



ALMA MATER STUDIORUM  
UNIVERSITÀ DI BOLOGNA

# GENDER EQUALITY REPORT 2020





---

# INDEX

FOREWORD	4
INTRODUCTION	6
METHODOLOGICAL NOTE	8
SECTION 1	
REGULATIONS AND BODIES IN CHARGE FOR THE PROMOTION OF EQUAL OPPORTUNITIES	
1.1 REGULATIONS, STATUTE AND CODE OF ETHICS AND BEHAVIOUR	15
1.2 BODIES AND FIGURES IN CHARGE FOR THE PROMOTION OF EQUAL OPPORTUNITIES	18
SECTION 2	
POSITIVE ACTIONS PLAN AND INITIATIVES IMPLEMENTED	
2.1 POSITIVE ACTIONS PLAN	21
2.2 ACTIVITIES CARRIED OUT IN 2020	22
2.3 THE GENDER EQUALITY PLAN 2017-2020 OF ALMA MATER (PLOTINA PROJECT)	24
SECTION 3	
GENDER COMPOSITION AT THE UNIVERSITY OF BOLOGNA	
3.1 OVERVIEW	29
3.2 MALE AND FEMALE STUDENTS	32
3.3 TEACHING STAFF	47
3.4 TECHNICAL AND ADMINISTRATIVE STAFF	66
3.5 UNIVERSITY BODIES AND TOP POSITIONS IN RESEARCH AND TEACHING	76
SECTION 4	
INVESTMENTS MADE FOR THE PROMOTION OF EQUAL OPPORTUNITIES	
4.1 THE INCLUSION OF SEX/GENDER AS A VARIABLE IN TEACHING AND RESEARCH	79
4.2 CROSS-CUTTING INITIATIVES	86
4.3 LOCAL EVENTS	90
4.4 AN ANALYSIS OF THE INVESTMENTS MADE IN ECONOMIC - FINANCIAL TERMS	94
SECTION 5	
POSITION OF THE UNIVERSITY OF BOLOGNA AS IT PERTAINS TO GENDER EQUALITY: UNIVERSITY GENDER INEQUALITY INDEX OF THE UNIVERSITY OF BOLOGNA (UGII)	
5.1 THE CONSTRUCTION OF THE UGII	97
5.2 MAIN RESULTS	102
AFTERWORD	111
ANNEXES	114
ACRONYMS USED	115
CORRESPONDENCE TABLES WITH INTERNATIONAL CLASSIFICATIONS	116
INDEX OF TABLES AND FIGURES	118

---

# FOREWORD

---



My reading and the relative commentary on the 2020 Gender Equality Report represent, as you would expect, a key moment since I am obliged to make observations that, while not necessarily conclusive, have the character of a report within the Report. But before turning to said observations, I would like to thank the Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work. My heartfelt thanks go to the Committee Chair, Professor Benedetta Siboni, and all its members, together with the Operational Committee, all of whom work for our entire community. The Gender Equality Report is a document which each year reminds us that there are still many changes to be made if we really believe that the young people we are educating have the right to a more inclusive and equal society that is rich in diversity. Having read and compared the Reports for the years during which I have had the honour of leading the University, I cannot say that I am entirely satisfied. Those who know me are aware that accelerating change is a continuous goal for me because I believe that our institution, reflected in the society in which it has its roots, needs to forge ahead, turning the past into a springboard for building the future, setting our sights beyond any obstacles in our way and believing that it is always possible to improve, even when this seems unattainable. For this reason, on reading the first gender reports of my mandate, I was often filled with frustration and discontent. The progress made, attested to by various documents, was gradual and modest, but far too measured to give the idea of a real change of pace. Far more resolute and energetic has been the progress made, in the same years, by our female students in performing exceptionally well in their studies, by our female teachers in getting a foothold in research areas which, until recently, were largely dominated by men, and by our female professional staff members in organising their work in an increasingly effective and innovative way. The energy and inspiration invested in these processes have, however, run up against the inertia of our organisation, a force that slows the pursuit of gender equality in terms of student enrolment, especially in the so-called STEM (science, technology, engineering and mathematics) disciplines, unduly delays career advancement and hinders access to senior positions and decision-making roles. The pandemic emergency and the resulting crisis have made matters even worse. As gender studies literature has already shown, there will be long-term consequences which, once again, are likely to affect women significantly, especially when it comes to their scientific productivity and workload. Should we therefore presume that the time for real change has been further delayed and that we must wait for better days to come? Naturally, my answer to these questions is a firm "no": if ideas, thoughts and visions are evolving and renewing themselves too slowly, this means that we need to work harder and better. In order to achieve this, I believe there are two key turning points. First of all, we need to stop thinking that pursuing equal opportunities, greater gender balance, reconciliation and combatting stereotypes is "a women's thing": it is simply unacceptable for such discussions to be held almost exclusively among women since what is at stake is our future, the future of our professions, the education of those who will be making political decisions, and the vision of those who will be called upon to create better worlds and societies. Therefore, this involvement needs to be broader, more inclusive and audacious. We are all – women and men – being called upon to take a bold and non-defensive approach

to a reality which, if made fairer, will also be more effective and produce thoughts, ideas and visions that are conducive to our growth as a community. The second key turning point that I think is indispensable is the belief that we must connect with society so that we can sow the seeds of change. Our gender equality reports will only show visible progress if we are able to actively combat stereotypes in our lecture halls, schools and youth gathering places, where there is an urgent need to also prevent all forms of gender-based violence, from the most common and seemingly harmless to the most serious manifestations. Recently, we have been deeply moved by the tragic loss of one of our female students who was killed. After the shock and grief, it is now time for us to make a specific commitment, since violence cannot be prevented unless we put in place a culture of prevention. Moreover, the University, or rather all universities, have an obligation to be the driving force behind this cultural change. The Gender Equality Plan (GEP), which we will soon submit to the relative Bodies for approval, shows our strong commitment to this cause. The European Union demands it and has wisely decided to make it an essential requirement for those who want to apply for competitive research funding. The challenge will be to make sure this document is not just for show or driven by opportunism, but rather an opportunity to implement a bold vision requiring investment in both human and financial resources able to facilitate the realisation of innovative actions and projects. Our GEP will involve teaching, research and third mission activities, with a focus also on recruitment, since enhancing talent within professional communities is a crucial aspect that really makes a difference. The GEP must also address the matter of raising awareness, an important point and one which shortly before led me to comment on the frustration I felt regarding the slow pace of change when reading the first Gender Equality Reports. At some point, I started to realise that, in addition to our commitment to accelerating the pace of change, encouraging concrete action and best practices, we also need to lay the necessary groundwork and accept that taking time to reflect and raise awareness in this area is absolutely necessary. From this perspective, I believe that our community has worked hard over the last few years and can say that it is at least moderately satisfied. Nowadays, people seem to be more aware of and less afraid to tackle these issues. They are more willing to discuss them in a critical and constructive way, knowing that we are first and foremost people and, as such, we deserve equal opportunities. The more we are able to harness our talents and differences, the more society will be a welcoming place where we can grow freely and in a truly democratic way.

Francesco Ubertini  
Rector  
Alma Mater Studiorum - University of Bologna

---

# INTRODUCTION

---



Right from the first edition of the University of Bologna's Gender Equality Report (published in 2016 regarding the data for 2015), the awareness that the drafters attempted to raise with regard to the phenomena of segregation, stereotypes, and gender discrimination that in various ways have affected teachers, professional staff and students, has given rise to increased discussion of these topics. As a result of this discussion which involved also colleagues from other Italian universities, a Working Group was set up by the Gender Equality Committee set up by the CRUI, which in 2019 issued a set of guidelines for drafting the Gender Equality Report in Italian universities and in 2020 produced a video tutorial to illustrate the stages and procedures for preparing the same.

Thanks to these actions and to the tireless efforts by those working on gender issues in the Alma Mater and in other universities concerned with the issue, over the last five years "something has started to give". Whereas in the past, gender issues were not deemed matters to be addressed and were relegated to specific research areas studied by dedicated academics, today we are gradually beginning to see a general awareness which makes it possible to give a name to phenomena that for some time have been all around us and in which we have all participated. Therefore, while there may have been a time when not calling things by their name made it possible to pretend that they did not exist and consequently to not address them, today the excuse of ignorance by those working in academia is no longer acceptable.

Although the "balance" of the last five years may therefore appear positive from the perspective of knowledge creation, promoting debate at the national and European levels, the number of gender equality reports published by universities, and the networking established between institutions to promote equal opportunities and combat gender discrimination, at the micro level and that of individual institutions, progress is deemed insufficient and therefore there is still much to do.

With regard to the Alma Mater, the data of the Gender Equality Report were presented last year at the meetings of the Department Boards, the Vice Rector for Human Resources and the Equal Opportunities Officer, which were held to discuss the underlying phenomena and possible causes in the individual structures. However, several months later there remain numerous actions still to be taken. It is hoped that discussing the data individual Department data will lead to greater dialogue with the CUG and those involved in promoting equal opportunities in the University regarding the positive actions that can be implemented at the individual structure level.

While at the macro level the European Union and the CRUI require us to adopt concrete measures, there is still too much resistance at the level of the individual structures. On the other hand, as I wrote in the introduction to the Gender Equality Report last year, while the guidelines prepared by CRUI and published by the Alma Mater to

encourage all universities to reflect on their gender composition are fundamentally important, there is a risk of this document becoming a merely periodic (albeit worthy) intellectual exercise, which does not contribute to 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 women and men in academic careers. Having been part of the University's Gender Equality Report since its very first edition, in my capacity as the Project Manager in the Scientific Committee in charge, it is my hope that in the future we will move from reporting to taking actions that lead to real change, defined by a greater level of social justice.

Over the years, the CUG's recommendations, as well as the consultative and verification activities performed by the same, have produced data broken down by gender, promoted numerous actions to raise awareness of the underlying phenomena, and resulted in consultations with those who have contacted us to ask for advice on the positive actions to implement. We have sought to encourage a commitment which it is hoped can now produce the necessary support for the adoption of incisive actions by the bodies in charge of individual structures, as a result of which, the Gender Equality Reports produced 5-10 years hence will show a more equal picture, with the University and the external professions richer in diversity due to the manifold perspectives that equal opportunities encourage.

In conclusion, I would like to extend my considerable gratitude to the University's Planning and Assessment Support Unit, who this year more than ever, with their proactive approach despite the difficulties related to the COVID 19 pandemic, showed exceptional professionalism, passion and enthusiasm in collecting and analysing the data published in the Gender Equality Report.

Lastly, special thanks go to all those with the patience to read the document and to 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, preparation of the Gender Equality Report by public administrations is recommended by the Directive of the Department for Equal Opportunities and Rights (Directive 2007)<sup>1</sup>, which includes preparation of the document among the recommendations for the promotion of an organisational culture oriented towards valuing the contribution of women and men. In this context, with clear reference to the national public administrations, the Gender Equality Report is understood as a financial and economic analysis document aimed at “encouraging analyses that highlight how much and which items of the budget of an administration are (directly or indirectly) aimed at women, how much is aimed at men and how much at both” (chapter VI, education and cultural organisation, lett. f.). Furthermore, the Gender Equality Report is envisaged within a broad cycle of performance, with a particular focus on the Performance Report: “a document, to be adopted by 30 June, named: ‘Performance Report’, which presents, in relation to the previous year, the final organisational and individual results achieved in respect of each target set and the resources available, highlighting any deviations, and the gender equality report produced” (Legislative Decree 150/2009, para. 1, lett. b)<sup>2</sup>. Worth mentioning is the introduction of the gender aspect in the General Financial Statements for the State (art. 38 – septies, Law 196 of 2009, as amended and supplemented)) according to the guidelines contained in an initial trial in Circular no. 25 of the Ministry of Economy and Finance published on 05/07/2017 and recently reviewed with Circular no. 7 dated 16/04/2020. With regard specifically to the University, the Gender Equality Report was recommended by the CRUI in the motion approved on 19/01/2017 and has recently been the subject of a recommendation in a

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.

MIUR document entitled “Indications for positive actions of the MIUR in relation to gender issues in universities and research”<sup>3</sup>, which is addressed to all universities, to promote its adoption as a necessary tool to monitor progress made in terms of equal opportunities<sup>4</sup>. This led in 2018 to the establishment by the CRUI’s Gender Equality Committee of a Gender Equality Working Group, which in September 2019 published the “Guidelines for Gender Equality Reports in Italian Universities”<sup>5</sup>.

The Alma Mater Studiorum – University of Bologna began preparing the annual Gender Equality Report in 2015 at the proposal of the Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work - CUG, in order to contribute to the internal analysis of gender equality through an examination of the context: distribution by gender of students, teachers and professional staff and of participation in the University Bodies.

Said analysis is essential in order to, primarily, highlight areas of disparity with a view to informing and devising actions aimed at removing the obstacles to achieving equal opportunities in the university work and study environments and, secondly, to enable continuous monitoring of the effects of the policies, measures and positive actions adopted by the University in this regard. The Gender Equality Report is therefore part of an integrated cycle in which it is associated in particular with the 2018-2021 Positive Action Plan drafted by the CUG

3. MIUR (2018, a cura di 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*, <https://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: <https://www.cruir.it/the-conference-of-italian-university-rectors.html>.

and the PLOTINA project – “Promoting Gender Balance and Inclusion in Research, Innovation and Training”<sup>6</sup>. The latter entailed a gender audit, which is aimed at revealing the needs of women and which was conducted through interviews and focus groups with teachers and professional staff, and the Gender Equality Plan for 2017-2020, which sets out specific measures targeted in particular at teaching staff. The Gender Equality Report is also based on an approach to planning and reporting that is guided by the goals of the UN Agenda 2030, undertaken by the Alma Mater through publication of the Strategic Plan and preparation of the Report on the UN’s Sustainable Developments Goals. In this framework, the 2020 Gender Equality Report provides a series of indicators and measures able to express the University’s commitment to goal “5 – Achieve gender equality and empower all women and girls” and goal “10 – Reduce inequality within and among countries”.

It has also been formulated in synergy with the University’s other planning and monitoring tools, most notably the Social Responsibility Report<sup>7</sup>.

The content of this Gender Equality Report builds on previous versions of the document, thus allowing comparison of the University’s performance over time, and draws from the Guidelines for Gender Equality Reports in Italian Universities drafted by the CRUI’s Working Group on gender equality reporting, with a view to gradually adapting to the latter, starting with the context indicators. While inspired by the aforementioned texts, the information and analyses presented in this document are the result of a broader reflection involving all members of the Scientific Committee and the Operational Committee on drafting the Gender Equality Report established in the Alma Mater, as well as of the feedback received from staff and students of the University<sup>8</sup>.

This edition sees the reiteration of the UGII – University Gender Inequality Index<sup>9</sup>, formulated by the working group dedicated to the drafting of the Gender Equality Report in the Alma Mater, as a concise tool for measuring and comparing the positions of the universities in terms of gender equality and for evaluating trends over time in a perspective of continuous improvement.

This document comprises 5 sections, preceded by a foreword by the Rector, highlighting the political commitment with regard to the issues raised, an introduction prepared by the CUG, illustrating the reasons for adopting the Gender Equality Report, and a note on the methodology, describing the methodological approach taken in preparing the report. The first section begins with references to the applicable national and international legislation on gender equality, followed by an illustration of how said principles have been interpreted and introduced into the Bylaws and the Code of Ethics and Conduct of the University of Bologna, concluding with an overview of the Bodies in charge of gender equality in the Alma Mater. The second section summarises the initiatives contained in the 2018-2021 Positive Action Plan formulated by the CUG and illustrates the measures undertaken as well as the results of the same in the reporting year. The third section sets out the data regarding the context, i.e., the numbers – broken down by gender – in relation to students, teachers and researchers, and professional staff, and includes a breakdown analysis of the composition of University of Bologna’s governing and senior bodies. The fourth section describes the financial investment made by the University to promote equal opportunities and to introduce the sex/gender variable into research and teaching. Lastly, the fifth section illustrates the UGII – University Gender Inequality Index and the relative results in relation to the reporting year.

---

6. The PLOTINA project ([www.plotina.eu](http://www.plotina.eu)), coordinated by the University of Bologna (Prof. Tullia Gallina Toschi), was funded by the European Commission through the Horizon 2020 program (Grant Agreement n. 666008).

7. The Social Responsibility Report is available at: <https://www.unibo.it/it/ateneo/chi-siamo/bilancio-sociale/>.

8. The Gender Equality Report has been presented at numerous organisational events internal to the Alma Mater and during events at other universities. In particular, in 2020 the document was presented to the Boards of 32 Unibo Departments and at the meeting of the Board of Governors in June.

---

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

At the end of the Report there is an afterword written by the Vice-Rector for Human Resources and the Equal Opportunities Officer.

The Gender Equality Report concludes with a series of Annexes that include a glossary of the acronyms used and a table showing the correspondence of the data collected with the international classifications for tertiary education.

Preparation of the Gender Equality Report entailed intense data collection and analysis activities, which were carried out in March/May 2021.

Unless otherwise indicated, the quantitative data are sourced from, processed and classified by the University's Data Warehouse, a database maintained by the Alma Mater's management systems, while the qualitative data come from institutional documents (bylaws, regulations, positive action plans, CUG activity reports, etc.) and from the University of Bologna website. The period of reference for the reporting is the 2020 calendar year, with the exception of some teaching data which refer to the 2020/21 academic year. This decision, while in some cases leads to the provision of data that may not be deemed "definitive", albeit updated at the time of reporting, enables the provision of relevant and timely data to readers that are useful for decision-making purposes. Moreover, in order to appreciate the changes in the University's performance over time and to examine the trends in the gender segregation phenomena that exist, where possible, the data are shown on a multiannual basis.

Given the multicampus nature of the University of Bologna, where significant, breakdown data relating to the five campuses are provided. The final document was presented as an Annex to the University's 2020 Performance Report, approved at the meeting of the University's Board of Governors on 22 June 2021.



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                      Mirko Degli Esposti, Vice Rector for Digital Technologies                      Angelo Paletta, Budget Delegate                      Carla Faralli, Confidential Counsellor</p>	Management and supervision of the overall project
	<p>Elisabetta de Toma, Responsabile ARAG Manager – Finance and Subsidiaries Division                      Camilla Valentini, Anna Rita D’Archi, Gian Piero Mignoli, Luca Ramazzotti, Anja Riceputi, ARAG – Planning and Evaluation Support Department                      Nicola Reale – ARAG internship</p>	Coordination of data collection, analysis and processing, document editing
<b>Operating Committee</b>	<p>Mirella Cerato, Michela Versari, Vincenza Ferraro, Alex Rinaldi, Silvia Zaghetto, ARTEC – Communication Department</p>	Design and artwork
	<p>Valeria Guidoni, Patrizia Manzo, Maria Cristina Notarsanto, Anna Pramstrahler, Annachiara Rasi, Chiara Sirk, Martina Vincieri, Francesco Saverio Violante, CUG Members                      Costanza Mandich, CUG internship                      Alice Corradi, Responsabile APOS – Personnel Division                      Andrea Gabrielli, Anna Zurla, APOS – Personnel Information and Administrative Systems Department                      Sabrina Poliani, APOS – Training Department</p>	Data and text processing support

\* For more information: [cug@unibo.it](mailto:cug@unibo.it)



---

# 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 underrepresented 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 NonDiscrimination 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) and in the Code of Conduct for the Prevention of Sexual and Moral Harassment (Rector's Decree no. 611 of 22 May 2020).

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).

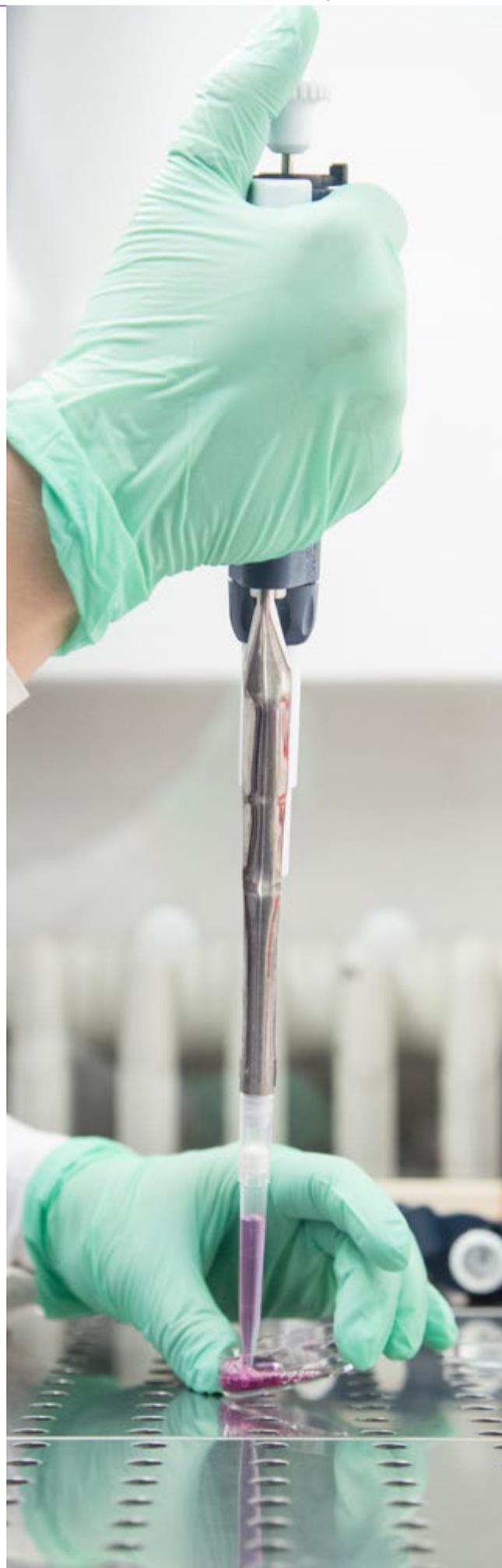
Furthermore, the Statute establishes the CUG, thus implementing national legislation (Art. 14). Finally, the Rector has established the figure of the Confidential Counsellor, whose task is to prevent, manage and facilitate solutions in cases of discrimination, harassment and mobbing, including in cooperation 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).

The Code of Conduct for the Prevention of Sexual and Moral Harassment guarantees workers and students a safe and calm working environment that is conducive to interpersonal relationships based on equality, mutual integrity and respect. It also underlines the goal of preventing and combatting sexual and moral harassment and any other form of violation of human dignity.

The Code, which applies to the entire university community, as identified in art. 2 of the Code of Ethics and Conduct, sets out the obligations of those in charge of the Structures as well as the cooperation obligations of members of the university community. The Confidential Counsellor offers advice and support to members of the university community subject to discrimination or harassment and takes steps to help resolve the problem in each case.



## 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, after the entry into force of the Code of Conduct for the Prevention of Sexual and Moral harassment (enacted with Rector's Decree no 611 of 22 May 2020), is appointed by University Senate on the proposal of the Rector: is a figure 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.

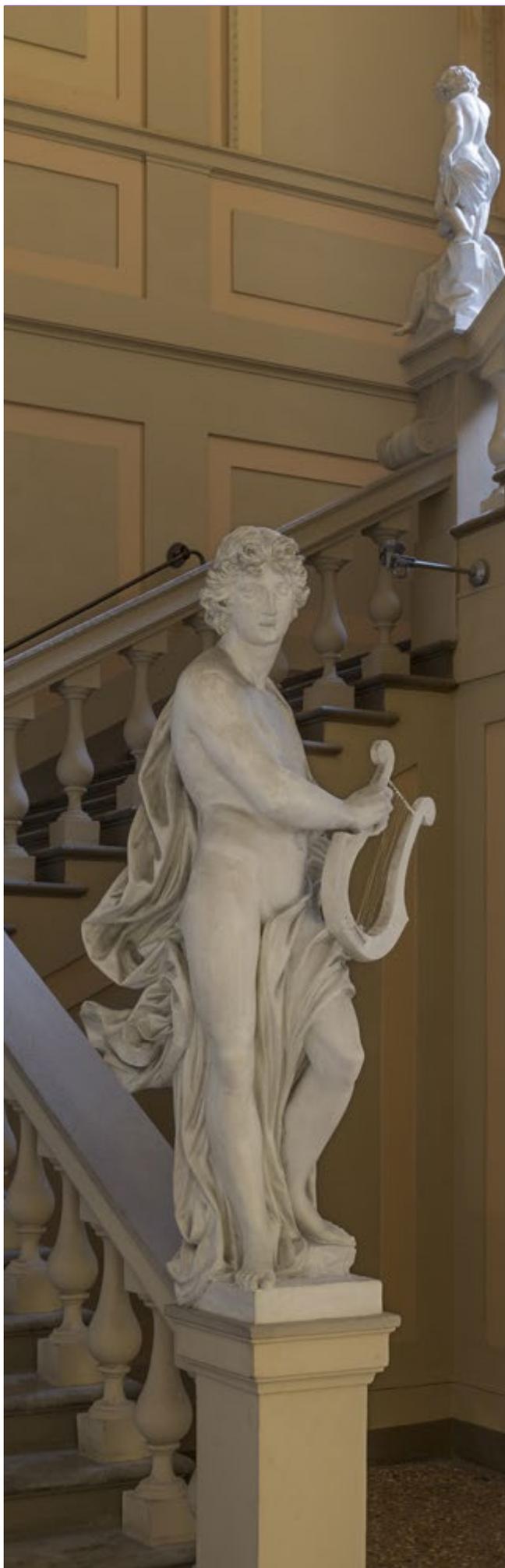
The Confidential Counsellor reports to the Rector. The Counsellor cannot take court action but does have functional autonomy when facilitating preventive actions and settlements; working together with the academic structures, the Counsellor promotes gender awareness and a non-discriminatory culture. 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 from 1 January 2019 by Prof. Carla Faralli.

During the first two years she has been in post, the Counsellor has seen around 70 people, half of whom are professional and library staff with the other half being teachers and researchers. The reports of the professional and library staff mainly concerned the organisation of work and relationships with their managers, while those of the teachers and researchers concerned relationships with (often more senior) colleagues and selection procedure dynamics. Following the entry into force of the new code, i.e., since May 2020, she has also received a dozen or so reports from students.

The collaboration with the CUG, the Vice-Rector for Human Resources, Prof. Chiara Elefante and, following extension of the services to the student community, the Vice-Rector for Students, Prof. Elena Trombini, has been very positive.



#### 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;
- 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<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 and approved in the Board of Governors' session of 29 May 2018, 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:
  - l'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.

- **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

10. Viewable in full at the link: <https://www.unibo.it/en/university/organisation/university-governing-bodies/cug/positive-actions-1>

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 2020<sup>11</sup>**

---

**Training, awareness and communication activities**

- Organisation (jointly with the Personnel Division and the Vice-Rector for Human Resources) of the online training course "Dealing with change in emergency situations: psychological and physical well-being, affective relationships and work management", comprising 11 sessions during which knowledge and tools for dealing with the changes related to the COVID health emergency were shared, offering insights that also touch on psychological and physical well-being, affective relationships and relationships with colleagues in the new remote working model. The course is aimed at professional staff in synchronous learning mode and at all university personnel in asynchronous learning mode through the video recordings made.
- Organisation (in collaboration with the Prevention and Protection Service) of the online training seminar "Observations and false myths relating to SARS-COV-2" aimed at all University personnel with a view to containing the circulation of fake news in relation to the ongoing pandemic and providing reliable sources of information.
- Organisation (in collaboration with the Vice-Rector for Human Resources, the Equal Opportunities Officer, and the Alma Gender Integrated Research Team) of the public seminar "Sexual harassment: a phenomenon that continues to be underestimated" aimed at all University personnel and open to the public and members of CUGs that cooperate with the Alma Mater.
- 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.
- 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. Many new sub-sections have also been added to the website with a view to increasing the visibility of the activities and services provided by the Ministry, the Regions and Local Bodies, as well as by associations and networks in which the CUG participates. Furthermore, to encourage dissemination and discussion with international universities, the sections related to the PAP and reporting on the positive actions implemented each year have been translated.

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

- Proposal of and participation in the team that prepared Unibo's 2019 Gender Equality Report, published in Italian and English. The document sets out the proposed University Gender Inequality Index (UGII), an innovative gender index formulated by a multidisciplinary team working in the Alma Mater, the purpose of which is to express the gap between the gender distribution revealed by the University and a situation of perfect parity. This index also provides policy indications, enabling analysis of the significant areas of interest within the University and making it possible to identify both strengths and the weaknesses that require investment in order to improve the University's position.
- Participation in the Gender Equality Report team established by the CRUI's Group of Delegates on gender-related topics, which in 2020 recorded a video training course on preparing Gender Equality Reports in Italian Universities.

---

11. The full annual report can be found at the following link:

<https://www.unibo.it/en/university/organisation/university-governing-bodies/cug/positive-actions-1/positive-actions>.

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

- Participation in the Technical-Scientific Committee tasked with preparing guidelines on the University's gender language, promoted by the Vice-Rector for Human Resources. In 2020, the Committee published the "Gender Visibility Guidelines for the University of Bologna's Communications" on the University website. The intention is to promote an awareness among the university community to ensure the everyday use of a language attentive to gender differences in institutional documents and in the forms produced by the General Administration Divisions.
- Presentation (together with the Vice-Rector for Human Resources and the Equal Opportunities Officer) of the Gender Equality Report and the Gender Visibility Guidelines for the University of Bologna's Communications in the University's 32 Departments, with a view to raising awareness, especially among teachers, of phenomena that still persist to the detriment of women's academic careers in the University of Bologna, with a focus on the individual departments, and presentation of the main actions taken in the University to combat gender stereotypes.
- 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 National Forum of CUGs and the Conference of Equality Bodies of Italian Universities, as well as with the CUGs of: Metropolitan City of Bologna, Bologna City Council, Province of Forlì and Cesena, Bologna AUSL (local health authority), Rizzoli Orthopaedic Institute (IOR), Sant'Orsola Public Hospital, Cervia Town Council, University of Modena and Reggio Emilia, University of Bergamo.
- 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 public events on gender topics, including presentation of the work carried out by the Alma Mater CUG.

**Measures to promote employee wellbeing and maintenance**

- Presentations aimed at personnel to raise awareness of the available services and the persons and structures tasked principally with promoting equal opportunities, occupational wellbeing and work-life balance, including through presentation of the brochure entitled "The network of services for people working at the University of Bologna".
- Participation in the training session for newly appointed staff organised by APOS on 7 October 2020, which outlines the functions of the CUG, and provision of the brochure on "The network of services for people working at the University of Bologna", prepared by the Committee
- 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 in relation to the University's working environment. In 2020, the Group oversaw the organisation of the focus groups comprising homogeneous groups of the University's professional staff, the processing of data collected from the questionnaire given to teachers and researchers, and the formulation of the questionnaire given to professional staff.
- 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.
- Work to check whether requests and observations promoted by the CUG are accepted by the University and implemented correctly.

### 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.



### 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 represented the diversity of European Research Organizations and European societies and cultures. It consisted 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), Centro Studi Progetto Donna and Diversity MGMT (Italy) and Elhuyar - Zubize SL (Spain). The project’s objectives were to promote the career advancement of male and female researchers, and avoided the draining of talent pools, especially of women, who are more likely to abandon their career path. The project promoted excellence by intervening on gender inequality in decision-making processes and proposed 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 pursued diverse perspectives and methodologies in research and teaching and disseminated 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 adherence 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 gathered 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<sup>12</sup>:

- 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 were 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 was entrusted to independent external auditors (peer review).

12. <https://www.unibo.it/en/university/who-we-are/gender-equality-plan>

**MEASURES OF THE UNIVERSITY GENDER EQUALITY PLAN 2017-2020  
(PLOTINA PROJECT)**

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

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.
<b>KA4 Researchers and research: gender equality and sex and gender perspective</b>	4.1 Promoting a gender and sex perspective in Research processes	Availability of flexible working times arrangements, from part-time to remote working.
		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.
<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	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.
		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 staf.
		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.

## FINAL CONFERENCE OF THE PLOTINA PROJECT

Upon conclusion of the project H2020 “PLOTINA: Promoting Gender Balance and Inclusion in Research, Innovation and Training”, the Consortium organised the international conference “ReGendering Science. For an inclusive research environment” (27-28 January 2020).

The international event was held to present the project results and discuss the topic of equal opportunities in the RPO (Research Performing Organizations) and in the fields of innovative research and teaching, with researchers, key players and expert speakers on topics related to achieving gender equality in research organisations. The event, which was held in-person at the Department of Agricultural and Food Sciences, was opened by the Director Giovanna Molari, the Vice-Rector for Human Resources Chiara Elefante and by the Vice-Rector for Research Nino Rotolo, and saw the involvement of Tullia Gallina Toschi (Project Coordinator) and the teachers Ilaria Braschi, Elena Luppi, Maria Teresa Rodriguez Estrada, Benedetta Siboni and Matteo Vittuari, as well as PhD students and research fellows of the University and other international research bodies.

The final conference was organised in a parallel session and allowed for the sharing of case studies and best practices in the following areas:

1. Structural and cultural change: gender equality plans and actions;
2. Inclusion of the sex and gender variables in research;
3. Inclusion of the sex/gender and gender equality variables in teaching programmes;
4. Measuring gender equality in research organisations through gender equality reports, indices and visualisation tools.

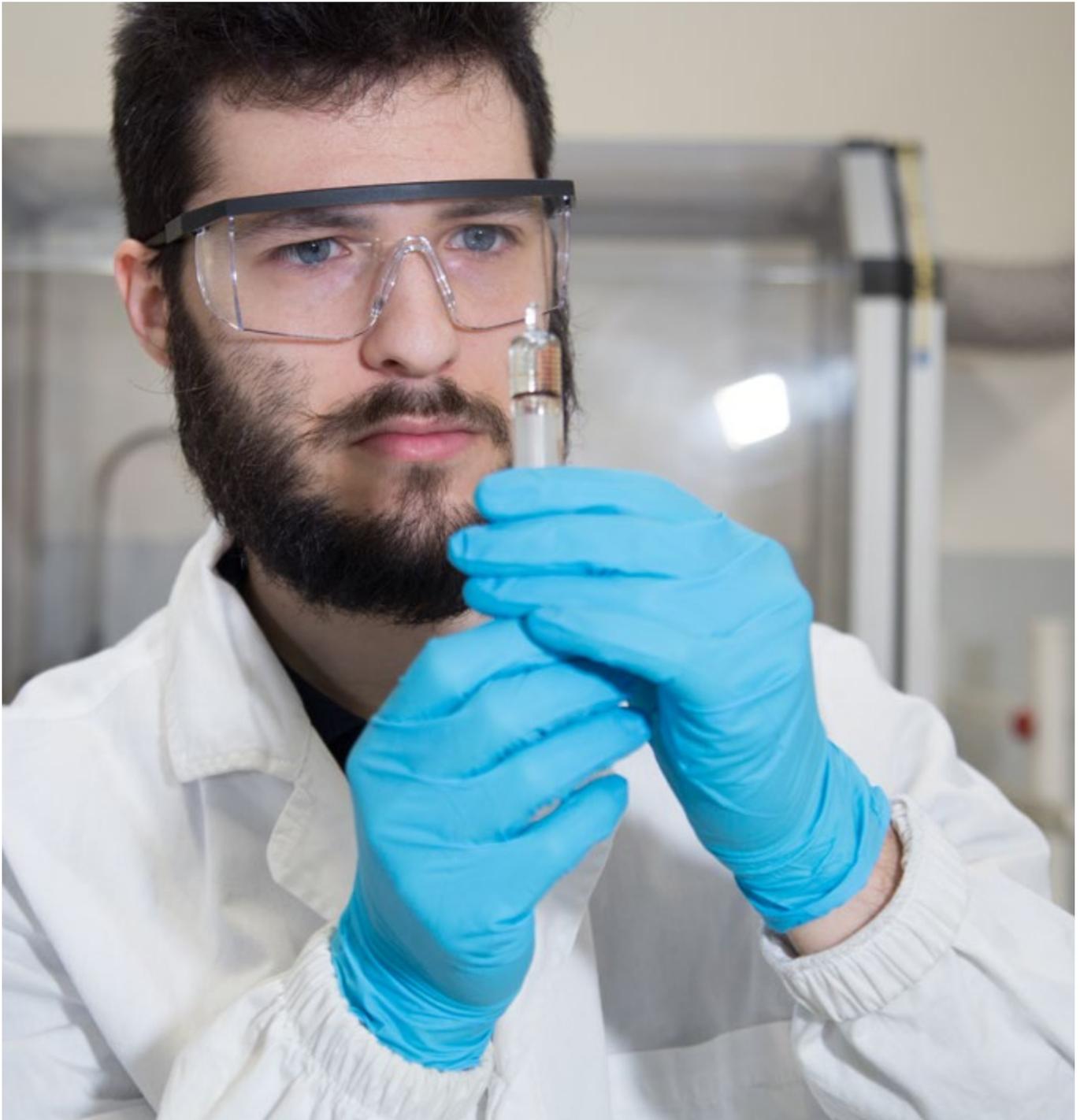
The PLOTINA Consortium issued another call for abstracts and many of the contributions received from all over the world were presented at the conference and included in the documents available on open access platforms. They can be downloaded from the project website ([www.plotina.eu](http://www.plotina.eu)), which contains all the project materials and which will remain active at least until December 2022.



---

## 3. GENDER COMPOSITION AT THE UNIVERSITY OF BOLOGNA

---



## 3.1 OVERVIEW

The total number of students, researchers<sup>13</sup> and professional staff members of the University of Bologna amounts to just over 96,000, of which around 53,000 are women (Table 1 and Fig. 1). Looking at the figures for each specific group, the majority of teaching positions (59%) 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 (2018-2020)\***

	2020			2019			2018		
	Women	Men	Total	Women	Men	Total	Women	Men	Total
Total male and female students**	47.674	37.553	85.227	46.788	37.332	84.120	46.793	37.201	83.994
of which 1st-year (first and single cycle)	8.688	6.646	15.334	8.432	6.601	15.033	8.172	6.333	14.505
PhD students**	834	952	1.786	777	859	1.636	687	760	1.447
of which year 1 enrolees	281	346	627	295	333	628	260	286	546
Students enrolled at Specialisation Schools***	1.071	915	1.986	848	717	1.565	763	652	1.415
of which year 1 enrolees	458	355	813	304	251	555	232	190	422
Research fellows	556	645	1.201	611	582	1.193	605	535	1.140
Teaching staff	1.163	1.691	2.854	1.124	1.678	2.802	1.098	1.645	2.743
Managers	9	7	16	7	7	14	7	8	15
Tech/admin (EP, D, C and B) and CELstaff****	1.932	998	2.930	1.961	992	2.953	1.929	987	2.916
<b>TOTAL</b>	<b>53.239</b>	<b>42.761</b>	<b>96.000</b>	<b>52.116</b>	<b>42.167</b>	<b>94.283</b>	<b>51.882</b>	<b>41.788</b>	<b>93.670</b>

\* From this point on, we highlight the following, matching the International Standard Classification of Education (ISCED) (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).

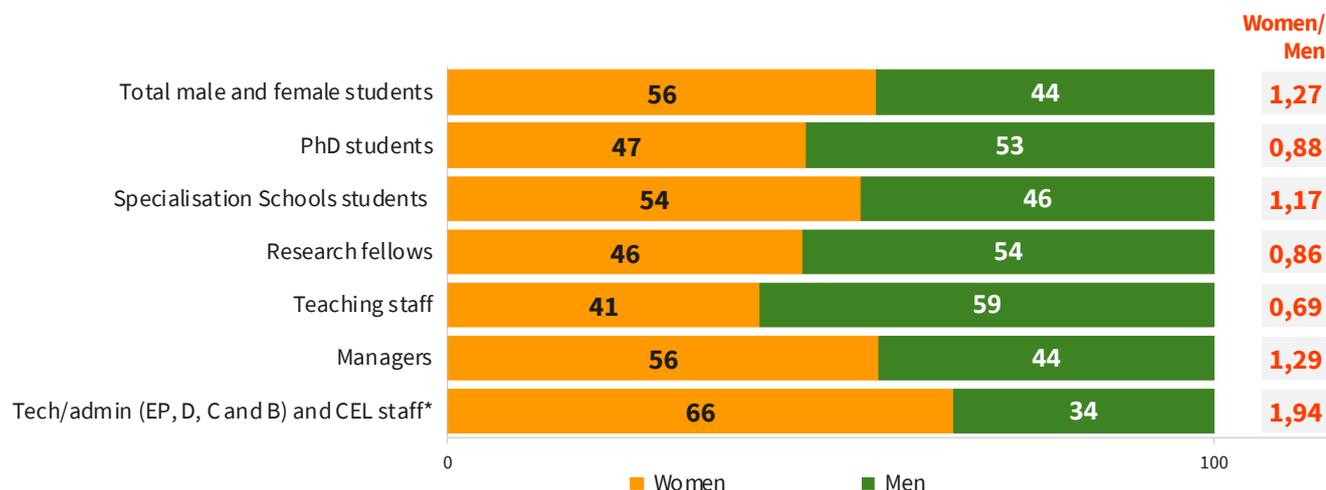
\*\* Values refer to 2020/21, 2019/20, 2018/19 and A.Ys.

\*\*\* Values refer to 2019/20, 2018/19, 2017/18 and A.Ys.

\*\*\*\* Including agricultural workers (4 men in 2020 and in 2019, 5 in 2018).

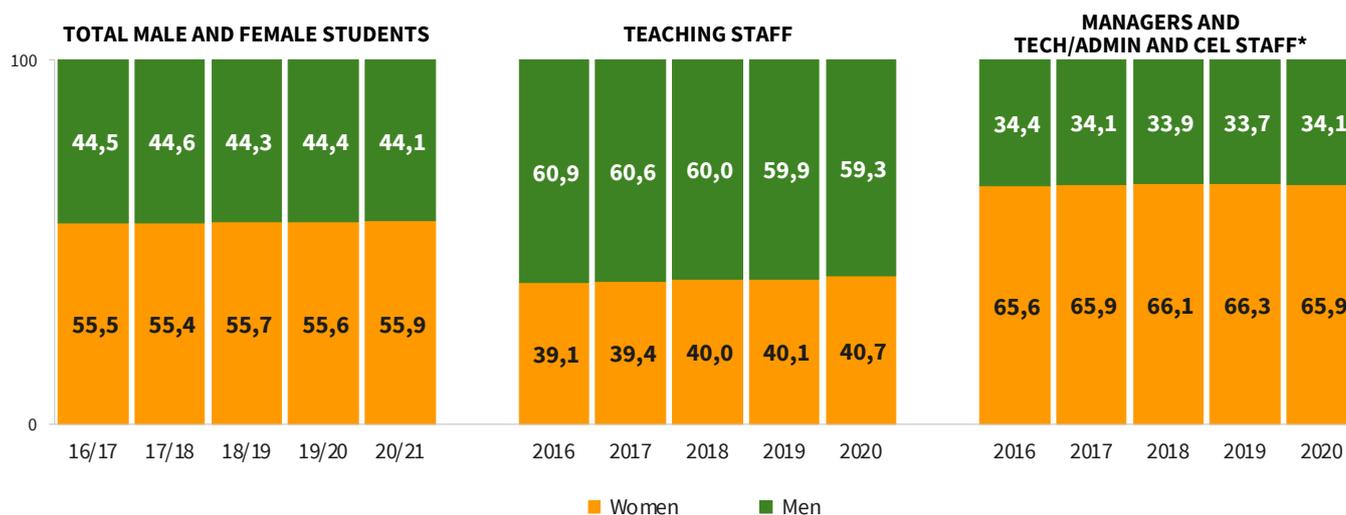
13. In this category, we consider full professors, associate professors, senior assistant professors (RTI), junior (RTD a) and senior fixed (RTD b) term assistant professors and research fellows. See EU – Directorate-General for Research and Innovation (2019), She Figures 2018. Gender in research and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

**FIGURE 1 - DISTRIBUTION OF STAFF AND STUDENTS AT THE UNIVERSITY OF BOLOGNA BY GENDER - PERCENTAGE (2020)**



\* Including 4 Agricultural Workers.

**FIGURE 2 - ENROLLED STUDENTS, TEACHING AND TA STAFF BY GENDER - PERCENTAGE (2016-2020)**



\* Including Agricultural Workers.

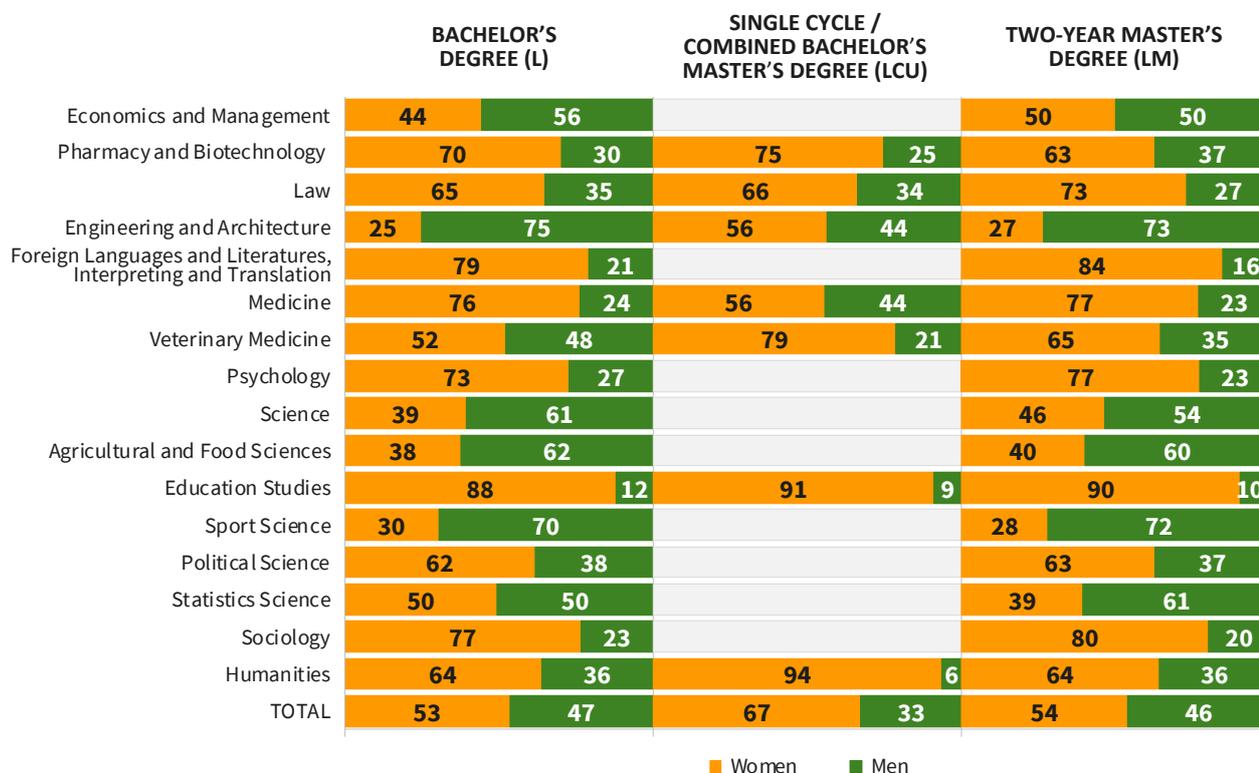


### 3.2 MALE AND FEMALE STUDENTS

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). There are in fact significantly more women than men – in all cycles where courses are running – in Education Science, Languages and Literatures, Translation and Interpreting, Sociology and Psychology. They are also in the majority in Pharmacy and Biotechnology, Veterinary Medicine, and Law, albeit to a lesser degree. Conversely, men are decidedly over-represented 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. They are in the majority also on Agricultural and Food Sciences degree programmes.



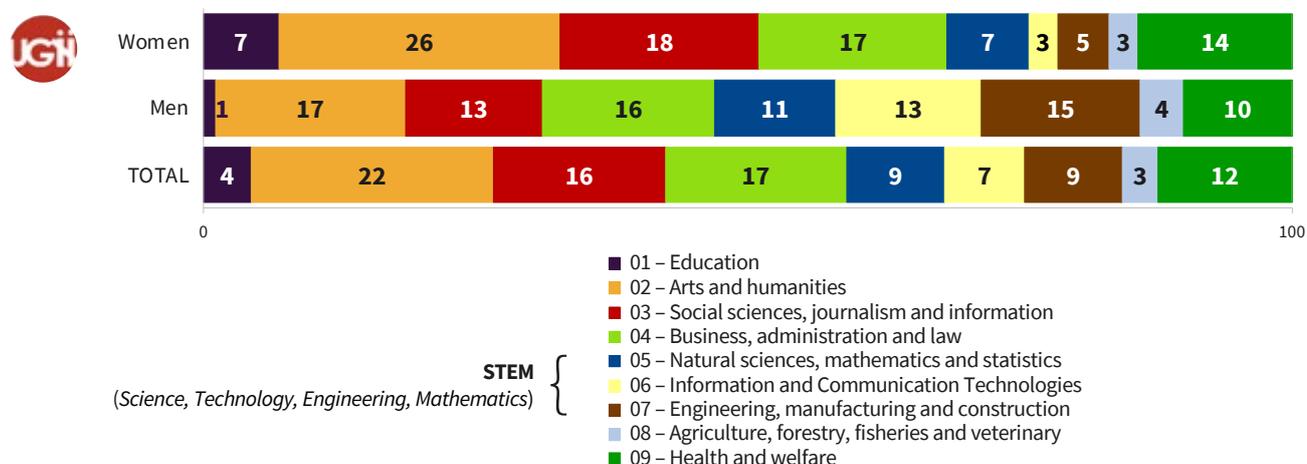
**FIGURE 3 - ENROLLED STUDENTS BY FIELD, CYCLE\* AND GENDER - PERCENTAGE (A.Y. 2020/21)**



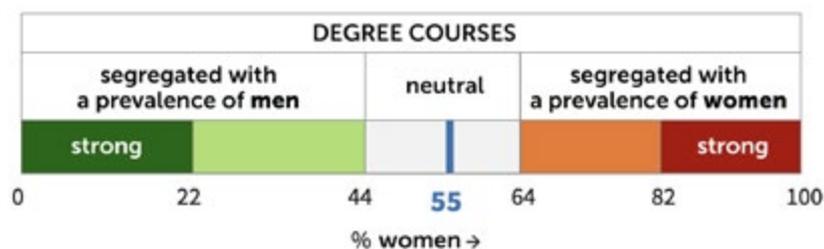
\*The chart does not include students inscribed in courses under the old system (prior to Ministerial Decree no. 509/99) (749 male and female students).

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.

**FIGURE 4 - PERCENTAGE DISTRIBUTION OF STUDENTS MATRICULATED ON FIRST - AND SINGLE-CYCLE DEGREE PROGRAMMES, BROKEN DOWN BY GENDER AND ISCED SUBJECT AREA (2020/21 COHORT)**



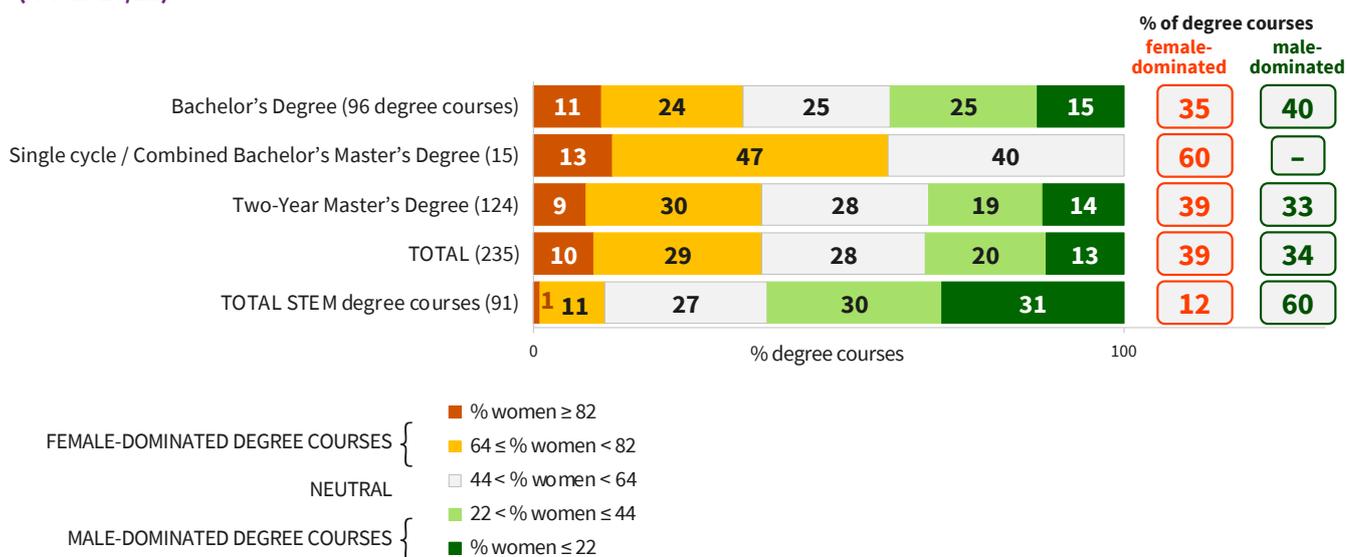
The University of Bologna's previous (2019) Gender Equality Report introduced an analysis by individual degree programme, which deemed programmes with a percentage of female students significantly more or less (at least 10 percentage points) than 50% as gender segregated. However, the percentage of women in the Italian university system has remained steadfastly above this figure, with the percentage of female students enrolling in the 1998/99-2020/21 period remaining between 54.7% and 56.6% of the total. It is therefore preferable to define an asymmetrical classification of the programmes that takes account of said circumstance. The criterion adopted in this Report, which is described below, considers degree programmes to be neutral in terms of gender if 55% (or a percentage that does not deviate significantly therefrom) of the total students are women. Programmes where 64% of the total are women are deemed as segregated with a prevalence of women and where this amount does not exceed 44% they are deemed as segregated with a prevalence of men<sup>14</sup>.



The classification obtained (Fig. 5) shows that 65 degree programmes out of 235 (28%) may be deemed neutral in terms of gender, 91 programmes (39%) are segregated with a prevalence of women and, by contrast, 79 (34%) programmes are segregated with a prevalence of men. We can see that a quarter of the degree programmes are significantly segregated (13% with a prevalence of men and 10% with a prevalence of women) and that none of the single-cycle degree programmes are segregated with a prevalence of men. In the STEM (Science, Technology, Engineering, Mathematics disciplines, or the ISCED categories 05, 06 and 07), programmes with a prevalence of men make up 60% of the total with only one programme – the second-cycle degree in advanced cosmetic sciences (Rimini) – having a high prevalence of women.

Had we maintained the symmetrical criterion used to classify the degree programmes adopted in 2019, the 10 programmes with 60%-64% female students would have been considered segregated with a prevalence of women instead of neutral and the 14 programmes with 40%-44% would have been deemed neutral rather than segregated with a prevalence of men. The remaining 211 programmes would have remained the same. Overall, the results would have shown 101 programmes segregated with a prevalence of women, 69 neutral and 65 with a prevalence of men.

**FIGURE 5 - PERCENTAGE DISTRIBUTION OF DEGREE PROGRAMMES WITH GENDER DISPARITIES, BROKEN DOWN BY CYCLE\* (A.Y. 2020/21)**



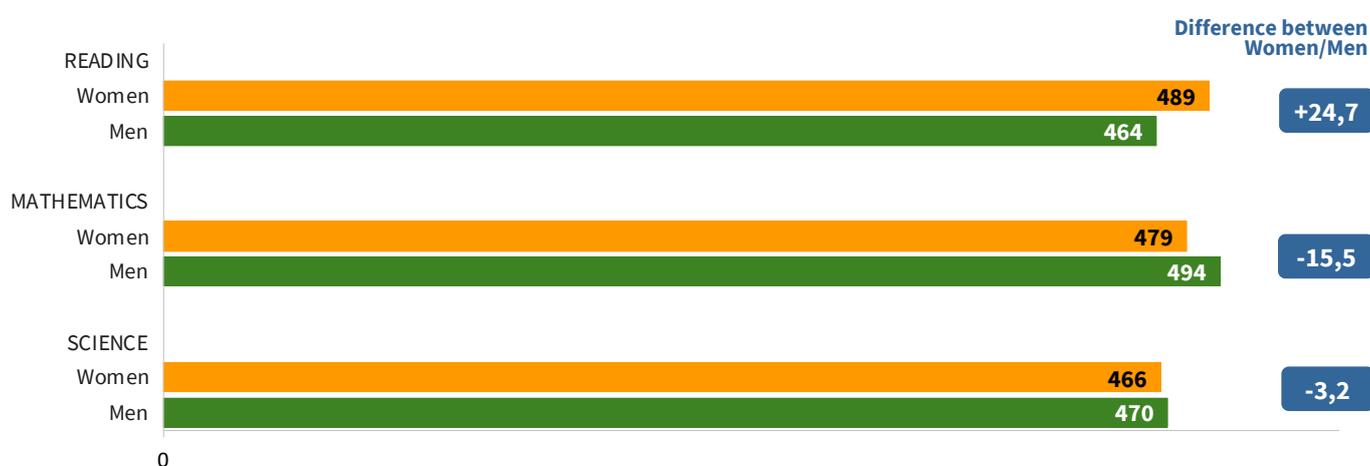
\* In counting the courses, enrolments pertaining to different systems of one same course of study are considered as pertaining to a single degree programme. Courses from the previous degree programme system (prior to Ministerial Decree 509/99), courses outside of the system post Ministerial Decree 270, and courses with fewer than 10 enrolments in 2020/21. 235 programmes are represented in the chart.

14. It has been decided to take as an equilibrium point the percentage of female students in the most recent five-year period (currently 2016/17 – 2020/21) in the university system, rounded to the nearest whole number.

This therefore confirms the persistence in the Alma Mater of gender inequality by subject discipline, which exists at the national (see also section 5.2) and international levels and which falls under the category of so-called "horizontal segregation"<sup>15</sup>.

Naturally, gender segregation in relation to subject disciplines arises from situations, expectations and propensities that develop prior to starting university. In this regard, further insights can be gleaned from the results of the Programme for International Student Assessment (PISA) promoted by the OECD, which every three years measures the abilities of fifteen-year-old students in the OECD member countries (Fig. 6). With regard to young Italians in 2018, girls overall outperformed boys in reading and boys outperformed girls in mathematics, while performance in science remained substantially the same for both genders. Across all the OECD countries, girls outperformed boys in reading (30 points) and science (2 points) while boys outperformed girls – albeit only by 5 points – in mathematics<sup>16</sup>.

**FIGURE 6 - SCORES FOR ITALIAN STUDENTS AGED 15 YEARS IN READING, MATHEMATICS AND SCIENCE, BY GENDER – MEAN VALUES (OECD-PISA REPORT 2018)**



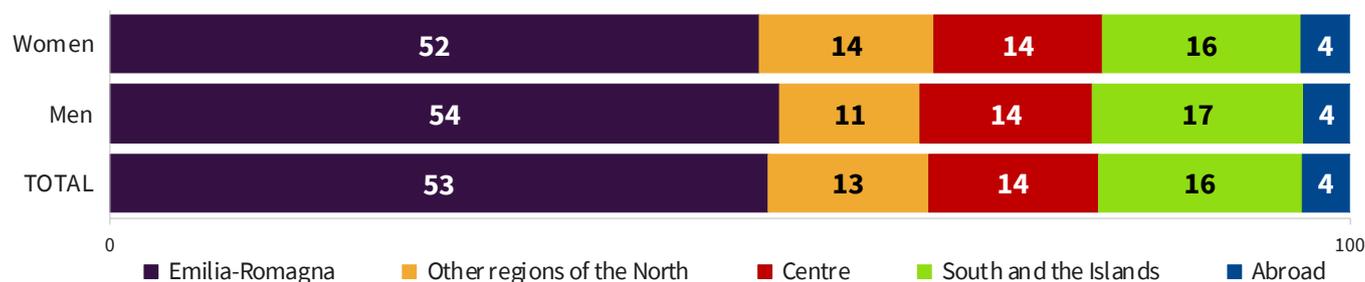
Source: OCSE PISA – 2018 Survey.

15. Horizontal segregation is where there are varying concentrations of women and men in different sectors (sectoral segregation) and occupations (occupational segregation). See *EU – Directorate-General for Research and Innovation (2019), She Figures 2018*, European Commission, Brussels.

16. "The gender disparities in the results are a serious cause for concern in that they can have long-term consequences for the personal and professional futures of the children. [...] Over the last ten years, many countries have made significant progress in reducing and even closing the gender gap in school results. Said disparities, therefore, appear to be neither innate nor inevitable and for this reason the results of our students should be considered in an international context and compared with those of countries achieving positive results in terms of gender equality in the effectiveness of scientific education. This could, in fact, help determine the conditions and practices that allow girls and boys to reach their potential" (OECD PISA 2018 – Italian students' performance in reading, mathematics and science – National Report, 2019, available (in Italian) at [https://www.invalsi.it/invalsi/ri/pisa2018/docris/2019/Rapporto\\_Nazionale.pdf](https://www.invalsi.it/invalsi/ri/pisa2018/docris/2019/Rapporto_Nazionale.pdf)).

47% of students who started at the University in 2020/21 come from regions other than Emilia-Romagna or from abroad and show no significant differences in terms of gender (Fig. 7).

**FIGURE 7 – PERCENTAGE DISTRIBUTION OF STUDENTS MATRICULATED ON FIRST - AND SINGLE-CYCLE DEGREE PROGRAMMES, BROKEN DOWN BY GEOGRAPHIC ORIGIN (2020/21 COHORT)\***



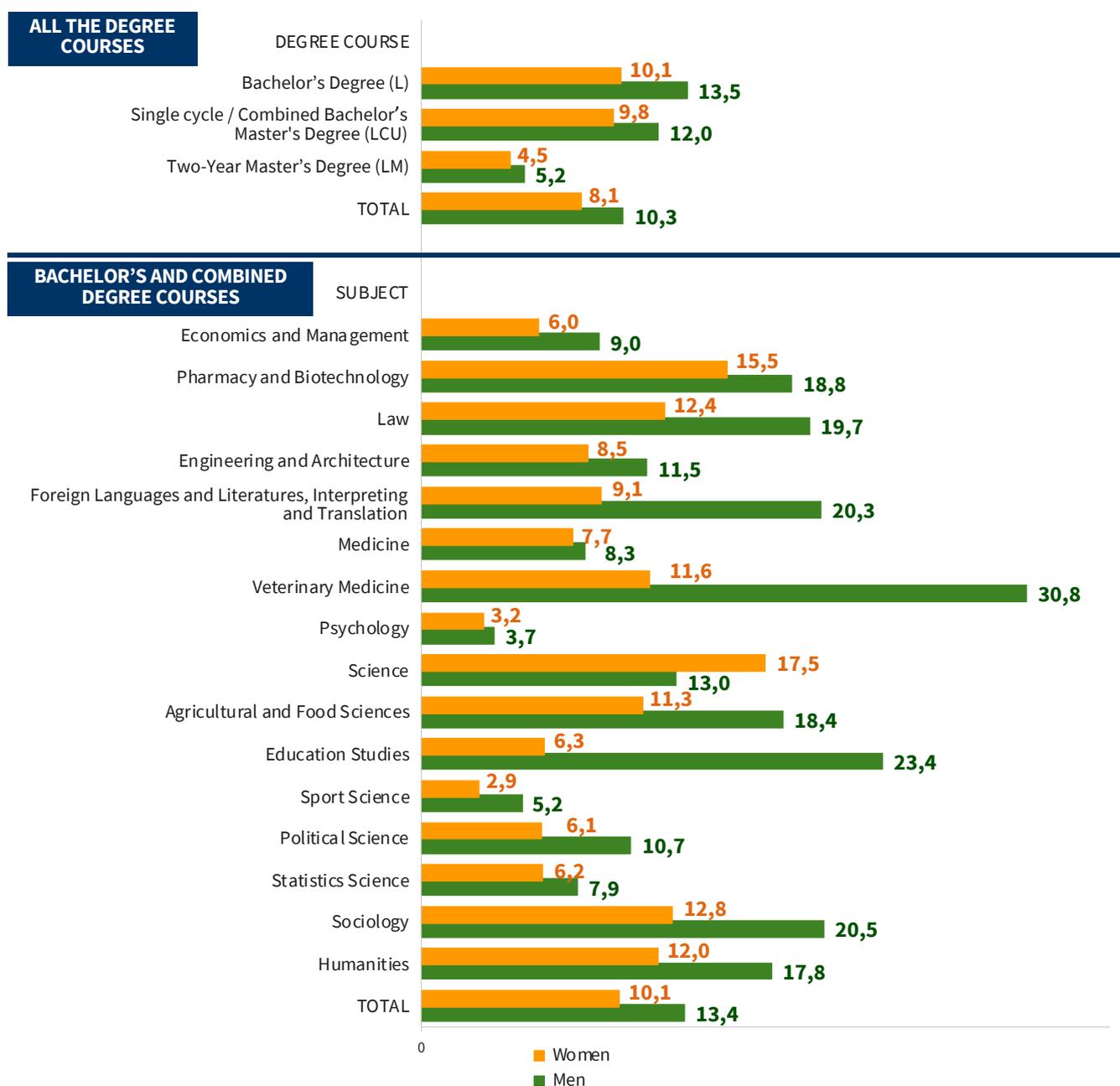
\* Geographic origin is determined based on the geographic area in which the student obtained their high school diploma rather than on the area of residence, which would result in the “Emilia-Romagna” category including students from other regions or from abroad who have changed their residency to the 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 enrol 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. 8). In general, men tend to drop out more (10.3% compared with 8.1%), while in first- and single-cycle degree programmes in the science subject disciplines, more women than men drop out. In three subject disciplines – Languages and Literature, Veterinary Medicine and Education Studies – the percentage of men dropping out is more than double that of women, although in recent years, the absolute number of men dropping out in the last two subject disciplines is more contained (respectively 8 and 15).



**FIGURE 8- MATRICULATED STUDENTS DROPPING OUT IN THE FIRST YEAR, BROKEN DOWN BY SUBJECT AND GENDER – VALUES PER 100 MATRICULATED STUDENTS (COHORT 2019/20)**



The data confirm the greater participation of women in international mobility programmes. In fact, 4.4% of female students and 3.1% of male students from across all three cycles participated in international exchange programmes in 2019/20 (Fig. 9). In absolute terms, this translates into 2,072 women and 1,167 men.

**FIGURE 9 – MALE AND FEMALE STUDENTS TAKING PART IN MOBILITY PROGRAMMES BY GENDER - VALUES PER 100 ENROLEES (A.Y. 2019/2020)**



University success can be broken into “on-track” and “score” components. Regarding the on-track issue, we noted that 1st-year female enrolees in 2019/20 and those still enrolled in the same course of study in 2020/21 earned 46.4 university educational credits on average (CFU, for its initials in Italian), 3 CFU more than their male counterparts (Fig. 10).

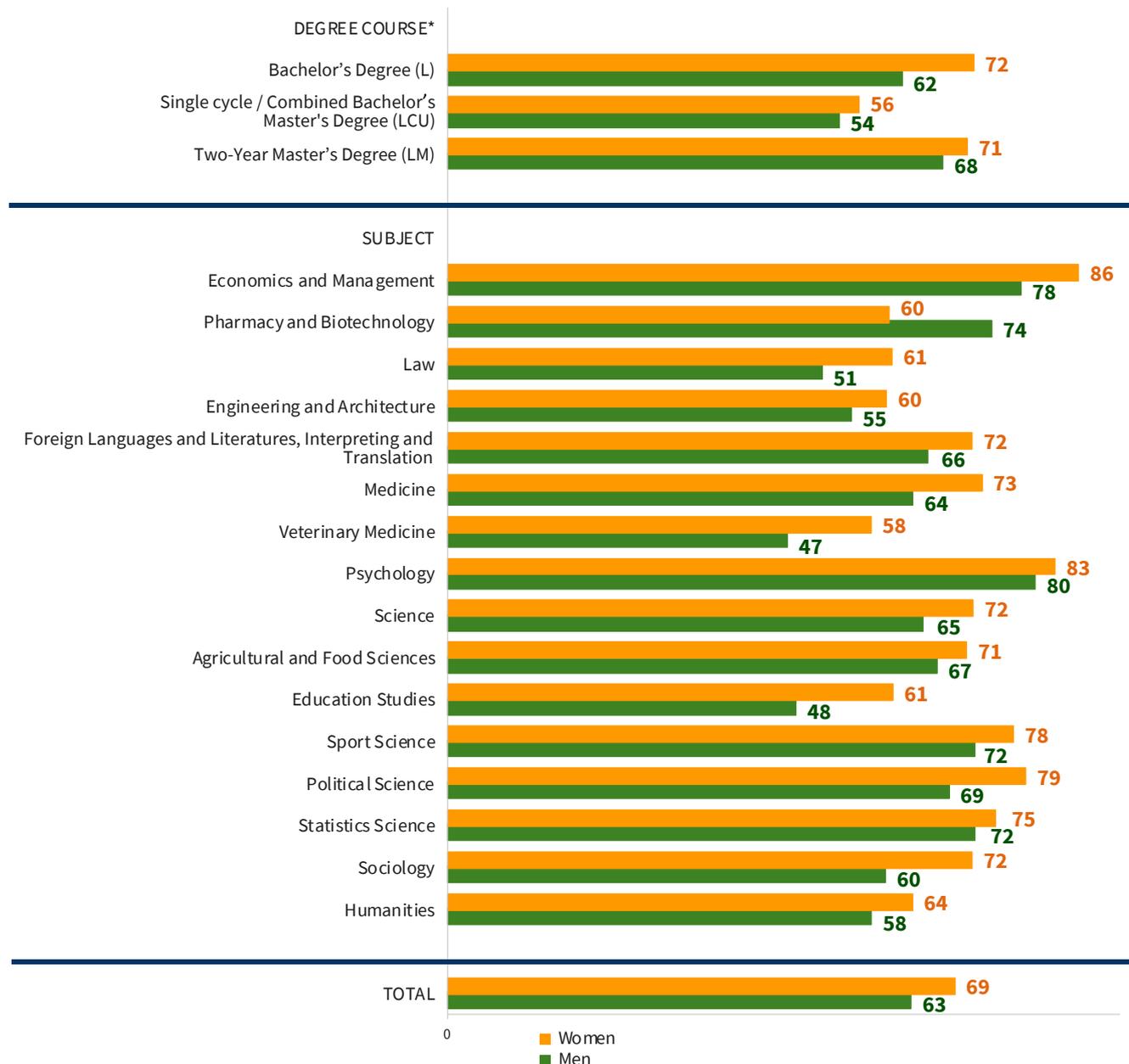
**FIGURE 10 - AVERAGE EDUCATIONAL CREDITS EARNED BY MALE AND FEMALE ENROLEES DURING THEIR 1ST YEAR IN 2019/20 (1ST AND SINGLE-CYCLE DEGREE PROGRAMMES), STILL IN PROGRESS IN 2020/21**





The greater number of women who graduate on time, therefore, is not surprising. Indeed (Fig. 11), in 2020, the number of women who managed to graduate within the standard period of study was 69% 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 Pharmacy and Biotechnology disciplinary areas.

**FIGURE 11 – GRADUATES ‘ON TRACK’ PER 100 STUDENTS, BROKEN DOWN BY CYCLE, FIELD AND GENDER (2020)**



\* The bar relating to the previous cycle degree programme systems (prior DM 509/99), which gathers a total of 52 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. 12). Among female students who were enrolled in 2019/20 in first-cycle (L) and single-cycle degree programmes (LMCU) and still enrolled in 2020/21 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 (46%).

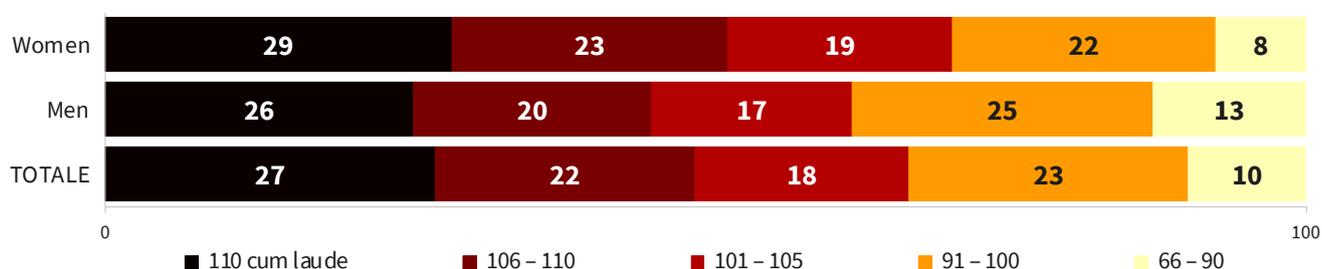
**FIGURE 12 – ENROLEES (1ST AND SINGLE-CYCLE DEGREE PROGRAMMES) WHO RECEIVED “HIGH MARKS” ON THEIR EXAMS\* – VALUES PER 100 ENROLEES (2019/2020 1ST AND SINGLE-CYCLE DEGREE PROGRAMMES ENROLEES AND STILL IN PROGRESS IN 2020/21)**



\* The data relates to students matriculated on first- and single-cycle degree programme in 2019/20 who are still enrolled in 2020/21. Among these, those with “high marks” are those who, in the exams taken up to 31/10/2020, 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. 13). 52% of female graduates in 2020 completed their study programme with final marks higher than 105 out of 110, with 29% obtaining the highest mark of 110 with honours, while 45% of men scored final marks higher than 105 and 26% 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 13 - GRADUATES BY GENDER AND OVERALL MARKS – PERCENTAGE (2020)**



Given the higher final marks earned by women, which can be seen also at the national and European level<sup>17</sup>, the breakdown of postgraduate education and employment by gender leads to some surprising results. It should be noted that those who work or carry out paid training are considered employed. 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 10 percentage points) is far from negligible (Fig. 14). This explains the higher rate of employment of female graduates of first-cycle degree programmes compared with men (38% compared with 31%). It should be noted that in this case, a significant portion of the employed men and especially employed women work part time (Fig. 15).

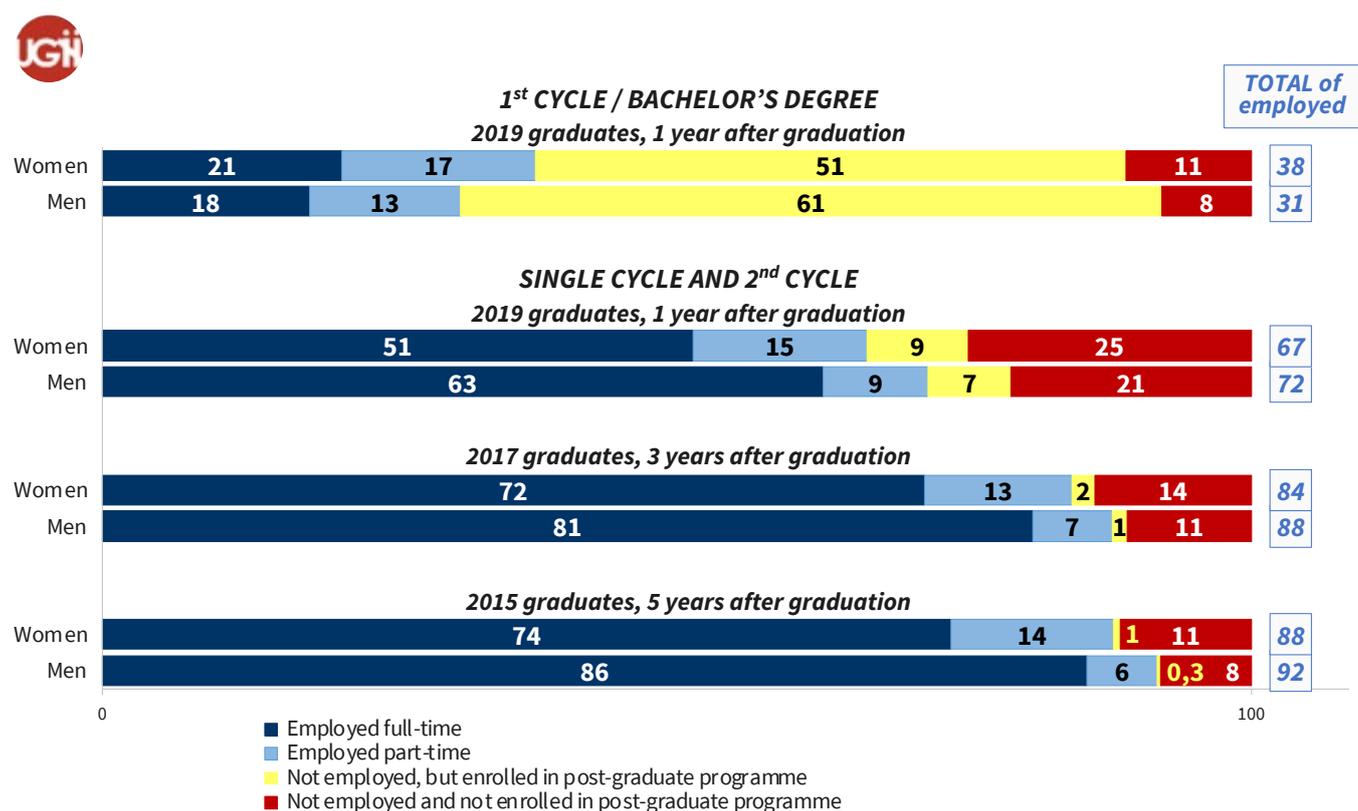
17. EU – Office for official publications of the European Communities (2008), The life of women and men in Europe – A statistical portrait. Eurostat Statistical books, Commissione Europea, Lussemburgo.

**FIGURE 14 - 1ST-CYCLE GRADUATES WHO ENROLLED IN A 2ND-CYCLE DEGREE PROGRAMME ONE YEAR AFTER GRADUATION - VALUES PER 100 1ST-CYCLE GRADUATES (GRADUATES IN 2019 INTERVIEWED IN 2020)**

Source: AlmaLaurea – 2020 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 (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. 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.

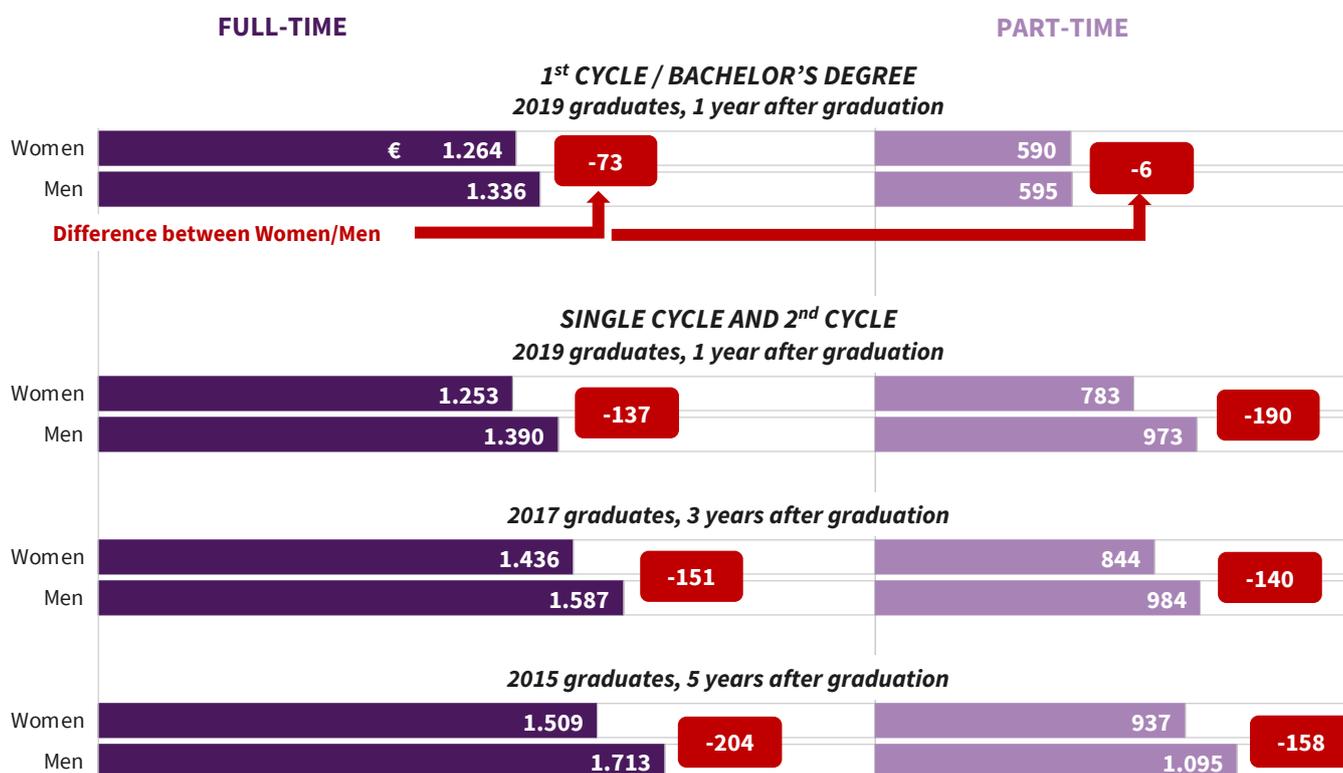
**FIGURE 15 - UNIVERSITY OF BOLOGNA GRADUATES PER DEGREE TYPE, GENDER AND EMPLOYMENT STATUS 1, 3 AND 5 YEARS FROM GRADUATION\* (GRADUATES IN 2019, 2017 AND 2015 INTERVIEWED IN 2020)**

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

Source: AlmaLaurea – 2020 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. 16). 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 €204 a month less for women interviewed in 2020, five years after their graduation in 2015.

**FIGURE 16 - NET MONTHLY INCOME OF GRADUATES BY GENDER 1, 3 AND 5 YEARS FROM GRADUATION - AVERAGE VALUES - (GRADUATES IN 2019, 2017 AND 2015 INTERVIEWED IN 2020)\***



\* 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 – 2020 Survey – Occupational status of graduates.

A comparison of female and male graduates of second- and single-cycle degree programmes broken down by remuneration for work under the same regime (full or part time), type of activity, sector, branch, contract and profession 5 years after graduation allows us to better understand the phenomena (Tab. 2). Overall, women earn less with the difference amounting to an average of 257 euros a month. This difference is slightly less if we compare work performed under the same regime (full or part time) since women tend to work part time more often than men. However, while for women and men in paid training the gender pay gap is not significant (and in fact favours women), in the world of work in a strict sense the penalisation of women is accentuated. In fact, women earn 285 euros less, with the sole exception of those on semi-subordinate contracts<sup>18</sup>, with said gap manifesting in all work sectors, branches, contracts and professions.

**TABLE 2 - NET MONTHLY PAY OF EMPLOYED GRADUATES BY REGIME, TYPE OF ACTIVITY, SECTOR, BRANCH, CONTRACT AND PROFESSION 5 YEARS AFTER GRADUATION – MEAN VALUES (GRADUATES OF SECOND- AND SINGLE-CYCLE DEGREE PROGRAMMES IN 2015, INTERVIEWED IN 2020)**

	Graduates				Pay (€, average)		
	No.		column %		Women	Men	Diff. Women/ Men
	Women	Men	Women	Men			
<b>TOTAL</b>	<b>2.108</b>	<b>1.573</b>	<b>100</b>	<b>100</b>			
<b>FIELD</b>							
Economics and Management	174	217	8	14	1.540	1.775	-235
Pharmacy and Biotechnology	201	71	10	5	1.449	1.684	-235
Law	222	137	11	9	1.340	1.544	-204
Engineering and Architecture	224	485	11	31	1.594	1.837	-243
Foreign Languages and Literatures, Interpreting and Translation	139	16	7	1	1.372	1.586	-214
Medicine	119	92	6	6	1.802	1.826	-24
Veterinary Medicine	68	34	3	2	1.481	1.762	-281
Psychology	141	28	7	2	1.118	1.277	-160
Science	110	114	5	7	1.470	1.631	-161
Agricultural and Food Sciences	15	43	1	3	1.392	1.484	-92
Education Studies	113	14	5	1	1.192	1.215	-23
Sport Science	16	35	1	2	1.342	1.287	55
Political Science	133	74	6	5	1.462	1.525	-62
Statistics Science	52	34	2	2	1.722	1.836	-115
Sociology	75	22	4	1	1.285	1.688	-403
Humanities	306	157	15	10	1.247	1.329	-82
<b>REGIME</b>							
Employed full-time	1.770	1.468	84	93	1.509	1.713	-204
Employed part-time	338	105	16	7	937	1.095	-158
<b>TYPE OF ACTIVITY</b>							
Employed in work	1.929	1.445	92	92	1.413	1.698	-285
Employed in paid training	179	128	8	8	1.443	1.403	40

18. The gap in favour of female workers concerning the 57 female and male graduates employed on semi-subordinate contracts (coordinated and continuous collaboration) is due to 4 cases – 3 women and 1 man, all general doctors – whose monthly pay exceeds €3000.

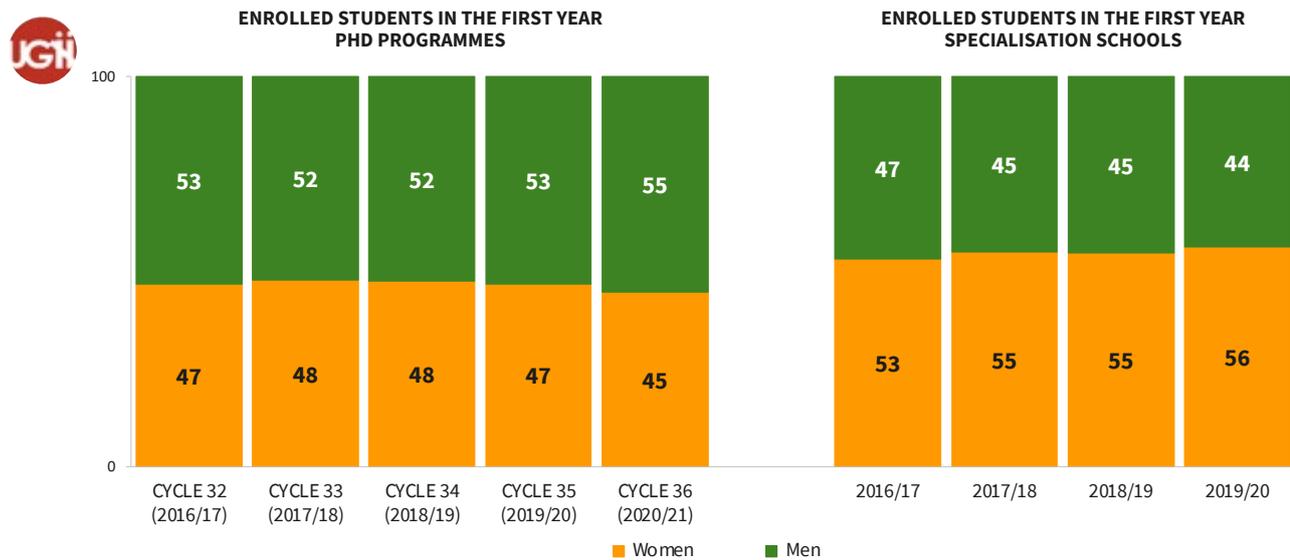
**TABLE 2 - NET MONTHLY PAY OF EMPLOYED GRADUATES BY REGIME, TYPE OF ACTIVITY, SECTOR, BRANCH, CONTRACT AND PROFESSION 5 YEARS AFTER GRADUATION – MEAN VALUES (GRADUATES OF SECOND- AND SINGLE-CYCLE DEGREE PROGRAMMES IN 2015, INTERVIEWED IN 2020)**

	Graduates				Pay (€, average)		
	No.		column %		Women	Men	Diff. Women/ Men
	Women	Men	Women	Men			
<b>SECTOR (Employed in work)</b>							
Public	414	242	20	15	1.493	1.649	-155
Private	1.346	1.164	64	74	1.415	1.719	-304
Non profit	168	39	8	2	1.194	1.372	-178
<b>BRANCH (Employed in work)</b>							
Agriculture	11	25	1	2	1.276	1.615	-339
Industry	345	457	16	29	1.598	1.828	-231
Education and research	337	162	16	10	1.354	1.466	-112
Other services	1.229	798	58	51	1.378	1.674	-295
<b>CONTRACT (Employed in work)*</b>							
Freelance	334	264	16	17	1.362	1.668	-306
Permanent	978	850	46	54	1.490	1.790	-300
Training contracts	92	29	4	2	1.235	1.304	-69
Non standard	406	197	19	13	1.352	1.566	-214
Research fellowship	30	44	1	3	1.501	1.567	-67
Semi-subordinate	34	23	2	1	1.456	1.207	249
Other freelance	32	31	2	2	1.106	1.334	-228
<b>PROFESSION (Employed in work)*</b>							
Legislators, entrepreneurs and senior management	39	54	2	3	1.646	2.055	-409
Intellectual, scientific and highly specialised professions	1.057	870	50	55	1.449	1.751	-302
Technical professions	382	279	18	18	1.378	1.563	-185
Executive office jobs	284	138	13	9	1.361	1.581	-220
Other professions	63	50	3	3	1.135	1.397	-262

\* Further information on the classification by contract and profession can be obtained by selecting any cohort of graduates on the AlmaLaurea website at <https://www2.almalaurea.it/cgi-php/universita/statistiche/tendine.php?config=occupazione> and consulting the notes on the relative cohort page. Source: AlmaLaurea – Indagine 2020 sulla Condizione occupazionale dei laureati (Report on the profile and occupational condition of graduates).

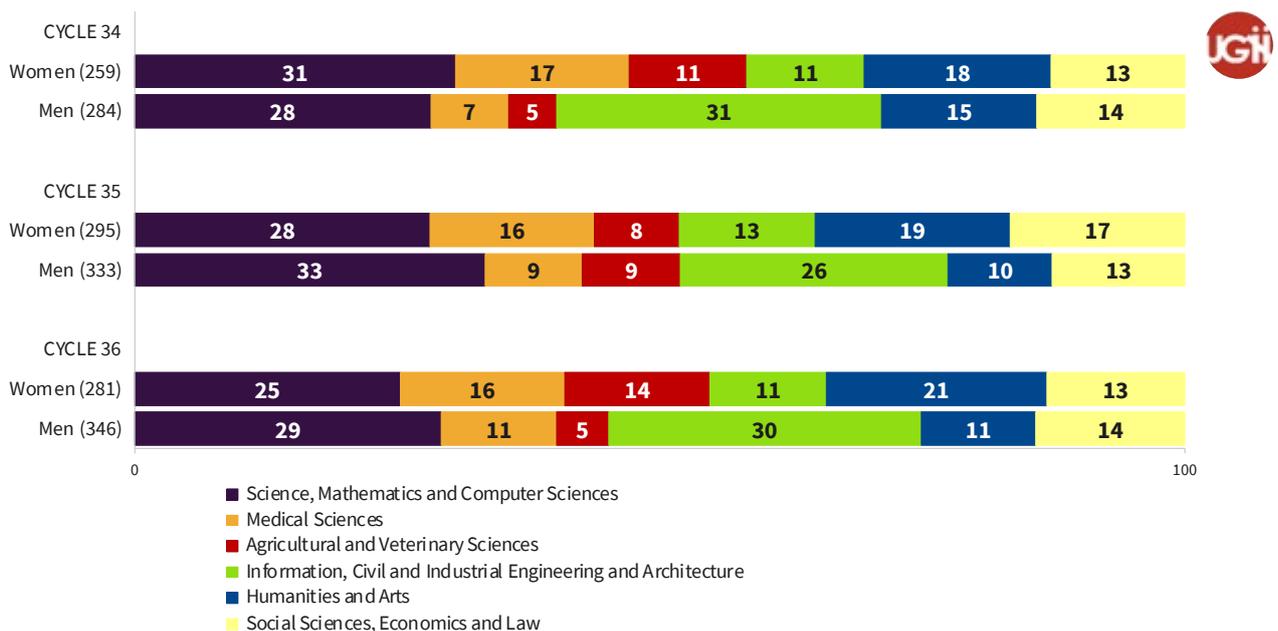
If we examine the case of students who undertake scientific research by enrolling on a PhD degree programme (Fig. 17), men make up the majority (45%), whereas the pool of potential PhD students – graduates from second- and single-cycle degree programmes – is predominantly female (between 2015 and 2019 women represented 57% - 58% 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 56% of enrolled students in the first year (2019/20).

**FIGURE 17 – ENROLLED STUDENTS IN THE FIRST YEAR OF A PHD PROGRAMME - CYCLES XXXII-XXXVI – AND IN THE FIRST YEAR OF SPECIALISATION SCHOOLS (A. Y. 2016/17 – 2019/20), 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 men in the fields of information, industrial, civil and architectural engineering and of women in the fields of humanities and arts – for cycle XXXIV and XXXVI - and in the fields of agricultural and veterinary (Fig. 18). 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 50.5 and 50.6 of paragraph 5.2.

**FIGURE 18 – ENROLLED STUDENTS IN THE FIRST YEAR OF A PHD PROGRAMME BY GENDER AND SCIENTIFIC AREA PERCENTAGE (CYCLES XXXIV-XXXVI\*)**



\* Enrolment in the first year took place for Cycle XXXIV in 2018/19 A.Y., for Cycle XXXV in 2019/20 A.Y., for Cycle XXXVI in 2020/21 A.Y. The absolute number of cases is shown in parentheses.

### 3.3 TEACHING STAFF

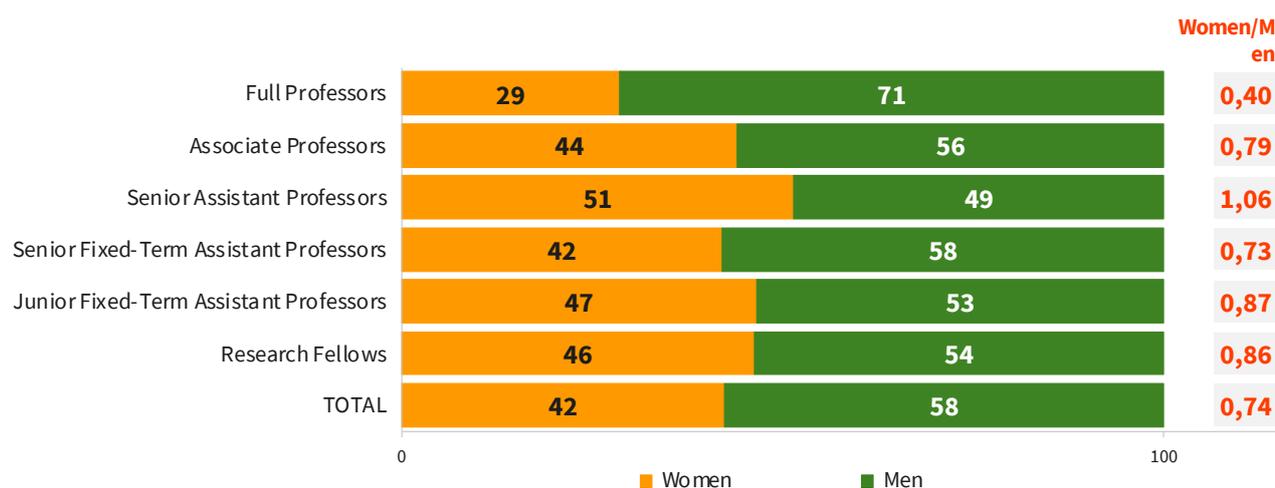
An analysis of the distribution of the research staff (Tab 3 and Fig. 19 and 20) highlights that the higher up the role, the lower the presence of women, with the lowest percent of women found among the full professor group (29%), while for “entry-level” jobs (research fellows and researchers) the relationship 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>19</sup>.

**TABLE 3 - RESEARCH STAFF BY ROLE\* AND GENDER – ABSOLUTE VALUES (2018-2020)**

UGB	2020			2019			2018		
	Women	Men	Total	Women	Men	Total	Women	Men	Total
Full Professors	221	552	773	196	537	733	177	510	687
Associate Professors	550	698	1.248	508	676	1.184	457	608	1.065
Senior Assistant Professors	173	163	336	238	231	469	299	297	596
Senior Fixed-Term Assistant	117	161	278	116	159	275	92	146	238
Junior Fixed-Term Assistant	102	117	219	66	75	141	73	84	157
Research Fellows	556	645	1.201	611	582	1.193	605	535	1.140
<b>TOTAL</b>	<b>1.719</b>	<b>2.336</b>	<b>4.055</b>	<b>1.735</b>	<b>2.260</b>	<b>3.995</b>	<b>1.703</b>	<b>2.180</b>	<b>3.883</b>

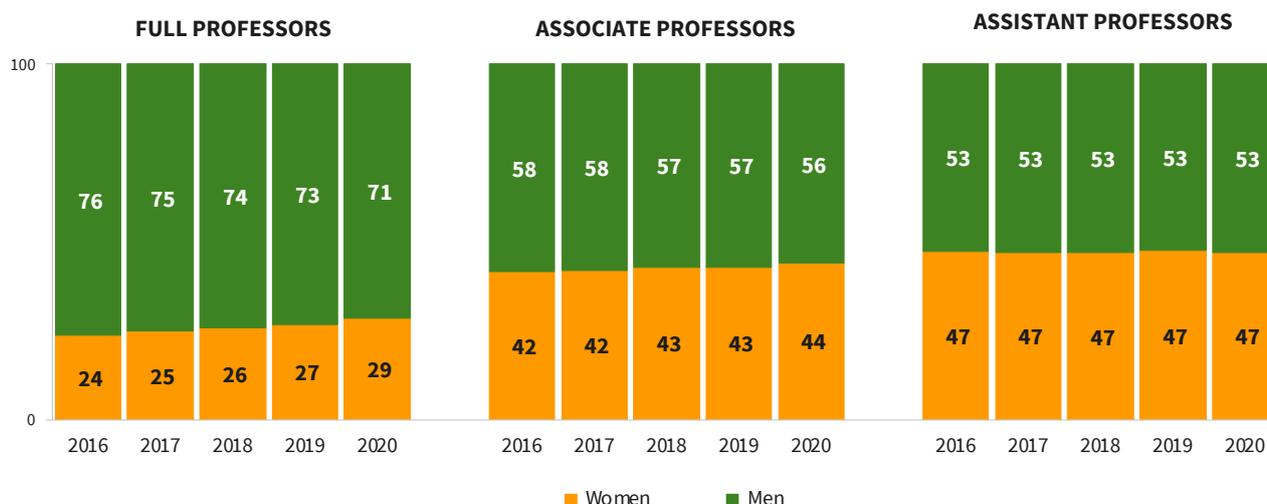
\* Includes senior assistant professors as well as fixed term senior and junior assistant professors.

**FIGURE 19 – RESEARCH STAFF BY ROLE AND GENDER - PERCENTAGE (2020)**



19. “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 20 – TEACHING STAFF BY ROLE AND GENDER – PERCENTAGE (2016-2020)



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<sup>20</sup>, offers a succinct measure of the degree of vertical segregation (Fig. 21). This index shows that this inequality still persists although it is decreasing, a fact attested to by the fall in the index value from 1.65 in 2016 to 1.43 in 2020, approaching the value of 1, which represents gender equality. Vertical segregation has also decreased throughout the entire Italian university system, albeit more slowly (between 2016 and 2020, the index value at the national level fell from 1.68 to 1.53).

FIGURE 21 – GLASS CEILING INDEX – COMPARISON UNIVERSITY OF BOLOGNA/ITALY (2016-2020)



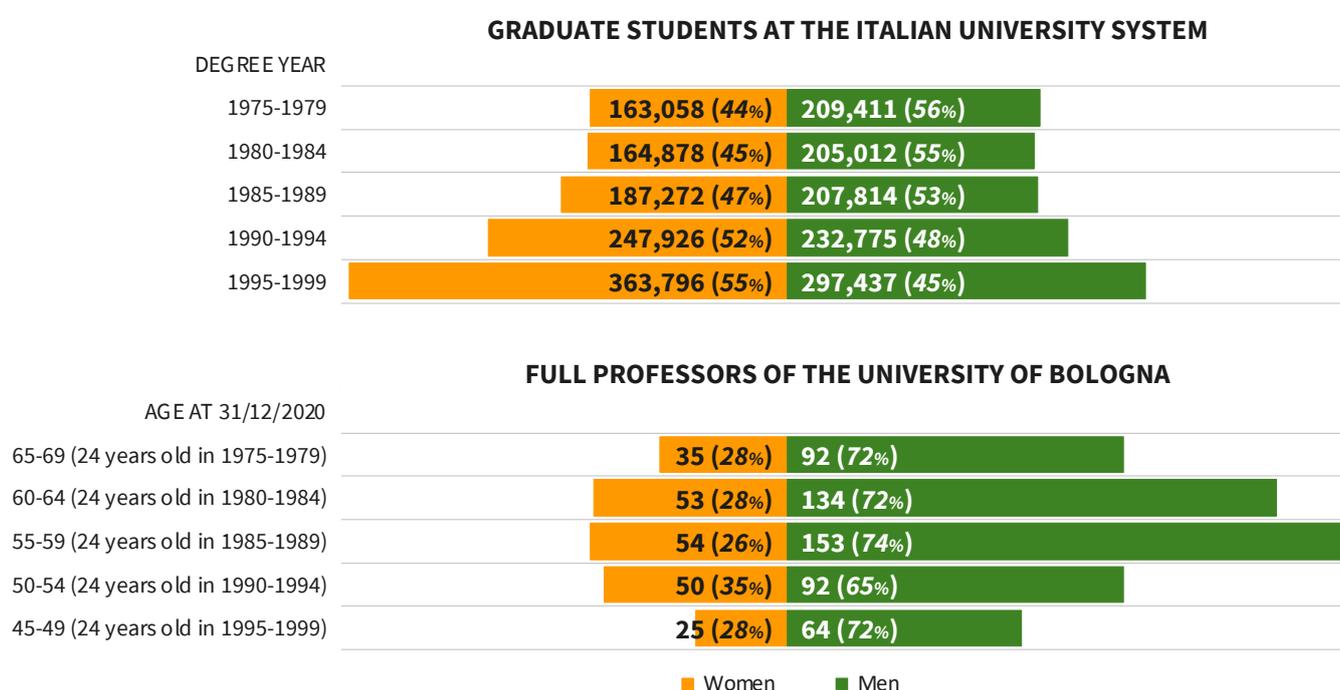
Source for National data: MIUR, Cerca università, <https://cercauniversita.cineca.it/php5/docenti/cerca.php>.

20. 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 2016 and 2020 is more or less the same for both genders: 20% for men (126 out of 636) and 18% for women (81 out of 452).

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. 22) disproves this hypothesis: the percentage of female graduates in the period 1975-1999, 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 1985- 1989 were women, but they only account for 26% 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.

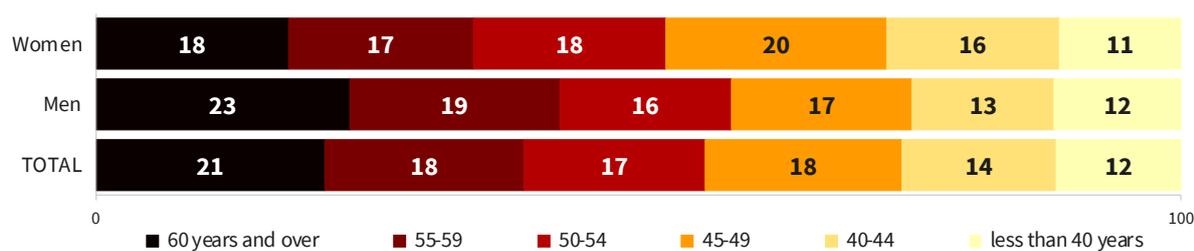
**FIGURE 22 – GRADUATE STUDENTS AT THE ITALIAN UNIVERSITY SYSTEM (1975-1999 YEARS) AND FULL PROFESSORS OF THE UNIVERSITY OF BOLOGNA (45-69 YEARS, 2020), BY GENDER – ABSOLUTE AND PERCENTAGE VALUES**



The survey for first-cycle graduates: Istat- Ministero dell'istruzione pubblica (anni 1926-1942); Istat- Rilevazione sulle Università (anni 1943-1997); Miur- Rilevazione sulle Università, anni 1998-1999.

Figures 23-25 provide more detail on the relationship between the gender and role of teachers by introducing the “age” variable. The data show (Fig. 24) 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 1.1 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. 25). 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 24% of women holding Full Professor roles compared with 34% of men among teachers over 50-54 years’ of age, while the relative figures for teachers in the 45-49 age range are 11% for women and 23% for men. In the overall teacher population, 19% of women and 33% of men hold Full Professor roles.

**FIGURE 23 – TEACHING STAFF BY GENDER AND AGE\* - PERCENTAGE (2020)**



\* The age in years reached by 31/12/2020.

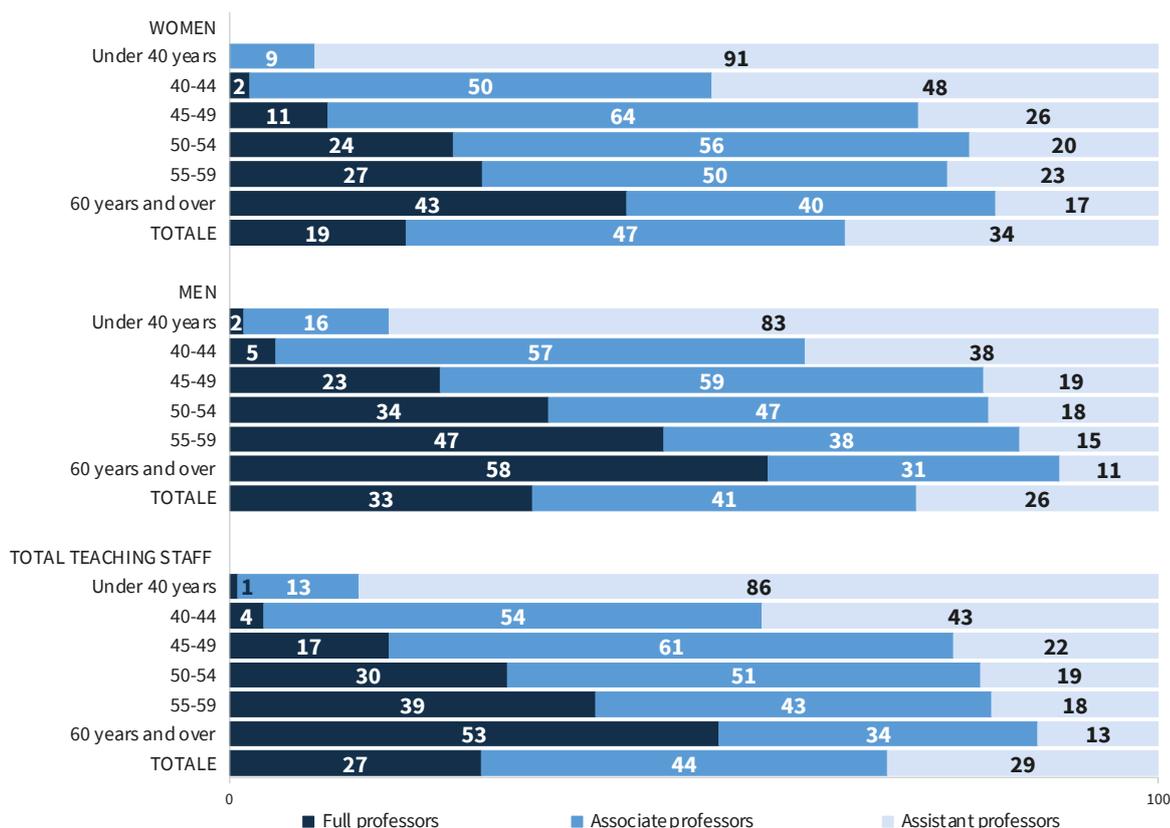
**FIGURE 24 – AVERAGE AGE\* OF TEACHING STAFF BY ROLE AND GENDER (2020)**



\* The age on 31/12/2020 and the average value calculated taking into account also the months and days passed since the last birthday.



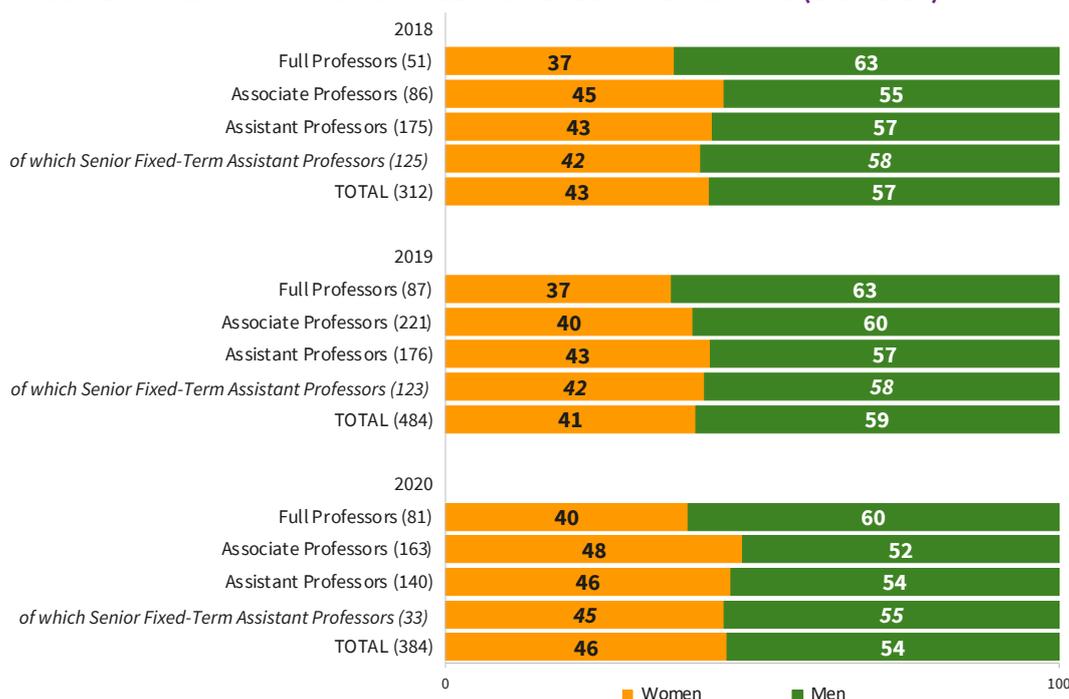
FIGURE 25 – TEACHING STAFF BY AGE\*, GENDER AND ROLE - PERCENTAGE (2020)



\* The age in years reached by 31/12/2020.

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. 26). 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.

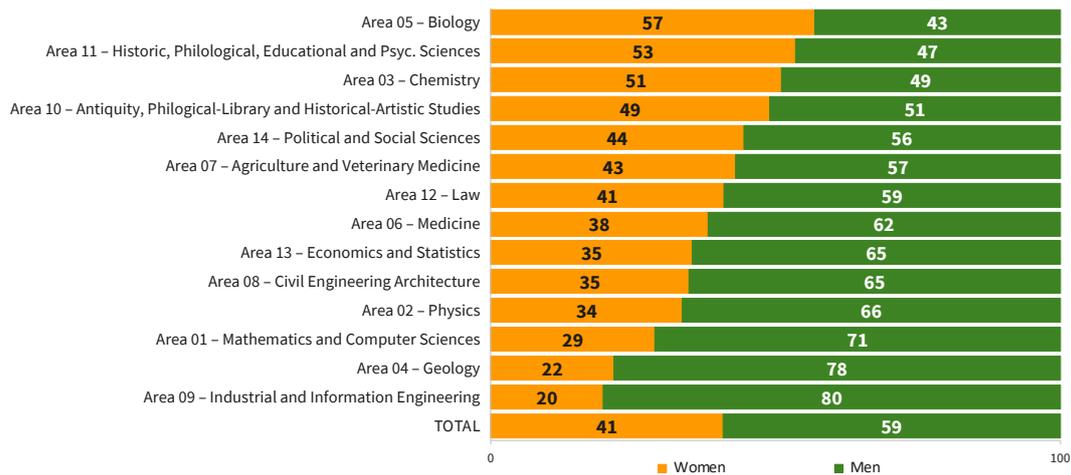
FIGURE 26 – ENTRANCE\* OF TEACHING STAFF BY ROLE AND GENDER - PERCENTAGE (2018-2020)



\* 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.

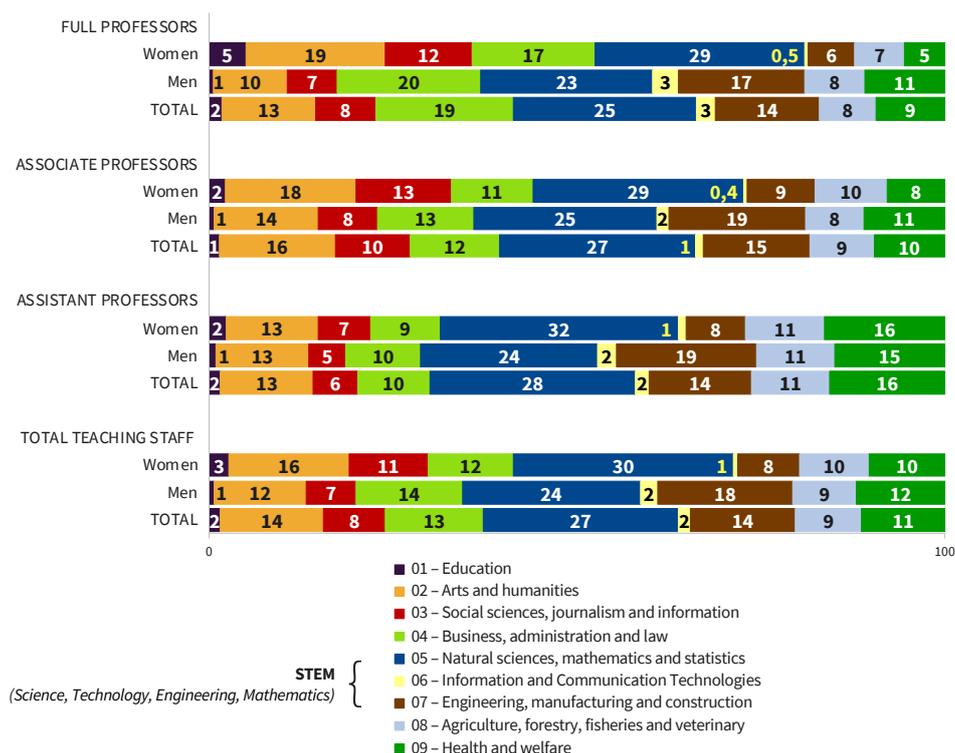
The distribution of teachers and researchers in the various CUN areas according to gender (Fig. 27) shows a distinct prevalence of men in Areas 09 (Industrial and Information Engineering), 04 (Earth Science), 01 (Mathematics and Computer Science); here men make up 70% of the total. Conversely, there 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) also have a notable female presence, since in these areas the percentage of women (49%) is higher than the figure for the teaching staff overall (41%). 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 50.5 and 50.7 (paragraph 5.2).

**FIGURE 27 – TEACHING STAFF BY CUN AREA AND GENDER - PERCENTAGE (2020)**



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. 28): 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 28 – PERCENTAGE DISTRIBUTION OF TEACHERS BY ROLE, GENDER AND ISCED SUBJECT AREA (2020)**



The comparison of the University of Bologna with the national university system illustrated in Table 4 and Fig. 29, 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 below the diagonal indicate the CUN areas in which there are more female teachers in Bologna compared with Italian universities overall, while those above represent the areas in which women are under-represented in Bologna. 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.

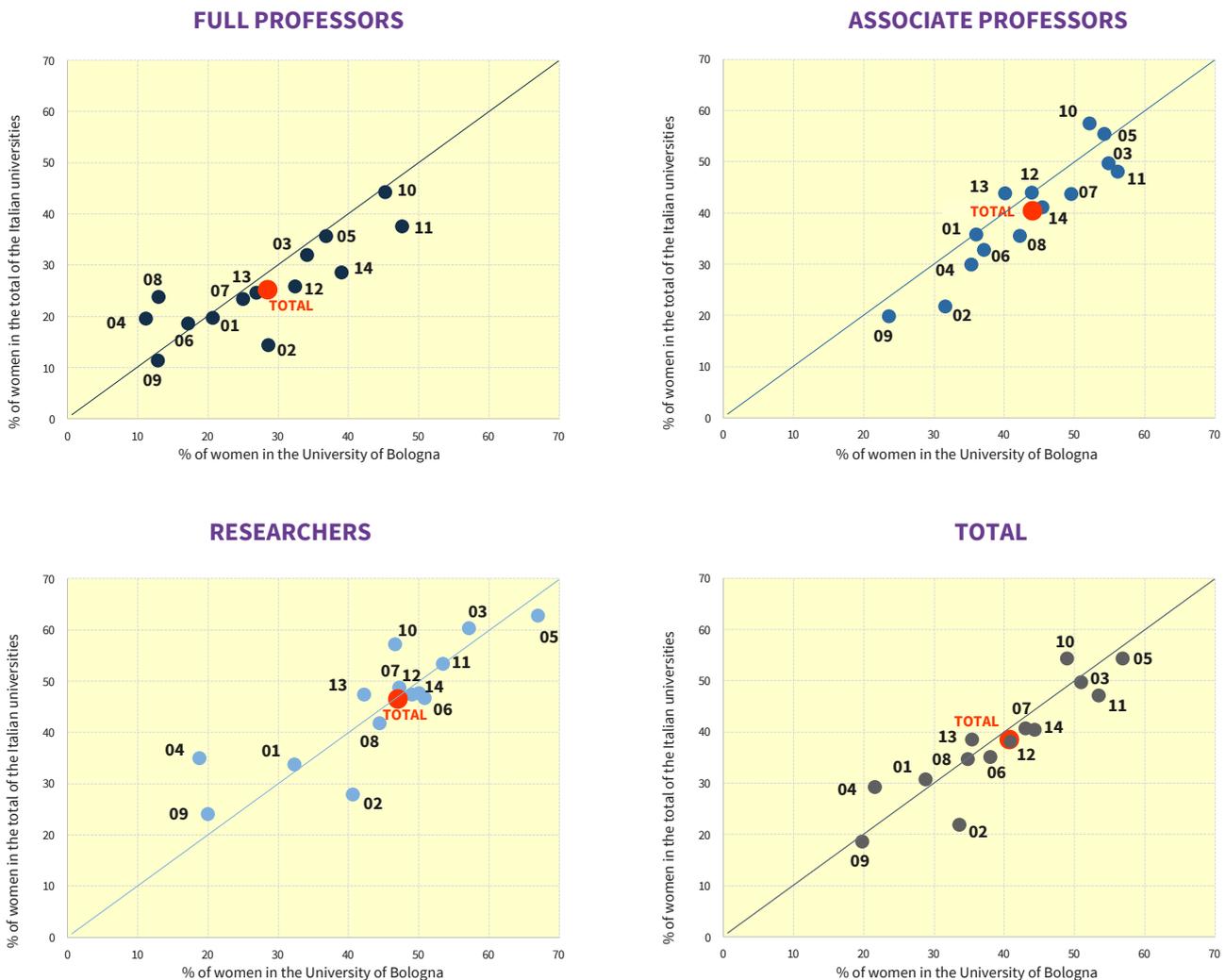
We can conclude that, since the area points are generally close to the diagonal of the quadrant, the situation identified in the University of Bologna reflects to a large degree the national scenario. However, there are some interesting exceptions, such as in Area 02 – Physics, where in Bologna there are considerably more women compared with the national percentage, and Area 04 – Geology, where the situation is the reverse – for women in Full Professor roles and researchers.

**TABLE 4 – LEAVE DAYS\* TAKEN BY TEACHING STAFF, BY ROLE AND GENDER - ABSOLUTE VALUES (2020)**

CUN AREA	Full Professors		Associate Professors		Researchers		TOTAL	
	Unibo	Italy	Unibo	Italy	Unibo	Italy	Unibo	Italy
Area 01 – Mathematics and Computer Sciences	20,7	19,7	36,0	35,8	32,3	33,7	28,8	30,8
Area 02 – Physics	28,6	14,4	31,6	21,8	40,6	27,9	33,6	21,9
Area 03 – Chemistry	34,1	32,1	54,9	49,7	57,1	60,3	51,0	49,7
Area 04 – Geology	11,1	19,6	35,3	29,9	18,8	34,9	21,6	29,3
Area 05 – Biology	36,8	35,7	54,2	55,4	67,0	62,8	56,9	54,3
Area 06 – Medicine	17,1	18,7	37,1	32,9	50,8	46,6	38,1	35,1
Area 07 – Agriculture and Veterinary Medicine	25,0	23,4	49,5	43,8	47,2	48,7	43,0	40,7
Area 08 – Civil Engineering Architecture	12,9	23,8	42,2	35,6	44,4	41,7	34,8	34,7
Area 09 – Industrial and Information Engineering	12,8	11,5	23,5	19,9	20,0	24,0	19,7	18,7
Area 10 – Antiquity, Philological-Library and Historical-Artistic Studies	45,2	44,3	52,1	57,5	46,7	57,2	49,0	54,3
Area 11 – Historic, Philological, Educational and Psychological Sciences	47,6	37,6	56,2	48,1	53,4	53,4	53,5	47,1
Area 12 – Law	32,4	25,9	43,9	44,0	49,1	47,3	40,9	38,5
Area 13 – Economics and Statistics	26,9	24,7	40,2	43,8	42,2	47,4	35,4	38,5
Area 14 – Political and Social Sciences	39,0	28,6	45,5	41,1	50,0	47,7	44,4	40,5
<b>TOTAL</b>	<b>28,6</b>	<b>25,2</b>	<b>44,1</b>	<b>40,3</b>	<b>47,1</b>	<b>46,5</b>	<b>40,7</b>	<b>38,5</b>

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

**FIGURE 29 – FEMALE PROFESSORS BY ROLE AND CUN AREA VALUE FOR 100 PROFESSORS - COMPARISON UNIVERSITY OF BOLOGNA /ITALY (2020)**



**\* AREE CUN**

- 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. 5). In 2020, the number of female full professors was higher than that of male full professors only in five four departments, of a total of 32 (Interpreting and Translation, Modern Languages, Literatures and Cultures; Psychology; Education Studies, History and cultures). The Department of Statistical Sciences, had the same number of female and male full professors: in the remaining 26 departments, male full professors prevail, very often in marked numbers (in 20 departments, there are twice as many male full professors compared to their counterparts. Overall of teaching staff in all three roles, women are more numerous than men in 8 Departments of the University of Bologna.

**TABLE 5 - TEACHING STAFF BY DEPARTMENT, ROLE AND GENDER - ABSOLUTE VALUES (2020)**

Department	Full Professors		Associate Professors		Researchers		TOTAL	
	Women	Men	Women	Men	Women	Men	Women	Men
Architecture – <b>DA</b>	3	12	7	15	10	4	20	31
Arts – <b>DARVIPEM</b>	4	10	12	18	6	10	22	38
Cultural Heritage – <b>DBC</b>	7	13	9	9	6	8	22	30
Chemistry “Giacomo Ciamician” – <b>CHIM</b>	8	15	23	12	11	9	42	36
Industrial Chemistry “Toso Montanari” – <b>CHIMIND</b>	3	7	16	21	6	10	25	38
Pharmacy and Biotechnology – <b>FABIT</b>	5	14	27	23	34	14	66	51
Classical Philology and Italian Studies – <b>FICLIT</b>	7	13	10	19	5	14	22	46
Philosophy and Communication Studies – <b>FILCOM</b>	5	10	14	13	5	12	24	35
Physics and Astronomy – <b>DIFA</b>	7	19	20	41	12	20	39	80
Computer Science and Engineering – <b>DISI</b>	5	32	6	21	4	19	15	72
Civil, Chemical, Environmental, and Materials Engineering – <b>DICAM</b>	2	20	22	30	12	22	36	72
Electrical, Electronic, and Information Engineering “Guglielmo Marconi” – <b>DEI</b>	3	26	11	48	2	23	16	97
Industrial Engineering – <b>DIN</b>	1	25	7	30	7	25	15	80
Interpreting and Translation – <b>DIT</b>	7	6	20	7	7	5	34	18
Modern Languages, Literatures and Cultures – <b>LILEC</b>	8	5	22	12	9	2	39	19
Mathematics – <b>MAT</b>	12	24	13	19	6	10	31	53
Experimental, Diagnostic, and Specialty Medicine – <b>DIMES</b>	5	23	23	25	36	22	64	70
Psychology – <b>PSI</b>	7	5	25	14	8	5	40	24
Management – <b>DISA</b>	5	26	19	26	8	10	32	62
Biological, Geological and Environmental Sciences – <b>BIGEA</b>	4	17	12	19	14	14	30	50
Biomedical and Neuromotor Sciences – <b>DIBINEM</b>	12	16	26	19	25	34	63	69
Education Studies “Giovanni Maria Bertin” – <b>EDU</b>	13	3	21	11	13	5	47	19
Agricultural and Food Sciences – <b>DISTAL</b>	8	28	25	34	25	36	58	98
Economics – <b>DSE</b>	9	35	9	25	4	8	22	68
Legal Studies – <b>DSG</b>	18	44	24	28	20	21	62	93
Medical and Surgical Sciences – <b>DIMEC</b>	3	26	16	39	21	25	40	90
Veterinary Medical Sciences – <b>DIMEVET</b>	6	18	31	23	22	13	59	54
Life Quality Studies – <b>QUVI</b>	4	7	6	12	12	8	22	27
Political and Social Sciences – <b>SPS</b>	11	19	23	28	6	6	40	53

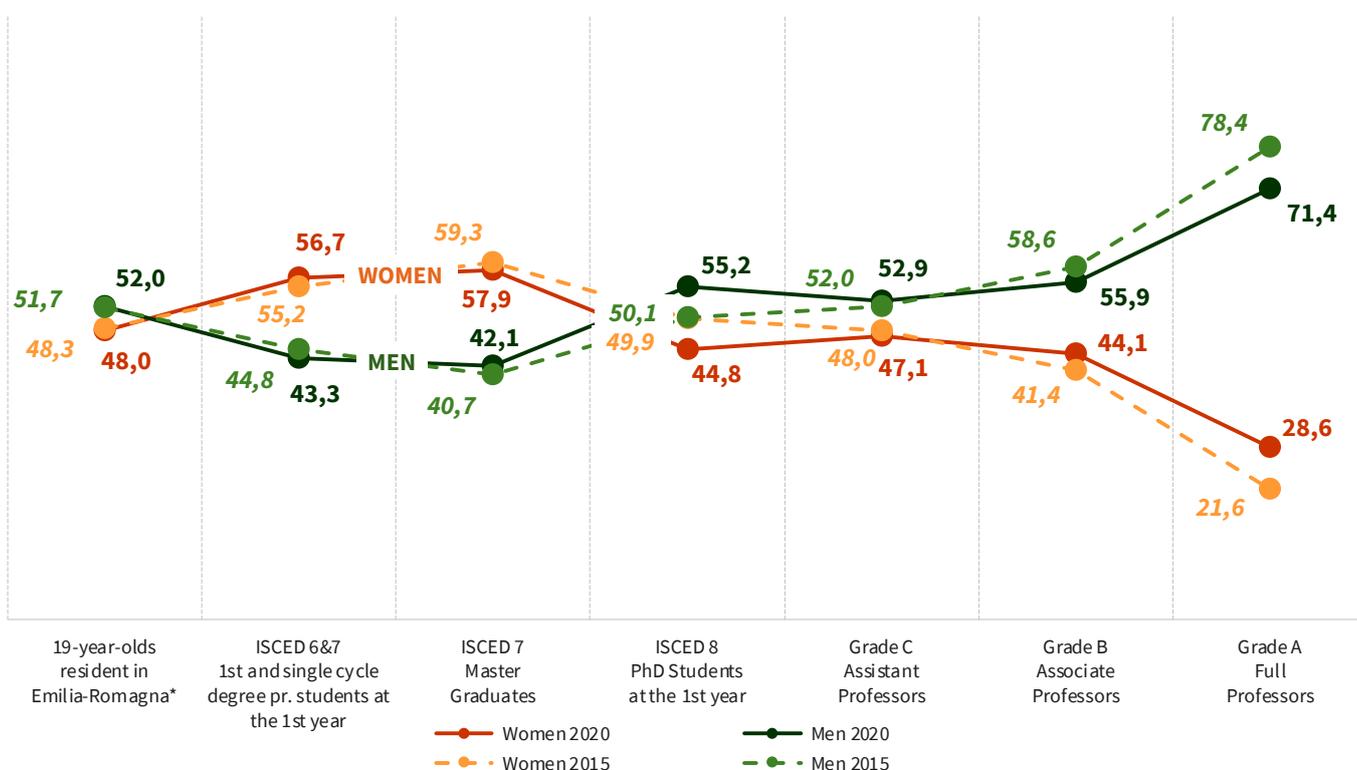
TABLE 5 - TEACHING STAFF BY DEPARTMENT, ROLE AND GENDER - ABSOLUTE VALUES (2020)

Department	Full Professors		Associate Professors		Researchers		TOTAL	
	Women	Men	Women	Men	Women	Men	Women	Men
Statistical Sciences “Paolo Fortunati” – <b>STAT</b>	13	13	21	18	9	7	43	38
Sociology and Business Law – <b>SDE</b>	6	12	8	16	12	3	26	31
History and Cultures – <b>DISCI</b>	10	9	22	23	15	17	47	49
<b>TOTAL</b>	<b>221</b>	<b>552</b>	<b>550</b>	<b>698</b>	<b>392</b>	<b>441</b>	<b>1.163</b>	<b>1.691</b>

If we look at gender composition in the progression of a academic career (Fig. 30), 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 in 2020 are 48% of the 19-year-old population (i.e. The potential registered students); the female share is 56,7% among the students and 57,9% among the graduates – a circumstance which attests to their greater investment in training<sup>21</sup>. When we move on to PHD students at the first year, the percentage of women falls to 44,8% - it should be noted that in 2015 female and male PHD students at the first year, were substantially equal. Among researchers, women are 47,1%, then decreases progressively among associate professors and 44,1% and among 28,6% full professors (the latter percentage is however 7 points higher than in 2015).

Nationally (Fig. 31), the results are very similar, as well as at European level, where – in reference to 2016 (last update available<sup>22</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 30 – DISTRIBUTION BY GENDER IN A TYPICAL ACADEMIC CAREER AT THE UNIVERSITY OF BOLOGNA – STUDENTS AND TEACHING STAFF – PERCENTAGE - 2015 AND 2020

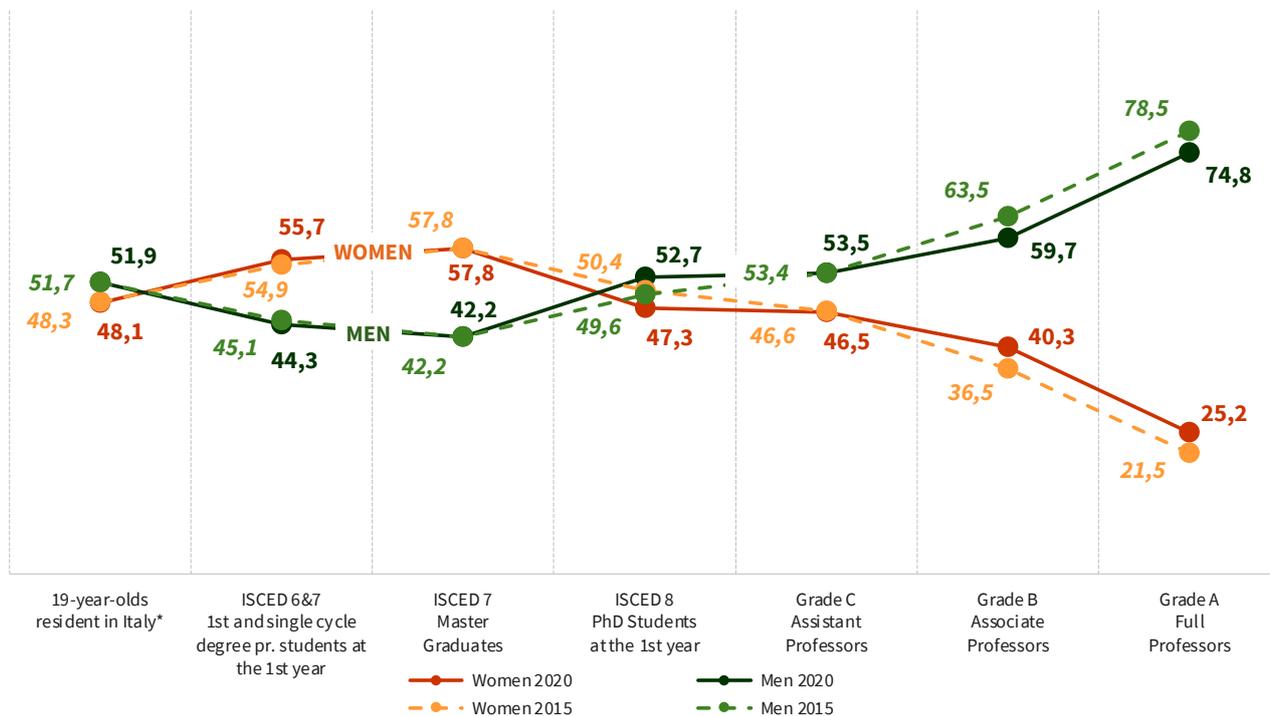


\* This is the population resident in the Region Emilia-Romagna at the age of 18 years old at 1/1/2015 and at 1/1/2020.

21. In the three scissor shape graphs (Fig. 30, 31 and 32), it was preferred to only consider second cycle degree graduates instead of the total of graduates, because the second cycle degree graduates are the potential candidates for a PhD and then continue for an academic career. In the total amount of graduate of 2020, female percentage results 56,9%.

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

**FIGURE 31 - DISTRIBUTION BY GENDER IN A TYPICAL ACADEMIC CAREER IN ITALY – STUDENTS AND TEACHING STAFF – PERCENTAGE - 2015 AND 2020**



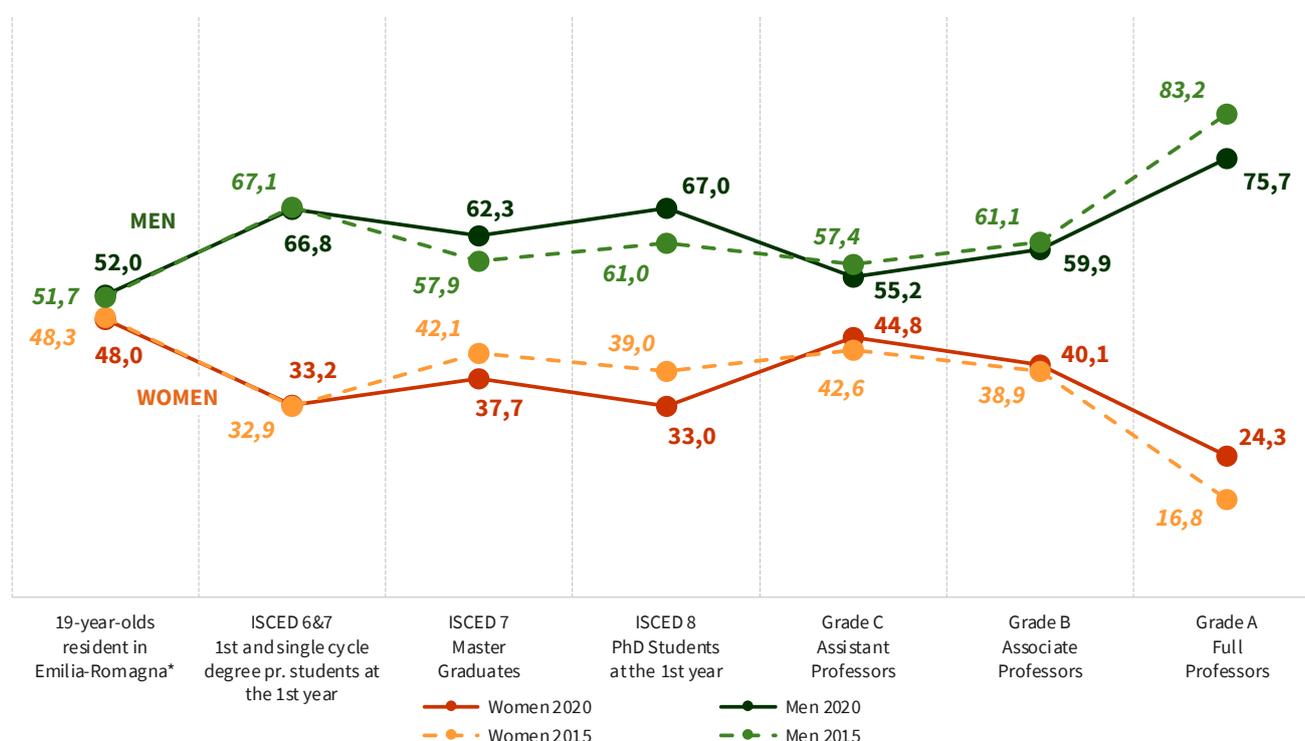
\* This is the population resident in Italy at the age of 18 years old at 1/1/2015 and at 1/1/2020.

\*\* With regard to students enrolled in the first year of a PhD programme, the data for 2019 is given since those for 2020 are not yet available.

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. 32). First of all, before the vertical segregation, there is the horizontal segregation about study area: the consequence is that women, between students in the first year in 2020/21, are still 33.2% of the total number instead of 56.7%, recorded for the whole of the disciplines.

Due to the positive outcome of their studies and to motivational factors, the percentage of women reaches 37.7% for second-level graduates, but drops back down to 33.0% for PhD students. In the STEM subject disciplines, between 2015 and 2020 there is also an increase in the number of men undertaking PhD programmes. Among researchers the percentage of women rises again (to 44.8%, almost 12 percentage points more in respect of university admissions), but then drops back down due to the effect of vertical segregation on teachers. In the Alma Mater, there are more women in academic careers in the STEM subject disciplines compared with the numbers recorded at the European level<sup>23</sup>, with 35% of research roles, 28% associate teaching roles and 15% of full professor roles occupied by women.

**FIGURE 32 - 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 - 2015 AND 2020**



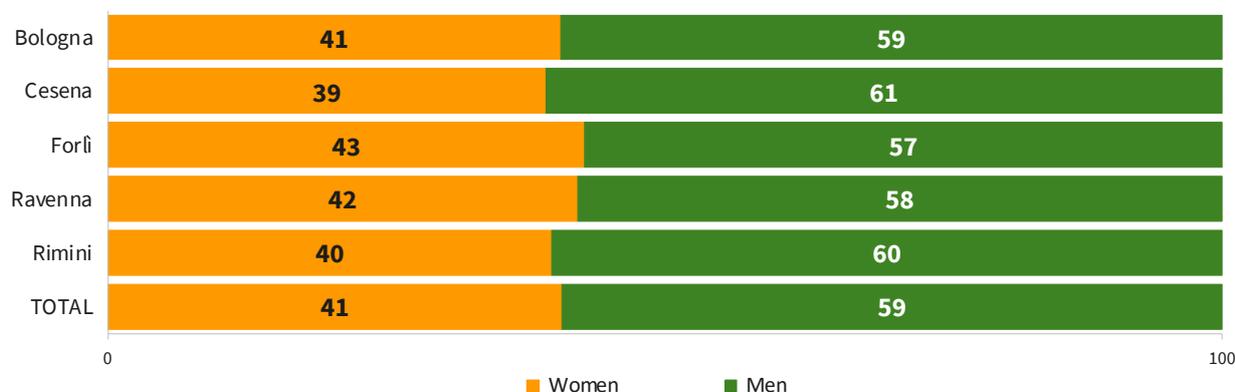
\* This is the population resident in the Region Emilia-Romagna at the age of 18 years old at 1/1/2015 and at 1/1/2020.

If we look at the “scissors” in the academic careers (Figures 30-32), 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.

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

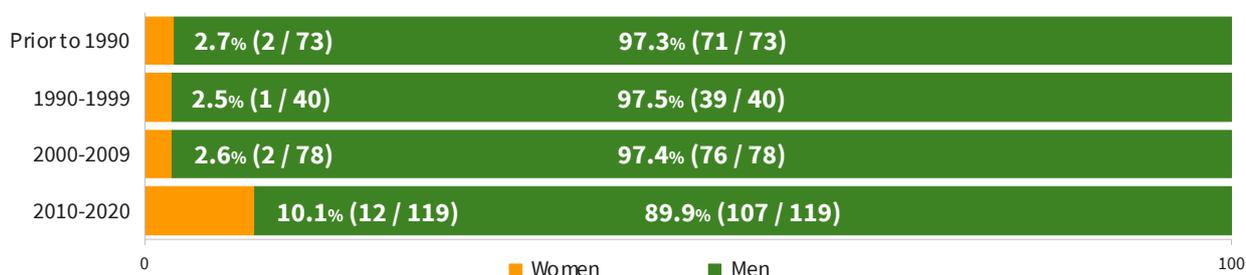
In relation to the place of employment, the data show that men are prevalent in all five Campuses of the Alma Mater, with percentages ranging from 57% to 61% (Fig. 33).

**FIGURE 33 – TEACHING STAFF BASED ON ASSIGNED CAMPUS AND GENDER - PERCENTAGE (2020)**



Another interesting comparison in term of distribution by gender concerns emeritus professor<sup>24</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 2010-2020 increased being close to 10% (Fig. 34).

**FIGURE 34 – EMERITUS PROFESSORS BY PERIOD OF APPOINTMENT AND GENDER - PERCENTAGE (1933-2020)\***



\* The absolute number of cases is shown in parentheses. The Emeritus Professors list is updated at 16/12/2020.

24. This academic figure is found, albeit with some differences, in universities all over the world. According to a time-tested international tradition, the title of ‘emeritus’ indicates the highest academic achievement possible, the final recognition of a scientific/academic career of particular, recognized prestige. The title of ‘emeritus’ is attributed pursuant to the regulations of each country; in Italy, the appointment of the ‘emeritus’ title is governed by Royal Decree 31/08/1933 no. 1592. An emeritus professor is often given the right to continue working at the university at his/her choice, and possibly make use of the services of its departments and schools.



Turning to the distribution of teaching staff in terms of commitment, in 2020, the choice of full-time employment was selected by the majority of male and female teachers in each role. However, the part-time option was more frequent for male teachers, especially for full professors (Fig. 35). 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 35 – TEACHING STAFF BY AGE, GENDER AND COMMITMENT PERCENTAGE (2020)**



Leave granted to the teaching staff is related to role and gender (Table 6 and Fig. 36). 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 6.6 days' leave taken per capita in 2020.

**TABLE 6 - LEAVE DAYS\* TAKEN BY TEACHING STAFF, BY ROLE AND GENDER - ABSOLUTE VALUES (2020)**

	Full Professors		Associate Professors		Researchers	
	Women	Men	Women	Men	Women	Men
<b>Teaching staff</b>	<b>221</b>	<b>552</b>	<b>550</b>	<b>698</b>	<b>392</b>	<b>441</b>
PAID LEAVE	272	1.252	1.904	1.226	3.550	458
Paid sick leave	272	622	649	923	840	437
Paid leave, pursuant to Law 104 to provide assistance to sick**	-	-	15	-	48	16
Paid maternity, paternity, parental, and sick child leave***	-	29	698	14	2.587	5
Other paid leave	-	601	542	289	75	-
UNPAID LEAVE****	1.560	4.057	741	3.564	2.677	2.763
<b>TOTAL</b>	<b>1.832</b>	<b>5.309</b>	<b>2.645</b>	<b>4.790</b>	<b>6.227</b>	<b>3.221</b>

Source: University Staff database.

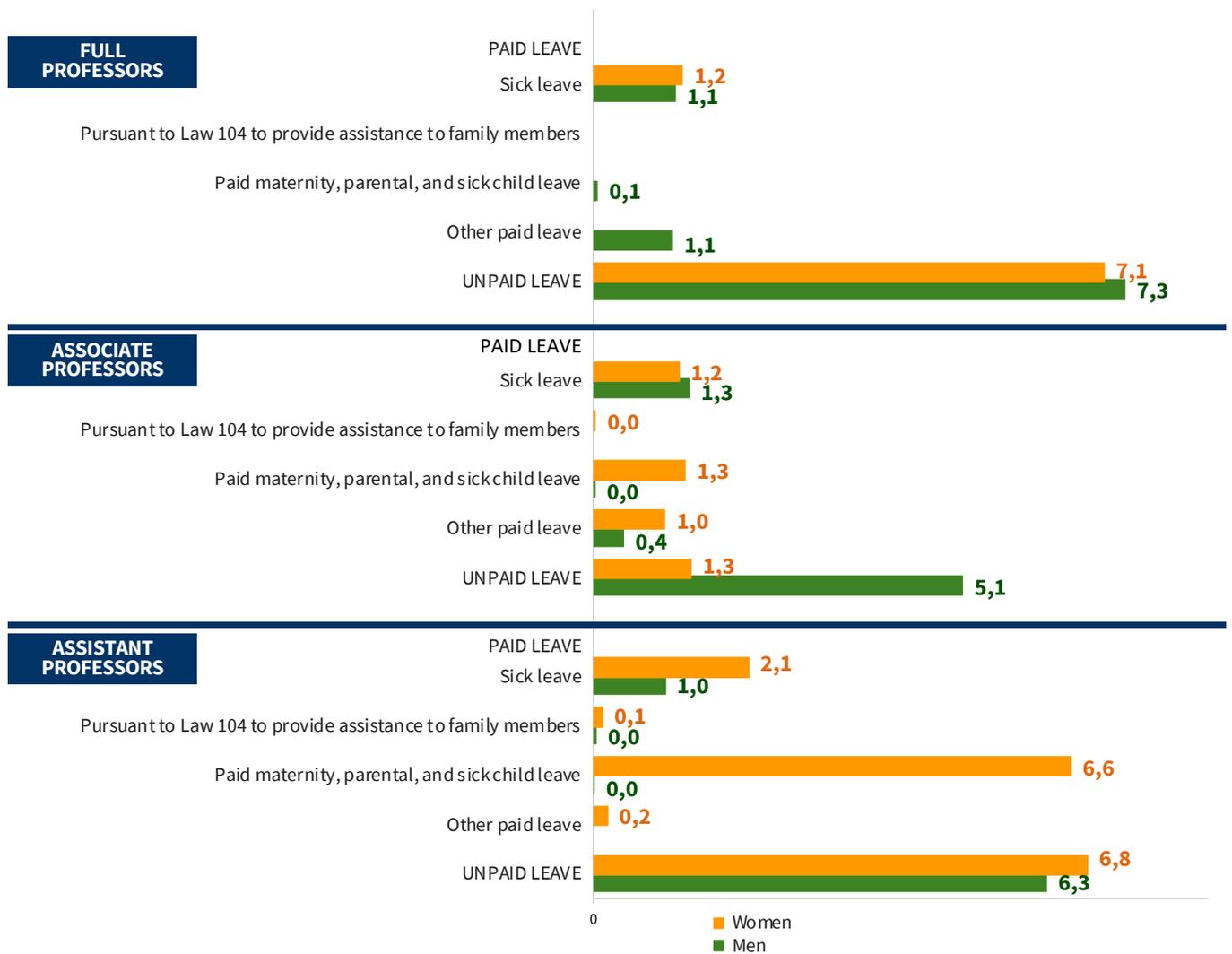
\* Excluding vacation leave or strikes.

\*\* 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.

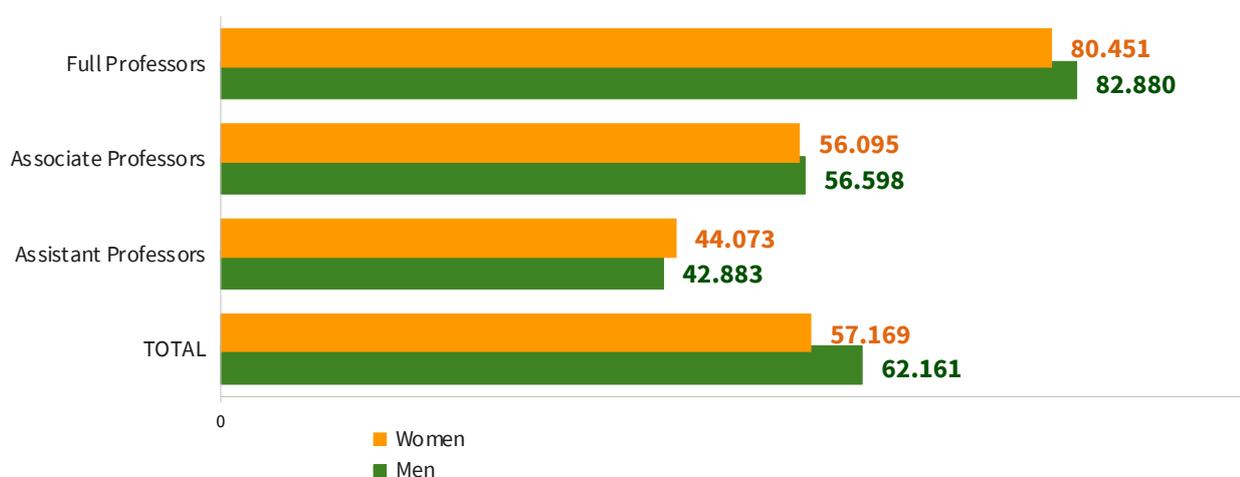
FIGURE 36 – LEAVE DAYS TAKEN BY TEACHING STAFF, BY ROLE AND GENDER PER CAPITA VALUES (2020)



**TABLE 7 - DAYS OF COVID-RELATED ABSENCE AND LEAVE TAKEN BY TEACHING STAFF BY ROLE AND GENDER – ABSOLUTE VALUES (2020)**

	Full professors		Associate professors		Researchers	
	Women	Men	Women	Men	Women	Men
<b>Number of teachers</b>	<b>221</b>	<b>552</b>	<b>550</b>	<b>698</b>	<b>392</b>	<b>441</b>
Paid absences due to Covid	28	20	94	112	–	–
Covid leave paid at 50%	–	–	–	–	68	5

An analysis of average annual salaries allocated by gender (Fig. 37) 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 37 – ANNUAL GROSS SALARY\* OF TEACHING STAFF BY ROLE AND GENDER – AVERAGE VALUES (2020)**

\* 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, there is a clear majority of men in 2018 and 2019, who represent more than two thirds of the total). In 2020 there is balance, but the number of projects has significantly reduced (Tab. 8).

**TABLE 8 - H2020 PROJECTS INVITED TO NEGOTIATE, BROKEN DOWN BY GENDER OF THE SCIENTIFIC SUPERVISOR\* - ABSOLUTE AND PERCENTAGE VALUES (2018-2020)**

	Year of invitation to negotiate								
	2020			2019			2018		
	Women	Men	N. of Projects	Women	Men	N. of Projects	Women	Men	N. of Projects
Scientific Project Supervisor	50%	50%	6	28%	72%	39	29%	71%	33
of them, UniBo coordinated projects	-	100%	3	-	100%	3	11%	89%	9

\* The data shown in the table refer to the year in which various projects were “invited to negotiate”, an invitation that normally leads to the signing of a grant agreement related to the loan. Includes projects in which the University of Bologna appears in the roles of coordinator, partner, third party.

In the same way, the data shows the prevalence of men among staff with roles of scientific responsibility in projects funded by national funding programmes (PRIN). Indeed, the most recent results available relating to a call for funding applications (2017)<sup>25</sup> show that the University of Bologna had 135 funded programmes, 95 of which had a male project manager.

25. The results of the following PRIN call (2020), the deadline for which was 26/1/2021, are not yet available.

### 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 in 2020 (Tab. 9 and Fig. 37).

Within the C and D TA staff category, where women are 67% 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 are 9 out of 16, that is 56%. 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 (64%) is equal to the overall female share within TA staff. The distribution by gender indicated above remains almost stable during the three-year 2018-2020 period.





TABLE 9 - MANAGERIAL STAFF, TA\* STAFF AND CELS BY ROLE AND GENDER – ABSOLUTE VALUES (2018-2020)

	2020			2019			2018		
	Women	Men	TOTAL	Women	Men	TOTAL	Women	Men	TOTAL
Managers	9	7	16	7	7	14	7	8	15
TA Staff (Cat. EP, D, C, B)*	1.877	980	2.857	1.904	974	2.878	1.871	967	2.838
of which EP	100	68	168	105	67	172	100	65	165
of which D	649	323	972	647	323	970	636	318	954
of which C	977	473	1.450	983	465	1.448	950	454	1.404
of which B	151	116	267	169	119	288	185	130	315
of them with fixed term contracts	62	29	91	57	26	83	34	21	55
TA staff with position compensation**	178	101	279	180	107	287	197	108	305
CEL	55	14	69	57	14	71	58	15	73
Agricultural workers	-	4	4	-	4	4	-	5	5
<b>TOTAL</b>	<b>1.941</b>	<b>1.005</b>	<b>2.946</b>	<b>1.968</b>	<b>999</b>	<b>2.967</b>	<b>1.936</b>	<b>995</b>	<b>2.931</b>

\* Includes staff with permanent and fixed-term contract. In 2020 there are 91 fixed-term contracts between category C and D.

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

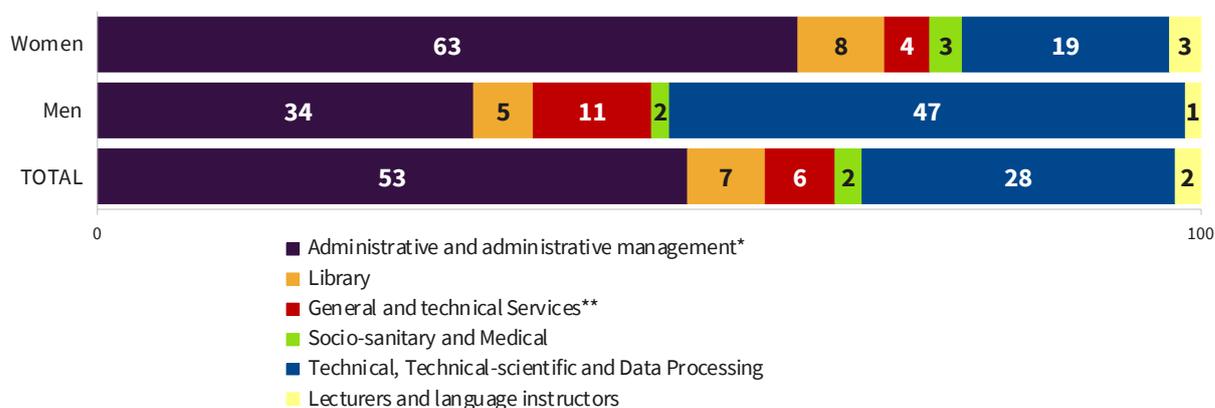
**FIGURE 38 – MANAGERIAL STAFF, TA STAFF AND CELS BY ROLE AND GENDER PERCENTAGE (2020)**



\* 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 34% 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. 39).

**FIGURE 39 – MANAGERIAL STAFF, TA STAFF AND CELS BY GENDER AND AREA - PERCENTAGE (2020)**

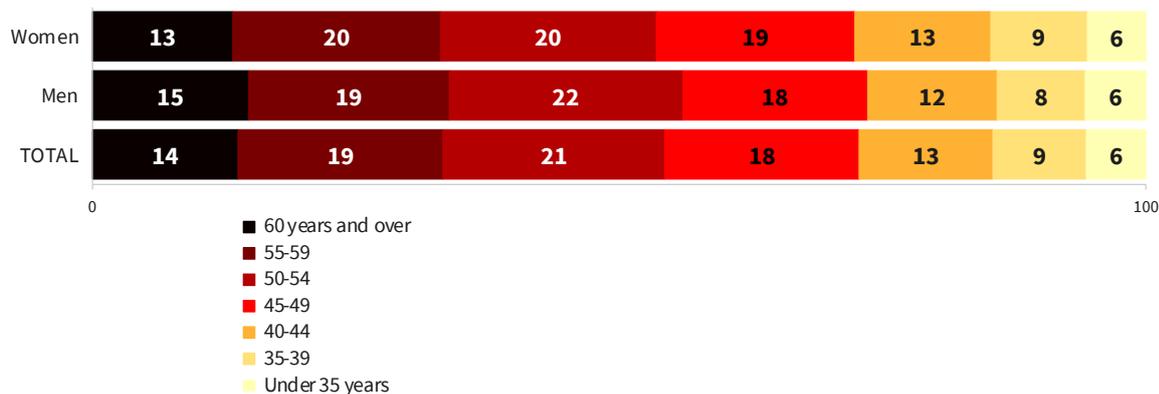


\* Including the 16 Managers.

\*\* 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. 40). Even in the same category, the differences are minimal (Fig. 41), except for category B and CELS, but the numbers are relatively small.

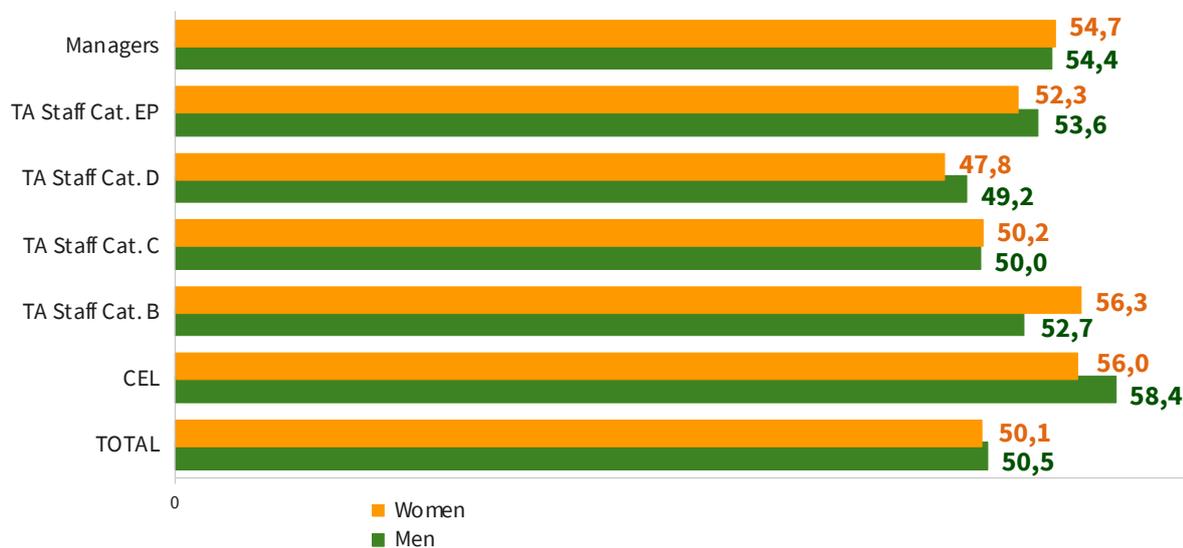
**FIGURE 40 – MANAGERIAL STAFF, TA STAFF AND CELS\* BY GENDER AND AGE\*\* - PERCENTAGE (2020)**



\* Including the 4 agricultural workers.

\*\* The age in years reached by 31/12/2020.

**FIGURE 41 – AVERAGE AGES\* MANAGERIAL STAFF, TA STAFF AND CELS BY GENDER AND CONTRACT CATEGORY (2020)**

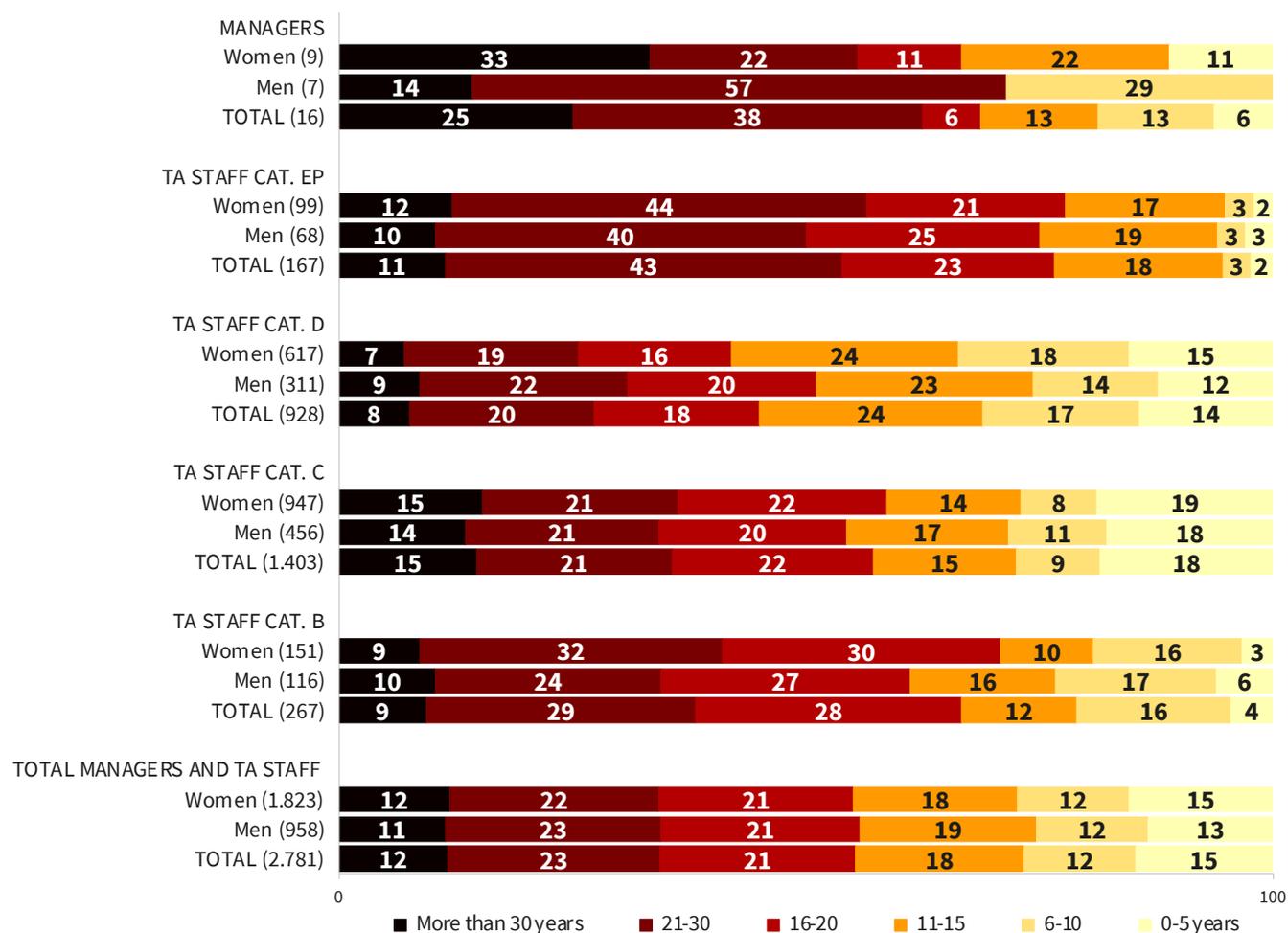


\* The age on 31/12/2020 and the average value taking into account also the months and days passed since the last birthday.

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. 42). 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 42 – MANAGERIAL STAFF AND TA STAFF BY GENDER, CONTRACT CATEGORY AND SENIORITY\*\* - PERCENTAGE (2020)**

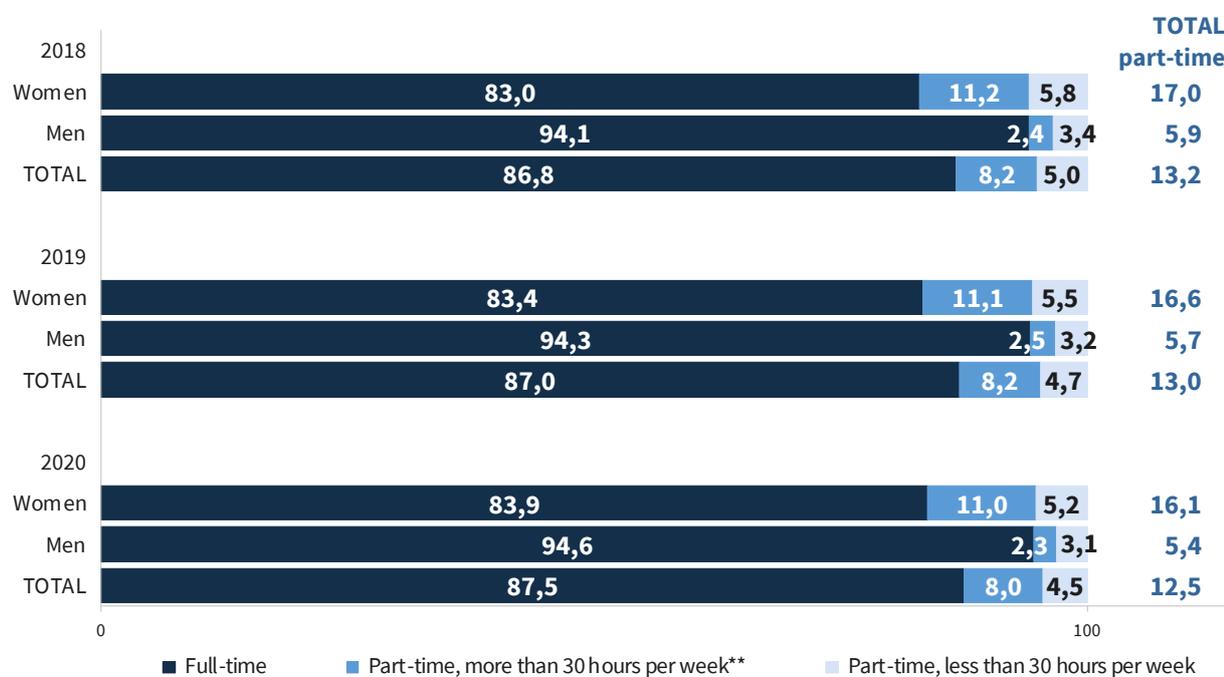


\* Excluding (as well as CEL) fixed-term contract staff and agricultural workers.

\*\* 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 2018-2020, the number of part-time workers is slightly decreasing and smaller (Fig. 43) compared to those with full-time employment. Women part-time contracts are three times frequent than that of male staff.

**FIGURE 43 – MANAGERIAL STAFF, TA STAFF AND CELS\* BY TYPE OF COMMITMENT AND GENDER PERCENTAGE (2018-2020)**



\* Excluding the 4 agricultural workers.

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

Tables 10 and 11 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 10 - EVOLUTION OF VOLUNTARY PARENTAL LEAVE FOR MANAGERIAL STAFF, TA STAFF AND CELS BY GENDER ABSOLUTE VALUE (2018-2020)\***

	Voluntary parental leave compensated at 100%				Voluntary parental leave compensated at 30%				Unpaid voluntary parental leave			
	Women		Men		Women		Men		Women		Men	
	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees
2020	779	57	172	15	1.139	84	71	9	215	41	29	7
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

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

**TABLE 11 - SICK CHILD PARENTAL LEAVE TAKEN BY MANAGERIAL STAFF, TA STAFF AND CELS BY GENDER – ABSOLUTE VALUE (2018-2020)\***

	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
2020	523	71	93	18	12	7	8	4
2019	908	89	297	33	49	24	4	2
2018	1.010	87	249	40	80	28	1	1

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

**TABLE 12 - COVID LEAVE TAKEN BY MANAGEMENT PERSONNEL, PROFESSIONAL STAFF AND FOREIGN LANGUAGE INSTRUCTORS – ABSOLUTE VALUES (2020)\***

	Congedo Covid retribuito al 100%				Congedo Covid retribuito al 50%				Congedo Covid non retribuito			
	Women		Men		Women		Men		Women		Men	
	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees	No. of days	No. of employees
2020	2	13	1	5	2.218	161	270	19	73	6	-	-

\* Excluding 4 agricultural workers. Source: Personnel database of the University.

Table 13 and Fig. 44, 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 13 - LEAVE DAYS TAKEN BY MANAGERIAL STAFF, TA STAFF AND CELS BY GENDER ABSOLUTE VALUE (2020)\***

	Women	Men
<b>Staff</b>	<b>1.941</b>	<b>1.001</b>
<b>PAID LEAVE</b>	<b>38.048</b>	<b>12.577</b>
Paid sick leave	15.730	6.131
Paid leave, pursuant to Law 104 to provide assistance to family members**	5.653	1.945
Paid leave, pursuant to Law 104 to obtain medical care for self**	1.082	654
Paid maternity, parental, and sick child leave***	8.337	615
Other paid leave	7.246	3.232
<b>OTHER UNPAID LEAVE****</b>	<b>3.829</b>	<b>1.529</b>
<b>TOTAL</b>	<b>41.877</b>	<b>14.106</b>

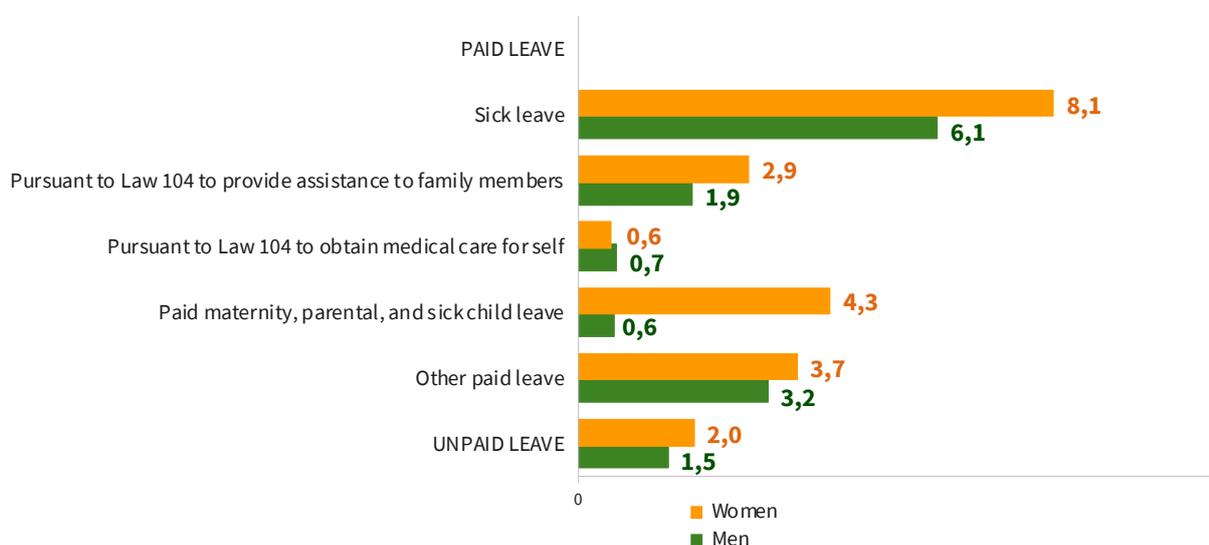
\* Excluding 4 agricultural workers. Source: University Staff Database.

\*\* 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 44 – AVERAGE LEAVE DAYS TAKEN BY MANAGERIAL STAFF, TA STAFF AND CELS\* BY GENDER – PER CAPITA VALUES (2020)\*\***

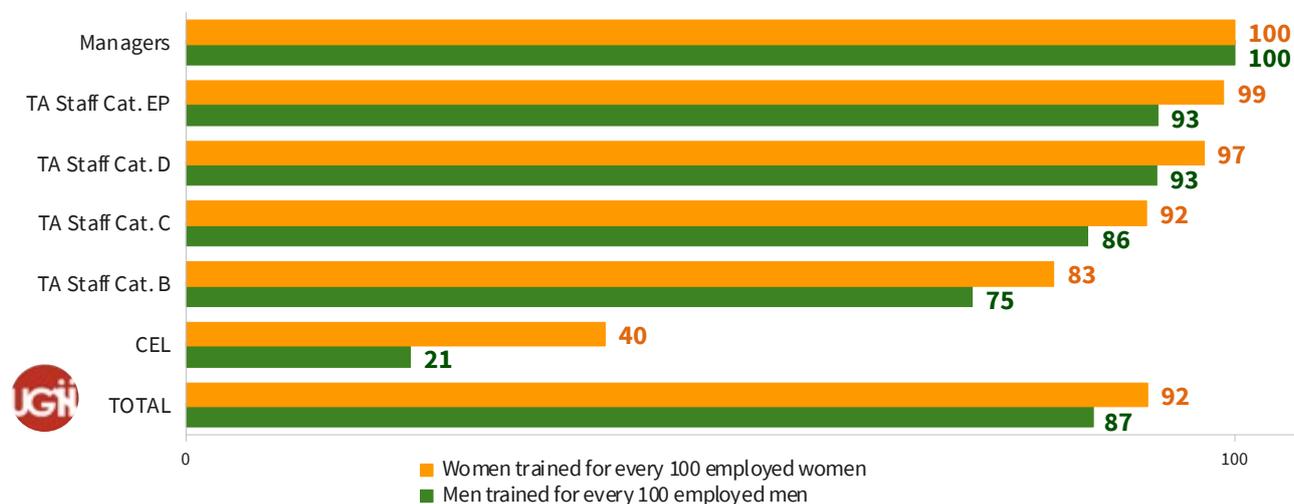


\* Excluding 4 agricultural workers. Source: University Staff Database.

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

An analysis of the staff members trained<sup>26</sup> (Fig. 45) in 2020 shows that, overall, 92% of women and 87% of men received training. For managers, the percentage of trained personnel is the same for women and men (100%), while for all other contractual categories the percentage is higher female TA staff.

**FIGURE 45 – MANAGERIAL STAFF, TA STAFF AND CELS\*, BY CATEGORY AND GENDER VALUES PER 100 EMPLOYEES (2020)**



\* Excluding 4 agricultural workers.

The documentation regarding the professional staff and language instructors and trainers concludes by measuring the turnover of permanent employees (Table 14). In 2020, staff turnover was greater mainly in category D and C personnel. Overall there were 107 new professional staff members compared with 132 who left. There was, therefore, a total decrease of 25 employees, resulting in a negative balance for women (-29) and a positive balance for male employees (+2).

**TABLE 14 - TURNOVER OF PERMANENT PROFESSIONAL STAFF AND LANGUAGE EXPERTS AND ASSISTANTS, BROKEN DOWN BY CATEGORY AND GENDER - ABSOLUTE VALUES AND TURNOVER INDICES (2020)**

	Number of staff (2020)		New employees				Turnover indices			
							Offset*		Total turnover**	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
TA Staff Cat. EP	100	68	-	-	4	3	-	-	4,0	4,4
TA Staff Cat. D	617	311	26	14	27	12	0,96	1,17	8,6	8,4
TA Staff Cat. C	947	456	36	27	42	19	0,86	1,42	8,2	10,1
TA Staff Cat. B	151	116	-	-	16	3	-	-	10,6	2,6
CEL	55	14	4	-	6	-	0,67	-	18,2	-
<b>TOTAL</b>	<b>1.870</b>	<b>965</b>	<b>66</b>	<b>41</b>	<b>95</b>	<b>37</b>	<b>0,69</b>	<b>1,11</b>	<b>8,6</b>	<b>8,1</b>

\* Number of new employees/Number of terminations.

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

conferma sui valori in tabella

26. 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 31/12/2020, shows an imbalance between genders, in favour of men (Tab. 15 and Fig. 46). Men represent just under 60% of the members of the Bodies. 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, 36% of its members are women, while in the University Senate the female quota is 40%. imbalance in the Student Council remains, female students were 9 out 33 at the end of 2018, while at the end of 2019 is 12 out 32 and 11 out 33 at the end of 2020, despite the principle of equal gender opportunities recommended by University Statute (Art. 11, par. 1).

The only three bodies do not occur male prevalence are the Evaluation Group (where women and men have the same number), 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.

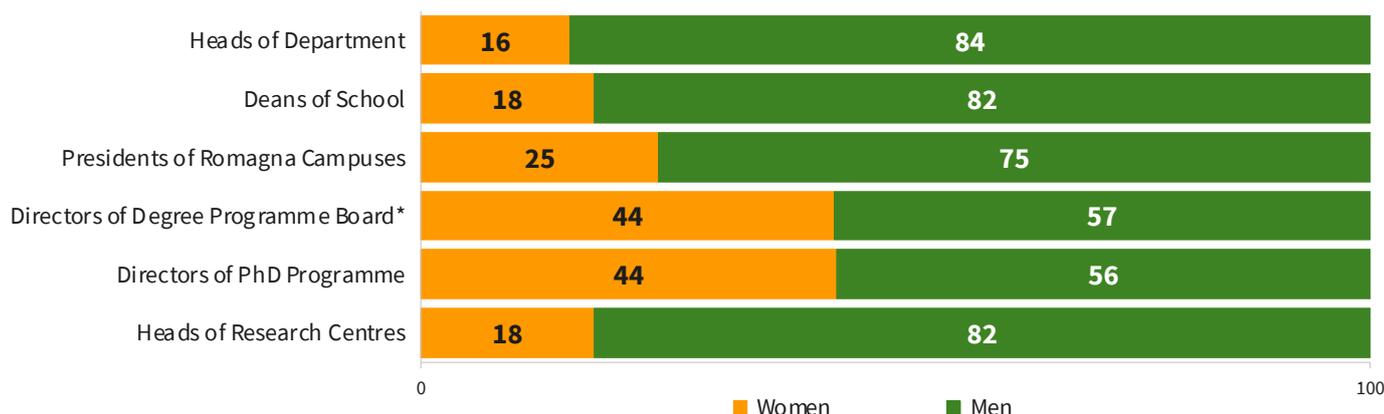
**TABLE 15 - COMPOSITION OF UNIVERSITY BODIES AS OF 31/12/2020, BY GENDER - ABSOLUTE VALUES**

	Women	Men	TOTAL
1 – Rector	–	1	1
2 – Vice Rectors	3	5	8
3 – Delegates and Representatives	9	16	25
4 – University Senate, of which:	14	21	35
President (Honourable Rector)	–	1	1
member of Heads of Department	2	8	10
member of Professors and Researchers	8	7	15
member of TA Staff	2	1	3
member of Student Representative	2	4	6
5 – Board of Governors, of which:	4	7	11
President (Honourable Rector)	–	1	1
President (Honourable Rector)	1	4	5
external members	2	1	3
members of Student Representative	1	1	2
6 – Board of Auditors	1	4	5
7 – Evaluation Group	3	3	6
8 – Director General	–	1	1
9 – Student Council	11	22	33
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>99</b>	<b>168</b>

**FIGURE 46 - MEMBERS OF UNIVERSITY BODIES AS OF 31/12/2020 BY GENDER – PERCENTAGE**

\* The sum of the percentages shown does not add up to 100 due to the rounding effect (the non-rounded figures are respectively 37.5 and 62.5).

In addition, in reference to the top positions held at the end of 2020 in research and teaching offices, women are clearly underrepresented (Fig. 47). On the 32 university departments, only five have a Head who women- Biomedical and Neuromotor Sciences (DIBINEM), Interpreting and Translation (DIT), Psychology (PSI), History and Cultures (DISCI), Sociology and Business Law (SDE); 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 4 out of the 22 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 (87 out 200 in Degree Programme, 21 out 48 in PhD Programme).

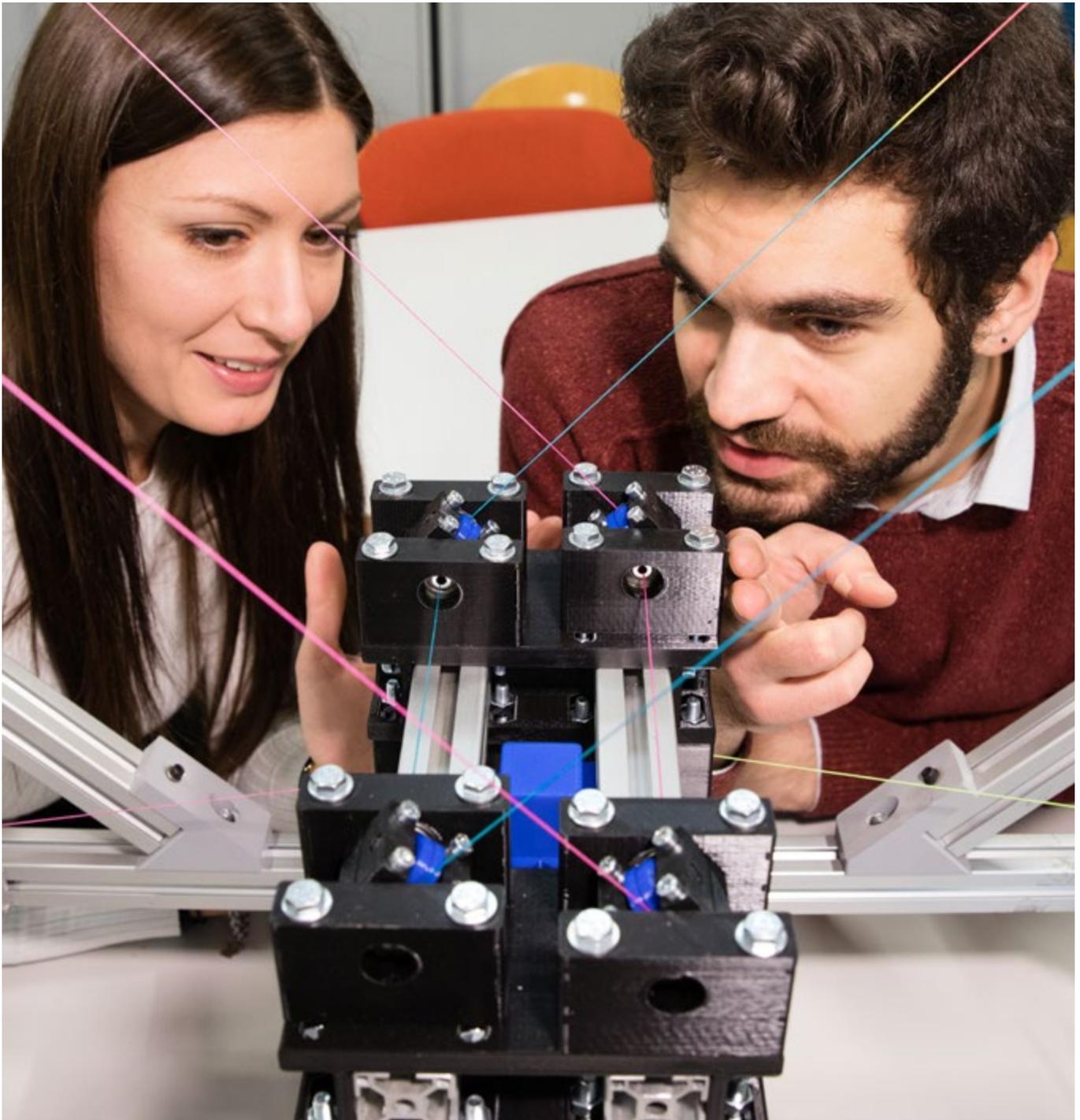
**FIGURE 47 - HEADS OF DEPARTMENTS, SCHOOLS, DEGREE AND PHD PROGRAMMES AND RESEARCH CENTRES, BY GENDER – PERCENTAGE (2020)**

\* The sum of the percentages shown does not add up to 100 due to the rounding effect (the non-rounded figures are respectively 43.5 and 56.5).

---

## 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>27</sup>. During the 2020/21 academic year, 61 gender-related learning activities were delivered in 22 degree programmes in 7 different areas (Table 16). 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 19 gender-related learning activities. These learning activities are, however, absent in the technical, scientific and economic areas.

**TABLE 16 - GENDER-RELATED LEARNING ACTIVITIES BY SCHOOL AND A.YS.– ABSOLUTE VALUES (A.YS. 2018/19-2020/21)**

School	2020/21	2019/20	2018/19
Law	4	5	4
Foreign Languages and Literatures, Interpreting and Translation	20	23	22
Medicine	10	6	3
Psychology and Education	4	5	6
Political Sciences	7	5	4
Sociology	1	1	–
Arts, Humanities, and Cultural Heritage	15	12	10
<b>TOTAL</b>	<b>61</b>	<b>57</b>	<b>49</b>

27. 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.

Selection in teaching planning has highlighted that learning activities relating to gender consist in comparative gender analysis or in the circumscribed study only of women. There are in fact no learning activities expressly dedicated to the study of men.

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. 16), which in 2020/21 A.Y. enrolled 33 students (namely 30 women and 3 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 2020" orientation online days organized by the University of Bologna for high school students, IRT Alma Gender<sup>28</sup>, the Vice Rector for Human Resources and the Equal Opportunities Delegate, curated a virtual 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, LGBTQ+ and intercultural studies.

Numerous activities have been carried out related to the following centres: CSGE – Gender and Education Research Centre of the Department of Education Studies; MeTRa, Centre for Interdisciplinary Research on Mediation and Translation run by and for the women and men of the Department of Interpreting and Translation – Forlì; Departmental Centre for Research on Utopia of the Department of Modern Languages, Literatures and Culture; and the project G-BOOK 2: "European teens as readers and creators in gender-positive narratives".

The University of Bologna rolled out numerous initiatives through the #UniboSera platform during the initial stages of the Covid-19 emergency, which offered the university community and the public brief reflections, dialogue, and debates on the topics of diversity and inclusion, gender equality, human rights and new forms of sociality.

The University has also taken a leading role in associations, projects and national and international research groups working in the area of gender equality, diversity and inclusion: it is the leader of the SDG5 cluster (Gender Equality) for the IAU- International Association of Universities; it is on the Diversity Council of UNA Europa, for which it is the leader of the Action Group on "Good Practices"; it is part of the Action Group "Gender & Diversity" for the GUILD of European Research-Intensive Universities; it is part of the Working

Group "Equality and Diversity" of the Coimbra Group; it is a member of the "Gender Target" group of the CRUI.

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.

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>29</sup> we evaluated the titles and key words of PhD dissertations prepared during the 2018-2020 three-year period, as well as the titles of research fellowships awarded during that same period.

With reference to PhD dissertations, the analysis identified 24 dissertations related to gender issues, six in 2018, nine in 2019 and nine in 2020. In the 2018- 2020 three-year period, 23 gender-related fellowships were awarded: eight in 2018, eight in 2019 and seven in 2020. There were eleven departments involved<sup>30</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.

29. 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.

30. The Department of History and Cultures (DISCI) and Political and Social Science (SPS) awarded four research fellowships; the Departments of Modern Languages, Literatures and Cultures (LILEC), Education Studies (EDU), Agricultural and Food Sciences (DISTAL), Interpreting and Translation (DIT) and Art (DAR) awarded two research fellowships each of them; the Departments of Medical and Surgical Sciences (DIMEC), Economics (DSE) and Sociology and Business Law (SDE) awarded one research fellowship each of them.

28. See section 4.2. below



**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, women’s studies, diversity, equity and inclusion. 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, Vienna, Lodz, e Bologna) that offer different experiences, stories and skills in the field of gender studies. The Master also offers a unique opportunity to obtain a double degree, recognized by all the members of the GEMMA Consortium.

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.

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

EDGES (European PhD in Women's and Gender Studies) is a doctoral curriculum included in the Degree Programme in Modern Languages, Literatures and Culture: Diversity and Inclusion of the Department of Modern Languages, Literatures and Culture (LILEC), University of Bologna.

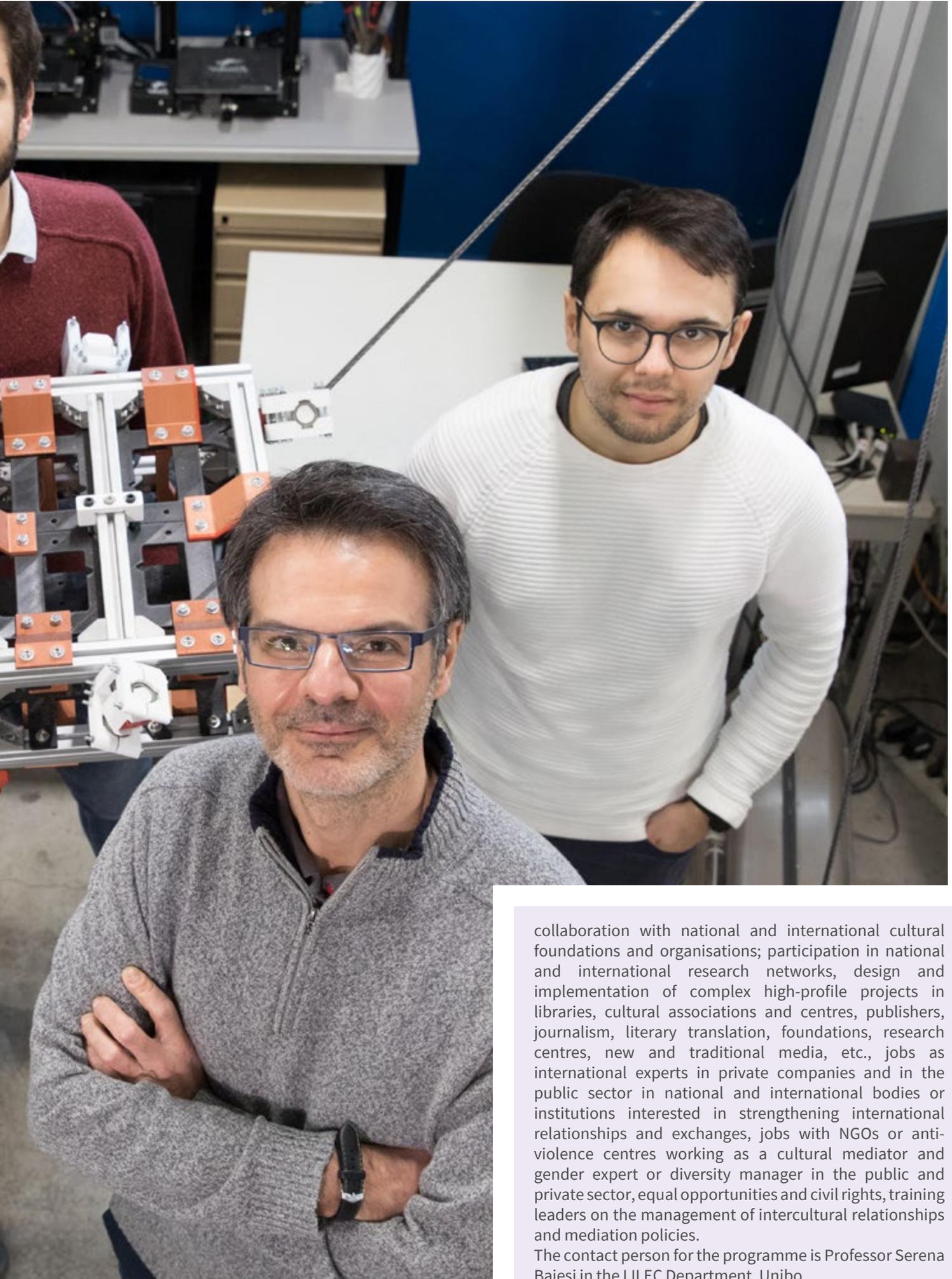
This curriculum entails the study of women and gender. In particular, the EDGES programme covers the literature, cultural studies, methodologies and theories related to gender as a place for the production, circulation and consolidation of cultures of equality and social inclusion that value diversity. EDGES strengthens the students' capacity for critical analysis and research, helping them to develop specific literary and cultural skills in a gender perspective, and promotes a culture of gender equality that rejects discrimination based on prejudices of any kind. It also promotes civil rights, the strengthening of gender policies, intersectionality in various national and international work contexts, and artistic and cultural production and dissemination by women. EDGES offers PhD students the possibility of gaining a doctoral degree jointly with the University of Granada (Spain), the University of Oviedo (Spain) and a double degree with the University of Utrecht (the Netherlands).

The curriculum entails meetings with national and international supervisors and tutors, the presentation of research at home and abroad in accordance with co-tutoring agreements, and a mandatory internship of 250 hours related to the topics of equal opportunities, access to education, valuing diversity, managing conflicts, promoting occupational well-being and diversity management.

It also provides for a 6-month period of research to be undertaken at one of the European universities taking part, which is necessary for the award of the double degree. The final thesis must be drafted in English.

PhD students undertaking the EDGES curriculum will gain excellent skills in the field of literary, cultural and gender studies, solid language skills, a strong theoretical foundation and a broad knowledge of the technical tools employed in the field of humanities. This training will prepare them for the following professional career opportunities: academic careers in Italy or abroad;





collaboration with national and international cultural foundations and organisations; participation in national and international research networks, design and implementation of complex high-profile projects in libraries, cultural associations and centres, publishers, journalism, literary translation, foundations, research centres, new and traditional media, etc., jobs as international experts in private companies and in the public sector in national and international bodies or institutions interested in strengthening international relationships and exchanges, jobs with NGOs or anti-violence centres working as a cultural mediator and gender expert or diversity manager in the public and private sector, equal opportunities and civil rights, training leaders on the management of intercultural relationships and mediation policies.

The contact person for the programme is Professor Serena Baiesi in the LILEC Department, Unibo.

## 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 138 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 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 Equal Opportunities Officer, Alma Gender IRT mapped the University's teaching activities in relation to gender (updated each year) and participated in the University's Orientation Day, Alma Orienta in 2020.

In collaboration with the Guarantee Committee (CUG) and with the Vice-Rector for human Resources, in celebration of the International Day for the Elimination of Violence against Women, it organised a seminar on sexual harassment (26 November 2020, online). Using the Alma Mater IRT mailing list, it coordinated the distribution of information on the University's various gender activities and on participation of individual members in national and international events.

### ADDU – ASSOCIAZIONE DELLE DOCENTI UNIVERSITARIE DELL'UNIVERSITÀ DI BOLOGNA (ASSOCIATION OF FEMALE PROFESSORS OF THE UNIVERSITY OF BOLOGNA)

The Association of University Teachers (AdDU) was created on 13 December 1991 in the VIII Centenary Room of the University of Bologna by a meeting of university teachers who, in January 1992, formalised the relative memorandum and articles of association, thus establishing a free non-profit association. The current Chair of the Association for the 2020-2022 period is Professor Chiara Alvisi. Teachers from various subject disciplines have chaired the Association, including: Maria Luisa Altieri Biagi (1992); Paola Monari (1994); Rosanna Scipioni (1996); Paola Rossi Pisa (2000); Carla Faralli

(2004); Sandra Tugnoli Pattaro (2008); Susi Pelotti (2012); Paola Monari (2014); Pina Lalli (2016).

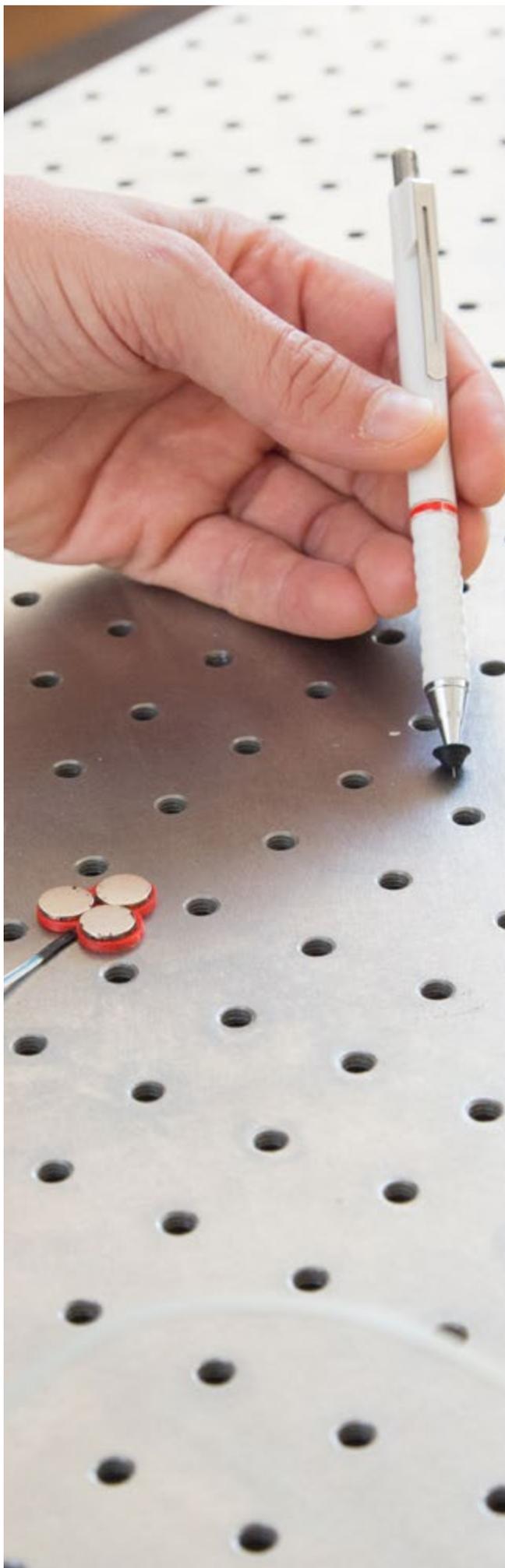
The aim of the Association is:

- to promote and strengthen relationships between teachers from different Departments;
- to encourage the exchange of ideas and collaboration in the fields of both teaching and research;
- to support the pursuit of appropriate targets by those of proven calibre, scientific productivity and commitment to teaching;
- to address the issues related to the organisation of the University.

In the pursuit of its objectives, the Association has so far undertaken:

- to arrange periodic meetings dedicated to sharing information on scientific activities;
- to carry out investigations, surveys and research on the historical and social reasons that still to this day influence the activities and presence of women in the university;
- to identify appropriate solutions and tools to remove any obstacles or conditioning that impede the satisfaction of legitimate aspirations;
- to collaborate with public and private institutions at the national, community and international level that have the same objectives.

Over time, the Association has carried out seminar initiatives aimed at enhancing the contribution of women to scientific knowledge and research on working conditions and the academic prospects of female teachers and researchers of the Alma Mater, promoting a collaborative network encompassing various roles and subject affiliations, also through international discussion. The Association has dealings with the academic, institutional or research organisations that work on the issues of gender and equal opportunities in a much broader context that considers the entire teaching workforce. The Association actively participates in the political life of the University of Bologna and, during election of the Academic Bodies, has always encouraged the participation of teachers, organising meetings with candidates to debate goals and the future prospects of the University. In particular, during the elections for the position of Rector, it has always organised an open assembly and debate on the eve of the vote, in which all the candidates for the position of Rector participate. Recently, in order to promote greater awareness of the contribution made by women to knowledge and social transformation, the Association instituted the AdDU Award which, in its first edition in 2018, was won by the Lawyer Rashida Manjoo (University of Cape Town, South Africa) for her active scientific commitment in the field of human rights and as a United Nations Special Rapporteur on violence against women. As of 2021, the Association is promoting a new conference cycle entitled "La pensée est féminine", the intention of which is to spread excellent scientific thinking through the voice and work of young female researchers. Constant updates on the activities of the Association are published on its website: <https://site.unibo.it/addu/it>.



### 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.

In 2020 the Centre included 32 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**

In 2020, the volume *Education and Gender: Learning Pathways and Educational Practices between School and the Community*, by Francesca Crivellaro and Rosy Nardone, edited by Franco Angeli and contributed to by academics of the CSGE was published. The aim of the text is to provide those working in education (teachers, trainers, practitioners) with theoretical frameworks and the results of the CSGE research, as well as theoretical and methodological tools and practical proposals aimed at "giving substance" to educational routes that challenge stereotypical gender models and that promote critical awareness and respect for diversity.

#### **Scientific collaboration at international level**

- 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.

### 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.

### Seminars

In 2020, the Gender and Education Research Centre (CSGE) organised a series of remote lectures on themes related to gender and gender relations, with a particular focus on International Women's Day.

- "Creating new professional perspectives in infant services: reading picture books from a gender pedagogy perspective", 17/02/2020, Irene Biemmi.
- "(Possibly) migrant mothers and women: Women's experience of School in Bologna2 9/03/2020, Fulvia Antonelli and Giovanna Guerzoni.
- "Educating genders based on the research 'Genders in relation': an interdisciplinary study", 9/03/2020, Manuela Gallerani.
- "Games and toys for girls and boys: gender stereotypes, conditioning, negotiation, and plural opportunities", 12/03/2020, Stefania Lorenzini.
- "Rights and reversals: growing up in a world of (dis)parity" 16/03/2020, Carlo Tomasetto, Cinzia Albanesi and Veronica Guardabassi.
- "Educational reflections based on the research: Gender, bodies and television. Adolescent gazes", 18/03/2020, Silvia Leonelli.
- "The conquest of female emancipation and identity told through the story of female teachers. 'Old' and 'new' profiles", 27/03/2020, Mirella D'Ascenzo.
- "The inclusion of highly qualified migrant women in the workforce. The EuMentorSTEM project, limitations and opportunities", 31/03/2020, Francesca Crivellaro and Elena Luppi.

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

- Webinar "Violence against women and against the LGBT community: two sides of the same coin?" Organised by the CSGE together with the Women's Refuge in Bologna on 7/12/2020.
- Webinar "Different codes" on digital teaching and gender education organised by: Schools and education group / Orlando Association – Women's Refuge in Bologna, in collaboration with the CSGE on 19/12/2020.

### 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 Research Centre has also set up a website containing a range of resources. In particular, a map was developed of the local, national and international centres/bodies/associations/organisations that work in the field of communications addressed to girls and boys as well as, in particular, in the field of translation, and also of the associations that have been working for many years to promote cultural initiatives aimed at children who are more aware of the communicative issues of our modern multicultural societies.

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; schoolteachers; librarians; public bodies; parents; children), and is involved in various research, teaching and dissemination activities<sup>31</sup>:

- 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;

- 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"; (a collective volume will be published during 2021 for Franco Angeli publishing house by the participants on the subjects of the project);
- 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 (2016-2021): 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 Boccolini, 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 (<https://buyadomain.eu/domains/www.gbook.eu>). In December 2020 started the second edition of the "G-BOOK 2: European teens as readers and creators in gender positive narratives (2020-2022)", 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), funded in 2020.

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

### 4.3 LOCAL EVENTS

The University of Bologna, despite the conditions to the pandemic situation, promoted enhancement of gender issues through the organization, participation, sponsorship and dissemination of public initiatives (such as presentations, shows, seminars, ceremonies, etc.) carried out online and 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 2020.

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



## JANUARY

- "H2020 PLOTINA. Promoting gender balance and inclusion in research, innovation and training" final conference of the PLOTINA project held on 27 and 28 February at the Department of Agricultural and Food Sciences. This event, which was widely attended by colleagues, including those from foreign universities, provided an important opportunity to discuss the promotion of equal opportunities in the University and the research centres and to illustrate the results of the four-year PLOTINA project funded by the European Commission and coordinated by the University of Bologna.
- "Project NERD?" (Non È Roba per Donne? - [It's not for women?]), an event organised by the Department of Computer Science and Engineering at the Cesena Campus, in collaboration with IBM, aimed at female high school students who were able to test their IT skills and discover the many professional opportunities on offer in this sector, conducted through meetings, workshops, plenary sessions and work groups.

## FEBRUARY

- "From Earth to space ... in a few words", a lecture given on 18 February by Samantha Cristoforetti, an Italian astronaut of the ESA, as part of the "Umberto Eco Lectures". Ms Cristoforetti told of her experiences as an astronaut and what words like speed, anticipation, beauty,
- transformation, weight, lightness, distance and time have come to mean for her.
- On 17 February, all the universities of the GEMMA consortium joined together to show their solidarity with Patrick George Zaky, a student of the University of Bologna who was arrested in Egypt. It was a big European event open to all and spread across the seven universities that collaborate with the Erasmus Mundus Master's Degree in Women's and Gender Studies.

## APRIL

- "#SocialMarkersforCovid19" hackathon which was held on 7-15 April, organised by the University of Bologna in collaboration with the Parents of Children with Down's Syndrome association in Bologna. It entailed four teams of students challenged to create solutions and projects aimed at supporting families with children that have intellectual disabilities during a period when day-care facilities were closed.

## MAY

- "A professorship for Laura Bassi. Bologna 1732", which premiered on 12 May on Rai Storia, is a docufilm conceived by Rafaella Simi, Professor Emeritus of Alma Mater, and by Miriam Focaccia. It was directed by Alessandro Scillitani and dedicated to the first woman in the world to obtain a university professorship.

## JUNE

- The third edition of the "Digital Girls" event was held on 8-19 June, a completely free event created by the Department of Computer Science and Engineering of the University of Bologna, aimed at encouraging female high school students to get into IT and programming in a fun way that inspires their digital creativity.
- "Performing Resistance, Dialogues on Arts, Migrations, Inclusive Cities", an online initiative held on 16-20 June and organised by the Emilia-Romagna Theatre Foundation, the Department of Sociology and Business Law of the University of Bologna and Cantieri Meticci, with a view to investigating the relationship between the arts, migration and citizenship up to the current crisis, and to critically reflect on borders and mobility.
- Eleven Italian universities, the Ministry of Foreign Affairs and Cooperation, UNHCR, Caritas Italiana, Diaconia Valdese and the Ghandi Charity signed a memorandum of understanding that will give twenty student refugees, currently in Ethiopia, the opportunity to pursue their studies in Italy through the project "University Corridors for Refugees" (UNI-CO-RE).

## JULY

- On 18 July, as part of the open-air cinema initiative, a docufilm was screened in Piazza Maggiore in Bologna entitled "A professorship for Laura Bassi", which tells the life story of the teacher, through costumed re-enactments, interviews with experts, animations and the reading of original documents.

## SEPTEMBER

- 25-27 September saw the return of the "Race for the Cure" charity marathon, promoted by Susan G. Komen Italia in order to raise funds for the fight against breast cancer.
- On 26 September, in piazza Rossini an art marathon dedicated to Patrik Zaky was held, organised by Cantieri Meticci and sponsored by Bologna City Council, in collaboration with the University of Bologna and the Academy of Fine Arts.

## OCTOBER

- "Lucretia Estensis de Borgia, biography and narration in the letters of the Modena State Archive", an exhibition inaugurated on 3 October curated by Loredana Chines, a teacher in the Department of Classical and Italian Philology at the University of Bologna, which highlights the extraordinary collection of letters written by the hand of the Duchess Borgia-d'Este.
- On 21 July, Professor Rita Casadio, a teacher at the Alma Mater and founder of the Biocomputing group, currently part of the Department of Pharmacy and Biotechnology (FABIT), was appointed as a "Distinguished Fellow" of the International Society for Computational Biology (ISCB), the most prestigious international society in the field of Bioinformatics and Computational Biology.

#### NOVEMBER

- The webinar "Sexual harassment: a phenomenon that continues to be underestimated", organised by the CUG of the University of Bologna, was held on 26 November. The event entailed discussion of the topic of sexual harassment, a widespread form of violence that often occurs in the workplace, as well as of the applicable regulatory framework and the relative psychological repercussions.
- As part of the theatre on the phone initiative curated by the Centre for Interdisciplinary Research on Theatre and Interculturality, part of the Department of Interpreting and Translation – Forlì Campus, and by the SSenzaLiMIT Student Association, on 29 June a "telephonic show" took place on the topic of violence against women, a social wound that has never healed, a source of marginalisation.
- On 2-7 December, the event "We the People" was held which, through the approaches of directors, artists, composers, academics, and radio artists, confirmed the need for a politics that listens based on the right of all to be heard. Vocal gestures, the sharing of musical heritage from various origins, voices in search of their bodies, narrations related to unrecognised rights, montages of sound archives in a non-Eurocentric perspective: each action brought people together in a unique "acoustic space". It was an opportunity to reflect on the manner in which artistic practices build spaces of resistance, forms of subversion and counter-hegemonic discourses on migration.

#### DECEMBER

- On 7 December the webinar "Violence against women and against the LGBT community. Two sides of the same coin?" was held, organised by the Gender and Education Research Centre of the Department of Education Studies – CSGE of the Alma Mater, as part of the Festival of Illustrated Violence, in order to discuss violence and the tools for combatting it – a topic that is particularly relevant today in light of the debate on the homobitranphobia legislative bill (Ddl Zan).
- On 9 December, a round table "A Bordering Power Europe?" Exploring tensions between rights and fear" was held online as part of the international research project BordEUr (funded by the Erasmus+ Programme, Jean Monnet Network Scheme), which presented an opportunity to discuss the recent migratory phenomena in Europe and their repercussions on borders and on national and supranational debates.





#### 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 2020 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.

##### Resources 2020 to implement the Positive Action Plan of the CUG (direct costs)

Training (costs borne by the Organisational Development and Training Unit of the Personnel Division - APOS)	6.200
Other study grants and awards	1.843
Study grants – IRAP	157
Association fees of the National conference of equality bodies of Italian universities (year 2020)	300
Printouts and forms (Gender Equality Report, etc.)	1.122
Total	9.622

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

Contribution for the enrolment of children in nurseries	33.358
Child bonus	11.000

#### THE CUG BUDGET

The budget allocated to the CUG for 2020 amounted to 22,500 euros. This was only partly used as, owing to the pandemic, it was impossible to organise in-person events and to hold selection procedures for new non-curricular internships in support of the activities of the Committee. In particular, the resources spent in 2020 to implement the Positive Action Plan of the CUG covered the following:

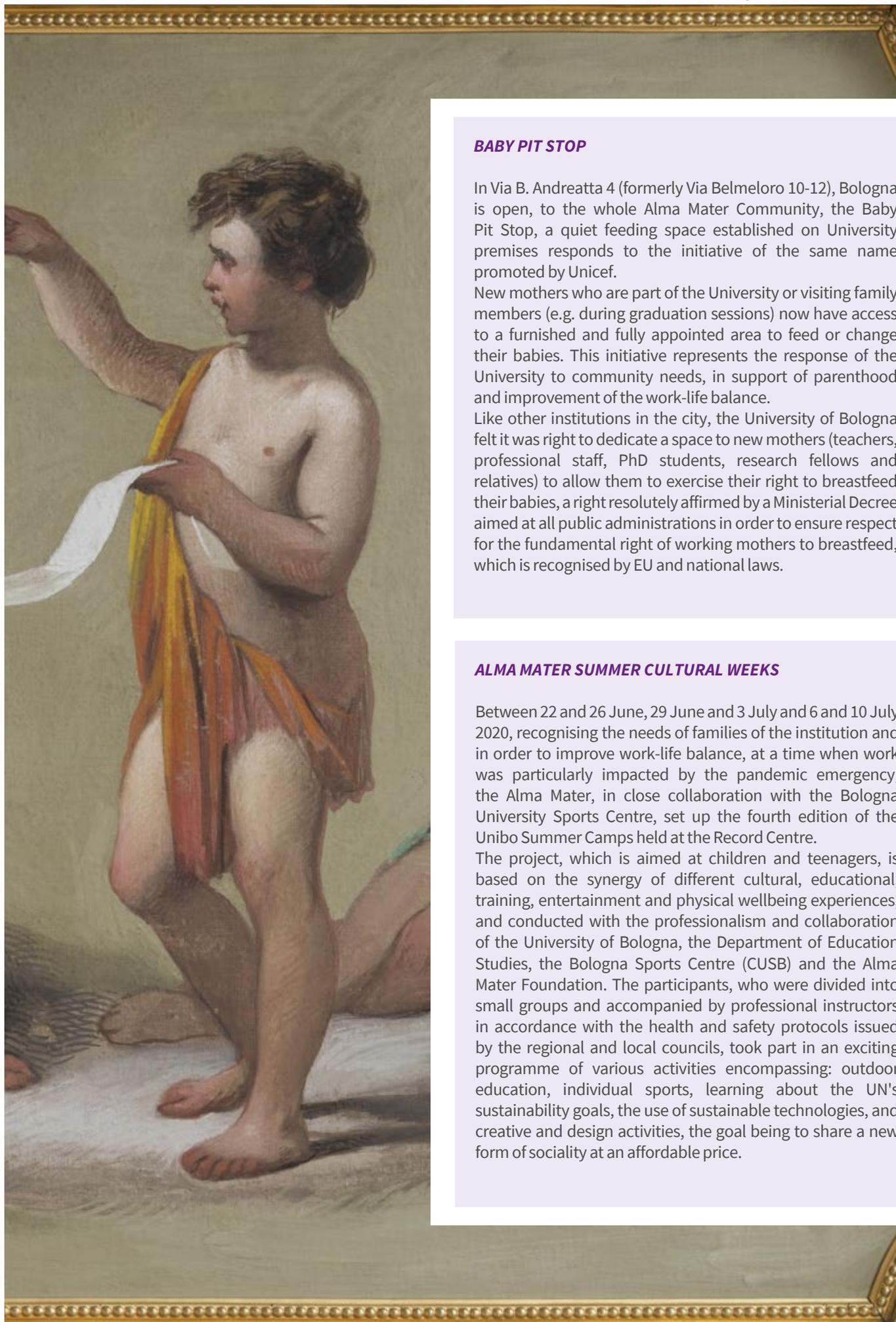
- printing the 2019 Gender Equality Report of the University of Bologna;
- the appointment of teachers in the learning cycle "Dealing with change in emergency situations", organised by the CUG and aimed at all Alma Mater personnel (permanent and temporary professional staff and teachers, research fellows). (The relative costs were borne by the Organisational Development and Training Unit of the Personnel Division – APOS);
- payment of two study grants to students of Alma Mater Studiorum who graduated on time from second- or single-cycle degree programmes during the 2018/2019 academic year, presenting a dissertation on topics of interest to the CUG "Equal opportunities, employee wellbeing and non-discrimination";
- 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 enrol children in public or private nursing schools, in any organized form, which may be requested by University staff for one child only, who is claimed as a dependent and is part of the given family nucleus. Managerial as well as TA and CEL staff with permanent or short-term contracts can apply to receive this allowance. The allowance has a maximum limit of €1,400, regardless of the period of enrolment in nursery school and frequency (full or part time).

#### CHILD BONUS

The University of Bologna also offers a child bonus (financial aid) to its TA and CEL staff, in accordance with the Supplemental Contract Agreement approved in the negotiation session of 18 December 2019. The value of the 2020 child bonus addressed the requests submitted by eligible staff whose children were born in 2019. 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 2019, the payment of an allowance equal to €500.00.



### **BABY PIT STOP**

In Via B. Andreatta 4 (formerly Via Belmeloro 10-12), Bologna is open, to the whole Alma Mater Community, the Baby Pit Stop, a 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**

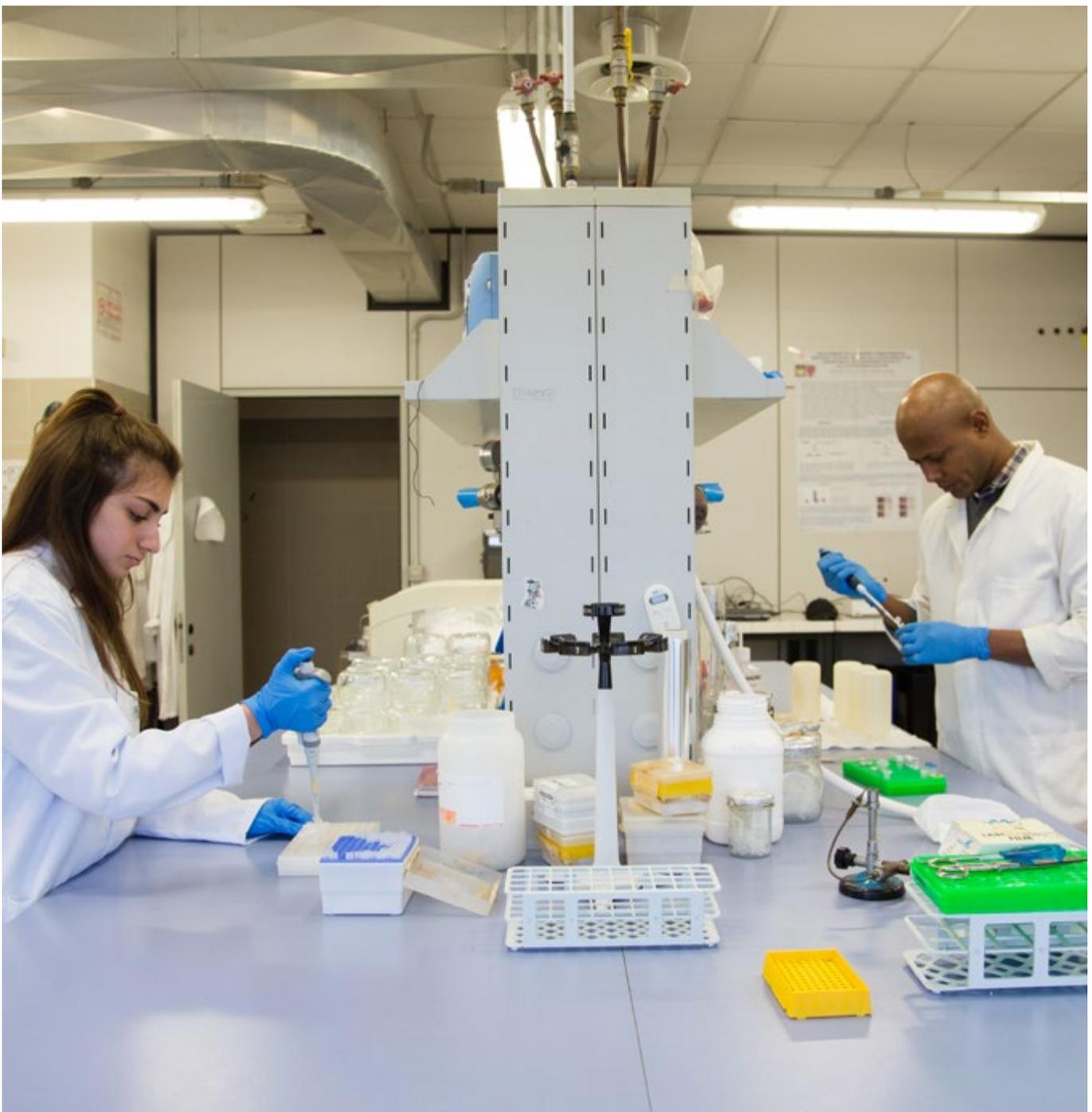
Between 22 and 26 June, 29 June and 3 July and 6 and 10 July 2020, recognising the needs of families of the institution and in order to improve work-life balance, at a time when work was particularly impacted by the pandemic emergency, the Alma Mater, in close collaboration with the Bologna University Sports Centre, set up the fourth edition of the Unibo Summer Camps held at the Record Centre.

The project, which is aimed at children and teenagers, is based on the synergy of different cultural, educational, training, entertainment and physical wellbeing experiences, and conducted with the professionalism and collaboration of the University of Bologna, the Department of Education Studies, the Bologna Sports Centre (CUSB) and the Alma Mater Foundation. The participants, who were divided into small groups and accompanied by professional instructors in accordance with the health and safety protocols issued by the regional and local councils, took part in an exciting programme of various activities encompassing: outdoor education, individual sports, learning about the UN's sustainability goals, the use of sustainable technologies, and creative and design activities, the goal being to share a new form of sociality at an affordable price.

---

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

---



# 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.

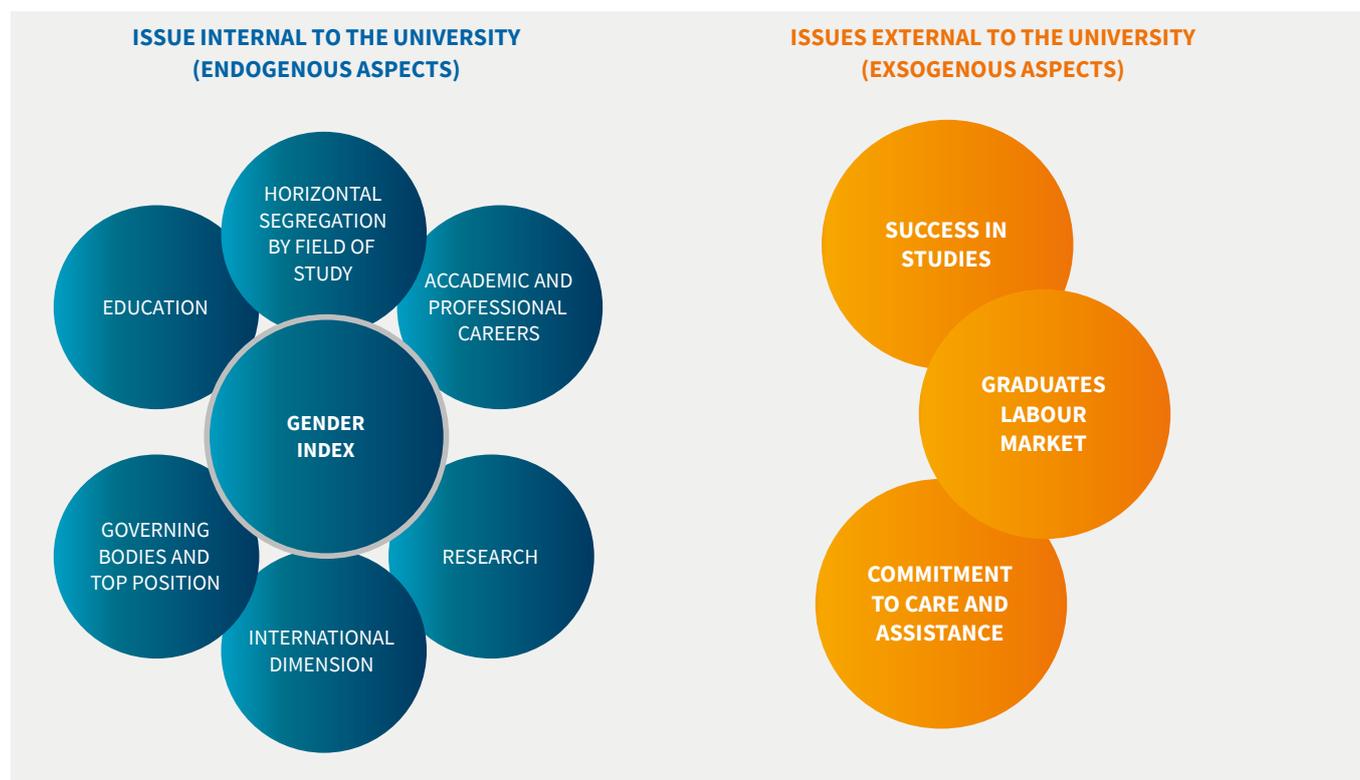
It is therefore useful to adopt a tool for measurement, summary and comparison. As such, in accordance with the gender equality/inequality indexes used around the globe to compare different countries, we have created the UGII index<sup>32</sup> by adopting a scheme that makes it possible to define:

- 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.48; 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. 16 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).

32. .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 48 – 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 2020/21, students in the STEM area totalled 3,888, equal to 25.4% of the total; 1,289 were women and 2,599 men.

If perfect gender equity were to occur, as indicated in the following table, the 3,888 STEM students would be distributed between men and women so that the percentage of STEM for women e men is the same (25.4%). Therefore, female STEM students should equal 2,203, i.e. 25.4% of the total 8,688 female enrolled. Similarly, male STEM students should be 1,685, i.e. 25.4% of 6,646 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 3,888 STEM students would be men and the inequality would be 100%. In the actual situation, however, the percentage of the maximum possible inequality came to 41%. 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>33</sup>.

33. 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 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 – 2020/21**

	EFFECTIVE DATA			THEORETICAL ASSUMPTIONS					
	Women	Men	Total	Perfect equity			Maximum possible inequality		
				Women	Men	Total	Women	Men	Total
absolute values									
STEM areas	1.289	2.599	3.888	2.203	1.685	3.888	–	3.888	3.888
other areas	7.399	4.047	11.446	6.485	4.961	11.446	8.688	2.758	11.446
<b>TOTAL</b>	<b>8.688</b>	<b>6.646</b>	<b>15.334</b>	<b>8.688</b>	<b>6.646</b>	<b>15.334</b>	<b>8.688</b>	<b>6.646</b>	<b>15.334</b>
percentage values									
STEM areas	14,8	39,1	25,4	25,4	25,4	25,4	–	58,5	25,4
other areas	85,2	60,9	74,6	74,6	74,6	74,6	100,0	41,5	74,6
<b>TOTAL</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>
<b>% of the maximum possible inequality</b>		<b>41</b>			<b>0</b>			<b>100</b>	

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 inequity possible).

**TABLE 17 - GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA: DOMAINS AND ISSUES (2020)**

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)	45,4	32,0	38,4
2. Dropout rate at the end of year 1 (%) 	10,1	13,4	11,5
3. Continuation of studies after a first-cycle degree	63,3	73,3	67,7
4. Access to PhD programmes (per 1,000 LM/LMCU graduates in Italy)	3,4	5,6	4,3
<b>HORIZONTAL SEGREGATION BY FIELD OF STUDY</b>			
5. Degree programmes (%)	14,8	39,1	25,4
6. PhDs (%)	36,7	60,4	49,8
7. Professors (%)	38,9	44,9	42,4
<b>ACADEMIC AND PROFESSIONAL CAREERS AT THE UNIVERSITY</b>			
8. Full Professors (%)	19,0	32,6	27,1
9. Managers and High Profession Levels (%) 	5,8	7,6	6,4
<b>RESEARCH</b>			
10. Supervisors in charge of competitive research projects (with scholarships) (%)	18,7	23,7	21,7
11. Amount of funds for competitive research projects (%) 	47,5	51,4	50,0
12. Professors with a “good number” of publications (%) 	41,3	43,6	42,7
<b>INTERNATIONAL DIMENSION</b>			
13. Study abroad - outgoing mobility (%)	4,4	3,1	3,9
14. Professors with international publications (%) 	53,8	55,2	54,6
<b>GOVERNING BODIES AND TOP POSITIONS AT THE UNIVERSITY</b>			
15. Members of Bodies – Students (per 10,000 enrollees)	2,9	7,2	4,8
16. Members of Bodies – Professors (%) 	2,0	2,5	2,3
17. Deans of School and Campus and Heads of Department (%) 	3,6	7,1	6,1
18. Members of Bodies – TA staff (per 1,000 employees) 	7,5	13,3	9,5

TABLE 17 - GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA: DOMAINS AND ISSUES (2020)

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 (%)	77,3	72,2	75,1
20. Average marks on exams (%)	52,2	45,5	49,4
<b>LABOUR MARKET FOR GRADUATES LM AND LMCU – 5 years after graduation</b>			
21. Employment (%)	88,0	91,8	89,6
22. Use of the skills acquired with the degree (%) <span style="color: red;">●</span>	55,5	57,5	56,3
23. Part-time employment (%) <span style="color: brown;">▾</span>	16,0	6,6	12,0
24. Earnings over €1,500 net per month (%)	35,0	60,6	45,9
<b>COMMITMENT TO CARE AND ASSISTANCE – TA staff</b>			
25. Leave days for care and assistance (average) <span style="color: brown;">▾</span>	6,2	2,3	4,9

▾ Category with a negative value (indicating a potentially unfavourable situation): the favored gender is the one with the lowest (or average) percentage.

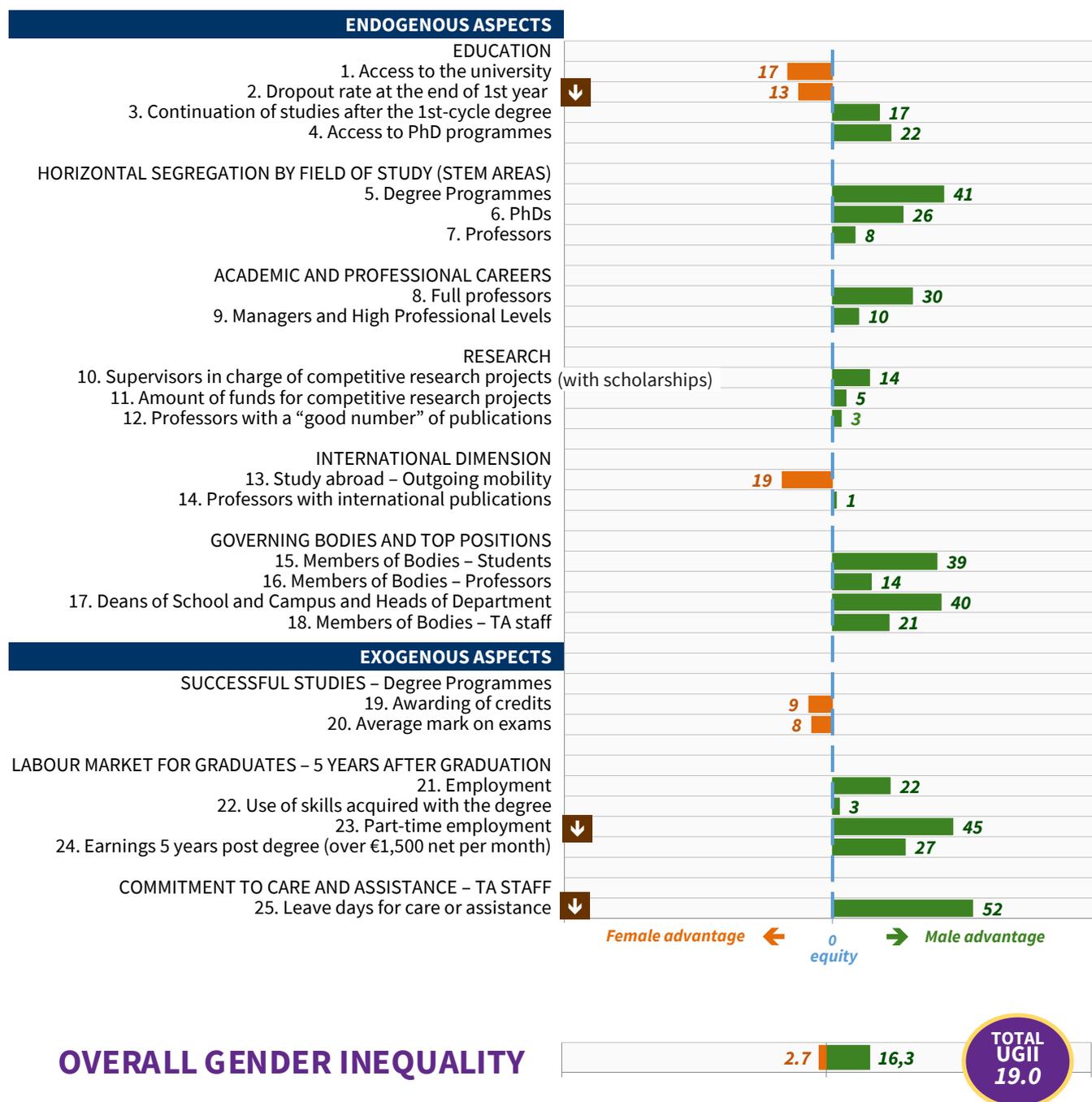
● Statistically non-significant gender inequality.



## 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. 49, while Fig. 50 shows the time series for the last four years, showing the comparison with national data (where available).

**FIGURE 49 – GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA (2020): PERCENTAGE 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 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 17% of the maximum inequality possible (aspect 1). This tendency has remained stable over the past four years (2016/17 - 2020/21) 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: 10.1% of females enrolled at the University of Bologna in 2019/20 dropped out at the end of the first year, compared with 13.4% of male students, with a female advantage equal to 13% 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 2019/20 cohort the advantage was equal to 9% and 8% respectively of the maximum theoretical inequality<sup>34</sup>. Additionally, women participate more in foreign study programmes (aspect 13), with an advantage of 19%.

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 (73% for men, 63% for women) corresponds to 17% 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 2019), the frequency of access to PhD programme degrees 2020/21 (5.6 per 1.000 for men, compared with 3.4 for women) corresponds to 22% of the maximum inequality.

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 2020/21), 39.1% of men students are STEM while only 14.8% of women are STEM, with the gender gap corresponding to 41% of the maximum possible (issue 5).

In the national university system, inequality is less pronounced (29%); 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 discipline manifests itself in the same way also in relation to access to PhD programmes (aspect 6). In 2020/21, the rate of inequality increased from 18% (2019/20) to 26%. With regard to this academic career stage, therefore, our University in 2020 saw the accentuation of both forms of gender segregation (vertical and horizontal). Among university teachers, the increased presence of STEM among men is less evident and in fact inequality drops to 8% of the maximum value, reflecting the situation at the national level (aspect 7).

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, 33% are among men and only 19% among women (issue 8); the resulting inequality, which is worth 30% 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 (10% of the theoretical maximum).

In the Research domain, gender differences are to the advantage of men, accounting for the 14% of the maximum possible for the allocation of funded research projects, (issue 10), the 5% for the same amount of funding (issue 11), and 3% 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 2020, 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 27 men and 14 women; this leads to a 39% inequality (issue 15); from this point of view there still an evident imbalance.

34. 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.

Among professors, the gap involves the positions of School President, Campus President, and Head of Department - 40% of the maximum possible (issue 17), while members of university bodies (issue 16) shows a more balanced situation (14%).

Finally, for TA staff, inequality, even here skewed in men's favour, amounts to 21% 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 2020 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 (22% of the maximum inequality possible, aspect 21) and they tend to earn more, with a gender gap that, although slightly smaller than in previous years, still amounts to 27% of the possible maximum (aspect 24).

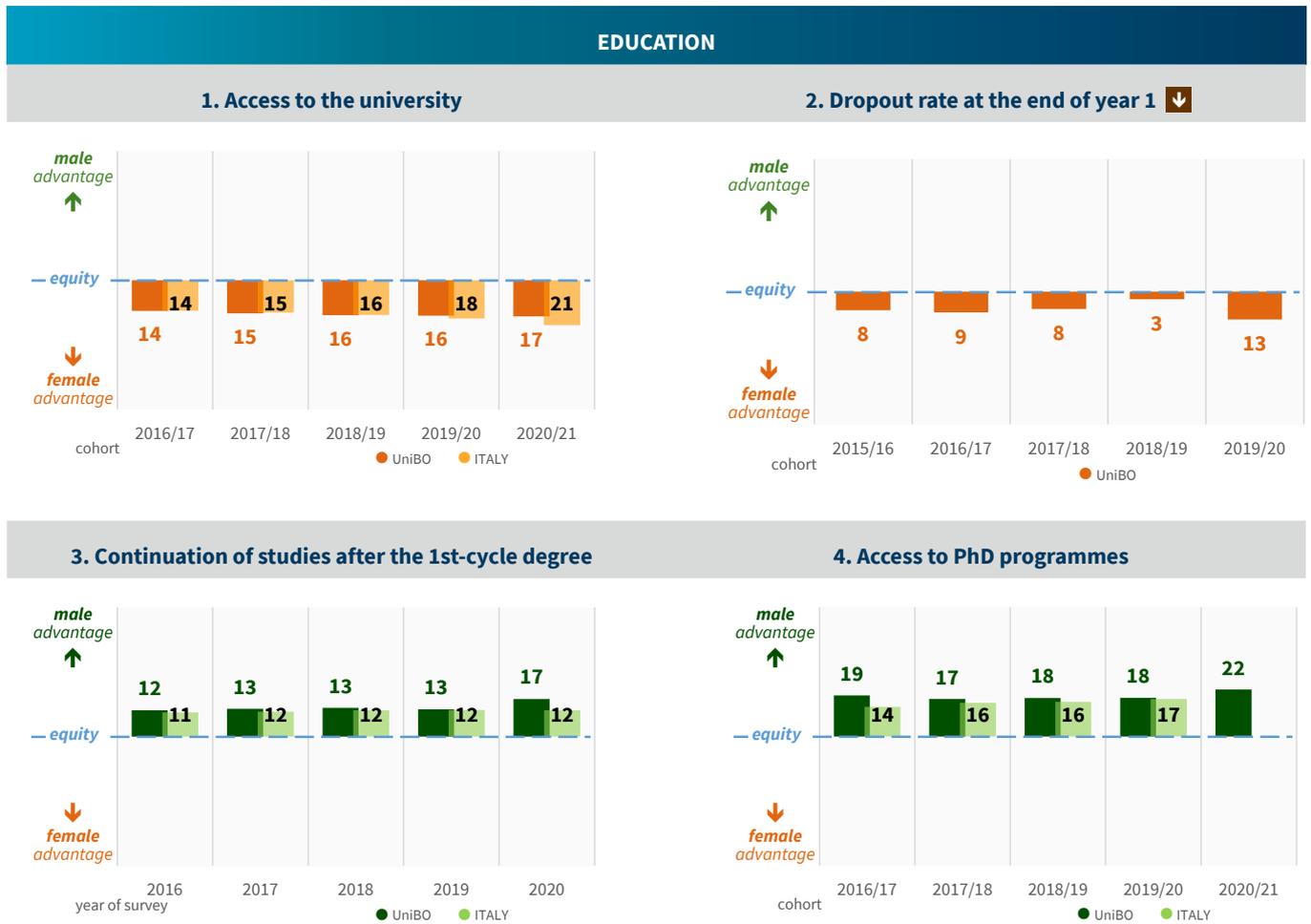
Moreover, part-time employment (issue 23) is, for the most part, the domain of women, involving 16% of female workers and only 6.6% of male workers, a gap equivalent to 45% of the maximum possible inequality. Only with regards to the use of the skills acquired at the University (issue 22), gender differences are limited.

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 pro capita days are more than triple the average for men (6,2 versus 2,3), and the degree of inequality reaches 52% 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 2020 show that the University of Bologna has an overall male advantage equal to 16.3% of the theoretical maximum and an overall female advantage of 2.7%; the sum of the two advantages, being the summary UGII, indicates overall disparity of 19% of the maximum possible.

Nell In the last five years, therefore, overall inequality has been subject to fluctuating trends (Fig. 50, last box). From the analysis of the single aspects. 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 50 - % OF MAXIMUM POSSIBLE INEQUALITY: COMPARISON OF THE UNIVERSITY OF BOLOGNA AND ITALY (2016-2020)**

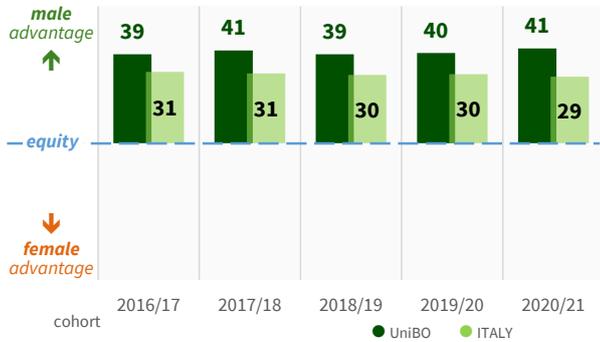


⬇ Category with a negative value (indicating a potentially unfavourable situation).

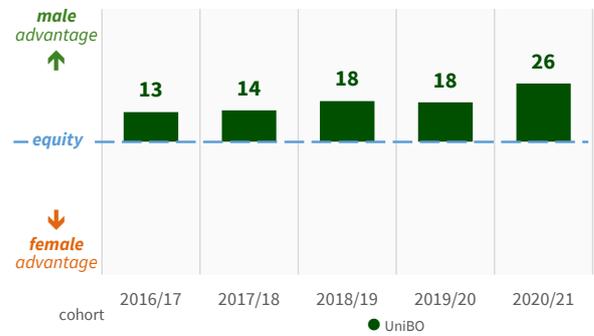
**SECTION 5: POSITION OF THE UNIVERSITY OF BOLOGNA AS IT PERTAINS TO GENDER EQUALITY: UNIVERSITY GENDER INEQUALITY INDEX OF THE UNIVERSITY OF BOLOGNA (UGII)**

**HORIZONTAL SEGREGATION BY FIELD OF STUDY (STEM areas)**

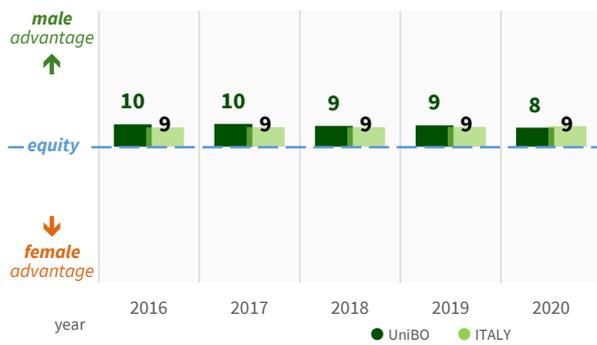
**5. Degree Programmes**



**6. PhDs**



**7. Professors**



**ACADEMIC AND PROFESSIONAL CAREERS**

**8. Full professors**

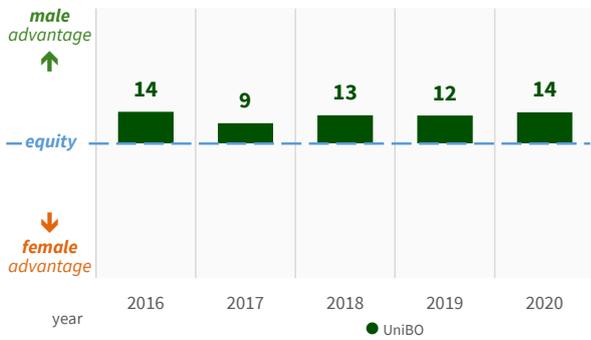


**9. Managers and High Professional Levels**



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



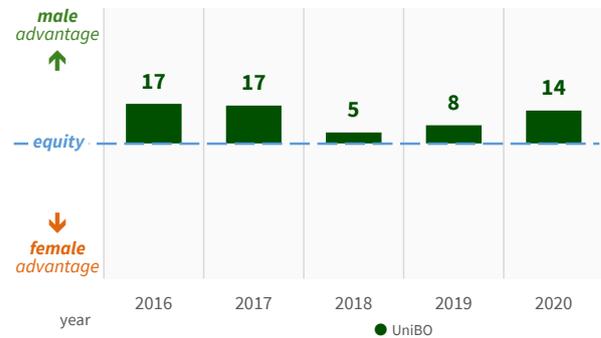
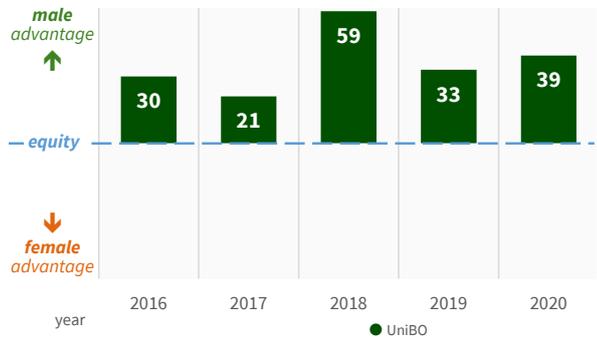
14. Professors with international publications



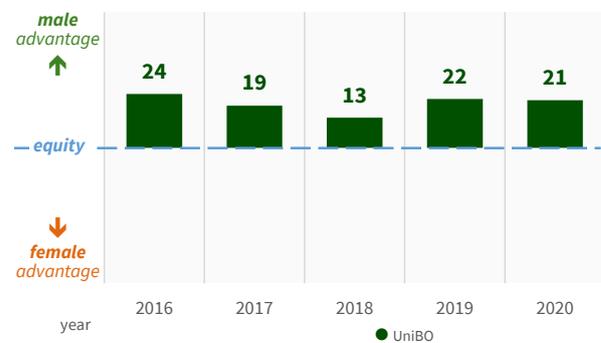
**SECTION 5: POSITION OF THE UNIVERSITY OF BOLOGNA AS IT PERTAINS TO GENDER EQUALITY:**  
**UNIVERSITY GENDER INEQUALITY INDEX OF THE UNIVERSITY OF BOLOGNA (UGII)**

**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**



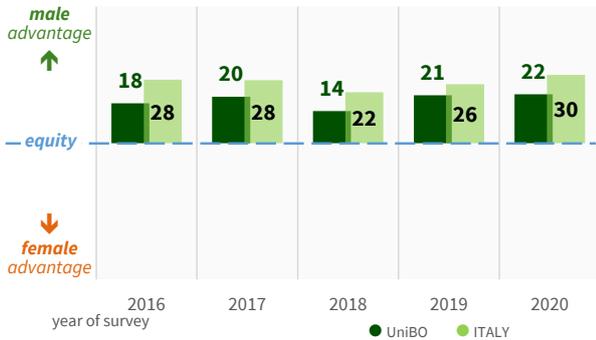
**SUCCESSFUL STUDIES - Degree Programmes**

**19. Awarding of credits** **20. Average marks on exams**

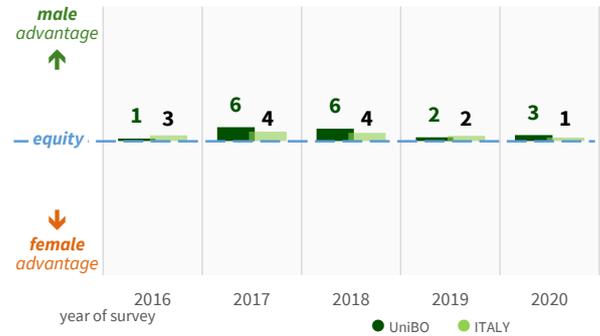


LABOUR MARKET FOR GRADUATES – 5 years after graduation

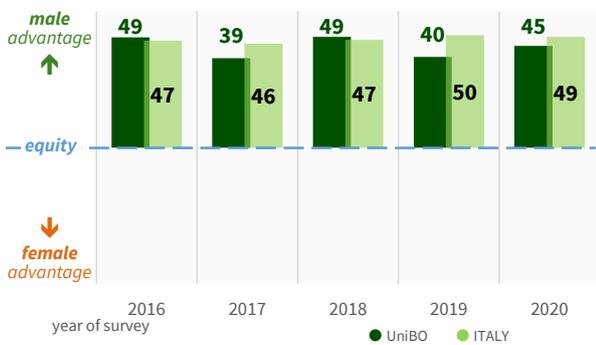
21. Employment



22. Use of skills acquired with the degree



23. Part-time employment



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



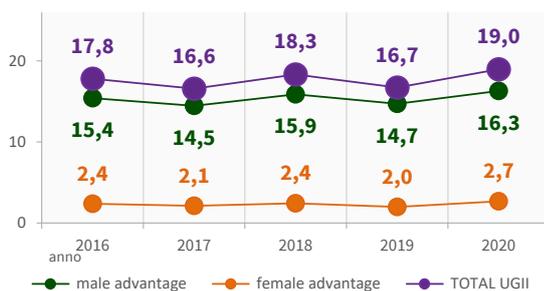
COMMITMENT TO CARE AND ASSISTANCE - TA staff

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 threeyear degree (Issues 3) and the employment situation of graduates (Issues 21-24).

---

# AFTERWORD

---



Towards an inclusive community and a system of equality, starting with gender

The concept of 'inclusion' interrogates the methods, strategies and measures with which, not only questions of gender, but also those related to under-represented groups and marginalised voices are addressed. Our University can and must address the topic of inclusion from an intersectional perspective, recognising how variables (such as, for example, economic situation, ethnic and social origins, age, gender, sexual orientation, religious beliefs) interconnect and how new discriminations have arisen caused by the pandemic and, more generally, by the crisis, at both the local and global levels.

Our University and all its members, as part of the social community, have seen how profoundly the Covid-19 pandemic has affected all areas of personal, social and working life. Intersectionality therefore must broaden its scope to include the many differences that the crisis has highlighted and emphasised. The pandemic saw a sudden and serious rise in poverty, loneliness, violence mainly against women and children, the burden of care assumed almost exclusively by women, the solitude of the elderly in the absence of sociality and inability to access new means of communication. The University is part of this new and urgent need to be first and foremost a place of inclusion and renewal, to not return to the past but to look forward in the knowledge that to date we have not done enough, as this edition of the Gender Equality Report confirms.

This document is in fact a collection of interrelated data that maps the progress made in the pursuit of gender equality and also serves to indicate the ground still to be covered.

The unacceptably slow progress in Europe in achieving gender equality and gender mainstreaming in research, teaching, and structure organisation, particularly with regard to senior positions in our community, requires urgent and mandatory measures in order to achieve that which the individual institutions have been unable to achieve (yet).

For this reason, the Gender Equality Plan is considered by the European Commission as mandatory in order to access European funding and must therefore be up to date and visible online so that everyone can see the progress of the measures announced. It may seem a restrictive measure, but it arises from the need to support the increasingly important requirement for equality and balance. It serves not only to monitor and combat inequalities but is also crucial in enhancing diversity, fighting discrimination and in inspiring innovation and revitalisation through the wealth of epistemological, human, economic, social and cultural capital generated by diverse experiences and realities.

Diversity is another key term: diversity as a planning or methodological term or as the underlying basis of social inclusion. For this reason, our University has determined that in the future, the GEP will include a strategic and methodological analysis of diversity and inclusion as fundamental pillars of our community.

Participation in the gender and inclusion groups of European councils and international university associations has given us the chance to share experiences,

best practices and quantitative and qualitative data in order to monitor, implement and communicate these measures between and within institutions. In this diverse and often conflicting landscape due to the heterogeneous nature of Europe, it turns out that certain problems are shared across borders.

Among these – and here the European Union acts partly as liaison – is the need to increase equality in research, careers, and access to the same, underlining said need, for example, in the STEM subject disciplines or with regard to career advancement and senior academic positions. Other relevant measures are the fight against all forms of gender-based violence, the provision of more funds and personnel for equality and inclusion plans, access to technological tools, permanent training in these areas, and the 'restructuring' of the community taking these principles into account. We are proud that in the various Councils to which it was presented, the Alma Mater's Gender Equality Report has been acknowledged as an important and necessary tool, not only in terms of data collection, but primarily as a document that makes it possible to monitor positive changes and highlight areas where there is still much to do, and to devise strategies based on a qualitative analysis of the internal research in the Gender Equality Report.

We believe that it is still vital to maintain gender as an equality parameter. While in some European universities, the debate focuses also on this, i.e., on the need or otherwise to talk about gender, or conversely on the opportunity to use broader terms such as diversity or inclusion since, in fact, they already encompass the concept of gender, in our opinion, gender equality has not yet been achieved and so we believe that it would be a mistake to risk obscuring the discrimination and differences that still exist between women and men. We have always believed in the importance of gender research, postcolonial and decolonial studies, 'transitory' studies, and the study of cultural and intellectual positioning, which enables us to see the world with 'new eyes', to quote Adrienne Rich. Still today, as in the eighties, we hold that, for women, said new vision is an 'act of survival' (Rich) and that it needs to be supported by equality policies. The continued comparison of our GEP with the gender quality reports of other partner universities in Italy and Europe is key to maintaining existing equality policies and supporting their establishment in places where they are not yet in place.

Upon conclusion of these years of work, the Gender Equality Report has been presented in all the departments of our University, along with the Gender Visibility Guidelines for the University's Communications. Current mapping has revealed widely contrasting differences and needs among the departments. The heterogeneity of the various situations does however obscure questions that cut across all departments, including the need to give women greater access to careers, to encourage girls in high school to choose educational routes that have traditionally been less open to women, to break through the so-called glass ceiling, and to incentivise boys to see

the humanities as a discipline that could be useful in their professional careers. Certainly, we are aware that the current socioeconomic structure is not on our side, but we believe that a more open educational approach in terms of subject disciplines, without gender barriers, can contribute to change, including social change. The meetings with our departments have been extremely useful in allowing us to see the wealth of different perspectives, to understand the different needs and to better understand the wonderful projects that involve gender, diversity and inclusion.

We believe that said meetings will be increasingly useful and necessary, also in order to share visions and objectives. The critical reading of the 2020 Gender Equality Report invites further reflection on the need to establish mandatory cross-disciplinary courses for teachers, professional staff, and students, similar to the already existing course established some years ago on Diversity Management. The presentation by AlmaOrienta of the mapping of the Alma Mater degree programmes that include gender perspectives (also thanks to the Alma Gender network), the drafting of the Guidelines on gender equality in the organisation of and participation in conferences and seminars, the preparation of the Guidelines that further extend the right to identity in the alias career, and the visibility of gender on our web pages are not merely the result of a superficial application of the so-called 'pink quota' nor only the result of measures against discrimination – still crucial and fundamental – but seek also to contribute to the ongoing pursuit of inclusion and equality, without overlooking gender imbalances. The University of Bologna has come a long way over the years, involving many of its sectors and divisions. The establishment of centres and contact persons and the implementation of actions in synergy with the education and research divisions in Italy and Europe have been and must be a driving force for change and in valuing and enhancing diversity in all parts of our community, from students to teachers and professional staff.

Now more than ever gender equality and valuing diversity must be a priority and the University must recognise that the end of the crisis cannot mean a 'return' to the past but must instead lead to a different, more innovative vision of the future that respects the most important and appealing aspects of tradition and welcomes innovation as a benefit to all, because nobody can be excluded.

We would have liked to have achieved more in this regard. Our Gender Equality Report shows that we have indeed made significant progress but that there is still much to do. As part of our University community, we will always be ready and willing to commit ourselves to reaching these goals.

Chiara Elefante (Vice-Rector of Human Resources)  
Rita Monticelli (Equal Opportunities Officer)





---

# 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
TA STAFF	Technical and Administrative Staff
PhD	Doctor of Philosophy
RTD	Fixed-term Assistant Professor
RTDa	Junior Fixed-term Assistant Professor
RTDb	Senior Fixed-term Assistant Professor
RTI	Senior Assistant Professor
SSD	Subject Groups
STEM	Science, Technology, Engineering and Mathematics
UE	European Union
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		5 – Natural sciences, mathematics and statistics
SECS-S/01 – SECS-S/06	Area 14 – Political and Social Sciences	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.

## INDEX OF TABLES AND FIGURES

Table 1 - Distribution of staff and students at the university of Bologna by gender absolute values (2018-2020)*	29
Table 2 - Net monthly pay of employed graduates by regime, type of activity, sector, branch, contract and profession 5 years after graduation – mean values (graduates of second- and single-cycle degree programmes in 2015, interviewed in 2020)	44
Table 3 - Research staff by role* and gender – absolute values (2018-2020)	47
Table 4 - Female professors by cun area and role, values per 100 professors – comparison university of Bologna/italy (2020)	54
Table 5 – Teaching staff by Department, role and gender - absolute values (2020)	56
Table 6 – Leave days* taken by teaching staff, by role and gender - absolute values (2020)	62
Table 7 - Days of covid-related absence and leave taken by teaching staff by role and gender – absolute values (2020)	64
Table 8 – H2020 projects invited to negotiate, broken down by gender of the scientific supervisor* - absolute and percentage values (2018-2020)	65
Table 9 – Managerial staff, TA* staff and CELS by role and gender – absolute values (2018-2020)	68
Table 10 – Evolution of voluntary parental leave for Managerial staff, TA staff and CELS by gender - absolute values 2018-2020)*	72
Table 11 – Sick child parental leave taken by Managerial staff, TA staff and CELS by gender – absolute value (2018-2020)*	73
Table 12 - Covid leave taken by management personnel, professional staff and foreign language instructors – absolute values (2020)*	73
Table 13 – Leave days taken by Managerial staff, TA staff and CELS by gender absolute value (2020)*	74
Table 14 – Turnover of permanent professional staff and language experts and assistants, broken down by category and gender - absolute values and turnover indices (2020)	75
Table 15 – Composition of University bodies as of 31/12/2020, by gender - absolute values	76
Table 16 – Gender-related learning activities by school and A.Ys.– absolute values (A.Ys. 2018/19-2020/21)	79
Table 17 – Gender inequality at the University of Bologna: domains and issues (2020)	100

## INDEX OF FIGURES

Figure 1 – Distribution of staff and students at the University of Bologna by gender - percentage (2020)	30
Figure 2 – Enrolled students, teaching and TA staff by gender – percentage (2016-2020)	30
Figure 3 – Enrolled students by field, cycle* and gender - percentage (A.Y. 2020/21)	33

Figure 4 – Percentage distribution of students matriculated on first - and single-cycle degree programmes, broken down by gender and isced subject area (2020/21 cohort)	33
Figure 5 – Percentage distribution of degree programmes with gender disparities, broken down by cycle* (A.Y. 2020/21)	34
Figure 6 - Scores for italian students aged 15 years in reading, mathematics and science, by gender – mean values (oecd-pisa report 2018)	35
Figure 7 – Percentage distribution of students matriculated on first - and single-cycle degree programmes, broken down by geographic origin (2020/21 cohort)*	36
Figure 8 – Matriculated students dropping out in the first year, broken down by subject and gender – values per 100 matriculated students (cohort 2019/20)	37
Figure 9 – Male and female students taking part in mobility programmes by gender - values per 100 enrolees (A.Y. 2019/2020)	38
Figure 10 – Average educational credits earned by male and female enrolees during their 1st year in 2019/20 (1st and single-cycle degree programmes), still in progress in 2020/21)	38
Figure 11 – Graduates ‘on track’ per 100 students, broken down by cycle, field and gender (2020)	40
Figure 12 – Enrolees (1st and single-cycle degree programmes) who received “high marks” on their exams* – values per 100 enrolees (2019/2020 1st and single-cycle degree programmes enrolees and still in progress in 2020/21)	41
Figure 13 – Graduates by gender and overall marks – percentage (2020)	41
Figure 14 – 1st-cycle graduates who enrolled in a 2nd-cycle degree programme one year after graduation - values per 100 1st-cycle graduates (graduates in 2019 interviewed in 2020)	42
Figure 15 – University of Bologna graduates per degree type, gender and employment status 1, 3 and 5 years from graduation* (graduates in 2019, 2017 and 2015 interviewed in 2020)	42
Figure 16 – Net monthly income of graduates by gender 1, 3 and 5 years from graduation – average values – (graduates in 2019, 2017 and 2015 interviewed in 2020)*	43
Figure 17 – Enrolled students in the first year of a phd programme - Cycles XXXII-XXXVI – and in the first year of specialisation schools (A. Y. 2016/17 – 2019/20), by gender – percentage	46
Figure 18 – Enrolled students in the first year of a phd programme by gender and scientific area percentage (Cycles XXXIV-XXXVI*)	46
Figure 19 – Research staff by role and gender - percentage (2020)	47
Figure 20 – Teaching staff by role and gender – percentage (2016-2020)	48
Figure 21 – Glass ceiling index – comparison university of Bologna/Italy (2016-2020)	48
Figure 22 – Graduate students at the italian university system (1975-1999 years) and full professors of the University of Bologna (45-69 years, 2020), by gender – absolute and percentage values	49
Figure 23 – Teaching staff by gender and age* - percentage (2020)	50
Figure 24 – Average age* of teaching staff by role and gender (2020)	50
Figure 25 – Teaching staff by age*, gender and role - percentage (2020)	52
Figure 26 – Entrance* of teaching staff by role and gender – percentage (2018-2020)	52

Figure 27 – Teaching staff by CUN area and gender - percentage (2020)	53
Figure 28 – Percentage distribution of teachers by role, gender and isced subject area (2020)	53
Figure 29 – Female professors by role and CUN area value for 100 professors - comparison University of Bologna /Italy (2020)	55
Figure 30 – Distribution by gender in a typical academic career at the University of Bologna – students and teaching staff – percentage - 2015 and 2020	57
Figure 31 – Distribution by gender in a typical academic career in Italy – students and teaching staff – percentage - 2015 and 2020	58
Figure 32 – 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 - 2015 and 2020	59
Figure 33 – Teaching staff based on assigned campus and gender - percentage (2020)	60
Figure 34 – Emeritus professors by period of appointment and gender - percentage (1933-2020)*	60
Figure 35 – Teaching staff by age, gender and commitment percentage (2020)	62
Figure 36 – Leave days taken by teaching staff, by role and gender per capita values (2020)	63
Figure 37 – Annual gross salary* of teaching staff by role and gender – average values (2020)	64
Figure 38 – Managerial staff, TA staff and CELS by role and gender percentage (2020)	69
Figure 39 – Managerial staff, TA staff and CELS by gender and area - percentage (2020)	69
Figure 40 – Managerial staff, TA staff and CELS* by gender and age** - percentage (2020)	70
Figure 41 – Average ages* Managerial staff, TA staff and CELS by gender and contract category (2020)	70
Figure 42 – Managerial staff and TA staff by gender, contract category and seniority** - percentage (2020)	71
Figure 43 – Managerial staff, TA staff and CELS* by type of commitment and gender percentage (2018-2020)	72
Figure 44 – Average leave days taken by Managerial staff, TA staff and CELS* by gender – per capita values (2020)**	74
Figure 45 – Managerial staff, TA staff and CELS*, by category and gender values per 100 employees (2020)	75
Figure 46 – Members of University bodies as of 31/12/2020 by gender – percentage	77
Figure 47 – Heads of Departments, Schools, degree and PHD programmes and research centres, by gender – percentage (2020)	77
Figure 48 – Domains for the analysis of gender inequality at the university of Bologna	98
Figure 49 – Gender inequality at the University of Bologna (2020): percentage of maximum possible inequality	102
Figure 50 – % of maximum possible inequality: comparison of the University of Bologna and Italy (2016-2020)	105





**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:**

©Unibolmmagine

Pag 8 | ©Martina Serfilippi

Pag 19, 73, 91, 106, 108-109, | ©Antonio Cesari

Pag 20, 62-63, 88-89, | ©Claudio Turci

Pag 39 | ©Arianna Moscioni

Pag 84 | ©Sara Circassia

Pag 106 | ©Giorgia Ferri

Pag 117 | ©Federico Parenti



[www.unibo.it](http://www.unibo.it)

