



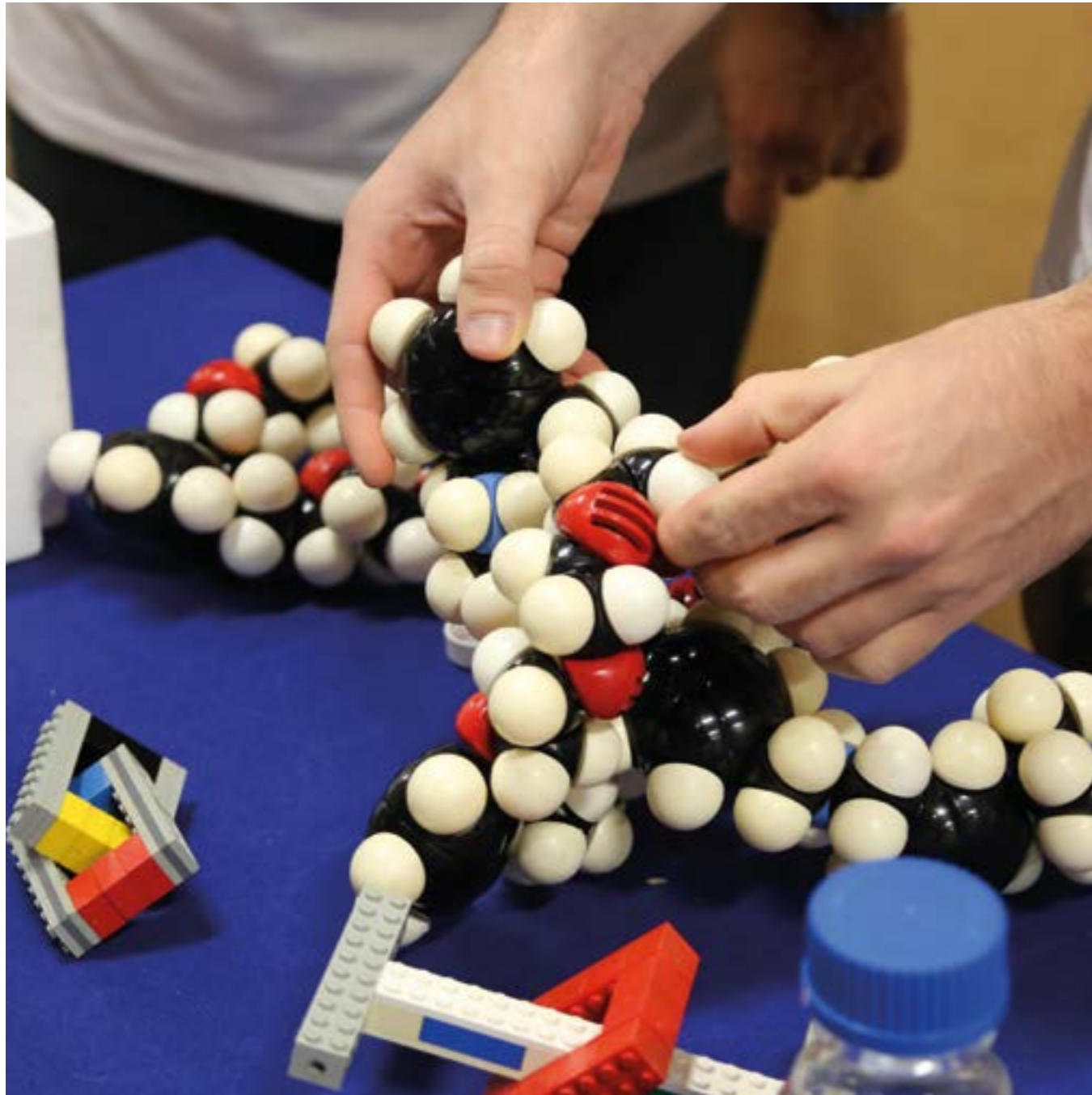
ALMA MATER STUDIORUM  
UNIVERSITÀ DI BOLOGNA

# GENDER EQUALITY REPORT | 2019





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# FOREWORD



As is customary, although without standing on ceremony, I would like to open this presentation of the fifth edition of the Gender Equality Report by extending my heartfelt thanks to the Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work (CUG). My thanks to the Chair, Professor Benedetta Siboni, also extend to all members of her committee, as well as to the Report's operational committee, whose commendable commitment and outstanding analytical capacity ensure that, each year, this document is ever more valuable and effective. However, the fact of having a Report that identifies our University as one of the most outstanding Italian universities in terms of gender equality and that incorporates many of the recommendations contained in the "CRUI Guidelines for Gender Equality Reports" is obviously not sufficient nor is it a mitigating factor in respect of the tangible and serious gender gaps that still exist in our community. Compared to previous years, I am pleased to see that this year the UGII (University Gender Inequality Index) – the tool that measures the progress of gender equality within the University – shows a slight improvement compared with previous years. Nevertheless, there are still many reasons for concern and dissatisfaction. Firstly, and most importantly, talent loss. Anyone who takes the time to read carefully this document will find that it contains conflicting data. We need to ask why, despite the fact that more women than men enrol on first cycle degree programmes, that female students obtain better final grades in three-year first-cycle degrees, are more likely to take advantage of international exchange opportunities and less likely to drop out, do their enrolment numbers fall in most of our second-cycle degrees programmes? Why is the female gender so under-represented in certain areas, particularly STEM degree programmes, even though female students who choose these programmes obtain excellent results? And why are so few male students enrolled in humanities programmes, particularly in those that prepare for the so-called caring professions? If female students on average complete their studies with higher grades, what flaws in our system allow the creation of the pay gaps we see one, three and five years after graduation? Why do more male than female students apply for PhD programmes? I could add further to this disheartening list of questions but I think it would be more productive to mutually reflect and ask ourselves: can we really claim to be immune to popular stereotypes and prejudices? Or do we contribute every day, maybe unconsciously, to spreading and perpetrating deep-rooted models and formulas, simply because we are accustomed to them, while sacrificing female talent to the detriment of the entire community?

There is another reason for concern, which I would define not so much a loss of talent but failure to appreciate and value it.

I am referring to gender distribution in academic careers: the Gender Equality Report shows that, at entry level, there is almost no difference between men and women, however, moving upwards towards more senior positions, the inequality gap grows, revealing a situation that hugely penalises women and ultimately all of us. Sadly, the situation in our University appears to be aligned with the national situation, despite having percentages that are

slightly more reassuring than those of other academic institutions. The difference, however, is minimal and is not something in which we can take refuge. This begs the question of whether the recruitment system that continues to reward predominantly men in the role of Full Professors reflects a real difference in merit. Do we really think that in the world of research, as experience and responsibility increase, men are the better suited than women? Statistical reasons alone are enough to conclude that this is not the case. We must ask ourselves whether said divergence, which is confirmed by the fact that managerial roles continue to be occupied predominantly by men, is more likely the result of long-established social customs (especially the fact that care roles are not equally shared by men and women) and deeply-rooted cultural prejudices, in spite of the politically correct positions we are all quick to take. I ask myself these questions with all the men and women who read my words in mind. Some questions are deliberately provocative, aimed at eliciting a reaction and galvanizing motivation. To address the loss of talent, we need to start talking to our young people, possibly even before they reach our lecture rooms. We need to establish closer connections with schools, focusing on a broader critical approach, offering equality of opportunity and equality of choice, free from outdated and unproductive social and economic rules. We need to raise awareness of these issues among our students, regardless of the course of study undertaken. We need to act in a way that ensures that the workplace of the future is a place where difference is seen as a value and not a burden, where talent can freely grow and develop because, as recent events have shown, the fate of a world subject to rapid and unprecedented changes depends on it. To compensate for the low number of women with university careers, we must start by committing to a recruitment process free of prejudice and preconceptions. Over the next few months, we will be making important decisions, selecting a considerable number of fixed-term researchers. In a few years' time, these new researchers will become assistant professors and the future senior roles of our university's teaching community will be chosen from among them. It is a crucial strategic moment: we must aim for change because we deserve it as people, because appreciating differences is the only way to keep improving, because talent must not be wasted.

Francesco Ubertini  
Rector  
Alma Mater Studiorum  
Università di Bologna



# INTRODUCTION



It has been five years since the CUG began promoting and preparing the Gender Equality Report of the University of Bologna. It is time for the first “report” on the impact of this action.

The various feedback received via email, in discussions with other administrations, and in the presentations given during university lectures, conferences, public seminars and meetings of the University Bodies, lead us to conclude that the goal of raising awareness of gender stereotypes and discrimination that, to the detriment mainly of women, quietly persist to this day, has been sufficiently achieved. We are convinced that our colleagues, teachers, researchers, research students, professional staff and the student community, including those who preferred to ignore or deny the phenomenon, attributing it simply to generational factors, have by now acquired a level of awareness (if not knowledge) that enables them to see the lecture halls, the office and academic staff of the Alma Mater, as well as the many paintings of illustrious colleagues hanging in the Rectorate, in a different light.

In recent years, the working group responsible for preparing the Gender Equality Report has progressively refined the analysis and interpretation of the data collected. In the current edition of the report, it takes into account the context indicators suggested by the Guidelines for Gender Equality Reporting in Italian Universities formulated by the CRUI Group for Gender Equality Reporting, a group in which the University of Bologna has also participated. This decision will make it possible in future analyses to compare the gender distribution in our University with the situation in other Italian universities.

Although the numbers in the 2019 Gender Equality Report, when viewed from a long-term perspective, show a slow percentage increase indicating a rise in the number of women in teaching roles and a reduction of the existing gap in the more segregated degree programmes, there are still ample margins for improvement with regard to the goal of achieving equality.

On the other hand, while publishing guidelines to encourage all universities to reflect on their gender composition is fundamentally important, this should not be a merely periodic (albeit worthy) intellectual exercise, but should drive the adoption of measures aimed at the elimination of gender stereotypes in education at the national and university levels and the effective promotion of equal opportunities for all men and women in academic careers. In order to contribute to establishing a higher level of social justice in our society, every organisation must take steps to ensure that recognition and career progression are based on merit, regardless of gender, skin colour, somatic traits, ethnicity, geographic origin, sexual orientation, religious beliefs, social class, physical ability and any other identifying trait. In this context, positive actions and solidarity with those who find themselves at a disadvantage are both justified and necessary. In conclusion, I would like to extend my considerable gratitude to the members of the University’s Planning and Assessment Support Division for their dedicated professionalism and passion in gathering and analysing the data published in the Gender Equality Report, and their commitment to continuous improvement.

Finally, I would like to thank all those who have the will and the patience to read the document and reflect on the messages it seeks to convey, as well as the enthusiasm and energy to contribute to making a difference.

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



# METHODOLOGICAL NOTE



In Italy, the drafting of a Gender Equality Report by public administrations is recommended, 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.” [Chapter VI. Formazione e cultura organizzativa (Training and organizational culture), section f]. Further, 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.

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.

With specific reference to universities, the Gender Report was recommended by 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>. In 2018, these recommendations resulted by the Conference of Italian University Rectors (CRUI) on the establishing a Group of Delegates to address gender-related topics. Within this, a sub-group developed in 2019 guidelines for the preparation of Gender Equality Reports in Italian Universities<sup>5</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 of all to show

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. The Conference of Italian University Rectors (CRUI) Group on the Gender Report (Eds., 2019), *Guidelines for the Gender Reporting in the Italian Universities* - available at: [www.cruir.it/archivio-notizie/linee-guida-per-il-bilancio-di-genere-negli-atenei-taliani.html](http://www.cruir.it/archivio-notizie/linee-guida-per-il-bilancio-di-genere-negli-atenei-taliani.html).



existing imbalances, to inform about programmatic actions aimed at removing obstacles that hinder the achievement of equal opportunities in the field of work and university training 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 Equality Annual Report is, therefore, included in an integrated cycle connects that it, in particular, to the Positive Action Plan 2018-2021 approved by the CUG and to the PLOTINA Project (Promoting Gender Balance and Inclusion in Research, Innovation and Training)<sup>6</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 Equality Annual 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 2018. In this context, the 2019 Gender Equality Annual 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 2019 Social Responsibility Report<sup>7</sup>.

The definition of the contents of this Gender Equality Annual Report was inspired by the previous versions of the document, to allow the comparison of the University’s performance over time, and by the Guidelines for the Gender Reporting in the Italian Universities of the CRUI Group on the Gender Equality Annual Report, in a perspective of gradual adaptation to the latter, starting from context indicators. 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>. This edition presents the determination of the 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>, in view to continuous improvement.

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 illustrates the reasons that led to the adoption of the document, and a methodological note, which describes the 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 UGII – University Gender Inequality Index, formulated by the working group, and presents its results in reference to the reporting year. To complete the Report, the afterword, prepared by the Vice Rector for Human Resources and the Equal Opportunities Delegate, proposes a reflection on the Academy civil commitment by inserting the theme of gender equality in the context of equity, solidarity, inclusion and the fight against any form of discrimination. 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 2020.

8. The Gender Equality Annual Report was presented at several initiatives organised both by the University of Bologna and other Italian universities.

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 OSF Preprints (DOI: 10.31219/osf.io/kfg6m).

6. 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).

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

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 2019 calendar year, with the exception of some teaching data that refer to the 2019/20 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, and to examine the trend of gender segregation phenomena in progress, 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 final Report was presented as an attachment to the 2019 University Performance Report, approved at the meeting of the University Board of Governors on 30 June 2020.



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*
<b>Promoting Body</b>	CUG	Sponsor
<b>Scientific Committee</b>	<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                      Rita Monticelli, Delegate for Equal Opportunities                      Paola Salomoni, Vice-Rector for Digital Technologies                      Angelo Paletta, Budget Delegate                      Carla Faralli, Confidential Counsellor</p>	Management and supervision of the overall project
<b>Operating Committee</b>	<p>Valeria Guidoni, Patrizia Manzo,                      Maria Cristina Notarsanto, Anna Pramstrahler,                      Annachiara Rasi, Chiara Sirk, Martina Vincieri,                      Francesco Saverio Violante, CUG Members                      Alice Corradi, Responsabile APOS – Personnel Division                      Andrea Gabrielli, Anna Zurla, APOS – Personnel Information and Administrative Systems Department                      Sabrina Poliani, APOS – Training Department                      Ilaria Nardelli, Trainee</p>	Data and text processing support
	<p>Elisabetta de Toma, Responsabile ARAG Manager – Finance and Subsidiaries Division                      Camilla Valentini, Anna Rita D’Archi, Enrico Galli, Gian Piero Mignoli, Luca Ramazzotti, Anja Riceputi, ARAG – Planning and Evaluation Support Department</p>	Coordination of data collection, analysis and processing, document editing
	<p>Mirella Cerato, Michela Versari,                      Vincenza Ferraro, Alex Rinaldi, Silvia Zaghetto                      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, adherence 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 2010/41/CE of 7 July 2010, on the application of the principle of equal treatment between men and women, engaged in an activity in a self-employed and the Directive 2019/1158/UE of 20 June 2019 on work-life balance for parents and carers and repealing Council Directive 2010/18/EU of 8 March 2010 and establishes minimum requirements aimed at achieving equality between men and women concerning labour market opportunities and treatment at work. 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

(Directive of 4 March 2011), which can be adjusted to the needs of the various administrations as required. Recently Directive n. 2/2019 containing "Measures to promote equal opportunities and empower CUG role in Public Administrations" has updated the guidelines of the Directive of 4 March 2011.

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.

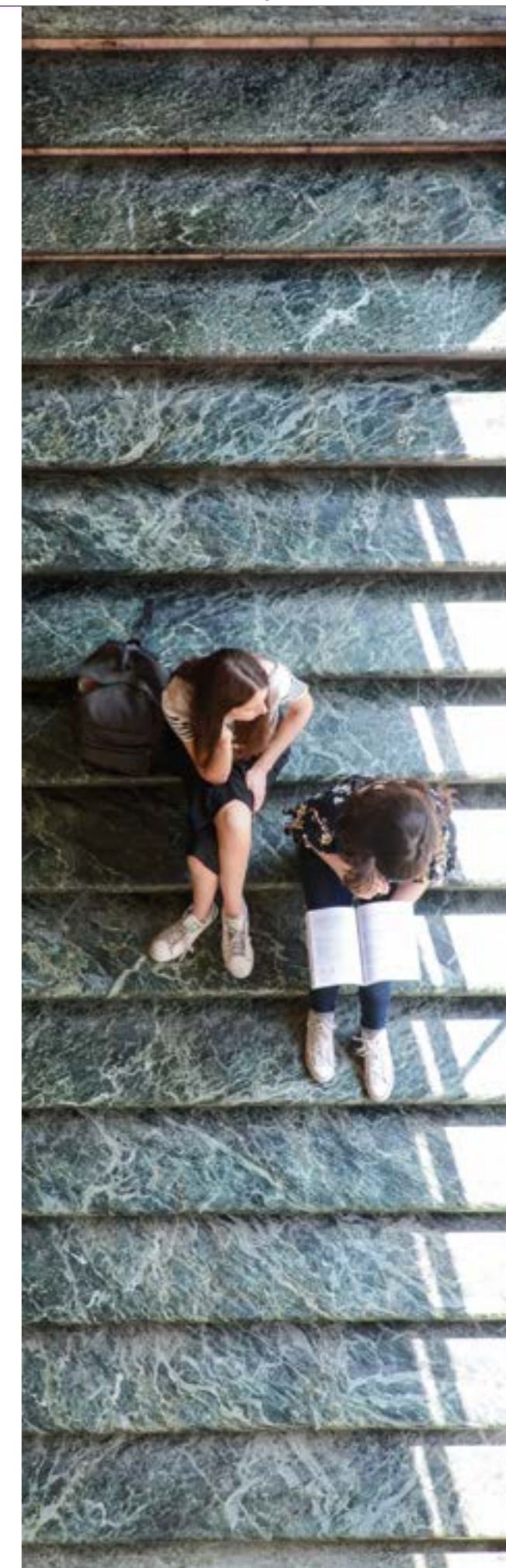
Consistent with the framework outlined above, the University of Bologna conceives of equal opportunity policies "in a broad sense", not only in terms of gender differences, but also in terms of aspects related to inclusion in society and the workforce. In this regard, the main provisions are stated in 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

### 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	2017/2021*
<b>Chair</b>	Benedetta Siboni
<b>Staff Representatives</b>	Anna Pramstrahler, Valeria Guidoni, Chiara Sirk, Maria Cristina Notarsanto**, Paolo Olivieri
<b>University Representatives</b>	Martina Vincieri, Patrizia Manzo, Annachiara Rasi, Francesco Saverio Violante

\* The CUG, established for the 2017-2021 four-year period by Rectoral Decree no. 1537/2017, Index no. 147118 of 22/11/2017, modified by the Rector's Decree no. 708/2018 of 14/05/2018, Index no. 69940.

\*\* 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. The Counsellor works in favour of equal opportunities and employee wellbeing, and against discrimination, when addressing the psycho-physical difficulties linked with challenging interpersonal dynamics. The Counsellor cannot take court action but does have functional autonomy when facilitating preventive actions and settlements; working together with the academic structures, the Counsellor promotes gender awareness and a non-discriminatory culture. The Confidential Counsellor may draw on advice from experts when carrying out her functions. The Administration gives the Confidential Counsellor all useful information about the cases drawn to her attention. All those who contact the Confidential Counsellor are entitled to maximum confidentiality. The role of Confidential Counsellor was covered by Prof. Rita Monticelli in 2018. From 1 January 2019, the role has been assigned to Prof. Carla Faralli, following the appointment of Prof. Monticelli as the Equal Opportunities Delegate.

### VICE-RECTOR FOR HUMAN RESOURCES, OCCUPATIONAL WELLBEING 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 Prof. Rita Monticelli.



## 2. POSITIVE ACTIONS PLAN AND INITIATIVES IMPLEMENTED



### 2.1 POSITIVE ACTIONS PLAN 2018-2021<sup>10</sup>

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).

Prepared by the CUG, the University of Bologna's 2018-2021 Positive Action Plan incorporates measures within three macro-lines, summarized as follows:

- **Education, awareness and communication activities**, directed towards the University community and/or to the public. The measures will include both training and communications via the section of the University portal dedicated to the CUG, as well as the organisation of conferences and seminars on organisational wellbeing, equal opportunities and non-discrimination in the workplace. The training for University personnel will include: Empowerment, with a view to helping persons grow as individuals and professionals in their work; Change, Interpersonal relations and Resilience, providing useful tools for tackling the transformation of the workplace as both a challenge and an opportunity for professional growth, for developing the ability to adapt to new circumstances and for promoting a way to deal with colleagues that relies on non-violent communications and promotes employee wellbeing; Employee wellbeing, promoting lifestyles and eating habits that contribute to health in the workplace; Employee inclusion, facilitating participation and recognising the contributions made by persons over the age of 50, those returning after lengthy leave of absence and persons with disabilities. Awareness

actions will include the establishment of awards (at graduate and doctorate level and for cultural initiatives) relevant to the functions addressed by the Committee.

- **Measures to promote and safeguard the guarantee of equal opportunities and measures to promote internal and external networking**, such as the collection and analysis of detailed data by gender in order to prepare, disseminate and update the annual Alma Mater Gender Equality Report, as well as the proposal of indices for measuring gender balance at the University that facilitate benchmarking over time and among Universities, all as part of the process of checking the current status and the progress made in the area of equal opportunities. Collaboration with work to implement the University Gender Equality Plan 2017/2020 promoted by the PLOTINA project, which proposes specific actions to improve gender equality. Collaboration with other roles and structures active within University of Bologna for the promotion of equal opportunities, in order to implement actions that promote the concrete adoption of language in institutional communications and on University forms that respects gender differences without eliminating them. The CUG will continue the collaboration established with Alma Gender IRT and promote the activation of new channels for discussion and the release of synergies with other CUGs, working parties, institutions and bodies in Italy and abroad that are also working on equal opportunity matters.

10. <https://www.unibo.it/en/university/organisation/university-governing-bodies/cug/positive-actions>



- **Measures to promote employee wellbeing and maintenance of the work-life balance.** The CUG will promote the publication of accessible materials that facilitate awareness among university personnel of the available services and the roles and structures mandated principally to promote equal opportunities, employee wellbeing and maintenance of the work-life balance. The CUG will also support experimental initiatives designed to encourage healthy lifestyles and eating habits, promoting the establishment of an award designed to collect proposals for projects that seek to enhance employee wellbeing within the University. In addition, the Committee will engage in pro-active collaboration with other sectors involved in the various employee surveys that the University of Bologna intends to carry out.

The CUG will promote links with all institutional contacts within and outside of the University, in order to create an active network covering the matters addressed by the Committee, and will seek to maintain and implement good working practices within the University that promote the maintenance of an appropriate work-life balance. These would include working from home, satellite-linked workstations and incentives to use technology that minimises movement among the various buildings and different Campuses of the University of Bologna. Lastly, the CUG will build awareness about the adoption of good practices that improve time management at work, consistent with the need to maintain an appropriate work-life balance: suggestions for the planning of meeting timetables and the use of e-mail outside of working hours.

## 2.2 ACTIVITIES CARRIED OUT IN 2019<sup>11</sup>

### Training, awareness and communication activities

- Organisation of the learning cycle “Change, Relations, Resilience”, consisting of three sessions and a training seminar “Mobbing: Resources to prevent it and services offered by the University” aimed at all University employees and open by invitation to members of the administration CUGs that cooperate with the Alma Mater in its multicampus sites. In order to facilitate participation, the seminars envisage the use of videoconferencing technology to connect the University Campuses and the Ozzano dell’Emilia site.
- Organisation (in collaboration with the Vice Rector for Human Resources, the Equal Opportunities Representative, the Alma Gender Integrated Research Team (IRT) and the PLOTINA Project) of the following seminars open to staff and students of the University as well as the public: “#RI#VOL#UAZIONE – Building the future through equal opportunities: the actions of the University of Bologna as a lever of change” (8 March); “Gender equality and actions to promote equal opportunities in the universities of Emilia Romagna” (22 November); “Representation of gender violence” (25 November); “Presentation on the positive actions implemented by the CUG in 2018 – 2019” (17 December).
- Creation, in agreement with the Rector and the Vice Rector for Human Resources, of a “Red Bench against domestic violence” situated in the Cortile del Pozzo of Palazzo Poggi at the Rectorate of the Alma Mater. The CUG also oversaw the inauguration of the red bench, an event which involved the participation of around a hundred people from the Alma Mater, other universities and public bodies and the general public.
- The promotion and funding of: a call for applications for the assignment of two awards for second-cycle and single-cycle degree theses on topics of interest to the CUG; a call for applications for the award of two grants to cover enrolment and mission costs related to participation in the summer school: “Fragile Democracies. Populism, Racism, Anti-Feminism” organised by the Italian Historic Society (SIS) - Ed. 2019.
- Continuous updating and development of the CUG web page ([www.unibo.it/CUG](http://www.unibo.it/CUG)), via the dissemination of initiatives organised directly, as well as those of local and national importance promoted by public bodies or other equal opportunity bodies. Online publication with open access of the documents on the learning cycles organised by the CUG: “Regardless of gender: equal opportunities, empowerment and diversity. Learning cycle documents by the Guarantee Committee for Equal Opportunities - CUG of the University of Bologna 2016-2017”; “Mobbing: knowledge is prevention. Learning cycle documents by the Guarantee Committee of the University of Bologna January-September 2015”.

### Measures to promote and safeguard the guarantee of equal opportunities and measures to promote internal and external networking

- Promotion of and participation in the team that prepared the University of Bologna Gender Equality Annual Report 2018, published in Italian and English. This document introduced the University Gender Inequality Index (UGII), an innovative gender index devised by a multi-disciplinary team within Alma Mater.
- Collaboration on the implementation of the measures contained in the University’s Gender Equality Plan formulated by the H2020 PLOTINA Project, in particular the creation of the poster “I’ll take care of you: parental leave is for everyone” (<https://www.unibo.it/it/ateneo/organizzazione/organiciug/documenti-a-cura-del-cug/documenti-in-collaborazione-con-il-progetto-plotina-1/documenti-in-collaborazione-con-il-progetto-plotina>).

### Measures to promote and safeguard the guarantee of equal opportunities and measures to promote internal and external networking

- Organisation of numerous meetings and discussions with University personnel and services involved in matters linked to gender equality and employee wellbeing, as well as with University teachers, executives and TA staff.
- Exchange of best practices with the CUGs of: the Metropolitan City of Bologna, the Municipality of Bologna, the Province of Forlì and Cesena, the health authorities of Bologna and of Romagna, the CUG of the Rizzoli Orthopaedic Institute, the CUG of the Public Hospital of Sant’Orsola, the CUG of the ER.GO – Bologna, and with the Superintendente de Inclusão, Políticas Afirmativas e Diversidade (SIPAD), Universidade Federal do Paraná.
- Participation as a partner in formulating the Project “Giving back time to families” presented in its capacity as Coordinator for the Province of Forlì-Cesena and funded following the competitive selection procedure issued by the Emilia-Romagna Region which called for the submission of projects aimed at supporting an equal presence of women in the workforce, encouraging access to work and careers and promoting welfare projects aimed at work-life balance and improving quality of life.
- Continued collaboration with the University’s Alma Gender IRT and the non-profit Women’s Refuge in Bologna. Activation of new channels for discussion and synergy with the CUGs of other universities and public bodies as well as with the Emilia Romagna Regional Council Commission for Equality and Human Rights with a view to promoting initiatives related to the functions pertinent to the Committee.
- Participation in the Gender Equality Report team established by the Group of Delegates on gender-related topics of the CRUI which published the “Guidelines for Gender Equality Reports in Italian Universities” (Foundation CRUI 2019).
- Participation on the Technical-Scientific Committee tasked to prepare guidelines for the gender language to be adopted in University communications and administrative documents, established under the political supervision of the Vice-Rector for Human Resources.
- Participation in national and international events on gender topics, including presentation of the work carried out by the CUG of the University of Bologna.

### Measures to promote employee wellbeing and maintenance of the work-life balance

- Updates of the brochure entitled “Network of services for employees of the University of Bologna”, which presents the various services offered by the University of Bologna and the roles and structures mandated principally to promote equal opportunities, employee wellbeing and maintenance of the work-life balance, indicating the related contact persons.
- Presentation of the aforementioned *brochure* at two events: a training session organised by the Personnel Division aimed at new recruits and organised by APOS in 2019 (14 February); a seminar organised by the CUG on the topic of “Mobbing: Resources to prevent it and services offered by the University” (7 November).
- Participation in the Working Group tasked with analysing matters associated with the risk of work-related stress (established under the supervision of the Vice-Rector for Human Resources), which, in December 2019, officially commenced a survey of its personnel by sending out a questionnaire to teachers and inviting professional staff members picked at random to participate in *focus groups*.
- Promotion of the new award entitled “Suggest and vote for a good idea for the Unibo working environment”, to encourage the proposal of projects for action to promote employee wellbeing within the University. The award is open to professional staff and foreign language assistants. The call for proposals was published in January 2019. Based on the winning project, the CUG supervised the creation of a video tutorial entitled “Wellbeing at work: 7 exercises to do in the office”, which shows exercises aimed at promoting the health and wellbeing of University personnel that carry out mainly sedentary and computer-based activities. The video shows the correct posture to be adopted and exercises to keep the osteoarticular and muscular system healthy as well as to encourage a state of relaxation.
- Support, aid, help and advice provided to colleagues requesting assistance when dealing with work-related psychological stress, reports of potential discrimination and problems related to maintenance of the work-life balance.
- Promotion of action to maintain the *work-life* balance and collaboration with the University to promote the application of *smart working* policies, such as working from home.
- Work to check whether requests and observations promoted by the CUG are accepted by the University and implemented correctly.

11. The full 2019 annual report can be found at the following link: <https://www.unibo.it/it/ateneo/organizzazione/organiciug/relazioni-annuali-cug>



### THE RED BENCH AGAINST DOMESTIC VIOLENCE AT THE RECTORY OF THE ALMA MATER

At a time when femicides and violence against women are frequently in the Italian news, it is incumbent upon the Alma Mater, a cultural institution of excellence and a place that welcomes many young male and female students, to take steps to raise awareness of these issues among the new young generations. Many cities have already installed a red bench in memory of the many victims of violence against women, symbolising the space where they sat in the cinema, at school, or on the bus before a man decided to end their life.

As a symbol and a warning against domestic violence, the Alma Mater CUG, in agreement with the Rector and the Vice Rector for Human Resources, has supervised the creation of a red bench situated in the Cortile del Pozzo of Palazzo Poggi at the Rectorate in Via Zamboni, 33. The Red Bench was inaugurated on 27 November 2019 in the presence of, inter alia, the Rector of the Alma Mater, Professor Francesco Ubertini and the Deputy Mayor of Bologna, Marilena Pillati.



### 2.3 THE GENDER EQUALITY PLAN 2017-2020 OF ALMA MATER (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 Wellbeing 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 decision makers;
- 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/genderequality-plan>)





## MEASURES OF THE UNIVERSITY GENDER EQUALITY PLAN (EXTRACT 2016-2020)

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	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.  Routine revision of any text, communication, images, from a gender equality and diversity standing point.
	1.2. Promoting gender equality in the institutional culture, processes and practice	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.  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.
	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>	2.1.Promoting processes to favour and support gender sensitive recruitment, career and appointments	Carrying out gender awareness initiatives, briefings or creating guidelines to be undersigned by recruitment and appointment Commission Members.
		Offer of Mentoring and Empowerment courses to improve visibility, self-confidence, negotiating and leadership skills, particularly dedicated to the underrepresented gender.
		Sharing career good practices - role models for women (scientists, researchers and academics).  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 assess.  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>	3.1. Promoting integration of work with family and personal life	Availability of structured supports inside the organization for childcare, family-members with special needs, elder family-members, etc.
		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.  Encouragement to men to take parental leaves.
		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).  Implementation of ICT-based systems for enhancing flexibility and improving the staff mobility between the different University sites.  Availability of flexible working times arrangements, from part-time to remote working.
<b>KA4 Researchers and research: gender equality and sex and gender perspective</b>	4.1. Promoting a gender and sex perspective in Research processes	Monitoring of all data regarding Research disaggregated by gender: funding allocation, publications submission, excellence evaluation, patent applications.  Development, communication and implementation of standards for the incorporation of the sex and gender variables into research.
		Internal training seminars on the use of sex and gender perspective in research, to foster the acknowledgment of its economic, social and innovation value.  Introduction in the local calls of the integration of 'sex and gender' variables in research as a criterion for evaluation.  Institutional recognition within the RPO of those dissertations that have taken the gender dimension into account. (e.g prizes for MA/Phd Thesis).
		Promotion of networking of multidisciplinary research groups interested in gender issues and diversity management.
<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	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.  Development of introductory and advanced training tools/courses in all Schools/ levels (BA, MA, PhD) on sex and gender variables.  Specific courses available for students on gender equality and soft skills in their study curricula.



## 3. GENDER COMPOSITION AT THE UNIVERSITY OF BOLOGNA



### 3.1 OVERVIEW

The total number of students, researchers<sup>12</sup> and professional staff members of the University of Bologna amounts to just over 93,000, of which around 51,000 are women and 42,000 are men (Table 1 and Fig. 1). Looking at the figures for each specific group, the majority of teaching positions (60%) are still occupied by men, whereas there are more women (56%) than men among the student population and, in particular, among professional staff (foreign language assistants and experts - CEL) where women make up 66% of the total. In recent years, there have been no significant variations in these figures although the number of female teachers is growing, albeit slowly (Fig. 2).

**TABLE 1 – DISTRIBUTION OF STAFF AND STUDENTS AT THE UNIVERSITY OF BOLOGNA BY GENDER ABSOLUTE VALUES (2017 – 2019) \***

	2019			2018			2017		
	Women	Men	Total	Women	Men	Total	Women	Men	Total
Total male and female students**	46.123	36.813	82.936	46.793	37.201	83.994	46.500	37.427	83.927
<i>of which 1st-year (first and single cycle)</i>	8.426	6.608	15.034	8.173	6.332	14.505	7.950	6.423	14.373
PhD students**	769	855	1.624	687	760	1.447	623	678	1.301
<i>of which year 1 enrolees</i>	295	333	628	260	286	546	235	256	491
Students enrolled at Specialisation Schools***	828	719	1.547	763	652	1.415	755	593	1.348
<i>of which year 1 enrolees</i>	304	255	559	232	190	422	234	206	440
Research fellows	610	582	1.192	605	535	1.140	610	592	1.202
Teaching staff	1.124	1.678	2.802	1.098	1.645	2.743	1.072	1.649	2.721
Managers	7	7	14	7	8	15	7	8	15
Tech/admin (EP, D, C and B) and CELstaff****	1.961	992	2.953	1.929	987	2.916	1.952	1.004	2.956
<b>TOTAL</b>	<b>51.422</b>	<b>41.646</b>	<b>93.068</b>	<b>51.882</b>	<b>41.788</b>	<b>93.670</b>	<b>51.519</b>	<b>41.951</b>	<b>93.470</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 2019/20, 2018/19 and 2017/18 A.Ys.

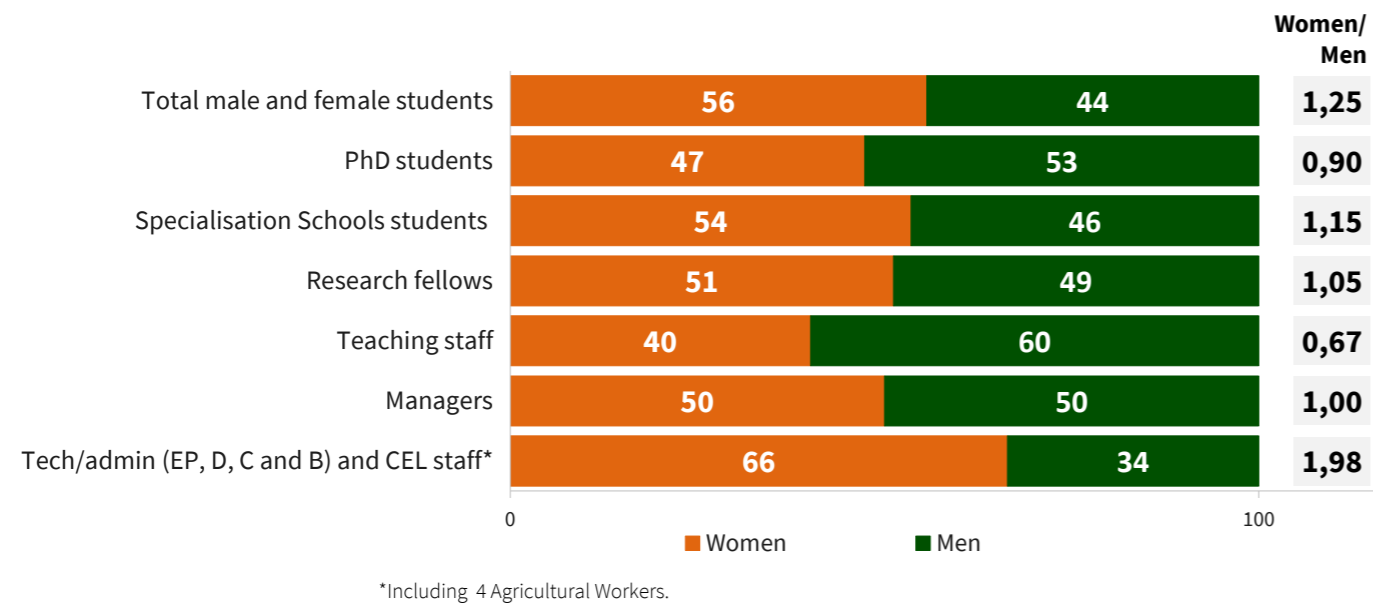
\*\*\* Values refer to 2018/19, 2017/18 and 2016/17 A.Ys.

\*\*\*\* Including agricultural workers.

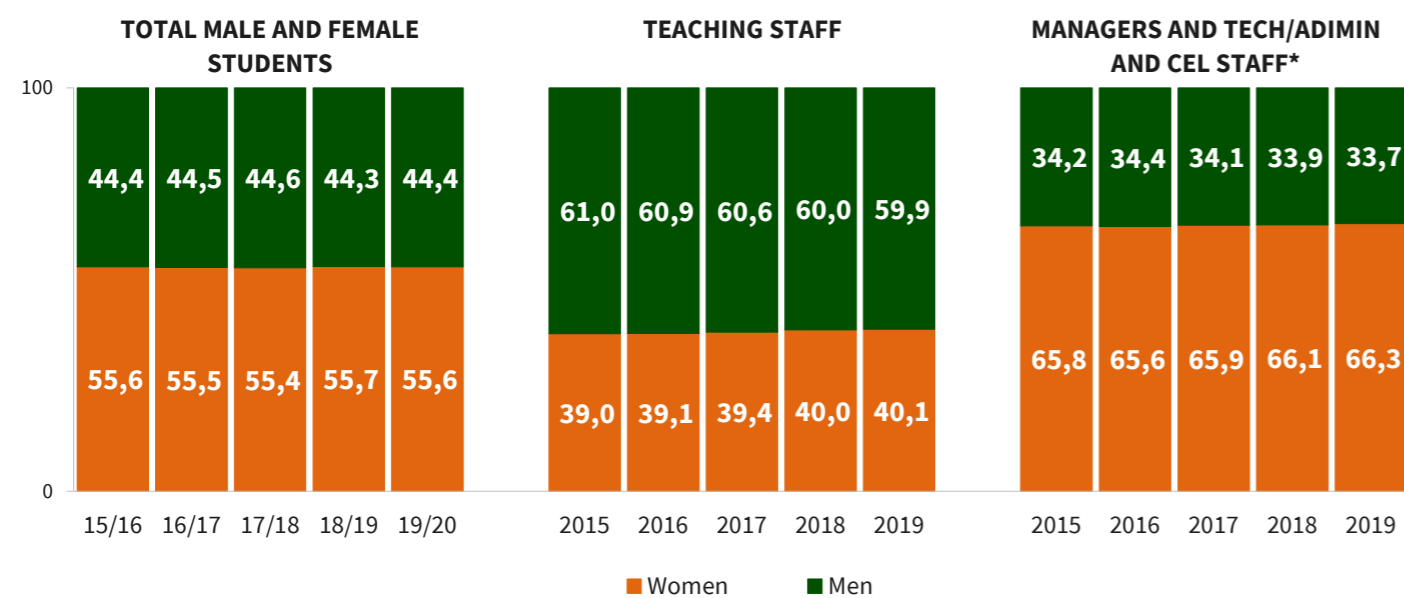
12. In this category, we consider full professors, associate professors, senior assistant professors, junior and senior fixed term assistant professors and research fellows. See EU – Directorate-General for Research and Innovation (2019), She Figures 2018. Gender in research and innovation. Statistics and indicators, European Commission, Brussels.



**FIGURE 1 - DISTRIBUTION OF STAFF AND STUDENTS AT THE UNIVERSITY OF BOLOGNA BY GENDER - PERCENTAGE (2019)**



**FIGURE 2 - ENROLLED STUDENTS, TEACHING AND TA STAFF BY GENDER - PERCENTAGE (2015-2019)**





### 3.2 MALE AND FEMALE STUDENTS

The breakdown by gender of enrolled students confirms ingrained perceptions of courses of study, with technical and scientific disciplines still tending to be dominated by men and the humanities disciplines still mainly dominated by women (Fig. 3). Indeed, there are significantly more men than women in the area of Engineering and Architecture – except on the two single-cycle degree programmes (Architecture and Architecture and Building Engineering), where the majority of students are women – and in Sports Science. Conversely, women make up the majority – in all cycles where courses are running – in Education Science, Languages and Literatures, Translation and Interpreting, Sociology and Psychology. There are also notably more women than men on first- and single-cycle degree programmes in Pharmacy and Biotechnology, first- and second-cycle degree programmes in Medicine and Surgery and in single-cycle degree programmes in Humanistic Studies (conservation of cultural heritage) and Veterinary Medicine.

Fig. 4, which shows the students matriculated on the first- and single-cycle degree programmes and is based on the International Standard Classification of Education (ISCED) so as to allow comparison on an international scale, confirms the gender gap in terms of the university degree programmes chosen.

The analysis for each degree programme (Fig. 5) highlights that 30% of the University of Bologna's degree programmes can be considered gender neutral since neither men nor women make up more than 60% of the total number of students enrolled; 41% of the programmes have a prevalence of women – comprising more than 60% of the total – and 30% have a prevalence of men. It should be noted that there is significant segregation in more than a quarter of courses (where either men or women comprise more than 80% of the enrolled students).

We confirm therefore that gender inequality, widespread at internationally, also exists at the University of Bologna as it pertains to “horizontal segregation”<sup>13</sup>.



13. Horizontal segregation refers to the concentration of women and men in different sectors (sectoral segregation) and occupations (professional segregation). See EU - Directorate-General for Research and Innovation (2019), She Figures 2018, European Commission, Brussels.

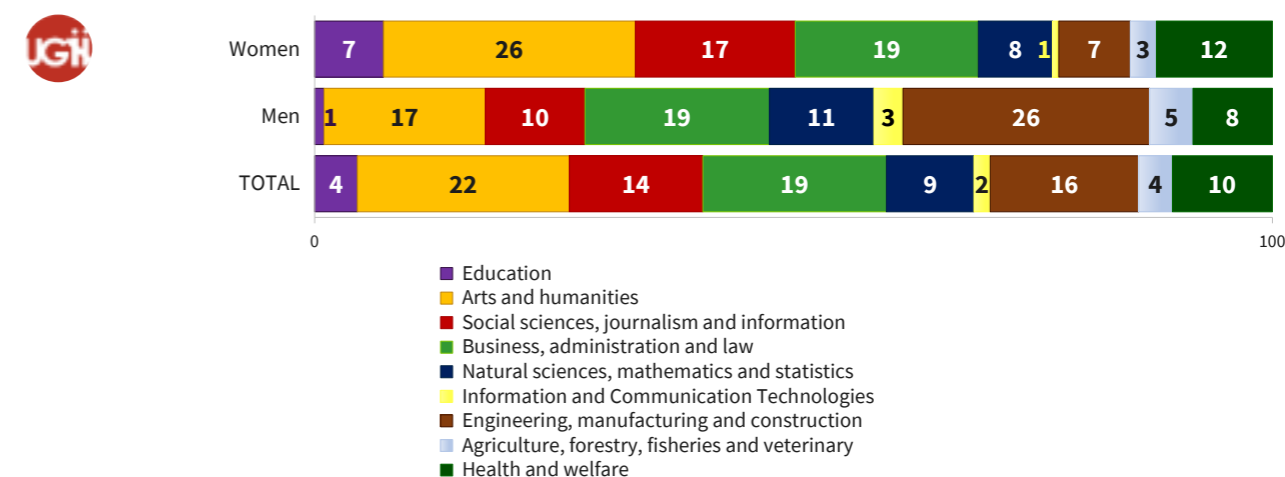
FIGURE 3 – ENROLLED STUDENTS BY FIELD, CYCLE\* AND GENDER - PERCENTAGE (A.A. 2019/20)

	Bachelor's Degree (L)		Single cycle /Combined Bachelor's Master's Degree (LCU)		Two-Year Master's Degree (LM)	
Economics and Management	44	56			50	50
Pharmacy and Biotechnology	70	30	75	25	61	39
Law	64	36	66	34	78	22
Engineering and Architecture	24	76	56	44	27	73
Foreign Languages and Literatures, Interpreting and Translation	79	21			85	15
Medicine	76	24	55	45	73	27
Veterinary Medicine	52	48	76	24	69	31
Psychology	72	28			76	24
Science	39	61			44	56
Agricultural and Food Sciences	37	63			37	63
Education Studies	87	13	92	8	90	10
Sport Science	29	71			27	73
Political Science	61	39			60	40
Statistics Science	51	49			38	62
Sociology	75	25			80	20
Humanities	64	36	94	6	63	37
TOTAL	53	47	67	33	53	47

■ Women    ■ Men

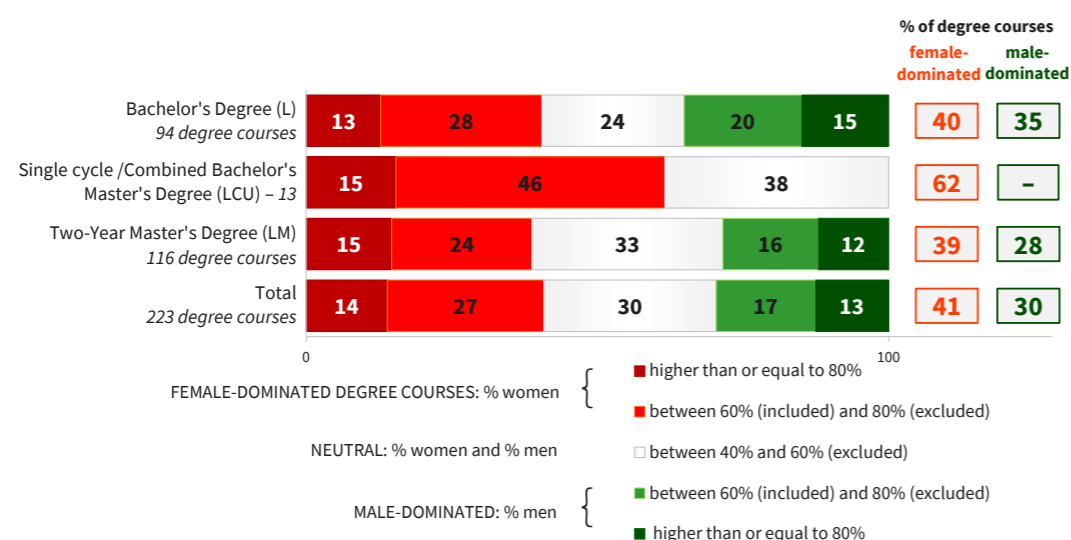
\* The chart does not include students inscribed in courses under the old system (prior to Ministerial Decree no. 509/99) (788 male and female students). There are only 27 enrollees in the 2nd-cycle degree programme at the School of Law (24 belong to legal studies degree and 3 to the two-year law degree which will soon be phased out).

FIGURE 4 – PERCENTAGE DISTRIBUTION OF STUDENTS MATRICULATED ON FIRST - AND SINGLE-CYCLE DEGREE PROGRAMMES, BROKEN DOWN BY GENDER AND ISCED SUBJECT AREA (2019/20 COHORT)





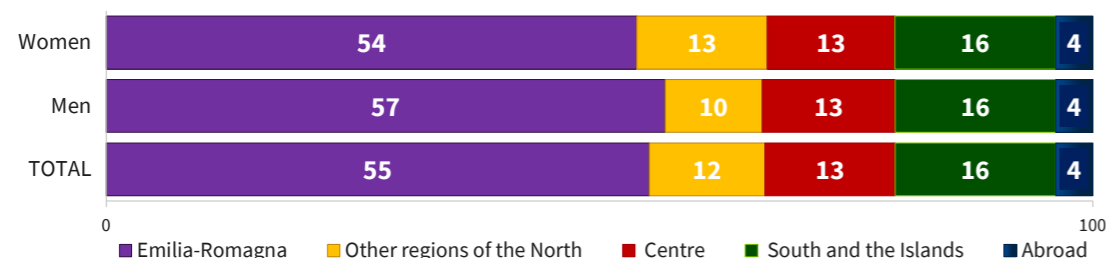
**FIGURE 5 – PERCENTAGE DISTRIBUTION OF DEGREE PROGRAMMES WITH GENDER DISPARITIES, BROKEN DOWN BY CYCLE\* (A.Y. 2019/20)**



\* In counting the courses, enrolments pertaining to different systems of one same course of study are considered as pertaining to a single degree programme. Courses from the previous degree programme system (prior to Ministerial Decree 509/99), courses outside of the system post Ministerial Decree 270, and courses with fewer than 10 enrolments in 2019/20. 223 degree programmes are represented in the chart.

45% of students who started at the University in 2019/20 come from regions other than Emilia-Romagna or from abroad and show no significant differences in terms of gender (Fig. 6).

**FIGURE 6 – PERCENTAGE DISTRIBUTION OF STUDENTS MATRICULATED ON FIRST - AND SINGLE-CYCLE DEGREE PROGRAMMES, BROKEN DOWN BY GEOGRAPHIC ORIGIN (2019/20 COHORT)\***

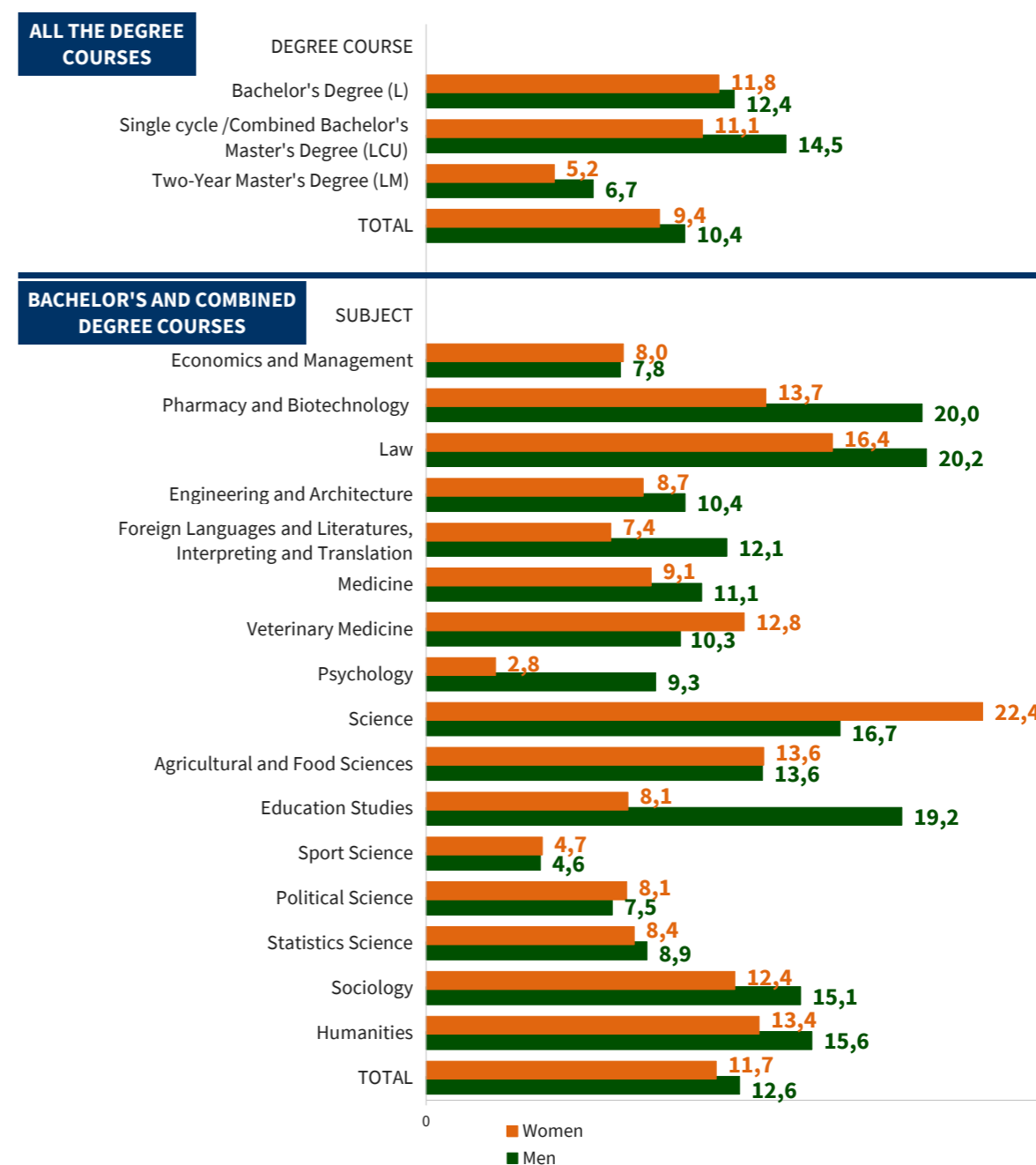


\* Geographic origin is determined based on the geographic area in which the student obtained their high school diploma rather than on the area of residence, which would result in the "Emilia-Romagna" category including students from other regions or from abroad who have changed their residency to the town where they are studying.

With regards to abandonment of university studies, consideration was given to the cases in which students, following the first year of their degree programme (first, single and second-cycle degree programmes), did not enroll for the academic year subsequent to that of matriculation. Changes of programme (within the University) and transfers (to another University) are not considered abandonment.

The rate of students dropping out of the programmes is higher in first- and single-cycle degree programmes (Fig. 7). In general, the rate is higher amongst men than women (10.4% of men compared with 9.4% of women) although the phenomenon varies according to disciplinary area. Among first- and single-cycle degree programmes, there are significant differences in the areas of Education Studies, Pharmacy and Psychology – where the number of men who drop out is greater – and Science, where the opposite is true.

**FIGURE 7 – MATRICULATED STUDENTS DROPPING OUT IN THE FIRST YEAR, BROKEN DOWN BY SUBJECT AND GENDER – VALUES PER 100 MATRICULATED STUDENTS (COHORT 2018/19)**





The data confirm the greater participation of women in international mobility programmes. In fact, 4.9% of female students and 3.6% of male students from across all three cycles participated in international exchange programmes in 2018/19 (Fig. 8). In absolute terms, this translates into 2,287 women and 1,353 men.

**FIGURE 8 – MALE AND FEMALE STUDENTS TAKING PART IN MOBILITY PROGRAMMES BY GENDER - VALUES PER 100 ENROLEES (A.Y. 2018/2019)**



University success can be broken into “on-track” and “score” components. Regarding the on-track issue, we noted that 1st-year female enrolees in 2018/19 and those still enrolled in the same course of study in 2019/20 earned 45.5 university educational credits on average (CFU, for its initials in Italian), 4 CFU more than their male counterparts (Fig. 9).

**FIGURE 9 – AVERAGE EDUCATIONAL CREDITS EARNED BY MALE AND FEMALE ENROLEES DURING THEIR 1ST YEAR IN 2018/19 (1ST AND SINGLE-CYCLE DEGREE PROGRAMMES), STILL IN PROGRESS IN 2019/20**

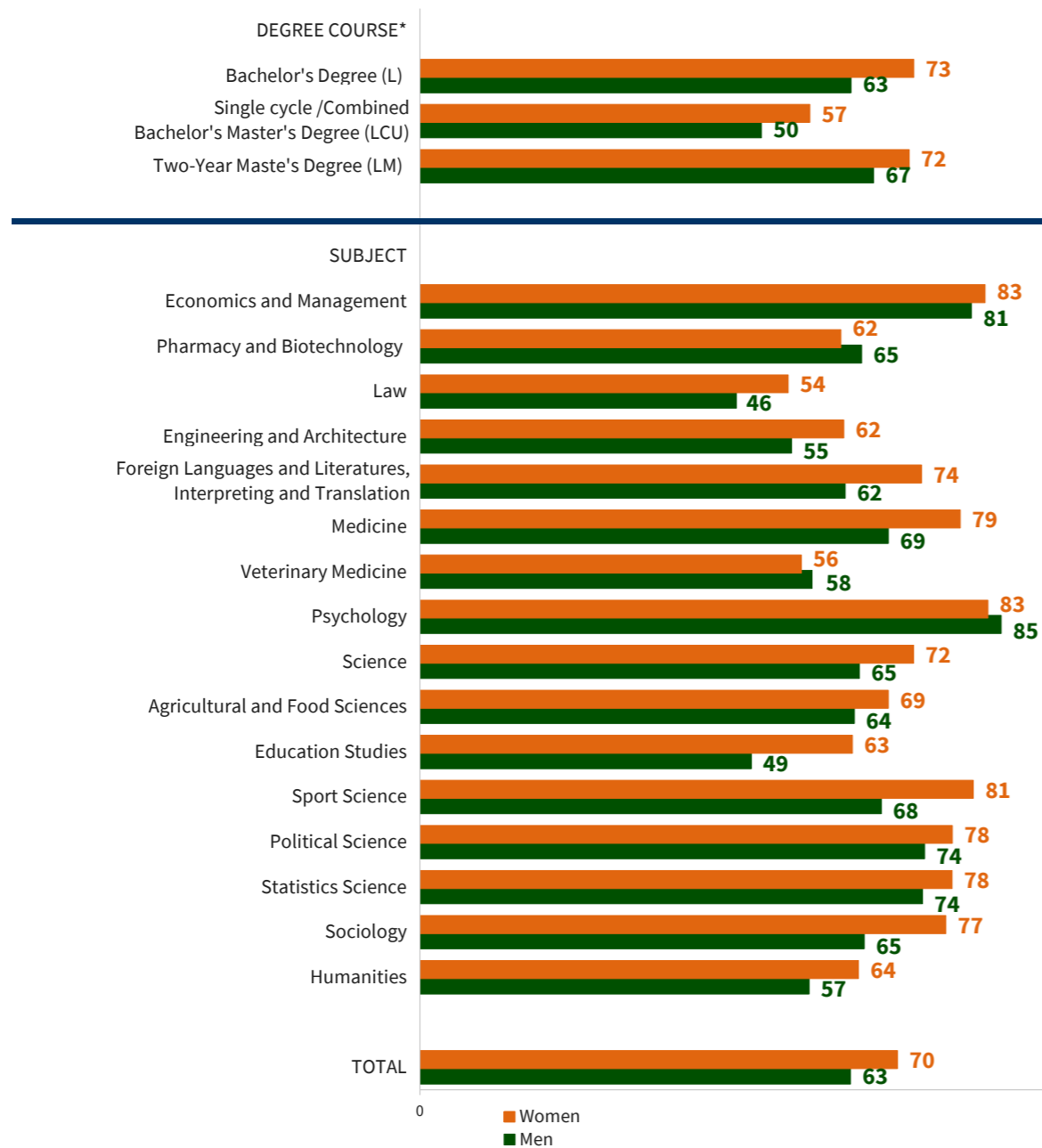


The greater number of women who graduate on time, therefore, is not surprising. Indeed (Fig. 10), in 2019, the number of women who managed to graduate within the standard period of study was 70%, compared with 63% of men, and the percentage remains higher for women across all three cycles, including single-cycle degrees where, since the course lasts for 5 or 6 years, the percentage of students graduating within the standard period is understandably lower than the percentage recorded for first- and second-cycle degree programmes. The percentage of students graduating within the standard period is higher for men in only three disciplinary areas: Pharmacy, Veterinary Medicine and Psychology.





FIGURE 10 – GRADUATES ‘ON TRACK’ PER 100 STUDENTS, BROKEN DOWN BY CYCLE, FIELD AND GENDER (2019)



\* The bar relating to the previous cycle degree programme systems (prior DM 509/99), which gathers a total of 57 graduates (all obviously out of course), is not represented in the graph.

The tendency for more female students to complete their university studies successfully is also evident as it pertains to scores (Fig. 11). Among female students who were enrolled in 2018/19 in first-cycle (L) and single-cycle degree programmes (LMCU) and still enrolled in 2019/20 in the same degree course, 52% 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 (47%).

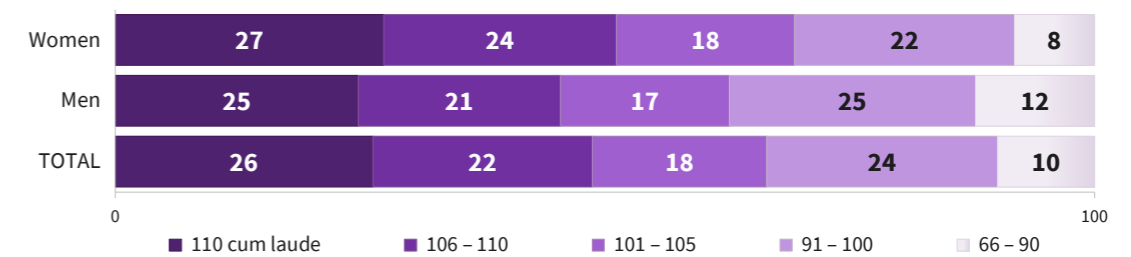
FIGURE 11 – ENROLEES (1ST AND SINGLE-CYCLE DEGREE PROGRAMMES) WHO RECEIVED “HIGH MARKS” ON THEIR EXAMS\* – VALUES PER 100 ENROLEES (2018/2019 1ST AND SINGLE-CYCLE DEGREE PROGRAMMES ENROLEES AND STILL IN PROGRESS IN 2019/20)



\* The data relates to students matriculated on first- and single-cycle degree programme in 2018/19 who are still enrolled in 2019/20. Among these, those with “high marks” are those who, in the exams taken up to 31/10/2019, obtained an average mark higher than the average exam marks for the respective degree programme.

That female students get higher overall marks upon graduation has also been documented (Fig. 12). 51% of female graduates in 2019 completed their study programme with final marks higher than 105 out of 110, with 27% obtaining the highest mark of 110 with honours, while 45% of men scored 105 and 25% scored 110 with honours. The comparison between male and female graduates concerning final mark by Field and cycle shows that the female advantage is revealed in most of the cases.

FIGURE 12 – GRADUATES BY GENDER AND OVERALL MARKS – PERCENTAGE (2019)



Given the higher final marks earned by women, which can be seen also at the national and European level<sup>14</sup>, 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 8 percentage points) is far from negligible (Fig. 13). At the same time, among first-cycle graduates surveyed one year after graduation, more women were working than men (38% against 33%). However, this difference is mainly due to part-time work, which involves 19% of female graduates and only 13% of male graduates (Fig. 14).

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



**FIGURE 13 – 1ST-CYCLE GRADUATES WHO ENROLLED IN A 2ND-CYCLE DEGREE PROGRAMME ONE YEAR AFTER GRADUATION - VALUES PER 100 1ST-CYCLE GRADUATES (GRADUATES IN 2018 INTERVIEWED IN 2019)**

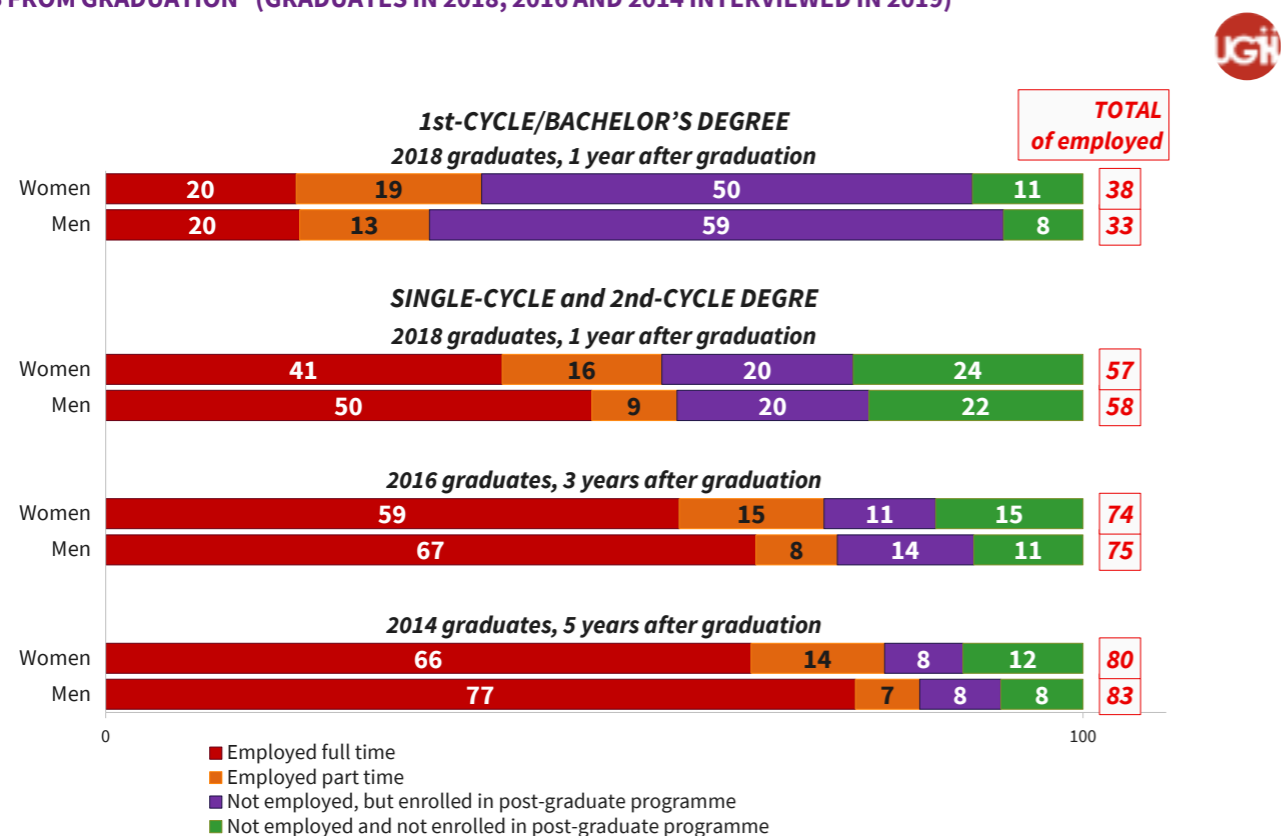


Source: AlmaLaurea – 2019 Survey – Occupational status of graduates.

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. This trend is even more evident if one considers full-time work.

On the other hand, the percentage of graduates working part time is higher for women. With regard to graduates who are not working but who are engaged in post-graduate educational activities, gender differences are quite limited. 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.

**FIGURE 14 – UNIVERSITY OF BOLOGNA GRADUATES PER DEGREE TYPE, GENDER AND EMPLOYMENT STATUS 1, 3 AND 5 YEARS FROM GRADUATION\* (GRADUATES IN 2018, 2016 AND 2014 INTERVIEWED IN 2019)**

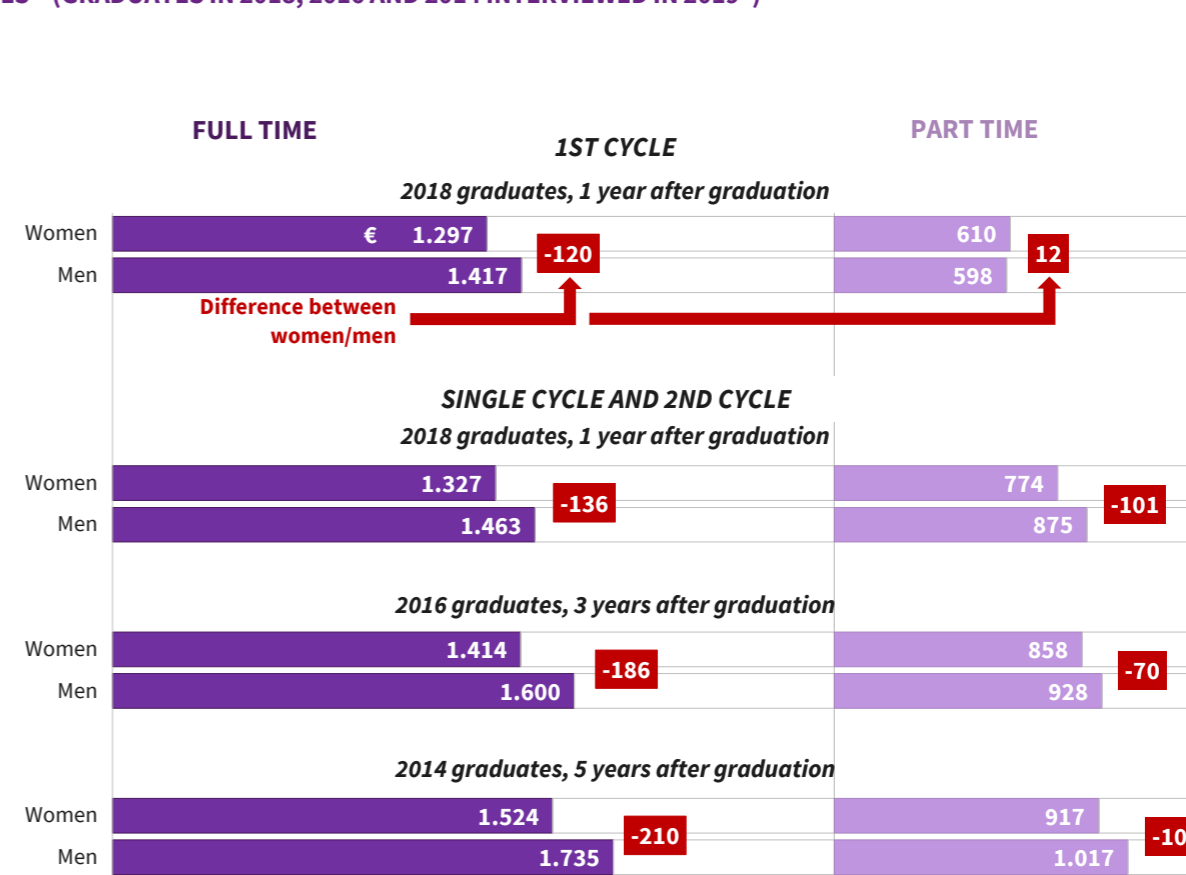


\* The survey for first-cycle graduates only covers status one year from graduation.

Source: AlmaLaurea – 2019 Survey – Occupational status of graduates.

In terms of average remuneration, men and women are equal only in relation to part-time work performed by first-cycle degree graduates. In all other cases, women are financially penalised (Fig. 15). With regard to full-time work, the more time that has passed since graduating (1, 3 or 5 years), the greater the difference in pay, which amounts on average to €210 a month less for women interviewed in 2019, five years after their graduation in 2014.

**FIGURE 15 – NET MONTHLY INCOME OF GRADUATES BY GENDER 1, 3 AND 5 YEARS FROM GRADUATION – AVERAGE VALUES – (GRADUATES IN 2018, 2016 AND 2014 INTERVIEWED IN 2019\*)**



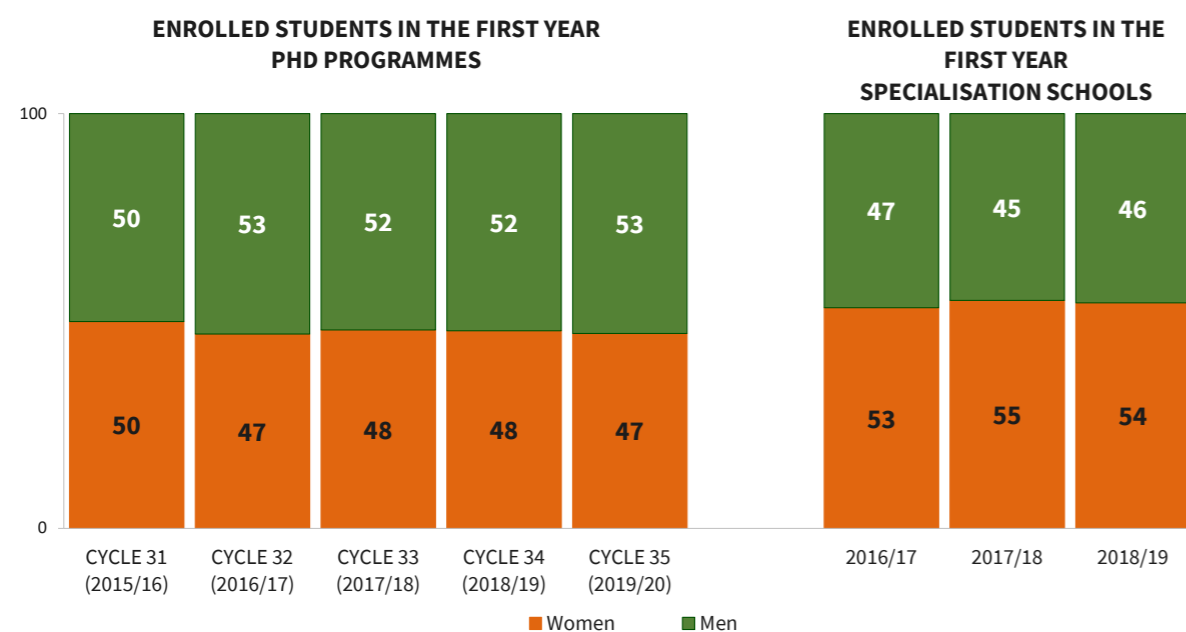
\* The survey for first-cycle graduates only covers status one year from graduation.

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.).

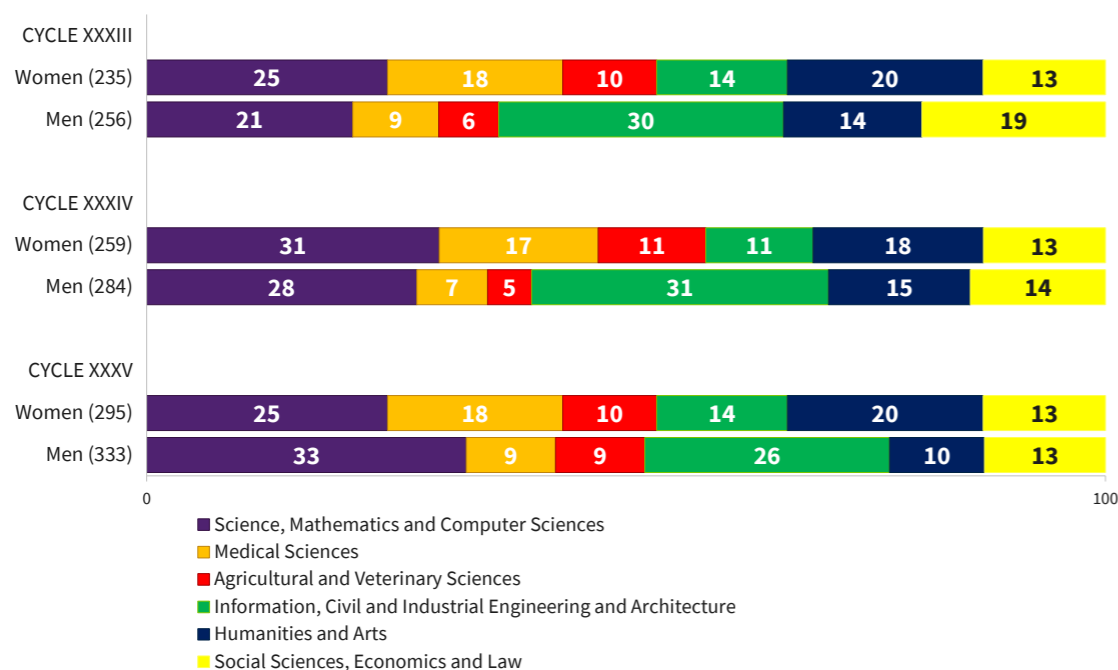
Source: AlmaLaurea – 2019 Survey – Occupational status of graduates.

If we examine the case of students who undertake scientific research by enrolling on a PhD degree programme (Fig. 16), men make up the majority (53%), whereas the pool of potential PhD students – graduates from second- and single-cycle degree programmes – is predominantly female (in 2018, women represented 57% of the total both in Bologna and in the overall Italian university system). This means that access to PhD degree programmes is subject to a form of vertical gender segregation. In this perspective, the number of men and women enrolling at the Specialization Schools is more or less equal, with women comprising 54% of enrolled students in the first year (2018/19).



**FIGURE 16 – ENROLLED STUDENTS IN THE FIRST YEAR OF A PHD PROGRAMME - CYCLES XXXI-XXXV – AND IN THE FIRST YEAR OF SPECIALISATION SCHOOLS (A. Y. 2016/17 – 2018/19), BY GENDER – PERCENTAGE**

Enrolment on PhD degree programmes is also characterised by horizontal segregation according to the field of study, with an over-representation of women in the fields of humanities, arts and medicine and of men in the fields of information, industrial, civil and architectural engineering (Fig. 17). It is worth underlining, however, that in this case the gender differences are less evident in respect of the imbalance occurring in the choice of degree programmes, as illustrated also in Figures 49.5 and 49.6 of paragraph 5.2.

**FIGURE 17 – ENROLLED STUDENTS IN THE FIRST YEAR OF A PHD PROGRAMME BY GENDER AND SCIENTIFIC AREA PERCENTAGE (CYCLES XXXIII-XXXV\*)**

\* Enrollment in the first year took place for Cycle XXXIII in 2018/19 A.Y., for Cycle XXXIV in 2019/20 A.Y., for Cycle XXXV in 2019/20 A.Y. The absolute number of cases is shown in parentheses.

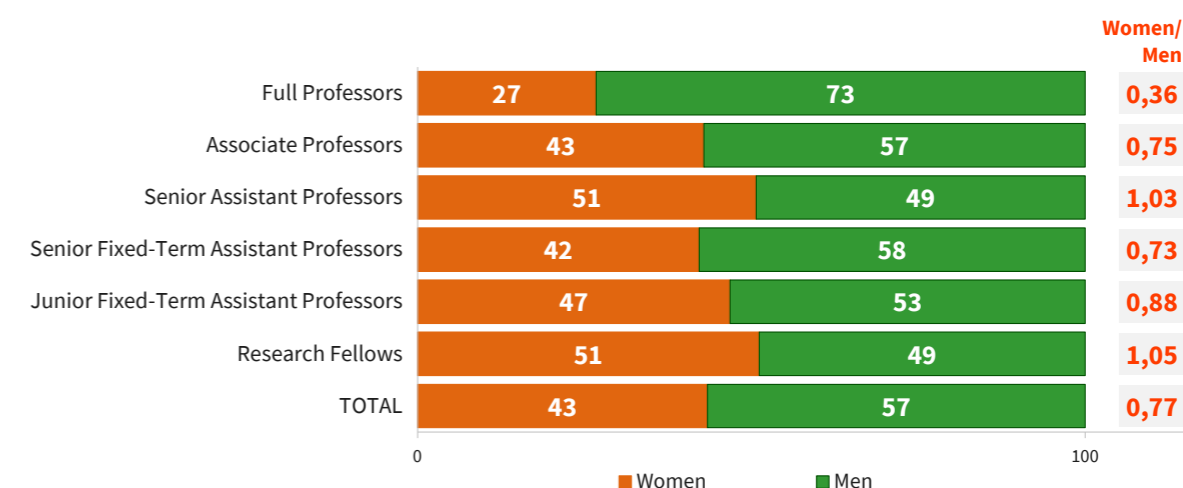
### 3.3 TEACHING STAFF

An analysis of the distribution of the research staff (Tab 2 and Fig. 18 and 19) 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 (27%), 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>15</sup>.

**TABLE 2 – RESEARCH STAFF BY ROLE\* AND GENDER – ABSOLUTE VALUES (2017-2019)**

Role	2019			2018			2017		
	Women	Men	Total	Women	Men	Total	Women	Men	Total
Full Professors	196	537	733	177	510	687	172	520	692
Associate Professors	508	676	1.184	457	608	1.065	443	613	1.056
Senior Assistant Professors	238	231	469	299	297	596	323	327	650
Senior Fixed-Term Assistant	116	159	275	92	146	238	50	87	137
Junior Fixed-Term Assistant	66	75	141	73	84	157	84	102	186
Research Fellows	610	582	1.192	605	535	1.140	610	592	1.202
<b>TOTAL</b>	<b>1.734</b>	<b>2.260</b>	<b>3.994</b>	<b>1.703</b>	<b>2.180</b>	<b>3.883</b>	<b>1.682</b>	<b>2.241</b>	<b>3.923</b>

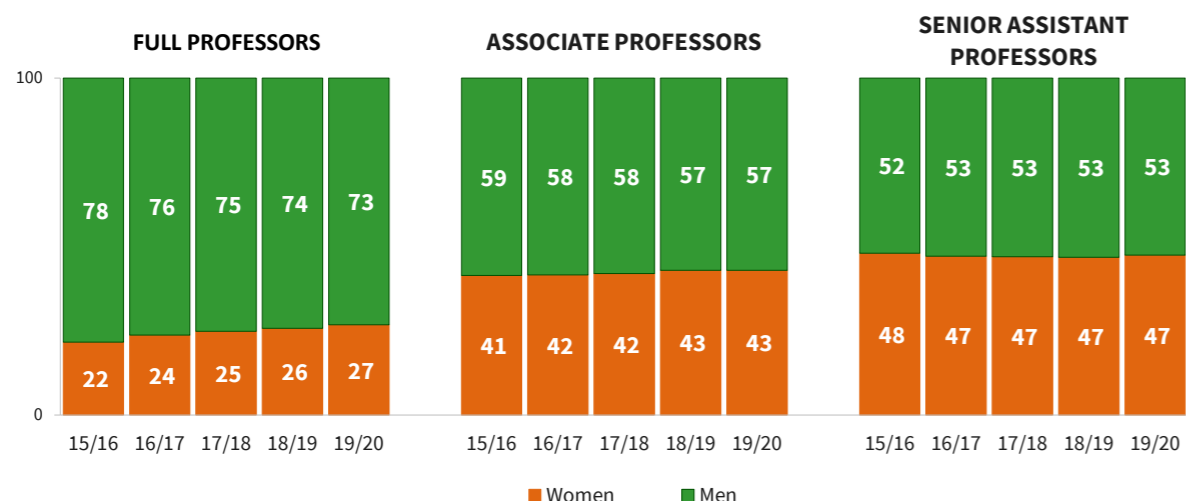
\* Includes senior assistant professors as well as fixed term senior and junior assistant professors.

**FIGURE 18 – RESEARCH STAFF BY ROLE AND GENDER - PERCENTAGE (2019)**

15. “Vertical segregation” 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 (2019), She Figures 2018, European Commission, Brussels.

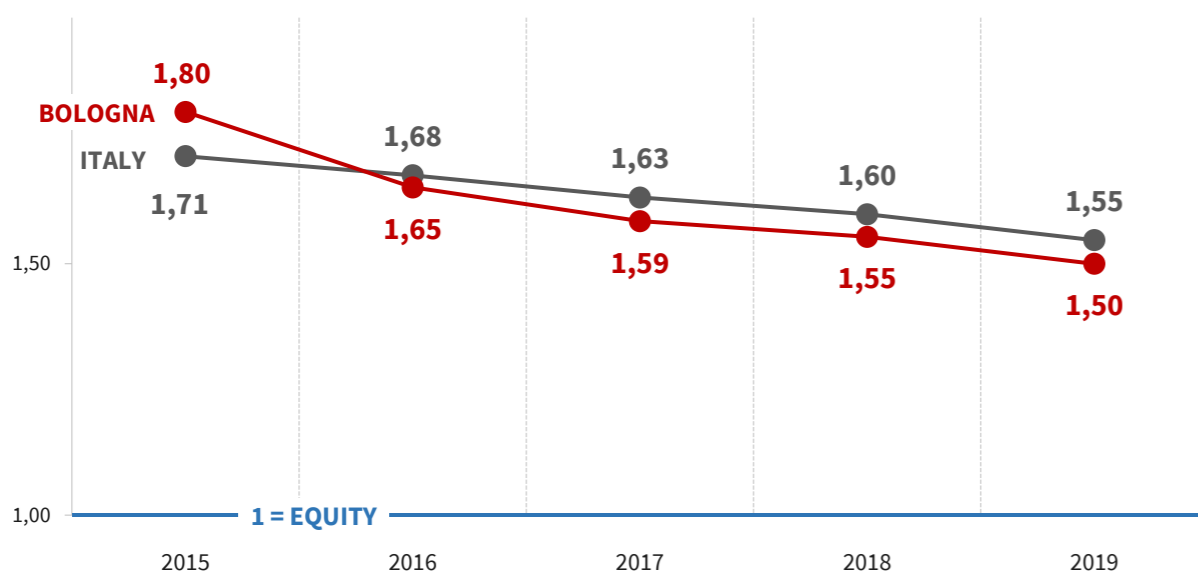


FIGURE 19 – TEACHING STAFF BY ROLE AND GENDER – PERCENTAGE (2015-2019)



The Glass Ceiling index, which compares the percentage of women among the teaching staff overall with the percentage of women among the highest ranking professors, offers a succinct measure<sup>16</sup> of the degree of vertical segregation (Fig. 20). This index shows that this inequality still persists although it is decreasing, a fact attested to by the fall in the index value from 1.80 in 2015 to 1.50 in 2019, approaching the value of 1, which represents gender equality. Vertical segregation has also decreased throughout the entire Italian university system, albeit more slowly (between 2015 and 2019, the index value at the national level fell from 1.71 to 1.55).

FIGURE 20 – GLASS CEILING INDEX – COMPARISON UNIVERSITY OF BOLOGNA/ITALY (2015-2019)



Source for National data: MIUR, Cerca università, <https://cercauniversita.cineca.it/php5/docenti/cerca.php>

16. 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 (2019), She Figures 2018, European Commission, Brussels, p. 125.

This greater equality – compared with the past – with regard to the possibility of progressing to the position of Full Professor in the University of Bologna is confirmed by the fact that the percentage of Associate Professors who progressed to Full Professors between 2015 and 2019 is more or less the same for both genders (20% for men and 18% for women).

It may be supposed that the over-representation of males among the ranks of full professors simply reflects the gender balance that existed among the cohorts of graduates from which they were drawn. In other words, this vertical segregation would be due to a different participation of men and women in University education during the final three decades of the last century. However, the data (Fig. 21) disproves this hypothesis: the percentage of female graduates in the period 1974-1998, being the population from which the large majority of current full professors was drawn, is rather larger than the percentage of full professors who are women. For example, 47% of graduates in the five-year period 1984-1988 were women, but they only account for 23% of full professors aged 55-59, who were essentially drawn from that graduate population. This highlights the presence of a “glass ceiling” for women following graduation.

FIGURE 21 – GRADUATE STUDENTS AT THE ITALIAN UNIVERSITY SYSTEM (1974-1998 YEARS) AND FULL PROFESSORS OF THE UNIVERSITY OF BOLOGNA (45-69 YEARS), BY GENDER – ABSOLUTE AND PERCENTAGE VALUES

## GRADUATE STUDENTS AT THE ITALIAN UNIVERSITY SYSTEM

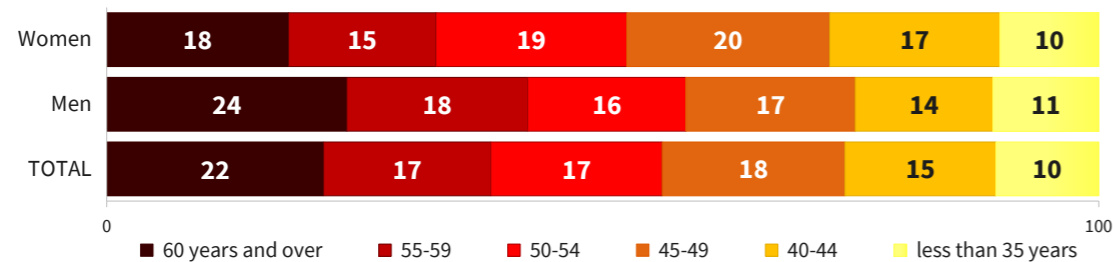
DEGREE YEAR	Women	Men
1974-1978	159,574 (44%)	203,034 (56%)
1979-1983	164,970 (44%)	207,773 (56%)
1984-1988	177,674 (47%)	202,906 (53%)
1989-1993	234,571 (51%)	229,040 (49%)
1994-1998	334,929 (55%)	278,767 (45%)

## FULL PROFESSORS OF THE UNIVERSITY OF BOLOGNA

AGE AT 31/12/2019	Women	Men
65-69 (24 years old in 1974-1978)	33 (26%)	96 (74%)
60-64 (24 years old in 1979-1983)	48 (27%)	128 (73%)
55-59 (24 years old in 1984-1988)	41 (23%)	138 (77%)
50-54 (24 years old in 1989-1993)	49 (36%)	89 (64%)
45-49 (24 years old in 1994-1998)	21 (24%)	67 (76%)

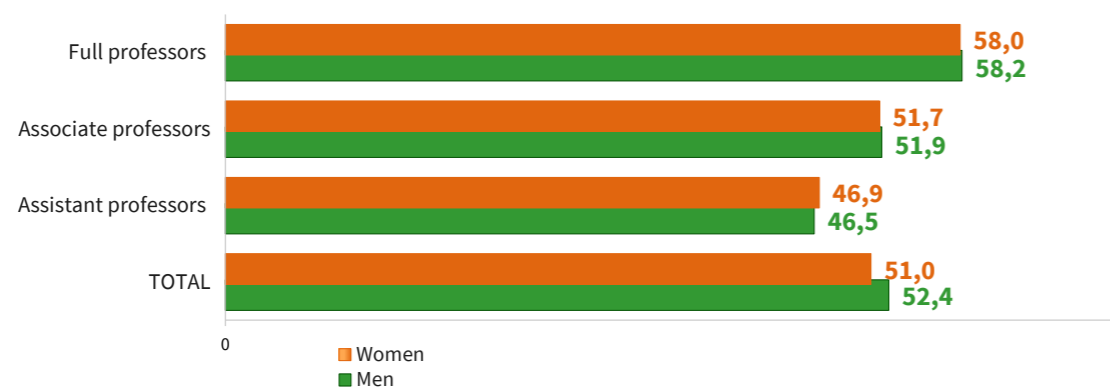
Figures 22-24 provide more detail on the relationship between the gender and role of teachers by introducing the “age” variable. The data show (Fig. 23) that in the same role, the difference between men and women in terms of average age is not significant, whereas in the overall teacher population it is more noticeable (men are 1.4 years older): this apparent paradox is due to the greater diffusion of Full Professor roles among the male population. However, a more interesting aspect is the relationship between gender and age – on the one hand – and the diffusion of Full Professor roles – on the other (Fig. 24). Naturally, the percentage of both men and women holding high-ranking teacher roles increases with age. At the same time, despite the steady reduction in vertical segregation, there is still evident role inequality among younger teachers. The figures speak for themselves, with 40% of women holding Full Professor roles compared with 56% of men among teachers over 60 years’ of age, while the relative figures for teachers in the 45-49 age range are 9% for women and 23% for men. In the overall teacher population, 17% of women and 32% of men hold Full Professor roles.

FIGURE 22 – TEACHING STAFF BY GENDER AND AGE\* - PERCENTAGE (2019)



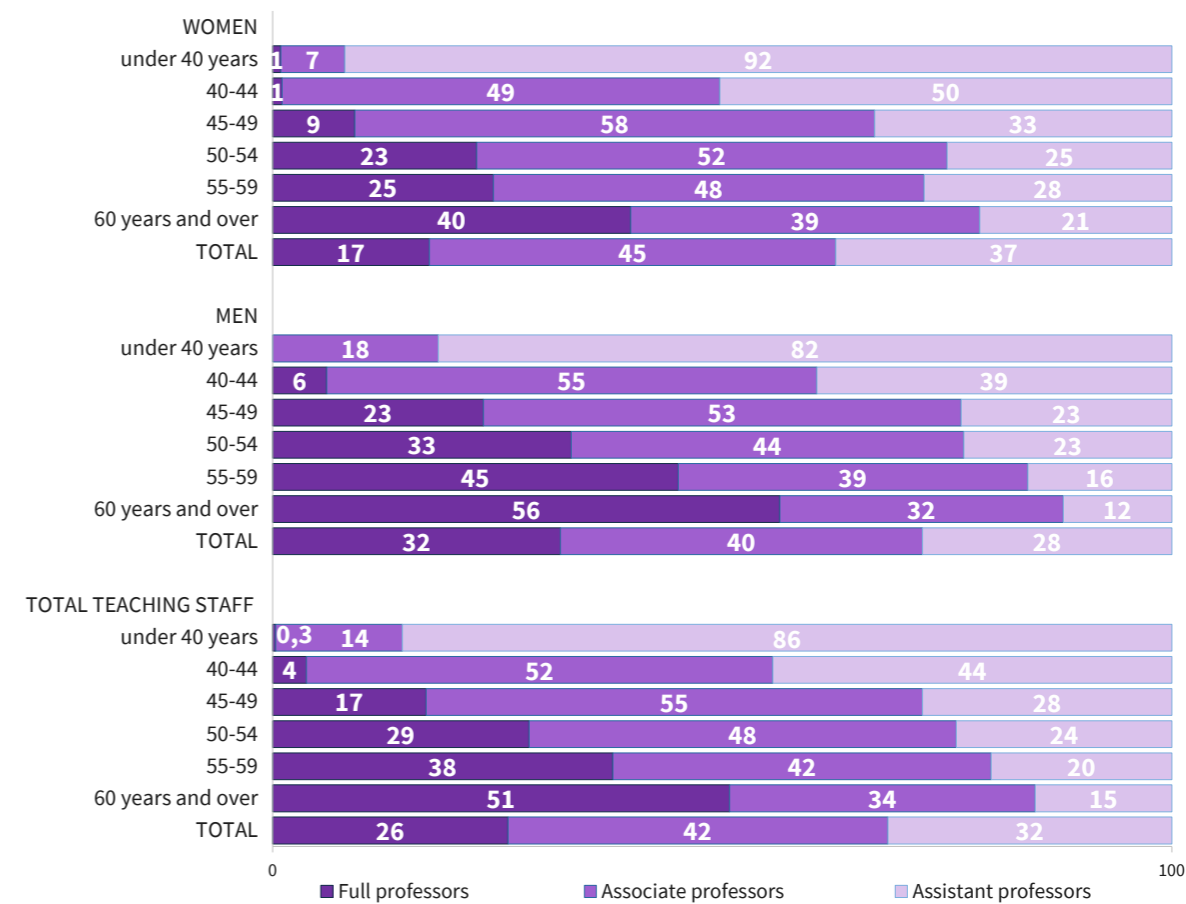
\* The age in years reached by 31/12/2019.

FIGURE 23 – AVERAGE AGE\* OF TEACHING STAFF BY ROLE AND GENDER (2019)



\* The age on 31/12/2019 and the average value calculated taking into account also the months and days passed since the last birthday.

FIGURE 24 – TEACHING STAFF BY AGE\*, GENDER AND ROLE - PERCENTAGE (2019)



\* The age in years reached by 31/12/2019.



An analysis of new recruits to the teaching staff, both from external sources and internally as a result of career progression, confirms that vertical segregation to the detriment of women has been reduced although not eliminated (Fig. 25). Considering just newly recruited teaching staff, the under-representation of women among Full Professors is less evident than at the overall level, but not completely absent.

**FIGURE 25 – ENTRANCE\* OF TEACHING STAFF BY ROLE AND GENDER – PERCENTAGE (2017-2019)**



\* New recruits include teachers recruited both from external sources and internally as a result of career progression. The absolute number of cases is given in brackets.

The distribution of teachers and researchers in the various CUN areas according to gender (Fig. 26) shows a distinct prevalence of men in Areas 09 (Industrial and Information Engineering), 04 (Earth Science), 01 (Mathematics and Computer Science) and 02 (Physics): here men make up 70% of the total. Conversely, there are more women in Areas 05 (Biology), 11 (History, Philosophy, Education and Psychology) and 03 (Chemistry) although Areas 10 (Classical Studies, Language and Literature and Art History) and 14 (Political and Social Sciences) also have a notable female presence, since in these areas the percentage of women is distinctly higher than the figure for the teaching staff overall (40%). The phenomenon of horizontal segregation by disciplinary area, therefore, also exists among university teachers, although in this case the level of inequality is less evident than that existing among students enrolled on degree programmes, as illustrated in Figures 49.5 and 49.7 (paragraph 5.2).

If, instead of adopting the CUN categories, we refer to the ISCED classification – which allows for comparison at the national level – we reach the same conclusions (Fig. 27): the fact that there tends to be more female teachers in the fields of “Education”, “Social Sciences, Journalism and Information” and the “Arts and Humanities” and more male teachers in “Engineering, Manufacturing and Construction” and “Information and Communication Technologies” is evident although less conspicuous in respect of the disparity discerned among matriculated students (Fig. 4). Moreover, there is clearly horizontal segregation by field of study among Full Professors, although it is less evident among Associate Professors and Researchers.





FIGURE 26 – TEACHING STAFF BY CUN AREA AND GENDER - PERCENTAGE (2019)

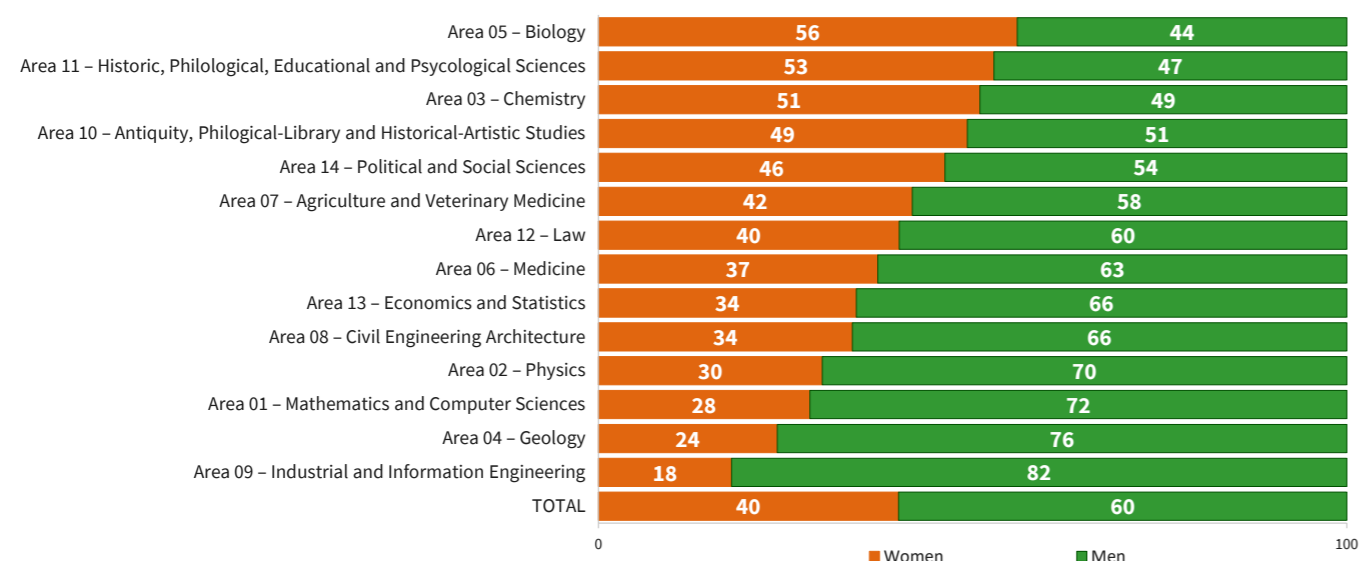
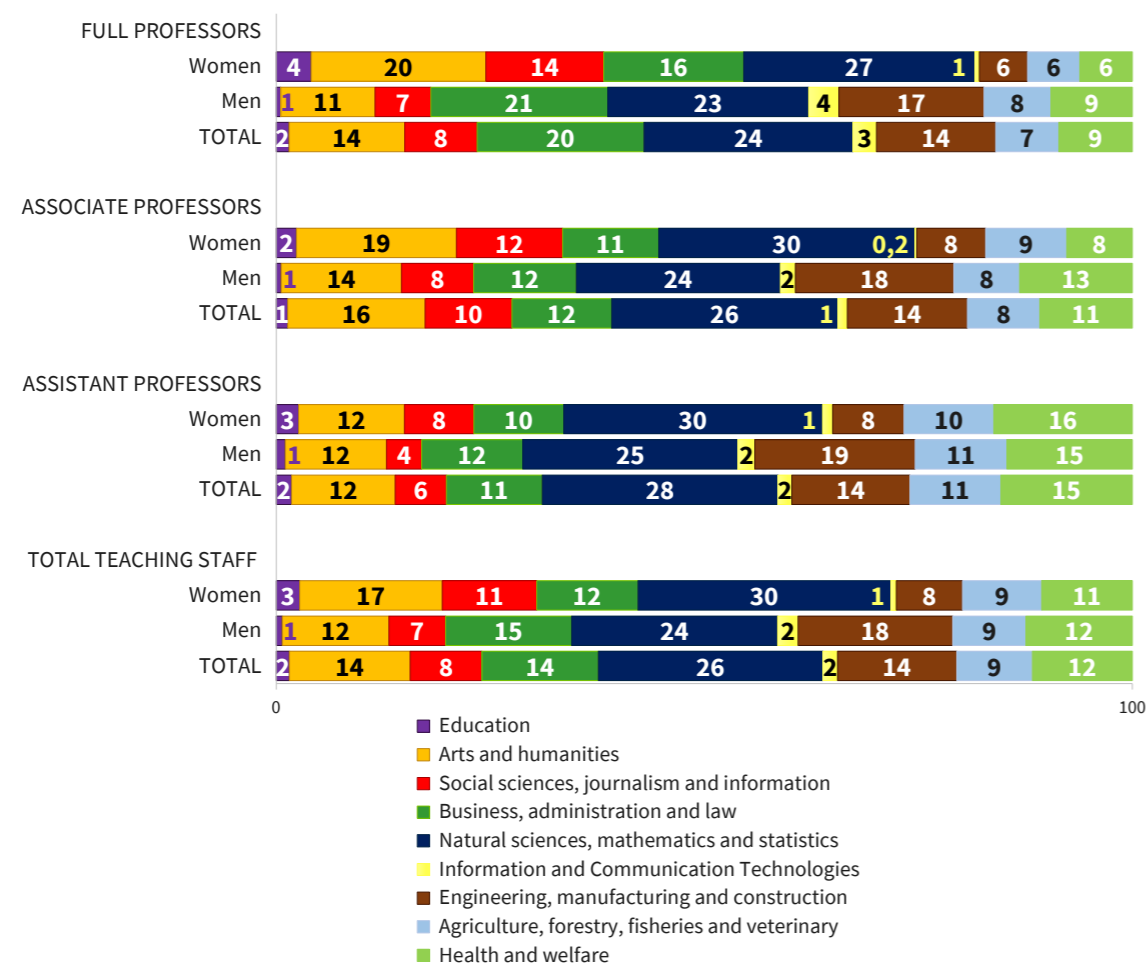


FIGURE 27 – PERCENTAGE DISTRIBUTION OF TEACHERS BY ROLE, GENDER AND ISCED SUBJECT AREA (2019)



The comparison of the University of Bologna with the national university system illustrated in Table 3 – and in Fig. 28, which shows the data in chart form, begs the question of whether or not the gender inequalities identified in the University of Bologna – both the vertical segregation by role and the horizontal segregation by disciplinary area – are analogous to those identified in Italian universities overall. In the four charts, the points on the diagonal of the quadrant correspond to the CUN areas in which the percentage of women in the University of Bologna and the national percentage coincide. The points below the diagonal indicate the areas in which there are more women in Bologna, while those above represent the areas in which women are under-represented in Bologna compared with Italian universities overall. Vertical segregation is indicated by the fact that, as the academic role increases, the concentration of points tends to shift down and to the left, moving closer to the Cartesian axes. Vertical segregation is instead documented by the dispersal of the 14 points within each quadrant.

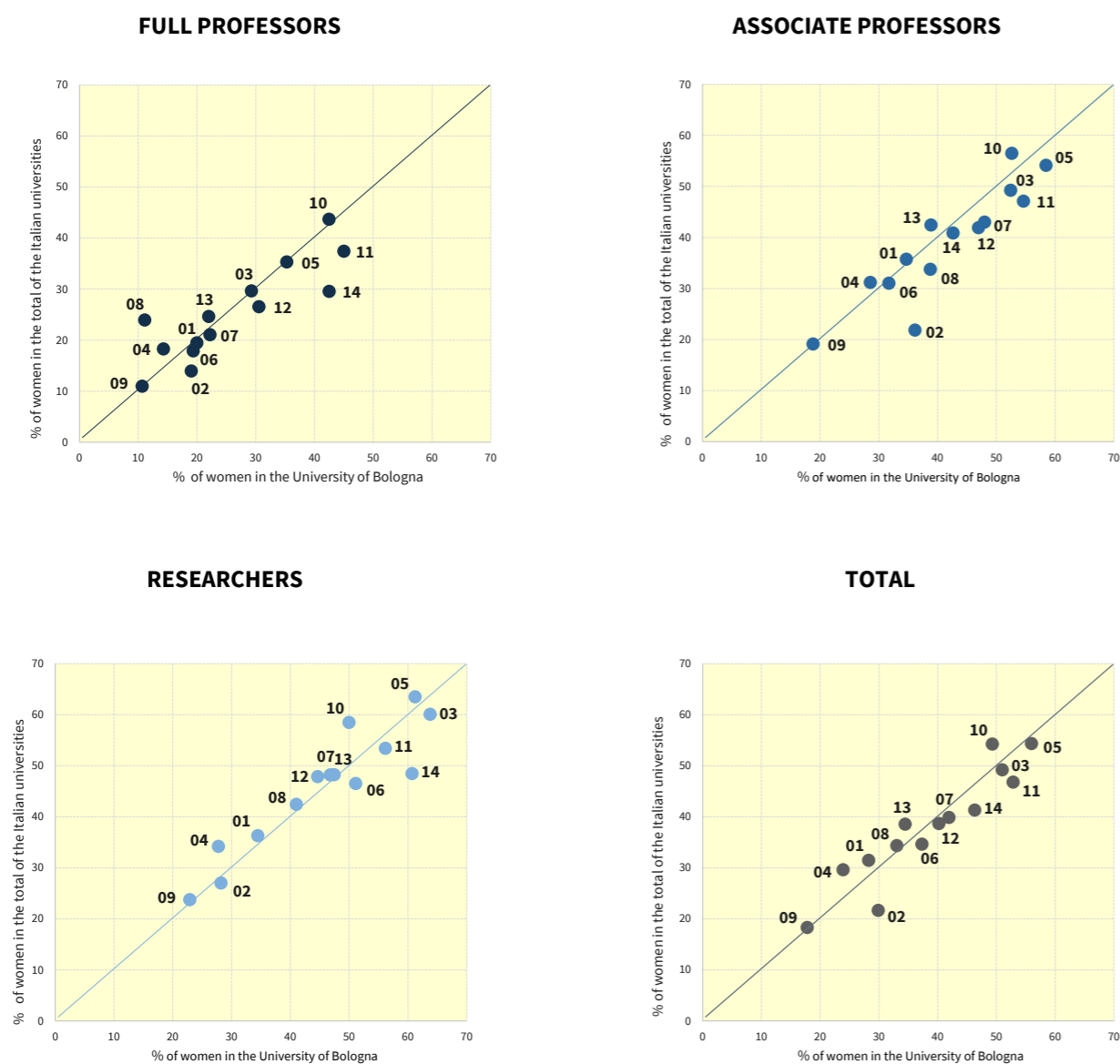
We can conclude that, since the area points are generally close to the diagonal of the quadrant, the situation identified in the University of Bologna reflects to a large degree the national scenario. However, there are some interesting exceptions, such as in Area 08 – Civil Engineering and Architecture, where in Bologna there are considerably fewer women in Full Professor roles compared with the national percentage, and Area 02 – Physics, where the situation is the reverse.

TABLE 3 – FEMALE PROFESSORS BY CUN AREA AND ROLE, VALUES PER 100 PROFESSORS – COMPARISON UNIVERSITY OF BOLOGNA/ITALY (2019)

CUN AREA	Full Professors		Associate Professors		Researchers		TOTAL	
	Unibo	Italy	Unibo	Italy	Unibo	Italy	Unibo	Italy
Area 01 – Mathematics and Computer Sciences	20,0	19,5	34,7	37,5	34,5	36,3	28,3	31,5
Area 02 – Physics	19,0	13,9	36,2	21,9	28,2	27,0	29,9	21,7
Area 03 – Chemistry	29,3	29,6	52,4	49,2	63,8	60,1	51,0	49,2
Area 04 – Geology	14,3	18,3	28,6	31,2	27,8	34,2	23,9	29,6
Area 05 – Biology	35,3	35,3	58,4	54,1	61,2	63,5	56,0	54,3
Area 06 – Medicine	19,4	17,9	31,7	31,0	51,1	46,5	37,3	34,6
Area 07 – Agriculture and Veterinary Medicine	22,2	21,0	48,0	43,0	46,8	48,2	41,9	39,9
Area 08 – Civil Engineering Architecture	11,1	23,9	38,8	33,7	41,0	42,4	33,0	34,3
Area 09 – Industrial and Information Engineering	10,7	11,0	18,8	19,1	22,9	23,8	17,8	18,3
Area 10 – Antiquity, Philological-Library and Historical-Artistic Studies	42,5	43,7	52,6	56,5	50,0	58,5	49,3	54,3
Area 11 – Historic, Philological, Educational and Psychological Sciences	45,0	37,4	54,6	47,1	56,2	53,4	52,9	46,8
Area 12 – Law	30,6	26,5	47,0	41,9	44,6	47,9	40,2	38,7
Area 13 – Economics and Statistics	22,0	24,6	38,9	42,4	47,5	48,2	34,5	38,5
Area 14 – Political and Social Sciences	42,5	29,5	42,6	40,9	60,7	48,5	46,3	41,3
<b>TOTAL</b>	<b>26,7</b>	<b>24,8</b>	<b>42,9</b>	<b>39,3</b>	<b>47,5</b>	<b>46,9</b>	<b>40,1</b>	<b>38,4</b>

Source for National data: MIUR, Cerca università, <https://cercauniversita.cineca.it/php5/docenti/cerca.php>



**FIGURE 28 – FEMALE PROFESSORS BY ROLE AND CUN AREA VALUE FOR 100 PROFESSORS - COMPARISON UNIVERSITY OF BOLOGNA/ITALY (2019)**

01 – Mathematics and Computer Sciences  
 02 – Physics  
 03 – Chemistry  
 04 – Geology  
 05 – Biology  
 06 – Medicine  
 07 – Agriculture and Veterinary Medicine

08 – Civil Engineering Architecture  
 09 – Industrial and Information Engineering  
 10 – Antiquity, Philological-Library and Historical-Artistic Studies  
 11 – Historic, Philological, Educational and Psychological Sciences  
 12 – Law  
 13 – Economics and Statistics  
 14 – Political and Social Sciences

Source for National data: MIUR, Cerca università, <https://cercauniversita.cineca.it/php5/docenti/cerca.php>

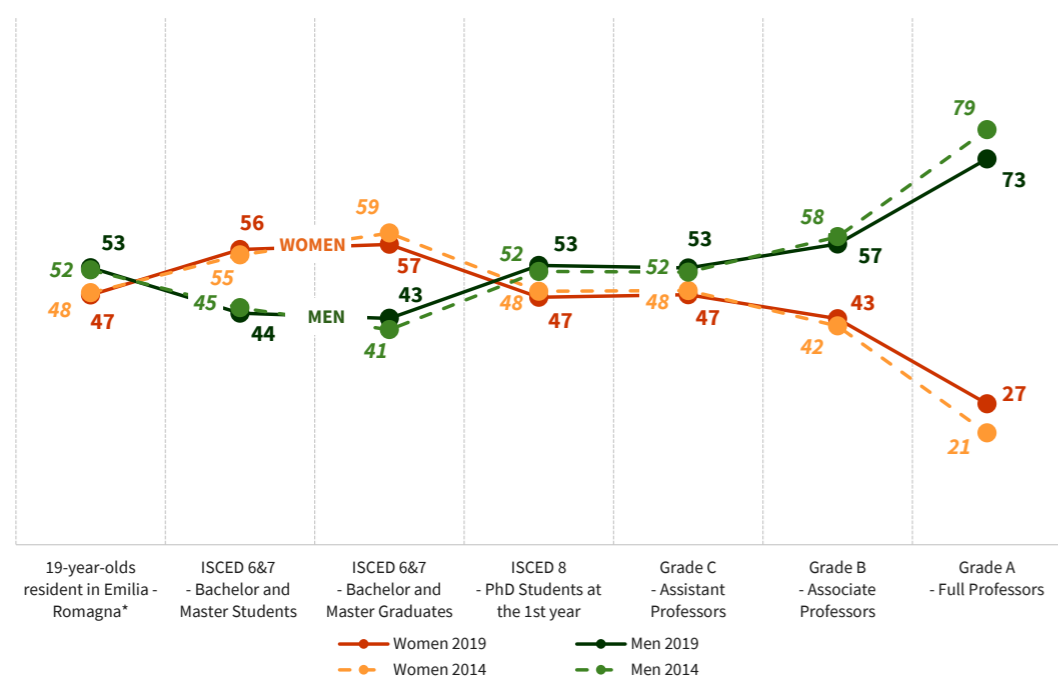
The distribution of the teaching staff in terms of department and role points to the interplay of vertical and horizontal segregation (Tab. 4). In 2019, the number of female full professors was higher than that of male full professors only in three four departments, of a total of 32 (Modern Languages, Literatures and Cultures; Psychology; Education Studies). The Department of Interpreting and Translation, had the same number of female and male full professors: in the remaining 28 departments, male full professors prevail, very often in marked numbers (in 21 departments, there are twice as many male full professors compared to their counterparts, including the case of Industrial Engineering in which there are no female full professors). Overall of teaching staff in all three roles, women are more numerous than men in 8 of 32 Departments of the University of Bologna.

**TABLE 4 – TEACHING STAFF BY DEPARTMENT, ROLE AND GENDER - ABSOLUTE VALUES (2019)**

	Full Professors		Associate Professors		Researchers		TOTAL	
	Women	Men	Women	Men	Women	Men	Women	Men
Architecture – DA	2	10	8	15	8	6	18	31
Arts – DARVIPEM	3	8	10	17	7	13	20	38
Cultural Heritage – DBC	7	11	10	8	4	6	21	25
Chemistry “Giacomo Ciamician” – CHIM	7	15	23	14	11	7	41	36
Industrial Chemistry “Toso Montanari” – CHIMIND	2	7	15	22	8	9	25	38
Pharmacy and Biotechnology – FABIT	5	12	26	24	32	15	63	51
Classical Philology and Italian Studies – FICLIT	6	14	12	20	4	11	22	45
Philosophy and Communication Studies – FILCOM	6	9	12	14	5	9	23	32
Physics and Astronomy – DIFA	5	19	18	32	11	29	34	80
Computer Science and Engineering – DISI	4	33	4	24	7	17	15	74
Civil, Chemical, Environmental, and Materials Engineering – DICAM	3	20	17	30	16	22	36	72
Electrical, Electronic, and Information Engineering “Guglielmo Marconi” – DEI	2	25	8	44	5	25	15	94
Industrial Engineering – DIN	–	25	5	28	7	25	12	78
Interpreting and Translation – DIT	7	7	20	7	6	5	33	19
Modern Languages, Literatures and Cultures – LILEC	7	5	20	10	14	5	41	20
Mathematics – MAT	11	28	14	19	5	10	30	57
Experimental, Diagnostic, and Specialty Medicine – DIMES	5	21	21	26	37	24	63	71
Psychology – PSI	8	5	21	12	9	4	38	21
Management – DISA	5	28	16	21	8	14	29	63
Biological, Geological and Environmental Sciences – BIGEA	3	14	13	14	14	17	30	45
Biomedical and Neuromotor Sciences – DIBINEM	12	14	22	23	30	32	64	69
Education Studies “Giovanni Maria Bertin” – EDU	9	5	20	11	18	6	47	22
Agricultural and Food Sciences – DISTAL	7	25	22	34	24	38	53	97
Economics – DSE	8	34	7	22	8	12	23	68
Legal Studies – DSG	17	44	25	27	19	22	61	93
Medical and Surgical Sciences – DIMEC	2	22	15	44	21	26	38	92
Veterinary Medical Sciences – DIMEVET	4	18	29	18	24	16	57	52
Life Quality Studies – QUVI	4	6	6	12	9	9	19	27
Political and Social Sciences – SPS	12	18	23	30	8	6	43	54
Statistical Sciences “Paolo Fortunati” – STAT	10	11	17	17	12	5	39	33
Sociology and Business Law – SDE	4	12	10	15	14	6	28	33
History and Cultures – DISCI	9	12	19	22	15	14	43	48
<b>TOTAL</b>	<b>196</b>	<b>537</b>	<b>508</b>	<b>676</b>	<b>420</b>	<b>465</b>	<b>1.124</b>	<b>1.678</b>

If we look at gender composition in the progression of a academic career (Fig. 29), 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 47% of the 19-year-old population (i.e. The potential registered students); the female share is 56% among the students and 57% among the graduates – a circumstance which attests to their greater investment in training. When we move on to later career stages, however, the percentage of women decreases progressively, falling to 47% among PHD students at the first year, and among researchers, 43% among associate professors and 27% among full professors. Nationally (Fig. 30), the results are very similar, as well as at European level, where – in reference to 2016 (last update available<sup>17</sup>) – the share of women is 55% among students, 59% among graduates, 48% among PHD students, 46% among researchers, 40% among associate professors, and 24% among full professors.

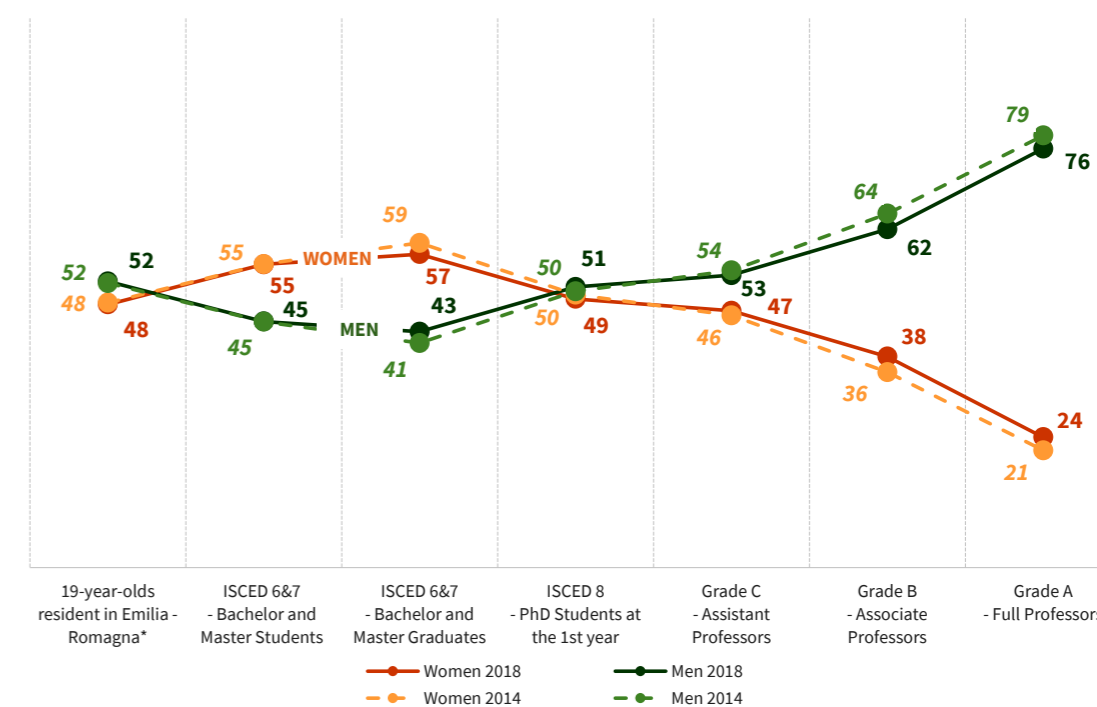
FIGURE 29 – DISTRIBUTION BY GENDER IN A TYPICAL ACADEMIC CAREER AT THE UNIVERSITY OF BOLOGNA – STUDENTS AND TEACHING STAFF – PERCENTAGE - 2014 AND 2019



\* This is the population resident in the Region Emilia-Romagna at the age of 18 years old at 1/1/2014 and at 1/1/2019.

17. Cfr EU – Directorate-General for Research and Innovation (2019), *She Figures 2018*, European Commission, Brussels, p. 116.

FIGURE 30 – DISTRIBUTION BY GENDER IN A TYPICAL ACADEMIC CAREER IN ITALY – STUDENTS AND TEACHING STAFF – PERCENTAGE - 2014 AND 2018



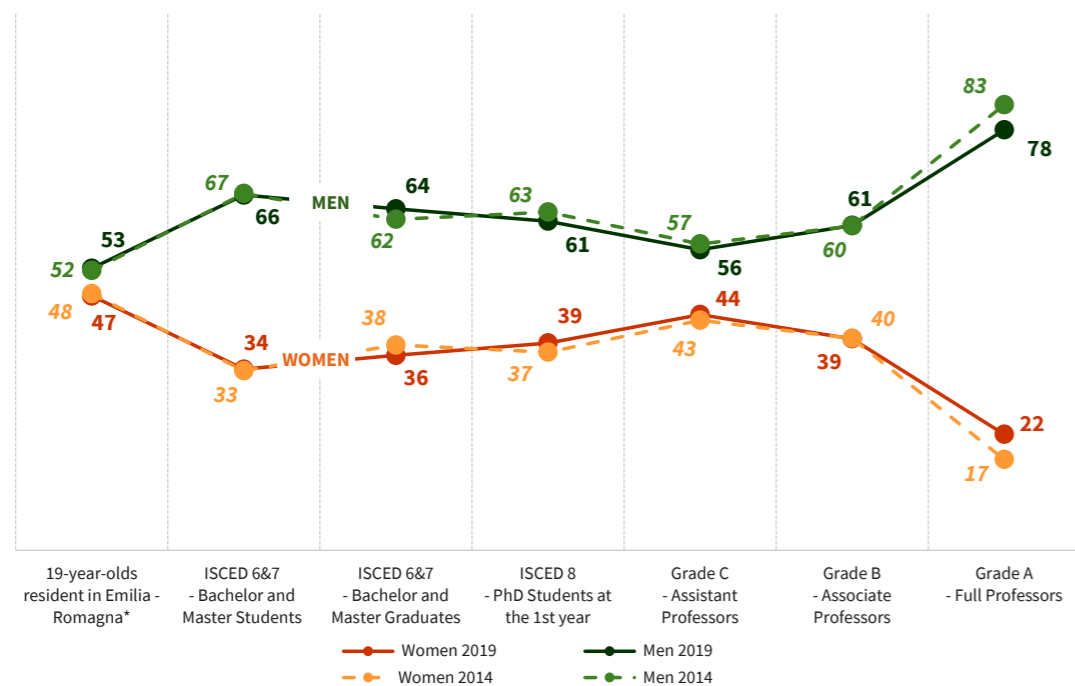
\* This is the population resident in Italy at the age of 18 years old at 1/1/2014 and at 1/1/2018.

An analysis of academic careers limited to STEM disciplines (*Science, Technology, Engineering and Mathematics*) once again confirms the existence of the *leaky pipeline* effect, but with some differences compared to the overall situation (Fig. 31). First of all, before the vertical segregation, there is the horizontal segregation about study area: the consequence is that women are still a third of the total number, between the students in the first year in 2019/20. Also as a consequence of their successful studies and motivational factors, the female share rises to 36% among the graduates of 1st Cycle Degree, to 40% among the graduates of 2nd Cycle and Single Cycle Degree, to 39% among PHD students and to 44% among assistant professors. Starting from the role of Assistant professors, there are progressively fewer women, falling to 22% for the full professor category. It is interesting to note that there are more women holding Associate Professor roles (39%) than among the students enrolling at the University (34%). With regard to the STEM disciplines, the effect of vertical segregation becomes apparent later on in respect of that which is identified generally. Furthermore, in the Alma Mater, there is a greater presence of women in academic careers in these disciplines than that recorded at the European level<sup>18</sup>, where 35% of research roles, 28% associate teaching roles and 15% of Full Professor roles are occupied by women.

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



FIGURE 31 – DISTRIBUTION BY GENDER IN A TYPICAL ACADEMIC CAREER AT THE UNIVERSITY OF BOLOGNA IN THE STEM AREAS (SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS) – STUDENTS AND TEACHING STAFF – PERCENTAGE - 2014 AND 2019

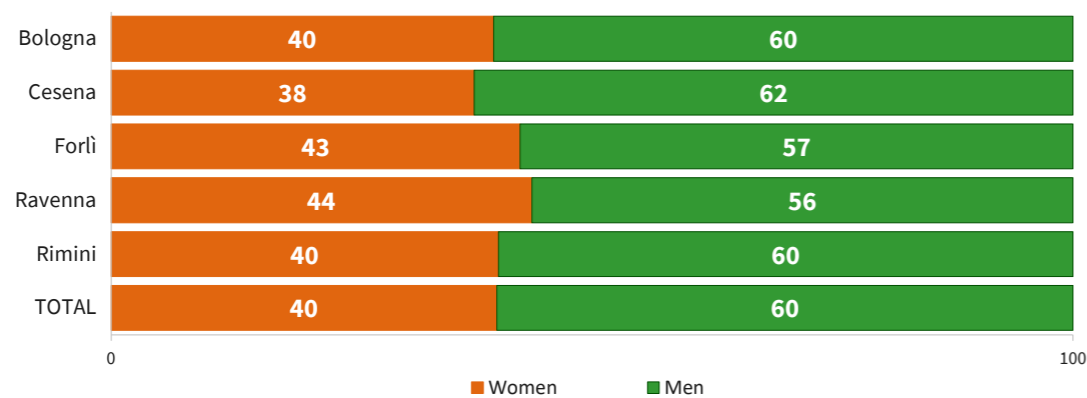


\* This is the population resident in the Region Emilia-Romagna at the age of 18 years old at 1/1/2014 and at 1/1/2019.

If we look at the “scissors” in the academic careers (Figures 29-31), by observing in which stages of the career and in which fields of study there is a progressive reduction in the number of women – in other words, by identifying the *leaky pipeline* – we can more clearly comprehend the processes of horizontal and vertical segregation that still exist in the Italian university system, and contemplate the possible causes and solutions. Undoubtedly this segregation materialises also through the life choices typically made at the stage of life in which the academic career develops, which are still today conditioned by gender stereotypes.

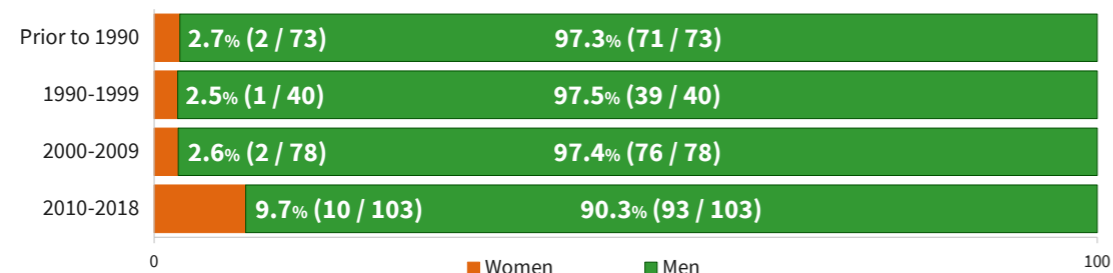
In relation to the place of employment, the data show that men are prevalent in all five Campuses of the Alma Mater, with percentages ranging from 56% to 62% (Fig. 32).

FIGURE 32 – TEACHING STAFF BASED ON ASSIGNED CAMPUS AND GENDER - PERCENTAGE (2019)



Another interesting comparison in terms of distribution by gender concerns emeritus professor<sup>19</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 2010-2019 increased being close to 10% (Fig. 33).

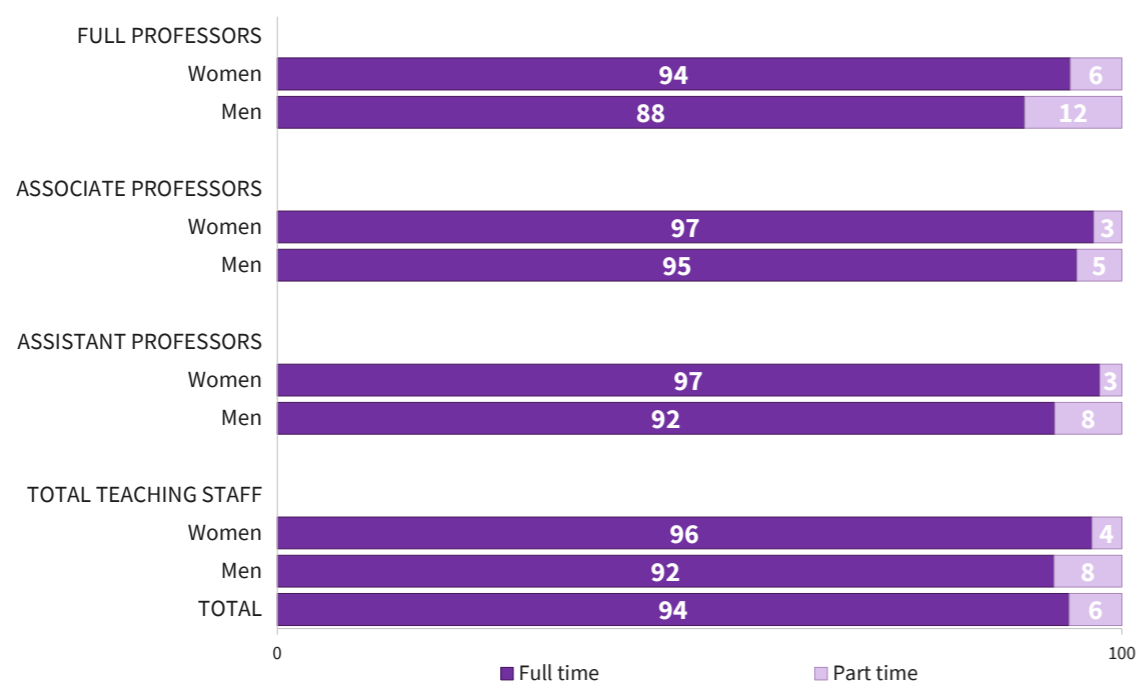
**FIGURE 33 – EMERITUS PROFESSORS BY PERIOD OF APPOINTMENT AND GENDER - PERCENTAGE (1933 – 2019)\***



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

Turning to the distribution of teaching staff in terms of commitment, in 2019, 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. 34). 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 34 – TEACHING STAFF BY AGE, GENDER AND COMMITMENT PERCENTAGE (2019)**



19. 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.

Leave granted to the teaching staff is related to role and gender (Table 5 and Fig. 35). In particular, the data show that maternity/paternity leave and parental leave continue to be taken almost exclusively by women, particularly among researchers (also for reasons pertaining to age), with 7.6 days’ leave taken per capita in 2019.

**TABLE 5 – LEAVE DAYS\* TAKEN BY TEACHING STAFF, BY ROLE AND GENDER - ABSOLUTE VALUES (2019)**

	Full Professors		Associate Professors		Researchers	
	Women	Men	Women	Men	Women	Men
<b>Teaching staff</b>	<b>196</b>	<b>537</b>	<b>508</b>	<b>676</b>	<b>420</b>	<b>465</b>
<b>PAID LEAVE</b>						
Paid sick leave	283	405	786	696	495	1,035
Paid leave, pursuant to Law 104 to provide assistance to sick**	20	3	43	–	39	3
Paid maternity, paternity, parental, and sick child leave***	–	9	652	121	3,197	3
Other paid leave	377	591	906	974	251	45
<b>UNPAID LEAVE****</b>	<b>1,264</b>	<b>3,633</b>	<b>730</b>	<b>3,173</b>	<b>2,463</b>	<b>3,012</b>
<b>TOTAL</b>	<b>1,944</b>	<b>4,641</b>	<b>3,117</b>	<b>4,964</b>	<b>6,445</b>	<b>4,098</b>

Source: University Staff database.

\* Excluding vacation leave or strikes.

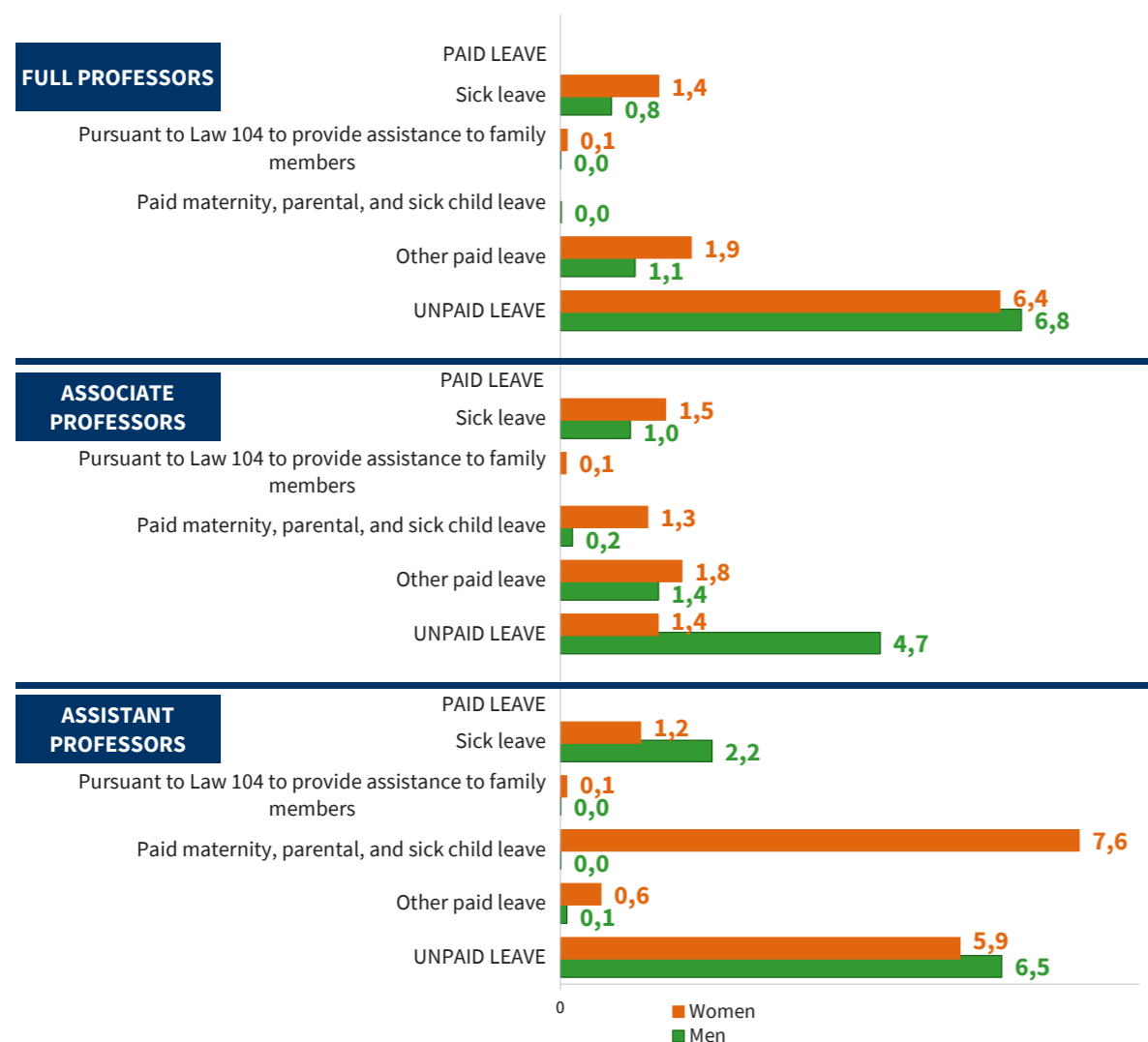
\*\* Italian Law 104/1992, “framework law for assistance, social integration and the rights of persons with disabilities”.

\*\*\* 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.

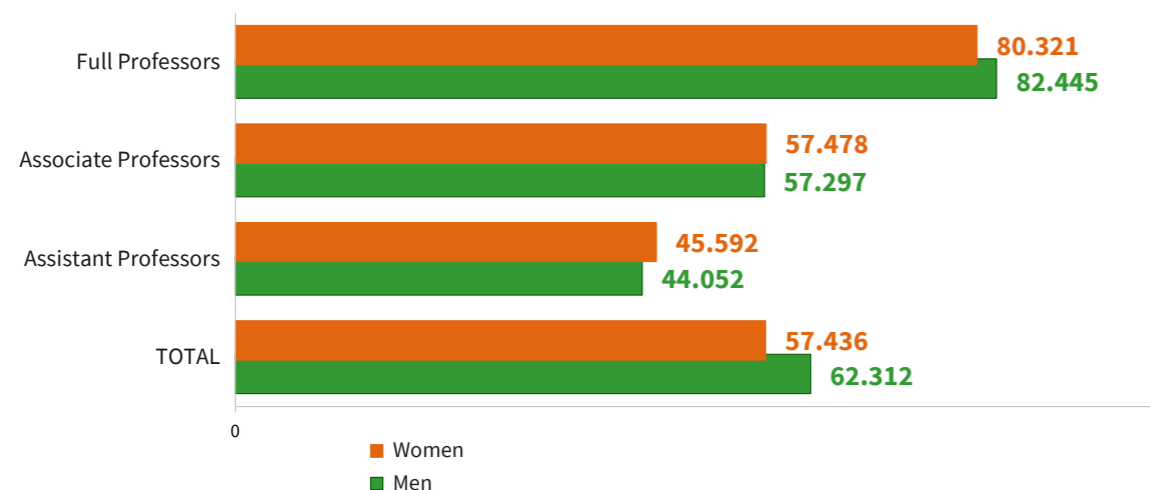


FIGURE 35 – LEAVE DAYS TAKEN BY TEACHING STAFF, BY ROLE AND GENDER PER CAPITA VALUES (2019)



An analysis of average annual salaries allocated by gender (Fig. 36) shows an annual gender pay gap of € 5,000 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.

FIGURE 36 – ANNUAL GROSS SALARY\* OF TEACHING STAFF BY ROLE AND GENDER – AVERAGE VALUES (2019)



\* 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.

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, who represent more than two thirds of the total. In 2018 and 2019 the gender imbalance is significant even considering the projects in which the University of Bologna holds the role of coordinator (Tab. 6).

TABLE 6 – H2020 PROJECTS INVITED TO NEGOTIATE, BROKEN DOWN BY GENDER OF THE SCIENTIFIC SUPERVISOR\* - ABSOLUTE AND PERCENTAGE VALUES (2017-2019)

UGI	Year of invitation to negotiate								
	2019			2018			2017		
	Women	Men	N. of Projects	Women	Men	N. of Projects	Women	Men	N. of Projects
Scientific Project Supervisor	28%	72%	39	29%	71%	33	33%	67%	43
<i>of them, UniBo coordinated projects</i>	-	100%	3	11%	89%	9	70%	30%	10

\* 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.

Similarly there is a male bias also in staff with a role of scientific responsibility in projects funded by national programmes (PRIN) in the three-year period from 2016 to 2018 (Tab. 7).

TABLE 7 – PRIN PROJECT MANAGERS, BY YEAR AND GENDER - ABSOLUTE AND PERCENTAGE VALUES (2016-2018)

UGI	Year of approval								
	2018			2017			2016		
	Women	Men	N. of Projects	Women	Men	N. of Projects	Women	Men	N. of Projects
Scientific Project Supervisor	18%	83%	40	18%	83%	40	28%	72%	25
<i>of them, UniBo coordinated projects**</i>	30%	70%	135	30%	70%	135	31%	69%	72

\* The results for the three-year 2016-2018 period are shown; 2019 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.

### 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 80% of CELs (Tab. 8 and Fig. 37).

Within the C TA staff category, where women are 68% of the total, the female share tends to decrease as the professional level increases, up to the higher levels of the chain of command (managerial level), among whom women and men are equal numbers. This trend shows that the vertical segregation effect is at work in this context, though less obvious than what was found for teaching staff. With regards to staff with position compensation, no gender inequity is manifested since the percentage of women among the owners (63%) is equal to the overall female share within TA staff. The distribution by gender indicated above remains almost stable during the three-year 2017-2019 period.



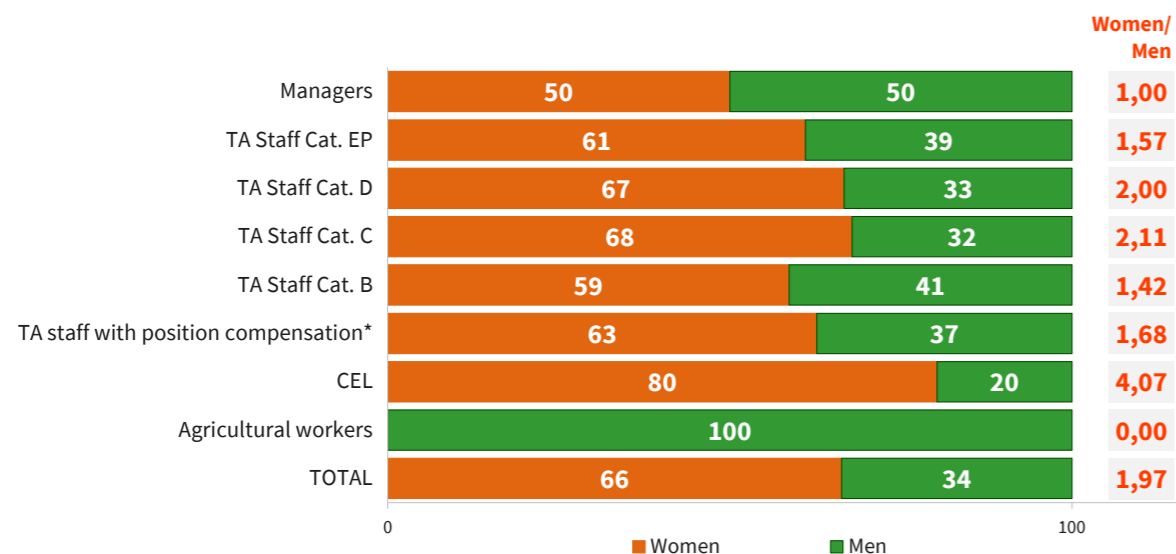


**TABLE 8 – MANAGERIAL STAFF, TA\* STAFF AND CELS BY ROLE AND GENDER – ABSOLUTE VALUES (2017-2019)**

UGIt	2019			2018			2017		
	Women	Men	TOTAL	Women	Men	TOTAL	Women	Men	TOTAL
Managers	7	7	14	7	8	15	7	8	15
TA Staff (Cat. EP, D, C, B)*	1.904	974	2.878	1.871	967	2.838	1.897	982	2.879
<i>of which EP</i>	105	67	172	100	65	165	109	67	176
<i>of which D</i>	647	323	970	636	318	954	608	314	922
<i>of which C</i>	983	465	1.448	950	454	1.404	980	464	1.444
<i>of which B</i>	169	119	288	185	130	315	200	137	337
<i>of them with fixed term contracts</i>	57	26	83	34	21	55	80	37	117
TA staff with position compensation**	180	107	287	197	108	305	191	107	298
CEL	57	14	71	58	15	73	55	16	71
Agricultural workers	-	4	4	-	5	5	-	6	6
<b>TOTAL</b>	<b>1.968</b>	<b>999</b>	<b>2.967</b>	<b>1.936</b>	<b>995</b>	<b>2.931</b>	<b>1.959</b>	<b>1.012</b>	<b>2.971</b>

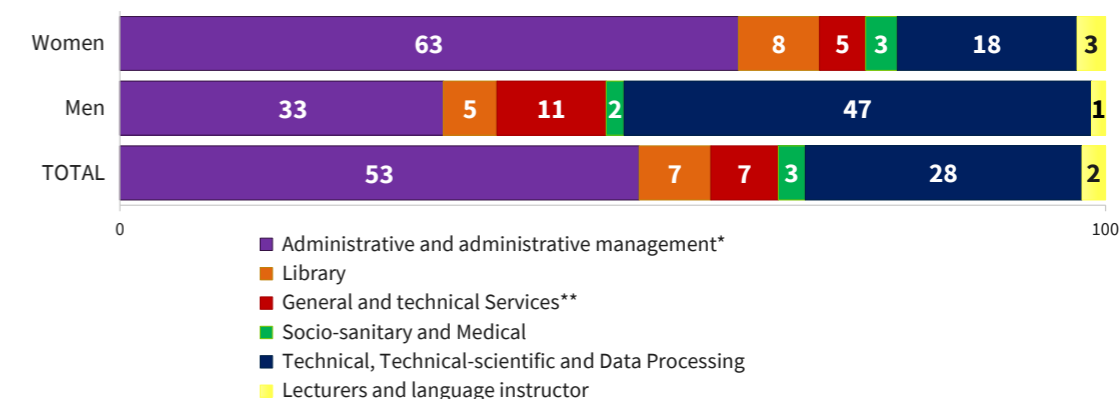
\*Includes staff with permanent and fixed-term contract. In 2019 there are no fixed-term contracts between CEL nor between Managers.

\*\*TA staff with assignment pursuant to art. 75 and art. 91 paragraph 3 of the CCNL 16.10.2008 (current).

**FIGURE 37 – MANAGERIAL STAFF, TA STAFF AND CELS BY ROLE AND GENDER PERCENTAGE (2019)**

\* TA staff with assignment pursuant to art. 75 and art. 91 paragraph 3 of the CCNL 16.10.2008 (current).

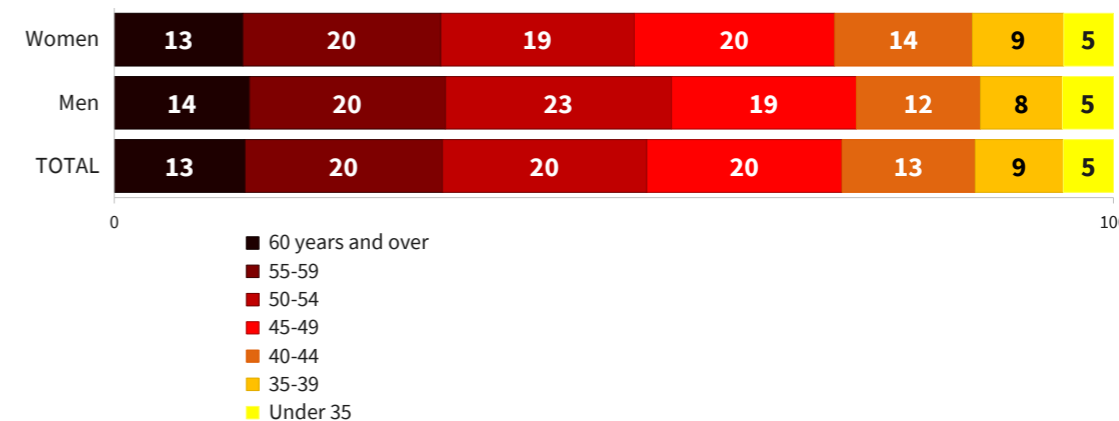
Horizontal segregation also exists among the professional staff and language experts and assistants. Indeed, 63% of women – and only 33% of men – work in the administrative and administration management divisions, while men are more prevalent (47%) in the technical, technical-scientific and data processing divisions (Fig. 38).

**FIGURE 38 – MANAGERIAL STAFF, TA STAFF AND CELS BY GENDER AND AREA- PERCENTAGE (2019)**

\* Including the 14 Managers

\*\* Including the 4 agricultural workers

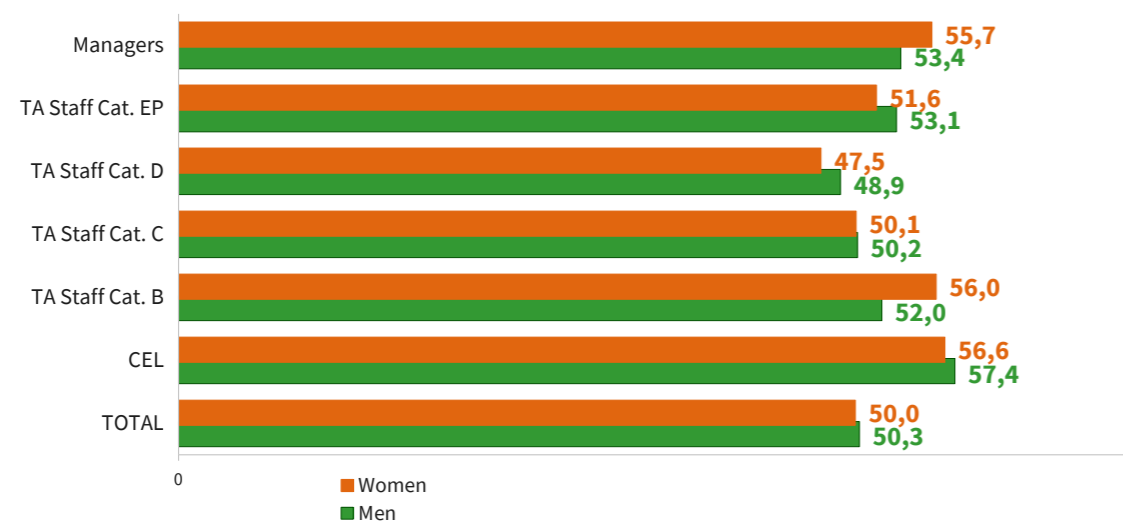
The findings show no evident gender differences in terms of age. Indeed, the distribution by age bracket is similar and, among both men and women, around 60% of the staff fall within the 45 to 59 age bracket (Fig. 39). Even in the same category, the differences are minimal (Fig. 40), except for category B, where women are on average 4 years older but the numbers are relatively small.

**FIGURE 39 – MANAGERIAL STAFF, TA STAFF AND CELS\* BY GENDER AND AGE\*\* - PERCENTAGE (2019)**

\* Including the 4 agricultural workers

\*\* The age in years reached by 31/12/2019.

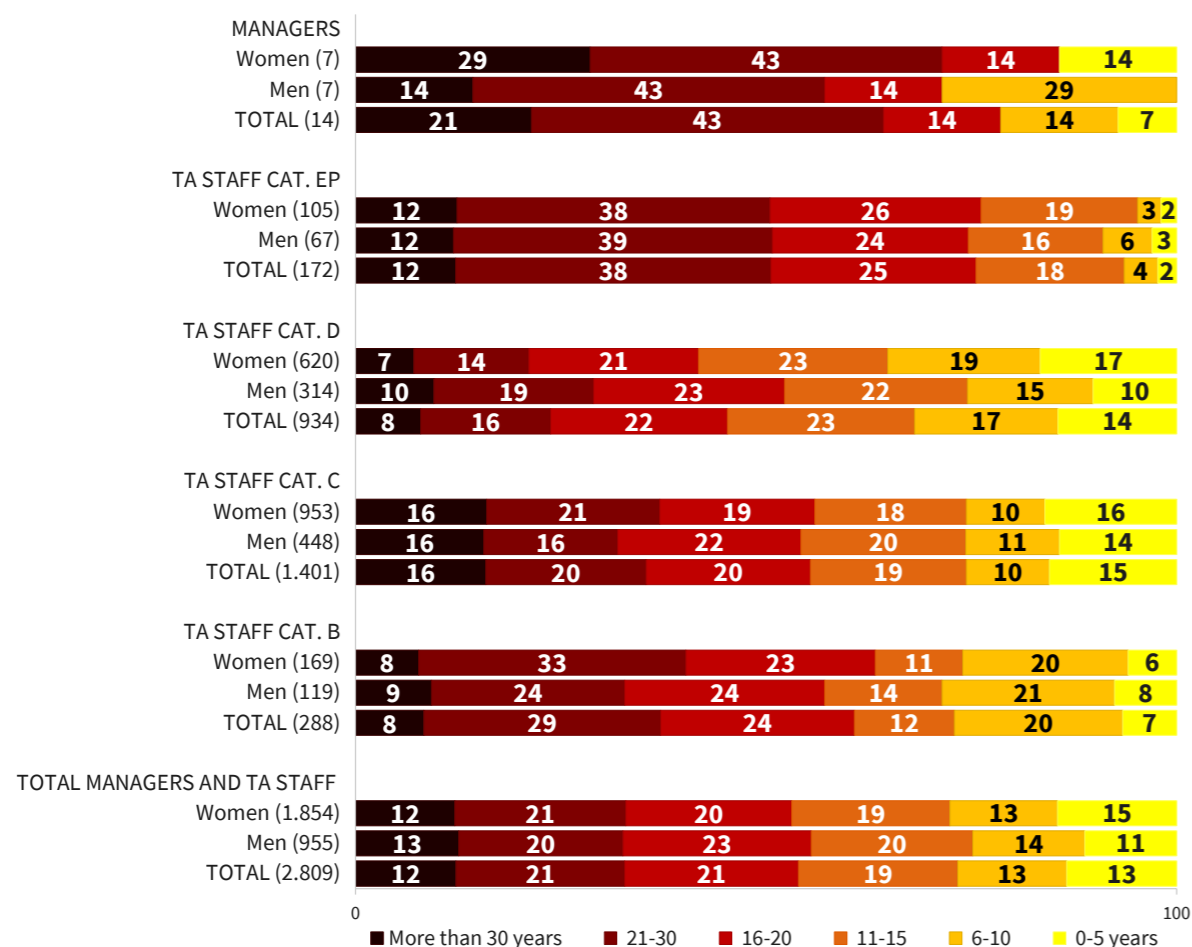
**FIGURE 40 – AVERAGE AGES\* MANAGERIAL STAFF, TA STAFF AND CELS BY GENDER AND CONTRACT CATEGORY (2019)**



\* The age on 31/12/2019 and the average value taking into account also the months and days passed since the last birthday. The data include the 4 Agricultural workers but the corresponding bar is not represented in the chart.

Similarly, the data show no significant gender differences in terms of the length of service (Fig. 41). Predictably, for both men and women, the length of service tends to be greater in the higher-ranking roles: at least half of the Heads of Division and EP category personnel have been in service for more than 20 years.

**FIGURE 41 – MANAGERIAL STAFF AND TA\* STAFF BY GENDER, CONTRACT CATEGORY AND SENIORITY\*\* PERCENTAGE (2019)**

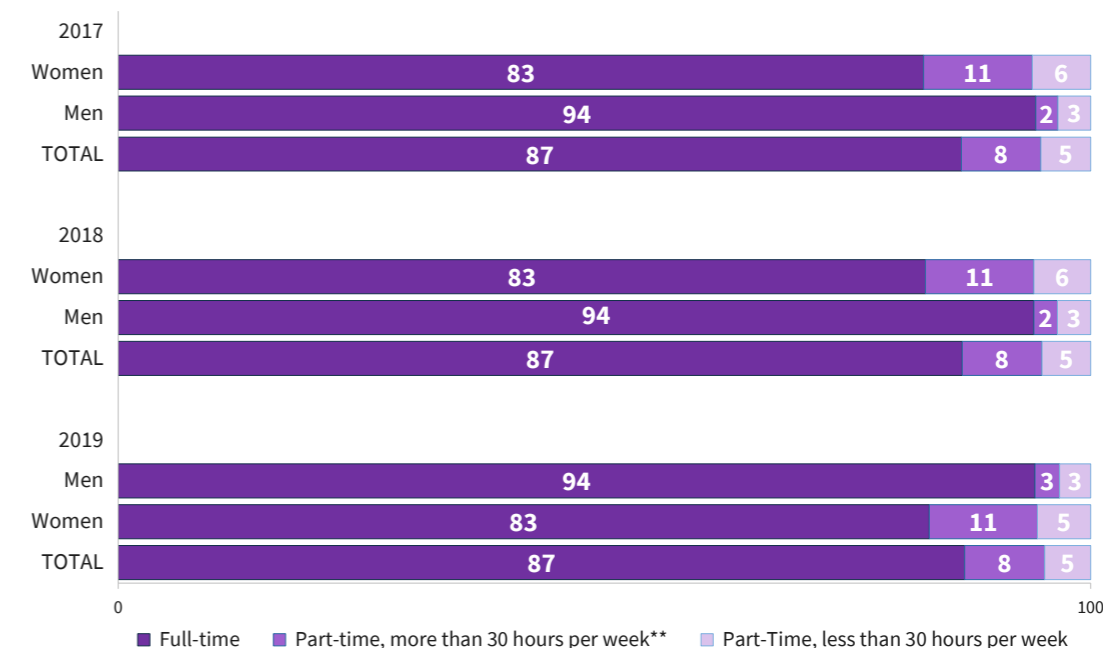


\* Excluding (as well as CEL) fixed-term contract staff and agricultural workers.

\*\* The total number of years of service, regardless of category.

An examination of the distribution of TA staff and CELS according to contract type (fixed-term and permanent contracts) shows that, in the three-year period 2017-2019, the number of part-time workers remained stable and smaller (Fig. 42) compared to those with full-time employment. Part-time contracts are more frequent among women (17%) than men (6%).

**FIGURE 42 – MANAGERIAL STAFF, TA STAFF AND CELS\* BY TYPE OF COMMITMENT AND GENDER PERCENTAGE (2017 – 2019)**



\* Excluding the 4 agricultural workers.

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

Tables 9 and 10 show the trend in optional parental leave taken by heads of Divisions, professional staff and language instructors and trainers broken down by gender. To ensure the data are interpreted correctly, in comparing the number of days' leave taken by male and female employees, it is necessary to consider that two thirds of the professional staff are women. In any case, it is evident that, in general, female employees among the professional staff take parental leave decidedly more frequently than male employees.

Table 11 and Fig. 43, which show the days of absence for the various reasons, confirm the greater commitment of women to care and assistance activities. In fact, the differences between men and women in terms of days per capita relate not only to paid maternity/paternity and parental leave, where the differences are significant, but also to family care and assistance activities based on Law 104.



**TABLE 9 – EVOLUTION OF VOLUNTARY PARENTAL LEAVE AND SICK LEAVE FOR MANAGERIAL STAFF, TA STAFF AND CELS BY GENDER (2017-2019)\***

	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 employees	No. of days	No. of days	No. of employees	No. of employees	No. of days	No. of days	No. of employees	No. of employees	
2019	1.109	68	185	21	2.574	118	154	15	673	71	61	9
2018	580	45	241	28	2.061	126	178	19	710	81	153	10
2017	916	56	319	32	2.512	135	96	13	674	74	81	9

\* Excluding 4 agricultural workers. Source: University Staff Database.

**TABLE 10 – SICK CHILD PARENTAL LEAVE TAKEN BY MANAGERIAL STAFF, TA STAFF AND CELS BY GENDER – ABSOLUTE VALUE (2017-2019)\***

	Sick child parental leave compensated at 100%				Sick child parental leave unpaid			
	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
2019	908	89	297	33	49	24	4	2
2018	1.010	87	249	40	80	28	1	1
2017	1.133	105	261	37	92	31	2	2

\* Excluding 4 agricultural workers.

**TABLE 11 – LEAVE DAYS TAKEN BY MANAGERIAL STAFF, TA STAFF AND CELS BY GENDER ABSOLUTE VALUE (2019)\***

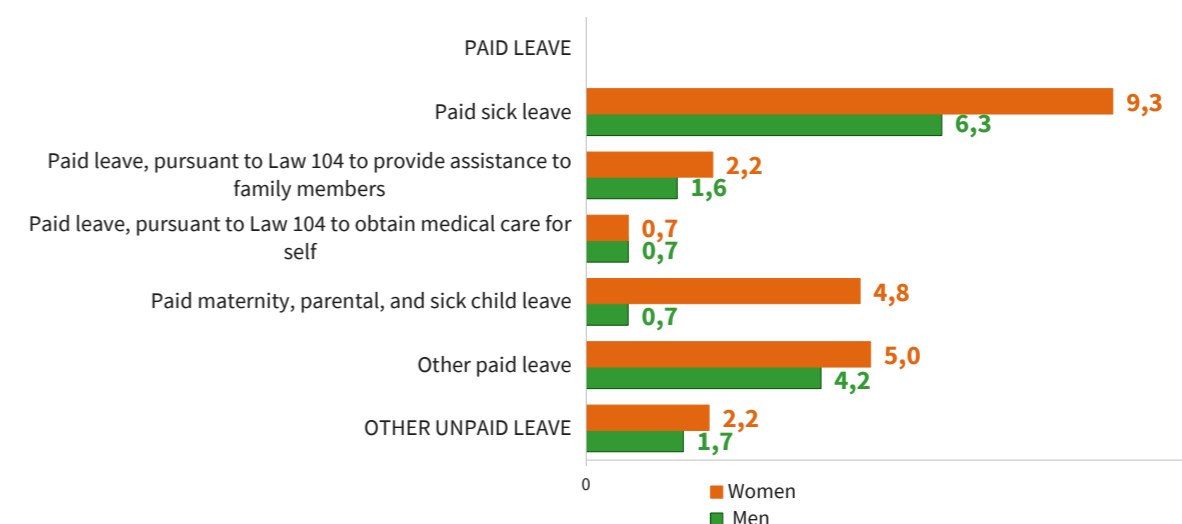
	Women	Men
<b>Staff</b>	<b>1.968</b>	<b>995</b>
<b>PAID LEAVE</b>		
Paid sick leave	18.331	6.256
Paid leave, pursuant to Law 104 to provide assistance to family members**	4.401	1.599
Paid leave, pursuant to Law 104 to obtain medical care for self**	1.464	742
Paid maternity, parental, and sick child leave***	9.528	739
Other paid leave	9.901	4.131
<b>OTHER UNPAID LEAVE****</b>	<b>4.275</b>	<b>1.710</b>
<b>TOTAL</b>	<b>47.901</b>	<b>15.178</b>

\* Excluding 4 agricultural workers. 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 43 – AVERAGE LEAVE DAYS TAKEN BY MANAGERIAL STAFF, TA STAFF AND CELS\* BY GENDER – PER CAPITA VALUES (2019)\*\***

\* Excluding 4 agricultural workers. Source: University Staff Database.

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

An analysis of the staff members trained<sup>20</sup> (Fig. 44) in 2019 shows that, overall, 67% of women and 60% of men received training. For managers, the percentage of trained personnel is the same for women and men, while for all other contractual categories the percentage is higher female TA staff.

**FIGURE 44 – MANAGERIAL STAFF, TA STAFF AND CELS\*, BY CATEGORY AND GENDER VALUES PER 100 EMPLOYEES (2019)**



\* Excluding 4 agricultural workers.

The documentation regarding the professional staff and language instructors and trainers concludes by measuring the turnover of permanent employees (Table 12). In 2019, staff turnover was greater mainly in category C personnel, where for both men and women, the number of new staff members exceeded the number of staff leaving, and subsequently the offset indicators are both above one. In the other categories and among language experts and assistants, the outflow of staff was greater than the inflow, although in this case the numbers are quite low. Overall, in 2019 there were 125 new professional staff members and language instructors and trainers compared with 117 who left. There was, therefore, a total increase of 8 employees, resulting in a positive balance for women (+10) and a negative balance for male employees (-2).

**TABLE 12 – TURNOVER OF PERMANENT PROFESSIONAL STAFF AND LANGUAGE EXPERTS AND ASSISTANTS, BROKEN DOWN BY CATEGORY AND GENDER - ABSOLUTE VALUES AND TURNOVER INDICES (2019)**

	Number of staff (2019)		New employees		Turnover indices					
					Offset*		Total turnover**			
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
TA Staff Cat. EP	105	67	1	1	3	3	0,33	0,33	3,8	6,0
TA Staff Cat. D	620	314	16	9	19	14	0,84	0,64	5,6	7,3
TA Staff Cat. C	953	448	62	35	37	20	1,68	1,75	10,4	12,3
TA Staff Cat. B	169	119	-	-	9	9	0,00	0,00	5,3	7,6
CEL	57	14	1	-	2	1	0,50	0,00	5,3	7,1
<b>TOTAL</b>	<b>1.904</b>	<b>962</b>	<b>80</b>	<b>45</b>	<b>70</b>	<b>47</b>	<b>1,14</b>	<b>0,96</b>	<b>7,9</b>	<b>9,6</b>

\* Number of new employees/Number of terminations.

\*\* (Number of new employees + Number of terminations)/Number of staff x 100.

20. These are personnel who have received at least one training opportunity during the year. The data concern exclusively the training and professional updating activities that allow the updating of the person's training curriculum; therefore, participation in higher education courses such as internships abroad, masters and advanced training courses is excluded.

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

An analysis of various university bodies in office as of 31/12/2019, shows an imbalance between genders, in favour of men (Tab. 13 and Fig. 45). Men represent 58% of the total workforce. Furthermore, they make up the majority (including cases where they are the only member) in 10 out of the 13 bodies examined. In particular, single-member bodies are always occupied by men: Rector, Director General, and Student Ombudsman. In the Board of Governors, about a third of its members are women, while in the University Senate and in the Evaluation Group the female quota is 40%. Compared to 2018 gender imbalance in the Student Council has been reduced, female students were 9 out 33, while at the end of 2019 is 12 out 32; however the equity is quite far, despite the principle of equal gender opportunities recommended by University Statute (Art. Art. 11, par. 1).

The only three bodies do not occur male prevalence are the Vice-Rectors (4 women and 4 men), the Technical and Administrative Staff Council (12 women and 11 men - but it should be borne in mind that women they represent two-thirds of TA and CEL Personnel) and the Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work, where women are clearly in the majority.

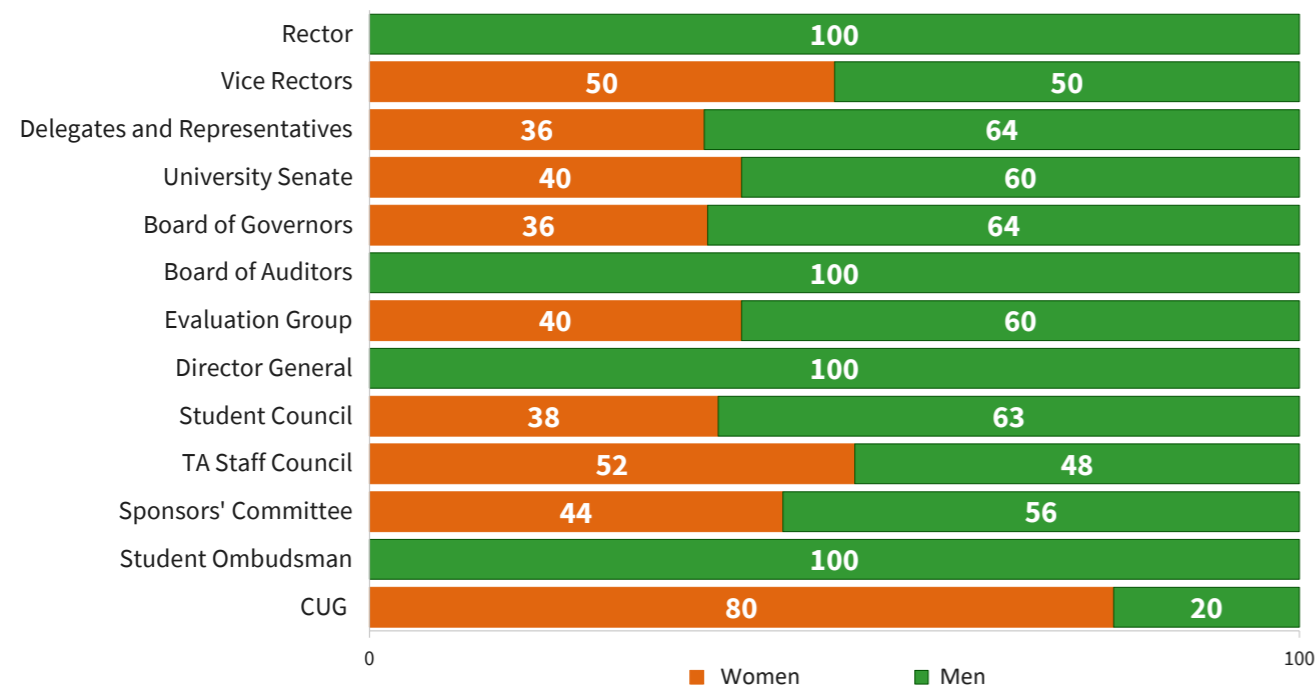
**TABLE 13 – COMPOSITION OF UNIVERSITY BODIES AS OF 31/12/2019, BY GENDER - ABSOLUTE VALUES**

	Women	Men	TOTAL
1 – Rector	-	1	1
2 – Vice Rectors	4	4	8
3 – Delegates and Representatives	9	16	25
4 – University Senate, of which:	14	21	35
<i>President (Honourable Rector)</i>	-	1	1
<i>member of Heads of Department</i>	2	8	10
<i>member of Professors and Researchers</i>	8	7	15
<i>member of TA Staff</i>	2	1	3
<i>member of Student Representative</i>	2	4	6
5 – Board of Governors, of which:	4	7	11
<i>President (Honourable Rector)</i>	-	1	1
<i>internal members</i>	1	4	5
<i>external members</i>	2	1	3
<i>members of Student Representative</i>	1	1	2
6 – Board of Auditors	-	5	5
7 – Evaluation Group	2	3	5
8 – Director General	-	1	1
9 – Student Council	12	20	32
10 – Technical and Administrative (TA) Staff Council	12	11	23
11 – Sponsors' Committee	4	5	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>69</b>	<b>97</b>	<b>166</b>



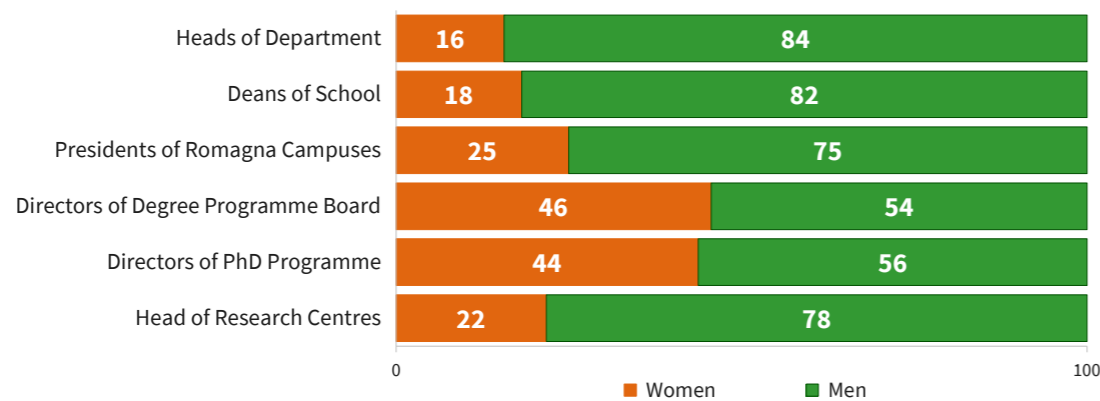


FIGURE 45 – MEMBERS OF UNIVERSITY BODIES AS OF 31/12/2019 BY GENDER – PERCENTAGE



In addition, in reference to the top positions held at the end of 2019 in research and teaching offices, women are clearly underrepresented (Fig. 46). On the 32 university departments, only five have a Head who women- Biomedical and Neuromotor Sciences (DIBINEM), Interpreting and Translation (DIT), Modern Languages, Literatures and Cultures (LILEC), Education Studies (EDU), Statistical Sciences (STAT). Furthermore, only 2 out of the 11 Dean or Vice Dean positions are held by women, while 1 out of the 4 Romagna Campus Presidents and 5 out of the 23 Education and Research Centre Managers are women. Finally, there is greater equality among the Degree Programme and PhD Programme Coordinators, although women are still in the minority.

FIGURE 46 – HEADS OF DEPARTMENTS, SCHOOLS, DEGREE AND PHD PROGRAMMES AND RESEARCH CENTRES, BY GENDER – PERCENTAGE (2019)





## 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>. During the 2019/20 academic year, 57 gender-related learning activities were delivered in 20 degree programmes in 7 different areas (Table 14). The second-cycle degree programme in Modern, Comparative And Post-Colonial Literature, which is part of the Languages and Literatures, Translation and Interpreting Area, delivered 17 gender-related learning activities. These learning activities are, however, absent in the technical, scientific and economic areas. 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.

**TABLE 14 – GENDER-RELATED LEARNING ACTIVITIES BY SCHOOL AND A.YS.– ABSOLUTE VALUES (A.YS. 2017/18-2019/20)**

School	2019/20	2018/19	2017/18
Law	5	4	4
Foreign Languages and Literatures, Interpreting and Translation	23	22	24
Medicine	6	3	3
Psychology and Education	5	6	7
Political Sciences	5	4	6
Sociology	1	-	-
Arts, Humanities, and Cultural Heritage	12	10	10
<b>TOTAL</b>	<b>57</b>	<b>49</b>	<b>54</b>

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.



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 (see previous table n. 14), which in 2019/20 A.Y. enrolled 40 students (namely 35 women and 5 men).

Moreover, 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, in the occasion of the "Almaorienta 2019" orientation days organized by the University of Bologna for high school students, IRT Alma Gender<sup>22</sup>, the Vice Rector for Human Resources, the Equal Opportunities Delegate, and the PLOTINA project, curated a space committed to informing and sensitizing students through materials, testimonies and recommendations on gender studies in University.

This information was gathered through mapping the courses, teaching activities and research centres that are defined by their perspective on gender, women, feminism and intercultural studies.

The 'gender' mission serves not only to raise awareness among students and teachers, but also to build synergistic and cross-cutting courses aimed at generating critical thinking and promoting social inclusion, as well as at valuing and respecting diversity. Mapping is an ongoing progress and new content may always be added. To see the mapping for 2019, please visit the relative web page on the University's website [www.unibo.it/DidatticaPariOpportunita](http://www.unibo.it/DidatticaPariOpportunita). 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 and key words of PhD dissertations prepared during the 2017-2019 three-year period, as well as the titles of research fellowships awarded during that same period.

22. See section 4.2. below

23. In accordance to the analysis undertaken for learning activities we carried out our analysis by looking for the following terminological roots titles "wom", "man", "fem", "male", "gender", "sex", "equal opp", both in Italian and English; we excluded cases strictly concern medical and veterinary studies. The analysis of PhD thesis has been performed analysing titles and keywords, while the analysis of research fellowships focused on titles.

With reference to PhD dissertations, the analysis identified 20 dissertations related to gender issues: five dissertations in 2017, six in 2018 and nine in 2019. The dissertations were completed by male and female PhD students from seven different departments<sup>24</sup>. In the 2017- 2019 three-year period, 22 gender-related fellowships were awarded: six in 2017, eight in 2018 and eight in 2019. There were nine departments involved<sup>25</sup>. Similarly to the learning activities, included in degree programmes of the University of Bologna, the PhD dissertations and research fellowships related to gender issues are subdivided into two types: gender comparisons and studies of the female component as a phenomenon.

24. The dissertations were completed in the Departments of Modern Languages, Literatures and Cultures (LILEC) with 7 dissertations (presented in 2019); Interpreting and Translation (DIT) and History and Cultures (DISCI), with 3 dissertations for each department; Art (DARVIPEM), Education Studies (EDU) and Sociology and Business Law (SDE), with 2 dissertations for each department; Economics (DSE), with one dissertation.

25. The Department of History and Cultures (DISCI) awarded five research fellowships; the Departments of Modern Languages, Literatures and Cultures (LILEC), Education Studies (EDU), Agricultural and Food Sciences (DISTAL) and Political and Social Sciences (SPS) awarded three research fellowships each of them; the Departments of Interpreting and Translation (DIT) awarded two research fellowships; the Department of Art (DARVIPEM), Management (DISA) and of Economics (DSE) awarded one research fellowship each of them.





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

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, it was selected as "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 teaching and research approaches 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 (Granada, Oviedo, York Utrecht, Budapest, Vienna, Lodz, e Bologna) that offer different experiences, stories and skills in the field of gender studies. The program, which is accessed by selection by the GEMMA Consortium, 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 international environment expands the offer experiences and enriching shares and comparisons.

The Consortium also collaborates with institutions for equal opportunities, documentation centres, professional associations, publishing houses, and other cultural institutions in Italy and abroad. The teaching offered, by each location, includes specialized seminars on transversal, interdisciplinary and current issues concerning gender policies and research in progress, both at national and international level. Moreover, GEMMA cooperates with diversity management courses, organizes focus groups with non-academic experts related to integration in the professional world and extracurricular 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.

GEMMA is coordinated by prof. Rita Monticelli.



### 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 crosscutting 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, they counteract the mobbing and burn out caused by the stereotypes deriving from prejudices, stereotypes and segregation mechanisms towards 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. Serena Baiesi as the point of contact. The EDGES PhD programme includes three official languages: Italian, English and Spanish, and focuses on the following topics:

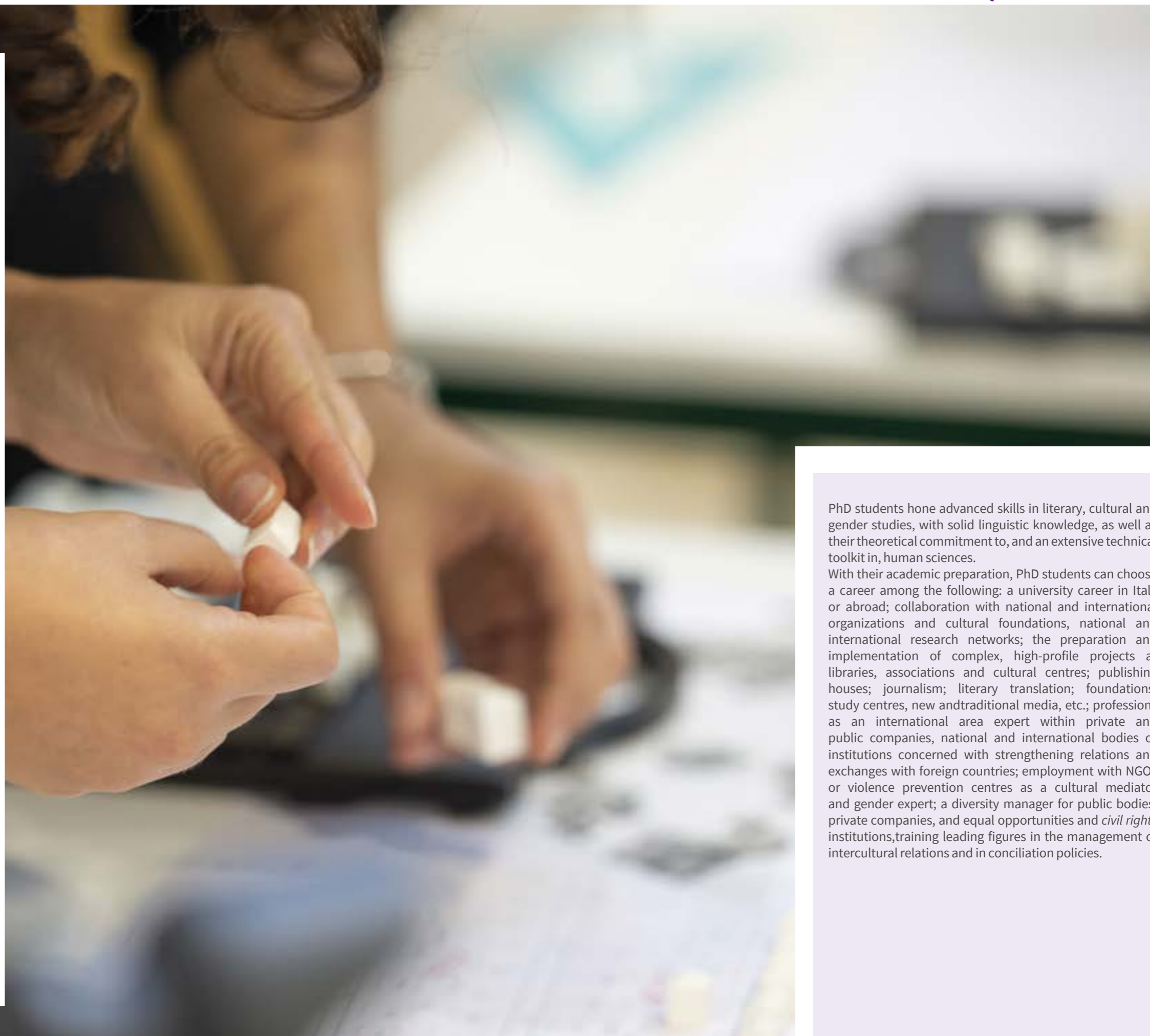
- literature as a place for the production, circulation and consolidation of gender equality;
- *textual analysis*, cultural studies, the history of ideas, cultural memory and counter-memories;
- literary production by women and literary criticism of women and gender;
- the theme of equal opportunities 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.

The activity of the PhD includes at the first year and at the beginning of the second year: finding primary and secondary sources; presentation of the research project to the PhD faculty; participation in seminars, academic and third mission activities related to the topic of the EDGES and LILEC curriculum; completion of the internship with the host structure.

In the middle of the second year the PhD curriculum includes the drawing up of the first theoretical methodological chapter of the PhD thesis, the participation at the scientific activities of the curriculum, the mobility at the foreign university partner. Finally, the third year is dedicated to the completion of the PhD thesis 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, 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)

Alma Gender Integrated Research Team (Alma Gender IRT) coordinates a network of courses taught by 130 scholars belonging to 28 Departments of the University of Bologna. 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 gender issues, diversity and inclusion, interculturalism, women's studies, strategies for equal opportunities, equality, gender equity and social inclusion. On the same issues and by transferring research results to an innovative teaching plan, Alma Gender IRT aims to train male and female students to identify possible paths through a wide choice of study plans and interdisciplinary and international courses (1st cycle degree, 2nd cycle degree, PhD Programs).

#### Activities carried out in 2019-2020

The Alma Gender IRT, in addition to its usual activity of providing information and coordinating the various initiatives of its member teachers, participated in various international conferences, in contact with the corresponding institutions in other European universities. In collaboration with the Guarantee Committee (CUG) and the Vice Rector for Human Resources, the Alma Gender IRT coordinators organised and participated in the following events:

- 1) as part of the 8 March initiatives, in the study day "Building the future through equal opportunities: the actions of the University of Bologna as a lever of change" (Belmeloro Complex, 8 March 2019);
- 2) to mark the international day for the elimination of violence against women, in the public seminar "The representation of gender violence" (Academy of Science, 25 November 2019).

In collaboration with the Equal Opportunities Representative, Alma Gender IRT mapped the University's teaching activities in relation to gender and participated in the University's Orientation Day, Alma Orienta in 2019 and 2020.

### 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;
- 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<sup>26</sup>.

In 2018 the Centre included 31 female and male professors and researchers from the Departments of Education Studies, Psychology, Interpreting and Translation, Philosophy and Communication studies. It operates in the campuses of Bologna, Rimini and Cesena.

#### Research

Participation in the research project entitled “Making a difference: awareness, autonomy and decisions for future choices. Research-action with women migrants in Romagna”, funded by the Emilia-Romagna Region, with a view to preventing and combating the phenomena of social exclusion, discrimination and violence against women, especially immigrants from abroad. Project coordinated by the “Rompi il silenzio - Break the silence” Anti-violence Centre, a registered charity.

#### Scientific collaboration at international level

- coordination of the Erasmus+ EUMentorSTEM project together with the Department of Management. The project relates to the promotion of education for female migrants with a STEM specialisation. The project concluded with the international conference – *Promoting highly skilled migrant women in a global knowledge economy* – aimed at promoting discourse and debate on this theme among academics, policy makers, migrant women and professionals who work in the field of migration, professional inclusion and the promotion of equal opportunities (12-13 September 2019).
- participation in the WITEC network (The European Association for Women in Science, Engineering and Technology – SET), international association that works to promote the presence of women in STEM education and professional activities (<http://www.witec-eu.net/>);
- collaboration on implementation of the H2020 PLOTINA project ([www.plotina.eu](http://www.plotina.eu)) and on organisation of the PLOTINA International Final Conference held at the University of Bologna, on 27-28 of January 2020.

26. For further information, see the CSGE website: [www.csge.unibo.it](http://www.csge.unibo.it) and the Facebook page: <https://www.facebook.com/CSGEUnibo/>



#### Teaching and research collaboration

- Collaboration with the Department of Management of the University of Bologna.
- Teachers on the international master's degree GEMMA – Erasmus Mundus Master's Degree in Women's and Gender Studies of the University of Bologna.

#### Lunch Seminar

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. The seminars held in 2019 covered the following topics:

- Body, gender and society.
- A history of masculinity in the modern era.
- Educating adolescents on sexuality: comparing experiences.

#### Photographic competition: “gender snapshots”

The CSGE (centre for gender and education studies) organised the photographic competition “Progressive snapshots. Photographs on gender and education” with the aim of selecting images that capture the theme of gender inequality and difference in the field of education. The competition was open to students, professional staff, teachers and consultants/contractors of the University of Bologna.

#### Events organised together with other local associations/ services/bodies

- Seminar: “New fathers or new sons? The changing roles of men” as part of the “Not just 8 March” event in the Municipality of S. Lazzaro di Savena (BO).
- Workshops as part of the Unijunior initiative aimed at adults and in particular at parents of young girls and boys, entitled: “Is there a difference? Male sons and female daughters in the family”.
- Seminar “Female writing between the nineteenth and twentieth centuries”, as part of the “International History Festival”, in collaboration with the Risorgimento Museum in Bologna.
- Event entitled “Make a difference. Gender education from early infancy to adulthood” in collaboration with the “Illustrated Violence Festival - Women's' Refuge” and “Communication is good for everyone. School of social and gender communication - Dry-Art Association”
- Photography exhibition by Enrico Migotto entitled “Draw your future project”, in collaboration with the Department of Education and Art Studies and Art City Bologna 2020.

### 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)

MeTRa was founded in November 2014 within the Department of Interpreting and Translation at the University of Bologna's Forlì campus.

Academic Supervisor of the Centre: Prof. Chiara Elefante. 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<sup>27</sup> 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 diverse public (other research centres; academics; school teachers; librarians; public bodies; parents; children), and is involved in various research, teaching and dissemination activities:

- organisation of meetings, seminars, and conferences on topics of interest. In particular, in 2017, an International Study Conference took place entitled “*Literature, Translation, and Mediation by and for Children: Gender, Diversity, and Stereotype*”, while in 2019, Bononia University Press released two books containing theoretical reflections on children's literature, gender and translation, the result of international collaboration, meetings and the conference organised by MeTRa;

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



- the Almaidea research project funded in 2017 (January 2018-January 2020) “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 the third mission of the University, in collaboration with other groups or subjects:
  - agreements and collaborations with the Centre for Women and Equal Opportunities of Forlì (2016-2020): creation of different courses which aimed to raise awareness of gender issues among an heterogeneous public, from a pedagogical-educational perspective: training course for primary schools and kindergarten teachers (0-3, 3-6 years); cycle of reading workshops in the library with children and young adults; seminar aimed at the fourth classes of the Morgagni high school in Forlì on violence against women;
- the European G-Book the European G-Book Project Gender Identity: Child Readers and Library Collections (June 2017 - February 2019, coord. Prof. Raffaella Baccolini, Creative Europe Programme) led by the MeTRa Centre, in collaboration with 5 European partners: Université Paris 13 in France, Universidad di Vigo in Spain, Dublin City University in Ireland, Regional Public Library “Petko Rachev Slaveikov” in Bulgaria, Biblioteka Sarajeva in Bosnia Erzegovina. 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 ([www.gbook.eu](http://www.gbook.eu)). September will see the start of the second edition of the *G-BOOK 2: European teens as readers and creators in gender-positive narratives*, funded as part of the Creative Europe Programme;
- the European project: *Training Teachers to Tackle Gender Stereotypes through Children's Literature* (Coordinator Professor Raffaella Baccolini, REC programme – Closing gender gaps over the life-course of the European Commission), a candidate in April 2020 together with three partners of the G-BOOK and Amnesty International Italy;
- the European projects *Strategic Partnerships Empowering young language brokers for inclusion in diversity* (Erasmus+ KA2) and *Networking the Educational World: Across Boundaries for Community-building* (H2020 - MIGRATION-05 NEW-ABC), candidates in 2020 from the In MedIO PUER(I) research group.



### 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/>), shows that numerous initiatives were organized in 2019. In particular, we've considered the initiatives directly aimed at promoting gender equality.

#### JANUARY

- “Music Together in the University, an inauguration concert with two young stars”: The violinist Ludovica Rana and the pianist Maddalena Giacomuzzi are the headline acts in the “Rising Stars I” concert, which on 24 January inaugurated the XXII edition of MIA (Music Together in the University) in the DAMSLab Auditorium.
- “When a degree of the Alma Mater was a lifesaver. The case of Dora Klein”: based on documents found in the University's archives, Professor Gian Paolo Brizzi, Professor emeritus of History at the University, tells the story of some Jewish students who, in order to escape the anti-Semitic measures in force in their country, transferred to the Alma Mater, where they stayed until the Autumn of 1938, due to the racial laws.

#### MARCH

- “Girls who win. It is not the participating but the winning (over) that counts”, an event organised by the Quality of Life Scientific Studies Department, held in Rimini on 7 March, featuring two young women who have made their way in the world of academia, research, sport and the economy. Women committed to the daily challenge of achieving excellence in a world still dominated by odious prejudices and gender stereotypes.
- “Children's rights from a gender perspective” held on 7 March at the School of Law, with the participation of university teachers, municipal councillors and the national head of Unicef.
- “Legal aspects of equal opportunities”, a lecture given by Carmelo Danisi as part of the course: Diversity Management at the University of Bologna.
- Seminar: “#RI#VOL#U#AZIONE” organised on 8 March by the CUG, the PLOTINA project and Alma Gender IRT in order to promote equal opportunities and present the actions in place in the University as well as to reflect on forms of female leadership and discuss the status of women's rights in the current context. A revolution that translates into concrete actions in order to build the future and support women and the work of women.

- “Valuing gender diversity and creating value in the workplace”, an event held on 27 March in the Respighi Foyer of Bologna's Municipal Theatre, with the support of the University's Job Placement Office, in order to make the university community reflect on how the gender differences that we, as people, all carry within us can be beneficial in the workplace.

#### APRIL

- “The research process. Is it possible without women?” An American-style trial with a judge, jury and witnesses in order to investigate the scant presence of women in senior research positions, held on 11 April at the San Filippo Neri Oratory and organised by researchers, students and staff of the University of Bologna.

#### MAY

- “Be cool! Fashion and social processes in contrast at the ZoneModa Conference”, an event held on 16-18 May at the Quality of Life Scientific Studies Department in Rimini as part of the international “ZoneModa Conference 2019”, during which around forty academics from all over the world offered an analysis of the fashion world and its interaction with various contexts of fundamental importance in the modern world (identity, rules and regulations, communication, style, ethics, image, culture, feminism).



**JULY**

- “Digital girls: conclusion of the second edition of the IT summer camp”, a project created by the Department of Computer Science and Engineering of the University of Bologna, aimed at female students in the second, third and fourth years of any high school. The summer camp, which is free of charge and lasts three weeks, took place between 10 and 28 June in the laboratories of the Cesena Campus, with the goal of closing the gap between girls and the world of computer science and programming in an entertaining way that inspires their digital creativity, by working, for example, on video games using the Python programming language.

**SEPTEMBER**

- The “Race for the Cure” charity marathon, promoted by Susan G. Komen Italia was held 20-22 September in order to collect funds for the fight against breast cancer. The participants included a team from Alma Mater.
- “Promoting highly-skilled migrant women in a global knowledge economy”, the final international conference of the European project: Erasmus Plus “EUMentorSTEMCreation of a EUropean e-platform of MENTORing and coaching for promoting migrant women in Science, Technology, Engineering and Mathematics, took place on 12 and 13 September at the DAMSLab, bringing together experts, company representatives, female migrants and professionals who work in the field of migration, education and professional inclusion and in the promotion of equal opportunities.

**NOVEMBER**

- “Coding Girls”: the Alma Mater hosted the Bologna stage of the programme promoted by the World Digital Foundation and the United States Embassy in Italy, with the collaboration of Microsoft Italy, with a view to disseminating equal opportunities in science and technology, which allowed young female students to get first-hand experience of using new technologies.
- The 27 March saw the inauguration of the Red Bench against domestic violence, created under the supervision of the CUG of the University of Bologna and situated in the Cortile del Pozzo of Palazzo Poggi. It will be a permanent feature of the University and will remind the entire community every day of the University’s commitment to eliminating femicides and violence against women.





#### 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 2019 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. With a view to gradually aligning with the indications in the CRUI Guidelines for Gender Equality Reports, future editions of the document will include a full classification of the University's Report expenses.

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

Budget assigned to CUG	25,000.00
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##### Expenses for projects indirectly related to equal opportunities

Contribution for the enrolment of children in nurseries	61.854,99
Child bonus	26.500,00

#### THE CUG BUDGET

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

- cost of printing of: the Alma Mater Gender Annual Equality Report 2018; the brochure entitled "Network of services for employees of the University of Bologna" (2019 version) prepared by the CUG to present the principal University roles, services and offices mandated principally to provide employee services, indicating the related contact persons;
- costs for printing posters and for the purchase of the tags and stationery necessary for the events organised by the CUG;
- costs relating to the appointment of teachers in the learning cycle "Change, Relations and Resilience", organised by the CUG and aimed at all Alma Mater personnel (permanent and temporary professional staff and teachers, research fellows);
- payment of two study grants to students of Alma Mater Studiorum who graduated on time from second or single-cycle degree programmes during the 2017/2018 academic year, presenting a dissertation on topics of interest to the CUG "Equal opportunities, employee wellbeing and non-discrimination" and payment of a grant to cover attendance at the summer school on "Democrazie fragili. Populismo, razzismo,

antifemminismo", organised by Società Italiana delle Storiche (SIS - Italian Society of Gender Historians) – Edition 2019 (call for applications open to TA staff, undergraduates and PhD students of the University of Bologna);

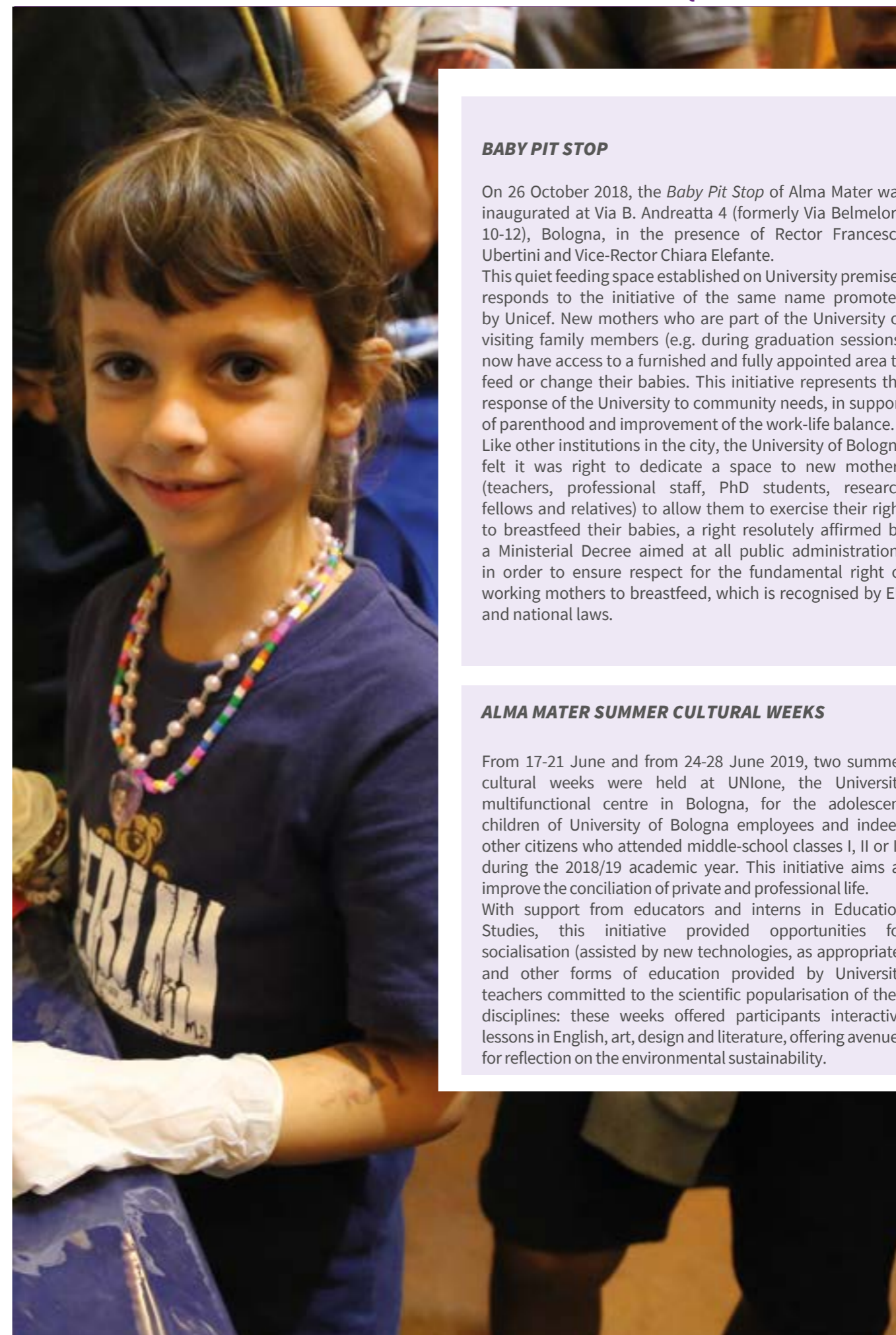
- costs (person months) for the activation of a non-curricular internship, job placement or return to the world of work, support for CUG activities;
- participation of CUG members in meetings of the Gender Equality Report Team of the CRUI and reimbursement of travel expenses for external speakers participating in events organised by the CUG;
- payment of association fees to the National conference of equality bodies of Italian universities.

#### ALLOWANCE FOR THE ENROLMENT OF CHILDREN IN NURSERY SCHOOLS

This is an allowance to enroll 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 2019 child bonus addressed the requests submitted by eligible staff whose children were born in 2018. 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 2018, 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 nurse schools.



#### BABY PIT STOP

On 26 October 2018, the *Baby Pit Stop* of Alma Mater was inaugurated at Via B. Andreatta 4 (formerly Via Belmeloro 10-12), Bologna, in the presence of Rector Francesco Ubertini and Vice-Rector Chiara Elefante.

This quiet feeding space established on University premises responds to the initiative of the same name promoted by Unicef. New mothers who are part of the University or visiting family members (e.g. during graduation sessions) now have access to a furnished and fully appointed area to feed or change their babies. This initiative represents the response of the University to community needs, in support of parenthood and improvement of the work-life balance. Like other institutions in the city, the University of Bologna felt it was right to dedicate a space to new mothers (teachers, professional staff, PhD students, research fellows and relatives) to allow them to exercise their right to breastfeed their babies, a right resolutely affirmed by a Ministerial Decree aimed at all public administrations in order to ensure respect for the fundamental right of working mothers to breastfeed, which is recognised by EU and national laws.

#### ALMA MATER SUMMER CULTURAL WEEKS

From 17-21 June and from 24-28 June 2019, two summer cultural weeks were held at UNlone, the University multifunctional centre in Bologna, for the adolescent children of University of Bologna employees and indeed other citizens who attended middle-school classes I, II or III during the 2018/19 academic year. This initiative aims at improve the conciliation of private and professional life.

With support from educators and interns in Education Studies, this initiative provided opportunities for socialisation (assisted by new technologies, as appropriate) and other forms of education provided by University teachers committed to the scientific popularisation of their disciplines: these weeks offered participants interactive lessons in English, art, design and literature, offering avenues for reflection on the environmental sustainability.



## 5. POSITION OF THE UNIVERSITY OF BOLOGNA AS IT PERTAINS TO GENDER EQUALITY:



## 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 adopt 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>28</sup> by adopting a scheme that makes it possible to define:

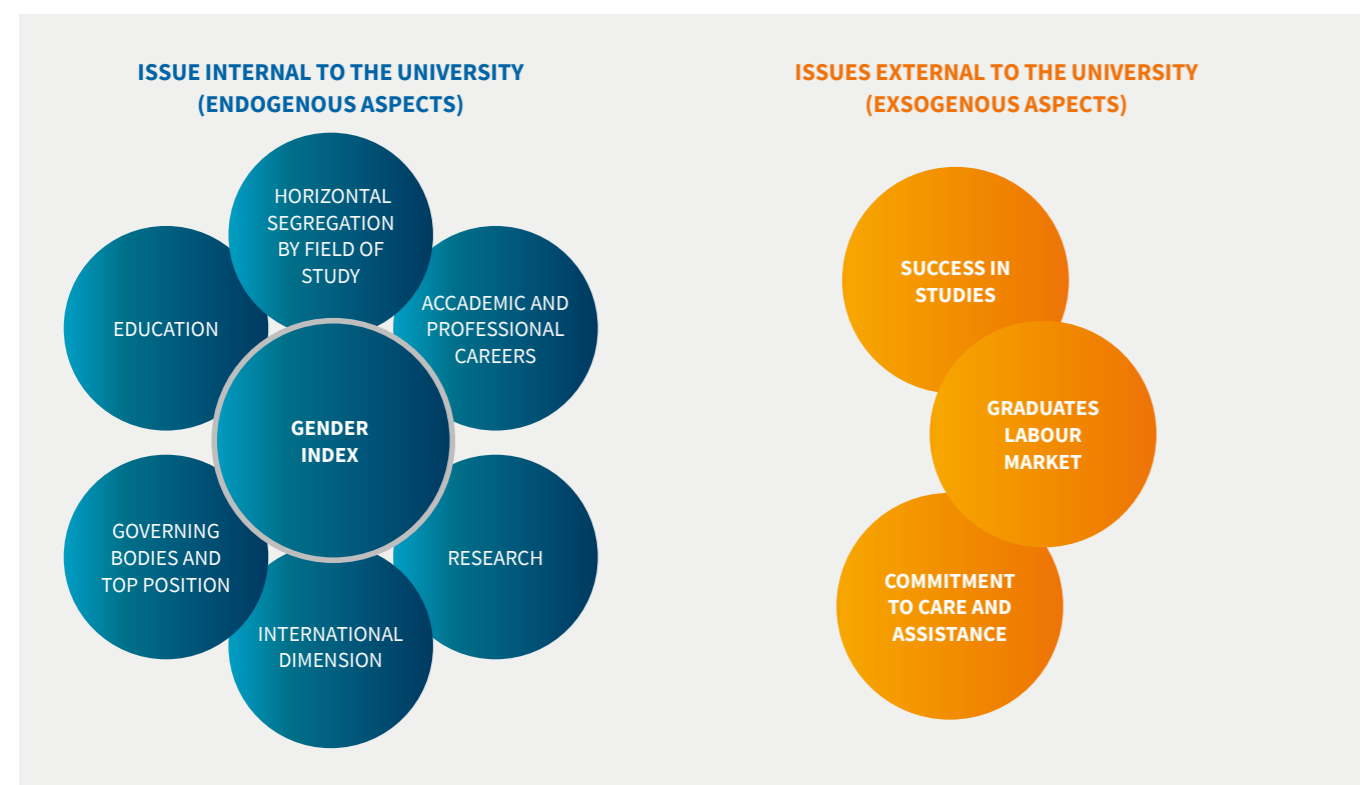
- the conceptual framework of reference;
- the domains/areas of analysis and individual issues in which the domains are divided;
- elementary (for example STEM/non-STEM) variables and corresponding populations;
- elementary scores representative of the degree of inequality regarding each issue;
- the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

The domains, which refer to all members of the academic community (students, teachers and TA staff), are represented in Fig. 47; they are divided into six “internal domains”, including 18 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. 15 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 (percentage values or, in case of leave days to care and assistance, per capita values).

28. 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).

FIGURE 47 – DOMAINS FOR THE ANALYSIS OF GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA



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” indicating the higher the number, the greater the inequality.

To explain the meaning of “the percentage of the maximum possible inequality” we can consider the example of horizontal segregation (area STEM) for students enrolled at the University of Bologna in 2019/20, students in the STEM area totalled 3,961, equal to 26.3% of the total; 1,337 were women and 2,624 men.

If perfect gender equity were to occur, as indicated in the following table, the 3,961 STEM students would be distributed to account for 26.3% of all male university students and for 26.3% of all female university students. Therefore, female STEM students should equal 2,220, i.e. 26.3% of the total 8,426 female enrolled. Similarly, male STEM students should be 1,741, i.e. 26.3% of 6,608 male enrolled. In this case, the percentage of the maximum

possible inequality achieved would be null and gender and area (STEM / non-STEM) would be statistically independent.

On the other hand, if the highest possible inequality were manifested in relation to women, all 3,961 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 40%. It should be noted that the overall numbers of women and men as well as of enrolled STEM and non-STEM in the three situations considered (effective distribution, perfect equity and maximum possible inequality) remain the same<sup>29</sup>.

29. 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.

STUDENTS ENROLLED IN 1ST AND SINGLE CYCLE DEGREE PROGRAMMES – ACTUAL AND THEORETICAL DISTRIBUTIONS BY SCIENTIFIC AREA AND GENDER – 2018/19

	Effective data			Perfect equity			theoretical assumptions maximum possible inequality		
	Women	Men	Total	Women	Men	Total	Women	Men	Total
<b>absolute values</b>									
STEM areas	1.337	2.624	3.961	2.220	1.741	3.961	–	3.961	3.961
other areas	7.089	3.984	11.073	6.206	4.867	11.073	8.426	2.647	11.073
<b>TOTAL</b>	<b>8.426</b>	<b>6.608</b>	<b>15.034</b>	<b>8.426</b>	<b>6.608</b>	<b>15.034</b>	<b>8.426</b>	<b>6.608</b>	<b>15.034</b>
<b>percentage values</b>									
STEM areas	15,9	39,7	26,3	26,3	26,3	26,3	–	59,9	26,3
other areas	84,1	60,3	73,7	73,7	73,7	73,7	100,0	40,1	73,7
<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>40</b>			<b>0</b>			<b>100</b>	

Calculated for each aspect the percentage of the maximum possible inequality for male advantage, the measure of the *overall inequality for male advantage* (also expressed as a percentage) is obtained through the average value of these individual inequalities (where, in cases of female advantage, the inequality with masculine advantage is set equal to zero). Likewise, we obtain the *overall inequality for women*. The University Gender Inequality Index (UGII) at the Alma Mater is the sum of the two overall inequalities; it assumes values between 0 (perfect gender balance on all aspects) and 100 (maximum inequality possible, regardless of the gender favored in each aspect).



TABLE 15 – GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA: DOMAINS AND ISSUES (2019)

DOMAIN Issue	Percentage values (or average)		
	Women	Men	Total
<b>INTERNAL ISSUES (ENDOGENOUS ASPECTS)</b>			
<b>EDUCATION</b>			
1. Access to the University (per 100 19-year-old students resident in Emilia-Romagna)	44,2	31,3	37,4
2. Dropout rate at the end of year 1 (%) ⬇️ Ⓞ	11,7	12,6	12,1
3. Continuation of studies after a first-cycle degree	61,5	69,4	65,0
4. Access to PhD programmes (per 1,000 LM/LMCU graduates in Italy)	3,7	5,6	4,5
<b>HORIZONTAL SEGREGATION BY FIELD OF STUDY</b>			
5. Degree programmes (%)	15,9	39,7	26,3
6. PhDs (%)	42,0	59,2	51,1
7. Professors (%)	37,9	44,5	41,9
<b>ACADEMIC AND PROFESSIONAL CAREERS AT THE UNIVERSITY</b>			
8. Full Professors (%)	17,4	32,0	26,2
9. Managers and High Profession Levels (%) Ⓞ	5,9	7,5	6,4
<b>RESEARCH</b>			
10. Supervisors in charge of competitive research projects (with scholarships) (%)	14,9	18,4	17,0
11. Amount of funds for competitive research projects (%) Ⓞ	44,9	52,6	49,9
12. Professors with a “good number” of publications (%) Ⓞ	44,2	45,5	45,0
<b>INTERNATIONAL DIMENSION</b>			
13. Study abroad - outgoing mobility (%)	4,9	3,6	4,3
14. Professors with international publications (%) Ⓞ	53,3	55,7	54,7
<b>GOVERNING BODIES AND TOP POSITIONS AT THE UNIVERSITY</b>			
15. Members of Bodies – Students (per 10,000 enrollees)	3,3	6,8	4,8
16. Members of Bodies – Professors (%) Ⓞ	3,4	3,4	3,4
17. Deans of School and Campus and Heads of Department (%) Ⓞ	4,1	7,3	6,4
18. Members of Bodies – TA staff (per 1,000 employees) Ⓞ	7,4	13,3	9,4

TABLE 15 – GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA: DOMAINS AND ISSUES (2019)

DOMAIN Issue	Percentage values (or average)		
	Women	Men	Total
<b>EXTERNAL ISSUES (EXOGENOUS ASPECTS)</b>			
<b>SUCCESS IN STUDIES – Degree Programmes</b>			
19. Awarding of credits (%)	75,9	69,0	72,9
20. Average marks on exams (%)	51,6	46,7	49,5
<b>LABOUR MARKET FOR GRADUATES LM AND LMCU – 5 years after graduation</b>			
21. Employment (%)	87,5	91,4	89,2
22. Use of the skills acquired with the degree (%) Ⓞ	50,1	51,5	50,7
23. Part-time employment (%) ⬇️	17,2	8,0	13,2
24. Earnings over €1,500 net per month (%)	33,3	60,4	44,9
<b>COMMITMENT TO CARE AND ASSISTANCE – TA staff</b>			
25. Leave days for care and assistance (average) ⬇️	7,4	2,4	5,8

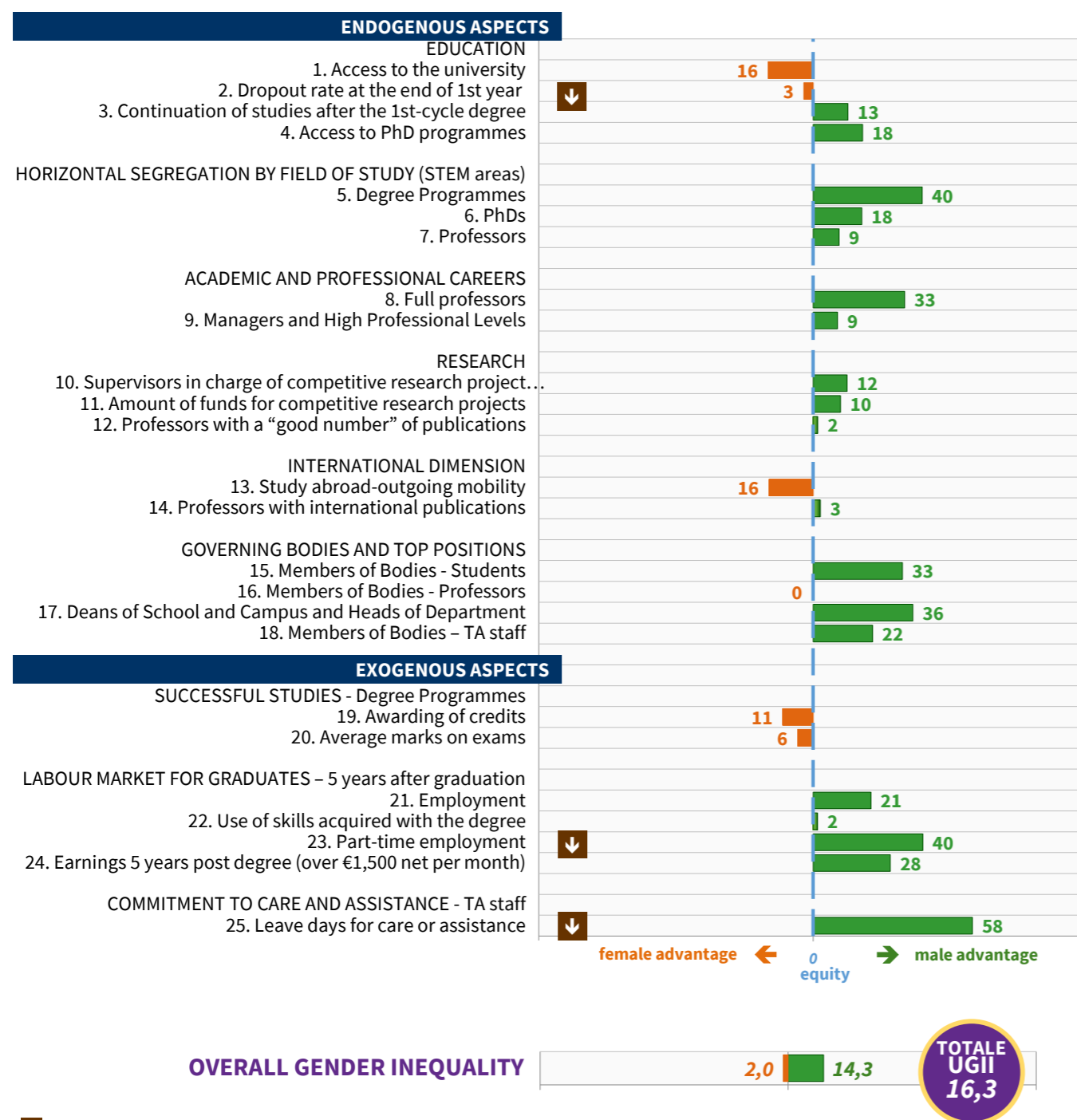
⬇️ Category with a negative value (indicating a potentially unfavourable situation): the favored gender is the one with the lowest (or average) percentage.  
Ⓞ Statistically non-significant gender inequality.



## 5.2 MAIN RESULTS

The results for the 25 issues taken into consideration are shown as the percentage of the maximum possible inequality as well as UGII are shown in Fig. 48, while Fig. 49 shows the time series for the last four years, showing the comparison with national data (where available).

FIGURE 48 – GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA (2019): % OF MAXIMUM POSSIBLE INEQUALITY



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

In the early stages of their University careers at Alma Mater and, in general, within the Italian University system, females tend to invest more in their education than their male counterparts. The number of matriculations at Unibo as a percentage of nineteen-year-olds resident in Emilia-Romagna is markedly higher for women than for men, with a female advantage equal to 16% of the maximum inequality possible (aspect 1). This tendency has remained stable over the past four years (2015/16 - 2019/20) and, as a result, Bologna reflects closely the situation within the Italian University system as a whole. Following matriculation, female students abandon their degree programme less readily than their male counterparts: 11.7% of females enrolled at the University of Bologna in 2018/19 dropped out at the end of the first year, compared with 12.6% of male students, with a female advantage equal to 3% of the maximum inequality possible (aspect 2). The positive picture for females is confirmed by their regular acquisition of credits (aspect 19) and their University exam scores (aspect 20), where for the 2018/19 cohort the advantage was equal to 11% and 6% respectively of the maximum theoretical inequality<sup>30</sup>. Additionally, women participate more in foreign study programmes (aspect 13), with an advantage of 16%.

The position changes from the second cycle of University studies. Firstly, male graduates move on more frequently than females from their first cycle to enrolment for a second cycle degree programme (aspect 3); the difference (69% for men, 61% for women) corresponds to 13% of the maximum inequality. Here too, the result is not limited to Alma Mater, but reflects a national trend that has remained rather stable over the years.

The male advantage becomes even more evident when it comes to enrolment for PhD programme degree (aspect 4). Considering the available pool (for simplicity, second and single cycle graduates from the Italian University system in 2018), the frequency of access to PhD programme degrees 2019/20 (5.6 per 1,000 for men, compared with 3.3 for women) corresponds to 18% of the maximum inequality<sup>30</sup>.

In relation to the domain of horizontal segregation by subject- measured with reference to the distinction between STEM/non-STEM students - there is clear inequality: at the University of Bologna (students enrolled in 2019/20), 39.7 % of men students are STEM while only 15.9% of women are STEM, with the gender gap corresponding to 40% of the maximum possible (issue 5).

30. Since gender differences in terms of academic achievement manifest themselves already in pre-university study courses, the two aspects: 19 (acquisition of credits) and 20 (average exam mark) are deemed exogenous and consequently are not included in the calculation of the overall UGII index.

In the national university system, inequality is less pronounced (30% in 2018/19); this is not due to a different gender characterization of the course of study of the University of Bologna concerning the Italian context, but to the fact that in the STEM disciplines in which the presence female is more pronounced - especially in the two degree classes, Biological Sciences and Biotechnology - the University of Bologna has a percentage of students significantly lower than the national value.

Inequality by subject is also recognizable among PhD students (issue 6) and university professors (issue 7), but in these cases the differences are attenuated: in fact, inequality falls to 18% of the maximum possible value for PhDs and 9% 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 17% among women (issue 8); the resulting inequality, which is worth 33% of the maximum achievable gap, is common to the overall national university system, showing signs of attenuation in recent years. With reference to the TA staff, the presence of managers and employees in the 'high professional level' category (issue 9) is higher for men, but the degree of inequality is rather limited (9% of the theoretical maximum).

In the Research domain, gender differences are to the advantage of men, accounting for the 12% of the maximum possible for the allocation of funded research projects, (issue 10), the 10% for the same amount of funding (issue 11), and 2% for publications by teachers (issue 12).

The analysis of the Academic Bodies and Executive Positions at the University of Bologna domain is particularly interesting. In 2019, 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, there are 25 men and 15 women; this leads to a 33% inequality (issue 15). The ratio of men to women has improved compared with 2018 when the number of students sitting on University bodies comprised 30 men and only 9 women, although there is still an evident disparity.



Among professors, the gap involves the positions of School President, Campus President, and Head of Department - 36% of the maximum possible (issue 17), while members of university bodies (issue 16) shows a more balanced situation; 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 22% of the maximum achievable (issue 18). 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.

As already mentioned, with regard to the analysis of university systems, the graduate job market and the obligations of some professional staff concerning the care of others are exogenous factors and, therefore, the level of gender inequality manifested in these aspects is shown but does not contribute to the overall index of the University (UGII).

In order to analyse the job market, we considered the employment situation of graduates from second- and single-cycle degrees, interviewed in 2019 five years after graduation. The results for the University of Bologna matched those for Italian universities overall. Among the graduates of the University, men are more likely than women to be employed (21% of the maximum inequality possible, aspect 21) and they tend to earn more when they work - with a gender gap that, although slightly smaller than in previous years, still amounts to 28% of the possible maximum (aspect 24).

Moreover, part-time employment (issue 23) is, for the most part, the domain of women, involving 17% of female workers and only 8% of male workers, a gap equivalent to 40% of the maximum possible inequality.

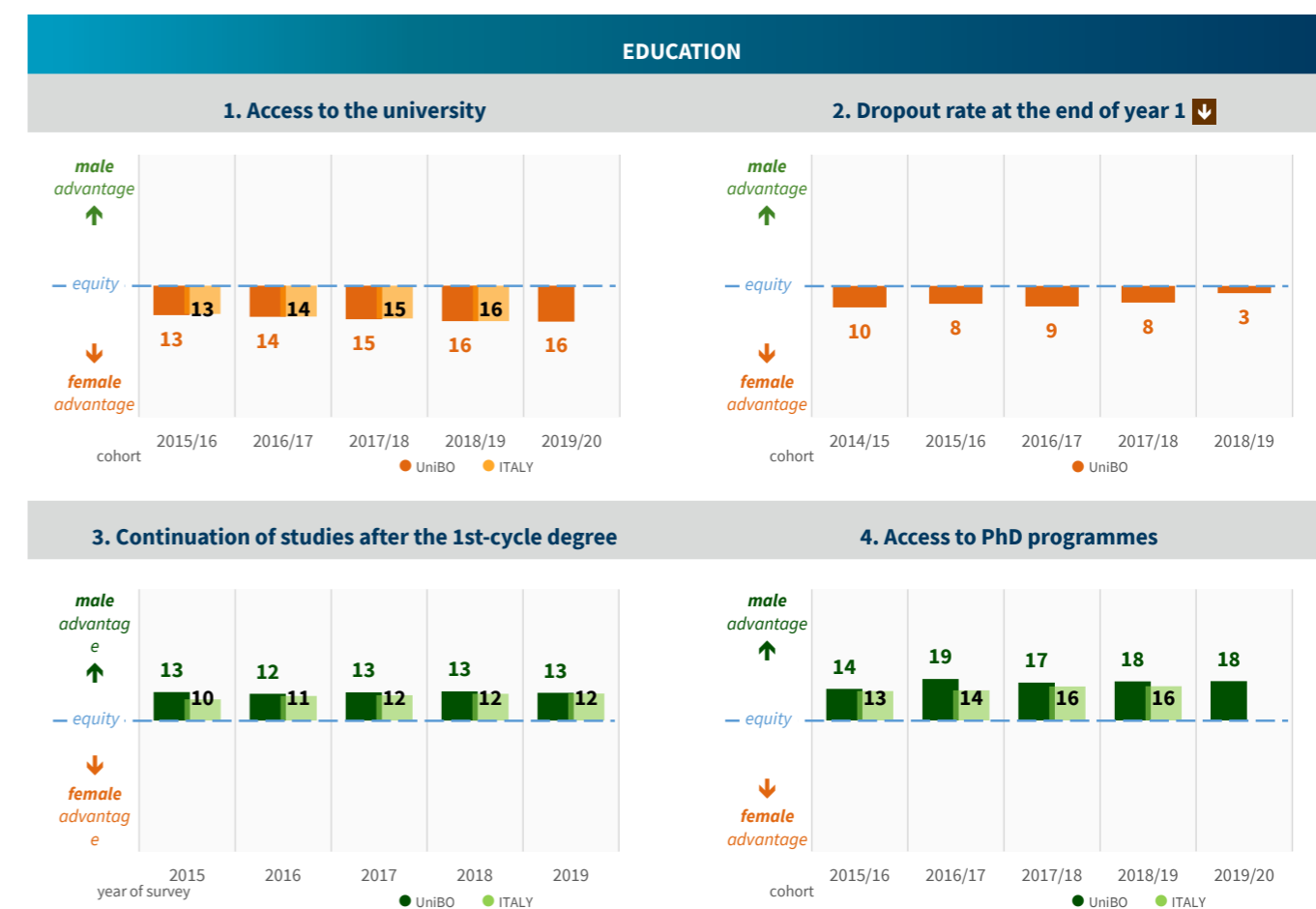
Only with regards to the use of the skills acquired at the University (issue 22), gender differences are limited, but also in this case, they remain tilted in men's favour.

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 - leave days pursuant to Law 104 or sick child, paid maternity, parental leave (issue 25). For women, the pre capita days are more than triple the average for men (7,4 versus 2,4), and the degree of inequality reaches 58% of the maximum possible value. Of course, this same form of disparity may not only concern TA staff, but also other members of the University community (professors and students).

On average, the results found for the 18 endogenous aspects considered in 2019 show that the University of Bologna has an overall male advantage equal to 14.3% of the theoretical maximum and an overall female advantage of 2.0%; the sum of the two advantages, being the summary UGII, indicates overall disparity of 16.3% of the maximum possible (Fig. 49, last table).

Following three years (2015-2017) of a steady reduction in overall inequality and a year - 2018 - in which the index value rose to 18.2% due to the gender imbalance among the student members of University Bodies, in 2019, the value dropped back down to that of 2017. However, a decisive reduction in overall inequality will be possible only when important progress is made in relation to the horizontal segregation by field of study that exists in accessing the university and the vertical segregation by role and level of seniority, which is still evident among university teachers.

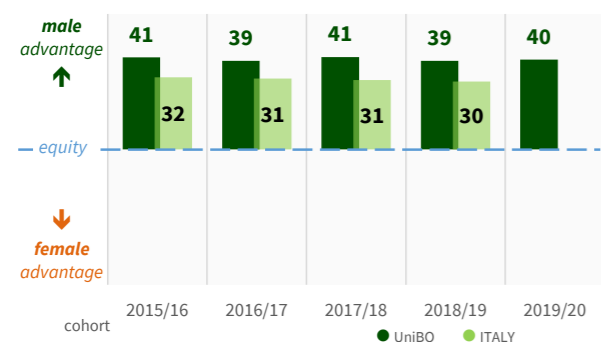
FIGURE 49 - % OF MAXIMUM POSSIBLE INEQUALITY: TIME SERIES AND A COMPARISON OF THE UNIVERSITY OF BOLOGNA AND ITALY (2015-2019)



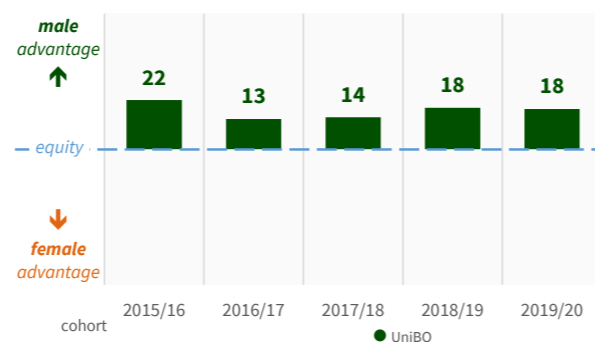
Category with a negative value (indicating a potentially unfavourable situation).

HORIZONTAL SEGREGATION BY FIELD OF STUDY (STEM areas)

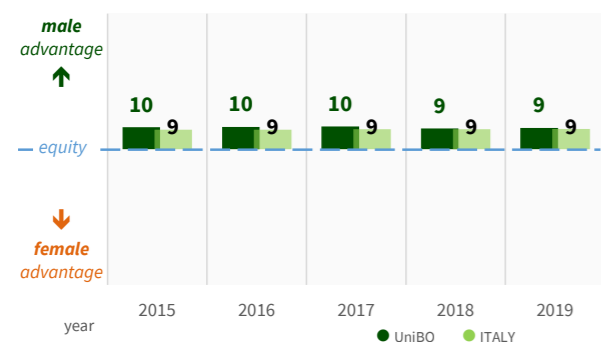
5. Degree Programmes



6. PhDs

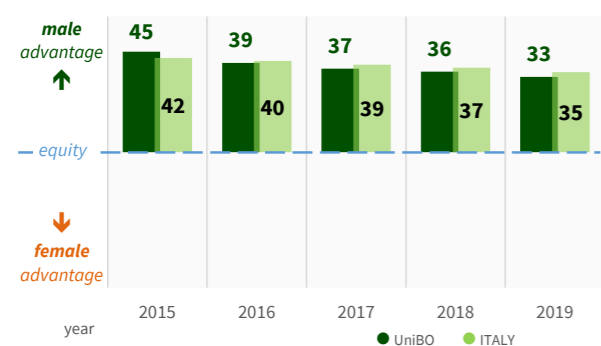


7. Professors

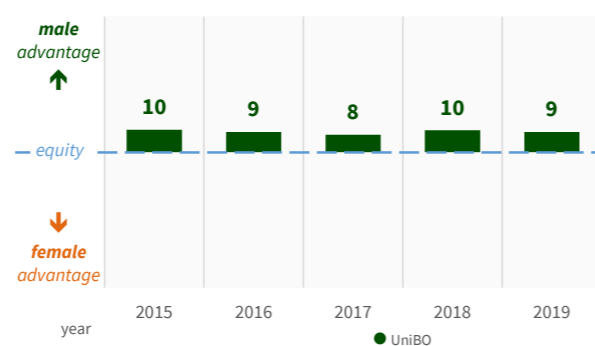


ACADEMIC AND PROFESSIONAL CAREERS

8. Full professors

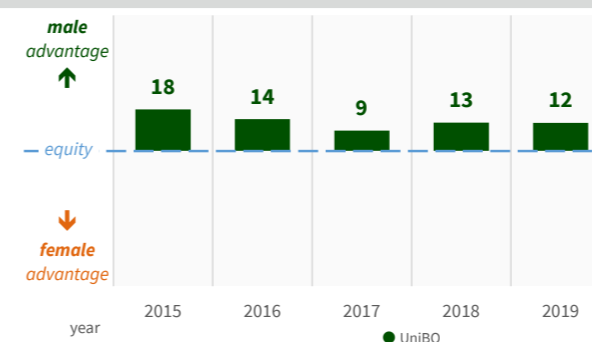


9. Managers and High Professional Levels

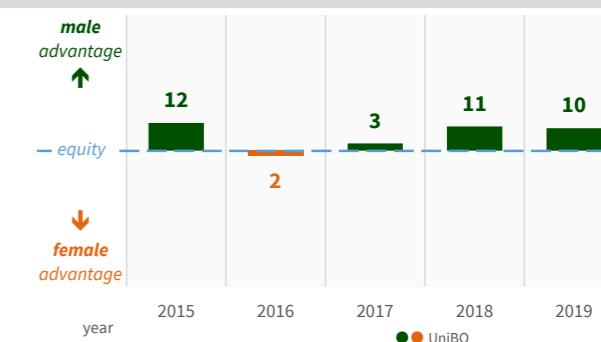


RESEARCH

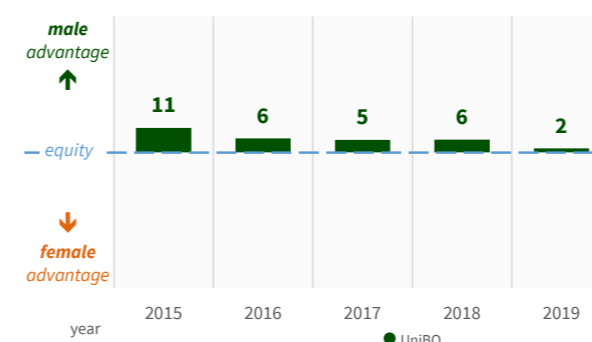
10. Supervisors in charge of competitive research project (with scholarships)



11. Amount of funds for competitive research projects

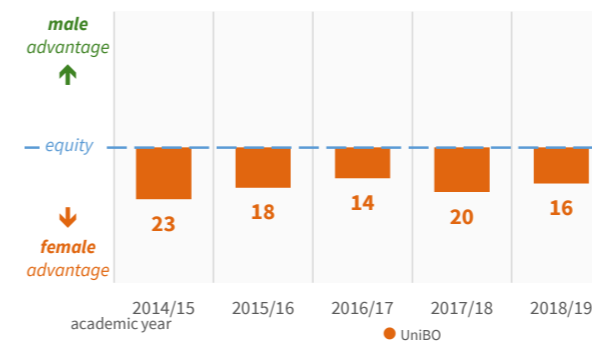


12. Professors with a "good number" of publications

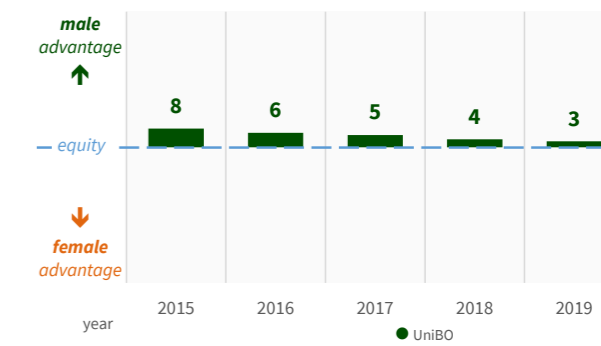


INTERNATIONAL DIMENSION

13. Study abroad-outgoing mobility



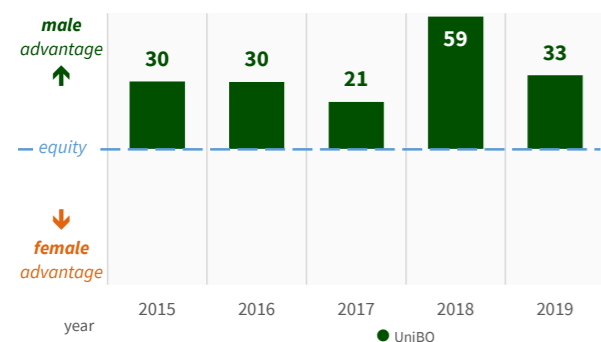
14. Professors with international publications



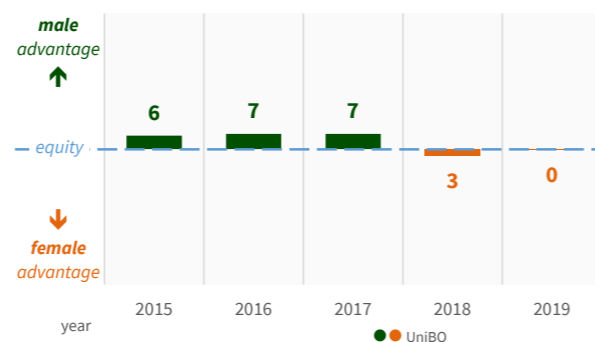


GOVERNING BODIES AND TOP POSITIONS

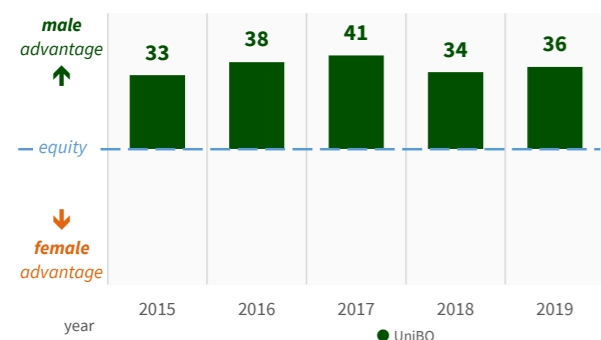
15. Members of Bodies - Students



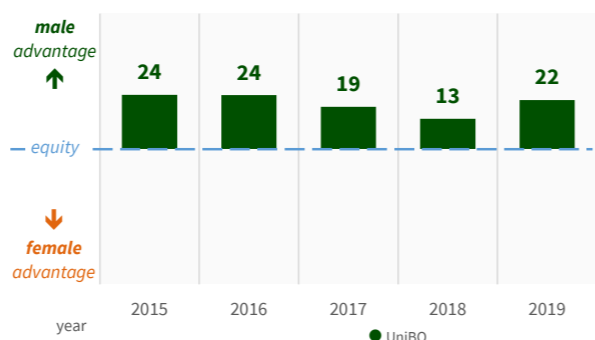
16. Members of Bodies - Professors



17. Deans of School and Campus and Heads of Department

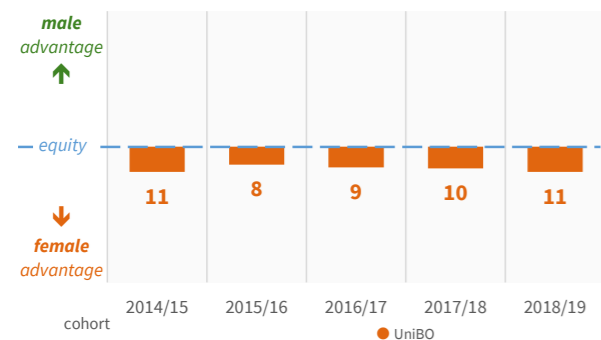


18. Members of Bodies - TA staff

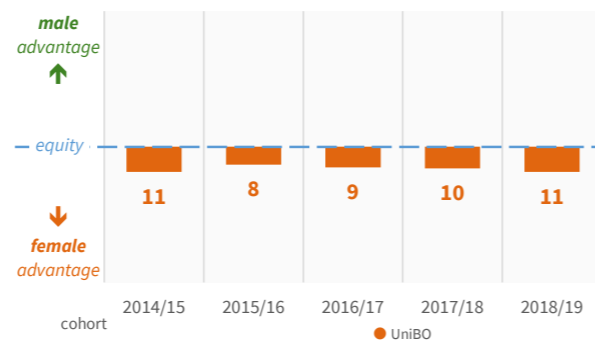


SUCCESSFUL STUDIES - Degree Programmes

19. Awarding of credits

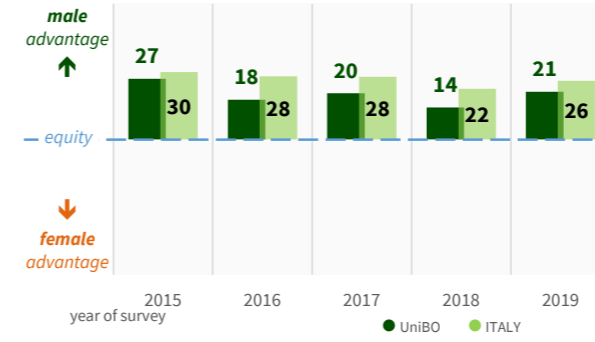


20. Average marks on exams

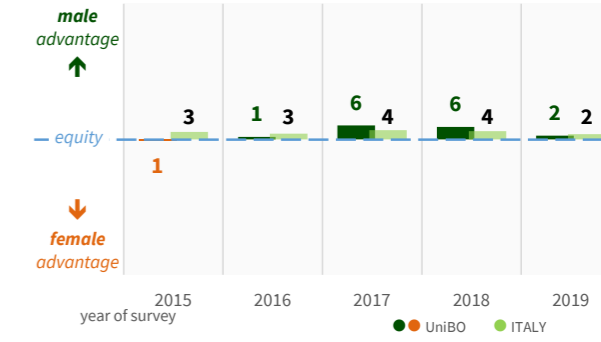


LABOUR MARKET FOR GRADUATES - 5 years after graduation

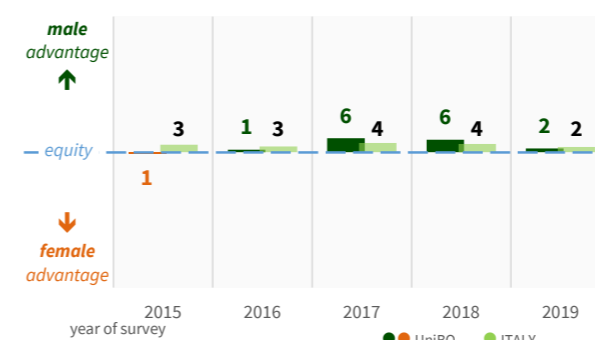
21. Employment



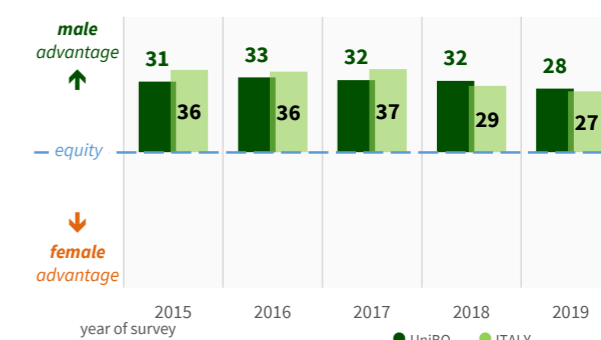
22. Use of skills acquired with the degree



23. Part-time employment

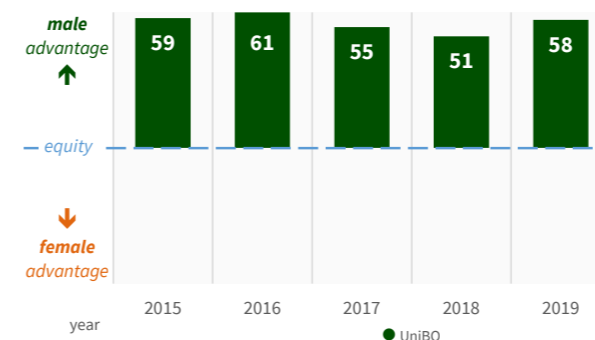


24. Earnings 5 years post degree (over €1,500 net per month)



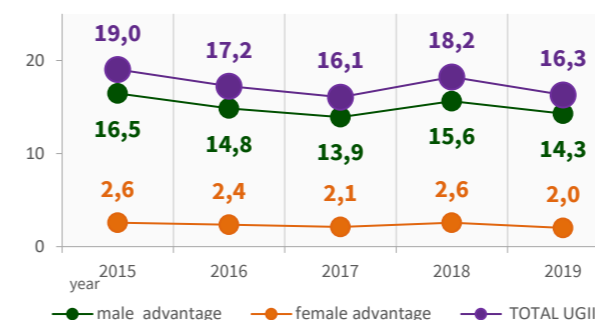
COMMITMENT TO CARE AND ASSISTANCE - TA staff

25. Leave days for care or assistance



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

UGII



National data sources:  
 • ISTAT, with regard to the resident population (issue 1.);  
 • MIUR – National Student Database (ANS), with regard to matriculated students (Issues 1. and 5.);  
 • MIUR – Cerca Università (University search service) (Issues 7. and 8.);  
 • MIUR – Open Data, with regard to graduates and PhD enrolments (Issue 4.);  
 • AlmaLaurea, with regard to the continuation of studies following a three-year degree (Issues 3) and the employment situation of graduates (Issues 21-24).

# AFTERWORD



by Chiara Elefante (Vice Rector for Human Resources) e Rita Monticelli (Equal Opportunities Delegate)

The goal of the Gender Equality Report is first and foremost to promote gender equality and fairness, since such an undertaking will make it possible to map the university context in respect of the existing situation and to raise awareness among students, teachers and professional staff, while building synergistic and cross-cutting courses aimed at generating critical thinking, promoting social inclusion and diversity and combating all forms of discrimination. This goal implies that the category of gender is intertwined with other variables such as ethnicity, social and economic position, age and sexual orientation. Our aim is in fact to implement intersectionality as an interpretive parameter. As recently defined by Kimberlé Crenshaw: “Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects. It’s not simply that there’s a race problem here, a gender problem here, and a class or LGBTQ problem there. Many times that framework erases what happens to people who are subject to all of these things.” (<https://www.law.columbia.edu/news/archive/kimberle-crenshaw-intersectionality-more-two-decades-later>).

It is not enough to merely incorporate the principles of gender equality and fairness into all sectors of academic life and of the organisation. Incentives should also be put in place to encourage the creation of a campaign to raise awareness in order to support equal opportunities and the inclusion of diversity, to combat domestic violence and protect the victims, to combat prejudice of any kind in the assessment and recruitment of personnel and teachers and in access to education by women (for example, by encouraging applications from women and girls in subjects where they are currently under-represented). The aim is to achieve equal participation, improve equality in the job market, reduce the gender pay and pension gap, and, ultimately, to promote gender perspectives and knowledge in the teaching and research processes.

The actions taken by UNIBO are diverse but aimed at a common goal. We would like to further increase the cycles of lectures, seminars and conferences with a view to disseminating knowledge, vocational training courses and master’s degree programmes, as well as community advice centres and groups in order to ensure equal access to education and to promote career development. Other actions, as can be gleaned from reading the Report, include projects to formulate and assess gender awareness schemes with a view to improving occupational wellbeing and promoting a healthy work-life balance, as well as maintaining and strengthening relations within the community.

All these measures attest to our commitment to and increasing knowledge of the importance of including and implementing gender equality and mainstreaming policies in the UNIBO community in order to combat discrimination of any kind. They also show our commitment to improving and guaranteeing inclusion and equality both within and outside of the academic world. These strategic initiatives, in fact, seek to create a dialogue with the wider community of which our university is a part, interacting with other development goals in order to improve economic, social, cultural and environmental sustainability.

The ‘gender mission’ therefore is to become a constituent part of university policies, promoting greater awareness of the effects of the choices made by each component of the structure on the various subjects that comprise the academic community, and to work collectively towards a more complete and comprehensive definition of gender equality that is more oriented towards both internal and external social inclusion.

University activities should have a significant impact on society, whether directly or indirectly, at both the local and global levels, since, now more than ever, the success of each action depends on the capacity to cooperate regardless of differences and boundaries, to share positive actions and have a more incisive voice that can influence public policies.

In this regard, UNIBO recently opened the door to new international collaborations through associations, projects and working groups aimed at strengthening positive actions, best practices, research and teaching in synergy with various universities and institutions. These include the International Association of Universities, Global HESD cluster, Higher Education and Research for Sustainable Development, within which UNIBO coordinates the SDG5: Achieve Gender Equality and Empower all Women and Girls, and in which UNESP – Sao Paulo State University, McMaster University, Assam Don Bosco University, UOC – Open University of Catalunya, University of Vechta and Helsinki University also participate. Furthermore, within the UNA Europa (University Alliance Europe), UNIBO participates in the Scientific and Organisational Committee of the Diversity Council recently set up, which includes Freie Universität Berlin, University of Edinburgh, Uniwersytet Jagielloński, Helsingin Yliopisto, KU Leuven, Universidad Complutense de Madrid, Université Paris 1 Panthéon-Sorbonne. UNIBO is also involved in the coordination of the Gender & Diversity research group of the GUILD of European Research-Intensive Universities.

Following the dramatic Covid-19 emergency that has shaken our world, people everywhere are now beginning to pick themselves back up and set about rebuilding their community with courage and resilience.



During this time, our University is implementing positive actions and best practices in order to support those hit hardest by the crisis. This crisis has not affected everyone in the same way; not everyone has suffered the same repercussions or been offered the same possibilities. Likewise, in terms of gender, the position of men and women is not the same, and therefore the principles of equality, fairness, solidarity and inclusion must necessarily be the primary objectives of our entire community.





# ANNEXES



## ACRONYMS USED

A.A.	Academic Year
AdDU	Associazione delle Docenti Universitarie dell'Università di Bologna (Association of Female Professors of the University of Bologna)
CEL	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
DR	Rector's Decree
EC	European Commission – Commissione Europea
EU	European Union – Unione Europea
FP	Framework Programme
GEMMA	Erasmus Mundus Master's Degree in Women's and Gender Studies
H2020	Horizon 2020
IRT	Integrated Research Team
LGBTI	Lesbians, Gay, Bisexual, Transgender and Intersexual
METRA	Centre for Interdisciplinary Studies on Language Mediation and Translation by and for Young Adults
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
TA STAFF	Technical and Administrative Staff
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 ISCED FIELDS OF EDUCATION AND TRAINING 2013 (ISCED-F 2013)\*

SSD	CUN Subject Code	ISCED Classification (1st level – Broad Field)**
INF/01	Area 01 – Mathematical and Computer Sciences	6 – Information and Communication Technologies
MAT/01 – MAT/09		5 – Natural sciences, mathematics and statistics
FIS/01 – FIS/08	Area 02 – Physical Sciences	5 – Natural sciences, mathematics and statistics
CHIM/01 – CHIM/12	Area 03 – Chemical Sciences	5 – Natural sciences, mathematics and statistics
GEO/01 – GEO/12	Area 04 – Earth Sciences	5 – Natural sciences, mathematics and statistics
BIO/01 – BIO/19	Area 05 – Biological Sciences	5 – Natural sciences, mathematics and statistics
MED/01 – MED/50	Area 06 – Medical Sciences	9 – Health and welfare
AGR/01 – AGR/20	Area 07 – Agricultural and Veterinary Sciences	8 – Agriculture, forestry, fisheries and veterinary
VET/01 – VET/10		8 – Agriculture, forestry, fisheries and veterinary
ICAR/01 – ICAR/22	Area 08 – Civil Engineering and Architecture	7 – Engineering, manufacturing and construction
ING-IND/01 – ING-IND/35	Area 09 – Industrial and Information Engineering	7 – Engineering, manufacturing and construction
ING-INF/01 – ING-INF/07		7 – Engineering, manufacturing and construction
L-ANT/01 – L-ANT/10	Area 10 – Antiquity, Philological-Literary and Historical-Artistic Studies	2 – Arts and humanities
L-ART/01 – L-ART/08		2 – Arts and humanities
L-FIL-LET/01 – L-FIL-LET/15		2 – Arts and humanities
L-LIN/01 – L-LIN/21		2 – Arts and humanities
L-OR/01 – L-OR/23		2 – Arts and humanities
M-DEA/01 – M-DEA/01		3 – Social sciences, journalism and information
M-EDF/01 – M-EDF/02	9 – Health and welfare	
M-FIL/01 – M-FIL/08	Area 11 – Historic, Philosophical, Pedagogical and Psychological Studies	2 – Arts and humanities
M-GGR/01 – M-GGR/02		3 – Social sciences, journalism and information
M-PED/01 – M-PED/04		1 – Education
M-PSI/01 – M-PSI/08		3 – Social sciences, journalism and information
M-STO/01 – M-STO/09	2 – Arts and humanities	
IUS/01 – IUS/21	Area 12 – Legal Sciences	4 – Business, administration and law
SECS-P/01 – SECS-P/04 e SECS-P/06 – SECS-P/13	Area 13 – Economics and Statistics	4 – Business, administration and law
SECS-P/05	Area 14 – Political and Social Sciences	5 – Natural sciences, mathematics and statistics
SECS-S/01 – SECS-S/06		5 – Natural sciences, mathematics and statistics
SPS/01 – SPS/14		3 – Social sciences, journalism and information

\* UNESCO, ISCED Fields of Education and Training 2013 (ISCED-F 2013) – Manual to accompany the International Standard Classification of Education 2011, Montreal, 2014.

\*\* The disciplines related to ISCED categories 5, 6 and 7 are considered STEM.

TABLE OF CORRESPONDENCE BETWEEN RESEARCH STAFF ROLES AND CLASSIFICATION OF THE "SHE FIGURES" REPORT\*

Grade	National classification
A	Full Professor
B	Associate Professor
C	Assistant Professor
D	Research Fellow

\* EU – Directorate-General for Research and Innovation (2019), *She Figures 2018*, European Commission, Brussels.

TABLE OF CORRESPONDENCE OF MALE AND FEMALE UNDERGRAD AND PHD STUDENTS AND LEVEL IN INTERNATIONAL STANDARD EDUCATION CLASSIFICATION (ISCED 2011)\*

ISCED 2011 classification (levels 6-8)	National classification
ISCED 6	1st cycle degree undergraduate student
ISCED 7	2nd cycle degree and single-cycle degree student
ISCED 8	PhD student

\* <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

TABLE OF CORRESPONDANCE OF TA STAFF QUALIFICATIONS IN THE COLLECTIVE LABOUR AGREEMENT OF THE UNIVERSITY SECTOR AND CLASSIFICATIONS USED FOR ISCED97 STATISTICS\*

ISCED 97 level 5 and 6 classification	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.

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**Gender Equality Annual Report prepared by:**

Alma Mater Studiorum – Università di Bologna  
 Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work – CUG  
 Alma Mater Studiorum - Università di Bologna | Finance and Subsidiaries Division

**Editing and graphic design:**

Alma Mater Studiorum - Università di Bologna | ARTEC - Industrial Relations, Third Mission and Communications Division - Communication Sector - Graphic Design

**Photos:**

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