

# GENDER EQUALITY ANNUAL REPORT

2017



ALMA MATER STUDIORUM  
UNIVERSITÀ DI BOLOGNA

**Gender Equality Annual Report prepared by**

Alma Mater Studiorum - Università di Bologna

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• FOREWORD	4
• INTRODUCTION	6
• METHODOLOGICAL NOTE	10
• SECTION 1 – Regulations and bodies in charge for the promotion of equal opportunities	16
1.1 Regulations, Statute and Code of Ethics and Behaviour	17
1.2 Bodies and figures in charge for the promotion of equal opportunities	20
• SECTION 2 - Positive Actions Plan and initiatives implemented	22
2.1 Positive Actions Plan	24
2.2 Activities carried out in 2017	25
2.3 The Gender Equality Plan (PLOTINA project)	26
• SECTION 3 - Gender composition at the University of Bologna	30
3.1 Overview	32
3.2 Male and female students	34
3.3 Teaching Staff	44
3.4 Technical and Administrative Staff	56
3.5 University bodies and top positions in research and teaching	62
• SECTION 4 - Investments made for the promotion of equal opportunities	68
4.1 The inclusion of sex/gender as a variable in teaching and research	69
4.2 Cross-cutting initiatives	76
4.3 Local events	81
4.4 An analysis of the investments made in economic-financial terms	84
• SECTION 5 - The University Gender Inequality Index of the University of Bologna (UGII)	86
5.1 The construction of the UGII	87
5.2 Position of the University of Bologna as it pertains to gender equality	92
• ANNEXES	98
Acronyms used	98
Correspondence tables with international classifications	101
Index of tables and figures	104





## FOREWORD

With great satisfaction, I present the third edition of the University of Bologna's Gender Equality Annual Report to our entire community of teachers, technical and administrative staff as well as to the entire student community. First and foremost, I want to give my thanks to the Guarantee Committee for Equal Opportunities, Working Wellbeing and Non-Discrimination at Work (the CUG, as abbreviated in Italian). In particular, a heartfelt thank you is owed to the Committee Chair, Professor Benedetta Siboni, and all its members, as well as the Operational Committee, which has been working for some time to ensure that this document becomes increasingly relevant and more detailed, year after year. I also would like to take this opportunity to note that 2017 was a year of significant achievement for the Guarantee Committee, with the appointment of new members who will remain in office until 2021. It was a significant step which the University was quite attentive to, trying to staff the Committee with highly-qualified expert members coming from different areas of the University. This Report is evidence of the Guarantee Committee's continued dedication to themes like equality of opportunity and gender equality. I did quite a bit of thinking before writing that I present this Report with 'great satisfaction', because –truth be told– the picture that emerges from it does not yet allow us to be satisfied. There are still many imbalances which our data bring to the fore for us to see; likewise, the changes we can surmise from reading this document are still too moderate.

Nonetheless, I am satisfied and, in particular, I would like to congratulate the entire University of Bologna community for its growing interest in gender issues and the passion it shows in concretely creating initiatives and shared experiences around this topic that elsewhere remain, too often, an abstract though also instrumental topic. In light of this, I wish to renew the hope that more and more intersectional initiatives will develop at our University, gathering teachers, staff and students from all areas in critical discussions. The time has come to make everybody feel involved in such an important matter, with benefits that are further-reaching than we might imagine. The Conference of Italian University Rectors (CRUI) motion approved in January 2017, which led to the creation of a national working group on equal opportunity in university institutions and the preparation of Gender Reports even where they do not yet exist, as well as the publication in May 2018 of *Indicazioni per azioni positive del MIUR sui temi di genere nell'Università e nella ricerca* (Guidelines for Positive Actions of the Ministry of Education, University and Research on Gender Issues in Universities and in research) are an important sign that the wall of silence or indifference has been forever knocked down. Our University cannot but rejoice in these positive national developments and in the awareness of having in-depth experience in the ability to transmit and share knowledge in the spirit of necessary improvement right here at home.

Among the positive actions suggested, many are already in place at the University of Bologna, which must further strengthen our awareness and conviction that we have chosen the right path. In giving substance to a mindfulness that has long set it apart, our community has shown it understands that gender inequality comes at a very high 'cost', well before other institutions. It's a cost that slows down progress and the positive transformation of the society within which and for which we work (a consequence of the fact that gender differences often rest on serious but unconscious prejudices) because it tends to hinder the emergence of different and winning work styles, given that female employment –it has been proven– is one of the main drivers of economic growth. We must therefore carefully analyse data according to the new 'UGII - University Gender Inequality Index', used for the first time in this Report, which, through a single value, expresses the distance between gender balance at our University and hypothetical perfect equality. The results of research carried out on the student body, the rate of abandonment and the percentage of women benefiting from international mobility tell us that, over recent years, female students can be described as 'more motivated and determined'. However, their average progress out in the world measured 1, 3 and 5 years after graduation tell us that the labour market tends to reward male graduates, reinforcing the stereotype that men are more willing to give their all in the workplace. It is time for the pernicious idea that family care is the sole prerogative of women to become a source of indignation for men too.

Thus, at our University, we must continue to promote awareness and empowerment in order to reduce gender differences among our students and, in particular, in Science, Technology, Engineering and Mathematics (STEM) on the one hand, and in certain areas of the Humanities on the other. Finally, I would like to make an observation on an issue that I am particularly sensitive to. Throughout the year, thus not only at the time of publication of this Report, I monitor data on the recruitment of teaching staff in relation to gender. The advantage inherent in this Report is that it gives us a uniform snapshot of all of 2017, placing it in relation to the two previous years. If we scroll through the numbers, we can detect a slight reduction of inequalities in the associate professor (grade B) bracket, as well as an encouraging increase of the number of women in the role of junior fixed-term assistant professor (grade C), while the variance in the full professor (grade A) bracket remains alarming. For this reason, and considering that there is current notable interest in recruiting senior fixed-term assistant professors, who will be tomorrow's associate and full professors, I truly hope change will come to that bracket too, as University recruitment today can effect change in the world we hand down to future generations, including their future professional environment.

Francesco Ubertini  
Rector

Alma Mater Studiorum - Università di Bologna





## INTRODUCTION

Nowadays, when we talk about gender equality and gender opportunities, it often feels as if we are responding to fair demands proposed in the past that have little to do with the current situation, because now women and men are formally afforded the same rights. This is even truer when one thinks about the scientific environment, where 'merit' should be the only criterion to influence the selection processes that underlie the hiring and career development of those working in universities. To some, given this context, talking about gender equality might seem superfluous.

However, if we look at the data in the Gender Equality Annual Report published by the University of Bologna, as we might see in similar documents prepared by other universities, we will notice that there are examples of evident segregation that, on the one hand, involve a polarized presence of genders in different disciplinary areas and, on the other hand, prevent women from progressing to top positions. For this reason, gender stereotypes, still widely rooted in our society, undermine the fulfilment of potential that the recognition of equal rights in legal provisions are meant to guarantee.

As objective and incontrovertible data, the numbers presented in the Gender Equality Annual Report allow us to bear witness to the impact of barriers which pervade society subtly and often unconsciously, even for those who are adversely affected by them, engendering awareness, the first step on the path to real change.

For this reason, the Guarantee Committee for Equal Opportunities, Worker Wellbeing and Non-Discrimination at Work (CUG) of the University of Bologna continues to invest in the annual publication of the document, which, as intended by the Committee, is a tool that fulfils a dual role: positive action aimed at nurturing the University community's awareness of existing disparities, and acting as a mainstreaming tool to periodically monitor the impact of policies and actions implemented to encourage equality. While we are aware that the actions undertaken by the University of Bologna will produce an appreciable impact in terms of data only in the mid-term, we believe that the constant monitoring of enacted changes will allow us to keep our eyes on the finish line, without being distracted by other urgent matters that the management of daily concerns requires us to address.

Our intent with this document was to create an overarching index formulated by a multidisciplinary working group within the University. The index may offer methodology that can be used by other universities to perform a spatial and temporal comparison in terms of gender equality in their halls and offices.

Given the state of iniquity shared equally by universities, we have called this measure the 'UGII - University Gender Inequality Index', with the aim of encapsulating the difference between gender imbalance at the university and a perfect equality model (represented by a UGII of 0) through a single value. The UGII also provides policy recommendations, offering insight into the relevant domains affecting university activities, which can be used to identify strengths as well as the weaknesses in which universities must invest in order to improve their score.

*To start a climb thinking you have the same potential, similar physical preparation and equipment comparable to that of your female and male travel companions makes the race fair and exciting, pushing each and every person to give the best of themselves for the benefit of the final result.*



## INTRODUCTION

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*To start one's climb with heavy weights on your shoulders, however, is demotivating and discouraging from the very beginning, and excludes those who fear they will not succeed, slowing down and even stopping those who have set the goal of reaching the top from continuing their journey. By producing and distributing the Gender Equality Annual Report, the University of Bologna and the CUG hope that the climb becomes more and more challenging and rewarding for both female and male students, and all colleagues who take part in the arduous journey.*

A heartfelt thanks goes to those who made it possible to collect, enrich and improve the data published in this document with great professionalism and commitment. A special thank you as well to those who have the patience and desire to read this Report, the will to ponder the message it seeks to convey, and the enthusiasm and commitment to steer change.

Benedetta Siboni  
Chair of the Guarantee Committee for Equal  
Opportunities, Employee Wellbeing and  
Non-Discrimination in the Workplace (CUG)

I G.P. Mignoli, B. Siboni, P. Rignanese, C. Valentini, T. Gallina Toschi (2018), University Gender Inequality Index. A proposal from the University of Bologna, Working paper, submitted to OSF Preprints (DOI: 10.31219/osf.io/kfg6m).







## METHODOLOGICAL NOTE

In Italy, the drafting of a Gender Equality Report by public administrations is recommended, first and foremost, by a directive of the Ministry of Equal Opportunities (2007)<sup>1</sup>, which includes this document in the list of suggestions for a corporate culture aimed at enhancing the contributions of both women and men. In this context, with clear reference to local public administrations, the Gender Equality Report is meant to document an economic-financial analysis aimed at "promoting a budget analysis that highlights how much and which budget items are (directly or indirectly) addressed to women or men only, and to both. This determination also allows for the allocation of resources for services according to the different needs of women and men in the reference area" [Chapter VI. *Formazione e cultura organizzativa* (Training and organizational culture), section F]. Secondly, the Gender Equality Report must be considered within the broader performance cycle of a given public administration, with particular reference to the Performance Annual Report: "a document to be adopted by 30 June and called "Performance Report" that highlights, at the end of a given year, the gender balance and organizational and individual results achieved with respect to single objectives and resources, and the recognition of any deviations" (Italian Legislative Decree no. 150/2009, paragraph 1, section b)<sup>2</sup>.

Furthermore, we would like to point out the experimental Gender Report introduction in the General Statment of the Italian State (Art. 38 - septies of law no. 196 of 2009, as amended and supplemented), pursuant to the guidelines contained in Circular no. 25 of the Ministry of Economy and Finance published on 5/7/2017, completed for the first time in 2017, with data referring to 2016.

With specific reference to universities, the Gender Report was recommended by the The Conference of Italian University Rectors (CRUI) in the motion approved on 19/01/2017 and was the subject of a recent recommendation contained in a Ministry of Education document entitled *Indicazioni per azioni positive del MIUR sui temi di genere nelle Università e nella ricerca* (Recommendations for positive actions by the MIUR on gender issues in universities and in research)<sup>3</sup>, which addresses all universities to promote its adoption as a necessary tool to monitor progress achieved in terms of gender equality<sup>4</sup>.

The University of Bologna has adopted the drafting of the Gender Equality Annual Report by resolution of the Guarantee Committee for Equal Opportunities, Worker Well-being, and Non-Discrimination at Work (CUG), with the intention to contribute internal gender equality analysis through an examination of the context (gender distribution of students, teaching and technical/administrative staff and participants in university bodies).

This is an essential step in the assessment, first and foremost, of existing imbalances and, secondly, makes the constant monitoring of progress possible through policies, measures and positive actions taken by the University for the promotion of equal opportunities.

The Gender Report is, therefore, included in an integrated cycle connects that it, in particular, to the PLOTINA Project (Promoting Gender Balance and Inclusion in Research, Innovation and Training)<sup>5</sup>, which involved a gender audit to identify women's needs through interviews and the creation of focus groups that include members of the teaching, technical and administrative staff. The Report is also considered in light of the 2017/2020 Gender Equality Plan, which discusses specific measures aimed, in particular, at the teaching staff. The Gender Report must also be considered in light of the planning and reporting approach aimed at contributing to the objectives of the UN's 2030 Agenda, which the University has embraced through the publication of the 2016-2018 Strategic Plan and the preparation of the Report on UN Sustainable Developments Goals 2017.

In this context, the 2017 Gender Report provides a series of recommendations and measures capable of conveying the University's commitment to pursuing goals 5 "Reaching gender equality and empowering all

women and girls" and 10 "Reducing inequality within and between countries". In addition, the Report was formulated in synergy with other University planning and control tools, particularly the 2017 Social Responsibility Report<sup>6</sup>.

The definition of the contents of this Gender Equality Annual Report was inspired by the main topics analysed in the literature and guidelines on gender equality produced for international and national studies<sup>7</sup>.

Moreover, the Report has been enriched thanks to dialogue established with colleagues at other Italian universities that have already tried their hand at drafting similar documents and analyses.

Although inspired by the studies and initiatives discussed above, the set of analyses and information presented herein is the product of a broader reflection that involved all members of the Scientific Committee and the Operational Committee created within the University for the preparation of the Gender Equality Annual Report, and considers the elements that emerged from the involvement of the University staff and students<sup>8</sup>. In particular, this edition presents a gender index proposal (UGII – University Gender Inequality Index) formulated by the University working group as a synthetic tool for measuring and comparing how universities are positioned with respect to gender balance, evaluating trends over time<sup>9</sup>.



The Gender Equality Annual Report consists of five sections, preceded by a foreword by the Rector, which highlights the political commitment to the issues discussed, as well as by an introduction edited by the promoting body, which confirms the reasons that led to the adoption of the document, and a methodological note, which includes an explanation of methodological issues related to reporting. The first section opens with international and national regulatory references on gender equality, followed by an illustration of how these principles have been interpreted and included in the University Statute and in the Code of Ethics and Behaviour of the University of Bologna. It ends with an overview of the bodies for the promotions of equal opportunities established by the University. The second section summarizes the initiatives contained in the Positive Action Plan approved by the CUG and illustrates measures taken as well as their results in the reporting year. The third section presents contextual data, namely, relevant social groups separated by gender – students/ teachers, teaching and research staff, technical and administrative staff – as well as the gender breakdown of the governing and orientation bodies of the University of Bologna. The fourth section describes the financial investments made by the University for the promotion of equal opportunities and the implementation of the sex/ gender variable in research and teaching.

Finally, the fifth section illustrates the proposed gender index (UGII – University Gender Inequality Index) formulated by the working group, and presents its results in reference to the reporting year. The Gender Equality Annual Report ends with appendixes that include a glossary of acronyms used and the tables for the correlation of data collected with the international tertiary education classifications.

Drafting this Report entailed intense data collection and analysis, which took place in March-June 2018.

Unless otherwise indicated, quantitative data, as well as their processing and classification, were obtained from the University Data Warehouse, a database fed by University of Bologna management systems, while qualitative information was gathered from institutional documents (statute, regulations, positive action plans, the CUG activity report, etc.) and from the University of Bologna website. The reporting period is the 2017 calendar year, with the exception of some teaching data that refer to the 2017/18 Academic Year (A.Y.). Although in some cases it involves the availability of data that are not considered “final” but updated at the time of reporting, this choice gives readers relevant, timely information, useful for decision-making purposes. Furthermore, to account for changes that only become evident over time, data have been presented on a long-term basis where possible. Finally, considering the multi-campus nature of the University of Bologna, data broken out by Campus were also provided where significant. The Gender Equality Annual Report was presented as an attachment to the 2017 University Performance Report, approved at the meeting of the University Board of Governors on 26 June 2018. The drafting of the document was set and coordinated by a two-part working group within the University made up of a Scientific Committee and an Operating Committee.

1. Directive (2007) – Directive of the Ministry of Equal Opportunities on measures to bring about equality and equal opportunities between men and women in public administrations, published in the Official Gazette of 27-7-2007, no. 173.

2. D.Lgs. 150/2009 – Legislative Decree no. 150 of 27 October, 2009, “Implementation of Law no. 15 of 4 March, 2009, concerning the optimization of the productivity of public work and of the efficiency and transparency of public administrations”, published in the Official Gazette of 31-10-

2009, no. 254 - Ordinary Supplement no. 197.

3. MIUR (2018, edited by E. Addis, C. Biasini, M. Calloni, A. Loretoni, M. Mancini, G. Serughetti), *Indicazioni per azioni positive del MIUR sui temi di genere nelle Università e nella ricerca*,

<http://www.miur.gov.it>.

4. The GERPA Guideline (C. Fioravanti, V. Andrezzi, S. Borelli, C. Calpini, C. Mancini, L. Manzalini, C. Oppi, E. Vagnoni (2015), *Bilancio di Genere per le pubbliche amministrazioni (GERPA)*, Jovene Editore, Naples) was developed to encourage the drafting of the Gender Report by universities, while the Guidelines for Gender Balance in the Universities of the National Conference of Equality Bodies in Italian Universities is currently being defined.

5. PLOTINA Project ([www.plotina.eu](http://www.plotina.eu)), coordinated by the University of Bologna (Prof. Tullia Gallina Toschi), was financed by the European Commission through the Horizon 2020 Programme (Grant Agreement no. 666008).

6. These documents are available at: <https://www.unibo.it/en/university/who-we-are>

7. Among others, we cite: GenSET (2010), Recommendations for Action on the Gender Dimension in Science, Portia; GBMIU – Rothe A., Erbe B., Fröhlich W., Klatzer E., Lapniewska Z., Mayrhofer M., Neumayr M., Pichlbauer M., Tarasiewicz M., Zebisch J. (2008), Gender Budgeting as a Management Strategy for a Gender Equality at University, München; PRAGES – Cacace M. (2009), Guidelines for Gender Equality Programmes in Science. Practising Gender Equality in Science.

8. The Gender Report was presented as part of the following initiatives: “A prescindere dal genere: pari opportunità, empowerment e diversità” (Regardless of Gender: Equal Opportunities, Empowerment and Diversity) (Training cycle organized by the CUG, lecture of 26/02/2016); “Mind the gap. Colmare il gender gap nella scienza. Prospettive internazionali e azioni locali” (Mind the gap. Bridging the Gender Gap in Science. International perspectives and local actions) (Institute of Advanced Studies, seminar of 18.05.2016). In addition, the first edition of the 2015 Gender Report was presented publicly during the “Le azioni del CUG: gli atti sul mobbing, le tesi premiate, il Bilancio di Genere” (The actions of the CUG: Activities against Mobbing, Winning Dissertations, the Gender Report) initiative organized by the CUG on 15/11/2016.

9. G.P. Mignoli, B. Siboni, P. Rignanese, C. Valentini, T. Gallina Toschi (2018), University Gender Inequality Index. A proposal from the University of Bologna, working paper, submitted to OSFPreprints (DOI: 10.31219/osf.io/kfg6m).



When this logo appears, it indicates issues taken into consideration to calculate the University Gender Inequality Index (UGII) discussed in Section 5.



Members and Position		Role covered in the drafting of the Gender Equality Annual Report*
Promoting Body	CUG	Sponsor
Scientific Committee	<p>Francesco Ubertini, Rector                      Chiara Elefante, Vice-Rector for Human Resources                      Benedetta Siboni, CUG Chair, Person in charge for the Gender Equality Annual Report                      Tullia Gallina Toschi, Occupational Well-being at Work                      Elena Luppi, Delegate for Equal Opportunities                      Paola Salomoni, Vice-Rector for Digital Technologies                      Angelo Paletta, Budget Delegate                      Rita Monticelli, Confidential Counsellor</p>	Management and supervision of the overall project
Operating Committee	<p>Valeria Guidoni, Patrizia Manzo, Maria Cristina Notarsanto, Anna Pramstrahler, Annachiara Rasi, Chiara Sirk, Martina Vincieri and Francesco Saverio Violante – CUG Members                      Alice Corradi, APOS Manager – Personnel Division                      Andrea Gabrielli and Anna Zurla, APOS – Personnel Information and Administrative Systems Department                      Barbara Neri, APOS – Training Department                      Pasqua Rignanese, Trainee</p> <p>Elisabetta de Toma, ARAG Manager – Finance and Subsidiaries Division                      Camilla Valentini, Anna Rita D'Archi, Enrico Galli, Gian Piero Mignoli, Luca Ramazzotti and Anja Riceputi, ARAG – Planning and Evaluation Support Department</p>	Data and text processing support
	<p>Mirella Cerato, Michela Versari, Vincenza Ferraro, Alex Rinaldi, ARTEC – Communication Department</p>	Design and artwork

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# 1. REGULATIONS AND BODIES IN CHARGE FOR THE PROMOTION OF EQUAL OPPORTUNITIES

## 1.1 REGULATIONS, STATUTE AND CODE OF ETHICS AND BEHAVIOUR

The University guidelines on discrimination, gender equality and the promotion of equal opportunities are based on a set of international, European and internal sources. Internationally speaking, the principle of ending discrimination, notably on the basis of gender, is enshrined in the Convention on the Elimination of All Forms of Discrimination against Women (United Nations, 1979), ratified by Italy in 1985, through the adoption of all appropriate measures for the elimination of discrimination and the affirmation of the principle of equality.

The obligations inherent to Italy's membership in the European Union are of paramount importance, in addition to the requirements the country must comply with by virtue of its membership in the Council of Europe (in particular, adhesion to the European Convention for the Protection of Human Rights and Fundamental Freedoms, whose Art. 14 affirms the prohibition of discrimination based on, among other things, sex).



The Treaty on European Union (Lisbon, 2009) explicitly states that the Union is founded on the values of respect for human dignity and equality (Art. 2) and fights social exclusion and discrimination, pursuing equality between women and men (Art. 3). The Treaty on the Functioning of the European Union ensures that gender equality is included as a factor in all Union activities (Art. 8) and gives the Council the power to take measures to fight discrimination based, *inter alia*, on sex (Art. 19); action by Member States is promoted in a variety of sectors and, in particular, in matter of equality between men and women with regard to labour market opportunities and treatment in the workplace (Art. 153). Declaration no. 19 attached to the Treaty of Lisbon states that both Union and Member States are "to fight against all forms of domestic violence" and "to support and protect victims". The Charter of Fundamental Rights of the European Union, adopted in 2007, incorporates the same principles (Arts. 20 and 21), adding that "equality between women and men must be ensured in all areas, including employment, work and pay", including through the adoption of "measures providing for specific advantages in favour of the under-represented sex" (Art. 23).

In this regard, the EU has adopted a series of measures to be implemented by its Member States, including: Directive 79/7/EEC of 19 December 1978, which requires the gradual implementation of the principle of equal treatment between men and women in the field of social security; Directive 92/85/EEC of 19 October 1992, introducing measures to improve the workplace safety and health of pregnant workers and new or breastfeeding mothers; Directive 2004/113/EC of 13 December 2004, implementing the principle of equal treatment for men and women with regard to access to goods and services and their provision; Directive 2006/54/EC of 5 July 2006, on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation; Directive 2010/18/EU of 8 March 2010, implementing the revised framework agreement on parental leave; and Directive 2010/41/EC of 7 July 2010, establishing objectives concerning the application of the principle of equal treatment of self-employed men and women. In general, such measures prohibit direct discrimination, that is, discrimination explicitly based on sex; indirect discrimination, namely, measures which, although apparently neutral, produce the effect of disadvantaging workers of a given sex; and harassment, in reference to situations "where unwanted conduct related to the sex of a person occurs with the purpose or effect of violating the dignity of a person, and of creating an intimidating, hostile, degrading, humiliating or offensive environment" (see Art. 2, par. 1, section c, Directive 2006/54/EC).

The European Parliament, for its part, has underlined the importance of Gender Reports in order to assess the impact of budgetary policies, "incorporating a gender perspective at all levels of the budgetary procedure

and reorganising revenue and expenditure with a view to promoting gender equality" (European Parliament resolution on gender budgeting - building public budgets from a gender perspective - 2002/2198).

The Italian Constitution establishes the principle of equality understood both in its form, as equality before the law, and substance, as the removal of obstacles that, by limiting the freedom and equality of citizens, prevent the full development of people and the effective participation of workers in the country's political, economic and social organization (Art. 3, par. 1 and 2). Furthermore, Art. 37 of the Constitution protects working women.

In implementing this multilevel legislation, Italian lawmakers have adopted a wide range of measures, with those discussed below being particularly relevant. Italian Legislative Decree no. 165 of 30 March 2001, containing the "General rules on the regulation of workers employed in public administrations", establishes that public administrations guarantee respect for the principle of equality and equal opportunities between men and women, prohibiting all forms of discrimination, both direct and indirect, on the basis of gender and other characteristics, in relation to access to employment, treatment and working conditions, professional training, promotions and safety at work (Art. 7, par. 1).

Law no. 246 of 28 November 2005, concerning the "Regulatory streamlining and reconfiguration", provides for the reorganization of current provisions, including those concerning equal opportunities (Art. 6) implemented by Legislative Decree no. 198 of 11 April 2006, namely the "Code of equal opportunities between men and women", as amended.

Legislative Decree no. 198/2006 includes provisions on the subject of discrimination, equality and equal opportunities, among which is the drafting, by public administrations, of plans for positive action that "aim to ensure [...] the removal of obstacles that ultimately prevent equal employment opportunities and equality in the workplace between men and women" (Art. 42 et seq. and Art. 48 in particular).

Within the same perspective, Art. 21 of Law no. 183 of 4 November 2010 on what is called 'linked work' (*collegato lavoro* in Italian) has modified Art. 57 of Legislative Decree no. 165 by instituting the Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work (CUG). On this basis, the Minister for Public Administration and Innovation and the Minister for Equal Opportunities have adopted the CUG Guidelines (2011), which can be adjusted to the needs of the various administrations as required.

Likewise, the adoption of the Gender Equality Annual Report is a way to provide for an analysis of the impact of public spending and policies on women and men, in line with the provisions of the Department for Equal Opportunities and Legislative Decree no. 150 of 27 October 2009, concerning the optimization of the productivity of public employees and of the efficiency and transparency of public administrations.

Consistent with the framework outlined above, the University of Bologna conceives of equal opportunity policies "in a broad sense", not only in terms of gender differences, but also in terms of aspects related to inclusion in society and the workforce. In this regard, the main provisions are stated in the University Statute (Rector's Decree no. 1203 of 13 December 2011, modified and integrated with Rector's Decree no. 739 of 28 June 2017) and in the Code of Ethics and Behaviour (Rector's Decree no. 1408 of 1 October 2014). Among its guiding principles, the Statute includes a specific provision on discrimination, equality and equal opportunities. Indeed, Art. 2.6 states that "a) The University undertakes to guarantee compliance with the constitutional principle of equal opportunities as it pertains to access to education, recruitment of staff, career advancement, and balanced gender representation for candidacies and University bodies, and for every other aspect of academic life. b) Through appropriate tools and initiatives, the University is committed to promoting sensitivity to issues and problems relating to equal opportunities, in order to generate widespread and shared awareness among all members of the university community". The Statute also includes specific provisions to ensure equal opportunities University body candidates, including, in particular, the University Senate and the Board of Governors, and in the composition of other bodies, such as the Evaluation Group (Art. 9.3), the Student Council (Art. 11) and the Technical and Administrative Staff Council (Art. 12.4). Furthermore, the Statute establishes the CUG, thus implementing national legislation (Art. 14).

Finally, the Rector has established the figure of the Confidential Counsellor, whose task is to prevent, manage and facilitate solutions in cases of discrimination, harassment and mobbing, including in cooperation with the CUG.

The Code of Ethics and Behaviour is a reference tool for the ethical governance of the internal and external University relations. With this in mind, it identifies the fundamental values of the entire University community, promotes the recognition and respect of individual rights and freedoms, specifies ethical and social duties and responsibilities towards applicable institutions and defines the rules of conduct to be adopted in interactions with those who directly or indirectly come into contact with the University, including the rejection of any form of both direct and indirect discrimination, the promotion of equal opportunities, and the fight against sexual and moral harassment, any form of nepotism and favouritism, and the abuse of office in internal and external relations. More specifically, Section III of the Code implements Presidential Decree no. 62 of 16 April 2013, regarding the adoption of the Code of Conduct for Civil Servants, defining the behavioural obligations related to service activities, which, to the extent possible, are also applicable to those who work with or advise the University in any way; these provisions also extend to the collaborators of entities performing work at, or suppliers of goods or services to, the University, in the manner approved by the Board of Governors (Art. 2.4).



**1.2 BODIES AND FIGURES IN CHARGE FOR THE PROMOTION OF EQUAL OPPORTUNITIES**

**Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work – CUG**

Established by Law no. 183/2010, implemented at the University of Bologna at the end of 2013 and active since January 2014, the CUG has replaced the previous Equal Opportunities Committee and Joint Committee against mobbing. The CUG has advisory, consultative and verification functions to develop equal opportunities, enhance workers' wellness, and fight against discrimination, within the scope of the activities established by Italian law and Art. 14 of the University Statute. The CUG makes use of the University services dedicated to the promotion of employee wellness and works in partnership with other figures and structures the University has appointed for the protection and promotion of equal opportunities and employee wellness. In carrying out its functions, the CUG can also avail itself of the support of the Office of the Equal Opportunities advisor responsible for the exchange of information and good practices and the implementation of cooperation agreements, initiatives and projects shared in specific areas.

Within the sphere of the skills recognized by Italian law and the University Statute, the CUG can perform the following tasks:

- propose positive action plans to promote equal treatment and equal opportunities in the workplace, including in relation to the initiatives and tools that the University may adopt pursuant to Art. 2.6, section b of the University Statute;
- propose actions and projects aimed at favouring good working conditions, such as cognitive and climate surveys, suitable for knowing, preventing and eliminating discrimination of any kind, psychological distress and mobbing;
- provide non-binding opinions on personnel training plans, forms of work flexibility and work-life balance;
- carry out verification activities on the results of positive action policies, on good practices in the field of equal opportunities and on policies to promote wellness in the workplace, including through the proposal of training plans to the competent bodies.

CUG Members	2013/ 2017*	2017/2021*
<b>Chair</b>	Tullia Gallina Toschi	Benedetta Siboni
<b>Staff Representatives</b>	Valentina Filippi, Valeria Guidoni, Angela Martino***, Chiara Sirk	Anna Pramstrahler**, Valeria Guidoni, Chiara Sirk, Maria Cristina Notarsanto***, Paolo Olivieri
<b>University Representatives</b>	Marco Balboni, Gabriele Greppi, Carlotta Pizzo	Martina Vincieri, Patrizia Manzo, Annachiara Rasi, Francesco Saverio Violante

\* The CUG, established for the 2013-2017 four-year period by Rectoral Decree no. 916, Index no. 54850 of 22/11/2013, and thereafter appointed for the 2017-2021 four-year period by Rectoral Decree no. 1537/2017, Index no. 147118 of 22/11/2017, pursuant to the relevant University Regulations for its Constitution and Operation, issued by Rectoral Decree no. 257, Index no. 15767 of 09/04/2013.

\*\* Member appointed by effect of Rector's Decree no. 708/2018 of 14/05/2018, Index no. 69940, to replace Mrs. Valentina Filippi, who submitted an option declaration for the office of Academic Senate representative.

\*\*\* University of Modena and Reggio Emilia.

**Confidential Counsellor**

The Confidential Counsellor appointed by the Rector is considered above the parties, and called upon to listen and engage in dialogue in support of the teaching, technical and administrative staff of the University in matters of discrimination, sexual and moral harassment, mobbing, or failure to comply with the values and rules

set forth in the University Code of Ethics and Conduct. The Confidential Counsellor reports to the Rector and works in close collaboration with the Vice-Rector for Human Resources, as well as with the Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work.



**Vice-Rector for Human Resources, Occupational Well-being Delegate, Equal Opportunities Delegate**

The Rector has assigned the duties related to the promotion of employee wellness issues, active policies to strive for and equal opportunities to the Vice-Rector for Human Resources, Prof. Chiara Elefante. By virtue of the powers conferred upon her, the Vice-Rector helps define the guidelines established by the Director General and the Rector's Delegate to the Public Delegation for Supplementary Bargaining.

The Vice-Rector oversees: three-year planning for teaching and technical-administrative staff; evaluation of the teaching, research and management commitments of professors and researchers for the purpose of assigning three-year incremental labour points and determining the awarding of bonuses; interventions to encourage the successful on-boarding of teaching staff and new technical/administrative staff; definition of initiatives aimed at preventing and resolving disputes with different staff categories; definition of initiatives for the implementation of equal opportunities and for support of staff with disabilities; and the assessment of working methods promoting work-life balance.

The Rector has delegated duties related to Occupational well-being to Prof. Tullia Gallina Toschi, and those related to the promotion of equal opportunities to Dr. Elena Luppi.





## 2. POSITIVE ACTIONS PLAN AND INITIATIVES IMPLEMENTED

### POSITIVE ACTIONS PLAN

The Positive Action Plan is a programmatic document intended to introduce positive action policies within an organizational and employment framework by carrying out projects aimed at rebalancing situations of inequity between men and women working within an institution. This tool, introduced by the Italian government with Law no. 125/1991 and Legislative Decree no. 198/2006, is meant to rebalance the presence of women in activities and hierarchical positions where there is a gender gap of at least two thirds (Legislative Decree no. 198/2006, Art. 48, par. 1).



## 2.1 POSITIVE ACTIONS PLAN

Prepared by the CUG, the University of Bologna's 2014-2017 Positive Action Plan incorporates measures within four macro-lines, summarized as follows:

**Training and communication actions addressed to the University and/or open to the public**, concerning issues of organizational wellness, equal opportunities and discrimination in the workplace, such as mobbing, in order to promote conditions and policies to foster wellness in the workplace, strengthen the sense of belonging, the perception of work gratification, the prevention of work discomfort and to address topics relating to disability. Furthermore, actions are planned for the distribution of content intended to balance, enhance and support positive workplace dynamics. CUG activities will also cover a reevaluation of the language used in all official communications and on the University Website in order to verify which language model can be adopted in order to respect - and not eliminate - gender differences.

**Promotion actions to protect and guarantee of equal opportunities**, such as the commitment of the Commission for the Evaluation of Research at the University (VRA, for its initials in Italian) to adopt internal evaluation methods in-line with those used nationally and internationally, with the ultimate goal of stamping out discrimination. In this context, "maternity leave and other leave provided for by applicable laws, other than leave for study purposes" is considered in the evaluation process in order to establish a qualitative and quantitative evaluation mechanism that is balanced and fair. Furthermore, the actions in this group include the creation, distribution and annual updating of the University's Gender Report, together with an assessment of the adoption of the Gender Equality Plan, for the purpose of proposing and applying specific actions for improvement.

**Internal and external networking actions:** in particular, the CUG promotes a link with institutional entities and bodies within the University with the aim of creating an active network on the Committee's themes while also encouraging comparison with CUGs and other national and international institutions and external bodies. It also promotes initiatives related to the roles and objectives of the CUG, including through patronage. In addition, the CUG collaborates on Gender issues with the University's Integrated Research Team (IRT) Alma Gender, with the purpose of recording and networking the existing multidisciplinary skills in the University as it pertains to gender issues, encouraging interaction among experts from different fields so that they can more easily partner on national and international research projects and training initiatives.

**Actions for work-life balance**, for which the CUG intends to propose activities to improve working conditions for all University staff, with the aim of reconciling work and family and improving quality of life. These actions will also focus on those who care for others (elderly parents, family members, spouses and live-in partners). Accordingly, in January 2018, following an analysis carried out by a special working group set up in December 2017, the University published the first annual calls for telework, along with the first satellite workstations at the Romagna Campuses. Finally, in partnership with CESIA, the CUG promoted initiatives to reduce travel between multiple work sites, especially when occurring on the same working day, in order to improve employee well-being and efficiency, by further developing or extending the use of technology that allows communication and remote management of some academic, research and support activities for teaching and research.

## 2.2 ACTIVITIES CARRIED OUT IN 2017

#### Training and communication actions addressed to the University and/or open to the public

- Working group and organizational wellness: recognition and participation dynamics. Training cycle for all University staff, held in three plenary seminars in Bologna and in videoconference with the Cesena, Forlì, Ravenna and Rimini Campuses.
- The first four years of the University Guarantee Committee - Positive actions, ongoing projects and proposals for the future. A meeting on the activities carried out by the CUG and future prospects, open to all members of the University community.
- Constant and continuous monitoring and enhancement of the university website (<https://www.unibo.it/en/university/organisation/university-governing-bodies/cug/cug>), through the publication of initiatives and events carried out directly or in collaboration with the CUG, or promoted by other University structures, as well as initiatives of national relevance promoted by public bodies or other equality bodies. In recent years, visits to our website have grown exponentially, which confirms the greater visibility of the activities and nature of the Committee.

#### Networking actions

- Series of activities promoted within and outside the University in order to make the protection and promotion of equal opportunities and wellness at work more efficient and coherent.
- Numerous meetings and exchanges with people and service providers within the University that deal with issues related to gender equality and wellness at work, as well as with numerous professors, researchers, managers and the technical/administrative staff of the University.
- Active cooperation with the University's Integrated Research Team (IRT), an interdisciplinary research group dedicated to gender issues, called Alma Gender IRT.
- Active collaboration with the CUG of the Province of Forlì - Cesena, with the CUG of the IOR and with the CUG of the University of Valencia, Spain.
- Participation in national and international events and initiatives.

#### Promotion and protection actions within the University

- Participation in the development of various organizational tools adopted by the University and the presentation of projects aimed at better integrating a culture of equality within the organization.
- Coordination and connection with the PLOTINA Project - "Promoting gender balance and inclusion in research, innovation and training", funded under the HORIZON 2020 Programme, whose activities started in 2016 and will end in 2020. The objective of PLOTINA is to implement Gender Equality Plans and actions aimed at the inclusion of the "gender" variable in research and teaching, encouraging cultural change.
- Approval of a Gender Equality Plan (GEP) plan, containing measures aimed at: promoting the career advancement of male and female researchers, reducing talent drain, correcting gender inequalities in decision-making processes, integrating sex/gender variables in research programmes and subjects to promote excellence.
- For the second consecutive year, promotion and financing of activities for the realization of the University of Bologna Gender Equality Annual Report with reference to 2016 data.
- The University was formally requested to amend the Statute regarding the involvement of the Committee itself in the process of approval of the Code of Ethics and Behaviour and as it pertains to the Gender Equality Annual Report.



**Promotion actions in research**

- The topic concerning the application (via the University of Bologna Code of Ethics and Behaviour) of national legislation on the appointment of professors and researchers deemed excessively restrictive has been the subject of debate and reflection, intended to promote, at all levels, equal opportunities in research.

**Promotion actions in academia**

- Publication of two calls for applications for the assignment of two €1,000 scholarships for second-cycle degree theses and one doctoral dissertation scholarship, concerning issues of interest to the CUG. The two thesis scholarships were assigned during the year, while the doctoral dissertation scholarship call was re-proposed because no applications were received by the original deadline.

**Support actions**

- Offering of support, help and advice in response to requests received from University staff, related to situations of psychological distress at work and signalling of potential discrimination and problems related to work-life balance.
- Extension of the support service and psychological assistance for workplace issues, provided by the designated help desk to technical and administrative staff, as well as teaching and researching staff.
- Promotion of work/family life balance and collaboration with the University for the promotion of smart working policies, such as telecommuting.
- Activities aimed at verifying whether the requests and observations promoted by the CUG are accepted by the University and correctly applied.

**2.3 THE GENDER EQUALITY PLAN (PLOTINA PROJECT)**

The Gender Equality Plan (GEP) is one of the main actions envisaged by the PLOTINA project (Promoting Gender Balance and Inclusion in Research, Innovation and Training, [www.plotina.eu](http://www.plotina.eu)), which was funded by the European Commission through the Horizon 2020 Programme (Grant Agreement no. 666008) and is coordinated by Prof. Tullia Gallina Toschi, Rector's Delegate for Occupational Well-being at Work (University of Bologna).

The PLOTINA Consortium represents the diversity of European Research Organizations and European societies and cultures. It consists of nine partners: University of Bologna, University of Warwick (UK), Mondragon Unibertsitatea (Spain), Instituto Superior de Economia and Gestao (Portugal), Kemijski Institut (Slovenia), Ozyegin Universitesi (Turkey), Zentrum für Soziale Innovation GMBH (Austria), Jump Forum (Belgium), Centro Studi Progetto Donna and Diversity MGMT (Italy) and Elhuyar - Zubize SL (Spain). The project's objectives are to promote the career advancement of male and female researchers, and avoid the draining of talent pools, especially of women, who are more likely to abandon their career path.

The project promotes excellence by intervening on gender inequality in decision-making processes and proposes the integration of sex/gender variables

in research programmes and studies, especially for disciplines in which it is not customary to verify their impact. The PLOTINA project pursues diverse perspectives and methodologies in research and teaching and disseminates greater awareness of cultural and gender differences.

The University of Bologna has realized, supported and approved the 2017-2020 Gender Equality Plan, which is also part of the University's adhesion to the 2030 Agenda issued by the United Nations General Assembly, in order to contribute to sustainable global development. Backed and adopted by the CUG of the University of Bologna, the Gender Equality Plan gathers a series of positive action policies linked to the UN's sustainable development objectives and addresses the recommendations of the European Institute for Gender Equality (EIGE, [eige.europa.eu](http://eige.europa.eu)), as it is aimed at "identifying and implementing innovative strategies to foster cultural change and promoting equal opportunities at universities and research centres".

The plan's general structure was shared with six RPOs (Research Performing Organizations) which are PLOTINA Project partners. It is divided into five key areas(\*):

- the governance bodies, key actors, and decisionmakers;
- recruitment, career progression, and retention;
- work and personal life integration;



- researchers and research: gender equality and sex and gender perspective;
- integration of sex and gender dimension in teaching curricula.

The Plan prepared by University of Bologna contains measures based on an analysis of the needs of the University (the gender audit) conducted between February and December 2016 through quantitative and qualitative data. This led to the creation of focus groups and interviews involving more than 70 participants, starting from the Rector and Vice-Rector, members of governance bodies, professors and researchers, technical and administrative staff, doctoral candidates and scholarship recipients. The measures are aimed at specific beneficiaries, keeping in mind that the main target of the GERI4 European call is "female researchers". Individual measures have been specifically planned for the 2017-2020 (the duration of PLOTINA); their progress will be verified annually through the use of indicators, facilitated by two project partners (Elhuyar and Progetto Donna), and submitted to an interim evaluation which also has training purposes. Upon its conclusion, the project will be entrusted to independent external auditors (peer review).

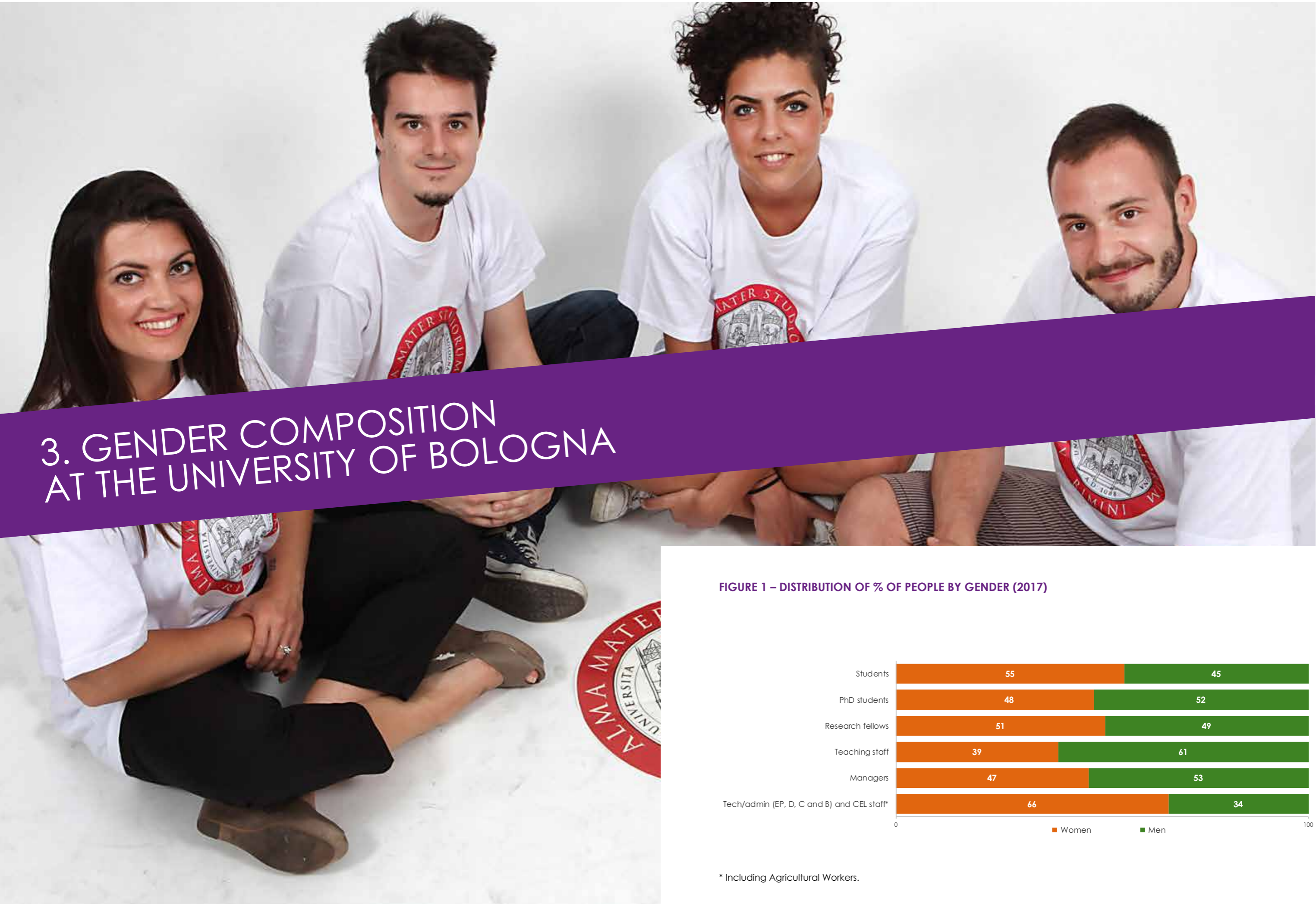
Below is an excerpt from the Plan divided into key areas, objectives and measures.

(\*) <https://www.unibo.it/en/university/who-we-are/gender-equality-plan>

The 2017-2020 University Gender Equality Plan - (Extract)		
Key area	Objectives	Measures
<b>KA1 The Governance bodies, key actors and political decision-makers</b>	1.1 Promotion the creation of structures to support gender equality	<p>Appointing delegates (in the departments/faculties/schools with a proactive and consultant role) to be responsible for monitoring and ensuring workplace procedures and practices respect gender equality.</p> <p>Routine revision of any text, communication, images, from a gender equality and diversity standing point.</p>
	1.2. Promoting gender equality in the institutional culture, processes and practice	<p>Gathering of gender disaggregated quantitative and qualitative data routinely, in departments/ faculties/ schools, if possible, in a digital format. Analysis of these data in a dedicated Report so as to monitor gender and diversity state of art in the organization and allow further data collection</p> <p>Plan of regular GEP follow-up meetings with governance key actors and senior management (Vice-Rectors and Administrative Divisions Managers) to create ownership of the GEP, to strengthen the potential of the plan and to maximize its impact.</p>
	1.3. Promoting gender equality in the individual culture, processes and practice	Promotion of initiatives to favour a widespread gender competence at all levels of the organization with provision of training to staff, teachers and researchers.
<b>KA2 Recruitment, career progression and retention</b>		<p>Carrying out gender awareness initiatives, briefings or creating guidelines to be undersigned by recruitment and appointment Commission Members.</p> <p>Offer of Mentoring and Empowerment courses to improve visibility, self-confidence, negotiating and leadership skills, particularly dedicated to the underrepresented gender.</p>
	2.1. Promoting processes to favour and support gender sensitive recruitment, career and appointments	<p>Sharing career good practices - role models for women (scientists, researchers and academics).</p> <p>Introduction/ retention in the RPO's internal research evaluation procedure of the consideration of maternity and parental leave periods in order to reach a more equal assessment.</p>
		Promotion of campaigns within and outside the institution to make women's contribution to research and the gender diversity of research teams more visible.

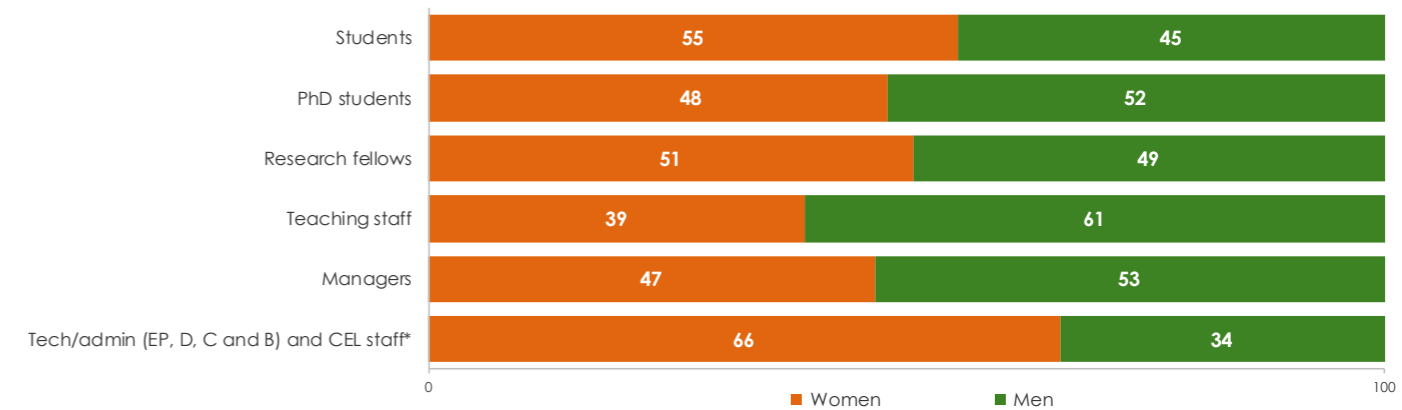
Key area	Objectives	Measures
<b>KA3 Work and personal life integration</b>		<p>Availability of structured supports inside the organization for child-care, family-members with special needs, elder family-members, etc.</p> <p>Feasibility plans for the creation of new welfare services, e.g. contract arrangements with service suppliers from family care duties and house chores to summer camp organization, to child-care in case of conference or congress.</p>
	3.1. Promoting integration of work with family and personal life	<p>Encouragement to men to take parental leaves.</p> <p>Creation of guidelines to foster a better planning of working meetings accordingly to work life balance needs (e.g. management and communications of the meeting schedule/timing).</p> <p>Implementation of ICT-based systems for enhancing flexibility and improving the staff mobility between the different University sites.</p> <p>Availability of flexible working times arrangements, from part-time to remote working.</p>
		<p>Monitoring of all data regarding Research disaggregated by gender: funding allocation, publications submission, excellence evaluation, patent applications.</p> <p>Development, communication and implementation of standards for the incorporation of the sex and gender variables into research.</p>
<b>KA4 Researchers and research: gender equality and sex and gender perspective</b>	4.1. Promoting a gender and sex perspective in Research processes	<p>Internal training seminars on the use of sex and gender perspective in research, to foster the acknowledgment of its economic, social and innovation value.</p> <p>Introduction in the local calls of the integration of 'sex and gender' variables in research as a criterion for evaluation.</p> <p>Institutional recognition within the RPO of those dissertations that have taken the gender dimension into account. (e.g prizes for MA/ Phd Thesis).</p> <p>Promotion of networking of multidisciplinary research groups interested in gender issues and diversity management.</p>
		<p>Availability of Guides and/or Workshops on the integration of gender equality and diversity issues in curriculum design, learning activities and/or program of study, as support for teaching staff.</p>
		<p>Development of introductory and advanced training tools/courses in all Schools/levels (BA, MA, PhD) on sex and gender variables.</p> <p>Specific courses available for students on gender equality and soft skills in their study curricula.</p>
<b>KA5 Integration of sex and gender dimension in teaching curricula</b>	5.1. Promoting the integration of a sex and gender perspective in teaching curricula	





### 3. GENDER COMPOSITION AT THE UNIVERSITY OF BOLOGNA

FIGURE 1 – DISTRIBUTION OF % OF PEOPLE BY GENDER (2017)



\* Including Agricultural Workers.



### 3. GENDER COMPOSITION AT THE UNIVERSITY OF BOLOGNA

#### 3.1 OVERVIEW

Considering the student body, research staff<sup>10</sup> and Technical and Administrative staff (TA), the gender distribution at the University of Bologna is not far from achieving parity (Table 1 and Fig. 1).

However, there is still an evident numerical prevalence of men among teachers (61% compared to 39%), while women are more numerous than men among students (55% compared to 45%) and, in particular, within TA staff (including lecturers and foreign language instructors - CELs), where women make up 66% of the total.

No significant changes have occurred over the last three years; however, there is a reduction in the number of female PhD students (from 51% of the total in 2015 to 48% in 2017) and of female research fellows (down from 53% to 51%).

10. In this category, we consider full professors, associate professors, senior assistant professors, junior and senior fixed-term assistant professors and research fellows. See EU – Directorate-General for Research and Innovation (2016), *She Figures 2015. Gender in research and innovation. Statistics and indicators*, European Commission, Brussels.

TABLE 1 – DISTRIBUTION OF STAFF AND STUDENTS BY GENDER\* (2015-2017)

UGi	2017		2016		2015	
	Women	Men	Women	Men	Women	Men
Total male and female students**	45,579	36,712	44,685	35,864	45,169	36,127
of which 1st-year (first and single cycle)	13,069	10,735	13,204	10,667	12,555	10,319
PhD students**	610	663	581	618	664	641
of which year 1 enrolees	235	256	201	226	197	198
Research fellows	611	594	585	547	607	542
Teaching staff	1,071	1,649	1,089	1,693	1,085	1,696
Managers	7	8	6	8	7	8
Tech/admin (EP, D, C and B) and CEL staff***	1,952	1,004	1,987	1,040	2,017	1,046
<b>TOTAL</b>	<b>49,830</b>	<b>40,630</b>	<b>48,933</b>	<b>39,770</b>	<b>49,549</b>	<b>40,060</b>

\* From this point on, we highlight the following, matching the International Standard Classification of Education (9): male and female students (ISCED 5A) and PhD students (ISCED 6); and the "She Figures" Report prepared by the European Commission: research fellows (grade D), senior assistant professors and fixed-term junior/senior assistant-professors (grade C), associate professors (grade B), full professors (grade A).

\*\* Values refer to 2017-2018, 2016-2017 and 2015-2016 A.Ys..

\*\*\* Including agricultural workers.





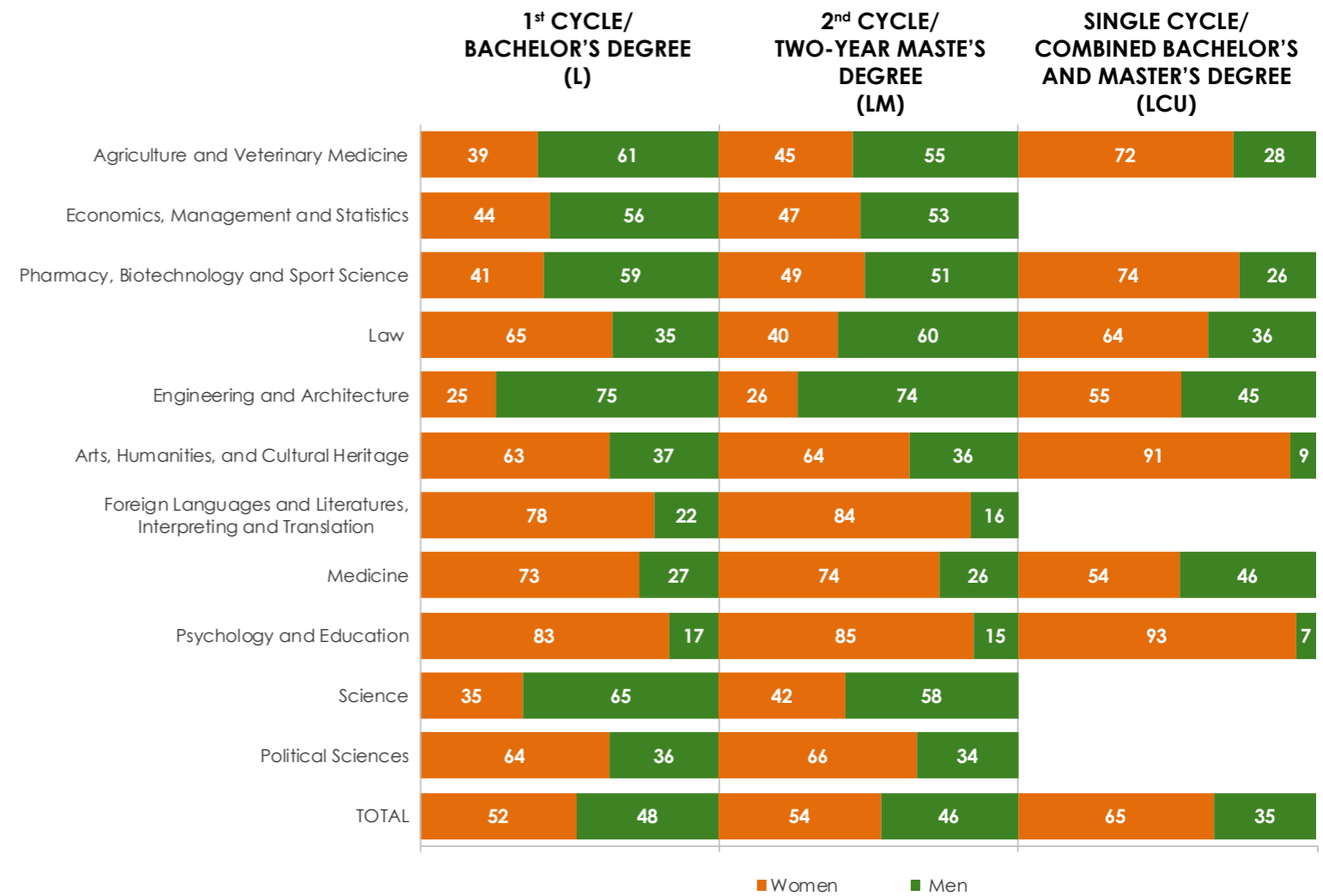
3.2 MALE AND FEMALE STUDENTS

The distribution of students enrolled by school and gender confirms the traditional characterization of study programmes, which tend to have more men in the technical-scientific disciplines and more women in the humanities (Fig. 2). Indeed, with reference to first and second-cycle degrees, men are clearly more numerous than women in Engineering and Architecture and Science, and prevail in Agriculture and Veterinary Medicine, Pharmacy, Biotechnology, Sport Science and Economics, Management and Statistics. Disciplines like Psychology and Education Sciences, Languages and Literature, Interpreting and Translation, and Arts, Humanities, and Cultural Heritage predominantly enrol women, just like first and second-cycle degrees offered by the School of Medicine (which prepare students in the healthcare and medical biotechnology professions) and Political Sciences. In single-cycle degree programmes, women prevail in all schools, including Engineering and Architecture (and, specifically, Building Engineering and Architecture in Bologna and Architecture in Cesena) and Agriculture and Veterinary Medicine (where the veterinary medicine course is activated). We confirm therefore that gender inequality, widespread at internationally, also exists at the University of Bologna as it pertains to "horizontal segregation"<sup>11</sup>.



11. See EU - Directorate-General for Research and Innovation (2016), *She Figures 2015*, European Commission, Brussels: "Horizontal segregation refers to the concentration of women and men in different sectors (sectoral segregation) and occupations (professional segregation). In education, it is used to describe the over or under-representation of a sex in particular subjects" (p. 28).

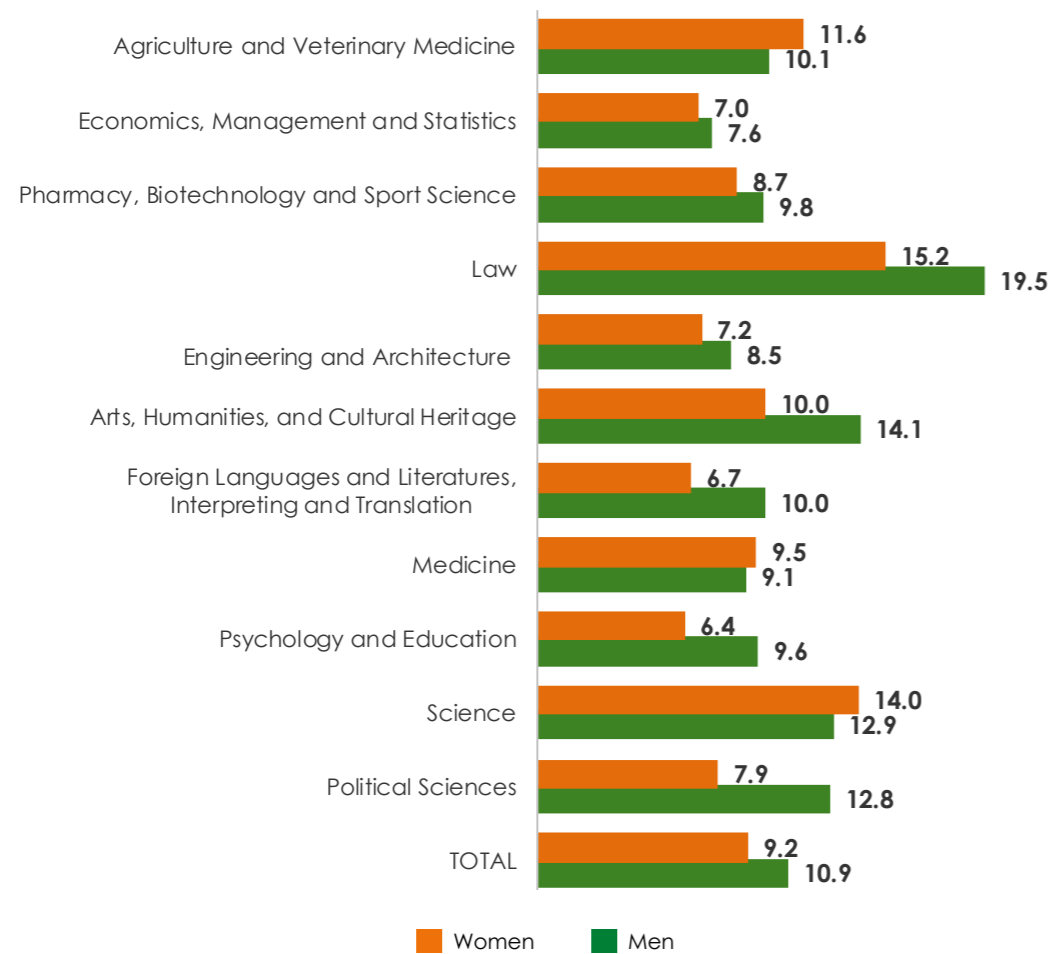
FIGURE 2 – % OF ENROLLED STUDENTS BY SCHOOL AND GENDER (2017/18 A.Y.)\*



\* The chart does not include students inscribed in courses under the old system (prior to Ministerial Decree no. 509/99) (1,175 male and female students). There are only 5 enrollees in the 2<sup>nd</sup>-cycle degree programme at the School of Law (the two-year law degree which will soon be phased out).

The abandonment of university studies varies depending on school and degree programme. By looking at the gender distribution of first-year drop outs for the 2016/17 academic year (first-cycle, second-cycle and single-cycle degree programmes), one can see that the percentage of men who dropped out compared to enrolled students was 10.9% overall, while for women this figure fell to 9.2% (Fig. 3). Women drop out at a higher rate than men only in three schools (Agriculture and Veterinary Medicine, Medicine and Science).

FIGURE 3 – % OF DROP OUTS DURING THE 1<sup>ST</sup> YEAR OF STUDY\* PER SCHOOL AND GENDER (COHORT ENROLLED IN THE 2016/17 A.Y.)

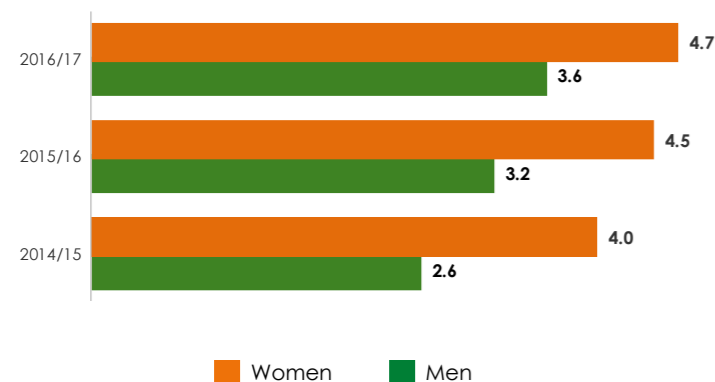


\* The figure includes drop outs in all types of degree programmes (1<sup>st</sup>-cycle, 2<sup>nd</sup>-cycle and single-cycle).

With regard to international mobility study programmes, more women participate than men (Fig. 4). In 2016/17 (for first-cycle, second-cycle and single-cycle degree programmes at the University of Bologna), 4.7% of female students took part in an international

exchange programme compared to 3.6% of their male counterparts. Even in the two previous academic years, the proportion of women participating in programmes was significantly higher than that of men.

FIGURE 4 – MALE AND FEMALE STUDENTS TAKING PART IN MOBILITY PROGRAMMES PER EVERY 100 STUDENTS ENROLLED AT THE UNIVERSITY OF BOLOGNA, BY GENDER (2014/15-2016/17 A.Ys.)



University success can be broken into “on-track” and “score” components. Regarding the on-track issue, we noted that 1<sup>st</sup>-year female enrollees in 2016/17 (those still enrolled in the same course of study in 2017/18) earned 45.3 university educational credits on average (CFU, for its initials in Italian), 3.5 CFU more than their male counterparts (Fig. 5).

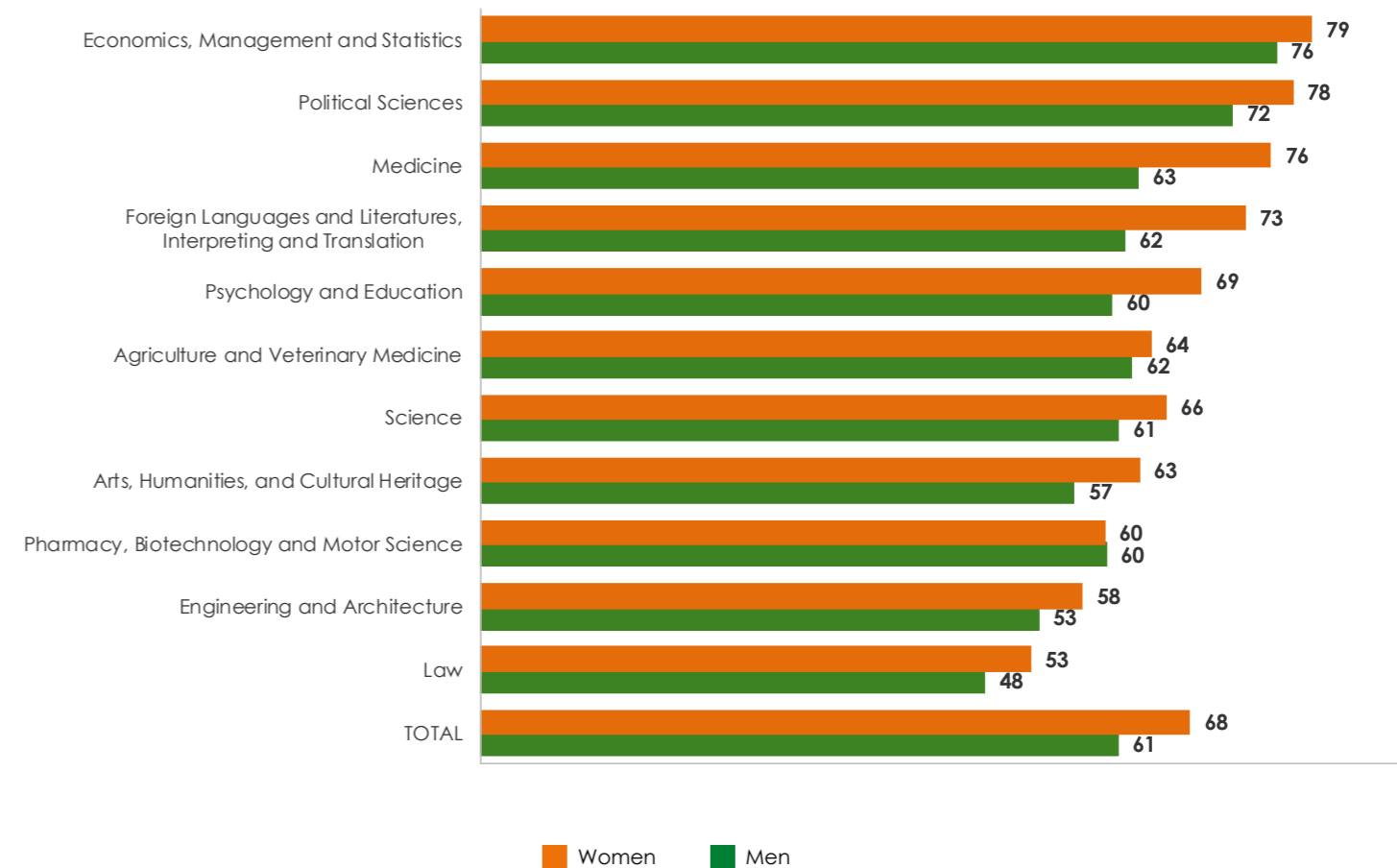
FIGURE 5 – AVERAGE EDUCATIONAL CREDITS EARNED BY MALE AND FEMALE ENROLEES DURING THEIR 1<sup>ST</sup> YEAR IN 2016/17 (1<sup>ST</sup> AND SINGLE-CYCLE DEGREE PROGRAMMES), STILL IN PROGRESS IN 2017/18



It is not surprising, therefore, that female students tend to stay more ‘on-track’ than their male counterparts. Among undergraduates who earned their degrees within the time allocated by their study programme, 68% are women and 61% are men (Fig. 6). This indicates a positive association between women and the awarding

of a degree within the time allocated by the relevant study programme. This situation concerns all schools at the university, with the exception of the School of Pharmacy, Biotechnology and Sport Science, where the percentage of students graduating within the time allocated is equal for women and men.

FIGURE 6 – GRADUATES ‘ON TRACK’ PER 100 STUDENTS, BROKEN DOWN BY SCHOOL AND GENDER (2017)



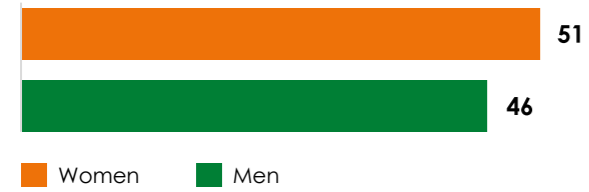
The tendency for more female students to complete their university studies successfully is also evident as it pertains to scores (Fig. 7). Among female students who were enrolled in 2016/17 in first-cycle (L) and single-cycle degree programmes (LMCU) and still enrolled in 2017/18 in the same degree course, 51% scored “high marks” on their examinations during the first year.

That is to say, they occupied the top half of the ranking for exam marks in the first year within the respective degree course; among males, the percentage of students who received “high marks” is lower (46%).



### 3. GENDER COMPOSITION AT THE UNIVERSITY OF BOLOGNA

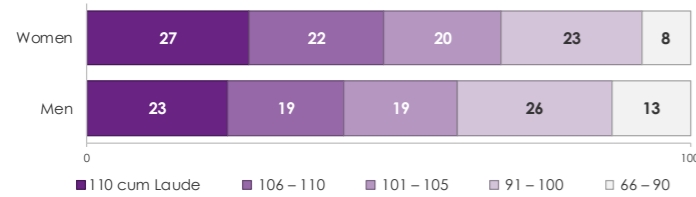
**FIGURE 7 – 2016/17 ENROLEES (1<sup>ST</sup> AND SINGLE-CYCLE DEGREE PROGRAMMES) WHO RECEIVED “HIGH MARKS” ON THEIR EXAMS\* – VALUES PER 100 ENROLEES**



\* Defined as students who are still enrolled in their original degree programme after one year and who got higher than average marks relative to their degree programme on the first-year exams taken before 31 October.

That female students get higher overall marks upon graduation has also been documented (Fig. 8). 49.2% of female graduates in 2017 completed their study programme with final marks higher than 105 out of 110, with 26.9% obtaining the highest mark of 110 with honours, while 42.6% of men scored 105 and 23.4% scored 110 with honours. The analysis of final marks by school confirms that women tend to obtain higher marks than men even for the same disciplinary area of study.

**FIGURE 8 – GRADUATES BY GENDER AND % OVERALL MARKS (2017)**



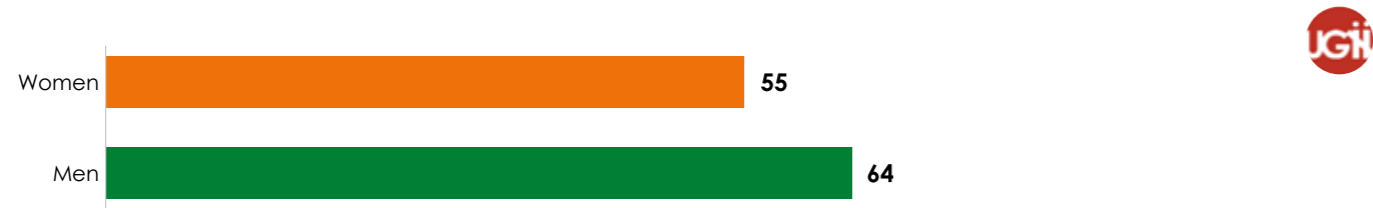
The analysis of final marks by gender at the University of Bologna in 2017 thus confirms that female students have an edge, a fact that is also confirmed at a European level<sup>12</sup>. Given the higher final marks earned by women, the breakdown of postgraduate education and employment by gender leads to some surprising results. First and foremost, once the first-cycle degree has been awarded, it is male students who continue on to a second-cycle degree with greater frequency - and the difference (over 9 percentage points) is far from negligible (Fig. 9). At the same time, among first-cycle graduates surveyed one year after graduation, more women were working than men (45% against 38%). However, this difference is entirely due to part-time work, which involves 25% of female graduates and only 17% of male graduates (Fig. 10).

12. EU – Office for official publications of the European Communities (2008), *The life of women and men in Europe – A statistical portrait*. Eurostat Statistical books, European Commission, Luxembourg.





FIGURE 9 – 1<sup>st</sup>-CYCLE GRADUATES WHO ENROLLED IN A 2<sup>nd</sup>-CYCLE DEGREE PROGRAMME ONE YEAR AFTER GRADUATION - VALUES PER 100 1<sup>st</sup>-CYCLE GRADUATES IN 2016

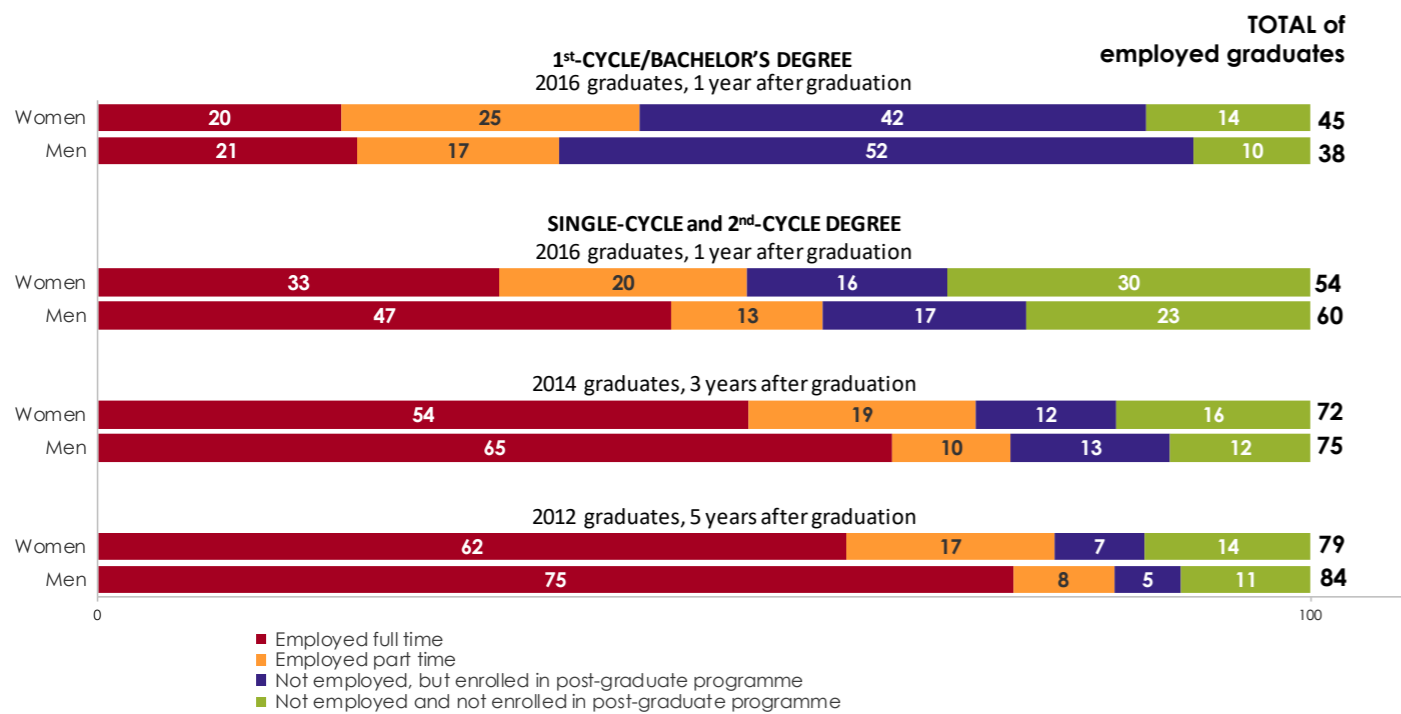


Source: AlmaLaurea – 2017 Survey – Occupational status of graduates.

Turning to second-cycle and single-cycle degree graduates, it can be noted that the percentage of those who work full-time (a number which increases as time passes, every one, three or five years) is always higher for men. On the other hand, the percentage of graduates working part time is higher for women, while the overall percentage of those working is still higher for male graduates.

With regard to graduates who are not working but who are engaged in post-graduate educational activities, gender differences are quite limited among graduates of second-cycle and single-cycle degrees. Finally, it should be pointed out that one, three and five years after graduation, more women than men are 'inactive', taking part neither in work activities nor in further education (Fig. 10).

FIGURE 10 – UNIVERSITY OF BOLOGNA GRADUATES PER DEGREE TYPE, GENDER AND EMPLOYMENT STATUS 1, 3 AND 5 YEARS FROM GRADUATION – 2017 SURVEY

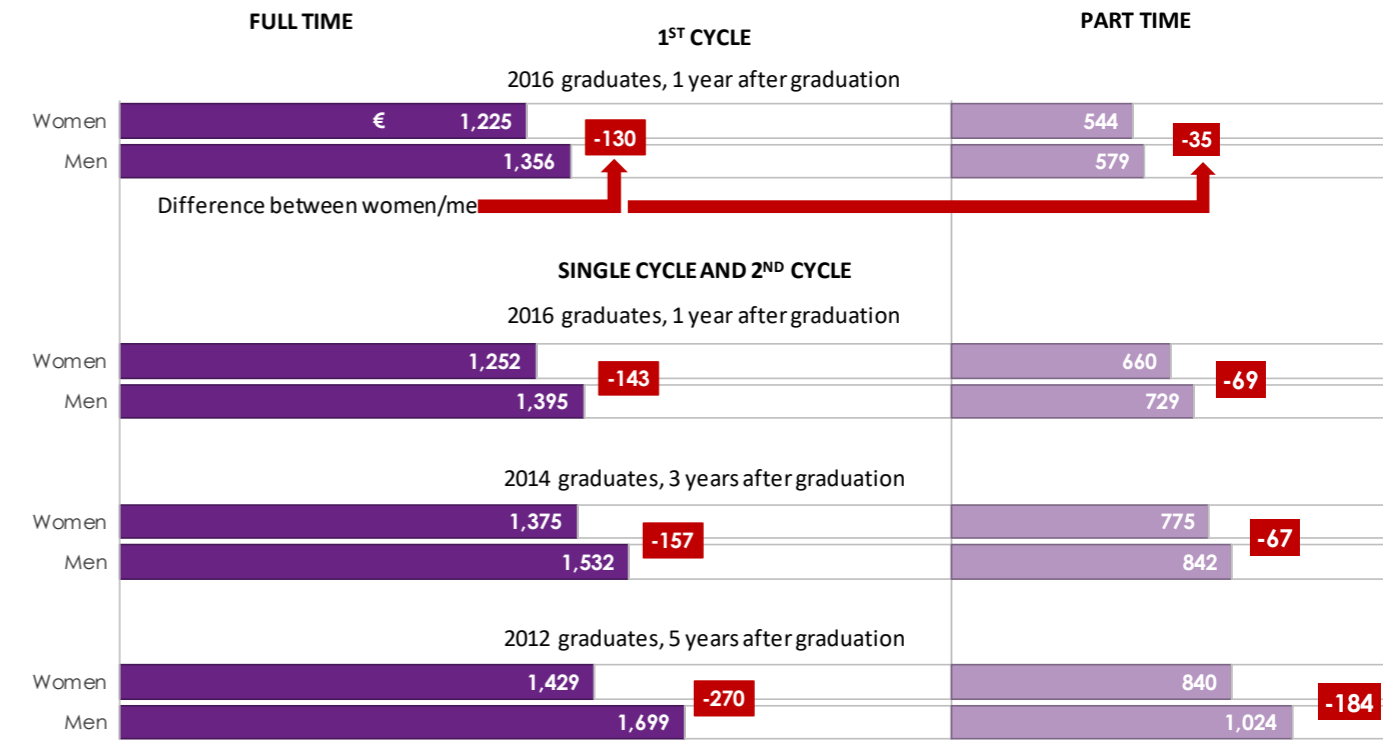


Source: AlmaLaurea – 2017 Survey – Occupational status of graduates. The survey for first-cycle graduates only covers employment status one year from graduation.

With regard to the average values of wages and salaries at one, three and five years from graduation, there is a pay gap between men and women (Fig. 11).

The more time passed since graduation, the greater the disadvantage is for women, which on average reaches € 270 per month five years from graduation for those who work full time.

FIGURE 11 – NET MONTHLY INCOME\* OF UNIVERSITY OF BOLOGNA GRADUATES BY GENDER 1, 3 AND 5 YEARS FROM GRADUATION – AVERAGE VALUES – 2017 SURVEY

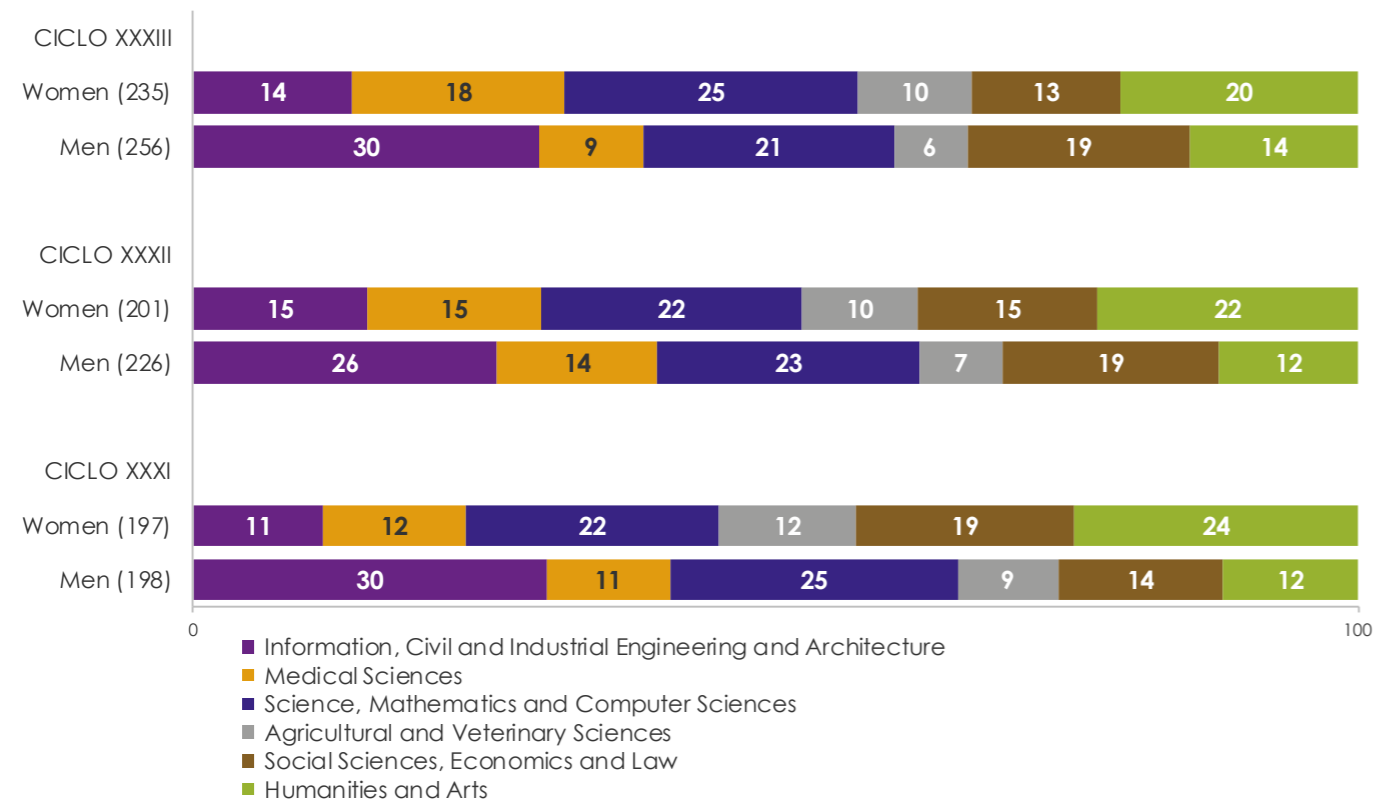


\* The survey takes into account the answers provided by graduates who responded to the following question: "What is the net monthly income you earn at your current job?" The question is asked to all graduates who work, regardless of the type of contract (employment with permanent or fixed-term contract, apprenticeship, self-employment, continuative and coordinated collaboration or work by project, occasional collaboration, temporary work, etc.). Source: AlmaLaurea – 2017 Survey – Occupational status of graduates. The survey for first-cycle graduates is only conducted one year after graduation.

Considering those who decide to embark on a scientific research career through enrolment in PhD courses, the phenomenon of horizontal segregation already noted among male and female graduate students appears again. In all three PhD cycles taken into consideration (XXXI, XXXII and XXXIII), in fact, there are more women than men in the area of Humanities and Artistic Sciences, while for the area of Information, Industrial and Civil Engineering and Architecture, the opposite is true (Fig. 12).



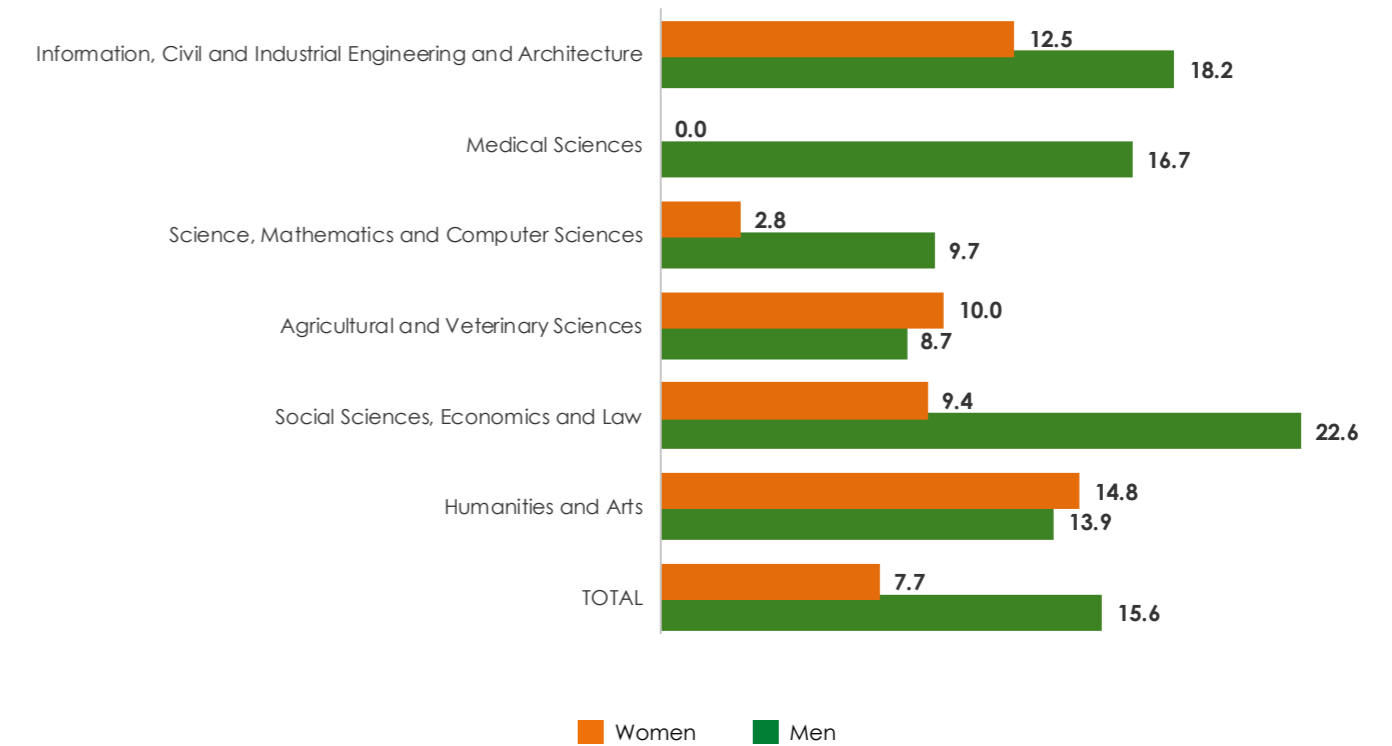
FIGURE 12 – % OF ENROLLED STUDENTS IN THE FIRST YEAR OF A PHD PROGRAMME BY GENDER AND SCIENTIFIC AREA - CYCLES XXXI-XXXIII\*



\* Enrollment in the first year took place for Cycle XXXI in 2015/16 A.Y., for Cycle XXXII in 2016/17 A.Y., for Cycle XXXIII in 2017/18 A.Y.. The absolute number of cases is shown in parentheses.

With reference to Cycle XXIX (i.e. students who enrolled in the first year of their PhD programme in the 2013/14 A.Y.) overall, the drop-out rate was higher for men (15.6%) than for women (7.7%). As can be seen from Fig. 13, the drop-out rate is significantly higher for male students in four areas within scientific and social disciplines: Information, Civil and Industrial Engineering and Architecture; Medical Sciences; Mathematics and Computer Science; Social Sciences, Economics and Law. On the other hand, the drop-out rate for women is slightly higher in Agricultural and Veterinary Sciences, and Humanistic and Artistic Sciences. It should be noted, however, that in the previous PhD cycle (XXVIII) the drop-out rate was more frequent for women (11.9% compared to 8.7%) and that scientific area result is very different compared to cycle XXIX. Therefore, caution must be exercised in analysing this phenomenon, which has proven to fluctuate from cycle to cycle.

FIGURE 13 – DROP-OUT RATE OF STUDENTS ENROLLED IN PHD PROGRAMMES BY SCIENTIFIC AREA AND GENDER – CYCLE XXIX\*



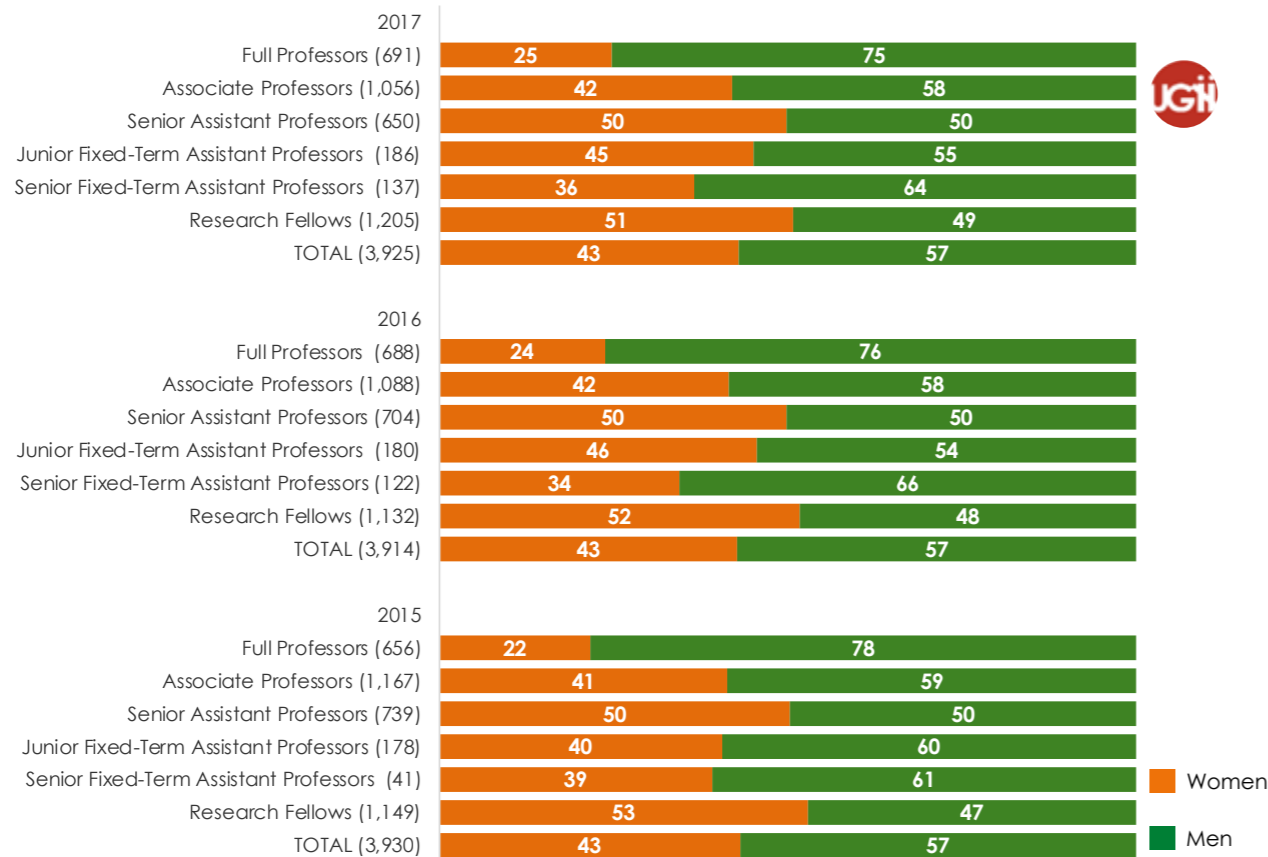
\* Enrolment in cycle XXIX took place in the 2013/14 A.Y.. The drop-out rate is calculated as a percentage of students in the relevant cohort who have submitted their withdrawal application by May 2018.

3.3 TEACHING STAFF

An analysis of the distribution of the research staff<sup>13</sup> (Fig. 14) highlights that the higher up the role, the lower the presence of women, with the lowest percent of women found among the full professor group (25% in 2017),

while for "entry-level" jobs (research fellows and researchers) the relationship between genders is relatively balanced. This shows that, even at the University of Bologna, the well-known phenomena of "vertical segregation" and the "glass ceiling" are at work<sup>14</sup>.

FIGURE 14 – % OF RESEARCH STAFF BY ROLE AND GENDER (2015-2017)\*



\* The absolute number of cases is shown in parentheses.

The Glass Ceiling index<sup>15</sup>, which compares the percentage of women on the teaching staff with the percentage of women in the professor bracket, provides a summary measure of the degree of vertical segregation at the Alma Mater (Fig. 15).

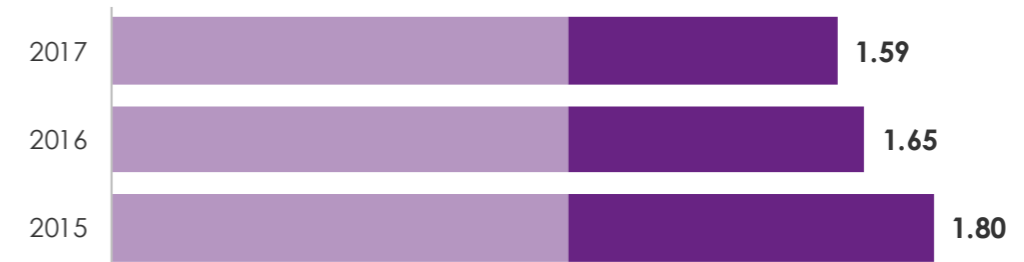
The index shows that gender inequality is still present, though there is a slight reduction, evidenced by the fact that the value went from 1.80 in 2015 to 1.59 in 2017, thus approaching 1 (which would signal gender equity).

13. See note 10 above.

14. The former means that women are predominant in the lower levels of the hierarchy, with a progressive reduction in percentage as the hierarchy climbs upward, while the latter refers to the "invisible" barriers existing for women to reach the peak of their careers. See EU – Directorate-General for Research and Innovation (2016), *She Figures 2015*, European Commission, Brussels. The Glass Ceiling index is the ratio between the share of women in the teaching staff (level A + level B + level C) and the share of women in the role of full professor (level A). The value of this index can vary from 0 to infinity. An index value of 1 indicates that there is no difference between women and men in terms of the probability of reaching the maximum career level (full professor); an index value lower than 1 means that the share of women in the maximum

achievable role (full professor) is higher than their average presence among all teaching staff (level A + level B + level C); an index value higher than one indicates the presence of a "glass ceiling effect", with women less represented in top positions (level A) than in the overall teaching staff (level A + level B + level C). In general, the greater the value assumed above one on the Glass Ceiling index, the stronger the glass ceiling, and the harder it is for women to take on leading roles within academia. See EU – Directorate-General for Research and Innovation (2016), *She Figures 2015*, European Commission, Brussels, p. 137.

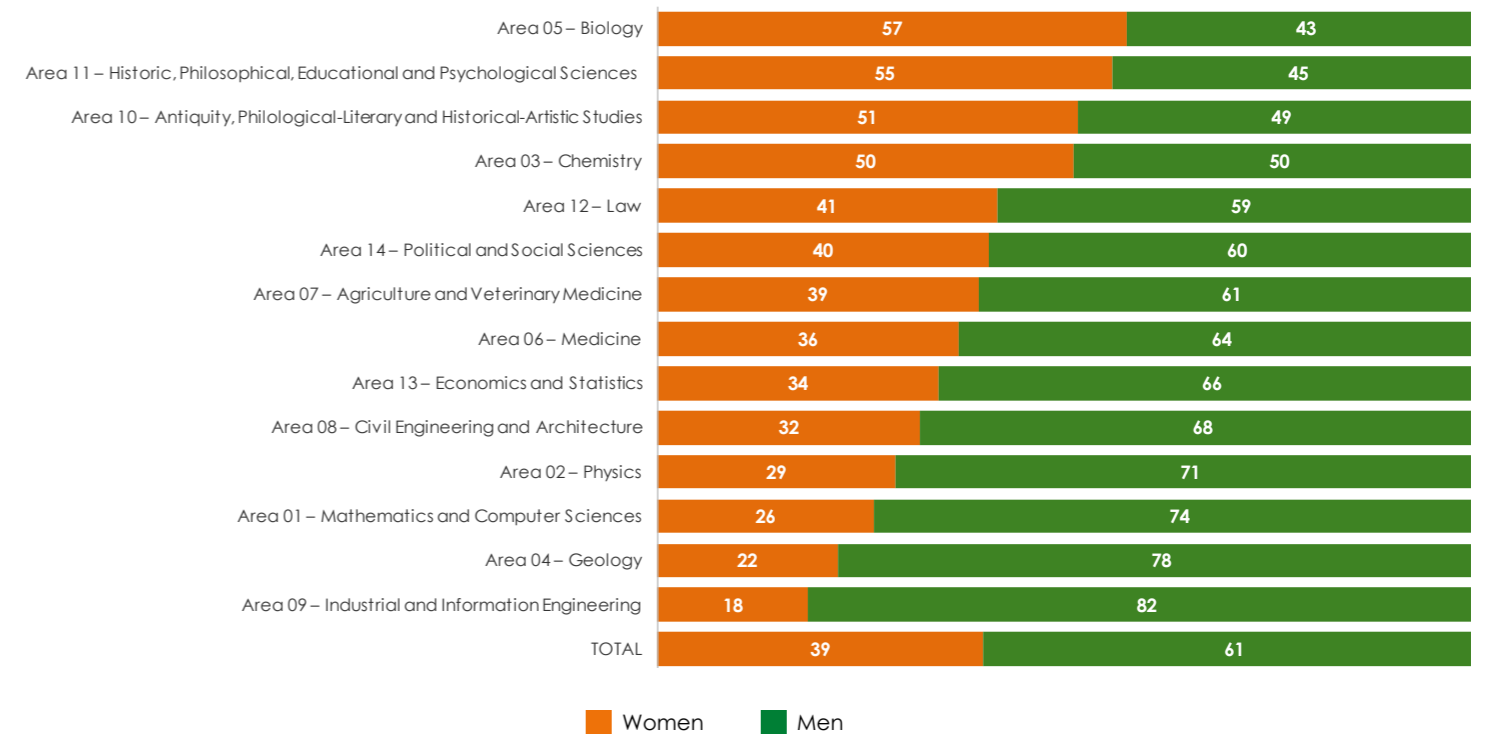
FIGURE 15 – GLASS CEILING INDEX (2015-2017)



The analysis of the gender distribution of teaching and research staff in the various CUN areas (Fig. 16) shows a clear male majority (over 70%) in the five areas of Engineering, Geology, Physics, Mathematics and Computer Science. Such prevalence exists, though to a lesser degree, in five other areas, while there is relative balance in Chemistry and studies relating to antiquity, as well as in the Philological-literary and Historical-artistic

fields. Only in Biology and History, Philosophy, Education and Psychology are female teachers more numerous than their male counterparts. Vertical segregation, as discussed above and as it pertains to teaching staff, is joined by horizontal segregation linked to different subjects, as seen among students in 1<sup>st</sup> or 2<sup>nd</sup> cycle and PhD programmes (Fig. 2 and Fig. 12).

FIGURE 16 – % OF FULL AND ASSOCIATE PROFESSORS, AND RESEARCHERS BY CUN AREA\* AND GENDER (2017)



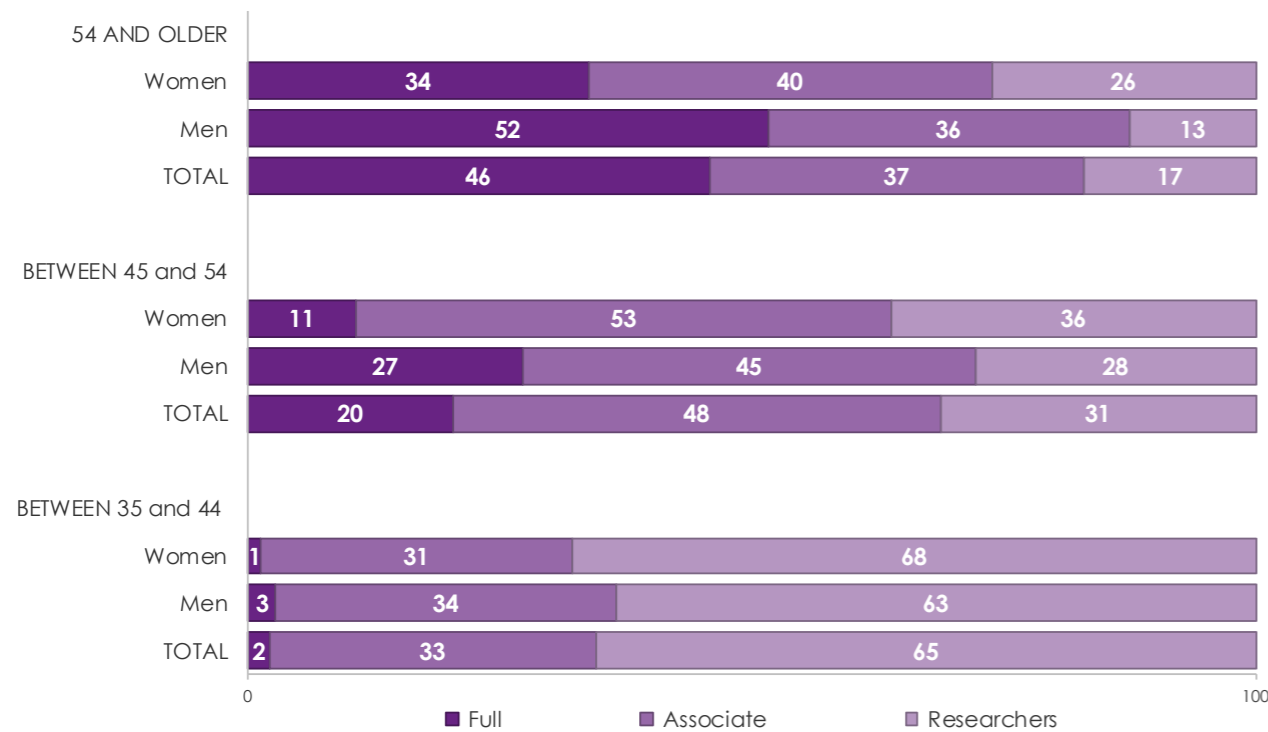
\*CUN AREA (Italian National University Council).

Fig. 17 delves into the relationship between teaching staff role and gender by introducing age as a variable. Both for teachers aged over 54 and those in the 45-54 range, distribution by role is clearly favourable for men, while for the 35-44 age group the two genders are rather balanced.

Despite the fact that the presence of male and female full professors in this age bracket is very limited, this can be interpreted as a sign that vertical gender segregation by teaching staff role is starting to wane.



FIGURE 17 – % OF TEACHING STAFF BY AGE, GENDER AND ROLE (2017)\*



\* Bars for teachers under the age of 35 are not shown as they are so few in number.

For a more complete picture, it is also useful to consider distribution by gender in the emeritus professor category<sup>16</sup>. Since Italian law states that to be recognized with the title of 'emeritus', professors must have been full professors for no less than 20 years, it is to be expected that the number of women in this bracket is a product of the gender gap which certainly was quite large in past decades.

For this reason, gender inequality in the emeritus category is particularly evident. As a case in point, the percentage of emeritus professors appointed before 2010 is less than 3%, increasing in the period 2010-2017 to exceed 9% (Fig. 18).

FIGURE 18 – % OF EMERITUS PROFESSORS BY PERIOD OF APPOINTMENT AND GENDER\*



\* The absolute number of cases is shown in parentheses.

16. This academic figure is found, albeit with some differences, in universities all over the world. According to a time-tested international tradition, the title of 'emeritus' indicates the highest academic achievement possible, the final recognition of a scientific/academic career of particular, recognized prestige.

The title of 'emeritus' is attributed pursuant to the regulations of each country; in Italy, the appointment of the 'emeritus' title is governed by Royal Decree 31/08/1933 no. 1592. An emeritus professor is often given the right to continue working at the university at his/her choice, and possibly make use of the services of its departments and schools.

Turning to the distribution of teaching staff in terms of commitment, in 2017, the choice of full-time employment was selected by over 90% of male and female teachers in each role. However, the part-time option was more frequent for male teachers, especially for full professors (Fig. 19). It should be noted that the choice of the fixed-term option is also linked to the possibility of exercising a second freelance professional activity, covering external tasks that are otherwise incompatible with academic ones.

FIGURE 19 – % OF TEACHING STAFF BY AGE, GENDER AND COMMITMENT (2017)



\* Includes senior assistant professors as well as fixed-term senior and junior assistant professors.

The distribution of the teaching staff in terms of department and role points to the interplay of vertical and horizontal segregation (Tab. 2). In 2017, the number of female full professors was higher than that of male full professors only in four departments, of a total of 33 (Modern Languages, Literatures and Cultures; Interpreting and Translation; Psychology and Education Studies "Giovanni Maria Bertin"). Only two departments had the same number of female and male full professors: the Department of Statistical Sciences "Paolo Fortunati" and the Department of History and Cultures.

In the remaining 27 departments, male full professors prevail, very often in marked numbers (in 24 departments, there are twice as many male full professors compared to their counterparts, including the two cases (Architecture and Industrial Engineering) in which there are no female full professors).

It should be noted that for some subjects, the gender ratio of teachers is very different from the distribution of students, starting from the Humanities, where the notable presence of female students is not reflected in the teaching staff.

TABLE 2 – COMPOSITION OF TEACHING STAFF BY DEPARTMENT, ROLE AND GENDER

Department	Full Professors		Associate Professors		Researchers*		TOTAL	
	W	M	W	M	W	M	W	M
Arts - Darvipem	1	6	9	14	11	6	21	26
Cultural Heritage - Dbc	4	12	7	4	6	5	17	21
Architecture - Da	-	9	8	11	7	11	15	31
Chemistry "Giacomo Ciamician" – Chim	4	12	17	15	16	9	37	36
Industrial Chemistry "Toso Montanari" - Chimind	2	6	11	20	10	7	23	33
Pharmacy and Biotechnology – Fabit	7	14	27	16	33	18	67	48
Classical Philology and Italian Studies – Ficlif	4	13	8	17	8	8	20	38
Philosophy and Communication Studies – Filcom	6	9	12	12	2	7	20	28
Physics and Astronomy – Difa	3	18	16	30	12	32	31	80
Computer Science and Engineering – Disi	3	29	4	22	5	18	12	69
Civil, Chemical, Environmental, and Materials Engineering – Dicom	2	21	13	26	22	24	37	71
Electrical, Electronic, and Information Engineering "Guglielmo Marconi" – Dei	1	26	8	40	7	31	16	97
Industrial Engineering – Din	-	21	5	29	5	31	10	81
Interpreting and Translation – Dit	8	5	16	5	6	6	30	16
Modern Languages, Literatures and Cultures – Lilec	10	5	13	10	16	7	39	22
Mathematics – Mat	10	29	17	18	5	12	32	59
Experimental, Diagnostic, and Specialty Medicine – Dimes	4	19	16	27	46	29	66	75
Psychology – Psi	9	6	15	11	12	6	36	23
Agricultural Sciences – Dipsa	3	11	12	15	11	22	26	48
Management – Disa	4	27	18	19	6	15	28	61
Biological, Geological and Environmental Sciences – Bigea	4	12	9	12	17	22	30	46
Biomedical and Neuromotor Sciences – Dibinem	7	15	16	21	30	27	53	63
Education Studies "Giovanni Maria Bertin" – Edu	6	5	22	11	22	7	50	23

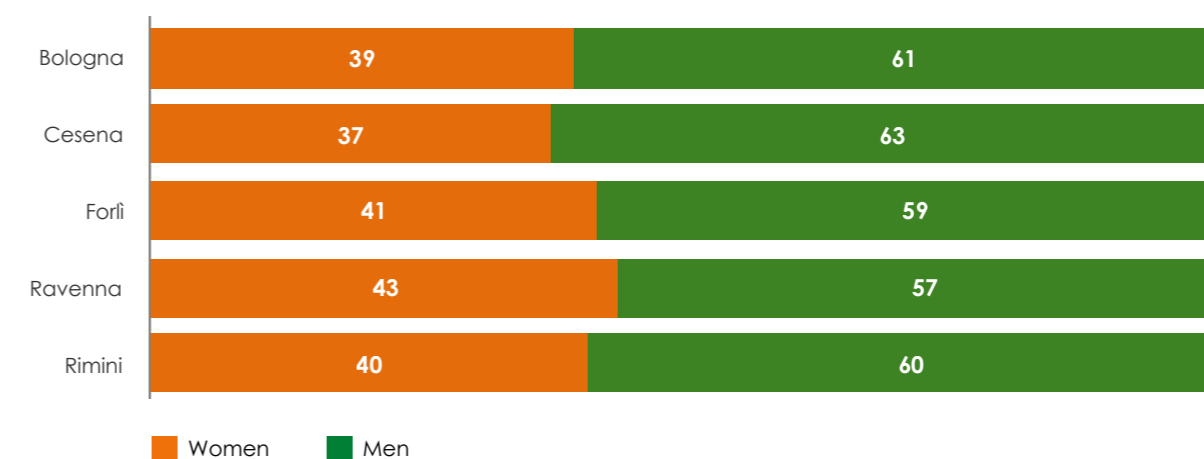
TABLE 2 – COMPOSITION OF TEACHING STAFF BY DEPARTMENT, ROLE AND GENDER

Department	Full Professors		Associate Professors		Researchers*		TOTAL	
	W	M	W	M	W	M	W	M
Agricultural and Food Sciences – Distal	4	14	6	18	8	17	18	49
Economics – Dse	7	33	10	27	9	12	26	72
Legal Studies – Dsg	14	44	21	15	21	24	56	83
Medical and Surgical Sciences – Dimec	2	26	12	45	26	33	40	104
Veterinary Medical Sciences – Dimevet	4	16	26	19	25	18	55	53
Life Quality Studies – Quvi	2	5	7	9	10	12	19	26
Political and Social Sciences – Sps	10	18	21	23	3	13	34	54
Statistical Sciences "Paolo Fortunati" – Stat	10	10	15	17	9	5	34	32
Sociology and Business Law – Sde	4	12	6	15	17	10	27	37
History and Cultures – Disci	12	12	20	20	14	12	46	44
<b>Total</b>	<b>171</b>	<b>520</b>	<b>443</b>	<b>613</b>	<b>457</b>	<b>516</b>	<b>1,071</b>	<b>1,649</b>

\* Includes senior assistant professors as well as fixed-term senior and junior assistant professors.

It should be noted that in all the 5 Campuses of the University of Bologna, the percentage of male professors prevails, with numbers that in 2017 are all close to 60% (Fig. 20).

FIGURE 20 – TEACHING STAFF BASED ON ASSIGNED CAMPUS AND GENDER (2017)





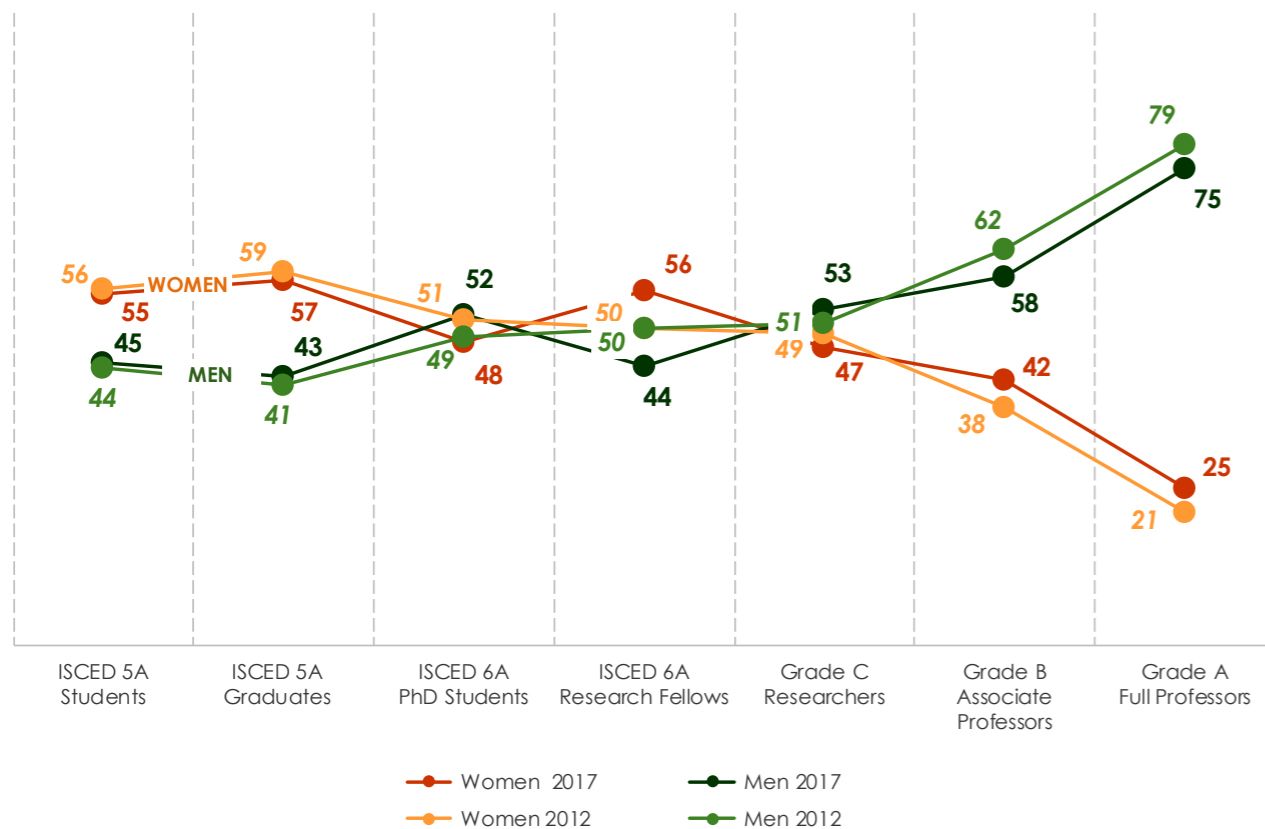
### 3. GENDER COMPOSITION AT THE UNIVERSITY OF BOLOGNA

If we look at the progression of a typical academic career, which starts from the position of student, passing through that of doctoral student to that in which an appointment is made (researcher, associate professor or full professor) we can see the so-called leaky pipeline phenomenon at work. In fact, for the University of Bologna, women are 55% of the student body at the time of first enrolment, and reach 57% at the time of graduation (Fig. 21). When we move on to later career stages, however, the percentage of women decreases progressively, almost reaching parity (48%) in the PhD category, and falling to 47% in the bracket of researchers, 42% in that of associate professors and 25% in that of full professors. Nationally (Fig. 22), the results are very similar, as well as at European level, where – in reference to 2013 (last update available<sup>17</sup>) – the share of women is 55% among students, 59% among graduates, 46% among research fellows and doctoral students, 45% among researchers, 37% among associate professors, and 21% among full professors.

This progressive reduction in the presence of women probably affects both vertical segregation and personal and family-related life choices often made at the age in which an academic career begins to take shape, and which is still conditioned by the existence of deeply-rooted gender stereotypes.

17. See EU – Directorate-General for Research and Innovation (2013), *She Figures 2015*, European Commission, Brussels, p.127.

**FIGURE 21 – % OF WOMEN AND MEN IN A TYPICAL ACADEMIC CAREER AT THE UNIVERSITY OF BOLOGNA – STUDENTS AND TEACHING STAFF – 2012 AND 2017**



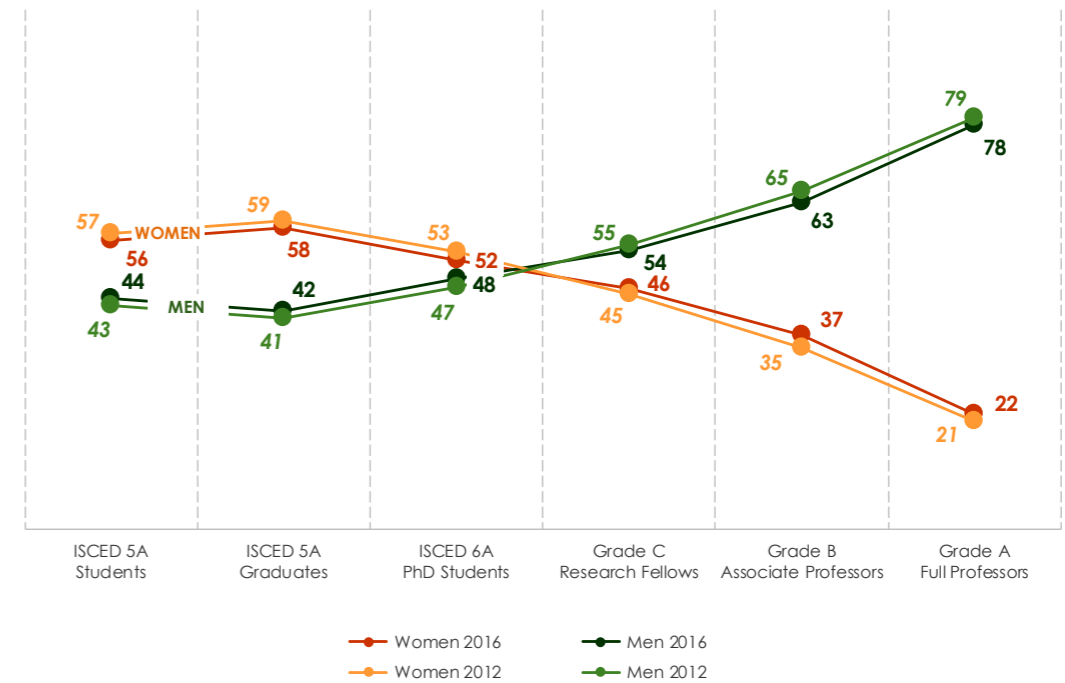
### 3. GENDER COMPOSITION AT THE UNIVERSITY OF BOLOGNA

An analysis of academic careers limited to STEM disciplines (Science, Technology, Engineering and Mathematics) once again proves the existence of the leaky pipeline effect, joined by the effect of horizontal segregation by area of study (Fig. 23). Therefore, between students and graduates today, women are still little more than a third of the total number and, also as a consequence of their successful studies and motivational factors, exceed 40% between doctoral

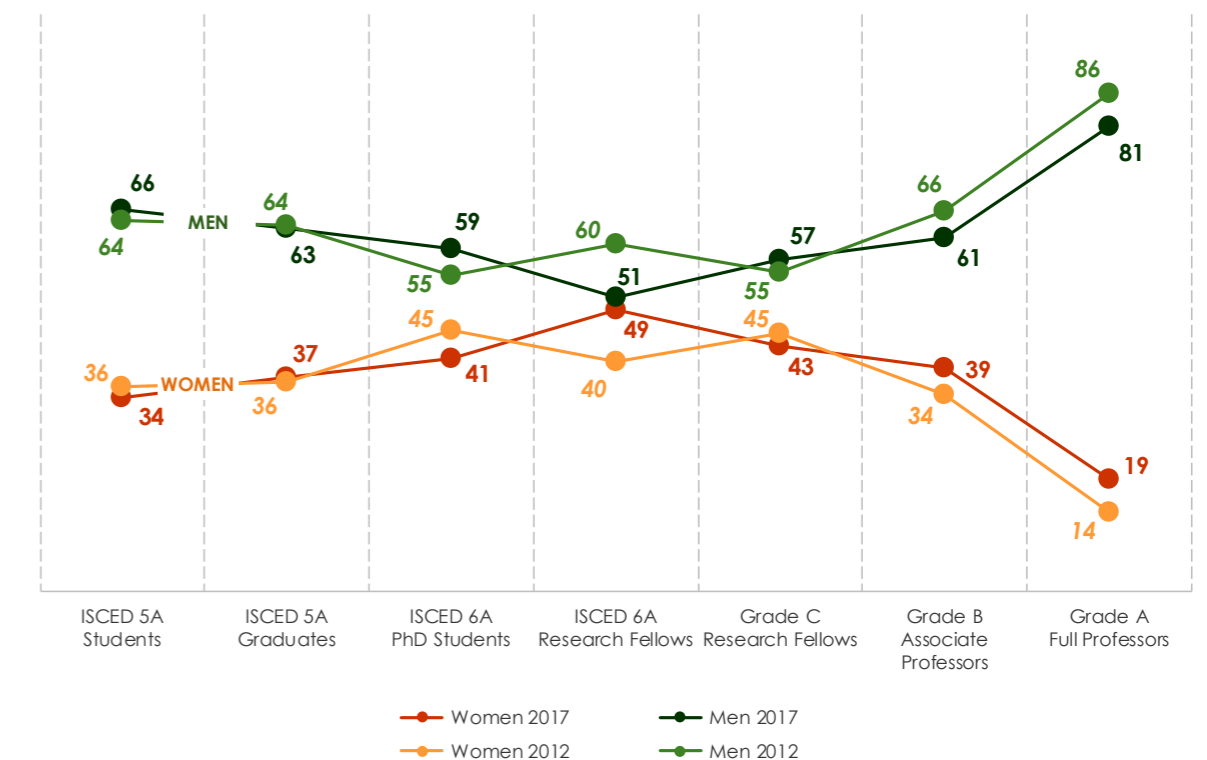
candidates and research fellows. Starting from the role of researcher, there are progressively fewer women, falling to 19% for the full professor category. Always within the STEM disciplines, the dynamics found at the University of Bologna reflect what is seen in the rest of Europe<sup>18</sup>.

18. PRAGES – Cacace M. (2009), *Guidelines for Gender Equality Programmes in Science. Practising Gender Equality in Science*

**FIGURE 22 – % OF WOMEN AND MEN IN A TYPICAL ACADEMIC CAREER IN ITALY – STUDENTS AND TEACHING STAFF – 2012 AND 2016**



**FIGURE 23 – % OF WOMEN AND MEN IN A TYPICAL ACADEMIC CAREER AT THE UNIVERSITY OF BOLOGNA IN THE STEM AREAS (SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS) – STUDENTS AND TEACHING STAFF – 2012 AND 2017**



An analysis of leave days taken by teaching staff highlights different trends in relation to the role considered (Tab. 3). In the full professor category, days of leave are always higher for men than women, except in case when leave is required for caretaking/family reasons (pursuant to Italian Law 104 and for maternity/paternity/parental leave/sick children), which are equal to zero for both genders. This data point must be considered in relation to the more advanced age of individuals in this role and their higher salaries compared to Associate Professors and the researcher category, facilitating their ability to pay a third party to care for children and relatives in need. For the associate professor category, days of leave mostly used by men were in the categories of "Paid leave pursuant to Law 104 for assistance to family members", "Other paid leave", "and "Unpaid leave".

On the other hand, the instance of leave requested by female associate professors that falls within the "Paid sick leave" was higher, while "Paid maternity, paternity, parental, and sick child leave" was only requested by women. Finally, for researchers, leave days falling into the category of "Paid sick leave" and "Other paid leave" were mainly requested by men, while leave to attend to a sick person remained the prerogative of women. In fact, "Paid leave pursuant to Law 104 to assist family members" were requested only by women, while men only requested five days of "Paid maternity, paternity, parental, and sick child leave", against 3,339 requested by women.

TABLE 3 – LEAVE DAYS\* TAKEN BY TEACHING STAFF (2017)

	Full Professors		Associate Professors		Researchers	
	Women	Men	Women	Men	Women	Men
Paid sick leave	218	1,032	964	762	779	1,258
Paid leave, pursuant to Law 104 to provide assistance to sick family members**	-	-	47	76	41	-
Paid maternity, paternity, parental, and sick child leave***	-	-	716	-	3,339	5
Other paid leave	980	995	358	1,120	51	2
Unpaid leave****	730	3,824	1,062	2,202	2,099	3,034
<b>Total</b>	<b>1,928</b>	<b>5,851</b>	<b>3,147</b>	<b>4,160</b>	<b>6,309</b>	<b>4,299</b>

Source: University Staff database.

\* Excluding vacation leave or strikes.

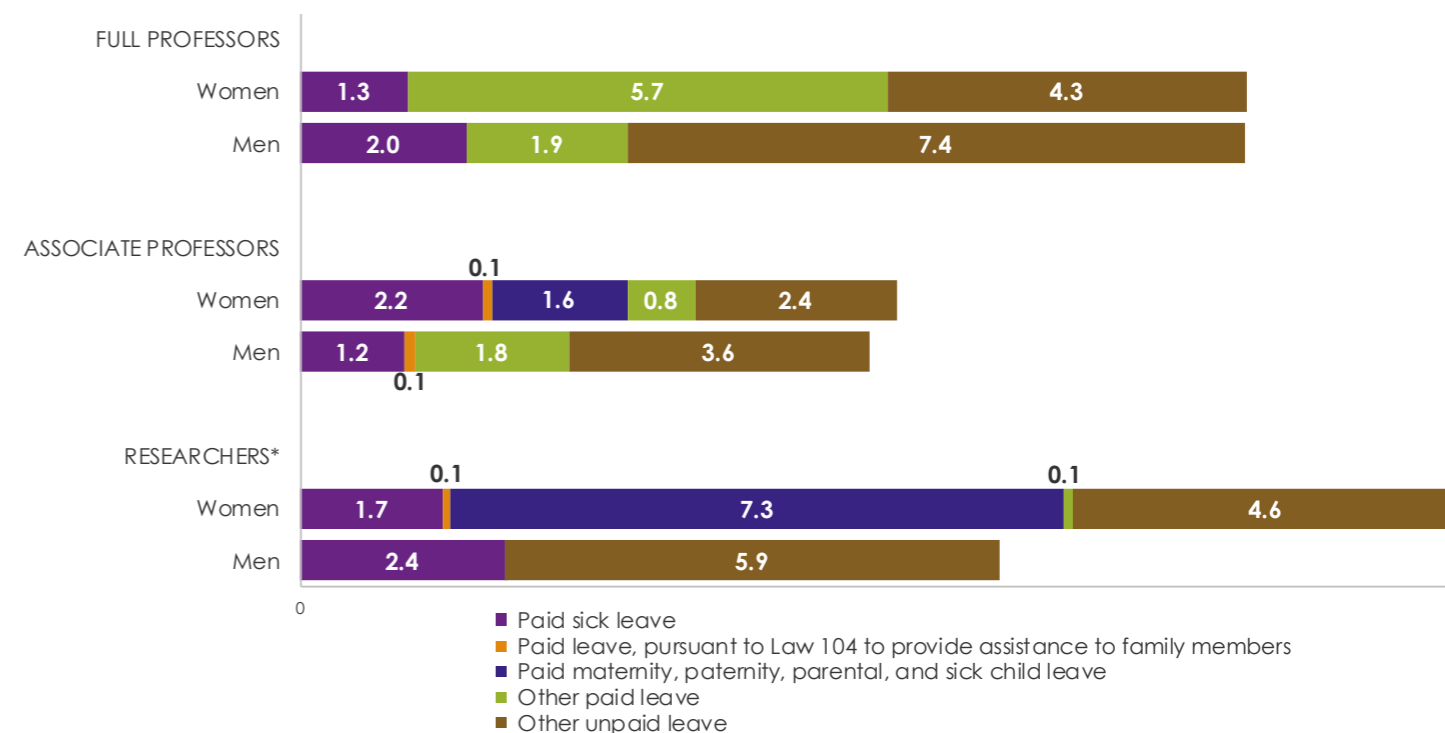
\*\* Italian Law 104/1992, "framework law for assistance, social integration and the rights of persons with disabilities".

\*\*\* The following items are included: early maternity leave, including days for prenatal visits; compulsory maternity leave; mandatory paternity leave; parental leave (both mother and father, so-called "voluntary paid leave"); leave to care for children with severe disabilities; hourly reduction for breastfeeding, calculated in days; paid sick child leave, compensated at 100% or 30% of the salary.

\*\*\*\* The following items are included: unpaid sick child leave; unpaid parental leave.

Taking into account data on teaching staff leave, based upon different roles (Fig. 24), the average number of days taken for maternity, paternity, parental, and sick child leave continues to be the exclusive prerogative of women.

FIGURE 24 – LEAVE DAYS TAKEN BY TEACHING STAFF – AVERAGE VALUES (2017)

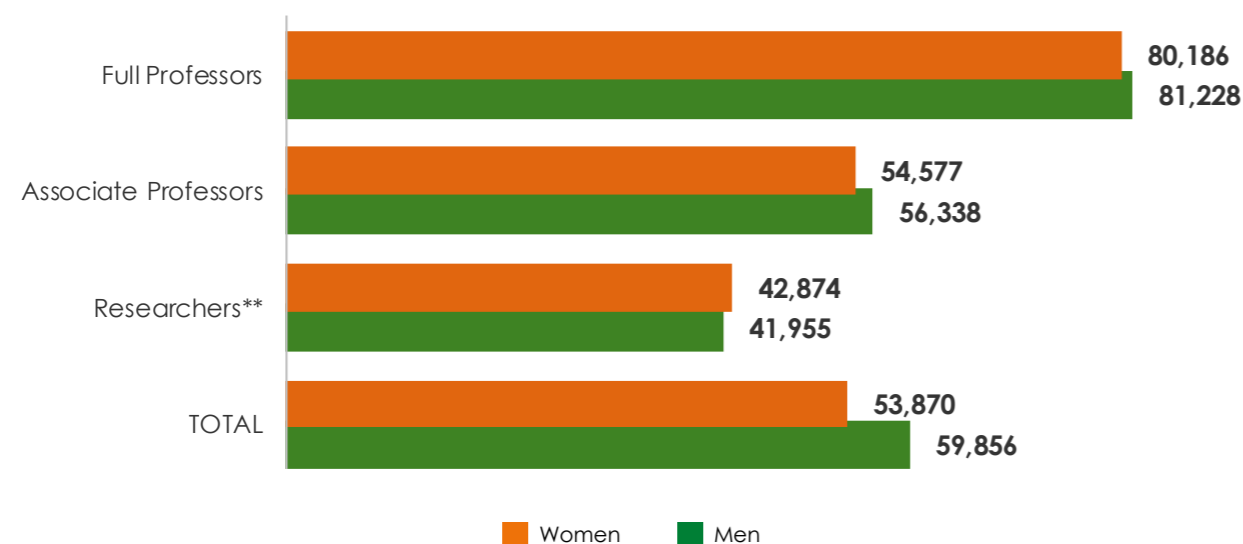


\* Includes: senior assistant professors as well as fixed-term senior and junior assistant professors.



An analysis of average annual salaries allocated by gender (Fig. 25) shows an annual gender pay gap of € 5,986 to the detriment of women, attributable to there being fewer women in the highest roles - in particular among full professors. In fact, within the same bracket, the differences between male and female professors are on average reduced and depend on seniority in the role. For Researchers only, the average annual salary received by women is higher than that of men.

FIGURE 25 – ANNUAL GROSS SALARY\* OF PROFESSORS, BY ROLE AND GENDER – AVERAGE VALUES (2017)



\* The figure is calculated using average gross salary (which includes fixed items, allowances and ancillary items, excluding hospital items) of staff working all months of the year.

\*\* Includes: senior assistant professors as well as fixed-term senior and junior assistant professors.

With reference to those who hold a position of scientific responsibility in project teams invited to negotiate on the H2020 European funding programme in the last three years, there is a clear majority of men, which is always higher than 60% of the total (Tab. 4). Shifting the analysis to details concerning roles of scientific responsibility for

projects in which the University of Bologna holds the role of coordinator, the percentage of women grows (largely exceeding that of men in 2017), which could be linked to the better coordination and relationship skills that are often attributed to women (e.g., PRAGES, 2009).

TABLE 4 – NUMBER OF H2020 PROJECTS INVITED TO NEGOTIATE IN THE LAST THREE YEARS (2015-2017)\*, BROKEN DOWN BY GENDER OF THE SCIENTIFIC SUPERVISOR\*



	Year of invitation to negotiate*								
	2017			2016			2015		
	Women	Men	N. of Projects	Women	Men	N. of Projects	Women	Men	N. of Projects
Scientific Project Supervisor	33%	67%	43	28%	72%	32	33%	67%	42
<i>of them, UniBo-coordinated projects</i>	70%	30%	10	18%	82%	11	45%	55%	11

\* The data shown in the table refer to the year in which various projects were "invited to negotiate", an invitation that normally leads to the signing of a grant agreement related to the loan.

\*\* Includes projects in which the University of Bologna appears in the roles of: coordinator, partner, third party.

\*\*\* In the remaining projects, the University appears as partner, except in projects for which it is a "Third Party" (the latter involves the presence of a team of 4 people from the University, of which 1 member is a woman and 3 are men).

TABLE 5 – PRIN, SIR AND FUTURO IN RICERCA PROJECT MANAGERS, BY YEAR AND GENDER (2014-2016\*)



	Year of approval								
	2016 – PRIN			2015 – SIR			2014 – Futuro in ricerca (Linea 1-2)		
	Women	Men	N. of Projects	Women	Men	N. of Projects	Women	Men	N. of Projects
UNIBO National Co-ordinators/Principal Investigator for SIR	28%	72%	25	60%	40%	10	33%	67%	3
<i>local UNIBO managers**</i>	31%	69%	72	-	-	-	22%	78%	9

\* The results for the three-year 2014-2016 period are shown; 2017 data (PRIN) are not yet available.

\*\* The number of local managers includes the operational unit of the national coordinator, since the coordinator fills out two forms, one as coordinator and another as local.

The gender distribution of staff with a role of scientific responsibility in projects funded by national programmes in the three-year period from 2014 to 2016 (Futuro in Ricerca in 2014, SIR in 2015 and PRIN in 2016) shows a male bias, except in the case of the 2015 SIR, in which the number

of female managers was equal to 60% of the total (Tab. 5). Restricting the field of analysis to projects with university professors acting as local managers confirms the over-representation of men.

## 3.4 TECHNICAL AND ADMINISTRATIVE STAFF

Unlike the teaching staff, where the numbers illustrate a clear majority of men, women prevail in the Technical and Administrative staff (TA) and among lecturers and foreign language instructors (CEL, for its initials in Italian), making up 66% in the TA staff and 77% of CELs (Tab. 6 and Fig. 26). Within the TA staff category, the percentage of women is always close to or higher than 60% in different contractual qualifications (B, C, D, EP), while showing a gradual reduction from C to EP. There are fewer women than men in the highest level of the hierarchy, i.e. managers, where there are 7 women and 8 men.

This trend shows that the well-known Glass Ceiling effect is at work in this context also, since women, although outnumbering men in the lower hierarchical levels, encounter barriers in reaching top positions. The agricultural worker category also is dominated by men, in this case highlighting horizontal segregation, with men in occupations that have been associated, historically and culturally, with male stereotypes. The distribution by gender indicated above remains almost stable during the three-year 2015-2017 period.

TABLE 6 – MANAGERIAL STAFF, TA STAFF AND CELs\* BY ROLE AND GENDER (2015-2017)

	2017		2016		2015	
	Women	Men	Women	Men	Women	Men
Managers	7	8	6	8	7	8
TA Staff (Cat. EP, D, C, B)	1,897	982	1,925	1,009	1,957	1,020
of which EP	109	67	105	67	106	70
of which D	608	314	595	314	602	323
of which C	980	464	1,019	485	1,042	480
of which B	200	137	206	143	207	147
CEL	55	16	56	17	60	20
Agricultural workers	-	6	-	6	-	6
<b>Total</b>	<b>1,959</b>	<b>1,012</b>	<b>1,987</b>	<b>1,040</b>	<b>2,024</b>	<b>1,054</b>

\* Includes staff with permanent and fixed-term contracts.

FIGURE 26 – % OF MANAGERIAL STAFF, TA STAFF AND CELs\* BY ROLE AND GENDER (2015-2017)



\* Includes staff with permanent and fixed-term contracts.

Limiting the analysis to staff with a fixed-term contract, the prevalence of female staff already seen in the general analysis remains, but with an incidence on the total that is higher than that observed for the staff as a whole: while women make up 66% of the TA staff category in 2017, that number reaches 68% if we only look at fixed-term contracts for the same period (Tab. 7).

TABLE 7 – TA STAFF WITH FIXED-TERM CONTRACTS BY CATEGORY AND GENDER (2015-2017)

	2017		2016		2015	
	Totale	Women (%)	Totale	Women (%)	Totale	Women (%)
EP	-	-	-	-	1	100%
D	-	-	88	76%	112	74%
C	51	67%	112	65%	167	72%
B	66	70%	1	100%	1	100%
<b>Total</b>	<b>117</b>	<b>68%</b>	<b>201</b>	<b>70%</b>	<b>281</b>	<b>73%</b>

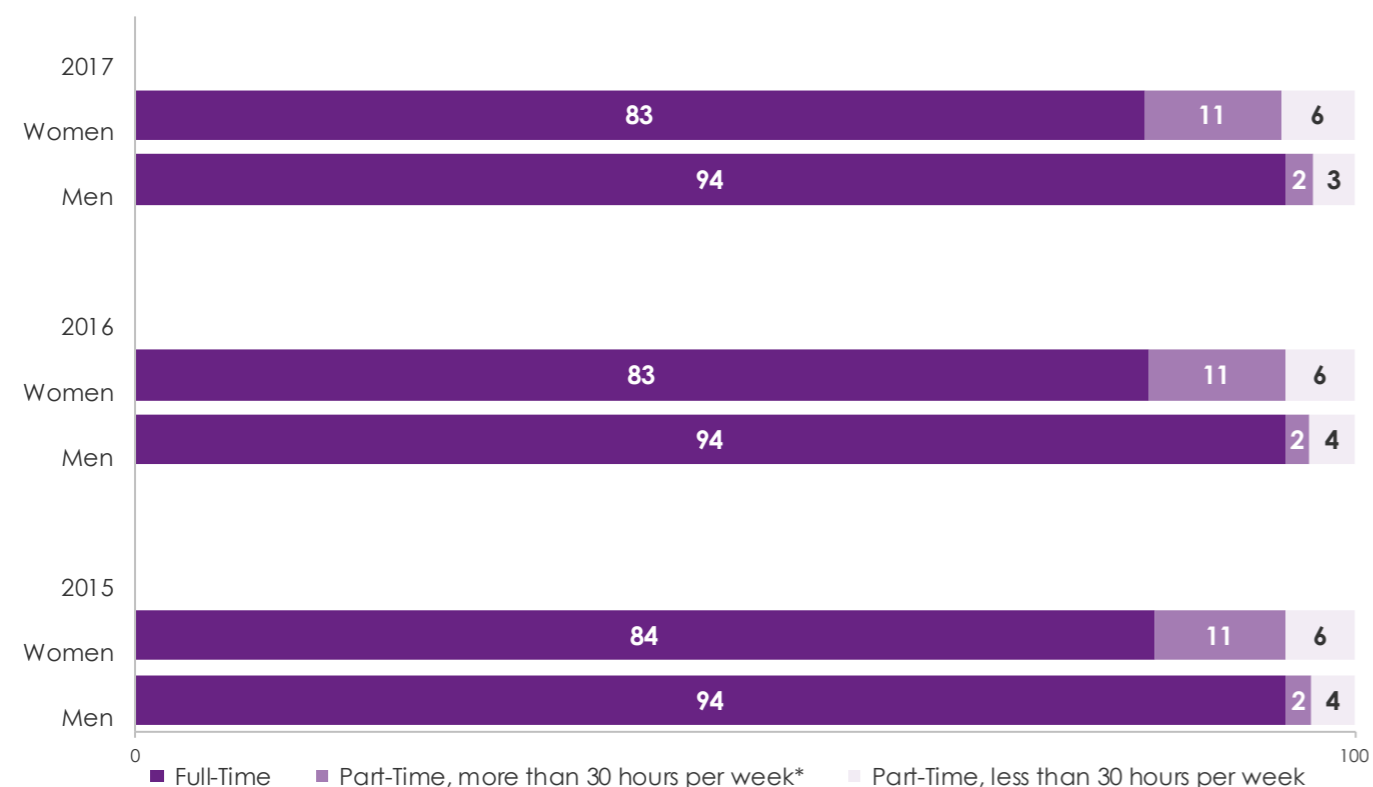


### 3. GENDER COMPOSITION AT THE UNIVERSITY OF BOLOGNA

An examination of the distribution of TA staff according to contract type (fixed-term and permanent contracts) shows that, in the three-year period, the number of part-time workers remained stable and smaller compared to those with full-time employment. In proportion,

it is mainly women who have part-time contracts: in fact, in 2017, 17% of female TA staff chose part-time employment versus 5% of men, without showing significant changes over the three-year period (Fig. 27).

**FIGURE 27 – % OF MANAGERIAL STAFF, TA STAFF AND CELs BY TYPE OF COMMITMENT AND GENDER (2015-2017)**



\* More precisely, we refer to staff with part-time contracts of no less than 83.3%.

### 3. GENDER COMPOSITION AT THE UNIVERSITY OF BOLOGNA

Tables 8 and 9 show the evolution of voluntary parental leave and sick leave for managerial staff, TA staff and CELs by gender. As seen below, it is generally women taking such leave.

The data must, however, be interpreted taking into account the numerical starting point of staff broken out by gender (see Tab. 6).

**TABLE 8 – EVOLUTION OF VOLUNTARY PARENTAL LEAVE AND SICK LEAVE FOR MANAGERIAL STAFF, TA STAFF AND CELs BY GENDER (2015-2017)\***

	Voluntary parental leave compensated at 100%				Voluntary parental leave compensated at 30%				Unpaid voluntary parental leave			
	Women		Men		Women		Men		Women		Men	
	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees
2017	916	56	319	3	2,512	135	96	13	674	74	81	9
2016	897	55	256	23	3,210	144	120	14	504	62	99	13
2015	1,303	58	308	23	4,462	153	176	14	620	72	201	10

\* Please note that annual financial statements were the data source before 2015, while since 2016 data have been gathered from the University Staff Database.

**TABLE 9 – EVOLUTION OF SICK CHILD PARENTAL LEAVE FOR MANAGERIAL STAFF, TA STAFF AND CELs BY GENDER (2015-2017)\***

	Sick child parental leave compensated at 100%				Unpaid sick child parental leave			
	Women		Men		Women		Men	
	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees
2017	1,133	105	261	37	92	31	2	2
2016	1,315	115	295	40	171	33	5	2
2015	1,425	135	330	46	107	29	4	2

\* Please note that annual financial statements were the data source until 2015, while since 2016 data have been gathered from the University Staff Database.

Table 10 shows the total days of leave disaggregated on the basis of different leave categories. As is plain to see, the absolute number of leave days taken by women is clearly higher than those for men; of course, in interpreting the data, it is necessary to consider the baseline staff size by gender, in which women are more prevalent in TA and CEL staff categories (Tab. 6). In fact, the comparison between women and men in Fig. 28, which shows the average number of leave days by gender, is a more balanced representation.

TABLE 10 – LEAVE DAYS TAKEN BY MANAGERIAL STAFF, TA STAFF AND CELs BY GENDER (2017)\*

	Women	Men
Paid sick leave	20,567	7,324
Paid leave, pursuant to Law 104 to provide assistance to sick family members**	3,853	1,663
Paid sick leave and personal leave granted by Law 104**	1,772	852
Paid maternity, parental, and sick child leave ***	8,838	695
Other paid leave	8,626	4,280
Other unpaid leave****	3,273	2,938
<b>Total</b>	<b>46,929</b>	<b>17,752</b>

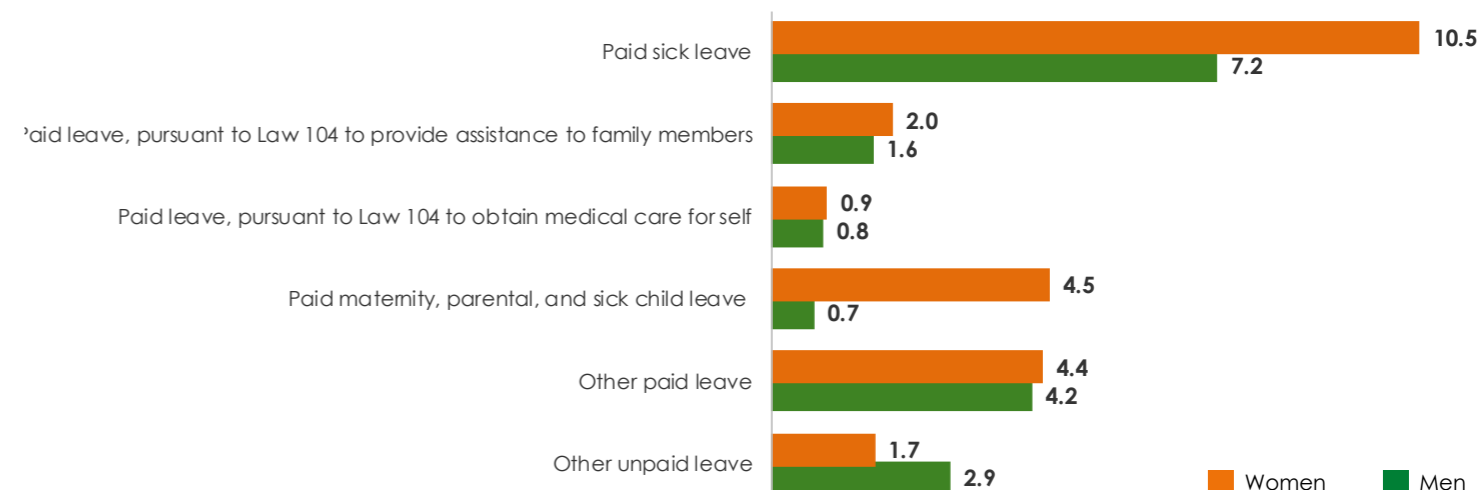
\*Source: University Staff Database.

\*\* Law 104/1992, "framework law for assistance, social integration and the rights of persons with disabilities".

\*\*\* The following items are included: early maternity leave, including days for prenatal visits; compulsory maternity leave; mandatory paternity leave; parental leave (both mother and father, so-called voluntary paid leave); leave to care for children with severe disabilities; hourly reduction for breastfeeding (calculated in days); paid sick child leave, compensated at 100% or 30%.

\*\*\*\* The following items are included: unpaid sick child leave; unpaid parental leave.

FIGURE 28 – AVERAGE LEAVE DAYS TAKEN BY MANAGERIAL STAFF, TA STAFF AND CELs\* BY GENDER (2017)\*\*



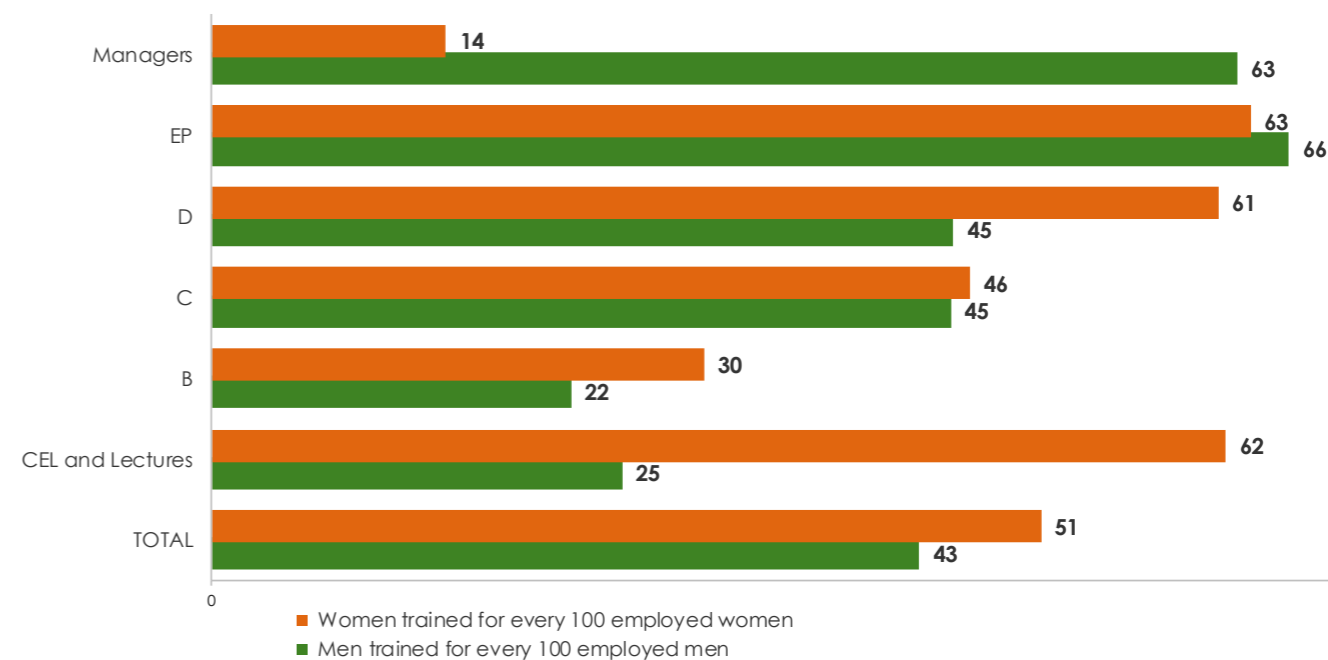
\* Including agricultural workers.

\*\* Disaggregated data on TA staff leave can be viewed in the "Transparent Administration" section of the University of Bologna website: <https://www.unibo.it/it/ateneo/amministrazione-trasparente/personale/tassi-di-assenza/tassi-di-assenza>.

A gender analysis of the number of staff members trained with respect to the different labour categories (Fig. 29) in 2017 shows that, overall, 51% of women and 43% of men received training. The highest gender deviations in training can be seen in the following categories: Managers, where 63% of men received training compared to 14% of women; Category D, where 61% of women participated in training activities

compared to 45% of men; and the CEL and Lectures category, in which 62% of women were trained compared to 25% of men.

FIGURE 29 – % OF TRAINED MANAGERIAL STAFF, TA STAFF AND CELs, BY CONTRACT CATEGORY AND GENDER (2017)





#### 3.5 UNIVERSITY BODIES AND TOP POSITIONS IN RESEARCH AND TEACHING

An analysis of various university bodies (in office as of 31/12/2017) shows an imbalance between genders, in favour of men (Tab. 11 and Fig. 30). Men make up 61% of all university bodies, while they are the only members or the majority of the total members in nine of the thirteen bodies analysed. In particular, single-member bodies are always occupied by men: Rector, Director General, and Student Ombudsman.

In the University Senate, about a third of its members are women, while in the Board of Governors women make up just over a quarter. In the Evaluation Group, the female quota is 20%, and in the Student Council it is equal to 42%. For both bodies, and with a degree of flexibility, the University of Bologna should commit to better gender representation, as recommended by University Statute (Art. 9, par. 3 and Art. 11, par. 11)<sup>20</sup>. Only in the TA Staff Council is the distribution between men and women apparently balanced. However, this distribution, at 46% men, is not consistent with the overall gender distribution within the TA staff and CEL staff in general, as observed in Table 6, which illustrates the prevalence of women, respectively, at 66% and 77% of the total.

Compared to the general trend shown above, only Vice Rectors, members of the Board of Auditors and the CUG show either equal gender distribution or a majority of women.



20. With reference to the Student Council, it should be noted, however, that the lower number of women may also be linked to the lower number of female candidates. Indeed, for the elections held in 2013, nominations received by women totalled 43% of all candidates.



### 3. GENDER COMPOSITION AT THE UNIVERSITY OF BOLOGNA

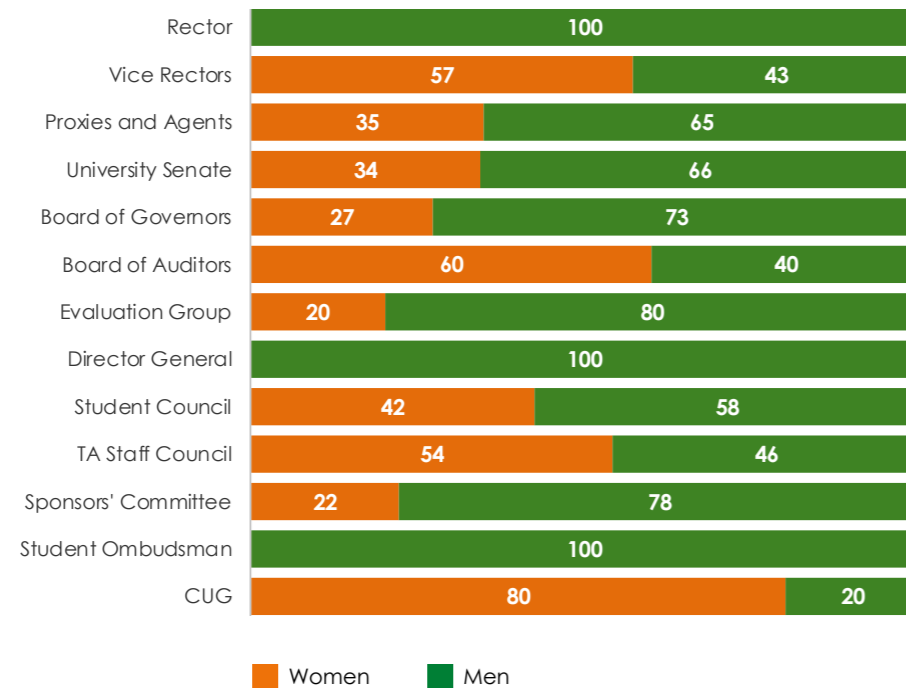
TABLE11– COMPOSITION OF UNIVERSITY BODIES AS OF 31/12/2017, BY GENDER

	Women	Men	Total
1 - Rector	-	1	1
2 - Vice Rectors	4	4	8
3 - Delegates and Representatives	8	5	23
4 - University Senate, of which:	12	3	35
<i>President (Honourable Rector)</i>	-	1	1
<i>member of Heads of Department</i>	1	9	10
<i>member of Professors and Researchers</i>	6	9	15
<i>member of TA Staff</i>	2	1	3
<i>member of Student Representative</i>	3	3	6
5 - Board of Governors, of which:	3	8	11
<i>President (Honourable Rector)</i>	-	1	1
<i>internal member</i>	2	3	5
<i>external member</i>	-	3	3
<i>member of Student Representative</i>	1	1	2
6 - Board of Auditors	3	2	5
7 - Evaluation Group	1	4	5
8 - Director General	-	1	1
9 - Student Council	14	19	33
10 - Technical and Administrative Staff Council	13	11	24
11 - Sponsors' Committee	2	7	9
12 - Student Ombudsman	-	1	1
13 - CUG – Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work	8	2	10
<b>Total</b>	<b>68</b>	<b>98</b>	<b>166</b>



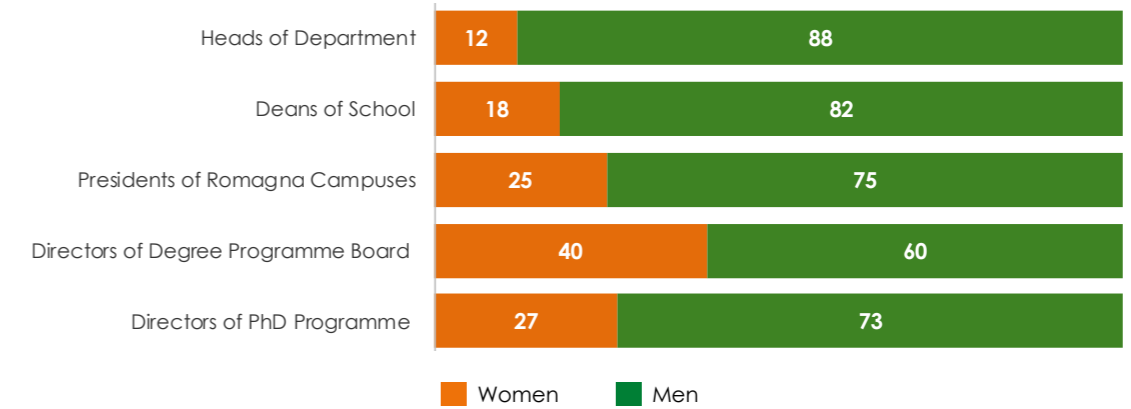


FIGURE 30 - UNIVERSITY BODIES AS OF 31/12/2017, % BY GENDER



In addition, in reference to the top positions held at the end of 2017 in research and teaching offices, women are clearly underrepresented (Fig. 31). In relation to PhD programme directors, women make up less than 30%. Among department heads at the 33 university departments, only 4 are women (Department of the Arts, Department of Statistical Sciences "Paolo Fortunati", Department of Sociology and Business Law, Department of History and Cultures), while of the 11 schools of the university, only 2 have a female president (School of Law and School of Psychology and Education). This underscores, in both cases, the well-known phenomenon of horizontal segregation, by which women are dominant in departments and schools in which Humanistic and Social disciplines are prevalent, while men are concentrated in Science and Engineering. Finally, there is only one female president in the four campuses in Romagna.

FIGURE 31 – HEADS OF DEPARTMENTS, SCHOOLS, AND DEGREE AND PHD PROGRAMMES, % BY GENDER (2017)





A photograph of a young woman with blonde hair, wearing a black graduation cap and gown, smiling broadly. She is holding a white diploma in her right hand and a black book in her left. The diploma has the text "Dipartimento di Scienze dell'Uomo e dell'Animalità - Università di Bologna" and "PROCLAMAZIONE SOLENNE" visible. The background shows other graduates in a large hall with wooden bleachers.

## 4. INVESTMENTS MADE FOR THE PROMOTION OF EQUAL OPPORTUNITIES

### 4.1 THE INCLUSION OF SEX/GENDER AS A VARIABLE IN TEACHING AND RESEARCH

Gender-related learning activities (teaching) can be identified through a textual analysis of the descriptions of subjects included in the university's teaching plans<sup>21</sup>.

Over the last three A.Ys., the number of learning activities related to gender issues has increased, up to 54 learning activities in 2017/18, distributed across 17 courses offered at 6 of the 11 schools at the University of Bologna (Tab. 12). A third (i.e., 18) of all learning activities related to gender issues are part of the Modern, Comparative and Post-colonial Literature Degree at the School of Foreign Languages. Learning activities related to gender are absent from schools that focus on business and technical-scientific fields.

21. We carried out our analysis by looking for the following terminological roots in learning activity titles "wom", "man", "fem", "male", "gender", "sex", "equal opp", both in Italian and English. From the results we obtained, we excluded cases in which the learning activities strictly concern medical and veterinary studies.



Courses that are part of the teaching plan show that gender-related learning activities consist of comparative gender analyses or studies limited to women only. On the other hand, learning activities strictly related to men are absent.

Gender-related individual learning activities are joined by an entire degree programme dedicated to the subject: the second-cycle degree curricula in Women's and Gender Studies (GEMMA), offered in the Modern, Comparative and Post-colonial Literature degree programme, which in 2017/18 A.Y. enrolled 39 students (namely 36 women and 3 men).

**TABLE 12 – GENDER-RELATED LEARNING ACTIVITIES BY SCHOOL AND A.Ys. (2015/16-2017/18)**

School	2017/18	2016/17	2015/16
Law	4	3	1
Arts, Humanities, and Cultural Heritage	10	7	7
Foreign Languages and Literatures, Interpreting and Translation	24	21	19
Medicine	3	3	3
Psychology and Education	7	7	7
Political Sciences	6	6	5
<b>Total</b>	<b>54</b>	<b>47</b>	<b>42</b>

In order to promote teaching activities that enhance gender awareness and to implement gender-related orientation actions in University degrees that are currently skewed in one direction or another, and on the occasion of the "Almaorienta 2017" orientation days organized by the University of Bologna for high school students, IRT Alma Gender<sup>22</sup> curated a space committed to informing and sensitizing students through materials, testimonies and recommendations on issues further discussed below.

22. See section 4.2. below.

**On the topic of courses and training proposed by the University of Bologna on gender, we should also point out:**

- EDGES, a European Curriculum PhD in Gender and Women's Studies in the field of DESE - Les Littératures de l'Europe Unie / European Literatures / Letterature dell'Europa unita;
- Winter School: "Human Rights as a Horizontal Issue in EU External Policy – Les droits de l'homme comme domaine horizontal de la politique extérieure de l'Union européenne";
- Post-graduate programme in "Gender perspectives in teaching disciplines", 2016/2017 A.Y.;
- The "Genere e odio online: sfide metodologiche per un'analisi interdisciplinare della misoginia 2.0" seminar (Gender and Online Hatred: Methodological Challenges for an Interdisciplinary Analysis of Misogyny 2.0), organized by the CSGE;
- The "La violenza di genere: una prospettiva maschile?" seminar (Gender-based Violence: A Male Perspective?), organized as part of the Sociology of Family and Gender Differences Course – Expert in Social and Cultural Education, Bologna;
- The "Gender Violence. Research Studies in Europe between Prevention and Social Intervention" seminar, organized by the CSGE;
- The "Violenza contro le donne: il caso spagnolo" (Violence against Women: the Spanish Case) seminar, organized by the CSGE;
- The "Genders, Sexuality, Families" seminar, held as part of the "In Constant Controversy with the Present" course, organized by the School of Arts, Humanities, and Cultural Heritage.

**European and national projects on the theme of gender which involved the participation of university professors as local coordinators/managers include:**

- The Plotina Project: *Promoting Gender Balance and Inclusion in Research, Innovation and Training*;
- The G-Book Project: "Gender Identity - Child Readers and Library Collections"
- The PRIN Project: "Rappresentazioni sociali della violenza di genere: il caso del femminicidio" (Social Representations of Gender Violence: Femicide);

**Research centres and associations active at the University of Bologna that deal with gender issues are:**

- Alma Gender IRT – The Alma Gender Integrated Research Team;
- AdDU - Associazione delle Docenti Universitarie dell'Università di Bologna (Association of Female Professors of the University of Bologna)
- Centro METRA - Centro di Studi interdisciplinari sulla Mediazione e la Traduzione a opera di e per Ragazze/i (Centre for Interdisciplinary Studies on Linguistic Mediation and Translation by and for Young Adults);
- CSGE - Centro Studi sul Genere e l'Educazione (Centre for Studies on Gender and Education);

- CUG – Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work;
- LGBT projects and activities – Associazione Progetto Prisma;
- WiTEC – Women in Science, Technology, Engineering and Mathematics.

Attention to topics that highlight gender-related issues are also found in doctoral dissertations and research topics funded by research fellowships made available by the university. Using a variety of keywords related to gender issues<sup>23</sup>, we evaluated the titles of PhD dissertations prepared during the 2015-2017 three-year period, as well as the titles of research fellowships awarded during that same period.

With reference to PhD dissertations, the data that emerged from our research show that during the last three years, 11 dissertations have had gender-related titles (three dissertations in 2015, five in 2016 and three in 2017). The dissertations were completed by male and female PhD students from nine different departments<sup>24</sup>. The analysis of dissertation titles shows two main types of gender-related issues: works focusing on gender analysis and the study of the presence of women as a phenomenon.

As far as the analysis of research fellowships is concerned, in the 2015-2017 three-year period, 18 gender-related fellowships were awarded (five in 2015, seven in 2016 and six in 2017). There were nine departments involved, some of which awarded more research fellowships than others over the three-year period analysed<sup>25</sup>.

23. See previous footnote no. 21.

24. The dissertations were completed in the Departments of: Education Studies "Giovanni Maria Bertin", and Agricultural and Food Sciences (two dissertations each); and Arts; Classical Philology and Italian Studies; Interpreting and Translation; Modern Languages, Literatures and Cultures; Management; Biomedical and Neuromotor Sciences; Sociology and Business Law (one dissertation for each department).

25. The Department of Education Studies "Giovanni Maria Bertin" awarded six research fellowships; History and Cultures, three; Management and Agricultural and Food Sciences, two each. Five departments (Classical Philology and Italian Studies; Interpreting and Translation; Modern Languages, Literatures and Cultures; Political and Social Sciences; Sociology and Business Law) awarded only one.

### ERASMUS MUNDUS EUROPEAN MASTER'S DEGREE IN WOMEN'S AND GENDER STUDIES (GEMMA)

Coordinated by Prof. Lilla Maria Crisafulli, GEMMA is an excellent training programme selected by the European Commission as the first Erasmus Mundus Master's Degree in Europe on Women's and Gender Studies.

Started in 2006/2007 A.Y. as a curriculum under the second-cycle degree programme in Modern, Comparative and Postcolonial Literatures of the School of Foreign Languages and Literatures, Interpreting and Translation at the University of Bologna, in 2017, it was selected for the third consecutive mandate (after 2006 and 2011) among more than 150 projects as a "pilot project and model in the field of Women's Studies and Gender Studies in a European and global perspective". GEMMA is a two-year interdisciplinary educational programme that uniquely brings together different approaches to feminism through different European perspectives, and offers a high-level academic path in the areas of gender studies, equal opportunities, intercultural studies and women's studies. Its objectives include the integration of different geographical, historical and socio-political contexts, thanks to the cooperation and synergy of partner universities that offer different experiences, stories and skills in the field of European feminism and gender studies. The GEMMA programme offers high-level academic education and professional skills for staff who work or who intend to work in the areas of women's studies, gender studies and equal opportunities in Europe and the rest of the world. It provides international mobility paths among participating universities (at least six months at one of the partner universities) through scholarships for European and extra-European students for the duration of the programme (two years) and, for students without a grant, the possibility of using Erasmus+ mobility.

The GEMMA Consortium operates through the cooperation of numerous universities active in many European countries and in America, where women's and gender studies occupy a fundamental place in the post-graduate landscape. The Consortium also collaborates with institutions for equal opportunities, documentation centres, professional associations, publishing houses, and other cultural institutions in Italy and abroad. The first year of the GEMMA programme is attended at the student's home university, while the second year takes place at the mobility university. The first year offers a core cluster in the first semester consisting of three compulsory courses on feminist methodologies, theories and historiography, and a cluster with a group of compulsory and elective courses in the second semester. The first semester of the second year, to be spent at the mobility location, provides a cluster of elective courses offered at all Consortium locations. The second semester of the

second year is dedicated to dissertation writing, which can take place either at the home university or the mobility location. GEMMA issues a dual master's degree, recognized by all members of the Consortium.

GEMMA offers courses on the following topics: women's history; feminist methodologies; interdisciplinarity in gender and women's studies, theory of gender studies and feminist critiques; differences and diversity; Italian women's literature; women's medieval literature; women's movements in modern and contemporary history; English women's literature, Spanish women's literature; German women's literature; Russian women's literature; the body in women's literature; women and popular culture: women's travel literature and critical utopia; Nordic literature and women's culture; cultural representations of gender and women in Finno-Ugric contexts; cultural memory of women in Scandinavia; female artists in the history of Western art; violence and gender in ancient Germanic literature; women and social sciences; women and jurisprudence; women and science; methods, sources, research and documentation of and for women. Course offerings also include specialized seminars on cross-cutting interdisciplinary and topical issues concerning gender policies and research currently underway both nationally and internationally. GEMMA also organizes focus groups with students and non-academic experts related to integration in the professional world and extra-curricular skills and professionalism. In addition to scientific excellence, GEMMA thus promotes the third mission of higher education, namely social engagement and synergy with the professional world.

### DIVERSITY MANAGEMENT

The "Diversity Management. Valorizzare le diversità nei contesti organizzativi: genere, intercultura, disabilità, intergenerazionalità" (Diversity Management, Enhancing Diversity in Organizational Contexts: Gender, Interculture, Disabilities, and Intergeneration Issues) course has been added to the project on cross-cutting skills implemented by the University of Bologna during the 2017/18 A.Y..

The course aims to provide an overview on diversity management: an increasingly widespread approach in organizations for the implementation of communication and management methods that prevent discrimination and enhance diversity in the workplace, countering the risks of harassment and burn out engendered by prejudices, stereotypes and mechanisms of segregation against subjects belonging to minority and vulnerable groups. Diversity management deals with crucial issues





for organizations, such as gender, work and life balance, identity and sexual orientation, ethnicity, culture, religious affiliation, disability, age and intergenerational relationships, while also proposing a multidisciplinary approach for the management and enhancement of diversity in complex contexts. The course includes contents and activities to analyse the mechanisms of gender segregation, ethnic-racial discrimination, the exclusion of those embodying diversity, and all the processes that hinder the equity and full participation of all members of heterogeneous groups. The course also aims to disseminate knowledge on the prevention strategies of stereotypes and prejudices and on the methods used to enhance diversity within groups and organizations.

### EDGES: A PHD CURRICULUM IN WOMEN'S AND GENDER STUDIES

EDGES is a three-year PhD curriculum offered by the Department of Modern Languages, Literatures and Cultures at the University of Bologna that focuses on gender and women's studies, with Prof. Lilla Maria Crisafulli as the point of contact. The EDGES PhD programme includes three official languages: Italian, English and Spanish, and focuses on the following topics:

- literature as a place for the production, circulation and consolidation of gender equality;
- textual analysis, cultural studies, the history of ideas, cultural memory and counter-memories;
- literary production by women and literary criticism of women and gender;
- the theme of equal opportunities in accessing education and knowledge, the labour market and career paths;
- discrimination based on religious and gender prejudices, civil rights in a synchronic and diachronic perspective and in various geopolitical contexts;
- conflict management and promotion of corporate wellness and diversity management;
- gender strategies and methodologies and gender policies (gender mainstreaming).

Male and female students enrolled in the PhD programme can access a co-tutoring course with one of the associated universities to earn a dual degree.

The PhD course entails:

- meetings and tutorials with national and international supervisors;
- the presentation of research at a national and international level, according to the co-tutoring agreements provided for dual degrees;
- a 250-hour training internship at institutions or companies with which EDGES has collaborative agreements or other organizations to be negotiated;
- year 1: identification of primary and secondary sources;
- half of year 2: drafting of the 1st theoretical-methodological chapter of the student's research;
- doctoral dissertation written in English.



PhD students hone advanced skills in literary, cultural and gender studies, with solid linguistic knowledge, as well as their theoretical commitment to, and an extensive technical toolkit in, human sciences. With their academic preparation, based in part on specific knowledge obtained as part of their discrete curricula, PhD students can choose a career among the following: a university career in Italy or abroad; collaboration with national and international organizations and cultural foundations, national and international research networks; the preparation and implementation of complex, high-profile projects at libraries, associations and cultural centres; publishing houses; journalism; literary translation; foundations, study centres, new and

traditional media, etc.; professions as an international area expert within private and public companies, national and international bodies or institutions concerned with strengthening relations and exchanges with foreign countries; employment with NGOs or violence prevention centres as a cultural mediator and gender expert; a diversity manager for public bodies, private companies, and equal opportunities and civil rights institutions, training leading figures in the management of intercultural relations and in conciliation policies.

## 4.2 CROSS-CUTTING INITIATIVES

**Alma Gender Integrated Research Team (Alma Gender IRT)**

Conceived in 2014 and kicked off in 2015, the Alma Gender Integrated Research Team consists of 121 scholars from 28 University of Bologna departments (March 2018). The IRT aims to promote research and teaching methods sensitive to gender issues and support for equal opportunities within the university's educational, research and work community. With the goal of strengthening the quality of research conducted at the university, male and female Alma Gender IRT scholars promote an integrated approach between Science, Technology, Medicine, Social Studies and the Humanities. In this perspective, the studies conducted by the team investigate the ways in which society conditions, organizes and adapts gender roles, relationships and identities, and how those factors interact with others - personal, cultural and socio-economic - such as nationality, ethnicity, sexual orientation and gender identity, disability, age, profession, social class, religion and much more. By transferring research results to an innovative teaching plan, Alma Gender IRT aims to train male and female students to be sensitive to issues of equality in every professional field. Promoting increasingly informed awareness among students, teachers and the TA staff, Alma Gender IRT aims to strengthen an institutional framework sensitive to gender issues at the University of Bologna and, in a broader sense, in society at large.

*Implemented activities*

Currently, the team is divided into three work groups: Research, Guidance and Teaching, and Networking and Stakeholders.

*The Research Group:*

- 1) broadens and reinforces the mapping of studies in progress at the University to identify a common ground for male and female colleagues interested in periodically meeting for seminars and themed discussions;
- 2) promotes the interaction and development of forms of exchange capable of integrating methodological perspectives, disciplinary approaches and different skills;
- 3) organizes seminars on different University campuses to create a network of stable reflection on gender issues.

*The Guidance and Teaching Group:*

- 1) adds gender as a variable to University orientation activities aimed at male and female students wishing to enrol;
- 2) promotes gender as a variable in teaching for all Scientific and Technological fields, Social Sciences and the Humanities;
- 3) organizes and develops specific courses on gender issues, within and across University schools and departments.

*The Networking and Stakeholder Group:*

- 1) encourages the growth of skills in the field of presentation and participation in gender-related research projects, or those that adequately take gender into account;
- 2) fosters communication and relationships between Alma Gender IRT members and external stakeholders, such as local, national, and international public and private entities, organizations and institutions, including through the organization of events;
- 3) presents and enhances the skills of the external Alma Gender IRT members in order to make the University of Bologna a point of reference on gender issues and studies in Italy and abroad.

So far, Alma Gender IRT has organized numerous activities, promoting general team meetings, seminars and specific events; in particular, the Research Group has organized several cycles of seminars and conferences; the Guidance and Teaching Group oversaw the creation of the information desks at Almaorienta and is evaluating the organization of courses on gender issues; and the Networking and Stakeholder group has carried out events related to gender mainstreaming in research and is planning further events at individual departments and schools, in collaboration with ARIC - Research Area and Third Mission.

**AdDU – Associazione delle Docenti Universitarie dell'Università di Bologna (Association of Female Professors of the University of Bologna);**

The AdDU was established as a free non-profit association by a group of female university professors in January 1992. Prof. Pina Lalli is the current President of the Association. In the past, Presidents have included members from a variety of different disciplines, such as: Maria Luisa Altieri Biagi, Carla Faralli, Paola Monari, Susi Pelotti and Sandra Tugnoli.

*The Association aims to:*

- promote and intensify the relationships among teachers belonging to different departments;
- foster the exchange of ideas and collaboration in both research and teaching;
- support the achievement of the right objectives by those who show professionalism, scientific productivity and educational commitment;
- address problems related to university organization.

*To achieve its objectives, the AdDU is committed to:*

- carrying out periodic meetings dedicated to sharing information on scientific activities;

26. For additional information, see the Alma Gender IRT website: <http://www.irt.unibo.it/en/alma-gender-irt>



- promoting surveys, investigations and research on the historical and social reasons that still affect the activities and presence of women at the University of Bologna;
- identifying suitable solutions and tools to remove obstacles or constraints that stand in the way of the fulfilment of one's legitimate aspirations;
- collaborating with local, national and international public and private institutions with similar goals.

Over time, the AdDU has carried out numerous studies on the working conditions and academic perspectives of the University of Bologna's teachers and researchers via comparative analyses of gender, roles and disciplinary affiliations and comparisons with other national and international centres. The results yielded by these efforts have been published and widely disseminated. Other comparative research of great interest has been conducted on the status of teachers in national and international research, with a particular focus on European and North American countries.

The AdDU maintains relationships with all academic, institutional or research institutions that deal with gender problems and equal opportunities, in a very broad context that considers the whole teaching body.

The Association actively participates in the political life of the University of Bologna and, during the elections of the academic bodies, has always encouraged the participation of female teachers and organized meetings with female candidates to discuss the University's future objectives and prospects. In particular, for elections to the office of Rector, it has always organized, on the eve of the vote, an open meeting with a debate, in which all male and female candidates for the office systematically participate. Recently, in order to promote ever greater awareness about the contribution of women to knowledge and social change, the Association has established the AdDU Award which, in its first edition (2018), was conferred upon Jurist Rashida Manjoo (University of Cape Town, South Africa), for her active scholarly commitment to the field of human rights and as the UN Special Rapporteur on violence against women.

**CSGE – Centro Studi sul Genere e l'Educazione (Centre for Studies on Gender and Education, CSGE)**

Active since 2009 within the Department of Education Studies "Giovanni Maria Bertin", the CSGE is dedicated to interdisciplinary research on gender and education with a focus on gender studies. The Centre promotes the integration of pedagogical, sociological, psychological, anthropological, historical, philosophical, and other approaches, concerning, in particular: gender education; overcoming stereotypes, inequality and discrimination; education against gender violence; identity processes linked to educational paths; social and media representations of gender differences; the social construction of femininity and masculinity; gender-



related issues in educational and training contexts (e.g., formative segregation, school feminization, etc.); gender and bodily practices; the relationship between gender and migration, gender and disability, etc.

In 2017, the Centre included 37 female and male professors and researchers from the Departments of Education Studies, Psychology, Philosophy, etc. The activities it has carried out thus far include:

- Lunch seminars: each year, the CSGE promotes a series of interdisciplinary seminars conducted by experts on gender issues, with particular attention to contexts and educational processes. In 2017, four seminars were dedicated to the theme "Che genere di ricerca? Prospettive e approcci metodologici nella ricerca su genere ed educazione" (What Kind of Research? Prospects and Methodological Approaches in Gender Studies and Education);
- Advanced training course in "Gender perspectives in teaching disciplines": the CSGE organized this course in the 2016/17 A.Y., aimed at teachers and other educational profiles to bring a gender-based approach to the school in a variety of disciplines and in classroom relationships, and to offer training and education activities attuned to differences and equal opportunities;
- Unibo Researchers' Night: on 29 September 2017, the CSGE participated in this event both at its Bologna and Rimini locations. In the former, it presented: "Make the difference? Video, riflessioni e confronto interattivo sugli stereotipi e i pregiudizi di genere" (Make the Difference? Videos, Reflections and Interactive Comparisons on Gender Stereotypes and Prejudices); in the latter: "Lavori maschili e lavori femminili? Scegliere il futuro, senza stereotipi" (Men's Work and Women's Work? Choose a Future without Stereotypes);
- Seminar on 25 November: for the International Day for the Elimination of Violence against Women, the CSGE organized a seminar in Rimini entitled "Mille domande sulla violenza contro le donne... e qualche risposta dall'educazione, dalla politica e dai servizi del territorio riminese" (A Thousand Questions on Violence against Women...and some Answers from Education, Politics and the Local Services of the Rimini area);
- Seminars organized in collaboration with other institutions: on 21 February 2017 in Bologna, "Donne in viaggio oltre le barriere della disabilità. Educazione, genere e cooperazione: una buona pratica RIDS in Palestina" (Women Traveling beyond the Barriers of Disability. Education, Gender and Cooperation: RIDS Best Practices in Palestine), organized in collaboration with Educaid; 15 April 2017 in Bologna: "La fragilità del sesso forte. Ricerche sulla medicalizzazione della sessualità maschile" (The Fragility of the Strong Sex. Research on the Medicalization of Male Sexuality), in collaboration with the University of Turin and the University of Molise;



- Collaboration for training, with University and local authorities:
  - The CSGE offers workshops and refresher courses on "gender and education" for teachers of schools of all levels. In 2017, it participated in the vocational training course offered by the Municipality of Modena (educational services), entitled "Perché è difficile parlare di genere? Educare alla diversità nei mondi contemporanei: dalla ricerca alle sperimentazioni nei servizi educativi" (Why Is It Difficult to Talk about Gender? Educating for Diversity in the Contemporary World: from Research to Experimentation in Educational Services). Furthermore, the CSGE has been collaborating with Progetto Teatro Arcobaleno since 2014 and, in 2017, it organized two laboratories aimed at members of the Degree Programme in Primary Education, entitled "Teatro e genere: l'educazione alle differenze si fa a teatro" (Theatre and Gender: Diversity Awareness Begins at the Theatre).
  - International guests: in 2017, it hosted Researcher Ana Maria Guerreiro of the ISMAI University of Maia Portugal, who presented the following reports: in Rimini, "Gender Violence: Portuguese Perspectives on Intervention and Prevention" (8/05/2017); in Bologna, "Gender Violence: Research Studies in Europe between Prevention and Social Intervention" (10/05/2017).
- International scientific collaborations: the CSGE is part of the WITEC network (The European Association for Women in Science, Technology, Engineering and Mathematics - STEM). Founded in 1988, WITEC aims to increase female enrolment in STEM area courses; develop technical and entrepreneurial skills and abilities through training courses and projects; develop research dedicated to women in the STEM area; and support initiatives aimed at promoting gender mainstreaming policies (<http://www.witec-eu.net/>).

**Centro di Studi Interdisciplinari sulla Mediazione e la Traduzione a opera di e per Ragazze/i (Centre for Interdisciplinary Studies on Linguistic Mediation and Translation by and for Young Adults, MeTRa)**

MeTRa was founded in November 2014 within the Department of Interpreting and Translation at the University of Bologna's Forlì campus. Prof. Chiara Elefante is the Academic Supervisor of the Centre, while Prof. Raffaella Baccolini is the Head of the Research Project funded by Fondazione Cassa di Risparmio di Forlì. The research interests of the Centre vary, ranging from linguistic, pedagogical and intercultural problems related to the translation of texts aimed at an audience of young male and female readers (children and young adults), to critical reflection on child language brokering (by

the research group In MediO PUER(I)), linguistic and cultural mediation by minors, often the daughters/sons of immigrants or members of ethnic-linguistic minorities living in Emilia-Romagna and Italy. A third and fundamental area of interest of the Centre, which also acts as a bridge between the first two fields of research, is gender studies, and more precisely, a reflection on models, roles and gender identity in the field of children's and young adults' literature, its translation, and child language brokering.

MeTRa pursues objectives related to research, teaching, dissemination and the 'third mission' of the University, proposing itself as a national and international point of reference in its areas of interest. As far as research is concerned, the Centre collects and promotes different study approaches, concerning, in particular:

- translation for children and young adults as a tool for future societies increasingly characterized by multiculturalism and plurilingualism;
- reflections on models, roles and gender identities transmitted through literature for children and young adults, including with a view to transposing one or more languages/cultures/literatures;
- the world of interpreting and translation by minors in Italy;
- involvement in this type of linguistic (inter) mediation by institutions (health, education, public administration and justice);
- gender education for differentiated audiences: children, young adults and educators/trainers.

The Centre has also created a website proposing a rich variety of resources. In particular, it has mapped the local, national and international centres/bodies/associations/organizations dealing with communications aimed at young adults. Furthermore, a large multilingual and interdisciplinary bibliography (in progress) is available on the site, which collects studies on areas of interest to the Centre.

MeTRa is aimed at a heterogeneous audience (other research centres, scholars, school teachers, librarians, public bodies, parents, children and young adults), engaging in multiple research, teaching and dissemination activities<sup>27</sup>:

- organization of meetings, seminars and conferences on topics of interest. In particular, from 25 to 27 October 2017, it held an international studies conference entitled "Literature, Translation, and Mediation by and for Children: Gender, Diversity, and Stereotypes";
- the Almaidea research project funded in 2017. The translation of children's texts in relation to gender: theoretical and applied aspects, consisting of the theoretical and applied analysis of gender issues in the Italian translation of English, French and Spanish texts for young readers.
- initiatives of a socio-cultural nature that are part of

27. For a complete picture of the initiatives, visit the MeTRa website: <http://metra.dipintra.it/chi-siamo/>.



the third mission of the University, in collaboration with other groups or subjects:

- the 2016/17 edition of a contest titled "Traduttori in erba" (Young Translators) linked to the problem of child language brokering, open to schools in the Municipality of Forlì and neighbouring municipalities;
- the "Lingua Madre" (Mother Tongue) project, on language and gender (in collaboration with the Department of Culture and Equal Opportunities and with the UDI (Italian Women's Union) of Forlì), featuring meetings in the library on the theme of sexism in language (May-June 2016), meetings on Anglophone and Francophone writers, and on the status of women and writing (May 2017);
- the collaborative project with the Centre for Women and Equal Opportunities of Forlì: two different cultural activities offered during the 2016/17 A.Y., which aimed to raise awareness of gender issues among an heterogeneous public, from a pedagogical-educational perspective: 1. Training course for primary schools and kindergarten teachers (0-3, 3-6 years): Educating about Gender by Speaking, Reading and Playing; 2. Cycle of reading workshops in the library with children and young adults; workshops with parents and new parents, social workers/operators of Forlì;
- the European G-Book Project (Gender Identity: Child Readers and Library Collections), funded under the Creative Europe Programme, led by the MeTRa Centre, in collaboration with 5 European partners: the "Livres au Trésor" University Library and the "Pléiade" Research Centre of the Université Paris 13, France; the Anilij Research Centre of the University of Vigo, Spain; the Centre for Children's Literature and Culture, Dublin City University, Ireland; the "Petko Rachev Slaveikov" Regional Public Library, Bulgaria; and the Biblioteka Sarajeva, Bosnia and Herzegovina. The project aims to promote "positive" children's literature in terms of gender roles and models, which is open, plural, varied, without stereotypes, and based on respect and the promotion of diversity. More concretely, the objectives of the project are the creation of the first European bibliography of books for children from 3 to 10 years, which is "positive" from the point of view of gender, as well as the creation of a website dedicated to this bibliography, numerous audience activities, library development, and, last but not least, the involvement of gender-sensitive publishers in order to translate meritorious texts taken from the bibliography.



### 4.3 LOCAL EVENTS

The University of Bologna also promotes the study and awareness of gender issues through the organization, participation, sponsorship and dissemination of public initiatives (such as presentations, shows, seminars, ceremonies, etc.) carried out in the cities where the University has Campuses, but also nationally and internationally, and through the circulation of publications and reports related to gender issues.

An analysis carried out on the events advertised through the University of Bologna's online magazine, *UniboMagazine* (<http://www.magazine.unibo.it/>)<sup>28</sup>, shows that numerous initiatives were organized in 2017.

In particular, we've considered the initiatives directly aimed at promoting gender equality.

#### JANUARY

- Within the PhD programme in Women's and Gender Studies, two study days were organized to delve into the role of women in literary studies in English entitled "Women's Voices and Genealogies in Literary Studies in English".
- "Percorsi formativi e disuguaglianze di genere: confronto sui temi dell'apprendimento e delle scelte formative e professionali degli studenti in un'ottica di genere" (Educational paths and gender inequalities: a comparison of issues relating to learning and the educational and professional choices of students with gender as a variable) was an initiative created as part of the "Numeri per decidere: la statistica per valutare e programmare a livello locale" (Numbers to Decide: Statistics for Local Evaluation and Planning) review, a series of meetings promoted by the Department of Statistical Sciences of the University of Bologna and the Emilia-Romagna Region.
- A seminar for the presentation of the book *Matronae in domo et in re publica agentes. Spazi e occasioni dell'azione femminile nel mondo romano fra tarda repubblica e primo impero* (Matronae in domo et in re publica agentes. Spaces and Opportunities for Women to Act in the Roman World between the Late Republic and the Early Empire) and a discussion on the theme "Writing the History of Women Today" were organized as part of the PhD programme in History and Cultures.

#### FEBRUARY

- As part of the GRACE project and in collaboration with Associazione Orlando, the Department of Modern Languages, Literatures and Cultures organized "Employing Gender Knowledges", an

event during which experts spoke on gender issues and invited a discussion of the topic of gender and cultures of equality in Europe.

- The CSGE launched the survey "Che genere di ricerca? Prospettive e approcci metodologici nella ricerca su genere ed educazione" (What Kind of Research? Perspectives and Methodological Approaches in Gender Studies and Education), dedicated to exploring models, methods and results of gender research and education, from an interdisciplinary perspective.
- The "Donne in viaggio oltre le barriere della disabilità" (Women Traveling beyond the Barriers of Disability) conference was held at the Department of Education Studies "Giovanni Maria Bertin". It dealt with the themes of education, gender and cooperation, focusing on RIDS practices in Palestine.

#### MARCH

- The "Sorry Boy" show was performed at the Municipal Theatre of Casalecchio di Reno, Italy on 7 March, with the involvement of the CSGE. It focused on questions concerning the role of men in modern society.
- Meetings, conferences, lectures and music were organized for Women's Day to talk about women and cultural challenges, aimed at raising awareness of their value in society. The events, which involved many University professors, included: a series of lessons in Piazza Maggiore in support of the "Non una di meno" (Not one less) movement in multidisciplinary fields; the organization of "Assemblee in rosa" (Meetings in Pink), with a programme of events on Safe Health; the "Parole e musica per le donne" (Words and Music for Women) event organized by MeTRa in which students and teachers read literary passages dedicated to women, interspersed with musical passages by the Music Institute; meetings and readings for the "Legge di donne" (Read about Women) event held in Cesena; the presentation of the book "Il Lavoro delle donne nelle città dell'Europa moderna" (Women's Work in Modern European Cities) by Anna Bellavitis, and the book "Lasciatele vivere" (Let them Live), edited by Valeria Babini; and the "A proposito di giusfemminismo. Donne, diritto e diritti" (About Feminist Legal Theory. Women, Law and Rights) conference.
- The "La fragilità del sesso forte. Ricerche sulla medicalizzazione della sessualità maschile" (The Fragility of the Strong Sex. Research on the Medicalization of Male Sexuality) event was held at the Department of Education studies "Giovanni Maria Bertin" in order to explore different areas in which discussions and experiences of medicalization of the 'strong sex' find space.

28. The study was conducted by examining all *UniboMagazine* issues published in 2017, searching the article texts for words that refer to the terminological roots established in note no. 21.



## APRIL

- The "La violenza di genere: una prospettiva maschile?" (Gender Violence: A Male Perspective?) seminar was held at the Department of Classical Philology and Italian Studies to encourage tomorrow's social and cultural educators to analyse the gendered roots of violence.
- A meeting was held as part of the second day of the event organized by the CSGE, "Che genere di ricerca? Prospettive e approcci metodologici nella ricerca su genere ed educazione" (What kind of research? Prospects and Methodological Approaches in Gender Studies and Education), dedicated to the analysis of bisexual behaviour and male identity.

## MAY

- The "Pregnancy and Childbirth: History, Medicine and Anthropology" International Symposium was held at Palazzo dell'Archiginnasio in Bologna, which included the participation of numerous University of Bologna professors as speakers, to encourage the exchange of knowledge between Italian and international students and to discuss research approaches and methods.
- Organized by the voluntary association "La Nostra Africa Onlus", in collaboration with the University of Bologna and with the patronage of the Municipality and the Metropolitan City of Bologna, within the "YoUniversity" project, seven days of workshops, conferences and events took place to raise awareness among the public about human rights, women's rights and children's rights, and the fundamental right to water, food and education.
- The Bologna (from 5 to 14 May) and Romagna (in December) Campuses hosted the 17th edition of "Human Rights Nights", the 1st festival dedicated to human rights in Italy and founding member of the Human Rights Film Network, an international network of 40 human rights festivals around the globe. More than 30 films on human rights, previews, conferences, debates, concerts and photographic exhibitions.

## JUNE

- Third day of the "Che genere di ricerca? Prospettive e approcci metodologici nella ricerca su genere ed educazione" (What Kind of Research? Methodological Perspectives and Approaches in Gender Studies and Education) survey organized by the CSGE to present the results of a gender sensitivity survey conducted on Unibo students.
- A day to study measures to combat gender violence in Spain, organized by the CSGE, providing a comparison with Italy.



## SEPTEMBER

- The "Race for the Cure" charity march took place on 22-24 September, promoted by the Susan G. Komen Italia foundation to raise funds to fight breast cancer. The Alma Mater team was present among the participants.
- The presentation and discussion of a book by Adriana Valerio, "Il potere delle donne nella Chiesa. Giuditta, Chiara e le altre." (The Power of Women in the Church. Judith, Clare and the Others) was held at the Department of Political and Social Sciences.

## OCTOBER

- The Language Centre of the University of Bologna (CLA) initiates monthly comparison initiatives on research topics by individuals or groups active within the University. The October theme concerned language and gender: reflections and ideas from institutional texts.
- "Gender Bender", a festival dedicated to the representation of the body and gender identity and sexual orientation in culture and contemporary arts, returned to Bologna. It was conceived and directed by Daniele Del Pozzo and is now in its 15th edition.
- "Posthumanism between Feminist and Science Fiction and Bioethics", a seminar held at the Department of Modern Languages, Literatures and Modern Cultures organized by Dr. Angela Balzano.
- University of Bologna Researcher Stefania Rapino became the face of the campaign to raise awareness and funds for cancer research promoted by AIRC (Italian Association for Cancer Research) for the "Research Days".
- The SISLAV "Genere e lavoro" (Gender and Work) Group and the Permanent Seminar on the History of Women and Gender of the University of Bologna's Department of History and Cultures promoted a seminar titled "Per una nuova storia del lavoro: genere, economie e soggetti" (For a New Labour History: Gender, Economies and Subjects).

## NOVEMBER

- The "Generi, sessualità, famiglie" (Genres, Sexuality, Families) meeting was organized at the School of Arts, Humanities, and Cultural Heritage, during "In costante polemica col presente" (In Constant Controversy with the Present), a review to promote the discussion of gender identity. The Department of Modern Languages, Literatures and Cultures hosted "Parità e contrasto alle discriminazioni di genere. Traguardo di civiltà, leva di sviluppo" (Equality and the Fight Against Gender Discrimination. A Milestone of Civilization and Lever for Development), a master class by Roberta Mori, President of the Emilia-Romagna Commission for Equality and Rights of E-R People, and National Coordinator of Regional Equal Opportunities Bodies.
- As part of "Storia, cultura e letterature del Pakistan" (History, Culture and Literature of Pakistan), the Department of History and Cultures held three

meetings, including "Le donne del Pakistan: aspetti politici, storici, culturali, economici" (Women of Pakistan: Political, Historical, Cultural, and Economic Issues). In addition, writer and journalist Roya Sadr held a seminar on "Women in Contemporary Persian Satire".

- In conjunction with the international day for the elimination of violence against women, numerous initiatives were organized, starting from the new seminar cycle on male-on-female violence, in which twelve lessons were held for all University of Bologna students, organized by CIRSIFID (The Interdepartmental Centre for Research on the History of Law, Philosophy and Sociology of Law and Legal Information Technology), in order to raise awareness on the subject in question.
- "La violenza contro le donne" (Violence Against Women), a meeting organized at the Department of Psychology, Cesena Campus, where a short film produced by the students of the School of Agriculture was presented as part of a regional project on violence against women. On the same day, the "La guerra contra las mujeres" (War Against Women) seminar was held to discuss the reflections of Rita Laura Segato, Argentinian anthropologist and feminist, whose work on the relationship between sexual and social violence, patriarchy and neoliberalism has accompanied and supported the great mobilization of *Ni una menos* in Latin America over the last few years.
- The "GenerAzioni. Per non subire violenze" (GenerAzioni. To Never Experience Violence) project organized by the APS Selene Centro Studi EkoDanza, supported by the Municipality of Bologna - Quartiere Savena and with the sponsorship, among others, of the University of Bologna, during which dance performances followed debates and discussions.

## DECEMBER

- The Department of Education Sciences "Giovanni Maria Bertin" organized "Violenze di genere e disuguaglianza sociale in Italia" (Gender Violence and Social Inequality in Italy), a seminar to discuss the research that correlates violence in couples with social class, groups and residence
- The "Donne e diritti" (Women and Rights) meeting was held as part of the Human Rights Nights at the Forlì Campus, two days dedicated to a review and discussion on the subject.
- "I primi quattro anni del Comitato Unico di Garanzia dell'Alma Mater: azioni positive, progetti in corso, proposte per il futuro" (The First Four Years of the Guarantee Committee of the University of Bologna: Positive Actions, Ongoing Projects, Proposals for the Future), a meeting held on 15 December, during which the CUG, at the end of its first mandate, reflected on the actions carried out thus far and on the prospects for the future. In this context, the most significant points of interest concerned the PLOTINA Project and the Gender Equality Annual Report of the University of Bologna.



**4.4 AN ANALYSIS OF THE INVESTMENTS MADE IN ECONOMIC-FINANCIAL TERMS**

Below is an initial analysis of the resources used by the University of Bologna in 2017 to promote equal opportunities, distinguishing expenses for interventions directly related to these issues from those used for activities that are indirectly connected, since they finance activities linked to tasks that, at least in Italy, culturally weigh more heavily on women.

The list below is not an exhaustive roster of resources used by the University for the promotion of equal opportunities, but an indication of some expenditure items that certainly constitute an investment in this direction.

**Expenses for projects directly related to equal opportunities**

Budget assigned to CUG	15,000.00
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**Expenses for projects indirectly related to equal opportunities**

Contribution for the enrolment of children in nurseries	102,671.46
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Child bonus	26,000.00
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**The CUG budget**

The budget assigned to the CUG was used for the following:

- costs (person-months and printouts) for the preparation of the 2<sup>nd</sup> Gender Equality Annual Report of the University of Bologna;
- organization of the "Gruppo di lavoro e benessere organizzativo: dinamiche di riconoscimento e partecipazione" (Working Group and Organizational Wellness: Dynamics of Recognition and Participation) training cycle, addressed to all staff (TA staff and temporary and permanent teachers);
- three scholarships for students enrolled at the University of Bologna who have earned a Master's Degree or a PhD during the 2015/2016 A.Y., presenting a dissertation on topics relating to the CUG, i.e. "Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work";
- participation of CUG members in initiatives, conferences and networking events that raise awareness about equal opportunities, employee wellbeing and the fight against discrimination.

For the realization of some specific positive actions (such as the implementation of the Gender Equality Plan), the CUG and the extended working group of the H2020 PLOTINA Project were able to rely on an average annual project budget, provided in full by the European Commission, of approximately €116,500, linked to the



planning, creation and progress of working groups, the implementation and presentation of results at conferences, and reporting, to a large extent, as person-months of the staff involved.

**Allowance for the enrolment of children in nursery schools**

This is an allowance to enrol children in public or private nursing schools, in any organized form, which may be requested by University staff for one child only, who is claimed as a dependent and is part of the given family nucleus. Managerial as well as TA and CEL staff with permanent or short-term contracts can apply to receive this allowance. The allowance has a maximum limit of €1,400, regardless of the period of enrolment in nursery school and frequency (full or part time).

**Child bonus**

The University of Bologna also offers a child bonus (financial aid) to its TA and CEL staff, in accordance with the Supplemental Contract Agreement approved in the negotiation session of 25/07/2012.

The value of the 2017 child bonus addressed the requests submitted by eligible staff whose children were born in 2016. The bonus is granted to all three ISEE (Equivalent Economic Status Indicator) bands for the payment of the subsidies on the basis of the aforementioned agreement and entails, for each child born in 2016, the payment of an allowance between €500.00 and €1,000.00. The child allowance cannot be combined with the allowance granted to support the enrolment of children in nursery schools.





## 5. THE UNIVERSITY GENDER INEQUALITY INDEX OF THE UNIVERSITY OF BOLOGNA (UGII)

### 5.1 THE CONSTRUCTION OF THE UGII

In the previous pages, we presented a detailed assessment of the University of Bologna prepared in accordance with the main interpretation key: gender. If the goal of reducing or eliminating inequalities between women and men is shared, the level of inequity must be monitored.

It is therefore useful to introduce a tool for measurement, summary and comparison.

As such, in accordance with the gender equality/inequality indexes used around the globe to compare different countries, we have created the UGII index<sup>29</sup> by adopting a scheme that makes it possible to define:

- the *conceptual framework* of reference;
- the *domains/areas* of analysis and individual issues in which the domains are divided;
- *elementary variables* and corresponding *populations*;
- *elementary scores* representative of the degree of inequality regarding each issue;
- the *average value* and *criteria with which to summarize the scores* through the final index (in our case, the UGII).

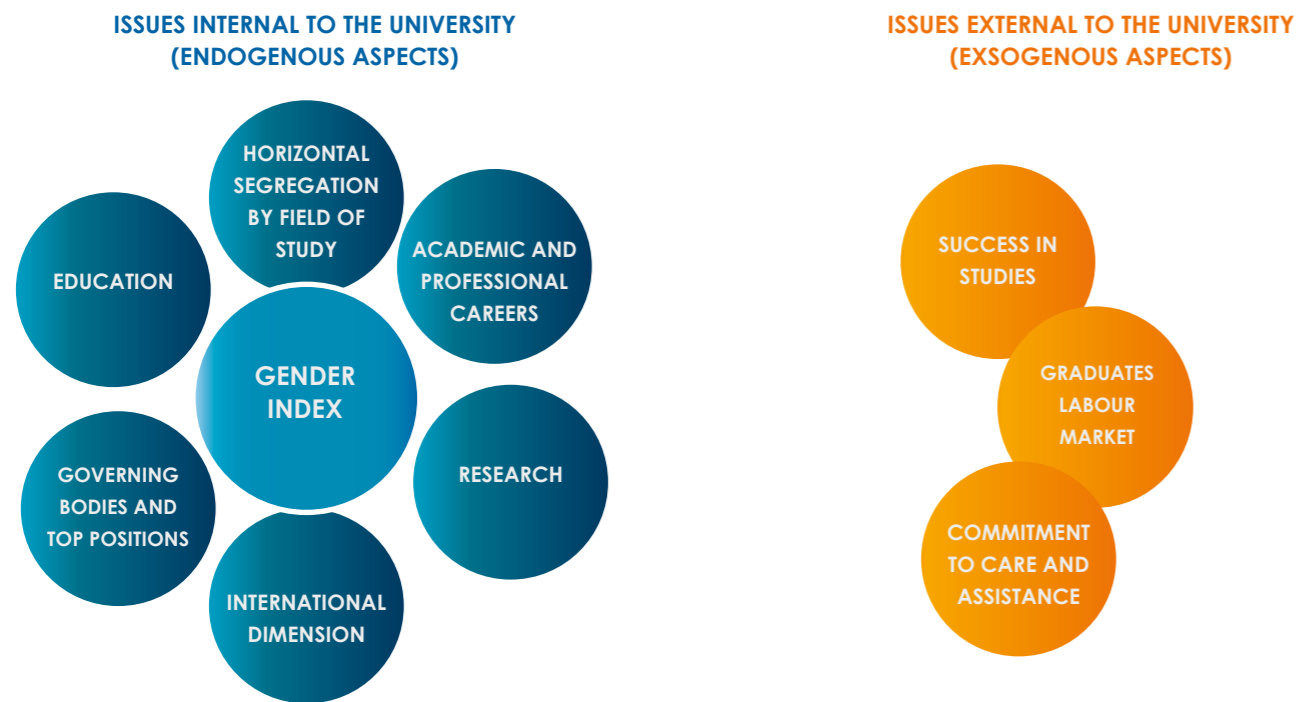
29. G.P. Mignoli, B. Siboni, P. Rignanese, C. Valentini, T. Gallina Toschi (2018), *University Gender Inequality Index. A proposal from the University of Bologna*, Working paper, submitted to OSF Preprints (DOI:10.31219/osf.io/kfg6m).

## 5. THE UNIVERSITY GENDER INEQUALITY INDEX OF THE UNIVERSITY OF BOLOGNA (UGII)

The *domains*, which refer to all members of the academic community (students, teachers and TA staff), are represented in Fig. 32; they are divided into six "internal domains", including issues on which the University can, in some way, work directly, and three "external domains" (including the labour market of graduates), where the

University system can only implement indirect actions. Tab. 13, more detailed, also indicates the individual aspects taken into consideration in the calculation of the index, reporting for each of them the results found for females and males.

FIGURE 32 – DOMAINS FOR THE ANALYSIS OF GENDER INEQUALITY AT THE UNIVERSITY



Regarding the choice of the *elementary score*, we adopted a tool that satisfies these conditions:

- it falls within the scope of measurement techniques of a widespread, recognized statistical association;
- it allows comparison between different aspects;
- it can be easily interpreted.

This score will be indicated from now on as the "percentage of the maximum possible inequality", as its value is:

- 0 in the case of perfect gender equity;
- 100 in the case of maximum possible inequality between men and women;
- **between 0 and 100: the higher the number, the greater the inequality.**

## 5. THE UNIVERSITY GENDER INEQUALITY INDEX OF THE UNIVERSITY OF BOLOGNA (UGII)

In the example of horizontal segregation for students enrolled at the University of Bologna in 2017/18, students in the STEM area totalled 3,789 (equal to 26.4% of the total): 1,239 were women and 2,550 men. If perfect gender equity were to occur, as indicated in the following table, the 3,789 STEM students would be distributed to account for 26.4% of all male university students and 26.4% of all female university students. Therefore, female STEM students should equal 2,097, i.e., 26.4% of the total 7,956 enrolled; similarly, male STEM students should be 1,692, or 26.4% of 6,417. In this case, the percentage of

the maximum possible inequality achieved would be null. On the other hand, if the highest possible inequality were manifested in relation to women, all 3,789 STEM students would be men and the inequality would be 100%. In the actual situation, however, the percentage of the maximum possible inequality came to 41%<sup>30</sup>.

Enrolees in 1 <sup>st</sup> and single-cycle degree programmes (A.Y. 2017/18)	EFFECTIVE DATA			PERFECT EQUITY			MAXIMUM POSSIBLE INEQUALITY		
	Women	Men	Total	Women	Men	Total	Women	Men	Total
<b>Absolute values</b>									
STEM areas	1,239	2,550	3,789	2,097	1,692	3,789	-	3,789	3,789
other areas	6,717	3,867	10,584	5,859	4,725	10,584	7,956	2,628	10,584
<b>Total</b>	<b>7,956</b>	<b>6,417</b>	<b>14,373</b>	<b>7,956</b>	<b>6,417</b>	<b>14,373</b>	<b>7,956</b>	<b>6,417</b>	<b>14,373</b>
<b>% values</b>									
STEM areas	15.6	39.7	26.4	26.4	26.4	26.4	-	59.0	26.4
other areas	84.4	60.3	73.6	73.6	73.6	73.6	100.0	41.0	73.6
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
<b>% of the maximum possible inequality</b>		<b>41</b>			<b>0</b>			<b>100</b>	

30. The technique used refers to Cramér's V index, which derives from the Chi-square calculation and measures the "intensity" of the statistical association between two variables. The percentage of the maximum possible inequality is the ratio between the Cramér's V index calculated with respect to the actual data and the V index that would be obtained in the case of the highest possible gender inequality (i.e., if all STEM students, full professors, etc. were men).

More precisely, because there are two possible situations of maximum inequality (one for men, one for women), for the calculation of the score, we referred the maximum possible inequality in favour of the gender that actually benefited for the variable being analysed.



## 5. THE UNIVERSITY GENDER INEQUALITY INDEX OF THE UNIVERSITY OF BOLOGNA (UGII)

TABLE 13 – GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA: DOMAINS, ISSUES AND RESULTS BY GENDER (2017)





DOMAIN Issue	Percentage values		
	Women	Men	Overall
<i>Internal issues (endogenous aspects)</i>			
<b>EDUCATION</b>			
Access to the University (per 100 18-year-old students resident in Emilia-Romagna)	44.5	32.1	37.9
Dropout rate at the end of year 1 	10.6	13.0	11.6
Continuation of studies after a first-cycle degree	54.7	63.9	58.6
Access to PhD programmes (per 1,000 LM/LMCU graduates in Italy)	3.1	4.8	3.8
<b>HORIZONTAL SEGREGATION BY FIELD OF STUDY</b>			
Degree programmes (STEM areas)	15.6	39.7	26.4
PhDs	40.9	53.5	47.5
Professors	37.4	44.3	41.6
<b>ACADEMIC AND PROFESSIONAL CAREERS AT THE UNIVERSITY</b>			
Full Professors	16.0	31.5	25.4
Managers and High Profession Levels	6.5	8.2	7.1
<b>RESEARCH</b>			
Supervisors in charge of competitive research projects (with scholarships)	11.4	13.2	12.5
Amount of funds for competitive research projects	48.4	50.9	50.0
Professors with a "good number" of publications	43.3	47.4	45.8
<b>INTERNATIONAL DIMENSION</b>			
Study abroad - outgoing mobility	4.7	3.6	4.2
Professors with international publications	43.8	47.2	45.9
<b>GOVERNING BODIES AND TOP POSITIONS AT THE UNIVERSITY</b>			
Members of Bodies – students (per 10,000 enrolees)	3.9	6.3	5.0
Members of Bodies – professors	3.4	3.7	3.6
Deans of School and Campus and Heads of Department	4.1	7.9	6.9
Members of Bodies – TA staff (per 1,000 employees)	8.4	14.2	10.4

TABLE 13 – GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA: DOMAINS, ISSUES AND RESULTS BY GENDER (2017)

DOMAIN Issue	Percentage values		
	Women	Men	Overall
<i>External issues (exogenous aspects)</i>			
<b>SUCCESS IN STUDIES – Degree Programmes</b>			
Awarding of credits	75.5	69.7	73.0
Average marks on exams	51.1	46.2	49.0
<b>LABOUR MARKET FOR GRADUATES – 5 years after graduation</b>			
Employment	86.8	90.8	88.5
Use of the skills acquired with the degree	44.7	50.5	47.2
Part-time employment 	21.6	10.1	16.6
Earnings 5 years post degree (over €1,500 net per month)	24.8	52.0	36.5
<b>COMMITMENT TO CARE AND ASSISTANCE – TA staff </b>			
Leave days for care and assistance	2.8	1.1	2.2
 Category with a <b>negative</b> value (indicating a potentially unfavourable situation): the least present gender in the reference category has benefited.			

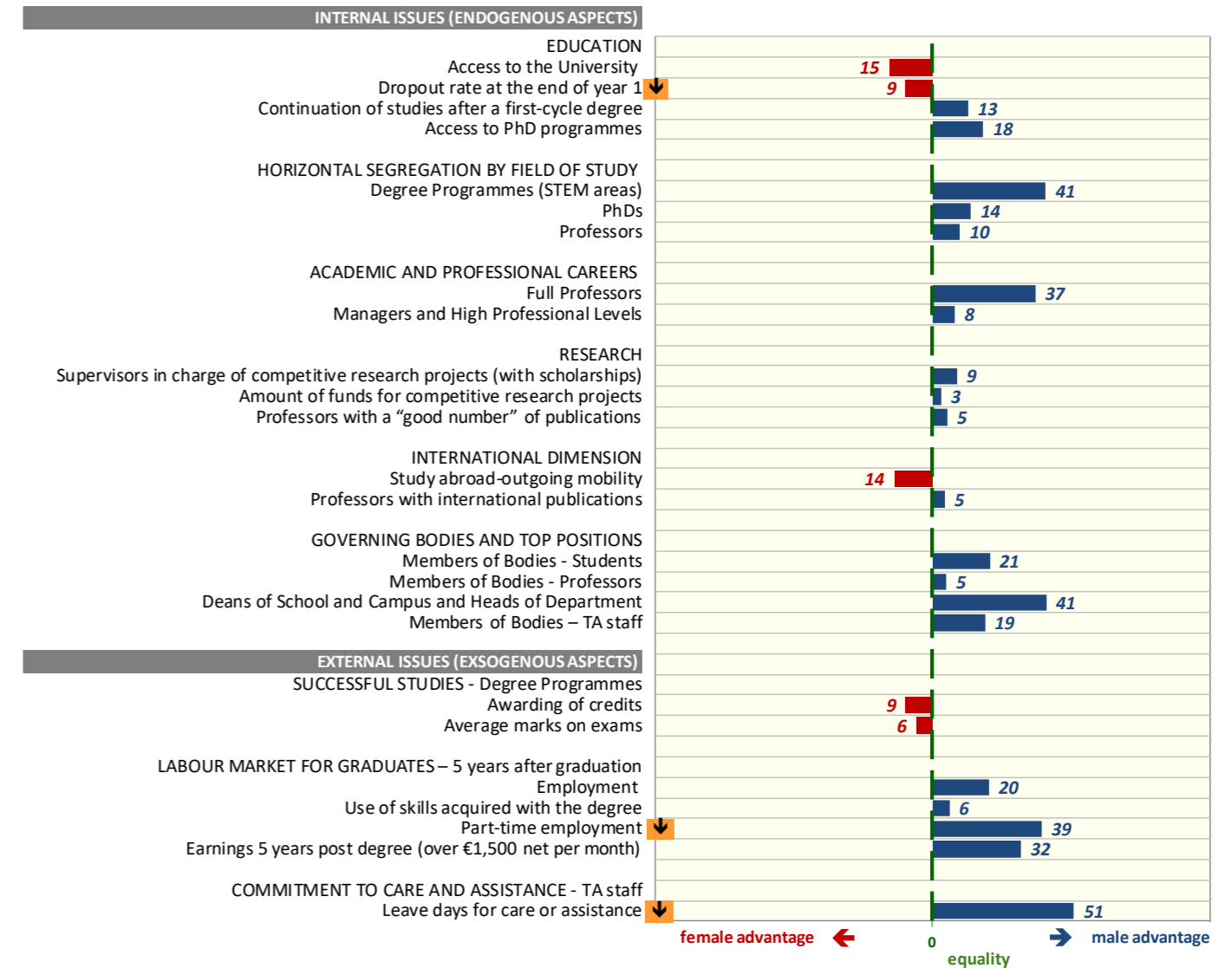


### 5.2 POSITION OF THE UNIVERSITY OF BOLOGNA AS IT PERTAINS TO GENDER EQUALITY

The results for the nine domains and the 25 issues taken into consideration are shown as the percentage of the maximum possible inequality in Fig. 33, while Fig. 34 shows “intermediate” summaries and the final UGII index calculated with regards to the University of Bologna. With reference to the education domain, it should be noted that in the first stages of University enrolment, at the University of Bologna and the Italian university system in general (Fig. 35), the women tend to invest in their education to a greater extent than their male counterparts. The number of students, compared to the population of 18-year-olds leaving in Emilia-Romagna, is much higher for female than for male students, corresponding to a female advantage totalling 15% of the maximum possible inequality. This trend has been stable over the last five years (2013/14 – 2017/18) and the numbers seen at University of Bologna closely reflect those of the Italian university system overall. In addition, fewer female students drop out of undergraduate degree programmes than male students: at the end of the first year, among the students enrolled at the University of Bologna in 2016/17, 10.6% of female students and 13% of male students left school, with the imbalance skewed towards women, corresponding to 9% of the maximum possible inequality (Tab. 13 and Fig. 33). Numbers in favour of women are also confirmed by the regularity in the acquisition of credits and marks on university exams, which, for the 2016/17 cohort, corresponds to 9% and 6%, respectively, of the theoretical maximum gap in favour of female students. Participation in study programmes abroad is also tilted in favour of women, with an inequality of 14%. Starting from the second level of University studies, the trend of gender inequality is reversed. First of all, male students pass from 1<sup>st</sup> cycle to 2<sup>nd</sup> cycle degrees more frequently than their female counterparts. The variance (64% for men, 55% for women – Tab. 13) corresponds to 13% of the maximum possible inequality. And, in this case, the result is not limited to the University of Bologna, but reflects a national trend that has remained rather stable over the last five years (Fig. 35). Inequality in favour of men becomes even more evident in the case of access to PhD programmes. In relation to the possible candidate pool (for simplicity’s sake, understood as graduates from 2<sup>nd</sup> and single-cycle degrees in 2016 in the Italian university system), the actual number of access to PhD programmes (4.8 per 1,000 against 3.1 - Tab. 13) corresponds to 18% of the maximum possible inequality.



FIGURE 33 – GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA (2017): % OF MAXIMUM POSSIBLE INEQUALITY



Category with negative value (indicating a potentially unfavourable situation).

In relation to the domain of horizontal segregation – measured with reference to the distinction between STEM/non-STEM students – there is clear inequality: at the University of Bologna (students enrolled in 2017/18), 39.7% of men students are STEM while only 15.6% of women are STEM, with the gender gap corresponding to 41% of the maximum possible inequality. Inequality by subject is also recognizable among PhD students and university professors, but in these cases the differences are attenuated: in fact, inequality falls to 14% of the maximum possible value for PhDs and 10% for professors. Also in reference to the domain of academic/professional careers at the University, there are inequalities tilted in men’s favour, which, in this case, take the form of vertical



segregation, since roles and positions reflect recognized hierarchical scales. In terms of full professors, 32% are among men and only 16% among women (Tab. 13); the resulting inequality, which is worth 37% of the maximum achievable gap, is common to the overall national university system, showing signs of attenuation in recent years (Fig. 35). With reference to the TA staff, the presence of managers and employees in the 'professionals' category is higher for men, but the degree of inequality is rather limited (in 2017, 8% of the theoretical maximum Fig. 33), and also in this case there is a tendency towards reduction.

In the Research domain, gender differences are to the advantage of men, but have a limited magnitude: 9% of the maximum possible for the allocation of funded research projects, 3% for the same amount of funding and 5% for publications by teachers.

The analysis of the Active Bodies and Executive Positions at the University of Bologna domain is particularly interesting. Among the students of the University of Bologna, in the Bodies in which they are admitted (Student Council, Academic Senate and Board of Governors) overall, the male presence is higher than the female presence (in 2017, 6.3 out of 10,000 enrollees for males, 3.9 out of 10,000 enrollees for females); this leads to a 21% inequality. Among professors, the gap involves the positions of School President, Campus President, and Head of Department (41% of the maximum possible) and members of university bodies (in this case, the inequality is more contained – 5% – but it is necessary to keep in mind that the total population of potential faculty members of university bodies is already predominantly male). Finally, for TA staff, inequality, even here skewed in men's favour, amounts to 19% of the maximum achievable. It can therefore be concluded that, with regard to the possibility of reaching positions of responsibility within the University, gender equality is still quite far away.

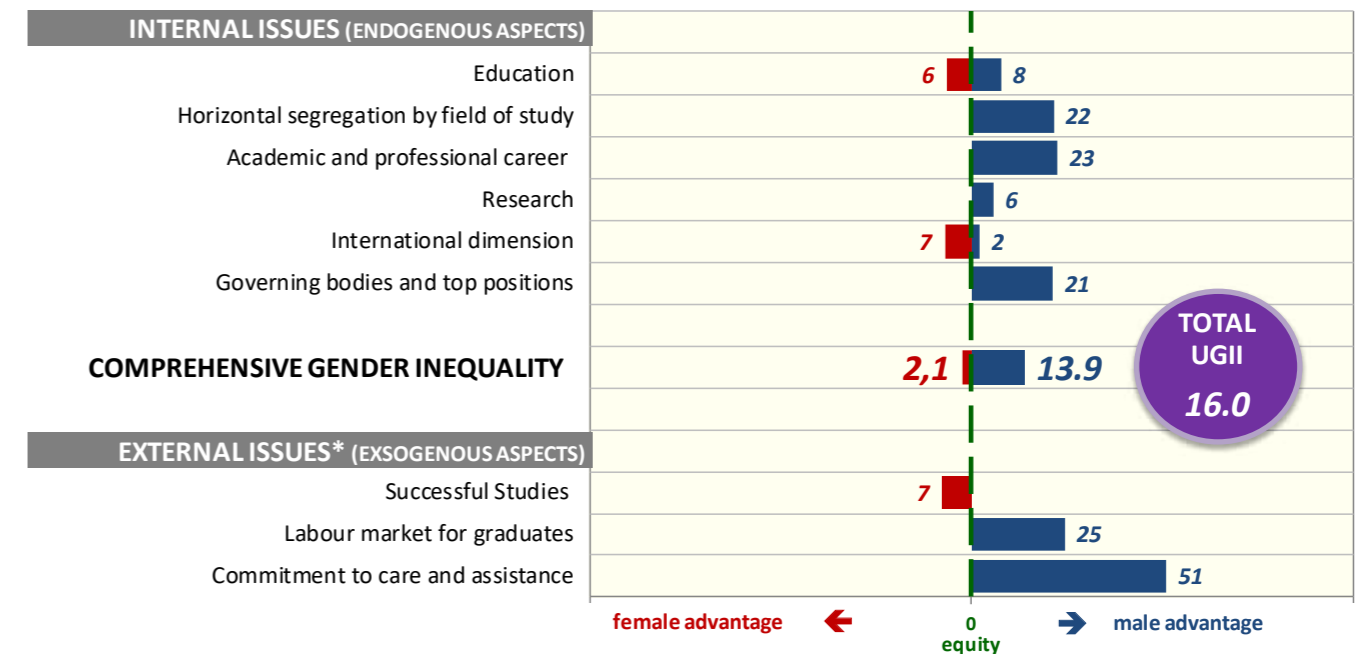
Deep inequalities, in this case benefitting men, manifest themselves in the labour market and therefore concern issues that, in the context of a survey of university systems, we considered external to the University. For analysis purposes, we considered the employment status of graduates from 2<sup>nd</sup> and single-cycle degree programmes five years after graduation. The former students were interviewed in 2017. Among university graduates, men are more likely than women to be employed (20% of the highest possible inequality) and, when employed, they tend to earn more (with a gender gap of 32% of the maximum theoretical inequality). Moreover, part-time employment is, for the most part, the domain of women (involving 22% of female workers and only 10% of male workers, a gap equivalent to 39% of the maximum possible inequality). Only with regards to the use of the skills acquired at the University, gender differences are limited, but also in this case, they remain tilted in men's favour. The evidence identified for 2017 regarding the labour market, common to the overall national situation (Fig. 35), is substantially unchanged compared to what emerged from the 2013 survey.



In fact, women are far more committed to contributing to the care and assistance of others than men are. In the context of the analysis of gender inequality for the University of Bologna, this issue is recognizable, in particular, via the number of leave days that TA staff took to provide care and assistance to others. For women, the per capita days are more than twice the average for men, and the degree of inequality reaches 51% of the maximum possible value (Fig. 33). Of course, this same form of disparity may not only concern TA staff, but also other members of the University community (professors and students) and may also impede other-than-work activities, such as study.

Referencing a standard measure – the percentage of the highest possible inequality – allowed us to define summary measurements (Fig. 34). Among the six internal domains, four (Horizontal segregation by field of study, Academic/professional career at the University, Research, and Active bodies and executive positions) include issues in which inequality skews in favour of men. Within each of these domains, the average degree of the gap is between 6% and 23% of the maximum achievable. In the Education and International Dimension domains, on the other hand, there is the coexistence of issues that are advantageous to men and women; in each of the two domains, therefore, an average inequality percentage has been determined for both men and women.

FIGURE 34 – GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA (2017): % OF THE HIGHEST POSSIBLE INEQUALITY IN DOMAINS AND THE OVERALL UNIVERSITY GENDER INEQUALITY INDEX (UGII)



\* External issues do not contribute to the calculation of the overall gender inequality index.

From the values of inequality determined in internal domains, we can very briefly go on to determine two indices of overall gender inequality for 2017. The first leads to the conclusion that within the University of Bologna, there is general gender inequality benefitting men corresponding to 13.9% of the maximum hypothesis, while the second shows an advantage for women equal to only 2.1% of the maximum conceivable inequity (largely deriving from two aspects: access to the University and participation in mobility programmes abroad). Summing up these indices of overall inequality for male and female advantages, we come to the determination, ultimately, of the **University Gender Inequality Index (UGII) at the University of Bologna, which is therefore equal to 16.0% of the maximum possible value.**

In a trend analysis, the UGII value was also compared to 2016. For 2016, there was an overall inequality index of 15.0% of the maximum possible in favour of men, while the same variable in favour of women was 2.4% of the maximum possible. Hence, the value of the UGII was 17.3%. Given this result, we can conclude that a small step in the direction of equity has taken place within a year.

Is 16% as the maximum possible inequality achieved a sustainable goal? It is difficult to say in the absence of terms of comparison. However, if this tool is made available over the next few years both at the University of Bologna and others, it will be possible to compare the different universities, to check if the current degree of inequality is decreasing and to share the results. Any policies implemented with the goal of equal opportunities would greatly benefit from such a tool.



FIGURE 35 – % OF MAXIMUM POSSIBLE INEQUALITY: TIME SERIES AND A COMPARISON OF THE UNIVERSITY OF BOLOGNA AND ITALY ON SELECTED ISSUES



Category with a **negative** value (indicating a potentially unfavourable situation). Sources: AlmaLaurea, for data on the employment status of graduates; ISTAT (Italian National Institute of Statistics), for data on the resident population; MIUR (Ministry of Education, University and Research) Open Data database, for other data referring to the national context.





# ANNEXES

## ACRONYMS USED

AdDU	Associazione delle Docenti Universitarie dell'Università di Bologna (Association of Female Professors of the University of Bologna)
A.Y.	Academic Year
CELS	Foreign Language Instructors
CESIA	IT Systems and Services Division
CSGE	CSGE - Centro Studi sul Genere e l'Educazione (Centre for Studies on Gender and Education)
CUG	Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work

CUN	Consiglio Universitario Nazionale (National University Council)
D.L.	Decree Law
D.Lgs.	Legislative Decree
D.P.R.	Decree of the President of the Republic
D.R.	Rector's Decree
EC	European Commission
EU	European Union
FP	Framework Programme
GEMMA	Erasmus Mundus Master's Degree in Women's and Gender Studies
H2020	Horizon 2020

IRT	Integrated Research Team
LGBTI	Lesbian, Gay, Bisexual, Transgender and Intersexual
METRA	Centro di Studi interdisciplinari sulla Mediazione e la Traduzione a opera di e per Ragazze/i (Centre for Interdisciplinary Studies on Language Mediation and Translation by and for Young Adults)
TA Staff	Technical and Administrative Staff
PhD	Doctor of Philosophy
RTD	Fixed-term Assistant Professor
RTDa	Junior Fixed-term Assistant Professor
RTDb	Senior Fixed-term Assistant Professor
RTI	Senior Assistant Professor
SSD	Subject Groups
STEM	Science, Technology, Engineering and Mathematics
VRA	Valutazione della Ricerca in Ateneo (University Research Evaluation)
WiTEC	Women in Science, Technology, Engineering and Mathematics (STEM)

## CORRESPONDENCE TABLES WITH INTERNATIONAL CLASSIFICATIONS

Table of correspondence between SSD, CUN areas and classification of the "She Figures" Report\*

Subject Group	CUN Subject Code	CUN Subject	Report Classification "She Figures"
INF, MAT	01	Mathematical and Computer Sciences	
FIS	02	Physical Sciences	
CHIM	03	Chemical Sciences	01 – Natural Sciences
GEO	04	Earth Sciences	
BIO	05	Biological Sciences	
MED	06	Medical Sciences	03 – Medical Sciences
AGR, VET	07	Agricultural and Veterinary Sciences	04 - Agricultural sciences
ICAR	08	Civil Engineering and Architecture	02 – Engineering and Technology
ING-INF, ING-IND	09	Industrial and Information Engineering	
L-ART, L-ANT, L-LIN, L-FIL-LET, L-OR	10	Antiquity, Philological-Literary and Historical-Artistic Studies	06 – Humanities
M-PED, M-STO, M-FIL M-EDF, M-PSI, M-DEA, M-GRR	11	Historic, Philosophical, Pedagogical and Psychological Studies	
IUS	12	Legal Sciences	
SECS-P (01-02-03-04-05-06-12), SECS-P (07-08-09-10-11-13), SECS-S	13	Economics and Statistics	05 – Social Sciences
SPS	14	Political and Social Sciences	

\* EU – Directorate-General for Research and Innovation (2016), *She Figures 2015*, European Commission, Brussels.



Table of correspondence between research staff roles and classification of the "She Figures" Report\*

Level	National Classification
A	Full Professor
B	Associate Professor
C	Assistant Professor
D	Research Fellow

\* EU – Directorate-General for Research and Innovation (2016), *She Figures 2015*, European Commission, Brussels.

Table of correspondence of male and female undergrad and PhD students and classification used for ISCED 2011 statistics\*

ISCED 2011 (levels of education)	National Classification
ISCED 5A	Undergrad Student
ISCED 6	PhD Student

\* [https://ec.europa.eu/eurostat/statistics-explained/index.php/International\\_Standard\\_Classification\\_of\\_Education\\_\(ISCED\)](https://ec.europa.eu/eurostat/statistics-explained/index.php/International_Standard_Classification_of_Education_(ISCED))

Table of correspondence of TA Staff qualifications in the collective labour agreement of the University sector and classifications used for ISCED97 statistics\*

	Classification in the Italian collective labour contract for universities
Maintenance and Operations Personnel	Cat. B
School Level Administrative Personnel – Level I**	Cat. C
School Level Administrative Personnel – Level II**	Cat. D
School Level Administrative Personnel – Level III**	Cat. EP
School Level Management	Dirigente

\* UNESCO-UIS – UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION (2006), International Standard Classification of Education ISCED 1997, Montreal, Canada.

\*\* Levels I, II, III, not included in the ISCED classification, have been added to distinguish the different categories.

Table 1	Distribution of staff and students by gender* (2015-2017)	32
Table 2	Composition of teaching staff by department, role and gender	48
Table 3	Leave days* taken by teaching staff (2017)	52
Table 4	Number of H2020 projects invited to negotiate in the last three years (2015-2017)*, broken down by gender of the scientific supervisor*	55
Table 5	PRIN, SIR and Futuro in Ricerca project managers, by year and gender (2014-2016*)	55
Table 6	Managerial Staff, TA staff and CELs* by role and gender (2015-2017)	56
Table 7	TA staff with fixed-term contracts by category and gender (2015-2017)	57
Table 8	Evolution of voluntary parental leave and sick leave for managerial staff, TA staff and CELs by gender (2015-2017)*	59
Table 9	Evolution of sick child parental leave for managerial staff, TA staff and CELs by gender (2015-2017)*	59
Table 10	Leave days taken by managerial staff, TA staff and CELs by gender (2017)*	60
Table 11	Composition of University bodies as of 31/12/2017, by gender	64
Table 12	Gender-related learning activities by school and A.Ys. (2015/16-2017/18)	70
Table 13	Gender inequality at the University of Bologna: domains, issues and results by gender (2017)	90 - 91
Figure 1	Distribution of % of people by gender (2017)	31
Figure 2	% of enrolled students by school and gender (2017-18 A.Y.)*	35
Figure 3	% of drop outs during the 1 <sup>st</sup> year of study* per school and gender (cohort enrolled in the 2016/17 A.Y.)	36
Figure 4	Male and female students taking part in mobility programmes per every 100 students enrolled at the University of Bologna, by gender (2014/15-2016/17 A.Ys.)	36
Figure 5	Average educational credits earned by male and female enrolees during their 1 <sup>st</sup> year in 2016/17 (1 <sup>st</sup> and single-cycle degree programmes), still in progress in 2017/18	37
Figure 6	Graduates 'on track' per 100 students, broken down by school and gender (2017)	37
Figure 7	2016/17 enrolees (1 <sup>st</sup> and single-cycle degree programmes) who received "high marks" on their exams* – values per 100 enrolees	38
Figure 8	Graduates by gender and % overall marks (2017)	38
Figure 9	1 <sup>st</sup> -cycle graduates enrolled in a 2 <sup>nd</sup> -cycle degree programme one year after graduation - values per 100 1 <sup>st</sup> -cycle graduates in 2016	40
Figure 10	University of Bologna graduates per degree type, gender and employment status 1, 3 and 5 years from graduation – 2017 survey	40
Figure 11	Net monthly income* of University of Bologna graduates by gender 1, 3 and 5 years from graduation – average values – 2017 survey	41
Figure 12	% of enrolled students in the first year of a PhD programme by gender and scientific area - Cycles XXXI-XXXIII*	42
Figure 13	Drop-out rate of students enrolled in PhD programmes by scientific area and gender – Cycle XXIX*	43
Figure 14	% of research staff by role and gender (2015-2017)*	44
Figure 15	Glass Ceiling Index (2015-2017)	45

Figure 16	% of Full and Associate Professors, and Researchers by CUN area* and gender (2017)	45
Figure 17	% of teaching staff by age, gender and role (2017)*	46
Figure 18	% of emeritus professors by period of appointment and gender*	46
Figure 19	% of teaching staff by age, gender and commitment (2017)	47
Figure 20	Teaching staff based on assigned campus and gender (2017)	49
Figure 21	% of women and men in a typical academic career at the University of Bologna – Students and Teaching staff – 2012 and 2017	50
Figure 22	% of women and men in a typical academic career in Italy – Students and Teaching staff – 2012 and 2016	51
Figure 23	% of women and men in a typical academic career at the University of Bologna in the STEM areas (Science, Technology, Engineering, Mathematics) – Students and Teaching staff – 2012 and 2017	51
Figure 24	Leave days used by teaching staff – average values (2017)	53
Figure 25	Annual gross salary* of Professors, by role and gender – average values (2017)	54
Figure 26	% Managerial Staff, TA staff and CELs* by role and gender (2015-2017)	57
Figure 27	% of Managerial Staff, TA staff and CELs by type of commitment and gender (2015-2017)	58
Figure 28	Average leave days used by managerial staff, TA staff and CELs* by gender (2017)**	61
Figure 29	% of trained managerial staff, TA staff and CELs, by contract category and gender (2017)	61
Figure 30	University bodies as of 31/12/2017, % by gender	66
Figure 31	Heads of Departments, Schools, and Degree and PhD Programmes, % by gender (2017)	67
Figure 32	Domains for the analysis of gender inequality at the University	88
Figure 33	Gender inequality at the University of Bologna (2017): % of maximum possible inequality	93
Figure 34	Gender inequality at the University of Bologna (2017): % of the highest possible inequality in domains and the overall gender inequality index (UGII)	95
Figure 35	% of maximum possible inequality: time series and a comparison of the University of Bologna and Italy on selected issues	97













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