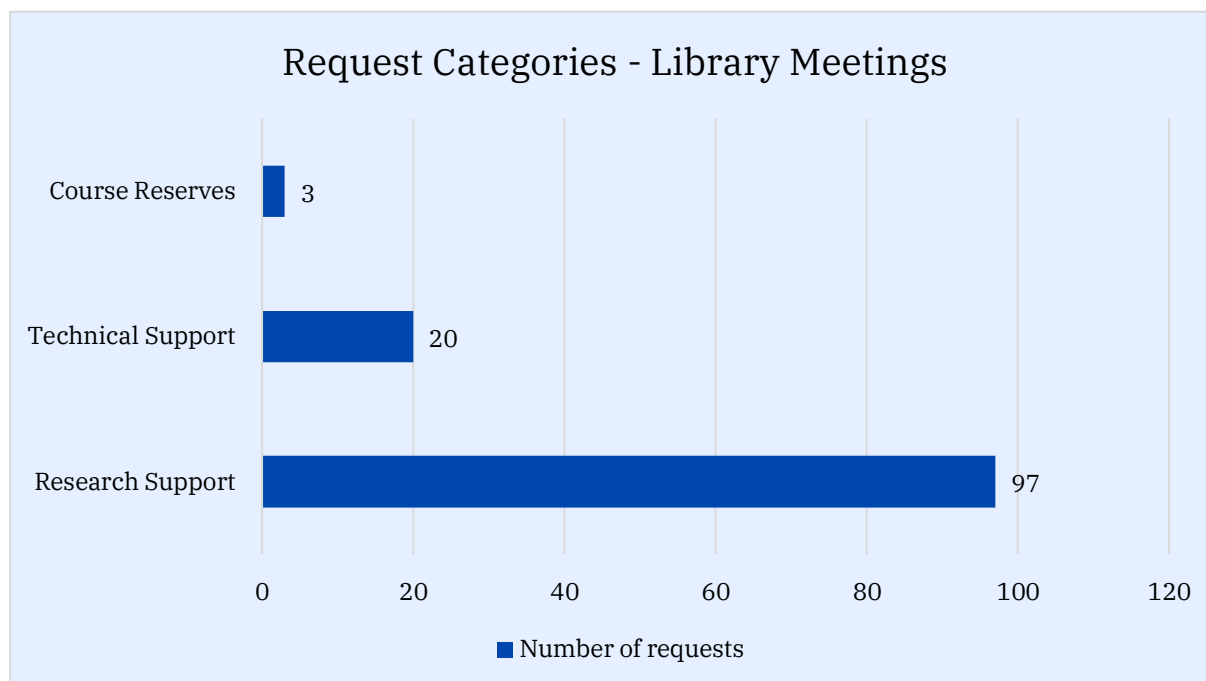


Figure 29 – Request categories - Library meetings

Finally, the relevant number of technical requests highlights the function of the consultation service in providing operational support and resolving access issues quickly, thereby facilitating the use of the Library's digital services. As for user types, in 2025 the service handled 70 requests from members of the student community and 50 from Faculty members. In terms of discipline, the most represented areas were Finance, Economics, and Management & Technology.

Library Workshops

In 2025, the workshops organized by the Library continued to follow a delivery model similar to previous years, while content and promotional methods evolved in response to changing user needs and emerging areas of interest. On-demand courses included both general presentations of services and collections and in-depth sessions dedicated to specific databases.

In 2025, 25 sessions were delivered, involving a total of 1,236 participants (*Figure 30*).

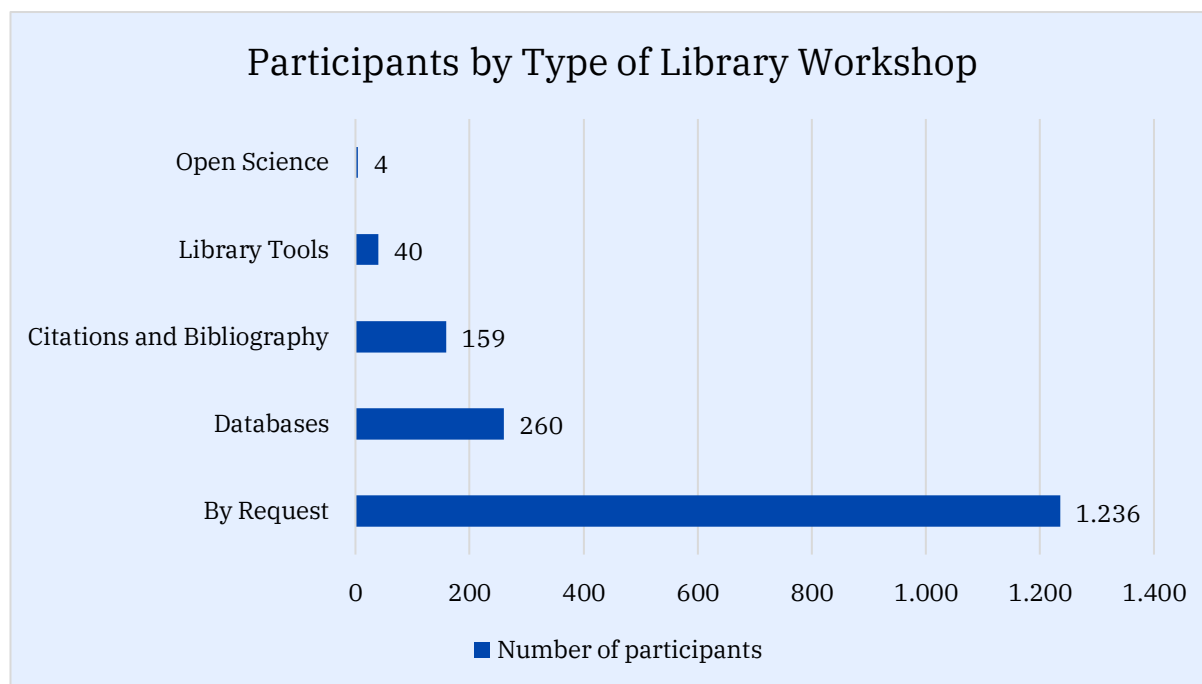


Figure 30 – Participants by type of Library workshop

This particularly high figure was largely driven by the integration of workshop sessions into curricular classes, which often attract large audiences. As such, these courses continue to represent an important channel for broadening the audience reached and strengthening integration between the Library and teaching, also through collaboration with Faculty.

As participation in scheduled courses is voluntary, the workshops provide a useful indicator of users' interests and needs (*Figure 31*). Database workshops recorded the highest participation levels, with 260 participants across 22 courses, confirming the sustained demand already observed in previous years. Bibliographic citation courses also attracted significant participation, involving 159 participants among 11 courses and confirming a strong demand for support, particularly in relation to thesis writing. By contrast, Library Tools workshops recorded lower participation levels. Interest in this area appeared to be concentrated mainly at the beginning of the academic year, possibly because these courses are perceived as more introductory and therefore less urgent. Nevertheless, the workshops are designed to familiarize users with Library services at every stage of their academic path.

Overall, two main aspects emerge from the data: workshops on request play an essential role in promoting Library services and resources and in strengthening their integration within

teaching, while within the optional offer the strongest interest is concentrated on databases and bibliographic citation, skills that students perceive as immediately useful. During the year, 212 satisfaction questionnaires were collected from participants in scheduled courses. The evaluation showed an overall positive assessment of the workshop offering, with average scores of 8.8/10 for content and 8.9/10 for instructors.

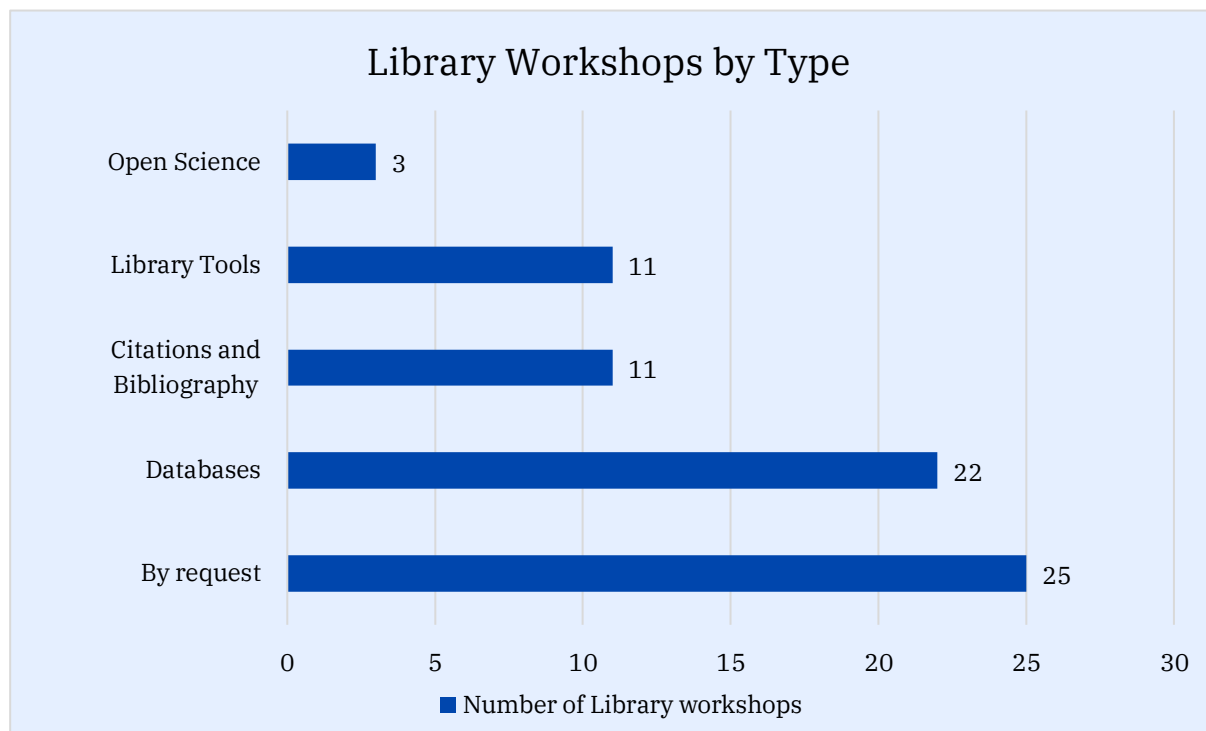


Figure 31 - Library workshops by type

Focus on: "Open Science for researchers" Workshop

From September 2025, a workshop on Open Science and transformative agreements was introduced into the PhD School curriculum on a pilot and non-mandatory basis. Developed in collaboration with the PhD School, the initiative reflects Library & Archives' commitment to promoting the principles and practices of open-access research and aims to foster greater awareness among PhD candidates and early-career researchers.

LibGuide

The Library continues its project of maintaining and expanding its corpus of user support guides. In 2025, the platform reached a total of 50 guides freely available online, which recorded 138,084 views overall. During the year, four new guides were developed: *Artificial Intelligence*, *Core Skills*, *Journalism*, and *Company and Security Identifiers*. While the first three are bibliographic guides dedicated to topics of interest, the *Company and Security Identifiers* guide serves as a more operational tool to support users who wish to download company and security data, possibly

using different databases, and need to make the best use of identification codes in order to build effective datasets.

Focus on: the Core Skills LibGuide

This guide was developed with the support of the *Career Service* in order to highlight Library materials that can help students develop key transferable skills — such as adaptability, critical thinking and problem solving — which are increasingly valued by employers.

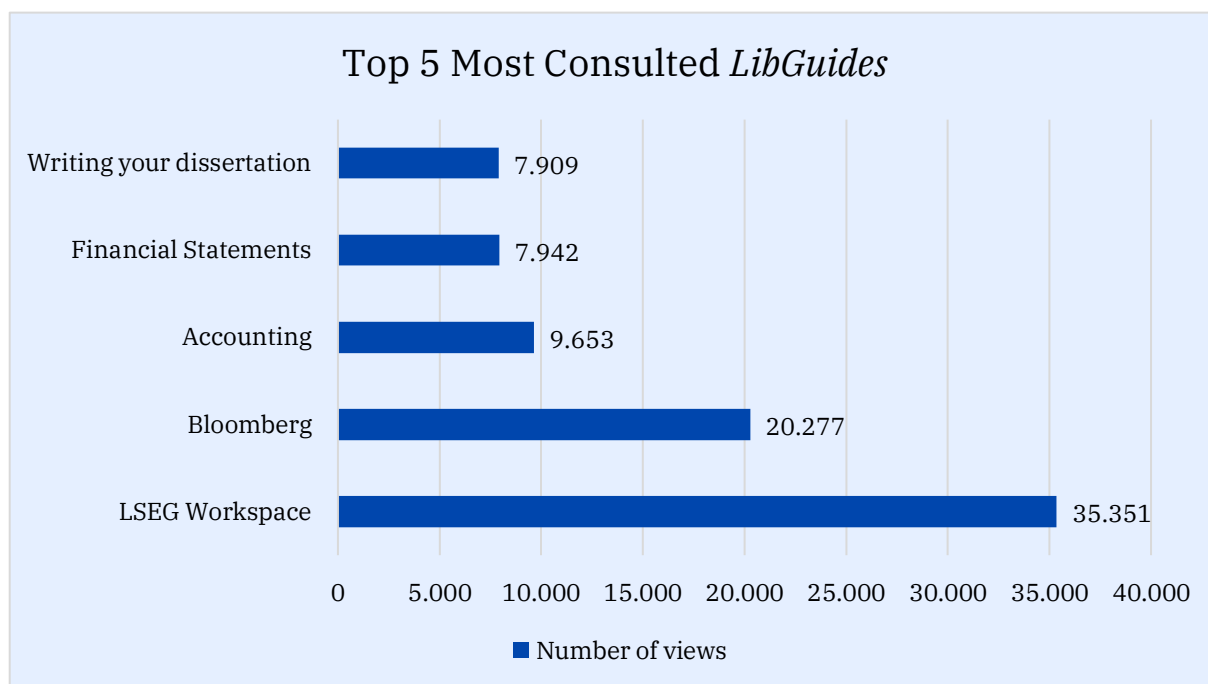


Figure 32 - Top 5 most consulted *LibGuide*

The guides dedicated to LSEG Workspace and Bloomberg remain the most widely used, as they serve as operational tools supporting database use (Figure 32). They are followed by the subject-specific Accounting *LibGuide* and the Financial Statements practical guide, which brings together the steps required to download financial statement data from the main databases, supported by screenshots and practical instructions. Also included among the consulted resources is the guide dedicated to thesis writing, which covers topics such as literature reviews and citation practices.

CIVICA AI Working Group

In 2025 Library & Archives took part in the *CIVICA AI Working Group*, established within the CIVICA network on the initiative of the Hertie School Library in Berlin. The group was conceived as a space for exchange and shared learning, aimed at supporting the development of Library staff's professional competencies in relation to the impact of AI on services, bibliographic research, and work processes.

Since January 2025, 9 online meetings have been held, combining presentations by group members with discussion sessions focused on tools for bibliographic research, applications for

workflow optimization, and issues related to citation and copyright. Over the course of the year, the group proved to be a valuable forum for professional development and exchange, helping to strengthen staff's ability to interpret a rapidly evolving field and to respond more effectively to emerging user needs.

Signage

In 2025, Library & Archives developed the ***Find your way!*** project to redesign Library signage with the aim of making it clearer, more accessible, and more consistent with the University's visual identity. The project was carried out in collaboration with the Corporate Marketing & Communication Division, which supported the review, harmonization, and further development of signage in order to better integrate Library spaces and services within the University's broader communication framework. Within this approach, signage is understood not as a secondary element, but as an integral component of the user experience. Beyond facilitating orientation and improving the readability of spaces, it contributes to creating a more coherent, inclusive, and recognizable Library environment.

This project involved the mapping, analysis, updating, and implementation of signage, counting a total of **1,628 elements** (Figure 33). These included 520 collection-orientation elements, 418 space-orientation elements, 21 service-orientation elements, 59 informational elements, 335 promotional elements, and 275 regulatory elements. These figures mirror the complexity of the Library's signage system and show that the project extended beyond orientation alone, addressing more broadly the quality of communication within the spaces, support for service use, and the promotion of appropriate user behavior.

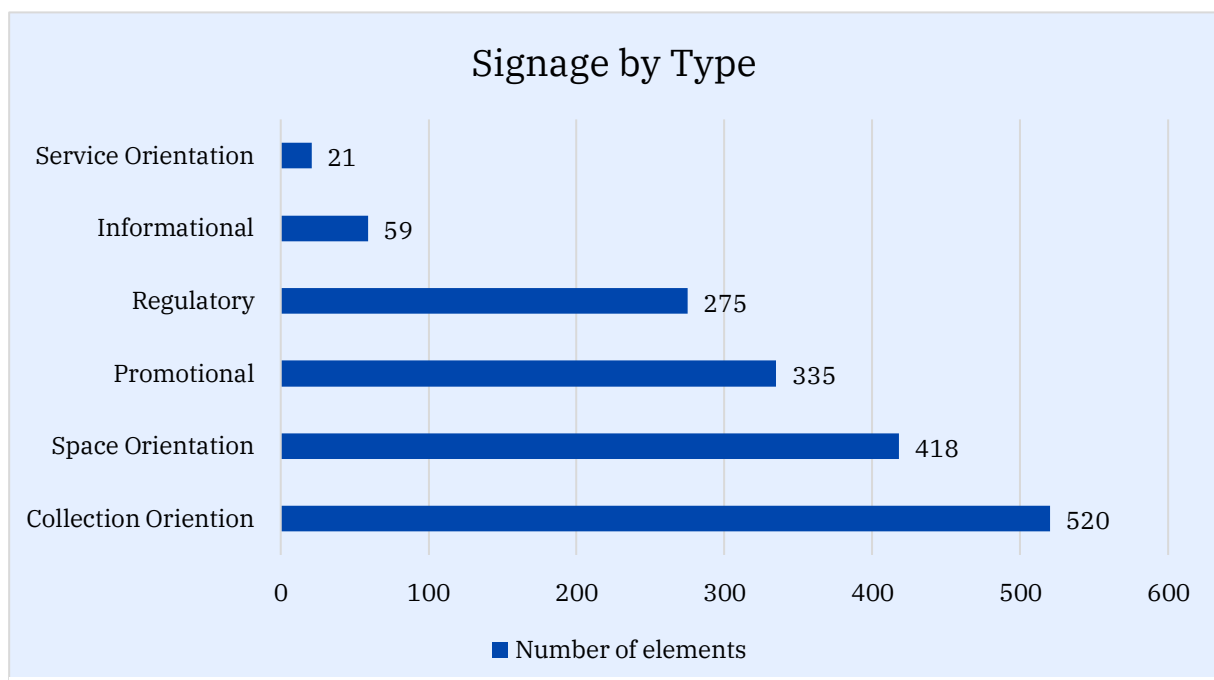


Figure 33 - Signage by type

The initiative is part of the strategic focus on **Accessibility and Communication** and aims to improve the user experience by facilitating orientation, improving movement through spaces, supporting access to services, promoting visual consistency, and increasing attention to inclusion. In this way, signage contributes to making the Library a more accessible, welcoming, and functional environment for the academic community.

Digital Touchpoint

In 2025, Library & Archives continued to manage the user experience through an integrated ecosystem of physical and digital channels, complemented by telephone support, with particular attention to response speed, service clarity, and the continuous improvement of user access points. In this context, the *Zendesk* platform, accessible to users through the *B in Touch* section, remained a central tool for service management, enabling the monitoring of activity volumes, response times, resolution times, and satisfaction levels. The service operates in close collaboration with the reference team of the University's Innovation, Transformation & Foresight Division within an institutionally integrated digital touchpoint.

Thanks to the integration of systems and workflows, the service simplifies operational processes and provides a more seamless user experience, ensuring coordinated case management and consistent responses even when multiple teams are involved.

During the year, the service was managed by 10 staff members, supported by an external cooperative team, which contributed to ensuring operational continuity. In 2025, a total of **7,962 requests** were handled, corresponding to an average of **25 per day**. The average waiting time for a first response was **13 hours**, while the average resolution time stood at **17 hours**. The first response figure improved compared to the previous year, confirming Library & Archives' ongoing attention to service timeliness.

The analysis of requests confirms the central role of information services and access to resources. In 2025, 50% of the requests concerned the area of General Information & Library Access (GILA), 43% Scientific Information & Data (SI&D), and 7% Historical Archives and the European Documentation Centre. Compared with 2024, the distribution by request type remained substantially stable, confirming both the continuity of users' information needs and the ability of the support system to address them in a structured way.

Self-help tools also continue to represent a key component of the user experience. In 2025, the FAQs available in the knowledge base recorded 5,612 views, up from 5,335 in 2024. Particularly significant is the increase in the use of English-language content, which rose from 25% to 33%

of the total, a figure consistent with the increasingly international profile of the community served (*Figure 34*).

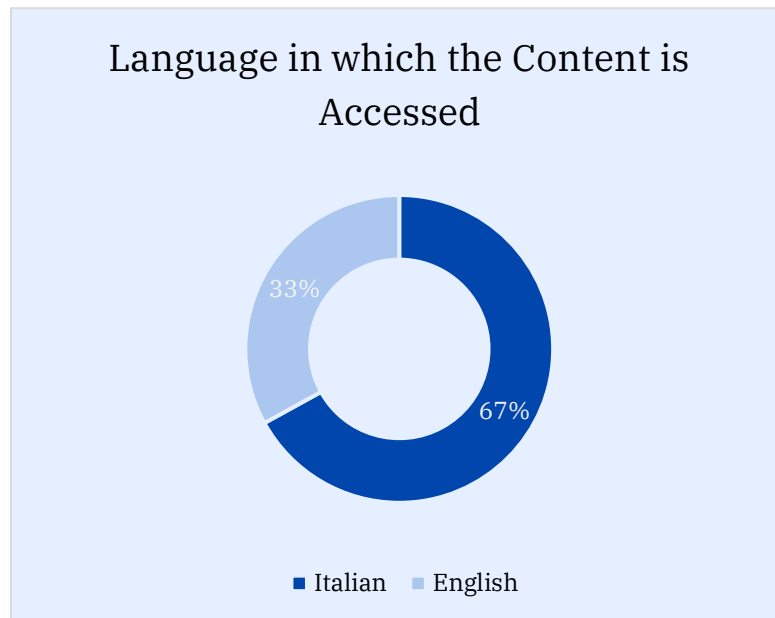


Figure 34 - Language in which the content is accessed

Overall, the data highlights the establishment of an integrated digital service system capable of supporting users across different touchpoints, through both assisted and self-service channels. Compared with 2024 (*Figure 36*), the figures show a reduction in the overall number of requests, alongside increased use of FAQs and improved first-response times. These trends suggest a more effective organization of support channels and a growing capacity of digital tools to handle recurrent requests autonomously. At the same time, the satisfaction rate, with 80% of

evaluations rated as “good,” highlights an area for further improvement in future service development.

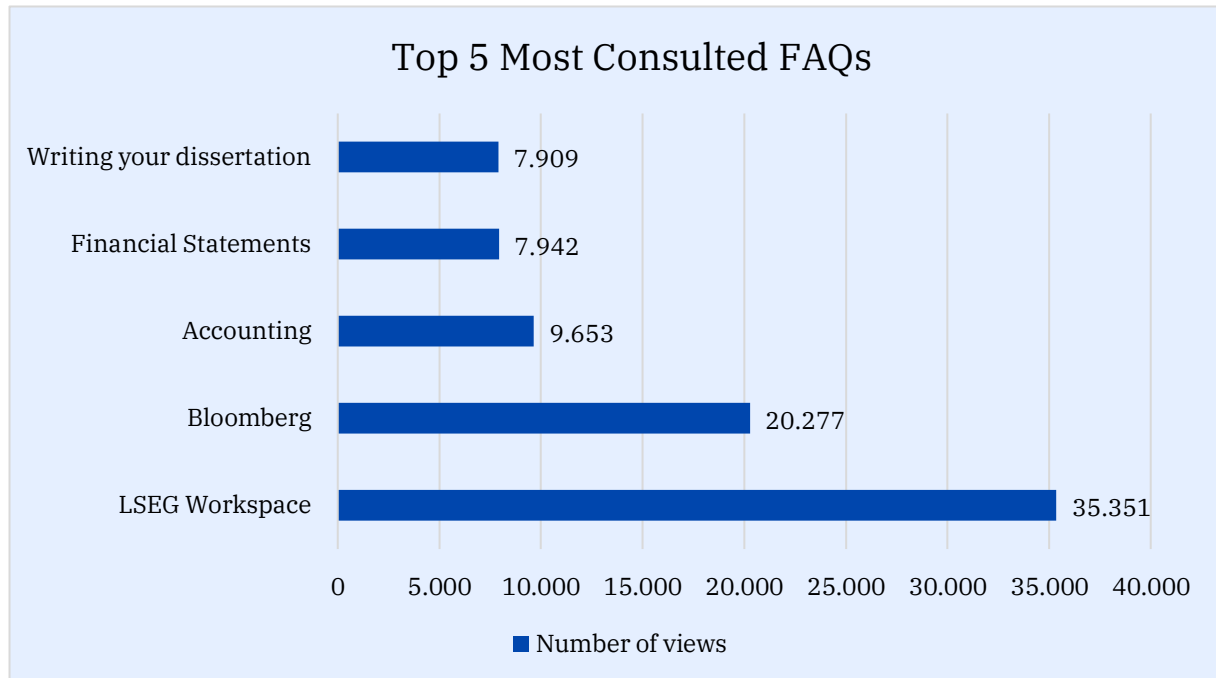


Figure 35 - Top 5 most consulted FAQs

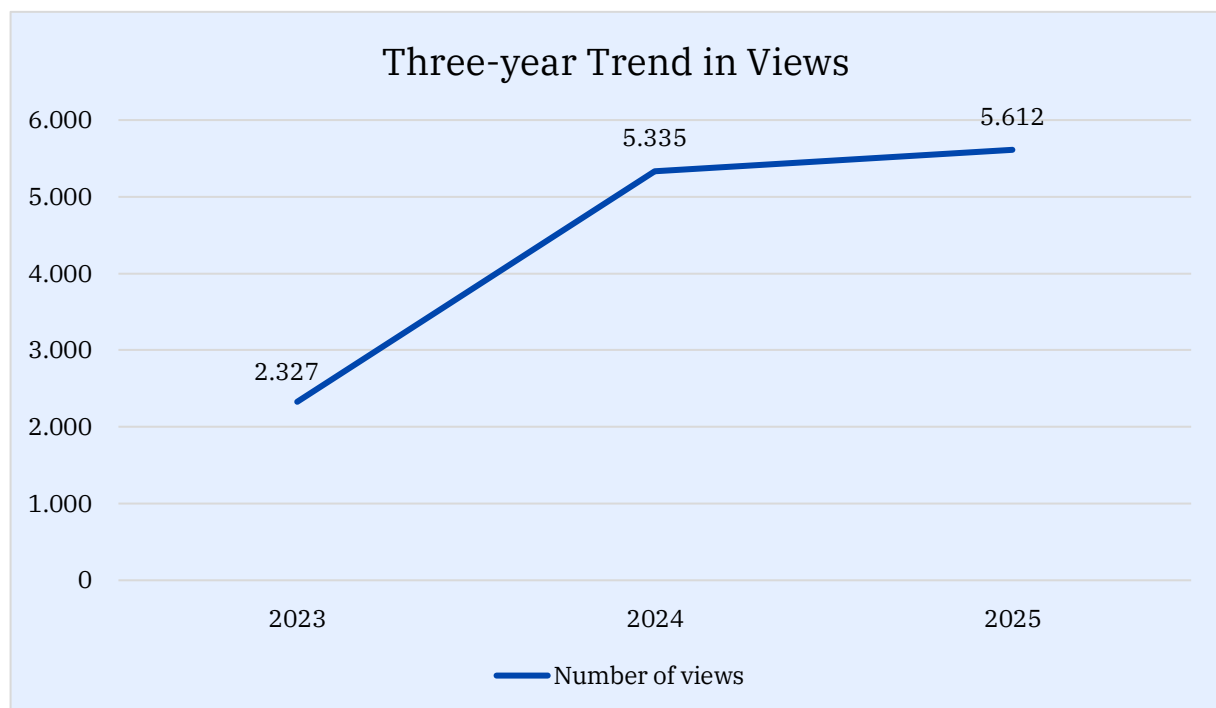


Figure 36 - Three-year trend in views

Survey

Comparative analysis of satisfaction surveys, 2023–2025

Over the 2023–2025 period, surveys evaluating Library services among Faculty, staff, and students consistently showed high levels of perceived quality. In 2023, the overall rating reached 3.8 out of 5, while from 2024 onwards, following the adoption of a 1-10 scale, most indicators remained above 8. Despite the change in measurement scale, the comparative analysis highlights substantial continuity both in the ranking of the most highly appreciated areas and in the overall perception of the service.

The 2025 data confirm this trajectory, showing stabilization of the KPIs within a range of approximately 7.7 to 8.5, with no significant changes compared with the previous year.

This continuity is not to be interpreted simply as the absence of change, but rather as an indicator of a phase of service establishment, where the different components (collections, access, support, and infrastructure) appear aligned and consistent over time. In other words, there is a shift from a phase of development centered on individual high-impact improvement measures to a more structured service configuration, in which quality depends not on isolated elements of excellence, but on the overall balance of the system.

Within this framework, the quality of interaction with Library staff remains the most highly valued aspect of the service. In 2025, support provided by Library staff continued to receive the highest ratings both among students (8.09) and among Faculty and staff (8.53), confirming trends already observed in previous years. This outcome is particularly significant in an increasingly self-service-oriented information environment: professional mediation, understood as guidance, research support, and assistance in the use of resources, continues to represent a distinctive element of the Library service.

<i>Service</i>	<i>Ratings by Students</i>	<i>Ratings by Faculty and staff</i>
Staff Support	8,09	8,53
Collections	8,07	8,37
Tools and Training	7,72	7,82

Table 8 – Ratings provided (summary)

Perceptions of collections and resources also remained consistently positive. The relevance of print collections was rated 8.07 by students and 8.37 by Faculty and staff, while digital resources received similar evaluations. The consistency between the two groups suggests a shared perception of the adequacy of the collections in supporting study and research activities, with no significant gaps emerging across subject areas.

A particularly interesting finding emerges from the combined analysis of indicators related to teaching materials. In 2025, the student survey introduced for the first time a specific KPI on the availability of documents supporting courses (7.89), which can be functionally linked to the Course Reserves service. This indicator can be considered alongside the Faculty KPI relating to Library support for teaching materials and course bibliographies, which reached 8.53.

Although both indicators refer to the same service area, they measure distinct aspects of it. The student KPI captures the effective availability of materials at the moment of use, whereas the Faculty KPI reflects the quality of Library support in the preparation of bibliographies and the acquisition of teaching resources. The difference between the two values therefore does not indicate a service weakness but rather reflects a distinction between **support and access**. While Faculty evaluate positively the effectiveness of Library mediation, students express a slightly more moderate assessment of the actual availability of materials, particularly in contexts of high demand.

In this sense, the 2025 data introduce an important analytical distinction between collection development and access management, which had remained implicit in previous years. While the 2023 and 2024 surveys focused primarily on the quality of collections and service organization, the 2025 results shed greater light on the user experience of access, namely the Library's ability to ensure the immediate and simultaneous availability of the most heavily used resources.

The indicators relating to search tools, website, and training activities are positioned at slightly lower values (between 7.72 and 7.82), confirming a trend already observed in 2024. These remain high levels of satisfaction, but they also suggest room for improvement in the design of the user experience, particularly with regard to the usability of tools and the effectiveness of Information Literacy training activities.

Overall, the 2023–2025 surveys portray a Library service characterized by stable and consistently positive evaluations. While traditional strengths such as collections, opening hours, and professional support continue to be highly valued, the results increasingly highlight the importance of access, usability, and the user experience in shaping perceptions of service quality.

Service Charter

In **March 2025**, Library & Archives published its first [Service Charter](#), a document that transparently sets out the identity, commitments, and quality standards guiding the Library's actions toward the community. More than a descriptive document, the Charter represents a

commitment to users and defines the services offered, their target users, delivery methods, and service standards, while formalizing the commitments undertaken in terms of accessibility, transparency, fairness, and quality. These principles do not remain statements of intent, but are translated into practice through service organization, definition of standards, and periodic monitoring of performance.

The publication of the Charter forms part of the broader effort to strengthen user centrality. By linking service commitments to clearly defined standards and regular performance monitoring, it contributes to making service quality more measurable, transparent, and accountable.

A key feature of the Service Charter is the **formalization of quality commitments**. Library & Archives is committed to:

- systematically monitor main service indicators;
- communicate response times and procedures clearly;
- collect and analyze user feedback through surveys, suggestion and complaint forms, and digital request-tracking tools;
- use the data collected to improve processes, tools, and service delivery methods.

Within this framework, quality is understood as a process of continuous evaluation and improvement. The Service Charter also introduces a stronger accountability dimension by linking service commitments to measurable standards against which performance can be objectively assessed and monitored over time.

In 2025, a first assessment was launched to compare the standards defined in the Service Charter with actual service delivery times, with the aim of verifying their consistency and identifying potential areas for improvement.

Comparison Between Declared Standards and Actual Results

With regard to the **availability of bibliographic materials**, service performance met or exceeded the standards defined in the Service Charter. Open-shelf materials were available immediately during opening hours, while documents held in the Central Storage Facility were made available on average **within 6 hours**, compared to the declared standard of 7 hours. Materials held in the Remote Storage Facility were made available in approximately 5 days, well below the declared standard of 14 days, despite the periodic processing schedule for requests from that location

The **digitization service** for bibliographic material requested by Faculty also met the standards defined in the Service Charter. Average fulfillment times were **27 hours** (1.12 days) for materials available on site and 37 hours (1.54 days) when requests involved the Remote Storage Facility, both below the limit of 2 working days. **Interlibrary Loan** and **Document Delivery** likewise performed in line with, or above, the established standards. Request intake times remained within the target of 1 working day, while fulfillment times averaged 14.8 days for Interlibrary

Loan, compared with a standard of 22 days, and 4.6 days for Document Delivery, against a standard of 8 days. These results are particularly noteworthy given the dependence of both services on external factors such as partner-Library response times and, for print materials, postal delivery.

Finally, response times for requests submitted via email or the *B in Touch* platform also met the declared standards. The average first response was provided **within 13 hours**, below the 14-hour target, while **average resolution time** stood at **17 hours**, well within the 1–3 working day range established by the Service Charter.

<i>Service</i>	<i>Declared Standard</i>	<i>Effective Time</i>	<i>Time Difference</i>
Availability of requested books Central Storage	7 hours	6 hours	-14%
Availability of requested books Remote Storage	14 days	5 days	-64%
Digitization	2 days	37 hours	-23%
Interlibrary Loan	22 days	14,8 days	-33%
Document Delivery	8 days	4,6 days	-42%
Response to user requests	17 hours	13 hours	-24%

Table 9 – Service Charter – Comparison between the declared standard and the effective time taken (summary)

Overall, the comparison between declared standards and actual performance shows that services consistently met, and often exceeded, the **commitments set out** in the Service Charter. The results confirm the reliability of service delivery and demonstrate the value of the Service Charter as a tool for **performance monitoring and improvement**.

7. Cultural Heritage, Third Mission, and Social Impact

This section presents the activities of Library & Archives related to heritage enhancement and Third Mission initiatives. It outlines the main projects and services directed at both the academic community and external audiences,

together with the principal forms of participation and engagement.

Third Mission: A Library Open to the Community

In 2025, Library & Archives continued to contribute to the University's Third Mission through the enhancement of cultural heritage, the preservation of institutional memory, and engagement with both the academic community and external audiences. Beyond preserving and providing access to documentary resources, Library & Archives acts as a cultural infrastructure capable of fostering relationships, generating shared knowledge, and creating opportunities for dialogue between the University and society.

This commitment is fully aligned with the University's vision of the Third Mission, which seeks to generate social impact through the advancement of knowledge, the promotion of critical thinking, and the creation of opportunities for inclusion and social mobility at the local, national, and global levels.

As such, the Third Mission is expressed through a wide range of activities, including access to archival and bibliographic heritage, physical and virtual exhibitions, guided visits, educational initiatives, and collaborations with schools and external audiences. Projects involving the Historical Archives, special collections, virtual exhibitions, Campus Tours, and outreach programs should therefore be understood as complementary components of a broader effort: to make accessible the sources, stories, and places that embody Bocconi's identity and strengthen its connection with the wider community.

Historical Archives and Access to Heritage

Bocconi Historical Archives represent one of the main pillars of this activity, as they preserve both the documents produced by the University, which record its history and institutional activity, and historical fonds that constitute primary sources for the University's core disciplines. In 2025, the service handled **33 research requests** involving on-site consultation, resulting in making available **516 archival units** in the dedicated reading room. To promote knowledge of the preserved materials and encourage public engagement with the University's documentary heritage, the Archives organized **18 guided visits** attended by **175 participants** from a variety of backgrounds.

These figures are complemented by the remote use of the University's digital heritage. The **ASBOC** portal dedicated to the Historical Archives recorded **2,774 new users** and **11,222 page views**, while **6,993 new digitized records** were made available online. By the end of the year, the digitization process had reached a total of **32,304 digitized records**. In parallel, the project aimed at enhancing the discoverability and accessibility of the seventeenth-century commercial correspondence contained in the Saminati-Pazzi fonds reached **2,380 transcribed records**. Together, these figures confirm the Archives' dual role: supporting research and specialized consultation, while also promoting wider access, engagement, and dissemination to the broader public.

Virtual Exhibitions and Cultural Enhancement

The enhancement of heritage also found expression through **virtual exhibitions**, which are playing an increasingly important role in broadening access to collections and overcoming the constraints of physical space. More than simply an alternative exhibition format, they serve as a valuable tool for cultural mediation, transforming archival documents and collections into accessible, contextualized, and engaging narratives. To date, the **four virtual exhibition paths** available online have recorded a total of **17,093 views**, demonstrating sustained interest in this approach to heritage dissemination and public engagement.

Within this framework, two new virtual exhibitions were launched in 2025. The first one, **L'Ufficio moderno, 1926–1985**, highlights a pioneering Italian journal in the fields of business organization, marketing and advertising communication. Drawing on a unique collection preserved by the Library, the exhibition reinterprets in digital form an earlier display originally presented in the Library's physical spaces. By contrast, the second one, entitled **Angelo Sraffa: jurist, rector, bibliophile**, is dedicated to a key figure in the University's history and stems from extensive work of acquisition, reorganization, and enhancement of bibliographic and archival materials. Both projects demonstrate the added value of integrating Library and archival expertise, not only in preserving cultural heritage but also in reconstructing the relationships, contexts, and meanings that give it significance.

Campus Tour and Public Engagement

Alongside these activities, **Campus Tours** continue to represent one of the most effective public engagement tools. In 2025, **99 tours open to the public** were organized, involving **1,859 participants**. Through guided visits to the campus, visitors are introduced to the University's history, its key figures, its architectural heritage, and the works of the Bocconi Art Gallery. In doing so, Campus Tours contribute directly to strengthening the relationship between the University and the wider community, making Bocconi's cultural and institutional heritage more accessible to the public.

Library & Archives for Schools

In 2025, the University's Third Mission was also advanced through the expansion of activities directed at **schools**, developed within the framework of the **Open to Schools: Learning through Archives and Libraries** project. The initiative seeks to actively engage students from primary school to upper secondary school in exploring the world of libraries and archives, transforming the heritage preserved by the Library and the Historical Archives into a tool for discovery, learning, and critical reflection. Building on the experience gained in previous years and in accordance with teachers and the learning objectives of participating classes, Library & Archives developed activities tailored to different educational levels. These initiatives enabled students to contextualize topics studied at school through direct engagement with bibliographic and archival sources, offering hands-on experience in reading, interpreting, and using historical documents.

Particular emphasis in 2025 was placed on activities for lower and upper secondary schools, designed to promote the use of bibliographic and archival heritage as a teaching and learning resource. For lower secondary students, the program explored Diderot and d'Alembert's **Encyclopédie** within the cultural and historical context of eighteenth-century Europe through the direct observation of selected volumes preserved by the Library. For upper secondary students, activities focused on the value of sources and the relationship between reliable information and misinformation in today's information ecosystem, highlighting the role of libraries and archives as institutions of knowledge, reliability, and collective memory.

The archival component further enabled direct engagement with materials selected for educational purposes — including photographs, documents, sketches, and historical registers — demonstrating the potential of documentary heritage to foster critical skills and historical understanding. In this sense, collaboration with schools confirms the role of Library & Archives not only as a place of preservation, but also as an active space for cultural mediation, support for teaching, and civic education.



Figure 37 - Outside the Bocconi Library (via Ulisse Gobbi 5)

Library Tour

Library tours are an important orientation tool through which Library & Archives introduces users to its spaces, collections, and services. They are not simply guided visits to physical

environments but are also designed to foster informed use of resources and a deeper understanding of the support the Library provides to study, teaching, and research.

In **2025**, a total of **38 tours** were organized with **367 participants**, reflecting greater diversification of audiences compared with the previous year. Traditional target groups remained well represented, including **14 tours for Exchange students** during Welcome Weeks, attended by **206 participants**, and **2 tours** for SDA Master classes, with **58 participants**. In addition, **18 tours** were organized as part of **Homecoming 2025**.

For the first time, **Homecoming 2025** brought together the entire **Bocconi Alumni** community, inviting graduates to return to campus for a three-day program of thematic panels, networking opportunities, celebratory events, and a wide range of activities. In this context, the Library offered dedicated tours showcasing the evolution of its spaces as environments for study and interaction, the development of its collections, with particular attention to digital transformation, and the broader role of Library & Archives in supporting teaching, research and the University's **Third Mission**.

Taken together, Library tours continue to serve not only as orientation and welcome activities but also as an effective means of strengthening the Library's visibility among diverse audiences and communicating the value of its spaces, collections, and services.

A Living and Shared Memory

Taken together, these activities demonstrate how Library & Archives contributes to the University's Third Mission not only by preserving and organizing documentary heritage, but also by transforming it into a shared resource for knowledge, education, and public engagement. Archives, exhibitions, guided visits, tours, and outreach initiatives form an integrated ecosystem of heritage enhancement that strengthens institutional memory, supports research and learning, and promotes an ongoing dialogue between the University and society.

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