



GENDER EQUALITY REPORT 2022



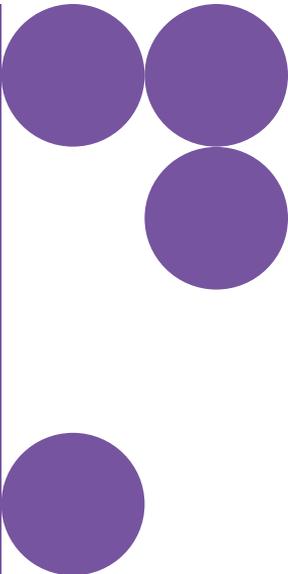
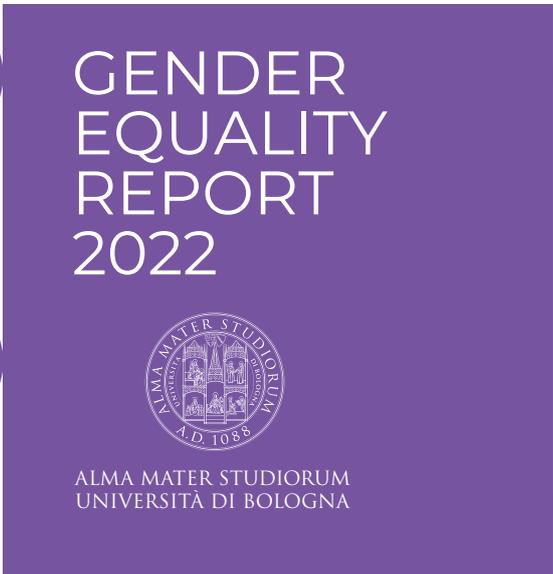
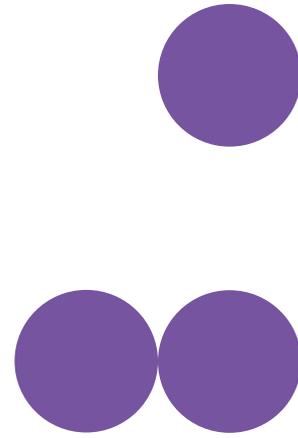
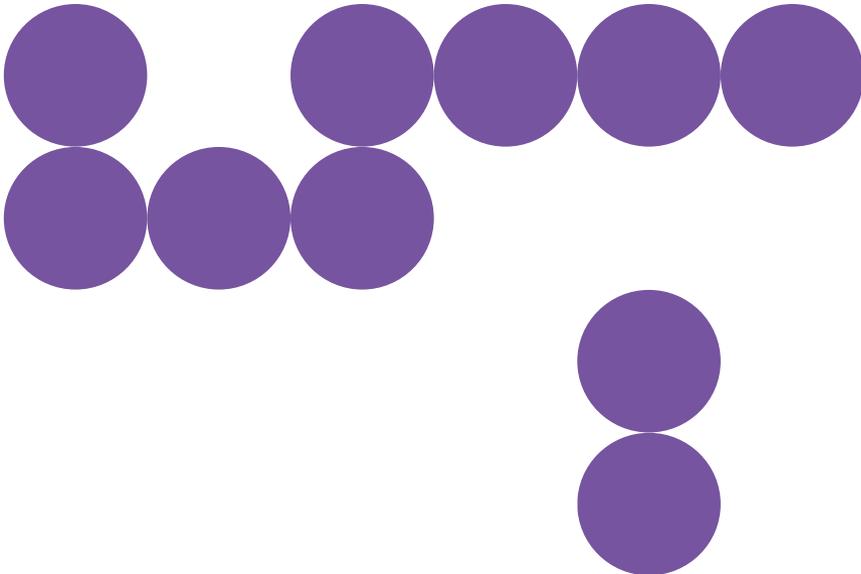
ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA

Gender Equality Report prepared by
Alma Mater Studiorum – Università di Bologna
Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work – CUG
APPC – Planning and Communication Division – University Planning and Data Analysis Unit

Graphic design
Alma Mater Studiorum – Università di Bologna
APPC – Planning and Communication Division – Communication Unit – Graphic Design Office for Communication

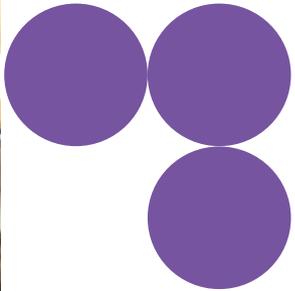
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PRESENTATION

It is with pleasure that I present the 2022 Gender Equality Report, now in its eighth edition. This is a valuable document that allows us to understand the complexity of our community in terms of the differences that distinguish it and, above all, the gaps that still pervade it, and to set targeted policies that help to implement one of the founding principles of the new 2022-2027 Strategic Plan, namely to “foster fairness, sustainability, inclusion and respect for diversity in all areas”.

I would like to thank Professor Martina Vincieri, Chair of the CUG - Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work, and together with her all the other representatives of a Committee whose commitment has been concrete, determined, effective, as shown by the many initiatives and positive actions illustrated in this Report. I would also like to thank the members of the governance, in particular the Vice Rector for Personnel Giorgio Bellettini, the Delegate for Budget Rebecca Levy Orelli, the Delegate for Equity, Inclusion and Diversity Cristina Demaria, and the Delegate for Employee Well-being Paola Villano, who have worked to ensure that the values that guide us become increasingly central in the Alma Mater's objectives. My heartfelt thanks also go to Camilla Valentini and the entire University Planning and Data Analysis Unit of the APPC division for the work and attention they put into preparing an increasingly richer and more articulate report each year.

The work carried out so far has led us not only to become one of the first Italian universities to draw up a Gender Equality Plan (GEP 2017-2020) and to implement the actions envisaged in the new Plan (GEP 2021-2024), but also to rank second worldwide in the *Times Higher Education Impact Rankings* with respect to Goal 5 of the UN 2030 Agenda, which envisages the achievement of Gender Equality. We are proud of this a result, which rewards our desire to adopt a political stance and consolidate our collective commitment on an issue that we are increasingly trying to address in a comprehensive manner right across the board.

The Report also testifies to our widespread and shared efforts to prevent and combat moral and sexual harassment, discrimination, and gender-based violence. This is why we have strongly supported the opening in October 2022 of the 'University Desk Against Gender-Biased Violence', a concrete aid to all those people who suffer forms of discrimination and violence. Support for activities pursuing cultural change and combating gender stereotypes has also been facilitated by the implementation of clear and transparent communication, aimed at granting visibility to initiatives that have proven to be strategic in the enhancement of diversity. Finally, as the section on 'Investments made for the promotion of equal opportunities' in this Report shows, the number of activities related to gender equality rose from 786 for the

a.y. 2020/21 to 1,025 for 2022/23. There are therefore many colleagues who coordinate programmes, research centres and projects, organise initiatives and work to strengthen a common gender culture.

Unfortunately, however, we are all living through a global crisis in which gender inequalities are multiplying and slowing down progress towards equality in every part of the planet. This is reiterated in all the reports of international bodies, first and foremost the *Global Gender Gap Report 2022*, which continues to confirm that, under current conditions, it will take another 132 years before we can hope to close the global gender gap. According to the *Global Gender Gap Index 2022*, Italy ranks 63rd worldwide, and 14th in Europe, in terms of gender equality.

In our own community too, there is still much to be done, and in many directions, to raise the awareness of students and both professional and teaching staff, with activities designed to overcome prejudices, dispositions and attitudes that still prevent a decisive reduction in inequalities.

To do this, we must start from the data in this Report. I would like to point out one in particular. In the student community, women are not only more numerous but also stand out for their greater regularity, the acquisition of more credits in less time than their male counterparts and the achievement of better grades, which is also documented in terms of graduation marks. Overall, female students tend to invest more in education, but once they enter the world of work, they are, on average, penalised compared to their male counterparts in all sectors: they find it harder to obtain employment, and when they do find a job, it is on a fixed-term or part-time basis; in general, they earn less. This is a *gender gap* that is also found among the professors at our university, where the phenomenon of 'vertical segregation' or 'glass ceiling' is clearly manifest. In other words, the number of women tends to decrease as the professional position increases, and this inequality is even more evident in the case of younger professors. 23% of full professors are women compared to 37% of men in the fifty to fifty-four year old teaching staff bracket, and 8% compared to 23% among those aged forty-five to forty-nine. It is therefore not surprising that Emeritus Professors, a position to which one can only aspire only after 20 years of service as a full professor, are overwhelmingly male. It is sad to note that, in spite of everything, these data bear witness to a slight reduction in the Glass Ceiling index compared to previous years, which, however, is accompanied by the almost unvaried persistence of the phenomenon of 'horizontal segregation'. The distribution of teaching and research staff shows a clear male predominance in areas such as Industrial and Information Engineering, Earth Science and

Mathematical and Computer Sciences, as opposed to a clear female predominance in the Humanities and Education Sciences. The Gender Equality Report 2022 not only reminds us of the importance of continuing to work on gender stereotypes, which are often the cause of the low presence of women in STEM degrees, also notes the persistence of the so-called '*leaky pipeline*' effect, a phenomenon that should push us to identify at which stages of the academic career and in which subject areas the female proportion is progressively reduced. The data concerning the technical-administrative staff, where there is a prevalence of women (66%), also describe a situation still marked by vertical segregation, albeit less evident than in the case of professors. The greater involvement of women in caregiving and assistance activities remained unchanged: this is demonstrated, for example, by the number of leave requests made by women for child illness. Finally, we still need to work on the distribution of members in the various university bodies, where the imbalance still leans in favour of men.

Our university is therefore still affected by problems and inequalities between men and women, certainly due to external aspects, including the characteristics of the job market and the care responsibilities that still lie with women, as well as internal aspects, which affect studies, senior positions and academic and professional careers. We must all make further efforts and continue developing tools, promoting understanding, upholding rights, and listening. Moreover, we must continue to take responsibility for the effects that these efforts, when effectively translated into concrete actions, can have on the territory, the lives of those we train and the relationships we build with our stakeholders, for the sustainability of our common future.

It is with this heartfelt, sincere, and above all common commitment that I leave you with the data of the Gender Equality Report 2022 of the Alma Mater Studiorum - Università di Bologna.

Giovanni Molari

Rector, Alma Mater Studiorum - Università di Bologna





INTRODUCTION

The publication of the eighth edition of the Gender Equality Report of the University of Bologna makes the state of gender equality of the academic community for all its members (students, teaching and technical-administrative staff) visible and measurable. The Gender Equality Report has become an indispensable tool for ensuring equal opportunities, and its many values constitute one of its main strengths. It is both a brief overview of the past year and a map for guiding reflections and, above all, future actions on the phenomena of segregation, stereotypes, gender discrimination and their impact on achieving full gender equality. The Gender Equality Report also becomes a tool for comparing what the University of Bologna has achieved with the average results of other Italian universities.

The data presented in this edition, relating to 2022, are in continuity with the trends already highlighted in previous years: our university confirms a gradual, albeit slow, reduction of the vertical segregation of teaching staff (i.e., the likelihood of reaching top positions on the career ladder). This downward trend underlines a dynamic that appears faster than that of the national average, while a marked horizontal segregation (i.e., the difference in the number of male and female students and professors in certain areas of knowledge) remains in line with the national trend.

Compared to 2022, the University of Bologna's *University Gender Inequality Index* shows an overall gender inequality of 15.3% of the maximum possible inequality, slightly down on the 2021 figure. The main problem identified, in line with what emerged in the previous edition, lies in both teaching and technical-administrative staff: women are five times more likely than men to be absent for reasons related to maternity, parental leave and children's illnesses. This confirms that the role of caregiver is still predominantly played by women and that long-term, targeted actions are needed to bring about significant changes. The data underline the importance of an in-depth debate on the value of care work performed by women and the best strategies to support their professional careers.

This edition of the Gender Equality Report also offers an overview of the initiatives promoted by the new CUG, in continuity with what has been done so far, with a view to further increasing awareness of and attention to equal career opportunities for teaching and professional staff. Among the many initiatives promoted was the event to present and disseminate the "Guidelines for gender visibility in the

institutional communication of the University of Bologna", aimed at fostering greater linguistic awareness and a non-discriminatory use of language. Change starts with language; language defines the boundary of the collective imagination and it is precisely from language that we can begin to overcome prejudices and stereotypes.

Finally, the CUG would like to renew its heartfelt thanks to the University Planning Unit, which continues to collect and analyse the data published in the Gender Equality Report with the highest professionalism.

Finally, in hoping that this document will stimulate reflection and change, we would like to thank all of those who will read it.

The members of the Guarantee Committee for Equal Opportunities, Employee Well-being and Non-Discrimination at Work (CUG).

METHODOLOGICAL NOTE

From a regulatory and/or prescriptive perspective, the drafting of a Gender Equality Report is recommended by a Directive of the Italian Ministry for Equal Opportunities (2007)¹, with a view to promoting a corporate culture in public administrations that acknowledges the contributions of both women and men. The Gender Equality Report is meant to document how much of and which items in the budget of a public administration are intended for women only, for men only, and for both. Furthermore, the Gender Equality Report is envisaged within the broader cycle of performance of public administrations². Finally, in 2019, the Gender Equality Committee of the Conference of Italian University Rectors (CRUI) published the Guidelines for Italian universities to draft the Gender Equality Report³.

Since 2015, Alma Mater Studiorum – Università di Bologna prepares its annual Gender Equality Report at the proposal of the Guarantee Committee for Equal Opportunities, Employee Well-being and Non-Discrimination at Work (CUG), in order to contribute to gender equality through an examination of the distribution by gender of students, teaching and professional staff, and of participation in the University Governing Bodies.

Said analysis highlights any areas of imbalance with a view to devising actions aimed at removing the obstacles to achieving equal opportunities in the university work and study environments and to enabling continuous monitoring of the effects of the policies, measures and positive actions adopted by the University in this regard.

The Gender Equality Report is also linked to the goals of the United Nations 2030 Agenda, which Alma Mater implements by publishing a Strategic Plan and preparing a *Report on U.N. Sustainable Development Goals*, and should be read in synergy with the Sustainability Report⁴.

The contents of this Gender Equality Report are consistent with those of previous years, thus allowing comparison of the University's performance over time. In line with previous editions, the document comprises 5 sections. The first section deals with regulatory issues and the role of bodies in charge of the promotion of equal opportunities. The second section provides a summary of the 2022-2025 Positive Action Plan prepared by the CUG. The third section presents the gender composition at Alma Mater – Università di Bologna. The fourth section describes the financial investment made by the University to promote equal opportunities. Lastly, the fifth section illustrates the UGII – *University Gender Inequality Index* and the relative results in relation to the reporting year.

The figures presented in the Gender Equality Report were collected and processed between March and May 2023. Quantitative data are sourced from the database maintained by the Alma Mater's management systems. Qualitative data come from institutional documents (Statute, Regulations, Positive Action Plan, CUG Reports, etc.) available on the University of Bologna website. The period of reference for the reporting is the 2022 calendar year.

The final document was presented as an Annex to the University 2022 Performance Report, approved at the meeting of the Board of Governors held on 27 June 2023.



The logo to the side identifies aspects taken into consideration to calculate the UGII (*University Gender Inequality Index*) of the University of Bologna, discussed in Section 5.

¹ Directive (2007) – Directive of the Ministry for Equal Opportunities, laying down “Measures to bring about equality and equal opportunities between men and women in public administrations”, published in Official Gazette no. 173 of 27/07/2007.

² D.Lgs. 150/2009 – Legislative Decree 150 of 27 October 2009, “Implementation of Law 15 of 04 March 2009, concerning productivity optimisation in public work and the efficiency and transparency of public administrations”, published in Official Gazette no. 254, Ordinary Supplement no. 197, of 31/10/2009.

³ Gruppo CRUI per il Bilancio di Genere (2019, edited by), Linee guida per il Bilancio di Genere negli Atenei italiani Fondazione CRUI <https://www.crui.it/bilancio-di-genere.html>.

⁴ The Sustainability Report can be found at the link <https://www.unibo.it/it/ateneo/chi-siamo/bilancio-sociale/>.

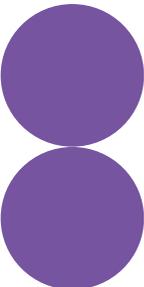
Components and position		Role played in the drafting of the Gender Equality Report*
Promoter	CUG	Promoter
Scientific Committee	<p>Giovanni Molari, Rector Cristina Demaria, Delegate for Equity, Inclusion and Diversity Giorgio Bellettini, Vice Rector for Personnel Martina Vincieri, Chair of the CUG Rebecca L. Orelli, Delegate for Budget and Planning Natalia Montinari, Associate Professor Paolo Luciano Adalberto Manasse, Full Professor Cristian Balducci, Associate Professor Sabrina Gigli, Associate Professor</p>	Management and supervision of the overall project
Operational Committee	<p>Fabio Cumella, Anna Rita D'Archi, Gian Piero Mignoli, Luca Ramazzotti, Nicola Reale, Anja Riceputi, Fabio Rosato, Camilla Valentini, APPC - University Planning and Data Analysis Unit</p>	Coordination of data collection, analysis and processing, document editing
	<p>Ilaria Bolognesi, Alex Rinaldi, Michela Versari, Silvia Zaghetto, APPC – Communications Unit - Graphic Design Office for communication</p>	Graphic design and artwork
	<p>Cristina Gamberi, Research Fellow Blagovesta Guetova, APOS – Induction and Professional Development Unit Anna Zurla, APOS – Personnel Information and Document Systems Unit Elena Bacchetti, Sabrina Pogliani, APOS – Organisational Development and Training Unit</p>	Data and text processing support

* Contact: cug@unibo.it.



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





1.1 REGULATIONS, STATUTE AND CODE OF ETHICS AND CONDUCT

The University guidelines on non-discrimination, gender equality and the promotion of equal opportunities are based on a set of international, European and internal sources.

The principle of non-discrimination, particularly on the basis of gender, is enshrined internationally first and foremost in the Convention on the Elimination of All Forms of Discrimination against Women (United Nations, 1979), ratified by Italy in 1985, which agrees on the adoption of all appropriate measures to eliminate discrimination and the affirmation of the principle of equality. In Europe, in addition to Italy's obligations arising from its membership of the Council of Europe (of particular relevance is the European Convention for the Protection of Human Rights and Fundamental Freedoms, Article 14 of which prohibits discrimination also on grounds of sex), the obligations arising from membership of the European Union are of importance. The Treaty of Lisbon (2009) expressly states that the Union is founded on the values of respect for human dignity and equality (Art. 2) and combats social exclusion and discrimination by pursuing equality between women and men (Art. 3). The Treaty on the Functioning of the European Union commits the Union to promoting gender equality in all its actions (Art. 8) and gives the Council the competence to adopt measures to combat discrimination based, inter alia, on sex (Art. 19). Member State action is promoted in several areas and, in particular, in equality between men and women with regard to labour market opportunities and treatment at work (Art. 153). Declaration No. 19, annexed to the Lisbon Treaty, states that the Union and the Member States must aim to 'combat all kinds of domestic violence' and 'support and protect victims'. The Charter of Fundamental Rights of the European Union, adopted in 2007, adopts the same principles (Arts. 20 and 21), adding that "equality between men and women must be ensured in all areas, including employment, work and pay",

also through the adoption of "measures providing for specific advantages in favour of the under-represented sex" (Art. 23). In this regard, the Union has adopted a number of measures addressed to the Member States including: Directive 79/7/EEC of 19 December 1978 requiring the progressive implementation of the principle of equal treatment for men and women in matters of social security; Directive 92/85/EEC of 19 October 1992 introducing measures to improve the occupational safety and health of pregnant workers and workers who have recently given birth or are breastfeeding; Directive 2004/113/EC of 13 December 2004 implementing the principle of equal treatment between men and women in the access to and supply of goods and services; 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/EC of 7 July 2010 on the application of the principle of equal treatment between men and women engaged in self-employment; and Directive 2019/1158/EU of 20 June 2019 on the work-life balance for parents and caregivers, repealing Directive 2010/18/EU of 8 March 2010 and establishing minimum requirements with a view to achieving equality between men and women with regard to labour market opportunities and treatment at work. Generally speaking, these measures prohibit so-called direct discrimination, i.e., discrimination based explicitly on sex, indirect discrimination, i.e., measures that, while apparently neutral, have the effect of disadvantaging workers of a particular sex, and harassment, i.e., situations in which 'unwanted conduct related to the sex of a person occurs with the purpose or effect of violating the dignity of that person and of creating an intimidating, hostile, degrading, humiliating or offensive environment' (see Article 2(1)(c), Directive 2006/54/EC). On its part, the European Parliament has emphasised the importance of gender budgeting in order to assess the impact of budgetary policies, "by integrating the gender perspective at all levels of the budgetary process and by restructuring revenue and expenditure in order to promote gender equality" (European Parliament

Resolution on *Gender Budgeting* - building public budgets from a gender perspective - 2002/2198).

The Italian Constitution enshrines the principle of equality, understood in both formal terms, as equality before the law, and in substantive terms, as the removal of obstacles that, by limiting de facto the freedom and equality of citizens, prevent the full development of the human person and the effective participation of workers in the political, economic and social organisation of the country (Art. 3, paras. 1 and 2).

Article 37 of the Constitution protects working women in particular. In implementing this multilevel legislation, the Italian legislator has adopted a wide range of measures, among which the following are particularly relevant. In Legislative Decree No 165 of 30 March 2001, laying down 'General rules on the organisation of employment in public administrations', it states that public administrations shall ensure compliance with the principle of equality and equal opportunities between men and women, prohibiting all forms of discrimination, whether direct or indirect, on the basis of, inter alia, gender, with regard to access to employment, treatment and working conditions, professional training, promotions and safety at work (Art. 7, c. 1). Law No. 246 of 28 November 2005 on 'Simplification and Reorganisation of Legislation' provided for the reorganisation of the provisions in force also on equal opportunities (Art. 6), which was provided for by Legislative Decree No. 246 of 28 November 2005 on 'Simplification and Reorganisation of Legislation'. 11 April 2006, No. 198, the 'Code of Equal Opportunities between Men and Women', last amended by Law No. 162 of 5 November 2021. Legislative Decree No. 198/2006 adopted provisions on non-discrimination, equality and the promotion of equal opportunities, among which the preparation by public administrations of positive action plans 'aimed at ensuring [...] the removal of obstacles that, in practice, prevent the full achievement of equal opportunities at work and in employment between men and women' (art. 42 et seq., particularly art. 48). In the same vein, Article 21 of Law No. 183 of 4 November 2010, so-called "Collegato lavoro", amended art. 57 of Legislative Decree No 165, establishing the Guarantee

Committee for Equal Opportunities, Employee Well-being and Non-Discrimination at Work (CUG) On this basis, the Minister for Public Administration and Innovation and the Minister for Equal Opportunities adopted the Guidelines on how the CUGs operate (Directive of 4 March 2011), which can be adapted to the needs of the various administrations in the exercise of their autonomy. More recently, Directive No. 2/2019 containing "Measures for promoting equal opportunities and strengthening the role of the Single Guarantee Committees in public administrations" updated the guidelines contained in the aforementioned Directive of 4 March 2011.

In the same vein, the Gender Equality Report becomes a tool for analysing the impacts of public expenditure and policies on women and men, in line with the directives of the Ministry for Equal Opportunities and the Legislative Decree No 150 of 27 October 2009, on the optimisation of public work productivity and the efficiency and transparency of public administrations.

Consistently with the framework outlined above, the University adopts equal opportunities policies, understood broadly, not only in terms of gender differences between men and women, but also on aspects relating to social and labour inclusion. In this regard, the main provisions are laid down in the University Statute (R.D. No 1203 of 13 December 2011, amended and supplemented by R.D. No 739 of 28 June 2017), in the Code of Ethics and Conduct (R.D. No 1408 of 1 October 2014) and in the Code of Conduct for the Prevention of Sexual and Moral Harassment (R.D. No 611 dated 22 May 2020).

The Statute devotes a specific provision among its guiding principles to the topic of non-discrimination, equality and equal opportunities. Article 2.6 specifies, in fact, that:

"a) The University is committed to guaranteeing respect for the constitutional principle of equal opportunities in access to studies, staff recruitment and career advancement, as well as balanced gender representation in candidacies and in collegiate bodies, as well as in any other aspect of academic life. b) The University shall endeavour, also through appropriate

tools and initiatives, to strengthen awareness of equal opportunities issues and problems in order to generate a widespread, common consciousness among all members of the university community”.

The Statute also provides for special provisions to ensure equal opportunities in the candidatures for the Bodies, including in particular the Academic 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). The Statute also provides for the establishment of the CUG, thus implementing the provisions of national legislation (Article 14). Lastly, the Rector established the position of Confidential Counsellor, with the task of preventing, managing and facilitating the resolution of cases of discrimination, harassment and mobbing, also in cooperation with the CUG.

The Code of Ethics and Conduct represents the reference tool for ethically governing the University's internal and external relations. With this in mind, it identifies the fundamental values of the entire university community, promotes the recognition and respect for individual rights and freedoms, specifies the ethical and social duties and responsibilities towards the institution to which it belongs. It also defines the rules of conduct to be adopted in relations with those who directly or indirectly come into contact with the University, including the rejection of all forms of both direct and indirect discrimination, the promotion of a culture of equal opportunities, the fight against sexual and moral harassment, all forms of nepotism and favouritism, and the abuse of one's position in internal and external relations. More specifically, Section III of the Code implements Presidential Decree No 62 of 16 April 2013, concerning the adoption of the code of conduct for public employees, and defines the obligations of conduct related to service activities, applicable, where compatible, also to those who collaborate and provide consultancy in any capacity in the University. These provisions also extend to the collaborators of entities performing works or supplying goods or services on behalf of the University, in the manner approved by the

Board of Governors (Article 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 combating 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 ROLES IN CHARGE OF THE PROMOTION OF EQUAL OPPORTUNITIES

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

Established by Law 183/2010, set up at the University in late 2013 and in operation since January 2014, the CUG has replaced the previous Committee for Equal Opportunities and Joint Committee against Mobbing. The CUG has several duties such as making proposals, providing advice and monitoring progress to develop equal opportunities, enhance well-being in the workplace and fight discrimination, within the scope of its responsibilities as laid down by law and by Article 14 of the University Statute. It makes use of the University's services dedicated to promoting well-being in the workplace and works in collaboration with the other roles and facilities at Alma Mater in charge of the protection and promotion of equal opportunities and employee well-being. In carrying out its duties, it may also rely on the collaboration of the local Equality Councillor, exchanging information and good practices, developing cooperation agreements, initiatives

and joint projects in specific areas. In particular, within the responsibilities provided for by law and by the University Statute, the CUG may perform the following tasks:

- suggest positive action plans aimed at promoting equal treatment at work and a culture of equal opportunities, also in relation to the initiatives and tools that the University may implement in accordance with Article 2.6, point (b) of the University Statute;
- suggest actions and projects aimed at promoting employee well-being, such as cognitive surveys and climate surveys designed to know, prevent and fight all forms of discrimination, psychological distress and mobbing;
- give non-binding opinions on staff training programmes, flexible working arrangements and work-life balance measures;
- monitor the results of the positive actions, good practices in matters of equal opportunities, and employee well-being policies, also by submitting training programmes to the competent bodies.

GUG MEMBERS	MANDATE 2021/2025***
President	Martina Vincieri
Staff Representatives	Standing members: Cinzia Castelluccio, Roberta De Falchi, Chiara Sirk; Substitute members: Valentina Filippi, Valeria Guidoni, Jolanda Gigli.
University Representatives	Standing members: Cristian Balducci (Vice Chair), Mara Casale; Substitute members: Paolo Manasse, Hilary Profeta, Natalia Montinari.

*** Members appointed by R.D. 2052/2021, Protocol no. 0305628 of 01/12/2021. The *Regulation for the establishment and functioning of the Guarantee Committee for Equal Opportunities - CUG of Alma Mater Studiorum - Università di Bologna*, issued by Rector's Decree 1448/2021 of 29/09/2021, envisage the appointment of the same number of standing and substitute members.

Confidential Counsellor

The position has been held by Professor Fiorella Giusberti since 23 November 2021. The Confidential Counsellor is appointed by the Academic Senate at the proposal of the Rector. This role is considered *above the parties*, and called upon to listen and engage in dialogue in support of the University community 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. While the Confidential Counsellor is unable to take action in Court, she does have functional autonomy and facilitate preventive actions and settlements. Working together with the academic structures, she also promotes a culture of gender and non-discrimination.

All those who contact the Confidential Counsellor are entitled to maximum confidentiality. During 2022, the Confidential Counsellor saw 88 people (67% researchers and professors, 22% professional staff, 11% students). Her cooperation with the CUG, the Vice Rector for Personnel, the Vice Rector for Research and the Delegate for Students proved especially fruitful.

Vice Rector for Human Resources, Delegate for Equity, Inclusion and Diversity, Delegate for Employee Well-being

The Rector has delegated the employee well-being and promotion of equal opportunities functions to the Vice Rector for Personnel, Giorgio Bellettini, coordinating with the Delegate for Equity, Inclusion and Diversity, Cristina Demaria, and the Delegate for Employee Well-Being, Paola Villano.

The functions of the Vice Rector include:

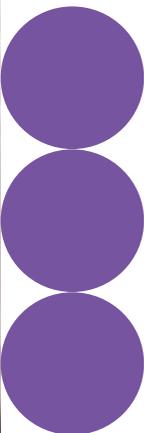
- three-year planning of Teaching and Professional Staff;
- evaluation of the teaching, research and management tasks of full and assistant professors for the purpose of assigning three-year salary increases and awarding any bonuses;
- interventions to facilitate successful induction of newly hired Teaching and Professional Staff;
- the definition of initiatives aimed at preventing and resolving disputes with the various categories of personnel;
- definition of initiatives to implement equal opportunities and support staff with disabilities;
- design of work methods promoting work-life balance.

By virtue of the powers conferred upon him, the Vice Rector for Personnel also helps define the guidelines established by the Director General and the Rector Delegate in the Public Delegation for Supplementary Bargaining.



2.
POSITIVE
ACTION
PLAN AND
INITIATIVES
IMPLEMENTED





2.1 THE POSITIVE ACTION PLAN⁵

The Positive Action Plan is a planning document aimed at introducing positive actions into organisational and work processes, related to the implementation of plans for redressing gender imbalances and unfairness between men and women working at a certain organisation. This tool, introduced by Law 125/1991 and Legislative Decree 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 (D.Lgs. 198/2006, Article 48, para. 1).

Prepared by the CUG and approved by the Alma Mater Board of Governors held on 29 April 2022, the University of Bologna 2022-2025 Positive Action Plan envisages measures within 4 macro-areas, summarised as follows:

Training, awareness and communication activities, directed towards the Unibo community and/or the public. The measures cover both training and communication actions via the University website area dedicated to the CUG, as well as the organisation of conferences/seminars on organisational well-being, equal opportunities and non-discrimination in the workplace. The training intended for University staff covers the following aspects, among others:

- occupational well-being and mental health, to strengthen knowledge of critical situations such as stress, emotional exhaustion and burnout and, at the same time, the tools and strategies to combat them;
- remote work, to strengthen knowledge on the legal framework of the subject and the profiles of communication and collaboration in *virtual teams*, the role of trust in remote work, the ergonomics of remote workstations, and the risks in general associated with a virtual work environment;
- management of work demands, to provide the fundamentals of certain strategies, aimed at better adaptation to increasing work demands, which fall into the area of *stress management*;

- protection of one's own well-being through an appropriate lifestyle, to raise awareness on the importance of recovery (rest and leisure activities) and the adoption of correct lifestyles for employee well-being.

Awareness actions include the establishment of awards (at graduate and doctorate level and for cultural initiatives) relevant to the functions addressed by the Committee, as well as the promotion of periodic events to present the activities undertaken by the CUG.

Measures to promote and protect equal opportunities, including:

- the collection and analysis of gender-disaggregated data for the purpose of the production and publication of an annual Gender Equality Report by the University, as well as its dissemination, as a tool for transparency and orientation of internal decisions, in favour of the promotion of positive actions aiming to restore the gender balance, ensuring equal opportunities and eliminating obstacles to women's careers;
- collaboration on the implementation of the University's Gender Equality Plan 2021/2024 and periodic checks on its progress (<https://www.unibo.it/it/ateneo/chi-siamo/piano-di-uguaglianza-di-genere>);
- the dissemination of the recent Guidelines approved by the University on gender balance and equal opportunities, the "Guidelines for the visibility of gender in the institutional communication of the University of Bologna" and the "Guidelines to promote equal opportunities and gender balance at events and in the composition of the work groups and committees of the University of Bologna".

Internal and external networking actions, aimed at discussion and collaboration with the CUGs of other universities and other administrations and external national and international bodies, in order to promote participation, also through sponsorship, in

⁵ Available in full at this page: www.unibo.it/CUG.

specific initiatives and study/work groups on the issues of equal opportunities in gender, employee well-being and the fight against discrimination.

Measures to promote employee well-being and the work-life balance.

The CUG incisively promotes awareness of the University's instruments and bodies responsible for the protection and promotion of equal opportunities, employee well-being and work-life balance. Actions to this end concern:

- the preparation and regular updating of documents presenting the network of services made available to people working at the University of Bologna;
- the creation of an information/discussion brochure (in the form of a dictionary) on psychosocial risk factors in the working environment and on stress and burnout;
- the organisation of meetings at the University's facilities in order to promote the University's protection figures and mechanisms, including the CUG and the Positive Action Plan (2022-2025);
- the collection of information through an anonymous survey among the University's workers on situations of discomfort experienced at work, in order to raise awareness on negative behaviour and related prevention and protection tools through the production of a short play or video;
- the strengthening of the psychological counselling service for staff, with the possibility to extend the number of problems intercepted, in order to provide counselling on a wider variety of situations detrimental to employee well-being.

The CUG also intends to strengthen active cooperation with the sectors/actors involved in the assessment of work-related stress risks, with a view to conducting periodic evaluation surveys and formulating positive actions also in this area. On these aspects, the CUG coordinates with the units and figures in charge of work-related stress management in the University.

A further action promoted is the development of an organisational policy on disconnection from work that provides suggestions and recommendations on aspects of work organisation and activities relevant for this purpose.

2.2 ACTIVITIES CARRIED OUT IN 2022⁶

Training, awareness and communication activities

- Organisation of a cycle of online training seminars on “Employee Well-Being and mental health”, delivered via Microsoft Teams. The cycle was aimed at all University staff, including non-permanent staff, of any level and role, with a view to discussing well-being and mental health, social stressors, the new risks linked to changes in the working environment and working methods. The training was implemented with the collaboration of professors from the University and other universities.
- Organisation of a seminar entitled ‘Employee Well-being: the role of management’, aimed at those in positions of responsibility in the University, delivered online on the Microsoft Teams platform. The initiative complemented the cycle of meetings “Employee Well-being and mental health”, targeting all University staff as part of the positive actions proposed by the CUG for 2022, in order to promote equal opportunities, the enhancement and well-being of employees and to combat discrimination, and was promoted during the “European Occupational Health and Safety Week, 24-28 October”.
- Participation in the Ceremony entitled “Against Gender Violence, Against All Violence” in memory of the student Emma Elsie Michelle Pezemo, enrolled in the Degree Programme in Sociology and Social Work, who was a victim of a heinous femicide.
- Organisation, in cooperation with the Delegate for Equity, Inclusion and Diversity, of an event entitled “From guidelines for gender visibility in institutional communication to the use of female professional names”. The event was an opportunity to present the ‘Guidelines for the visibility of gender in the institutional communication of the University of Bologna’, aimed at promoting greater linguistic awareness and a non-discriminatory use

of language, as well as to reflect on the issue of the feminine form of professional names.

- Participation in the organisation of the blended conference held on the International Day Against Violence Against Women, entitled ‘*Women on the Move through Relationships*’. The conference aimed to be an opportunity for reflecting on the theme of violence against women, investigating the roots, representations and implications of this phenomenon. The interdisciplinary perspective allowed for an innovative and productive discussion between different spheres of knowledge, with the presence of representatives of institutions in dialogue with scholars on violence against women.
- Development of its own institutional website (www.unibo.it/CUG), where the materials on the conferences organised are available. Continuous updating of the other areas of the Committee website as a way to disseminate a number of initiatives and events held directly by the CUG or organised by other University Facilities, as well as initiatives of national importance.
- Funding of four attendance fees (€ 400.00) for Professional Staff to participate in the Summer School of the Italian Women Historians’ Society (Società Italiana delle Storiche – SIS), called “Gender and capitalism. History and theoretical perspectives”, held from 24 to 28 August 2022 with remote participation via the Zoom platform.

⁶ For a full reporting of the positive actions taken and the corresponding indicators, reference is made to this page. www.unibo.it/CUG.

Measures to promote and protect equal opportunities and measures to promote internal and external networking

- Production of the Gender Equality Report of the University of Bologna, which covers data for year 2021 and was published on the University website (www.unibo.it/bilanciodigenere). The document is also available in English, to facilitate its circulation worldwide (<https://www.unibo.it/en/university/who-we-are/gender-budgeting/gender-equality-annual-report>). The seventh edition of the Gender Equality Report of the University of Bologna encapsulates the recent debate and growing awareness about phenomena of segregation and gender discrimination, and their impact on the realisation of equal opportunities both within our University and at a country level. The figures presented allow to bring into focus the strengths and criticalities of our institution, thus making the Gender Equality Report a strategic document that stimulates reflection on the possible positive actions to implement, on the one hand, and a map from which to start to draw a path towards full gender equality for all the members of the University community – students, teaching and professional staff – on the other.
- Collaboration of the CUG in the implementation of the University's Gender Equality Plan 2021/2024 and periodic checks on its progress (<https://www.unibo.it/it/ateneo/chi-siamo/piano-di-uguaglianza-di-genere>).
- Promotion of various meetings and exchanges with the Confidential Counsellor, the Prevention and Protection Service, the Head of the Personnel Division, the Organisational Development and Training Unit and the Induction and Professional Development Unit (Inclusion and Work Protection Office) of the Personnel Division, the Vice Rector for Personnel, the Rector Delegate

for Employee Well-Being, the Rector Delegate for Equal Opportunities, Inclusion and Diversity, and many professors, assistant professors, professional staff managers and employees, consolidating the cooperation channel with the University of Bologna's "Research Observatory on Femicide and other forms of violence against women". With regard to this collaboration, the CUG promoted the publication of a call for applications in November 2022 for a contract to carry out research support and updating activities in connection with the maintenance of the Observatory's website. The purpose of these actions was to continue the previous debates, launching networking activities involving various roles and players who, on various levels, are in charge of safeguarding and enhancing employee well-being and at identifying initiatives to be implemented synergically.

- Cooperation with the corresponding Committees at other Administrations interested in participating in the initiatives organised for the benefit of and towards equal opportunities and employee well-being, and against discrimination. Collaborative relations and the exchange of good practices were undertaken, in particular, with the CUGs of AUSL Bologna and ER.GO, the Regional Agency for the Right to Higher Education.
- Production of an interview of the Chair of the CUG on the 2022-2025 Positive Action Plan released in June 2022 and subsequently published in 'Il CUBo', the online magazine of the Circolo Università di Bologna, in the "Visioni dall'interno" section (<https://www.circolocubounibo.it>). Active participation in the periodic meetings of the National Forum of CUGs and the "Committee for health and safety, also from a gender, age and disability perspective" of the National Forum of CUGs.
- Continued collaboration with the non-profit Casa delle Donne per non subire violenza Onlus (Women's Refuge) in Bologna. Activation of synergies with CUGs of other universities

and public bodies, with a view to promoting initiatives related to the functions of the Committee.

Measures to promote employee well-being and the work-life balance

- Participation in the working party tasked with analysing matters associated with the risk of work-related stress at the University. The contact persons for the CUG are the Chair and the Vice Chair. Promotion of the knowledge of the various figures and responsibilities in the field of Equal Opportunities and Employee Well-being operating in the University through the training session that the University organises for newly recruited TA staff: 'UniBOOST - Stimuli and knowledge for a good start'. During this session, held on two different editions of the meeting, the Vice Chair of the CUG presented the functions of the Committee and the Positive Action Plan approved for the four-year period 2022-2025. High-impact strengthening and promotion of the knowledge of the university tools and bodies devoted to the protection and promotion of equal opportunities, employee well-being and work-life balance, through the preparation and periodical updating of documents presenting the network of services made available to people working at the University of Bologna. The creation of an information/discussion brochure (in the form of a dictionary) on psychosocial risk factors in the working environment and on stress and burnout. Publication of a call for applications for the recruitment of a registered psychologist to conduct an anonymous survey among male and female workers at the University of Bologna, aimed at raising awareness of our working environment and promoting targeted awareness-raising actions.
- Support, aid, help and advice provided to colleagues requesting assistance when dealing with work-related psychological distress, reports of potential discrimination and problems related

to achieving work-life balance.

- Work to check whether requests and observations promoted by the CUG are accepted by the University and implemented correctly.

RISPETTO E DIGNITA' PER LE DONNE

SE TI PICCHIA NON TI AMA



HELPDESK AGAINST GENDER-BASED VIOLENCE

The service, launched in October 2022, offers a protected environment for counselling and providing support for the various forms of violence that can occur both within and outside the university, by partners, family members, acquaintances and strangers. The service is aimed at the entire University of Bologna community: students, professional staff, teaching and research staff, collaborators of the University in their various capacities, CEL, foreign language assistants, tutors, language trainers and research fellows. The helpdesk is managed by Casa delle donne per non subire violenza (Women's Refuge) in Bologna.

The service is free of charge and offers: individual interviews; telephone counselling; activation of the emergency procedure for the immediate protection of the person suffering violence; information on services, figures and institutional bodies of the University; basic information on legal aspects; interaction with the network of services and local associations.

The helpdesk operates in compliance with the right to anonymity, the rights of the person and any witnesses and the confidentiality of the data and information acquired. The helpdesk is available remotely to ensure Multicampus coverage; it is also available in English.

<https://www.unibo.it/SportelloAntiviolenza>

<https://www.unibo.it/HelpdeskAgainstViolence>

Emma Pezemo

At the beginning of May 2021, our University community was directly affected by a case of femicide: Emma Pezemo, a student enrolled in the University of Bologna, was killed by her partner. In memory of the student violently murdered by her boyfriend, the Unibo community immediately took a number of empathic actions to remember Emma, naming a lecture hall in the Department of Sociology and Business Law where Emma studied, aiming to keep her memory and her determination and passion for study alive, and awarding her a Degree in Memoriam.

The Red Bench against violence against women at Alma Mater

At a time when femicides and violence against women appear far too frequently in the Italian news, it is incumbent upon 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 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 warning against violence against women, a red bench can be found in the Cortile del Pozzo at Palazzo Poggi, the Rectory in Via Zamboni, 33, Bologna. A second red bench is on the Ravenna Campus in the Piazzetta degli Studenti in Via Mariani 5, opposite the entrance to the Central Library, accompanied by an artistic mosaic plaque, the result of the synergy between the Campus and the Fine Arts Academy of Ravenna. The bench serves as a warning against femicides, while simultaneously symbolising the strength and resilience of women.

2.3 THE ALMA MATER GENDER EQUALITY PLAN 2021-2024

Building on the experience of the first Gender Equality Plan (GEP 2017-2020), the University of Bologna answered the call from the Directorate-General for Research and Innovation of the European Commission, which established, in the framework of Horizon Europe, the mandatory requirement of having a GEP for all public institutions wishing to receive European funds for research. Thus, in October 2021, the University Governing Bodies approved our Gender Equality Plan 2021-2024.

This is a planning document aims to implement actions and projects to reduce gender inequalities and to enhance diversity with regard, for example, to age, culture, physical ability, sexual orientation and plurilingualism. The process of drafting the GEP was discussed also within the working group created by the CRUI, in which Bologna played an active role, and involved the senior political and management positions of the University, as well as a larger working group embracing people working on gender and intersectionality issues, with different background and

knowledge. The structure of the Plan is in line with the five minimum areas indicated by the Commission, which are broken down into different objectives. The first area concerns work-life balance, organisational culture and combatting stereotypes; the second area pursues gender balance in senior management positions and in decision-making bodies; the third area aims at gender equality in recruitment and career progression; the fourth area seeks incorporation of the gender dimension and of intersectionality into research, teaching and third mission; finally, the fifth area concerns combatting gender-based violence and moral and sexual harassment.

In 2022, as can be seen from the different sections of this Gender Equality Report, individual actions continued and several of the actions planned in 2022 were implemented.



3.
GENDER
COMPOSITION
AT ALMA MATER





3.1. OVERVIEW

The total number of students, Research Staff⁷ and Professional Staff (TA) of the University of Bologna has exceeded 100,000 (Table 1 and Figure 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 (including Foreign Language Assistants and Foreign Language Instructors – 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 professors grew between 2018 and 2021 continuously, albeit slowly and then stabilised in 2022 (Figure 2).

⁷This category includes teaching staff - Full Professors, Associate Professors, Senior Assistant Professors (RTI), fixed-term Junior (RTDa) and Senior (RTDb) Assistant Professors, and Research Fellows. See EU – Directorate-General for Research and Innovation (2019), She Figures 2018, European Commission, Brussels.

TABLE 1 – DISTRIBUTION OF PEOPLE BY GENDER – ABSOLUTE VALUES (2020-2022)*



	2022			2021			2020		
	Women	Men	Total	Women	Men	Total	Women	Men	Total
Students**	49,930	38,755	88,685	50,337	39,126	89,463	48,278	37,989	86,267
of which enrolled (1st/single cycle)	8,686	6,758	15,444	9,272	7,204	16,476	8,690	6,662	15,352
PhD students**	1,149	1,268	2,417	965	1,117	2,082	840	955	1,795
of which enrolled in 1st year	473	497	970	400	443	843	285	344	629
Students of Specialisation Schools***	1,532	1,234	2,766	1,466	1,168	2,634	1,098	923	2,021
of which enrolled in 1st year	406	329	735	600	453	1,053	463	358	821
Research Fellows	651	647	1,298	590	637	1,227	556	646	1,202
Teaching Staff	1,300	1,876	3,176	1,230	1,772	3,002	1,163	1,691	2,854
Managers	11	7	18	8	9	17	9	7	16
TA Staff (EP, D, C and B) and CEL****	2,063	1,072	3,135	1,974	1,019	2,993	1,932	998	2,930
TOTAL	56,636	44,859	101,495	56,570	44,848	101,418	53,876	43,209	97,085

* From here on, reference is made to the following classifications.

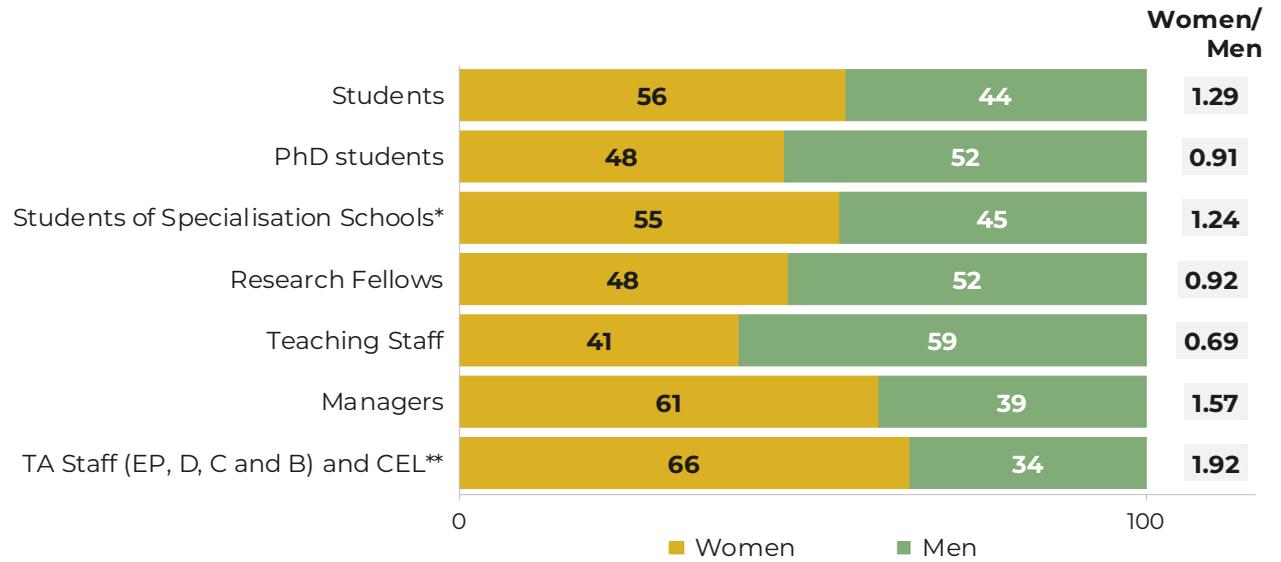
- For the student population, *the International Standard Classification of Education* (ISCED 2011): Students belong to ISCED 6&7 and PhD students to ISCED 8;
- For research staff, the categories provided for in the *She Figures Report*, compiled by the European Commission: Research Fellows (grade D), Senior Assistant Professors and fixed-term Junior/Senior Assistant Professors (grade C), Associate Professors (grade B), Full Professors (grade A).

** Values refer to a.y. 2022/23, 2021/22 and 2020/21, respectively.

*** Values refer to a.y. 2021/22, 2020/21 and 2019/20, respectively.

**** Including Agricultural Workers (2 men in 2022 and 2021, 4 men in 2020).

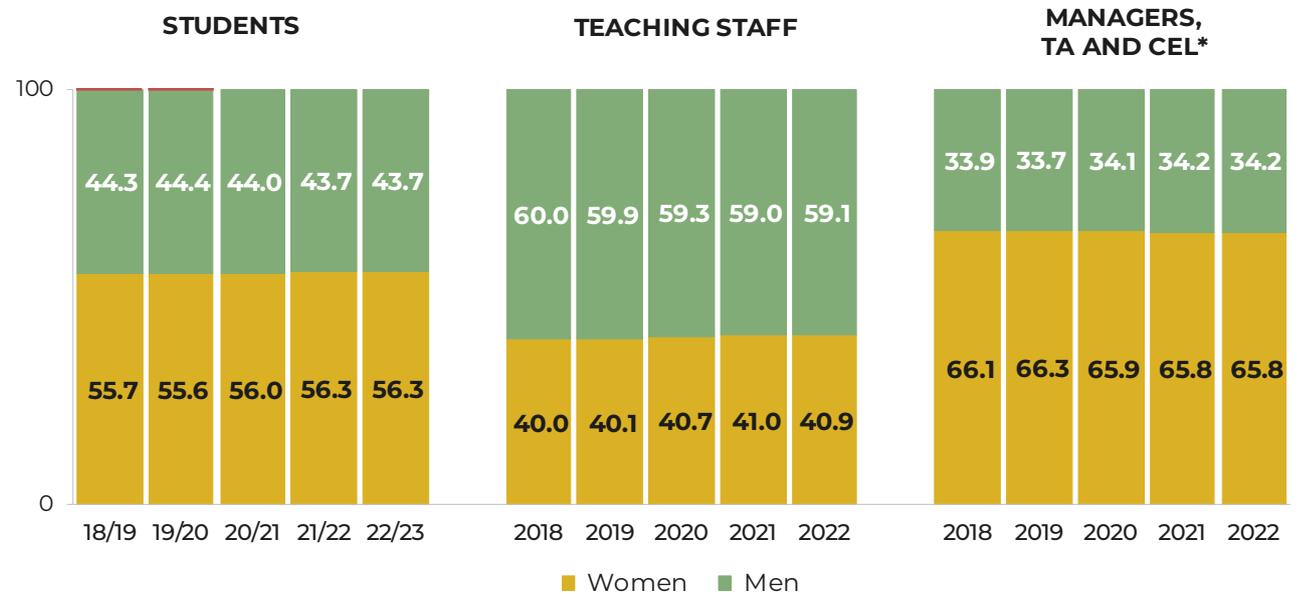
FIGURE 1 – DISTRIBUTION OF PEOPLE BY GENDER – PERCENTAGE (2022)



* Values referred to a.y. 2021/22.

** Including the 2 Agricultural Workers.

FIGURE 2 – STUDENTS, TEACHING STAFF AND TA STAFF BROKEN DOWN BY GENDER – PERCENTAGE (2018-2022)



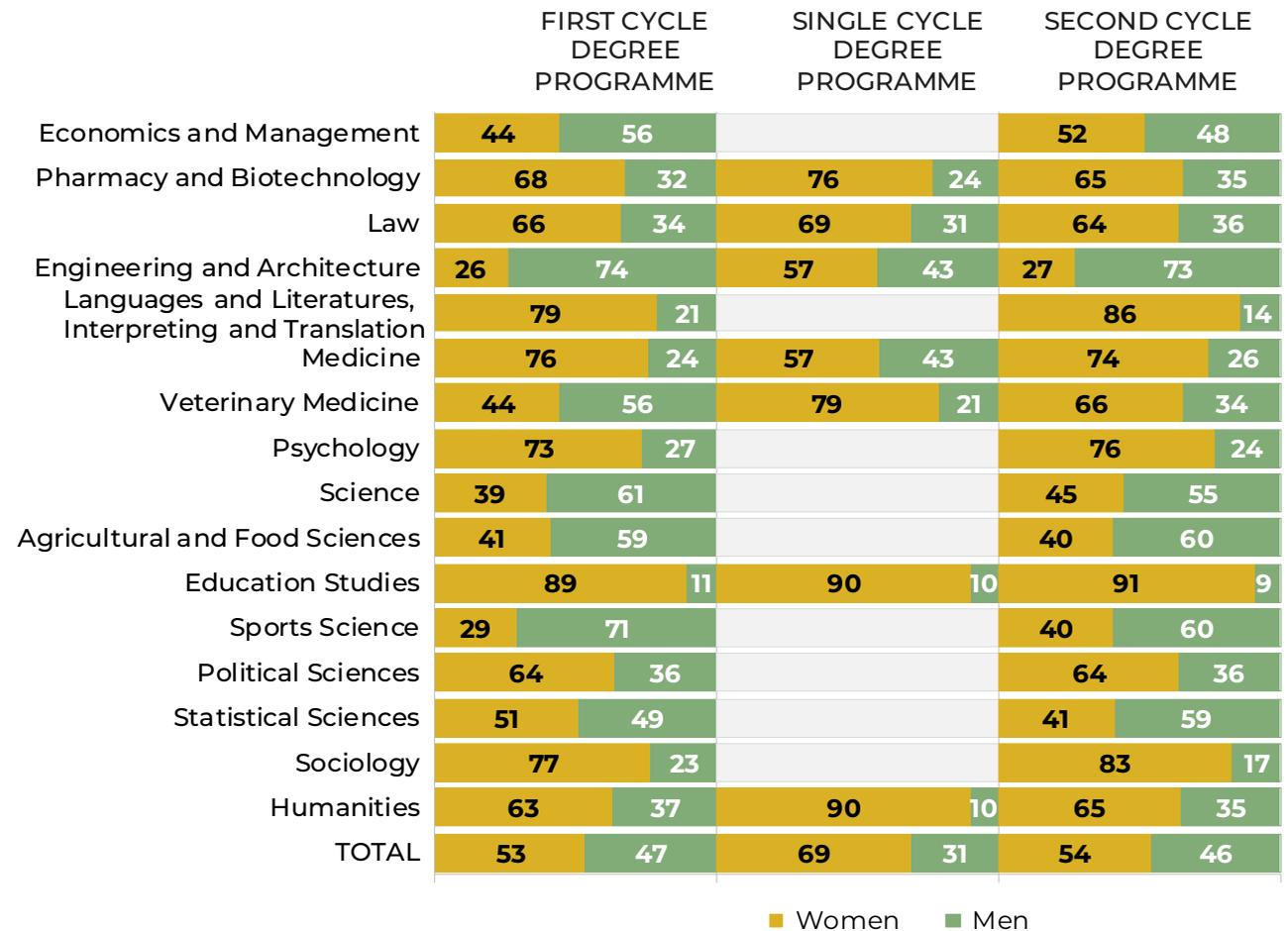
* Including Agricultural Workers.

3.2 THE STUDENTS

The breakdown of students by Area and gender confirms the ingrained perceptions of degree programmes, i.e. greater presence of male students in technical and scientific degrees and a prevalence of female students in humanities (Figure 3). Taking into account the greater presence of women among students as a whole (56%), there are Areas with a strong female prevalence (Education Studies, Languages and

Literatures, Interpreting and Translation, Sociology and Psychology), a moderate female prevalence (Humanities, Pharmacy and Biotechnology, Law and Political Sciences), a moderate male prevalence (Agricultural and Food Sciences and Science) and a strong male prevalence (Engineering and Architecture – excluding the two single cycle programmes, i.e. Architecture and Building Engineering-Architecture, where women prevail – and Sports Science).

FIGURE 3 – STUDENTS BROKEN DOWN BY AREA, CYCLE* AND GENDER – PERCENTAGE (A.Y. 2022/23)

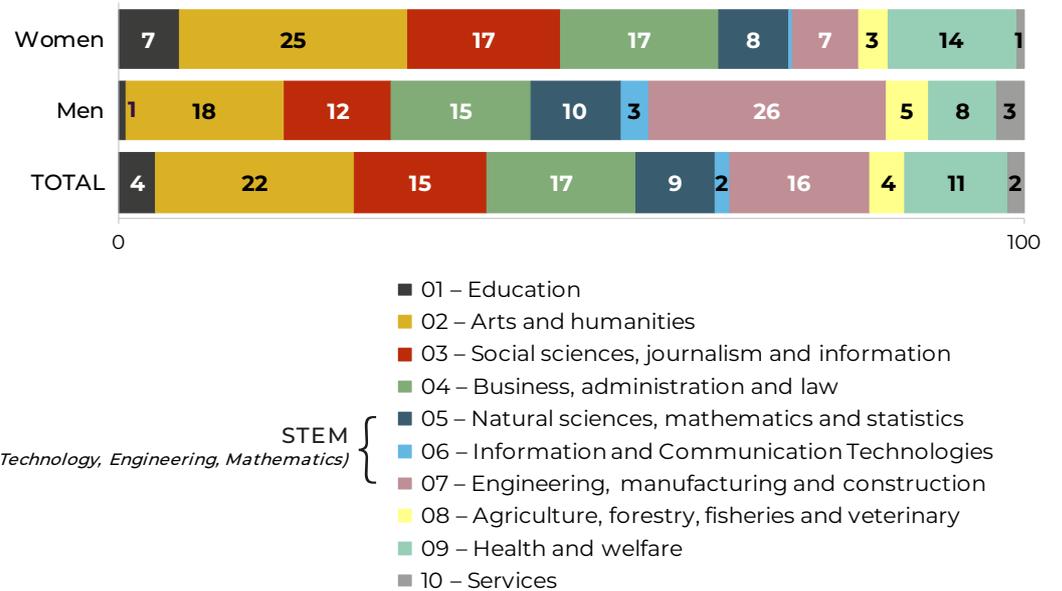


* The chart does not include male and female student enrolled in the previous degree programme system (prio to Ministerial Decree 509/99) (591 students).

FIGURE 4 – STUDENTS ENROLLED IN THE 1ST YEAR OF FIRST AND SINGLE CYCLE DEGREE PROGRAMMES BROKEN DOWN BY GENDER AND ISCED SUBJECT AREA – PERCENTAGE (2022/23 COHORT)



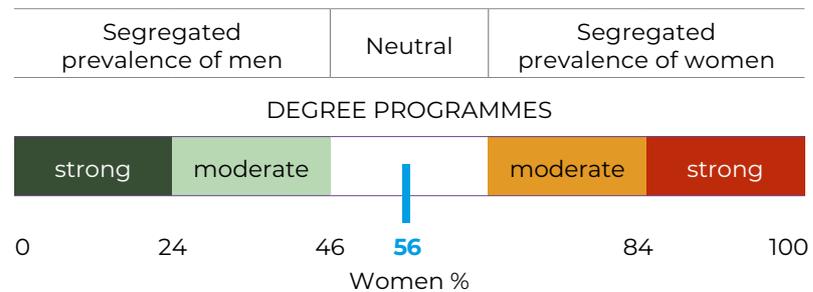
The Figure 4, which shows the students enrolled in the 1st year of first cycle and single cycle degree programmes and is based on the ISCED classification so as to allow comparison on an international scale, confirms the relationship between gender and the university degree programme chosen.



⁸ It has been decided to take as an equilibrium point the percentage of female students in the Italian university system in the most recent five-year period (currently 2018/19 – 2022/23), rounded to the nearest whole number. The thresholds that separate gender-neutral from segregated degree programmes, and strongly segregated from moderately segregated degree programmes, are calculated based on odds ratios. For instance, the threshold for programmes with strong female segregation (84%) compared to the equilibrium value (56%) corresponds to an odds ratio of 4, i.e. the ratio of 84%/16% and 56%/44%; likewise, the threshold for programmes with strong male segregation can be obtained also in this case by adopting an odds ratio of 4. To calculate the thresholds (46% and 66%) that identify gender-neutral courses, the odds ratio of reference is 1.5. Threshold percentages have been rounded to the nearest whole number.

In classifying degree programmes based on gender segregation, starting from the Gender Equality Report (2020) of the University of Bologna, consideration was given to the overall prevalence of women among students; hence, a non-symmetrical criterion was introduced. The method used is presented in the following chart. Degree

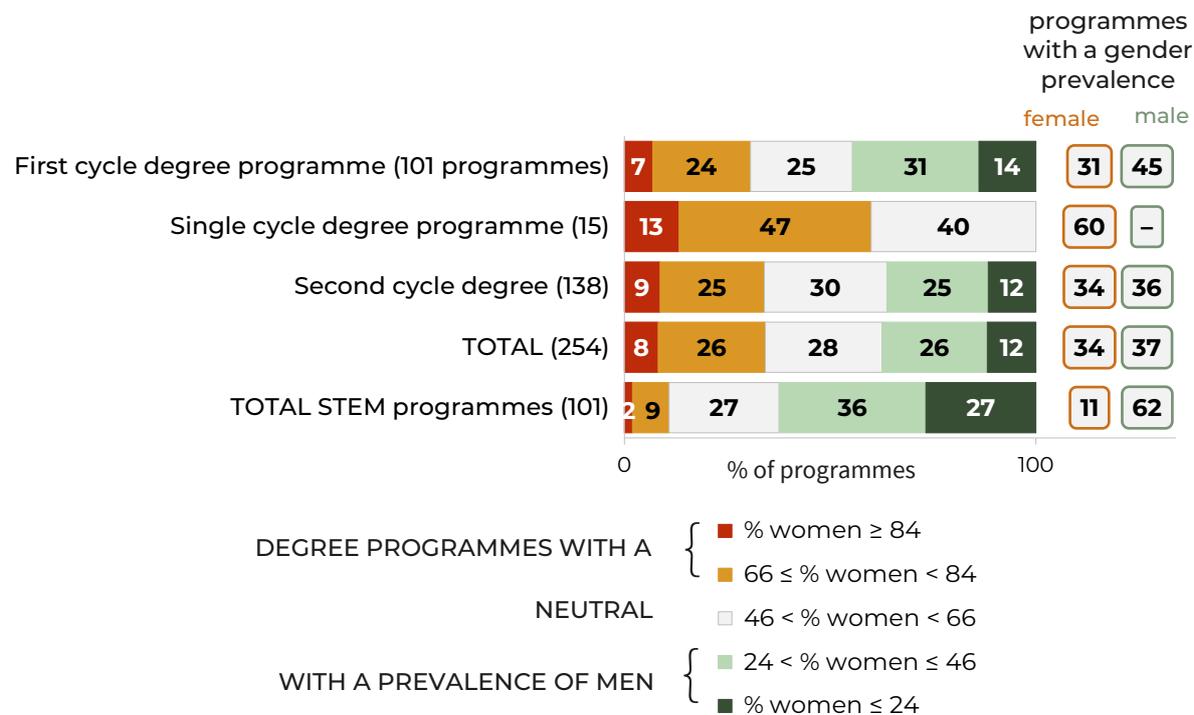
programmes are considered to be gender neutral if 56% (or between 46% and 66%) of the total students are women, to be segregated with a prevalence of women if at least 66% of the total students are women, and to be segregated with a prevalence of men if women do not exceed 46%⁸.



Based on the classification obtained (Figure 5) shows that 72 degree programmes out of 254 (28%) are gender neutral, 87 programmes (34%) are segregated with a prevalence of women and, by contrast, 95 programmes (37%) are segregated with a prevalence of men. We can see that 20% of the degree programmes are strongly segregated (8% with a prevalence of women and 12%

with a prevalence of men) and that no single cycle degree programme is segregated with a prevalence of men. In the STEM subjects (*Science, Technology, Engineering, Mathematics, i.e. the ISCED categories 05, 06 and 07*), programmes with a prevalence of men make up 62% of the total, while programmes with a prevalence of women are only 11%.

FIGURE 5- DEGREE PROGRAMMES WITH GENDER SEGREGATION BROKEN DOWN BY CYCLE* – PERCENTAGE (A.Y. 2022/23)



*In counting programmes, students enrolled in different systems of the same course of study have been considered as pertaining to the same degree programme. Programmes from the previous degree programme system (prior to Ministerial Decree 509/99), programmes outside of the system after Ministerial Decree 270, and programmes with less than 10 students in 2022/23 have been excluded.

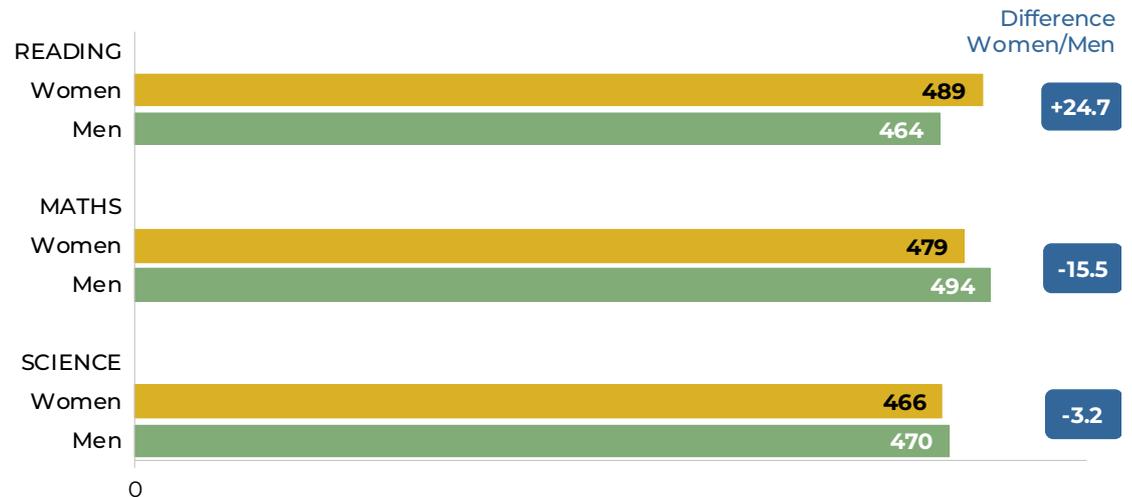
This confirms the persistence in the Alma Mater of gender inequality by subject discipline, which exists at the national (see also section 5.2) and international levels and which falls under the category of so-called “horizontal segregation”⁹.

Naturally, gender segregation by subject area arises from situations, expectations and propensities that develop prior to starting university. In this regard, we would firstly like to emphasise the gender differences that can be observed among enrolled students already in their choice of secondary school (Figure 7), with a clear over-representation of females in classical, linguistic and teacher training courses and, conversely, of males in

scientific high schools and technical institutes.

Further insights can also be gleaned from the results of the Programme 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 (Figure 6). With regard to young Italians in 2018, girls overall outperformed boys in reading and boys outperformed girls in mathematics, while performance in science was 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 mathematics¹⁰.

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

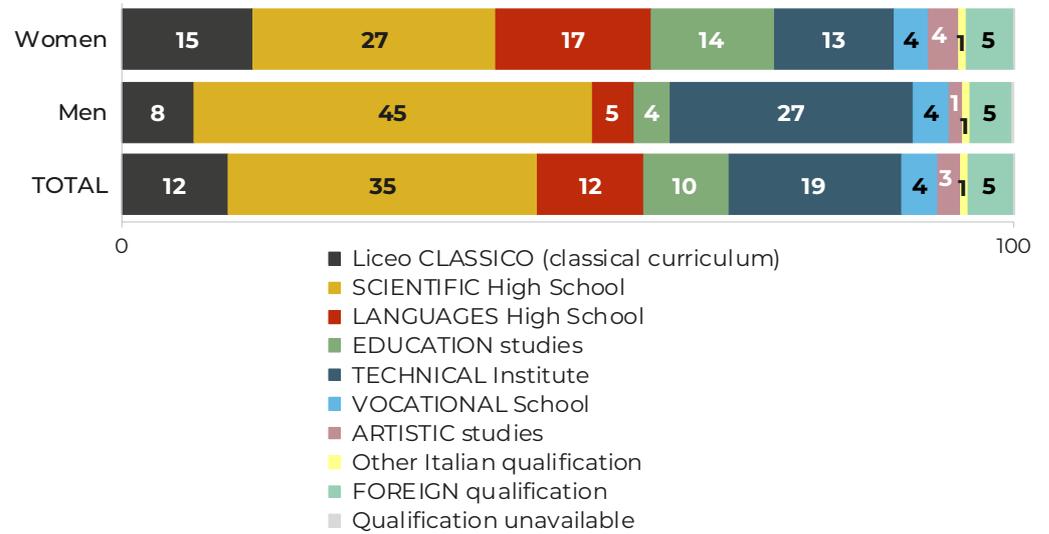


Source: OECD PISA 2018 REPORT

⁹ 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.

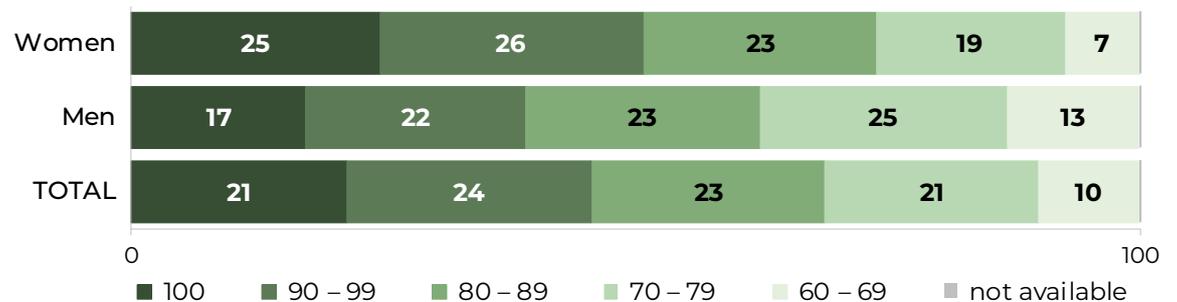
¹⁰ “The gender disparities in the results are a serious cause for concern in that they can have long-term consequences for the personal and professional futures of the children. [...] Over the last ten years, many countries have made significant progress in reducing and even closing the gender gap in 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 at https://www.invalsi.it/invalsi/ri/pisa2018/docris/2019/Rapporto_Nazionale.pdf). A new OECD survey on this topic was conducted between 17/3/2022 and 29/4/2022, the results of which will be available from the end of 2023.

FIGURE 7 – STUDENTS ENROLLED IN THE 1ST YEAR OF FIRST AND SINGLE CYCLE DEGREE PROGRAMMES BROKEN DOWN BY SECONDARY SCHOOL DIPLOMA – PERCENTAGE (2022/23 COHORT)



Having regard to the secondary school graduation mark, female students enrolled in the 1st year of a degree programme in 2022/23 had better results than their male counterparts (Figure 8).

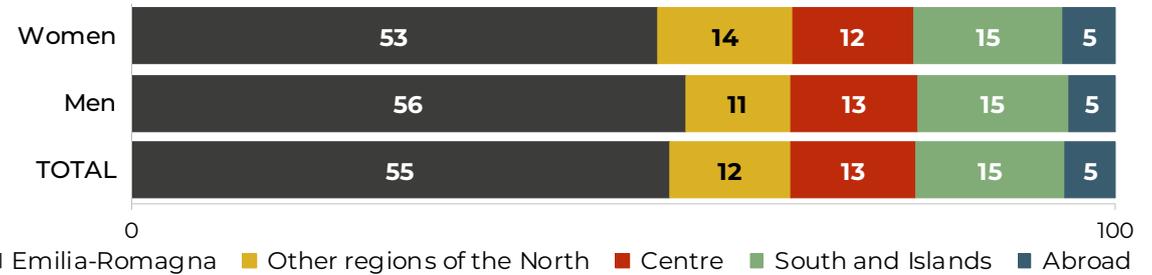
FIGURE 8– STUDENTS ENROLLED IN THE 1ST YEAR OF FIRST AND SINGLE CYCLE DEGREE PROGRAMMES BROKEN DOWN BY SECONDARY SCHOOL GRADUATION MARK* – PERCENTAGE (2022/23 COHORT – DIPLOMA AWARDED IN ITALY)



45% of students who started at the University in 2022/23 come from regions other than Emilia-Romagna or from

abroad (Figure 9); this percentage is slightly higher for women (47% vs. 44%).

FIGURE 9 – STUDENTS ENROLLED IN THE 1ST YEAR OF FIRST AND SINGLE CYCLE DEGREE PROGRAMMES BROKEN DOWN BY GEOGRAPHIC ORIGIN – PERCENTAGE (2022/23 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 for study reasons have changed their residency to the town where they are studying.

Gender differences also emerge in terms of ISEE income classes (Figure 10). The percentage of female students enrolled in the 1st year of a degree programme in 2022/23 who are included in the lowest ISEE class (less than €

13,000) exceeds that of men by 2 points (16% against 14%). Please note, however, that almost 40 out of 100 students enrolled in the 1st year of a degree programme do not submit an ISEE certificate.

FIGURE 10 – STUDENTS ENROLLED IN THE 1ST YEAR OF FIRST AND SINGLE CYCLE DEGREE PROGRAMMES BROKEN DOWN BY ISEE CLASS – PERCENTAGE (2022/23 COHORT)

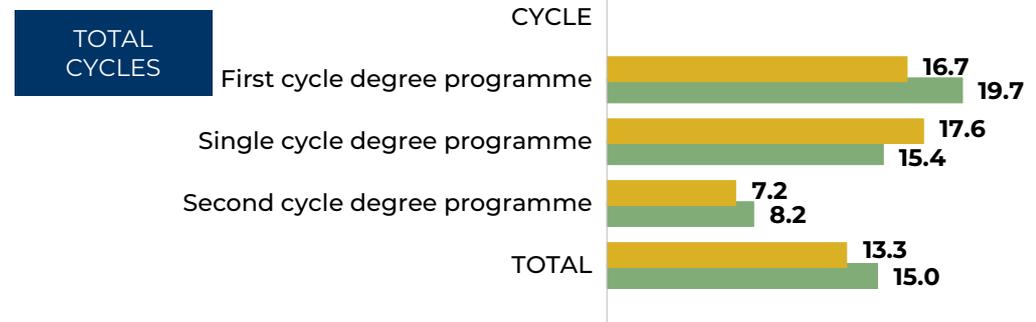




With regard to the continuity of studies, consideration was given to course drop-outs, i.e. cases in which in the academic year following the year of enrolment the enrolled students (first-cycle, single-cycle and, in this case, also second cycle degrees) are no longer enrolled in the same degree programme they enrolled in originally (Figure 11). This category includes drop-outs, changes of programme (within the University) and transfers (to other universities).

Non-enrolment is much more frequent in first-cycle and single-cycle programmes than in the second cycle; overall, it affects men more than women (15.0% vs. 13.3%).

FIGURE 11 – STUDENTS WHO DROPPED OUT OF THEIR DEGREE PROGRAMME BY THE END OF THE 1ST YEAR BROKEN DOWN BY CYCLE, AREA AND GENDER – VALUES PER 100 STUDENTS ENROLLED IN THE 1ST YEAR (2021/22 COHORT)





FIRST CYCLE
AND SINGLE
CYCLE

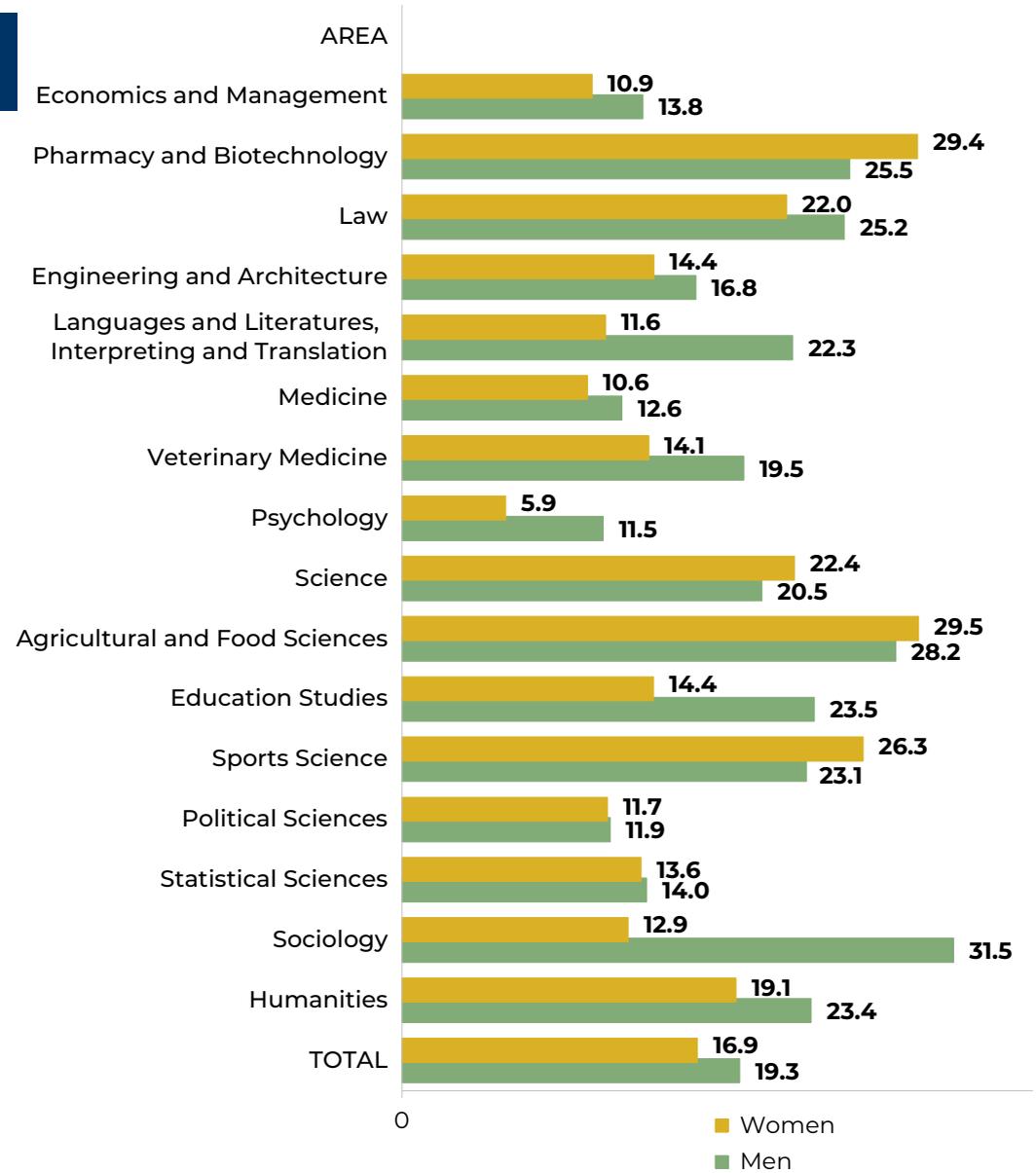
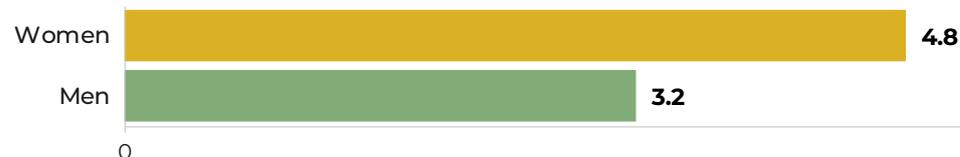


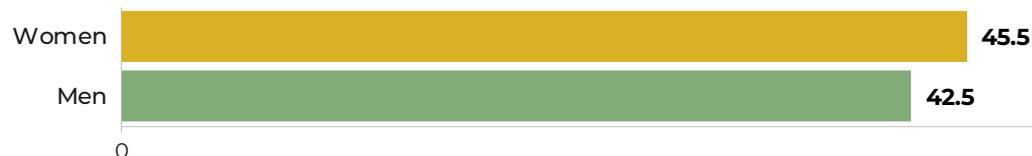
FIGURE 12 – STUDENTS TAKING PART IN MOBILITY PROGRAMMES BROKEN DOWN BY GENDER – VALUES PER 100 STUDENTS (A.Y. 2021/22)



The data confirm the greater participation of women in international mobility programmes. In fact, 4.8% of female students and 3.2% of male students from across

all three cycles participated in international exchange programmes in 2021/22 (Figure 12); in absolute terms, 2,440 women and 1,241 men.

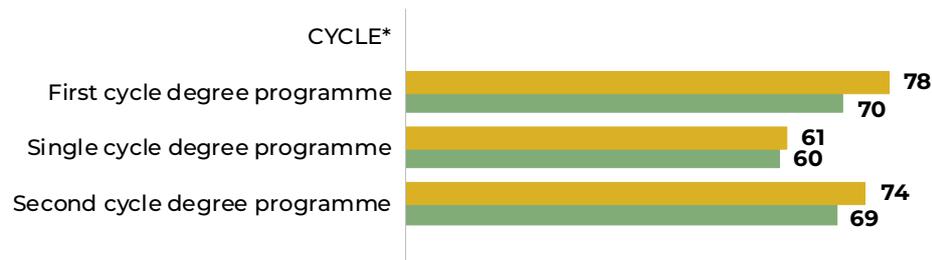
FIGURE 13 – UNIVERSITY EDUCATIONAL CREDITS EARNED IN THE 1ST YEAR – AVERAGE VALUES (STUDENTS ENROLLED IN THE 1ST YEAR OF FIRST AND SINGLE CYCLE DEGREE PROGRAMMES IN 2021/22 AND STILL IN THE PROGRAMME IN 2022/23)



Academic success can be broken down into two components: on-time graduation and score. Regarding the on-time graduation component, we noted that female students who enrolled in the 1st year in 2021/22

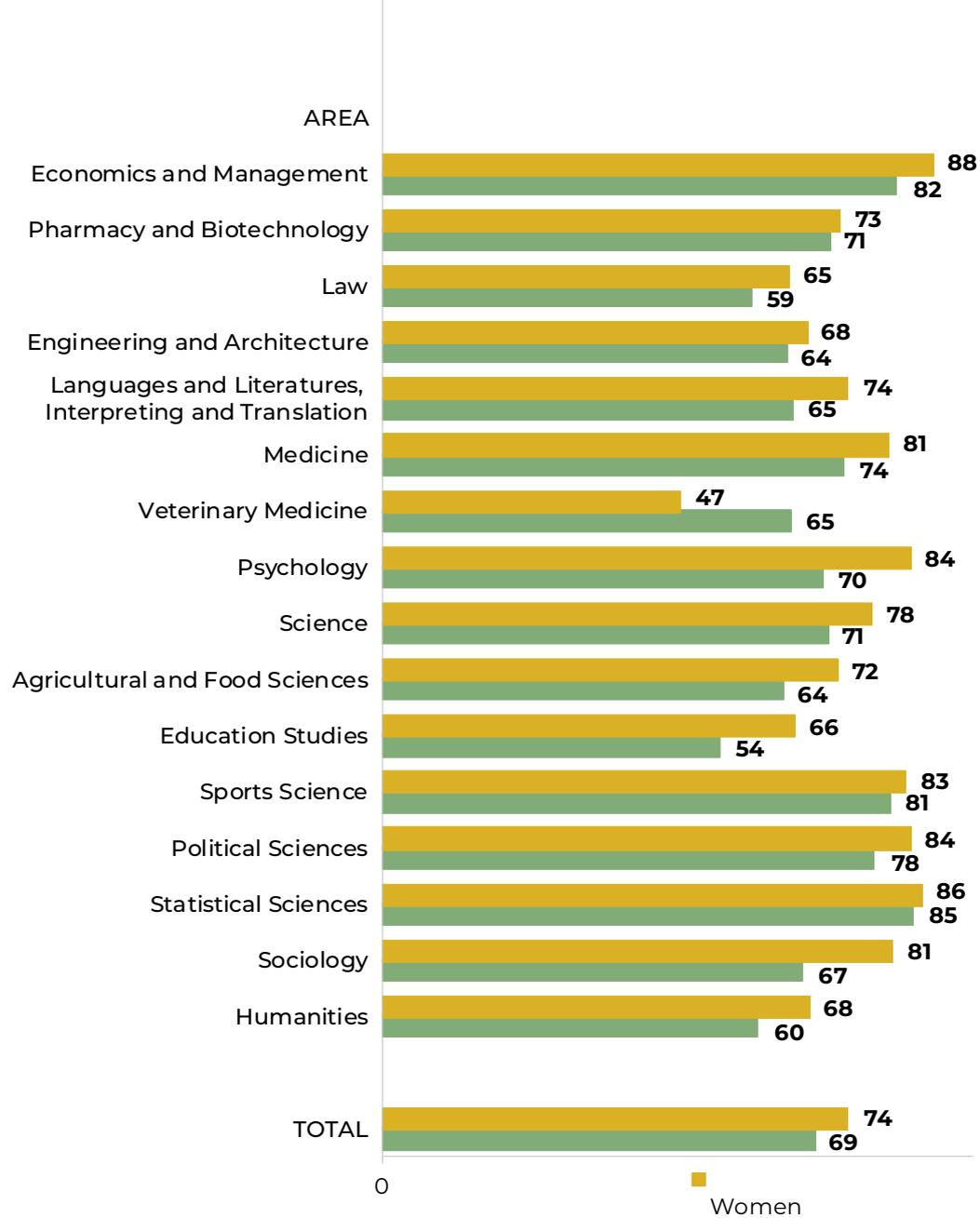
and are still enrolled in the same degree programme the next academic year earned on average 45.5 university educational credits (CFUs), i.e. 3 CFUs more than their male counterparts (Figure 13).

FIGURE 14 – ON-TIME GRADUATES BROKEN DOWN BY CYCLE, AREA AND GENDER – VALUES PER 100 GRADUATES (2022)



The greater number of women who graduate on time, therefore, is not surprising. In fact, (Figure 14), in 2022, the number of women who managed to graduate within the envisaged completion time was 74%, against 69% of men, and the percentage remains higher for women across all three cycles – including the single cycle where,

since degree programmes last 5 or 6 years, the percentage of students graduating on time is understandably lower than in first and second cycle degree programmes. The percentage of students graduating within the standard period is higher for men in only Veterinary Medicine.



"The "previous degree programme system" bar (prior to Ministerial Decree 509/99), which accommodates 37 graduates in total (all of them, of course, past envisaged completion time for the degree programme), is not shown in the chart.



The tendency of female students to complete their university studies more successfully is also evident as to scores (Figure 15). Among female students who enrolled in the 1st year of first cycle and single cycle degree programmes in 2021/21 and are still enrolled in the next academic year, 51% scored 'high marks' on their examinations during the 1st year. That is to say, they occupied the top half of the ranking for exam marks within their respective degree programmes; the percentage of male students who received 'high marks' is only 47%¹¹.

FIGURE 15 – STUDENTS ENROLLED IN THE 1ST YEAR OF FIRST AND SINGLE CYCLE DEGREE PROGRAMMES WITH 'HIGH MARKS' – VALUES PER 100 STUDENTS ENROLLED IN THE 1ST YEAR (STUDENTS ENROLLED IN THE 1ST YEAR OF FIRST AND SINGLE CYCLE DEGREE PROGRAMMES IN 2021/22 AND STILL IN THE PROGRAMME IN 2022/23)



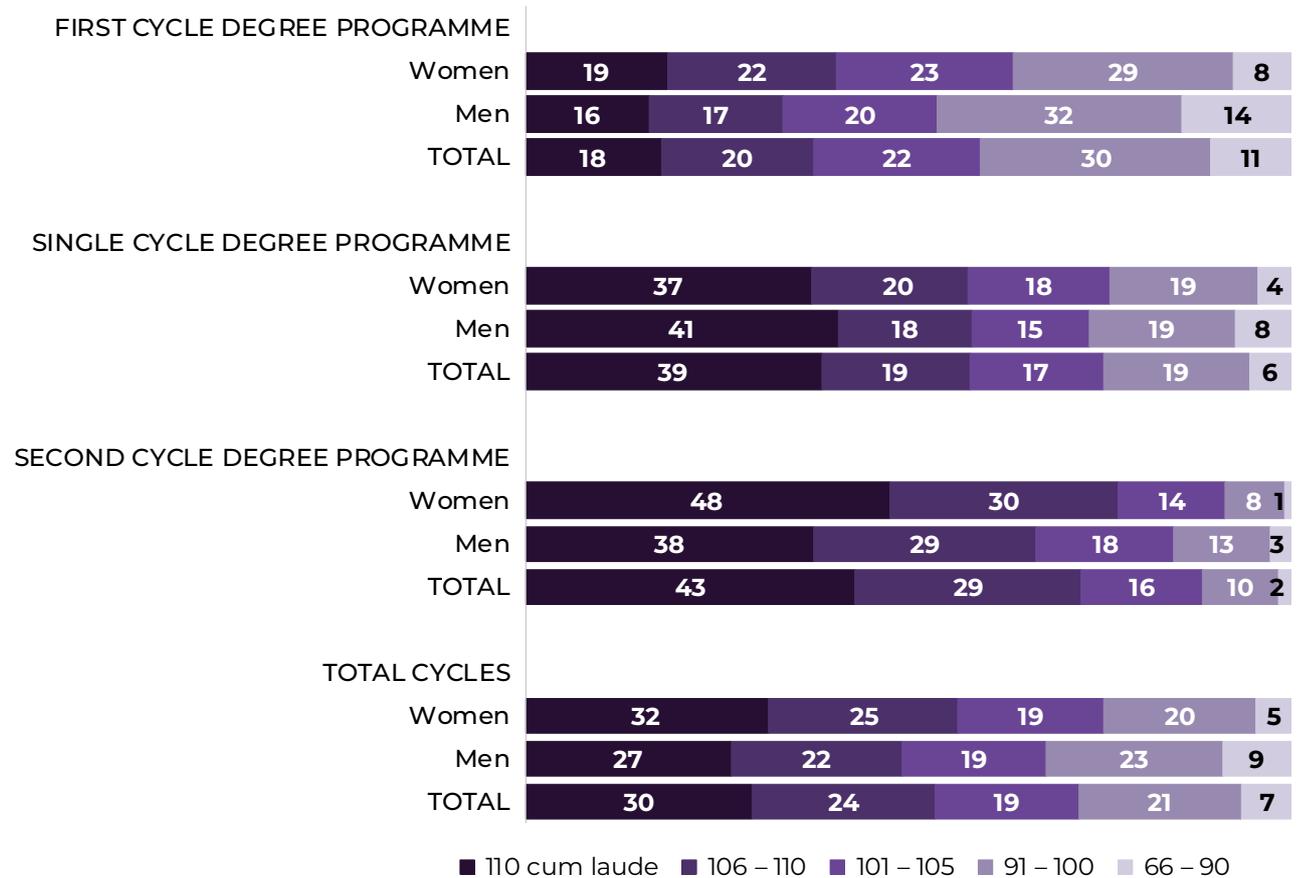
¹¹The data relates to students enrolled in the 1st year of first and single cycle degree programmes in 2021/22 who are still enrolled in the same programme in 2022/23 and have taken exams. Among these, students with 'high marks' are those who, in the exams taken up to 31/10/2022, obtained an average mark higher than the median value of the average exam mark in the respective degree programme.

¹¹ For the cohort of students enrolled in the 1st year of first cycle and single cycle degree programmes in 2021/22 who are still enrolled in the same programme in 2022/23, multidimensional statistical models (multiple linear regression) have been devised to analyse the acquisition of credits and the average exam marks in the 1st year of the degree programme. The analysis - from which students with foreign high school diplomas were excluded - showed that, with the same upper secondary diploma and mark (as well as geographical area of origin and field of study), the average difference of 3 credits between women and men completely disappears and, as far as exam marks are concerned, the difference is significantly reduced, from 0.6 points in favour of women to 0.2 in favour of men. This confirms the fact that gender differences in success in university studies stem from circumstances that precede entry to university.

That female students get higher graduation marks has also been documented (Figure 16). 56% of female graduates in 2022 completed their degree programme with final marks higher than 105 out of 110, with 32% obtaining the highest mark of 110 cum laude, while 49% of men scored above 105 and 27% scored

110 cum laude. Gender differences are more evident in the first cycle than in the single and second cycles. The comparison between male and female graduates on their graduation mark by Area and cycle reveals a female advantage in most of the cases.

FIGURE 16 – GRADUATES BROKEN DOWN BY CYCLE, GENDER AND GRADUATION MARK – PERCENTAGE (2022)



*The “previous degree programme system” bars (prior to Ministerial Decree 509/99), which accommodate 37 graduates in total, are not shown in the chart.

To summarise the comparison between male and female students as to their pre-university and university career, we may conclude that, as a whole, female students tend to invest more in education than males. They have better secondary school graduation marks (Figure 8), greater willingness to move for study reasons (Figure 9), come more frequently from families in the lower income bracket (Figure 10), go to university in greater numbers - 56% - (Figure 1) although they represent less than half (48%) of the potential population (19-year-olds), they continue their studies in the second year more often (With regard to the continuity of studies, consideration was given to course drop-outs, i.e. cases in which in the academic year following the year of enrolment the enrolled students (first-cycle, single-cycle and, in this case, also second cycle degrees) are no longer enrolled in the same degree programme they enrolled in originally (Figure 11). This category includes drop-outs, changes of programme (within the University) and transfers (to other universities).

Non-enrolment is much more frequent in first-cycle and single-cycle programmes than in the second cycle; overall, it affects men more than women (15.0% vs. 13.3%).

Figure 11), acquire more university credits (Figure 13), graduate more frequently (Figure 14) and obtain better marks both in examinations (Figure 15) and at graduation (Figure 16).

In light of all the above, the analysis of post-graduate education and professional careers leads to some rather surprising results.

First of all, once a first cycle degree has been obtained (Figure 17), men continue their studies to a 2nd cycle degree course more frequently (71% vs. 64%). Since they are less likely to enrol in a second cycle degree programme, female first cycle graduates are more often employed than their male counterparts (43% against 36%), but the gender gap is substantially due to part-time work (Figure 18).

FIGURE 17 – FIRST CYCLE GRADUATES ENROLLED IN A SECOND CYCLE DEGREE PROGRAMME 1 YEAR AFTER GRADUATION – VALUES PER 100 FIRST CYCLE GRADUATES (2021 GRADUATES INTERVIEWED IN 2022)

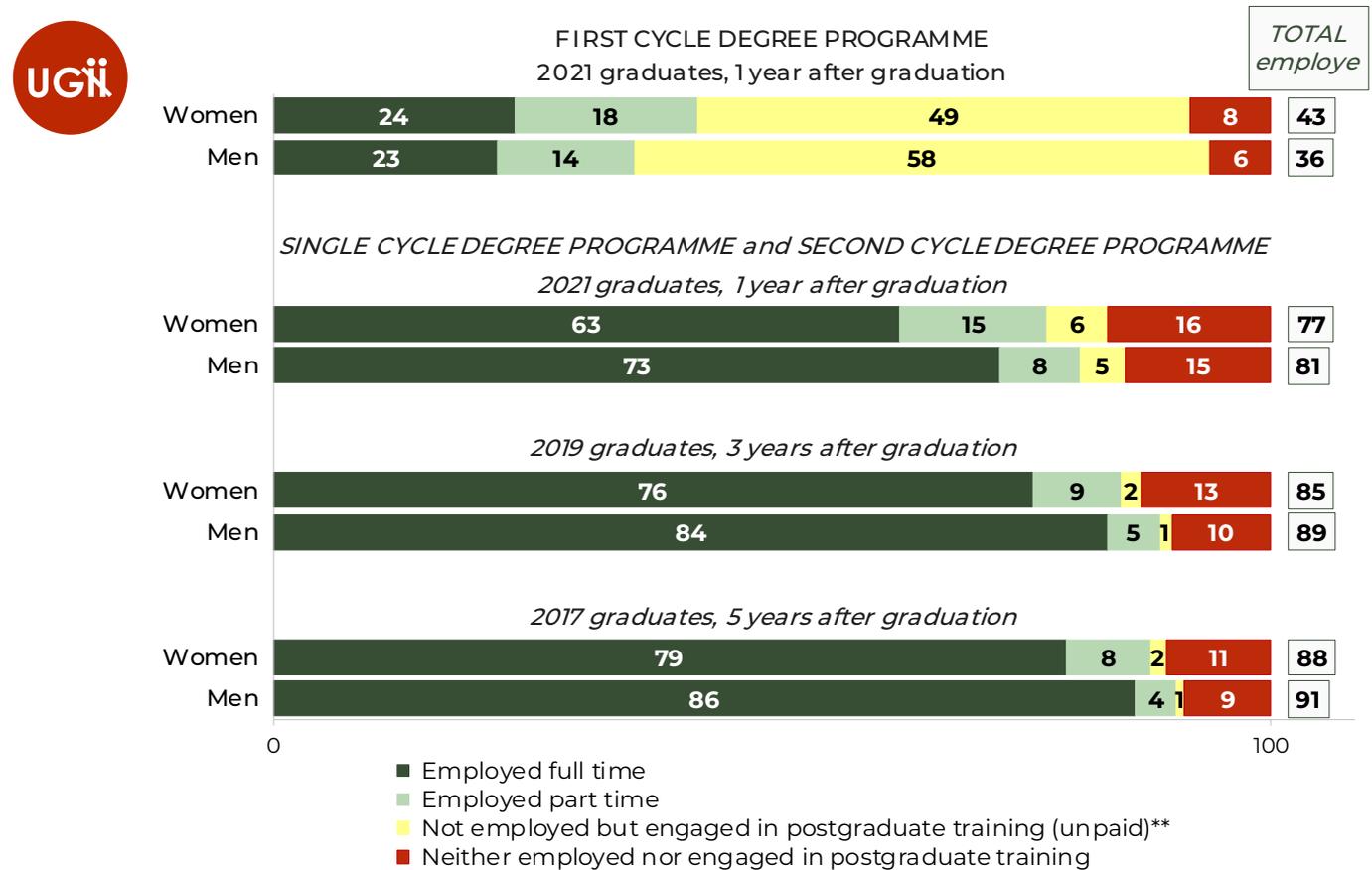


Source: AlmaLaurea – 2022 Survey on the Employment Status of Graduates.

Turning to second cycle and single cycle graduates, it can be noted that the percentage of those who work or are in paid training increases – understandably – as time after graduation passes (one, three or five years), and it is always higher for men. This gender gap is even

more evident if one considers full-time work only, as the percentage of part-time workers among female graduates is higher. It should also be noted that, one, three and five years after graduation, the percentage of graduates who are neither working nor in training is higher for women.

FIGURE 18 – GRADUATES BROKEN DOWN BY CYCLE, GENDER AND EMPLOYMENT STATUS 1, 3 AND 5 YEARS AFTER GRADUATION* – PERCENTAGE (2021, 2019 AND 2017 GRADUATES INTERVIEWED IN 2022)



*For first cycle graduates, this is only measured 1 year after graduation.

** Postgraduate training (unpaid) consists of:

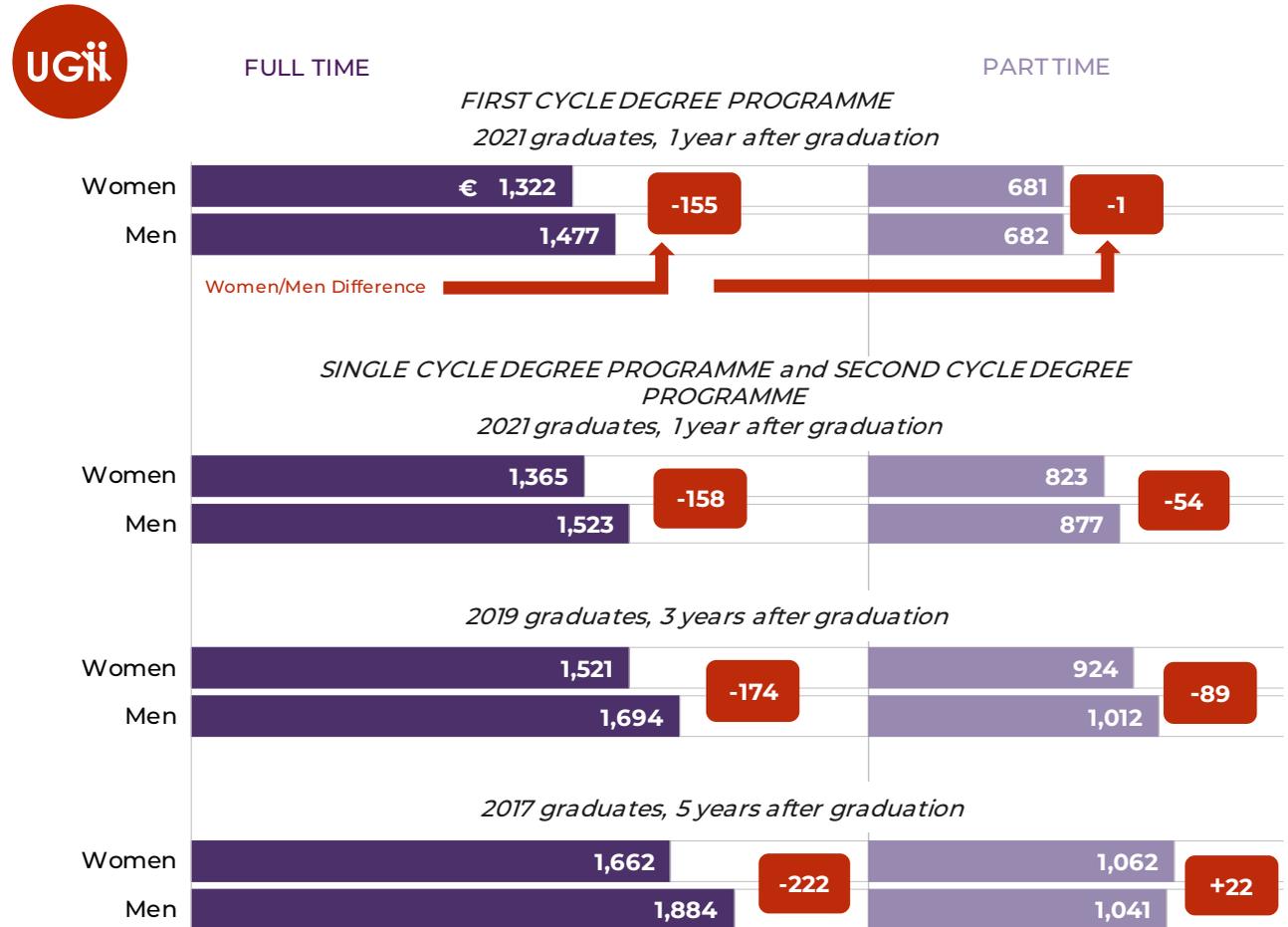
- for a first cycle degree programme: second cycle degree programme, internship/practical training, specialisation school or first-level professional master's programme;
- for a second cycle or single cycle degree programme: internship/practical training, PhD programme, specialisation school, or first-level or second-level professional master's programme.

Source: AlmaLaurea – 2022 Survey on the Employment Status of Graduates.

In terms of average income, the gender gap is always to the detriment of women in both full-time and part-time work (with the sole exception of part-time work 5 years after graduation). This gender gap is higher for

full-time work and reaches €222 net per month 5 years after graduation for second-level graduates working full time (Figure 19).

FIGURE 19 – NET MONTHLY INCOME OF EMPLOYED GRADUATES 1, 3 AND 5 YEARS AFTER GRADUATION BROKEN DOWN BY GENDER – AVERAGE VALUES (2021, 2019 AND 2017 GRADUATES INTERVIEWED IN 2022)*



*For first cycle graduates, this is only measured 1 year after graduation. The question “What is the net monthly income you earn at your current job?” or “[...] your current activity?” is asked to all graduates who work, regardless of the type of contract (self-employment, permanent or fixed-term contract, research fellowship, apprenticeship, other contractual forms, no contract).
Source: AlmaLaurea – 2022 Survey on the Employment Status of Graduates.



A comparison of female and male graduates of second cycle and single cycle degree programmes, broken down by income and given the same Area of studies, work regime (full or part time), sector, branch, contract and job 5 years after graduation, allows us to better understand the situation (Table 2 – Net monthly income of employed graduates broken down by degree programme area, work regime, sector, branch, contract, job and gender 5 years after graduation – Average values (2017 single cycle and second cycle graduates interviewed in 2022)). Overall, women earn less with the difference amounting to an average of €241 per month. Female graduates are on average penalised for all sectors, branches, contract types (with the exception of ‘no contract’ and ‘other contractual forms’) and professional categories. As far as the subject area is concerned, the pay gap in favour of men is apparent everywhere except in political science.

TABLE 2 – NET MONTHLY INCOME OF EMPLOYED GRADUATES BROKEN DOWN BY DEGREE PROGRAMME AREA, WORK REGIME, SECTOR, BRANCH, CONTRACT, JOB AND GENDER 5 YEARS AFTER GRADUATION – AVERAGE VALUES (2017 SINGLE CYCLE AND SECOND CYCLE GRADUATES INTERVIEWED IN 2022)

	N		column %		Pay (€, average)		"Diff. women/ men"
	Women	Men	Women	Men	Women	Men	
TOTAL	2,136	1,691	100	100	1,605	1,846	-241
DEGREE PROGRAMME AREA							
Economics and Management	154	177	7	10	1,715	1,985	-270
Pharmacy and Biotechnology	142	61	7	4	1,679	1,768	-90
Law	254	155	12	9	1,598	1,875	-276
Engineering and Architecture	205	508	10	30	1,780	2,031	-251
Languages and Literatures, In- terpreting and Translation	138	30	6	2	1,495	1,765	-269
Medicine	140	95	7	6	1,874	1,996	-123
Veterinary Medicine	63	30	3	2	1,821	1,854	-33
Psychology	111	24	5	1	1,390	1,615	-224
Science	126	149	6	9	1,703	1,767	-64
Agricultural and Food Sciences	25	57	1	3	1,584	1,797	-213
Education Studies	151	12	7	1	1,347	1,396	-49
Sports Science	26	43	1	3	1,355	1,432	-77
Political Sciences	150	92	7	5	1,697	1,637	60
Statistical Sciences	45	50	2	3	2,003	2,073	-70
Sociology	66	24	3	1	1,429	1,539	-110
Humanities	340	184	16	11	1,428	1,443	-15
REGIME							
Employed full time	1,930	1,612	90	95	1,662	1,884	-222
Employed part time	206	79	10	5	1,062	1,041	22

*Further information on the classification by contract and job can be obtained by selecting any cohort of graduates on the AlmaLaurea website <https://www.almalaurea.it/i-dati/le-nostre-indagini/condizione-occupazionale-laureati> and consulting the notes on the relative cohort page.

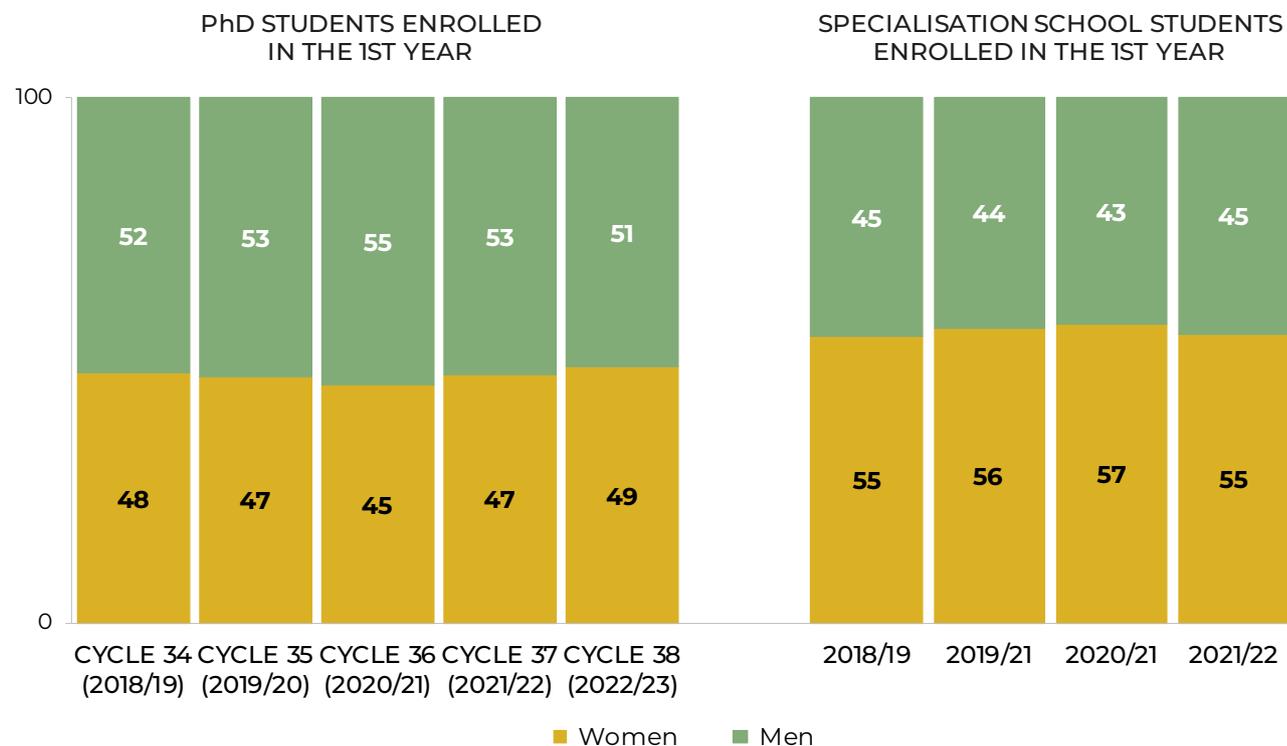
Source: AlmaLaurea – 2022 Survey on the Employment Status of Graduates.

	N		column %		Pay (€, average)		
	Women	Men	Women	Men	Women	Men	"Diff. women/ men"
SECTOR							
Public	730	434	34	26	1,572	1,682	-110
Private	1,285	1,203	60	71	1,652	1,924	-272
Non-profit or third sector	120	52	6	3	1,322	1,398	-76
BRANCH							
Agriculture	18	36	1	2	1,612	1,651	-40
Industry	354	493	17	29	1,738	1,973	-235
Education and research	523	291	24	17	1,475	1,546	-71
other services	1,232	868	58	51	1,621	1,878	-257
CONTRACT*							
Freelance	285	240	13	14	1,678	2,041	-363
Permanent	1,029	960	48	57	1,671	1,926	-256
Fixed-term	438	228	21	13	1,465	1,631	-166
Scholarship or research grant	125	119	6	7	1,534	1,579	-45
Training contracts	167	96	8	6	1,536	1,605	-70
Other contractual forms	80	40	4	2	1,608	1,590	19
Informal work	7	7	0	0	1,225	1,161	64
PROFESSION*							
Legislators, entrepreneurs and senior management	45	55	2	3	1,986	2,192	-206
Intellectual, scientific and highly specialised jobs	1,172	972	55	57	1,657	1,917	-259
Technical jobs	362	316	17	19	1,523	1,813	-290
Executive professions	228	112	11	7	1,470	1,623	-153
Paid training	195	150	9	9	1,577	1,597	-20
Other jobs	55	35	3	2	1,342	1,417	-75

Looking at the students who embark on a scientific research career by enrolling in a PhD course (Figure 20) it is first of all noted that women are in a slight minority (49%), while the potential entry population - second- and single-cycle graduates - is female-dominated (in the Italian university system as a whole, in the second level from 2008/09 onwards, women have always accounted

for more than 57% of the total). This means that access to PhD programmes is subject to a form of vertical gender segregation. From this perspective, however, the number of men and women enrolling in Specialisation Schools is more or less equal, with women comprising 55% of students enrolled in the 1st year (2021/22).

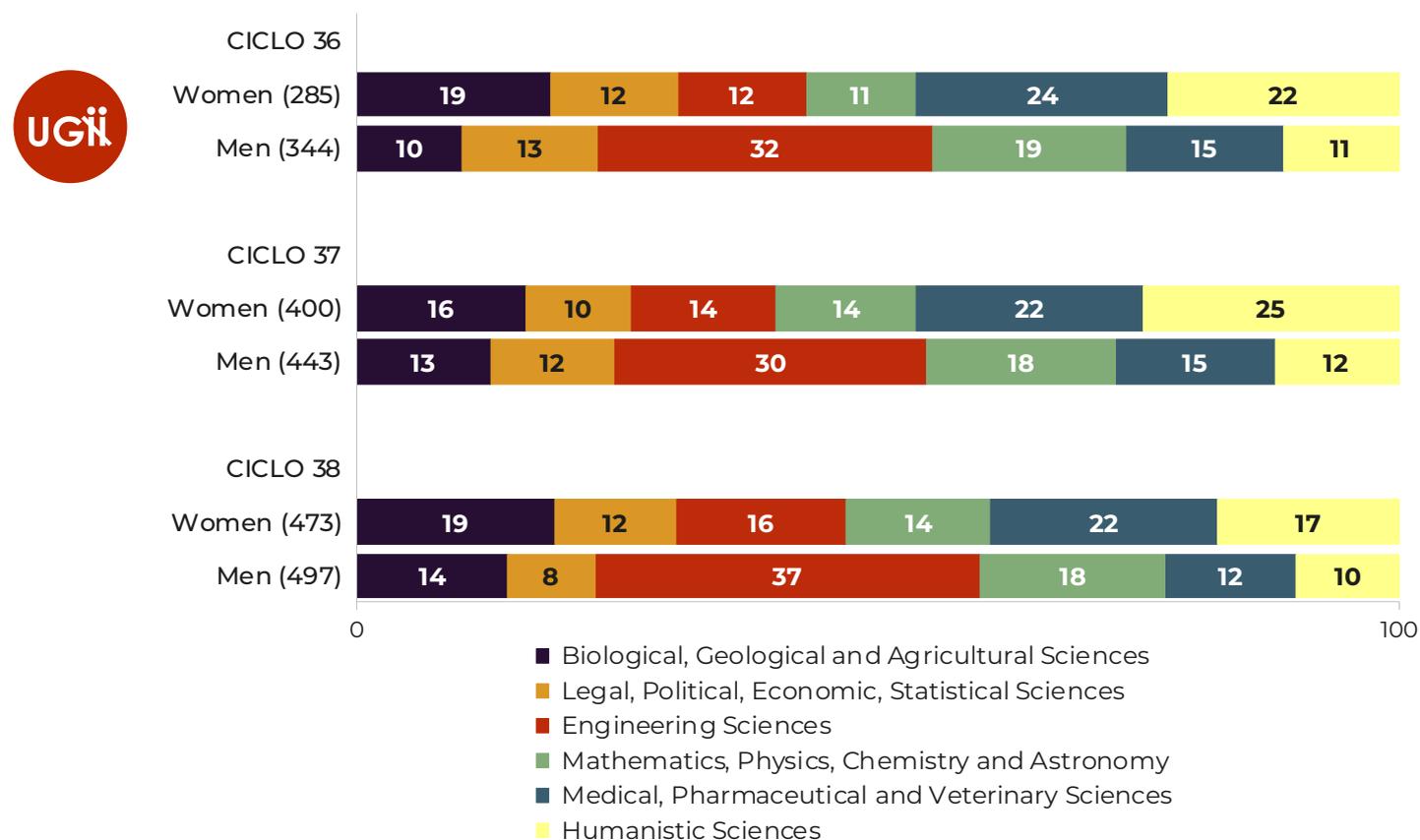
FIGURE 20 – STUDENTS ENROLLED IN THE 1ST YEAR OF A PHD PROGRAMME (CYCLES 34-38) AND IN THE 1ST YEAR OF SPECIALISATION SCHOOLS (A.Y. 2018/19 – 2021/22) BROKEN DOWN BY GENDER – PERCENTAGE



The phenomenon of horizontal segregation by area of study can also be seen in the access to PhD courses, with a clear over-representation of men in the area of Engineering Sciences and women in the area of Medical, Pharmaceutical and Veterinary Medical Sciences and

Humanities (Figure 21). It is worth underlining, however, that gender differences in PhD programmes are less evident than the imbalance occurring in the choice of degree programmes, as illustrated also in Figures 53.5 and 53.6 (Section 5.2).

FIGURE 21 – PHD STUDENTS ENROLLED IN THE 1ST YEAR BROKEN DOWN BY GENDER AND SCIENTIFIC FIELD – PERCENTAGE (CYCLES 36-38*)



*Enrolment in the 1st year occurred in a.y. 2020/21 for Cycle 36, in a.y. 2021/22 for Cycle 37, and in a.y. 2022/23 for Cycle 38. The absolute number of cases is given in brackets in the chart.

3.3 THE TEACHING STAFF

The analysis of the distribution of research personnel (Table 3, Figure 22 and Figure 23) shows that the number of women tends to decrease as the role increases. In fact, in the 'initial' positions - research fellows and RTD assistant professors - the gender ratio

is fairly balanced; then the female presence decreases among RTD b assistant professors and associate professors, until it reaches the minimum value (30%) among full professors. This shows that, even at the University of Bologna, the well-known phenomena of 'vertical segregation' and 'glass ceiling' are at work¹².

TABLE 3 – RESEARCH STAFF BROKEN DOWN BY ROLE* AND GENDER – ABSOLUTE VALUES (2020-2022)

	2022			2021			2020		
	Women	Men	TOTAL	Women	Men	TOTAL	Women	Men	TOTAL
Full Professors	259	606	865	242	585	827	221	552	773
Associate Professors	666	806	1,472	612	739	1,351	550	698	1,248
Senior Assistant Professors RTI	92	100	192	122	131	253	173	163	336
Fixed-term Senior Assistant Professors RTDb	142	197	339	131	175	306	117	159	276
Fixed-term Junior Assistant Professors RTDa	141	167	308	123	142	265	102	119	221
Research Fellows	651	647	1,298	590	637	1,227	556	646	1,202
TOTAL	1,951	2,523	4,474	1,820	2,409	4,229	1,719	2,337	4,056

*Assistant Professors include Senior Assistant Professors (RTI), fixed-term Junior (RTDa) and Senior (RTDb) Assistant Professors.

¹² 'Vertical segregation' means that women are mostly present in the lower levels of the hierarchy, with a progressive reduction in percentage terms as the position increases, while the 'glass ceiling' refers to the invisible barriers preventing women from reaching the highest level of their careers. See EU – Directorate-General for Research and Innovation (2019), She Figures 2018, European Commission, Brussels.

FIGURE 22 – RESEARCH STAFF BROKEN DOWN BY ROLE AND GENDER – PERCENTAGE (2022)

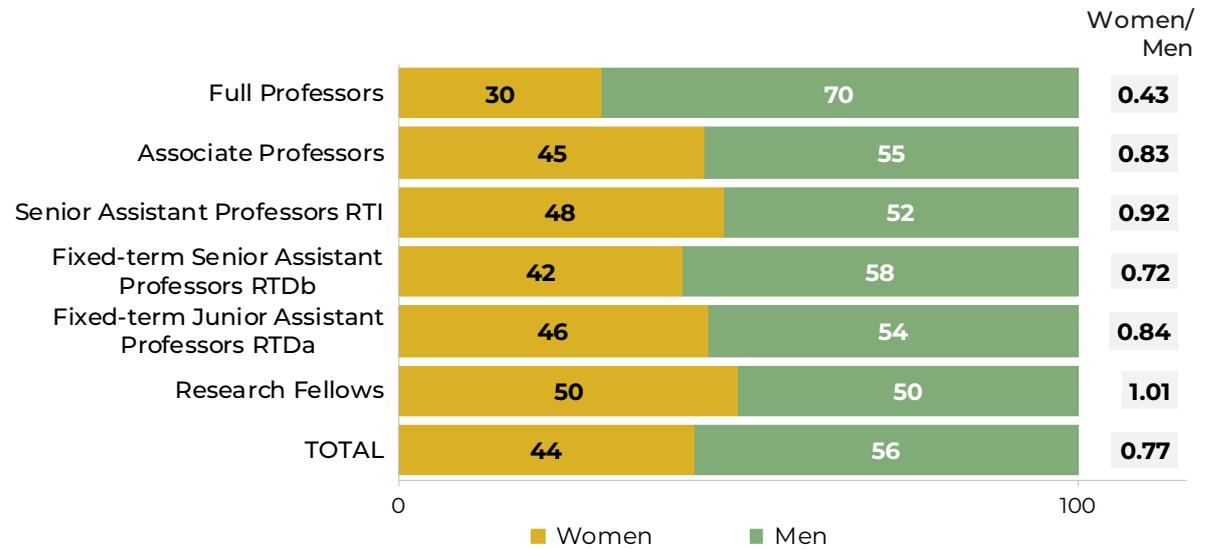
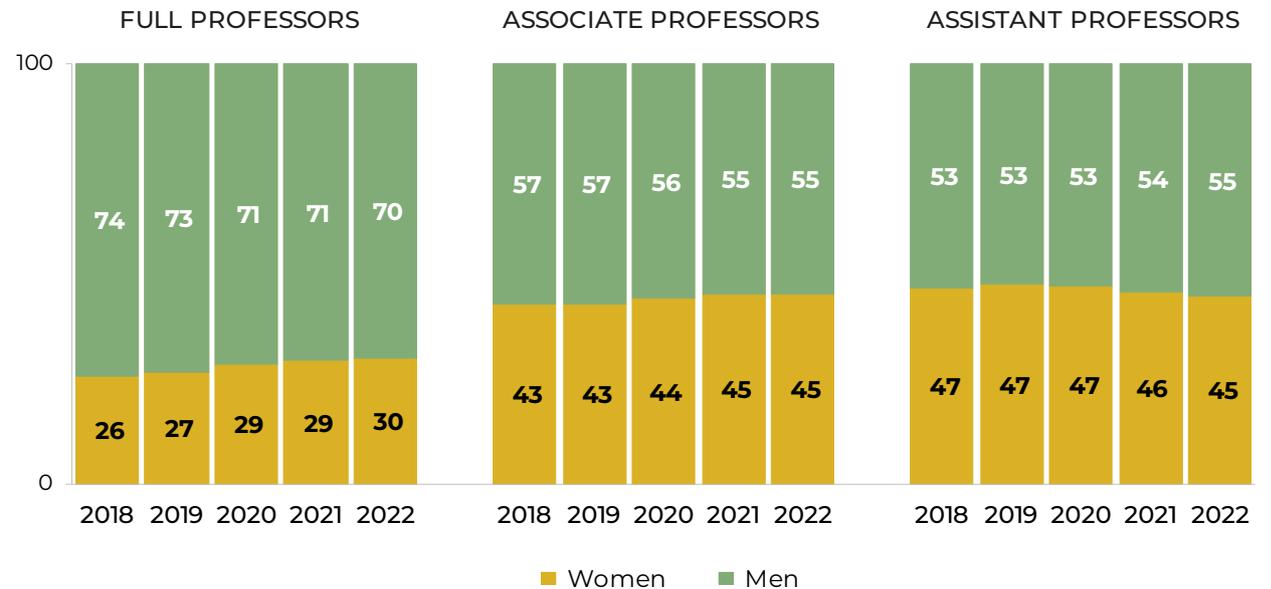


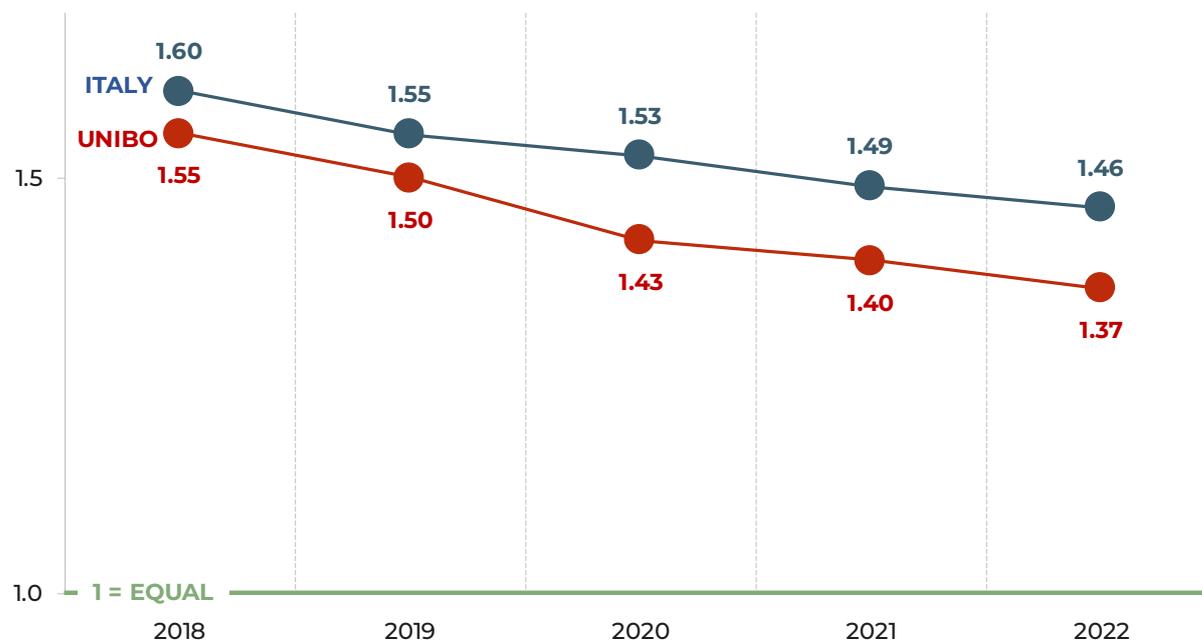
FIGURE 23 – TEACHING STAFF BROKEN DOWN BY ROLE AND GENDER – PERCENTAGE (2018-2022)



The Glass Ceiling index, which compares the percentage of women among the overall Teaching Staff with the percentage of women among the highest ranking Professors¹³, offers a summary measure of the degree of vertical segregation (Figure 24). The index shows that this inequality still persists at the University of Bologna, although it is decreasing, a fact attested to

by the fall in the index value from 1.55 in 2018 to 1.37 in 2022, approaching the value of 1, which represents gender equality. Vertical segregation has also decreased across the entire Italian university system, albeit more slowly (between 2018 and 2022, the index value at the national level fell from 1.60 to 1.46).

FIGURE 24 – GLASS CEILING INDEX – UNIVERSITY OF BOLOGNA/ITALY COMPARISON (2018-2022)



National data source: MUR, <https://cercauniversita.cineca.it/php5/docenti/cerca.php>.

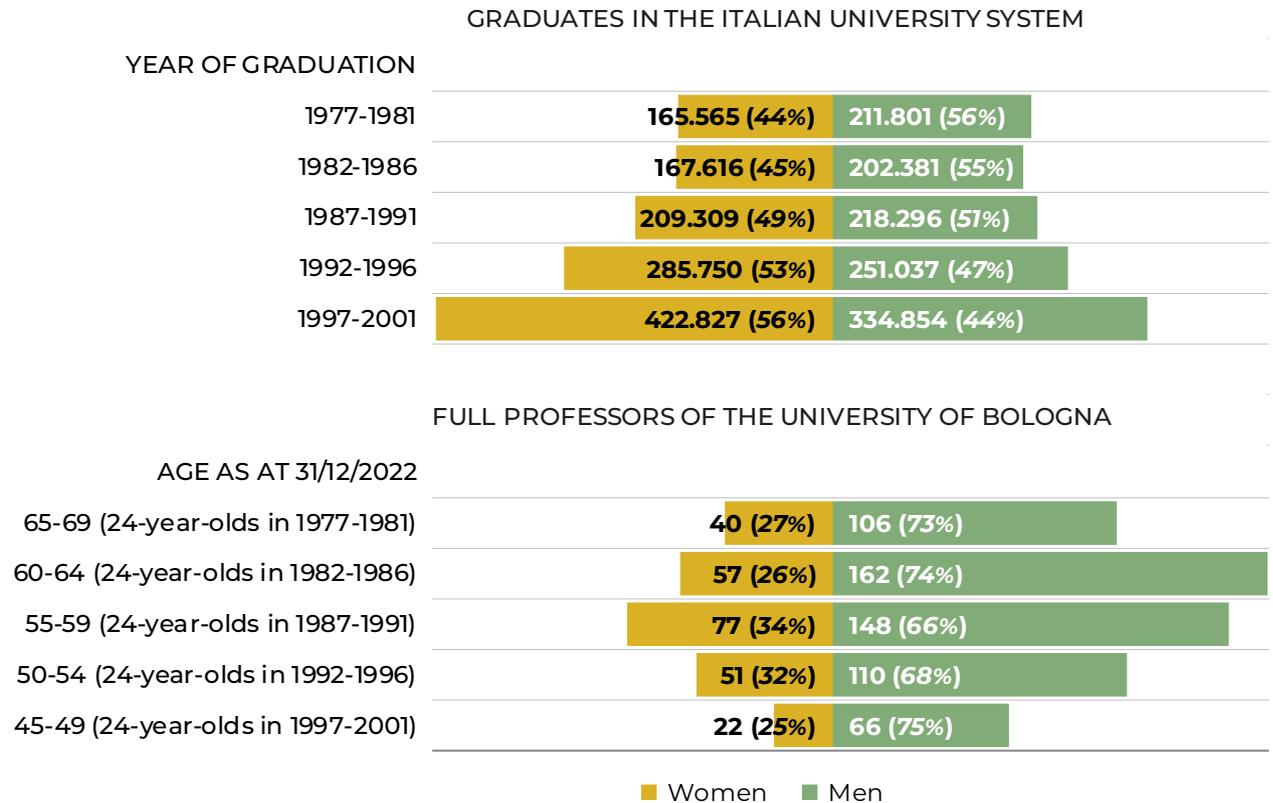
¹³ The Glass Ceiling index is the ratio between the number of women among Teaching Staff (grades A, B and C) and the number of women among Full Professors (grade A). A value of 1 indicates that there is no difference between women and men in terms of the probability of reaching the highest career level (full professor); an index value of less than 1 means that the proportion of women in the highest attainable role is higher than their presence among the teaching staff; a value greater than 1 shows the presence of the effect known as the 'glass ceiling effect', in which women are less represented in higher positions. The higher the value taken above one in the Glass Ceiling index, the stronger the segregation. See EU – Directorate-General for Research and Innovation (2019), She Figures 2018, European Commission, Brussels, p. 125.

Confirming that vertical gender segregation is less pronounced than in the past but is still present, the proportion of Associate Professors in 2018 who succeeded in becoming Full Professors in the University by 2022 is higher for men - 25% (153 out of 608) - than for women - 21% (96 out of 457).

It may be assumed that the over-representation of men among the ranks of Full Professors simply reflects the gender balance that existed in the cohorts of graduates from which they were drawn. In other words, the current inequality 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 refutes this hypothesis (Figure 25). In fact, the percentage of female graduates in the period 1977-2001, the population from which most of the current Full Professors were drawn, is much higher than the percentage of Full Professors who are women. For example, women were 53% of the graduates in the five-year period 1992-1996, but only 32% of Full Professors aged 50-54, who were essentially drawn from that graduate population, are women. This confirms the existence of a glass ceiling that hinders women after graduation.

FIGURE 25 – GRADUATES IN THE ITALIAN UNIVERSITY SYSTEM (1977-2001) AND FULL PROFESSORS OF THE UNIVERSITY OF BOLOGNA AGED 45-69 (2022) BROKEN DOWN BY GENDER – ABSOLUTE AND PERCENTAGE VALUES

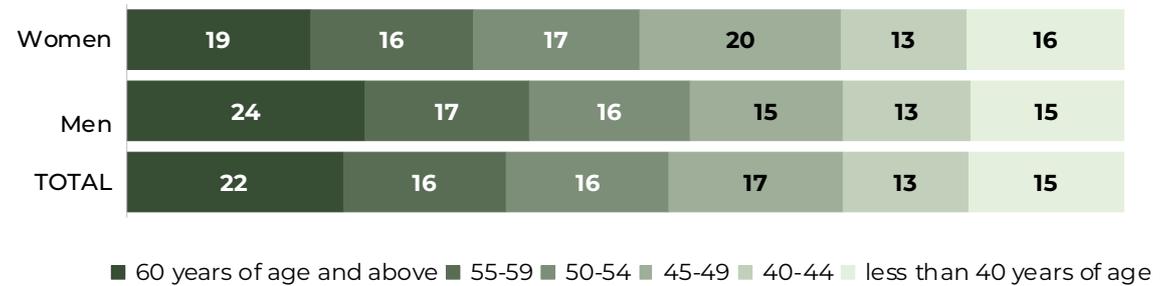


Source for graduates: Istat – University Survey (years 1943-1997); MIUR – University Survey, years 1998-2000.

Figure 26, Figure 27 and Figure 28 provide more detail on the relationship between the gender and role of Teaching Staff by introducing the age variable. It should be noted (Figure 27) that, for the same role, the difference between women and men in terms of average age is insignificant; nevertheless, there is a relationship between gender and age - on one hand - and the

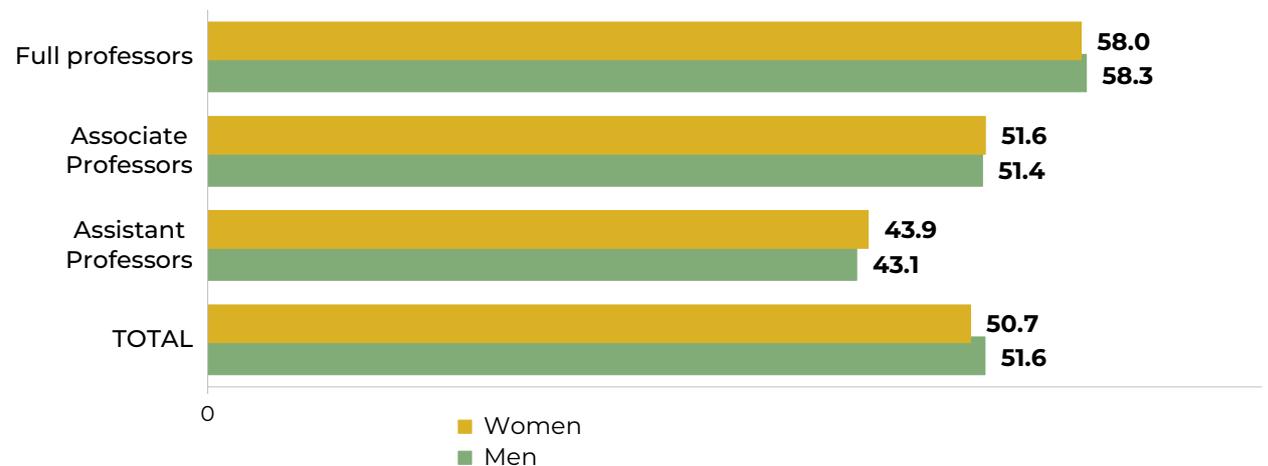
number of Full professors - on the other (Figure 28). In fact, the percentage of both men and women holding Full Professor roles increases with age. At the same time, despite the steady reduction in vertical segregation, there is still evident role inequality also among younger professors. In the overall teacher population, 20% of women and 32% of men hold Full Professor roles.

FIGURE 26 – TEACHING STAFF BROKEN DOWN BY GENDER AND AGE* – PERCENTAGE (2022)



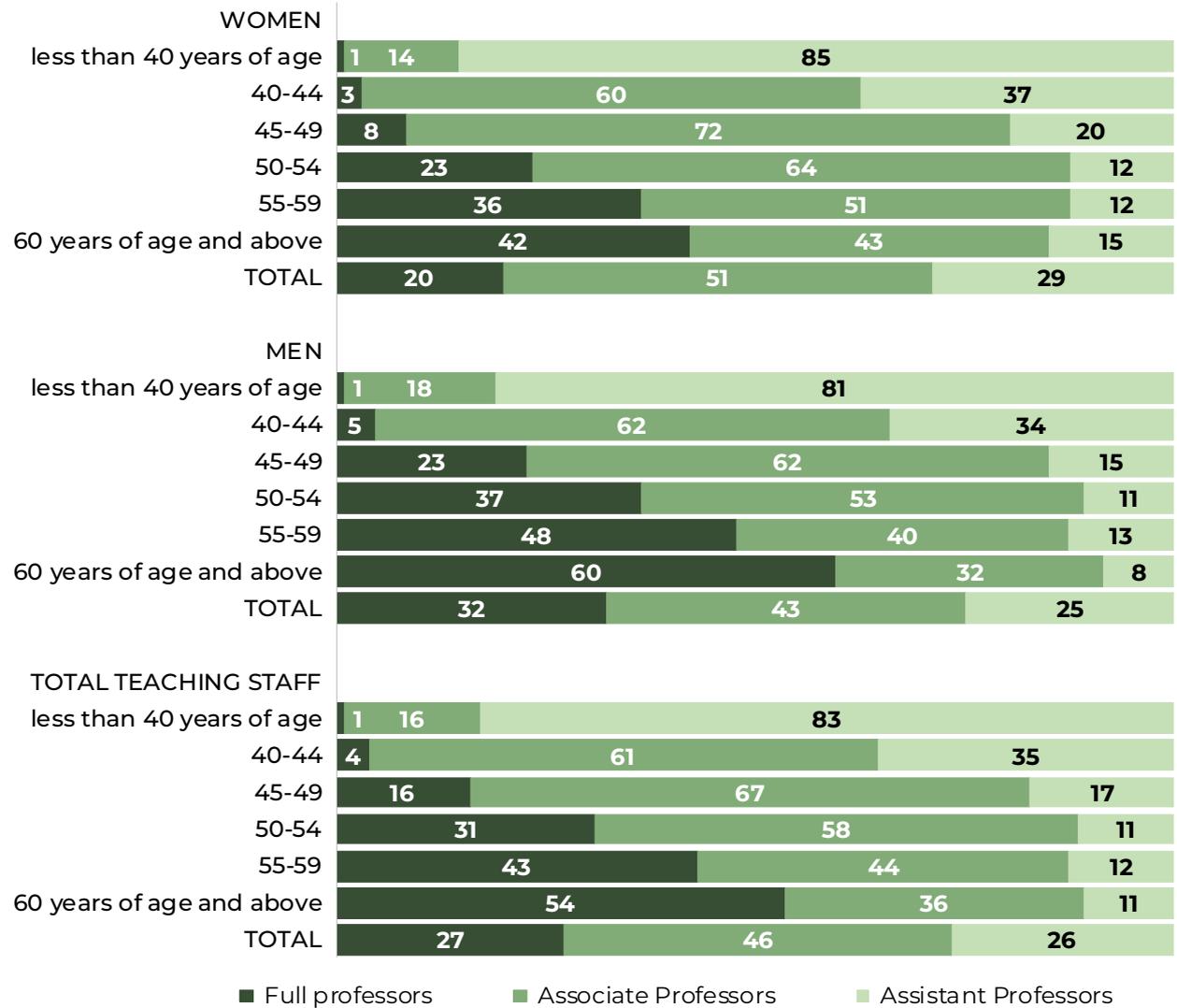
*Age is given in years reached as at 31/12/2022.

FIGURE 27 – AVERAGE AGE* OF TEACHING STAFF BROKEN DOWN BY ROLE AND GENDER (2022)



*Age is given as at 31/12/2022 and the average value is calculated taking into account also the months and days passed since the last birthday.

FIGURE 28 – TEACHING STAFF BROKEN DOWN BY GENDER, AGE* AND ROLE – PERCENTAGE (2022)

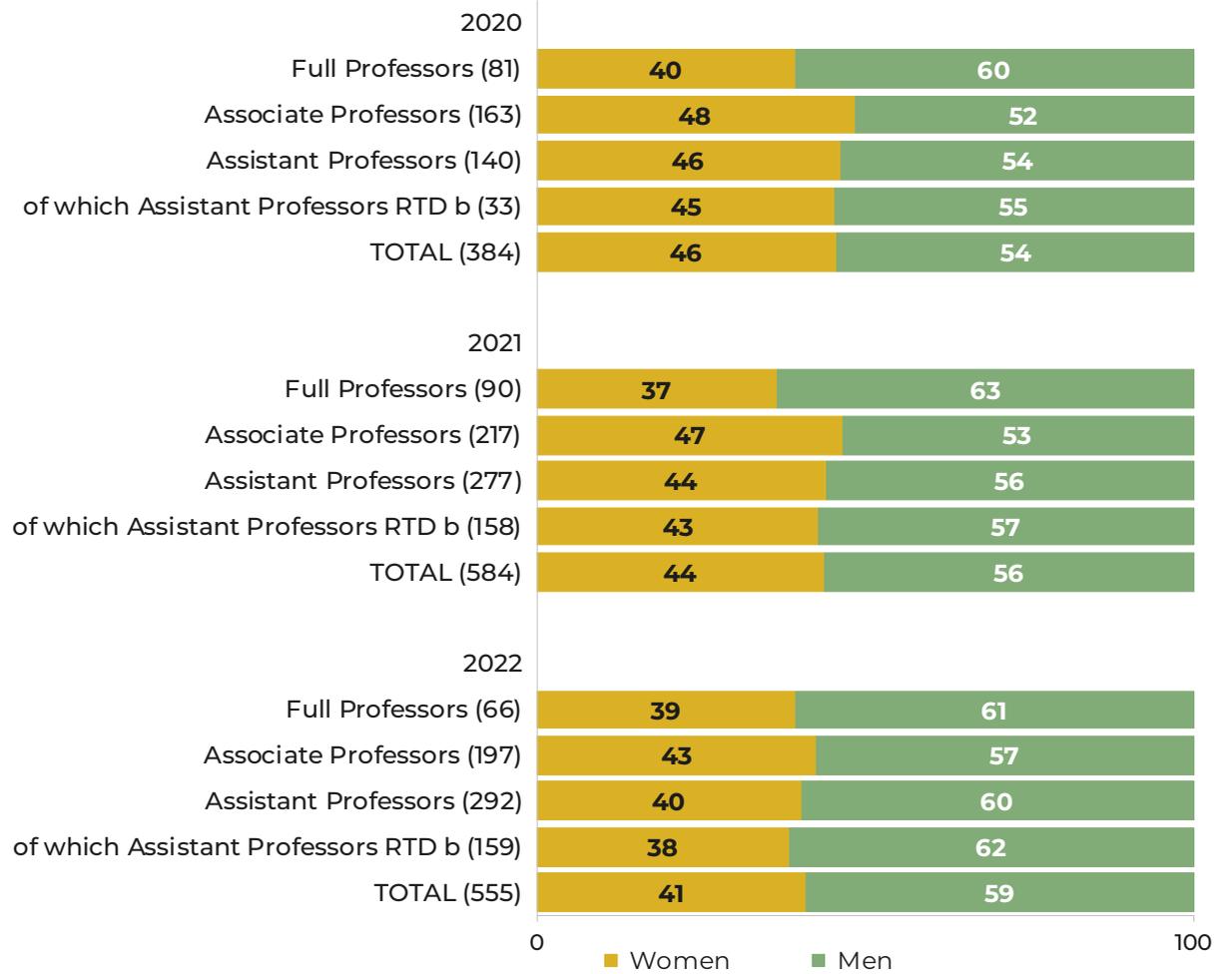


*Age is given in years reached as at 31/12/2022.

An analysis of new recruits into the Teaching Staff, from both external sources and internal career progression, confirms that vertical gender segregation has been reduced although not eliminated (Figure

29). Considering newly hired Teaching Staff only, the under-representation of women among Full Professors is less evident than at the overall level, but remains.

FIGURE 29 – NEW RECRUITS* INTO THE TEACHING STAFF BROKEN DOWN BY ROLE AND GENDER – PERCENTAGE (2020-2022)

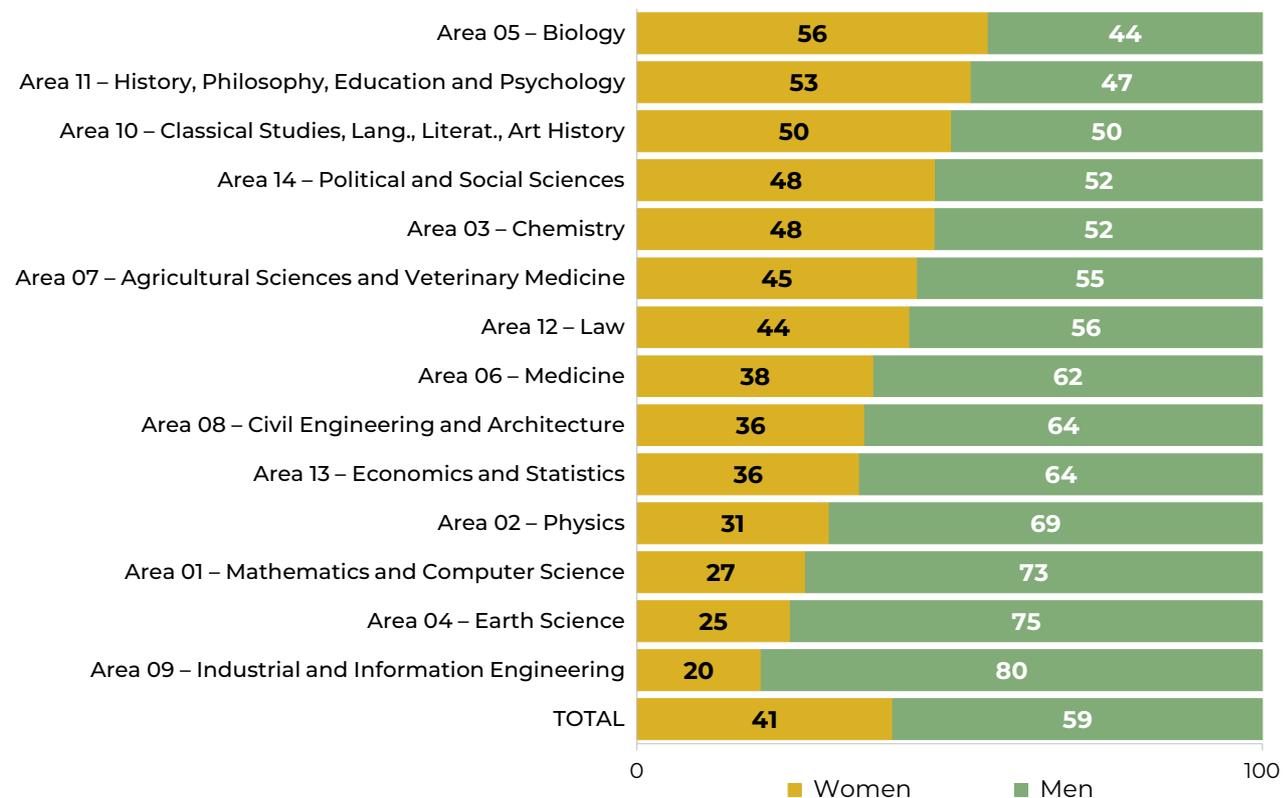


*New recruits into the Teaching Staff include both external sources and internal career progression. The absolute number of cases is given in brackets.

The distribution of teaching and research staff in the various CUN areas according to gender (Figure 30) shows a clear prevalence of men in Areas 09 (Industrial and Information Engineering), 04 (Earth Science), 01 (Mathematics and Computer Science): here, men make up over 70% of the total. Conversely, there are more women in Areas 05 (Biology), 11 (History, Philosophy, Education and Psychology) and 10 (Classical Studies, Language and Literature and Art History), but also

Area 14 – (Political and Social Sciences) and Area 03 (Chemistry) have a notable female presence, since there are clearly more here than among the overall Teaching Staff (41%). Hence, the phenomenon of horizontal gender segregation by disciplinary area also exists among university professors, although in this case the level of inequality is less evident than among the students enrolled in degree programmes, as illustrated in Figures 53.5 and 53.7 (Section 5.2).

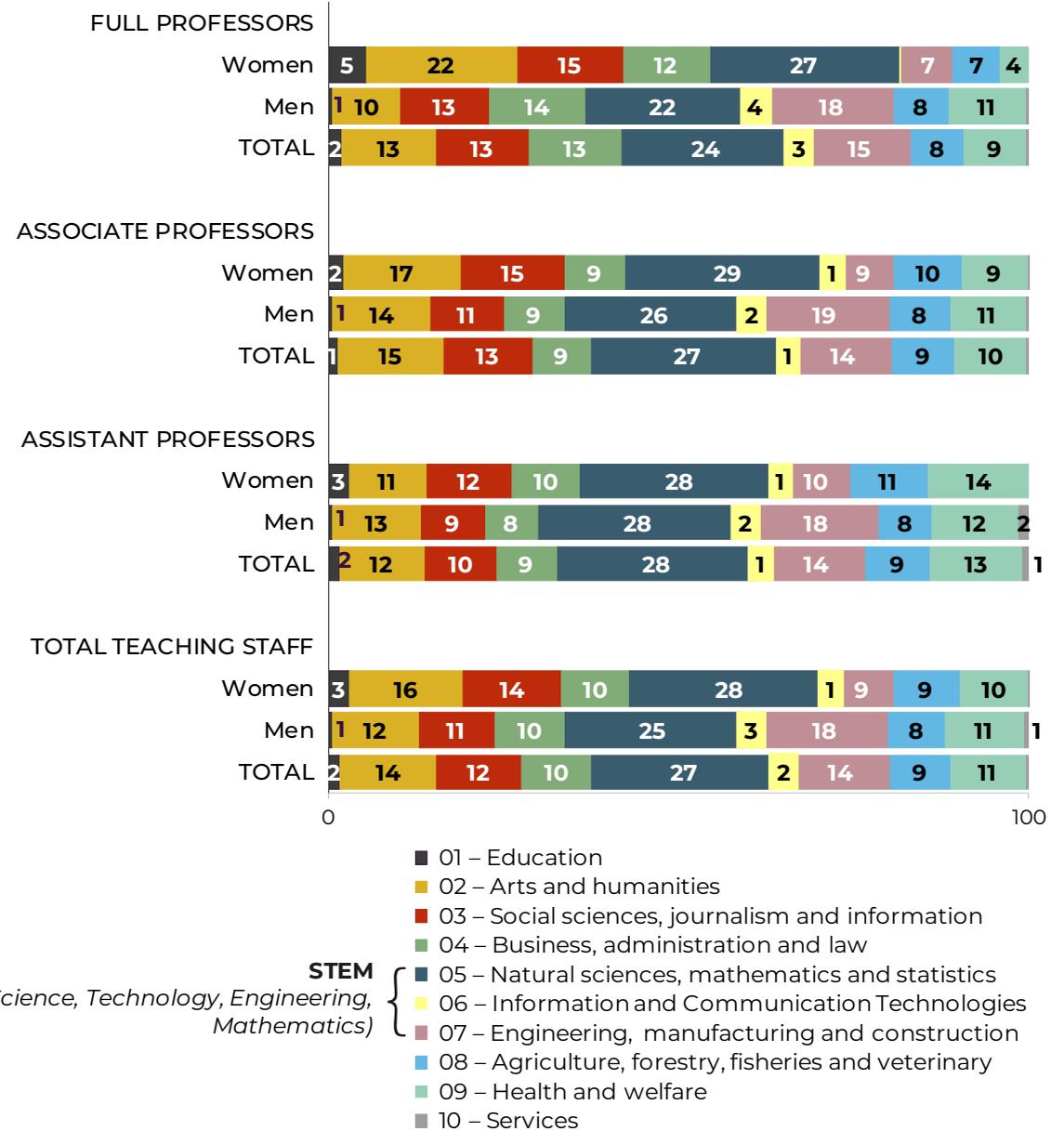
FIGURE 30 – TEACHING STAFF BROKEN DOWN BY CUN AREA AND GENDER – PERCENTAGE (2022)





If, instead of adopting the CUN categories, we were to refer to the ISCED classification – which allows for comparison on an international level – we would reach the same conclusions (Figure 31). The fact that there tends to be more female professors in the fields of “Education”, “Arts and humanities” and “Social sciences, journalism and information” and more male professors in “Engineering, manufacturing and construction” and “Information and communication technologies” is evident although less conspicuous than the disparity discerned among students (Figure 4). Moreover, there is a clearer horizontal segregation by field of study among Full Professors than among Associate Professors and above all Assistant Professors.

**FIGURE 31 – TEACHING STAFF
BROKEN DOWN BY ROLE,
GENDER AND ISCED SUBJECT
AREA – PERCENTAGE (2022)**



* Percentages below 0.5 are not shown in the chart.



Comparing the University of Bologna and the national university system (Table 4 and Figure 32) 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 correspond to the CUN Areas in which the percentage of female professors at the University of Bologna exceeds the national percentage, while the points above the diagonal represent the Areas in which female presence is higher in Italy than at the University of Bologna. Vertical segregation is indicated by the fact that, as the academic role increases, the concentration of points tends to shift downwards and to the left, moving closer to the origin of Cartesian axes. Horizontal segregation is instead documented by the dispersal of the 14 x-coordinates (for the University of Bologna) and 14 y-coordinates (for the national total) on the respective axes.

It can be concluded that, since in general the area-points are rather close to the diagonal of the quadrant, the situations found for the University of Bologna largely mirror the national scenario. However, some interesting exceptions can easily be identified, such as the cases of Area 02 - Physical Sciences for Associates, where there are far more women in Bologna than the national figure, and of Areas 01 - Mathematics and Computer Science and 04 - Earth Sciences for Assistant Professors, where the opposite situation occurs.

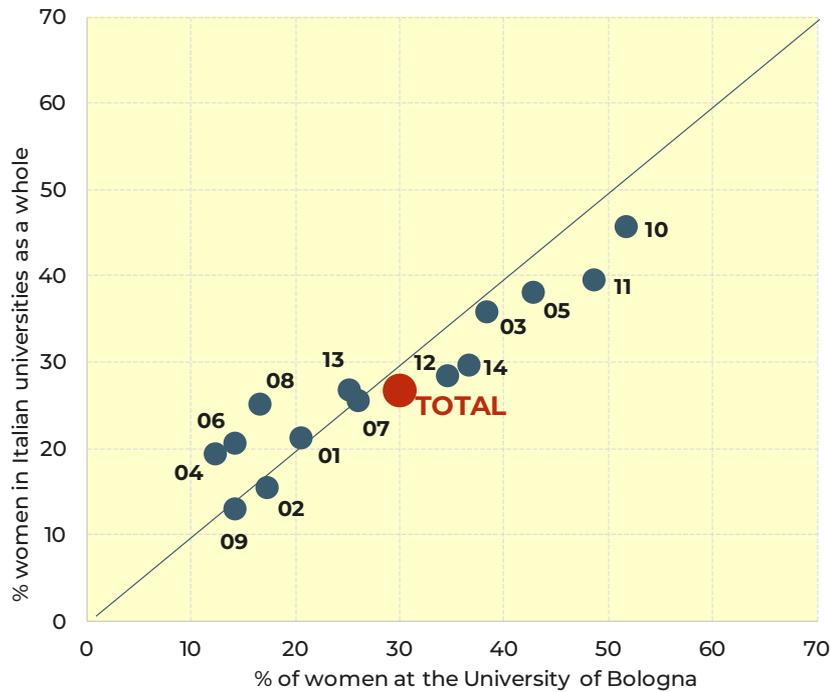
TABLE 4 – FEMALE PROFESSORS BROKEN DOWN BY CUN AREA AND ROLE – VALUES PER 100 PROFESSORS – UNIVERSITY OF BOLOGNA/ITALY COMPARISON (2022)

CUN AREA	Female Full professors		Female Associate Professors		Female Assistant professors		TOTAL	
	Unibo	Italy	Unibo	Italy	Unibo	Italy	Unibo	Italy
Area 01 – Mathematics and Computer Science	20.6	21.0	37.5	35.3	20.0	29.4	26.9	29.6
Area 02 – Physics	17.4	15.4	34.3	22.4	32.5	29.2	30.8	22.7
Area 03 – Chemistry	38.5	35.6	55.0	53.5	41.8	53.6	47.7	49.7
Area 04 – Earth Science	12.5	19.3	33.3	30.1	23.5	36.9	24.6	29.7
Area 05 – Biology	42.9	38.0	55.7	57.0	64.1	62.9	56.2	55.2
Area 06 – Medicine	14.3	20.4	42.0	37.5	48.6	47.6	37.9	37.0
Area 07 – Agricultural Sciences and Veterinary Medicine	26.2	25,5	48.5	45.8	54.5	49.9	44.9	42.1
Area 08 – Civil Engineering and Architecture	16.7	25.0	42.1	38.8	47.2	43.7	36.4	36.9
Area 09 – Industrial and Information Engineering	14.3	12.9	21.7	21.4	22.6	24.2	19.9	19.8
Area 10 – Classical Studies, Language and Literature and Art History	51.8	45.5	52.8	57.4	43.2	55.4	50.3	54,1
Area 11 – History, Philosophy, Education and Psychology	48.8	39.4	57.0	49.3	51.3	53.6	53.5	48.1
Area 12 – Law	34.7	28.4	46.8	45.2	52.0	46.2	43.6	39.5
Area 13 – Economics and Statistics	25.2	26.6	40.5	45.3	43.8	45.1	35.6	39.1
Area 14 – Political and Social Sciences	36.7	29.5	52.1	42.9	54.3	47.1	47.7	41.2
TOTAL	29.9	26.8	45.2	42.3	44.7	45.5	40.9	39.3

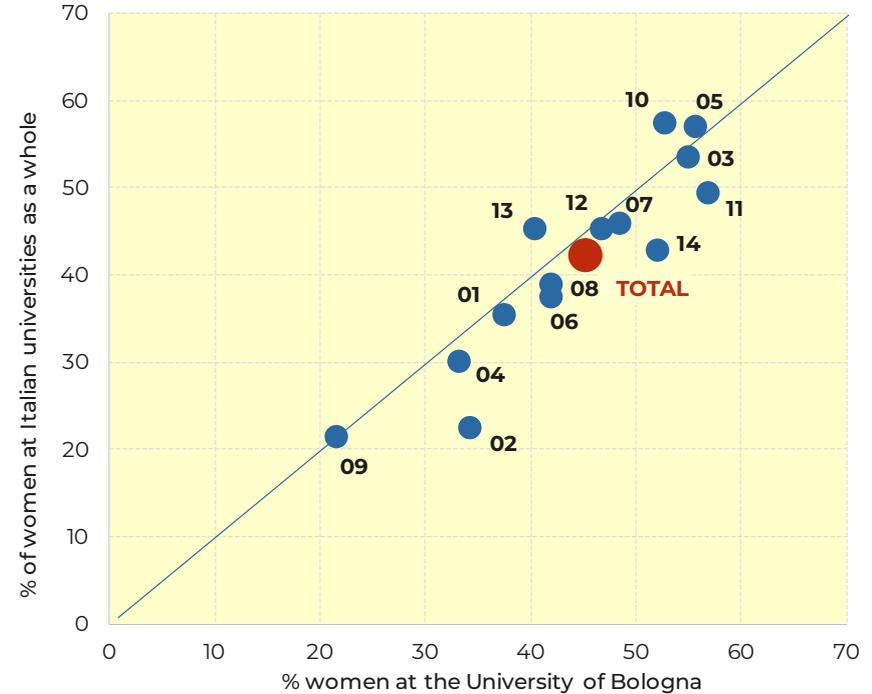
National data source: MUR, <https://cercauniversita.cineca.it/php5/docenti/cerca.php><https://cercauniversita.cineca.it/php5/docenti/cerca.php>

FIGURE 32 – FEMALE PROFESSORS BROKEN DOWN BY ROLE AND CUN AREA* – VALUES PER 100 PROFESSORS – UNIVERSITY OF BOLOGNA/ITALY COMPARISON (2022)

FEMALE FULL PROFESSORS



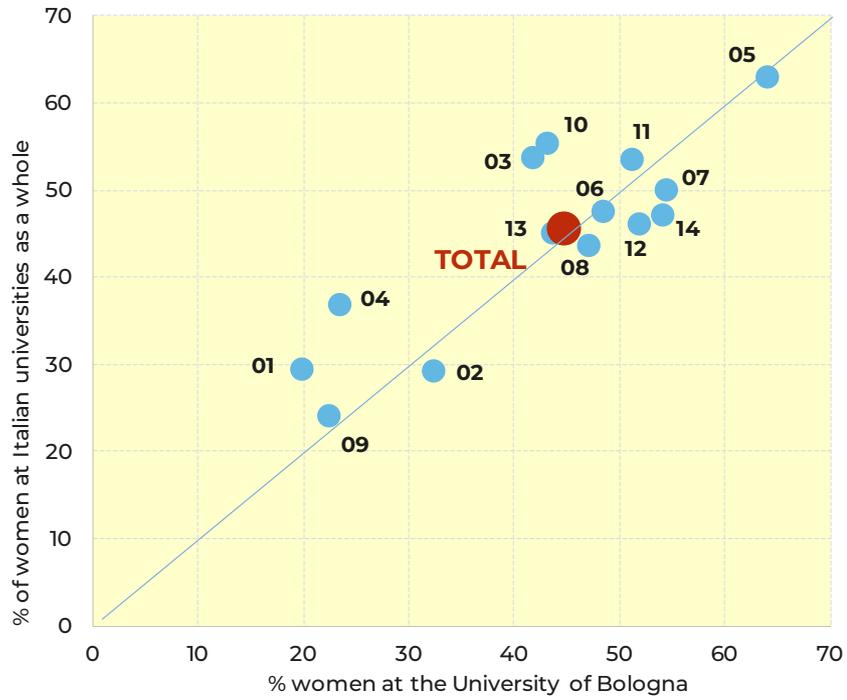
FEMALE ASSOCIATE PROFESSORS



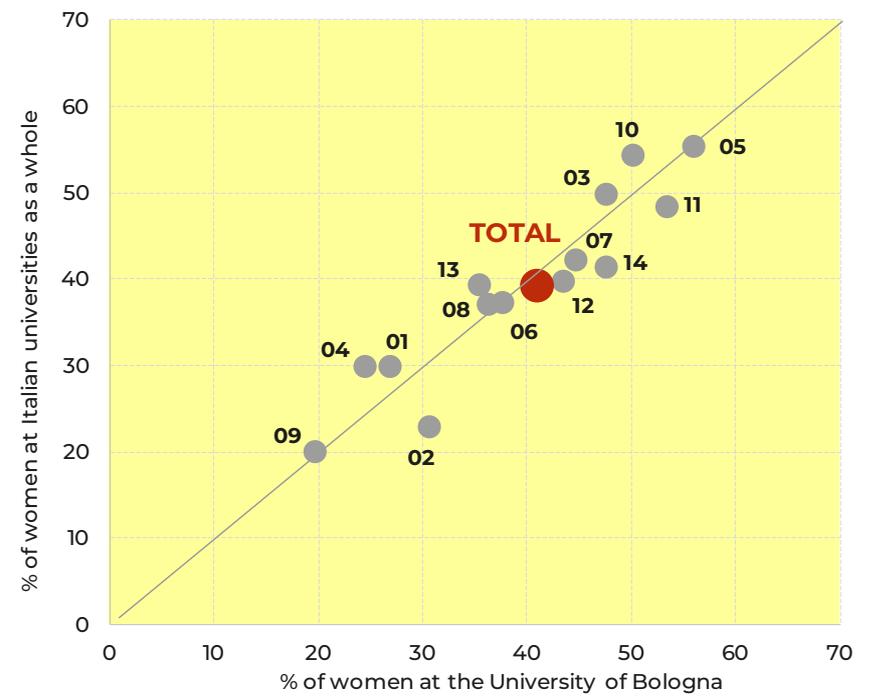
- * CUN AREA
- 01 – Mathematics and Computer Science
 - 02 – Physics
 - 03 – Chemistry
 - 04 – Earth Science
 - 05 – Biology
 - 06 – Medicine
 - 07 – Agricultural Sciences and Veterinary Medicine

- 08 – Civil Engineering and Architecture
- 09 – Industrial and Information Engineering
- 10 – Classical Studies, Language and Literature and Art History
- 11 – History, Philosophy, Education and Psychology
- 12 – Law
- 13 – Economics and Statistics
- 14 – Political and Social Sciences

FEMALE ASSISTANT PROFESSORS



TOTAL TEACHING STAFF



National data source: MUR, <https://cercauniversita.cineca.it/php5/docenti/cerca.php>

TABLE 5 – TEACHING STAFF BROKEN DOWN BY DEPARTMENT, ROLE AND GENDER – ABSOLUTE VALUES (2022)

Department	Full Professors		Associate Professors		Assistant Professors		TOTAL	
	Women	Men	Women	Men	Women	Men	Women	Men
Architecture – DA	4	13	11	15	12	5	27	33
Arts – DAR	10	15	19	33	8	6	37	54
Cultural Heritage – DBC	7	12	12	11	6	9	25	32
Chemistry “G. Ciamician” – CHIM	10	15	26	17	8	14	44	46
Industrial Chemistry “Toso Montanari” – CHIMIND	4	11	15	21	7	12	26	44
Pharmacy and Biotechnology– FABIT	8	15	37	22	21	17	66	54
Classical Philology and Italian Studies – FICLIT	9	12	15	22	4	14	28	48
Philosophy and Communication Studies – FILCOM	6	10	11	17	5	11	22	38
Physics and Astronomy “A. Righi”– DIFA	5	23	24	47	12	30	41	100
Computer Science and Engineering – DISI	6	36	6	29	6	18	18	83
Civil, Chemical, Environmental and Materials Engineering – DICAM	6	24	22	33	10	21	38	78
Electrical, Electronic and Information Engineering “G. Marconi” - DEI	3	27	11	52	4	29	18	108
Industrial Engineering – DIN	1	31	10	38	5	21	16	90
Interpreting and Translation – DIT	9	6	19	6	7	6	35	18
Modern Languages, Literatures and Cultures – LILEC	10	5	27	12	8	3	45	20
Mathematics – MAT	13	23	16	23	5	20	34	66
Experimental, Diagnostic and Specialty Medicine - DIMES	6	27	40	32	26	23	72	82
Psychology “R. Canestrari” – PSI	9	9	26	11	9	4	44	24
Management – DISA	7	29	19	26	14	12	40	67
Biological, Geological and Environmental Sciences – BIGEA	3	16	15	25	13	14	31	55
Biomedical and Neuromotor Sciences – DIBINEM	11	15	33	35	22	31	66	81
Education Studies “G. M. Bertin” – EDU	18	7	22	10	18	6	58	23
Agricultural and Food Sciences – DISTAL	9	30	31	43	23	28	63	101

Department	Full Professors		Associate Professors		Assistant Professors		TOTAL	
	Women	Men	Women	Men	Women	Men	Women	Men
Economics – DSE	8	35	12	28	8	14	28	77
Legal Studies – DSG	20	44	30	33	18	16	68	93
Medical and Surgical Sciences – DIMEC	3	30	21	42	25	19	49	91
Veterinary Medical Sciences – DIMEVET	7	18	36	27	21	10	64	55
Life Quality Studies – QUVI	4	7	9	13	10	4	23	24
Political and Social Sciences – SPS	11	20	30	25	7	11	48	56
Statistical Sciences “P. Fortunati” – STAT	12	15	22	19	9	9	43	43
Sociology and Business Law – SDE	7	16	10	13	14	4	31	33
History and Cultures – DISCI	13	10	29	26	10	23	52	59
TOTAL	259	606	666	806	375	464	1,300	1,876

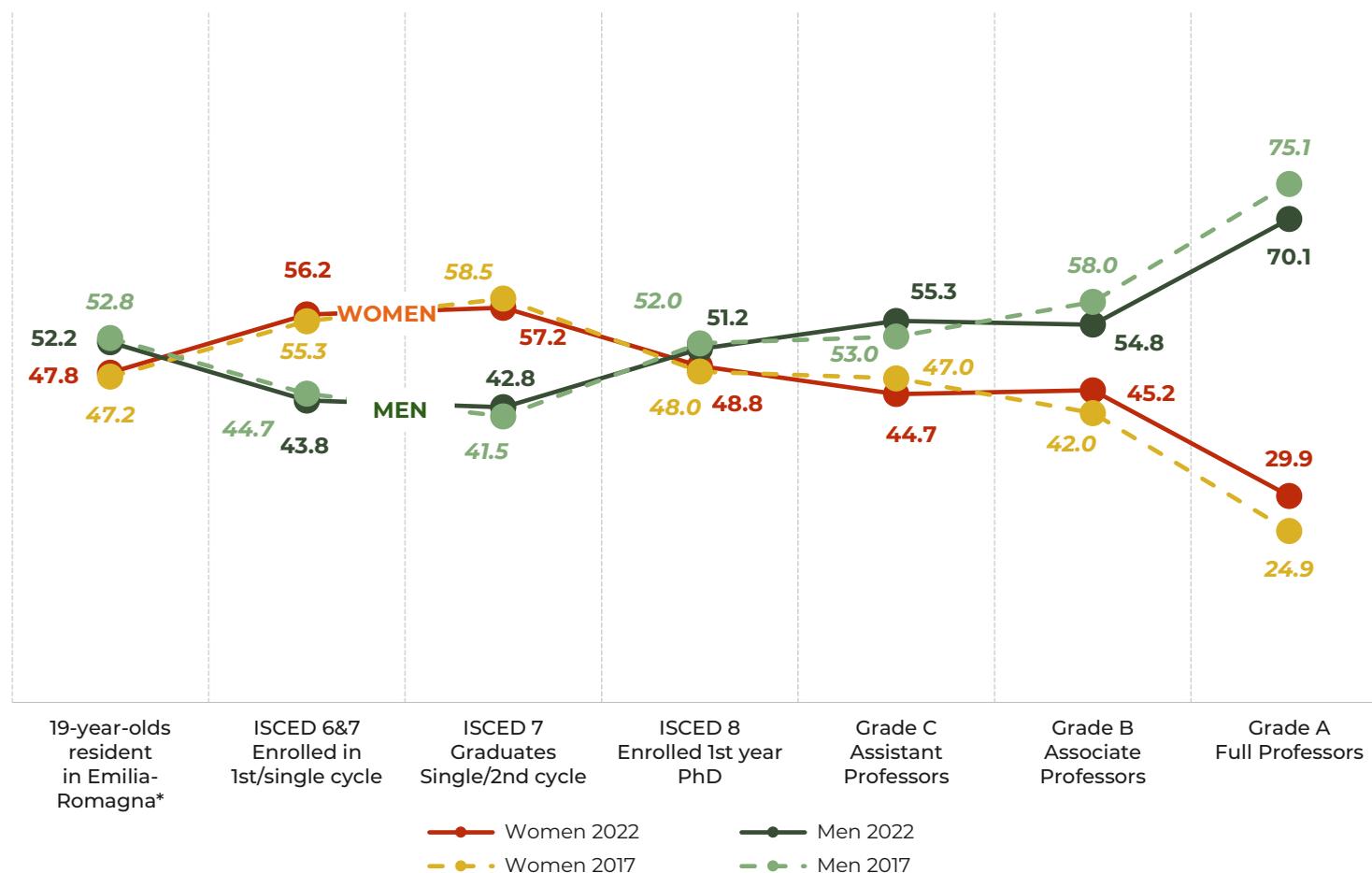
The distribution of the Teaching Staff in terms of Department, role and gender also points to the interplay of vertical and horizontal segregation (Table 5). In 2022, the number of female Full Professors was higher than that of male Full Professors only in 4 Departments out of 32 (Interpreting and Translation; Modern Languages, Literatures and Cultures; Education Studies; History and Cultures). In the Department of Psychology alone, the number of female Full Professors equals that of male Full

Professors. In the remaining 27 Departments, male Full Professors prevail, very often in marked numbers (in 16 Departments, male Full Professors are over twice as many as their female counterparts). Overall, considering the Teaching Staff in all three roles, women are more numerous than men only in 6 Departments of the University of Bologna, while the number is the same in Statistical Sciences.

Observing the composition by gender along the academic career (Figure 33), which starts from the position of student through PhD up to employment in a certain role (Assistant Professor, Associate Professor or Full Professor), we can see the so-called 'leaky pipeline' phenomenon at work. In fact, in 2022, women were 47.8% of the 19-year-old population (i.e. potential new students), 56.2% of new students at the University, and 57.2% of second cycle and single cycle graduates, which bears witness to the fact that they invest more in their education¹⁴. At this point, however, the percentage of women decreases by 8 percentage

points to 48.8% among PhD students. Women account for less than 45% among Assistant Professors and Associate Professors, while they are merely 29.9% of Full Professors (this percentage is almost 5 points higher than in 2017). At national level (Figure 34), the results are very similar, just like at European level, where – in reference to 2016 (last update available¹⁵) – the percentage of women is 55% among students, 59% among graduates, 48% among PhD students, 46% among Assistant Professors, 40% among Associate Professors, and 24% among Full Professors.

FIGURE 33 – DISTRIBUTION BY GENDER IN A TYPICAL ACADEMIC CAREER AT THE UNIVERSITY OF BOLOGNA – STUDENTS AND TEACHING STAFF – PERCENTAGE – 2017 AND 2022

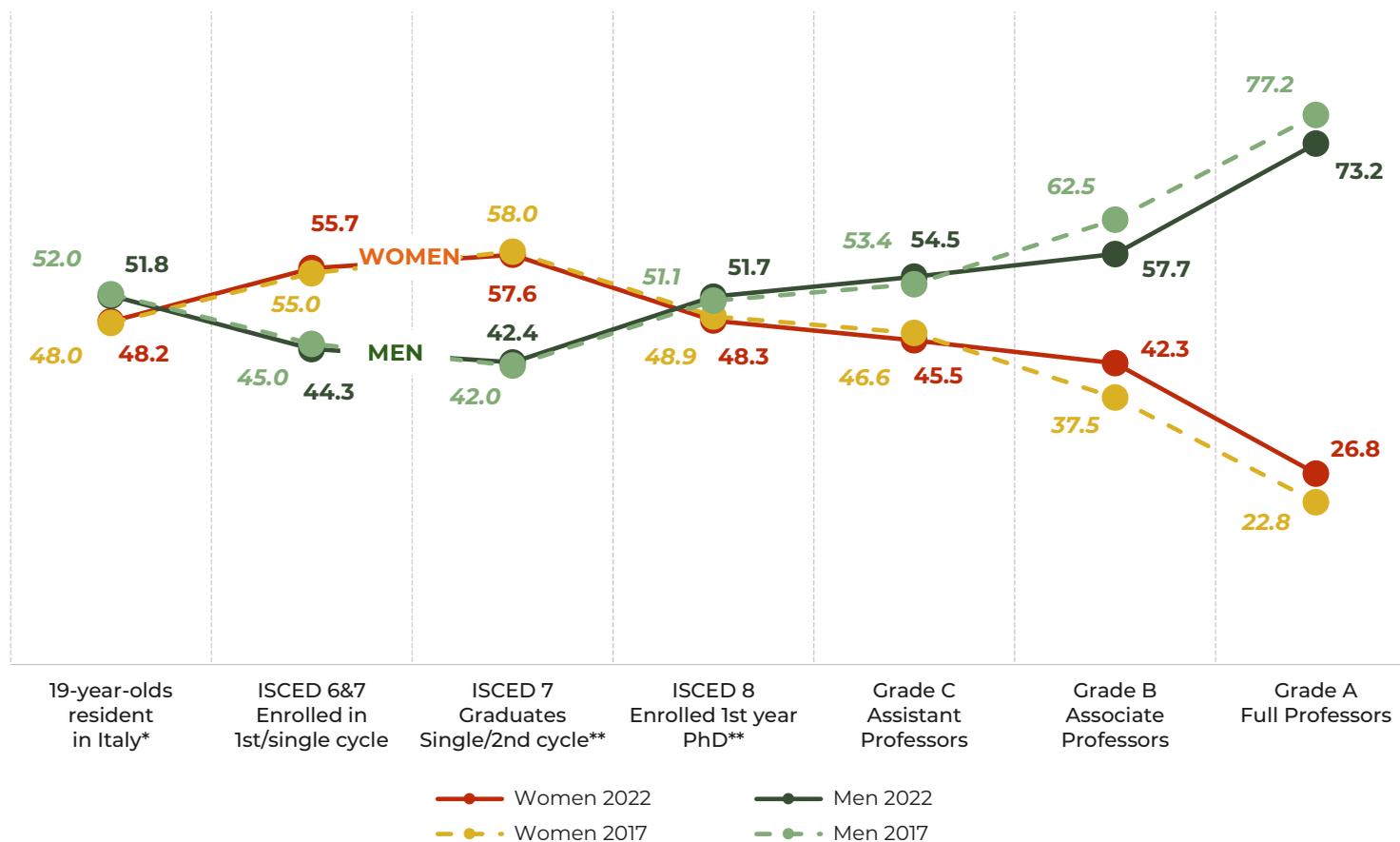


¹⁴ In Figs. 33-35 refer to second-level graduates (from single cycle and second cycle degree programmes), rather than to the aggregate number of graduates, as the former represent the population who can access PhD programmes and then the university professor career.

¹⁵ See EU – Directorate-General for Research and Innovation (2019), *She Figures 2018*, European Commission, Brussels, p. 116.

* 18-year-olds resident in Emilia-Romagna as at 01/01/2017 and 01/01/2022.

FIGURE 34 – DISTRIBUTION BY GENDER IN A TYPICAL ACADEMIC CAREER IN THE ITALIAN UNIVERSITY SYSTEM – STUDENTS AND TEACHING STAFF – PERCENTAGE – 2017 AND 2022



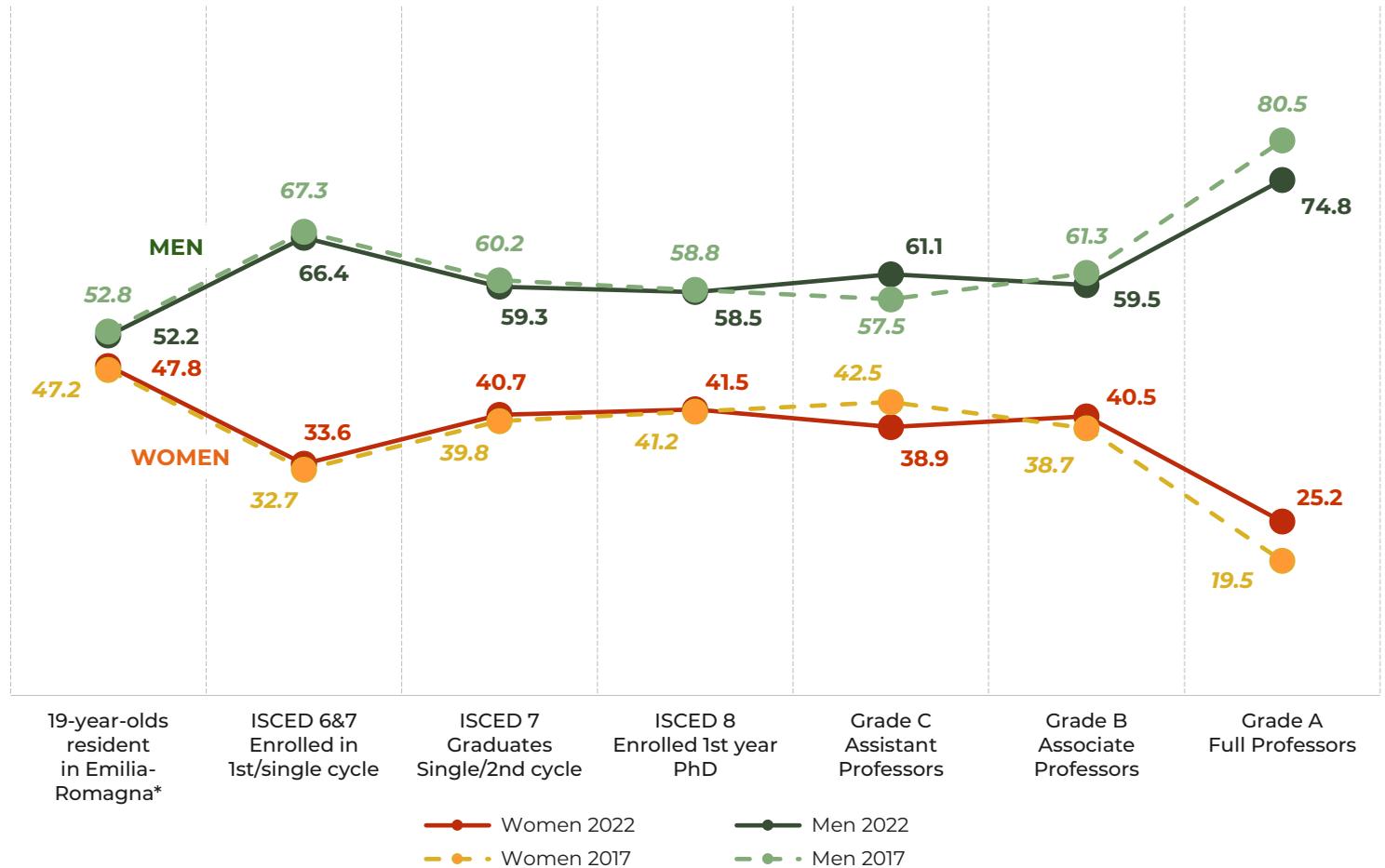
* 18-year-olds resident in Italy as at 01/01/2017 and 01/01/2022.

** For graduates from single cycle and second cycle degree programmes graduates and those enrolled in the first year in PhDs, the 2021 figure is given instead of the 2022 figure, which is not yet available.

With regard to academic careers in the STEM subjects (Science, Technology, Engineering, Mathematics), the presence of a leaky pipeline is confirmed (Figure 35), but with some differences compared to the general situation. First of all, before vertical segregation, horizontal segregation by field of study takes place; hence, women are only 33.6% of new students enrolled in STEM areas in 2022/23, while they are

56.2% of new students as a whole. Then, due to their academic success and to motivational factors, the percentage of women reaches 40.7% among second-level graduates and 41.5% among PhD students. The percentage of women is essentially the same among Assistant Professors and Associate Professors, around 40%, but drops significantly to 25.2% for Full Professors due to vertical segregation.

FIGURE 35 – DISTRIBUTION BY GENDER IN A TYPICAL ACADEMIC CAREER AT THE UNIVERSITY OF BOLOGNA IN THE STEM AREA (SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS) – STUDENTS AND TEACHING STAFF – PERCENTAGE – 2017 AND 2022



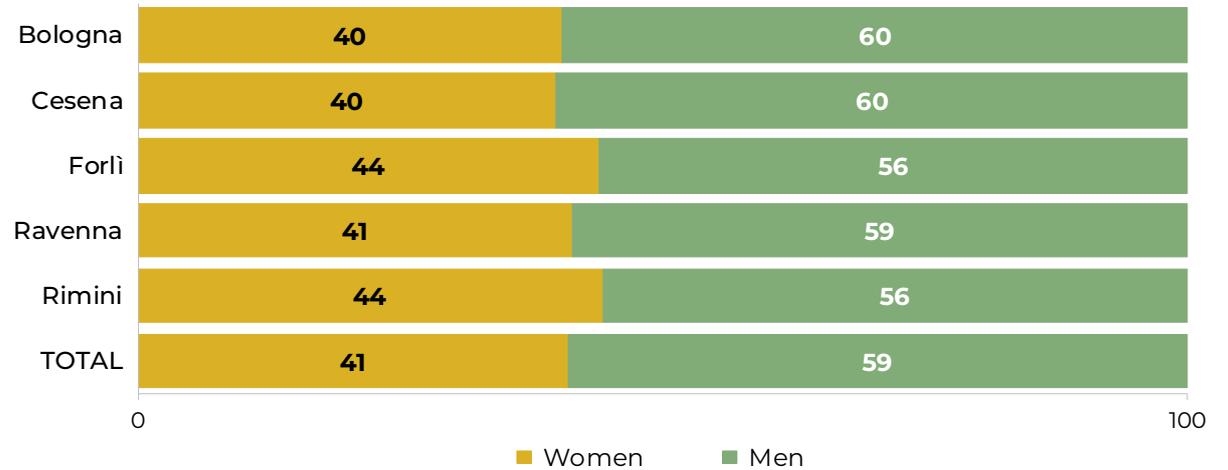
* 18-year-olds resident in Emilia-Romagna as at 01/01/2017 and 01/01/2022.

If we look at the ‘scissors’ in the academic careers (Figures 33-35), 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, these

segregations are also caused by personal and family life choices - still conditioned by gender stereotypes - characteristic of the ages at which academic careers develop.

In relation to the place of employment, the data show that men are prevalent across all five Campuses of the University, with percentages ranging from 56% to 60% (Figure 36).

FIGURE 36 – TEACHING STAFF BROKEN DOWN BY PLACE OF EMPLOYMENT AND GENDER – PERCENTAGE (2022)

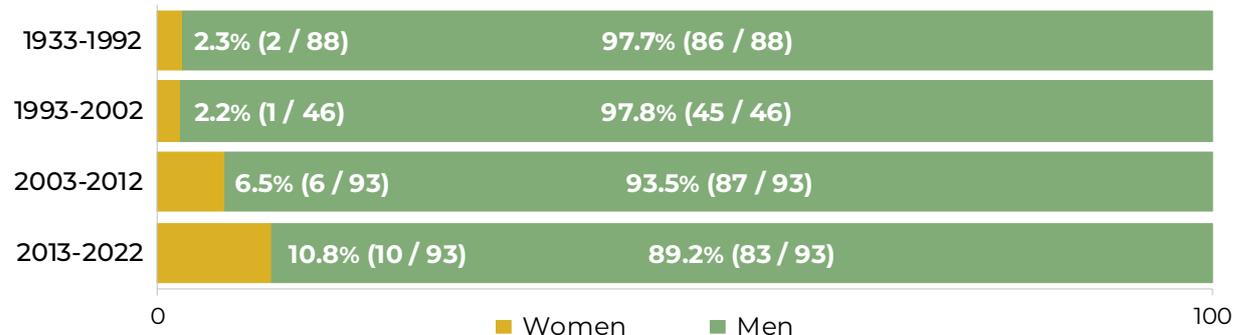


¹⁶ This academic figure is found, albeit with some differences, in universities all over the world. According to a time-tested international tradition, the title of ‘Emeritus’ indicates the highest possible academic achievement, the final recognition of a scientific and academic career of special, recognised prestige. The title of ‘Emeritus’ is attributed pursuant to the regulations of each country; in Italy, the appointment of Emeritus Professors is governed by Royal Decree 1592 of 31/08/1933. 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.

Another interesting comparison in terms of distribution by gender concerns Emeritus Professors¹⁶. Since Italian law states that, to be recognised as Emeritus Professor, one must have been a Full Professor for no less than 20 years, it is to be expected that the number of women in this category is affected by gender segregation phenomena, which certainly were more widespread in

past decades. For this reason, gender inequality among Emeritus Professors is still especially evident. As a case in point, the percentage of women among Emeritus Professors appointed before 2003 is just over 2%, increases to 6.5% in the period 2003-2012, and exceeds 10% in the following decade (Figure 37).

FIGURE 37 – EMERITUS PROFESSORS BROKEN DOWN BY TIME OF APPOINTMENT AND GENDER – PERCENTAGE (1933-2022)*

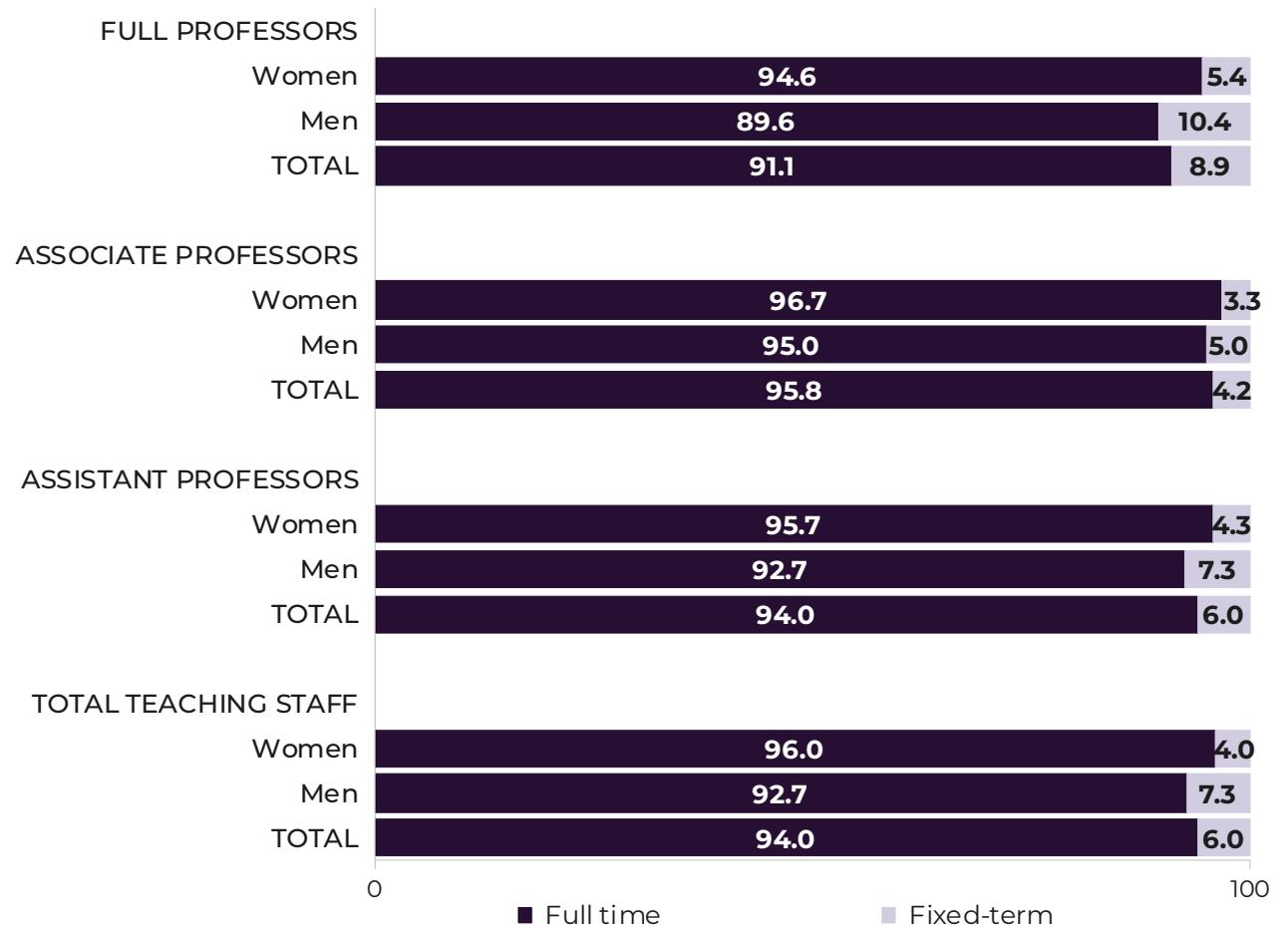


*The absolute number of cases is given in brackets.

Analysing the distribution of Teaching Staff in terms of working time regime, we find out that most male and female professors in all three roles across all roles worked full time in 2022. The part-time option, however, is more frequent for men, especially among

Full Professors (Figure 38). It should be noted that this choice is also motivated by the possibility to work as a self-employed professional as well, by taking up external assignments that would be otherwise incompatible with the academic work.

FIGURE 38 – TEACHING STAFF BROKEN DOWN BY ROLE, GENDER AND WORKING TIME REGIME – PERCENTAGE (2022)



Leaves granted to the Teaching Staff are related to role and gender (Table 6 and Figure 39). In particular, the data show that maternity/paternity leave and parental leave continue to

be taken almost exclusively by women, particularly among assistant professors (also for reasons pertaining to age), with more than 8 days' leave taken per capita in 2022.

TABLE 6 – DAYS OFF* TAKEN BY TEACHING STAFF BROKEN DOWN BY ROLE AND GENDER – ABSOLUTE VALUES (2022)

	Full professors		Associate professors		Assistant Professors	
	Women	Men	Women	Men	Women	Men
Number of professors	259	606	666	806	375	464
PAID LEAVES	1,014	2,621	1,876	1,613	1,088	597
Paid sick leave	475	1,088	1,676	1,470	673	530
of which COVID	52	100	159	180	26	51
Paid leave pursuant to Law 104 to assist family**	9	33	16	–	15	22
Paid maternity, paternity, parental, and sick child leave***	108	5	890	65	3,161	137
other paid leave	530	1,500	184	143	400	45
UNPAID LEAVES****	1,488	2,949	1,479	1,825	–	1,023
TOTAL	2,610	5,575	4,245	3,503	4,249	1,757

Source: University Staff Database.

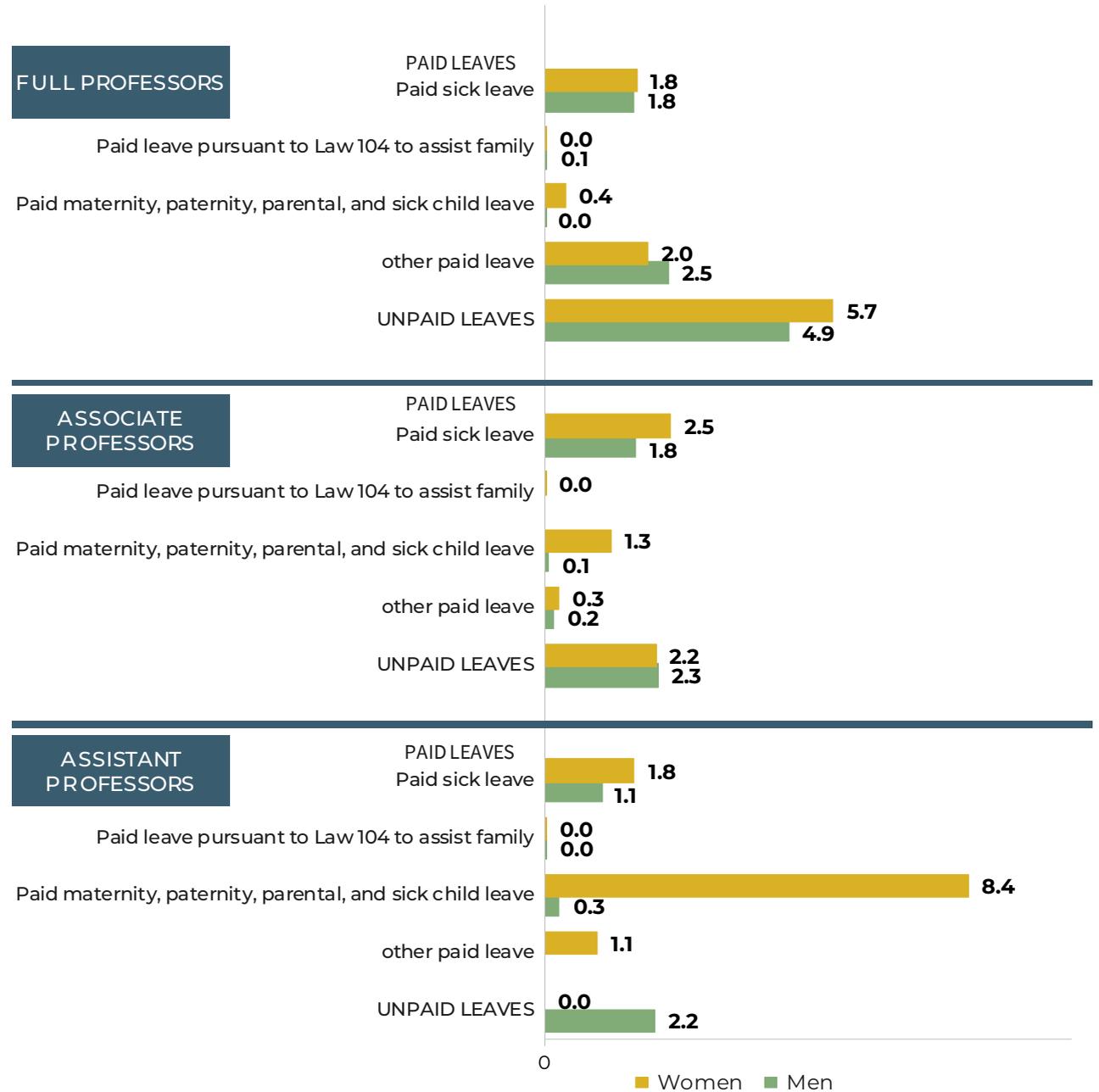
* Excluding holiday leaves or strikes.

** 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; mandatory maternity leave; mandatory paternity leave; paid 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.

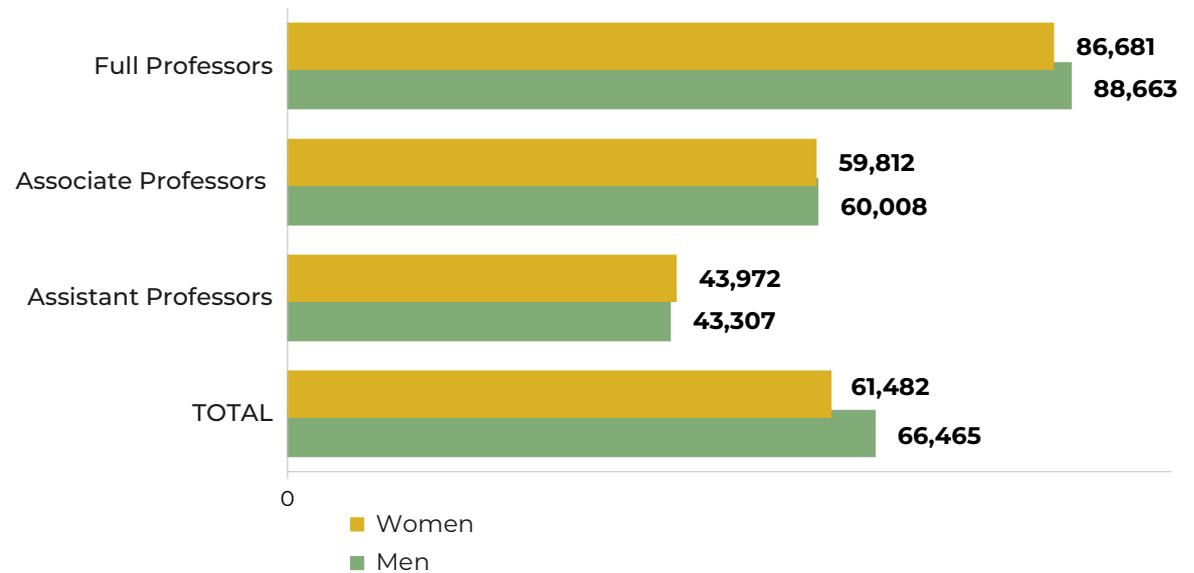
FIGURE 39 – DAYS OFF TAKEN BY TEACHING STAFF BROKEN DOWN BY ROLE AND GENDER – PER CAPITA VALUES (2022)



The analysis of gross pay by gender (Figure 40) shows an average gender pay gap of just over €5,000 per year to the detriment of women, essentially attributable to there being fewer women among Full Professors.

In fact, within the same category, the differences between male and female professors based on length of service in the role are on average small.

FIGURE 40 – ANNUAL GROSS SALARY* OF TEACHING STAFF BROKEN DOWN BY ROLE AND GENDER – AVERAGE VALUES (2022)



* The annual gross salary includes fixed items, allowances and ancillary items (excluding hospital items) of the Staff in service for all months of the year.

With regard to projects funded on national PRIN programmes (Table 7), the local UniBO managers are overwhelmingly male for the entire period under consideration (2018-2022). The most recent results available (2022) show that the University of Bologna

had 56 funded projects, 39 of which - equal to 70% - had a male local project manager. The male prevalence is even more pronounced in cases where the local coordinator is also the national coordinator.

TABLE 7 – PRIN PROJECT MANAGERS BROKEN DOWN BY GENDER – ABSOLUTE AND PERCENTAGE VALUES (2018, 2021 AND 2022)

	Year of approval								
	2022 (call 2022)			2021 (call 2020)			2018 (call 2017)		
	Women	Men	No. of Projects	Women	Men	No. of Projects	Women	Men	No. of Projects
Project managers for UNIBO	30%	70%	56	32%	68%	62	30%	70%	135
of which National Coordinators	15%	85%	20	18%	82%	22	18%	83%	40

3.4 TECHNICAL AND ADMINISTRATIVE STAFF

Unlike the Teaching Staff, where men remain the majority, women prevail in the Professional Staff (TA) and among Foreign Language Assistants and Foreign Language Instructors (CEL), making up 66% of the TA Staff and 79% of CEL in 2022 (Table 8). Among managers and TA staff in the highest category (EP), there are fewer women among TAs in the lower categories (D, C and B); the phenomenon of vertical gender segregation is therefore also clear in

this population, although less evident than for professors. With regard to staff with position allowance, no gender inequality is recorded at the University since the percentage of women here (66%) is equal to the overall female percentage among TA Staff.

During the three-year period 2020-2022, the share of women in the different categories remained substantially stable.

TABLE 8 – MANAGERS, TA STAFF* AND CEL BROKEN DOWN BY CATEGORY AND GENDER – ABSOLUTE VALUES (2020-2022)



	2022			2021			2020		
	Women	Men	TOTAL	Women	Men	TOTAL	Women	Men	TOTAL
Managers	11	7	18	8	9	17	9	7	16
TA Staff (Categories EP, D, C, B), of whom:	2,002	1,054	3,056	1,915	1,004	2,919	1,877	980	2,857
Cat. EP	104	63	167	105	64	169	100	68	168
Cat. D	851	419	1,270	740	374	1,114	649	323	972
Cat. C	936	491	1,427	940	469	1,409	977	473	1,450
Cat. B	111	81	192	130	97	227	151	116	267
fixed-term contract	84	43	127	67	24	91	62	29	91
with position allowance**	200	104	304	184	100	284	178	101	279
CEL	61	16	77	59	13	72	55	14	69
Agricultural workers	–	2	2	–	2	2	–	4	4
TOTAL	2,074	1,079	3,153	1,982	1,028	3,010	1,941	1,005	2,946

* The TA Staff in Categories EP, D, C and B include fixed-term and permanent contracts. In 2022, the 127 fixed-term contracts only concerned categories D and C.

** This is the TA Staff holding a position pursuant to Article 75 and Article 91, paragraph 3 of the National Collective Bargaining Agreement (CCNL) of 16/10/2008, currently in force.

FIGURE 41 – MANAGERS, TA STAFF AND CEL BROKEN DOWN BY CATEGORY AND GENDER – PERCENTAGE (2022)

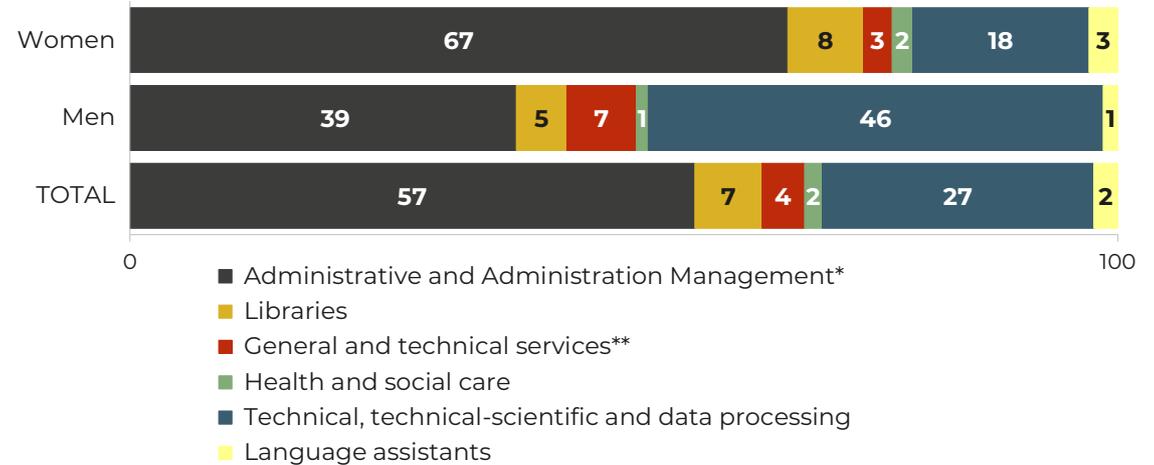


* This is the TA Staff holding a position pursuant to Article 75 and Article 91, paragraph 3 of the National Collective Bargaining Agreement (CCNL) of 16/10/2008, currently in force.

Horizontal segregation also exists among TA Staff and CEL. Indeed, 67% of women – and only 39% of men – work in the administrative and administration management divisions, while men are more prevalent

(46%) in the technical, technical-scientific and data processing divisions, where only 18% of female staff are employed (Figure 42).

FIGURE 42 – MANAGERS, TA STAFF AND CEL BROKEN DOWN BY GENDER AND DIVISION – PERCENTAGE (2022)



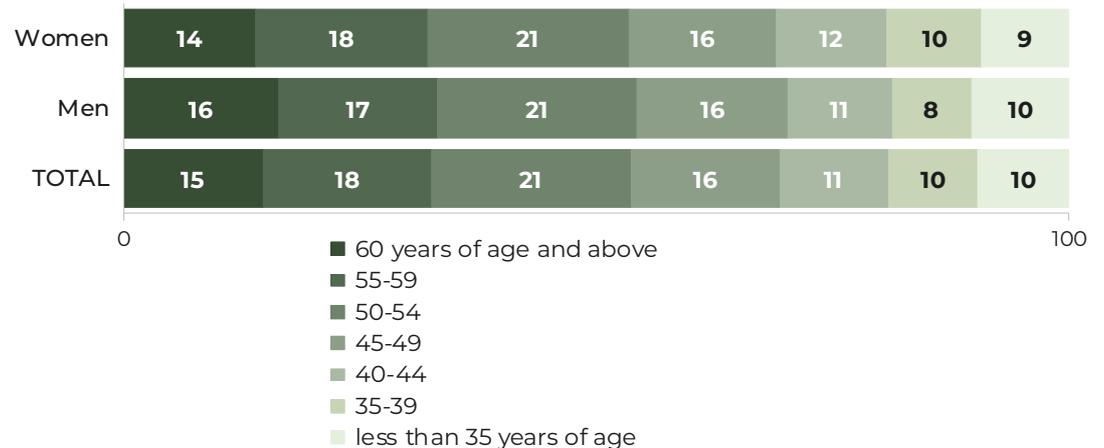
* Including the 18 Managers.

** Including the 2 Agricultural Workers.

The findings show no evident gender differences in terms of age. In fact, the two distributions by age group are similar: 47% of women and 46% of men are

under 50 years old (Figure 43). Even within the same category, differences are limited (Figure 44).

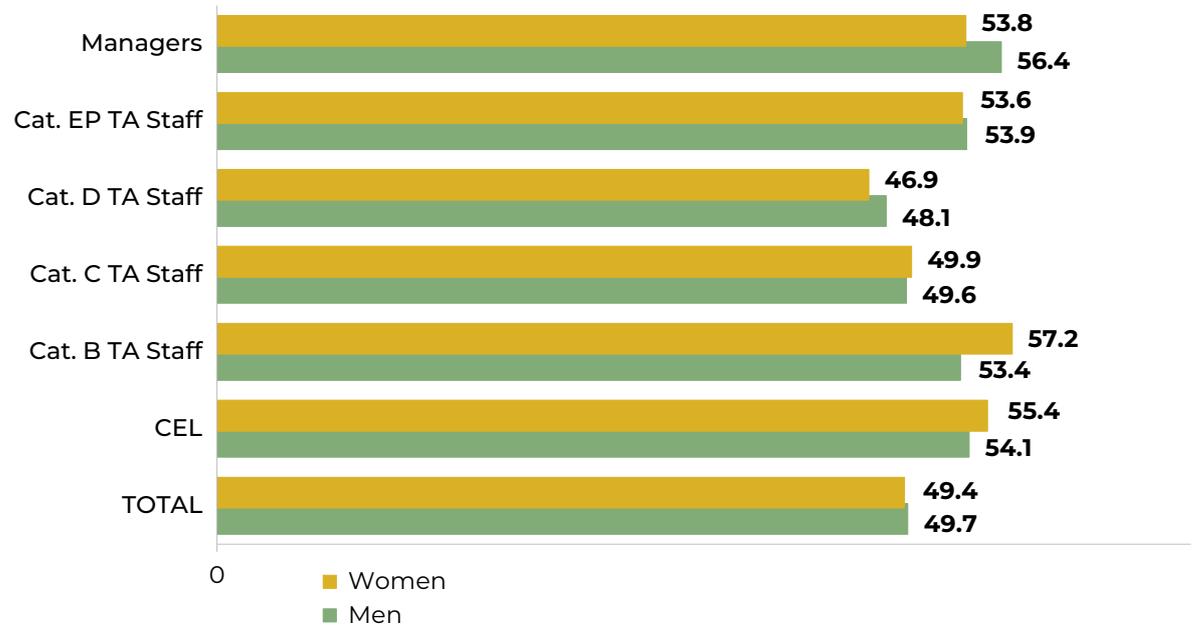
FIGURE 43 – MANAGERS, TA STAFF* AND CEL BROKEN DOWN BY GENDER AND AGE – PERCENTAGE (2022)**



* Including the 2 Agricultural Workers.

** Age is given in years reached as at 31/12/2022.

FIGURE 44 – AVERAGE AGE* OF MANAGERS, TA STAFF AND CEL BROKEN DOWN BY CATEGORY AND GENDER (2022)

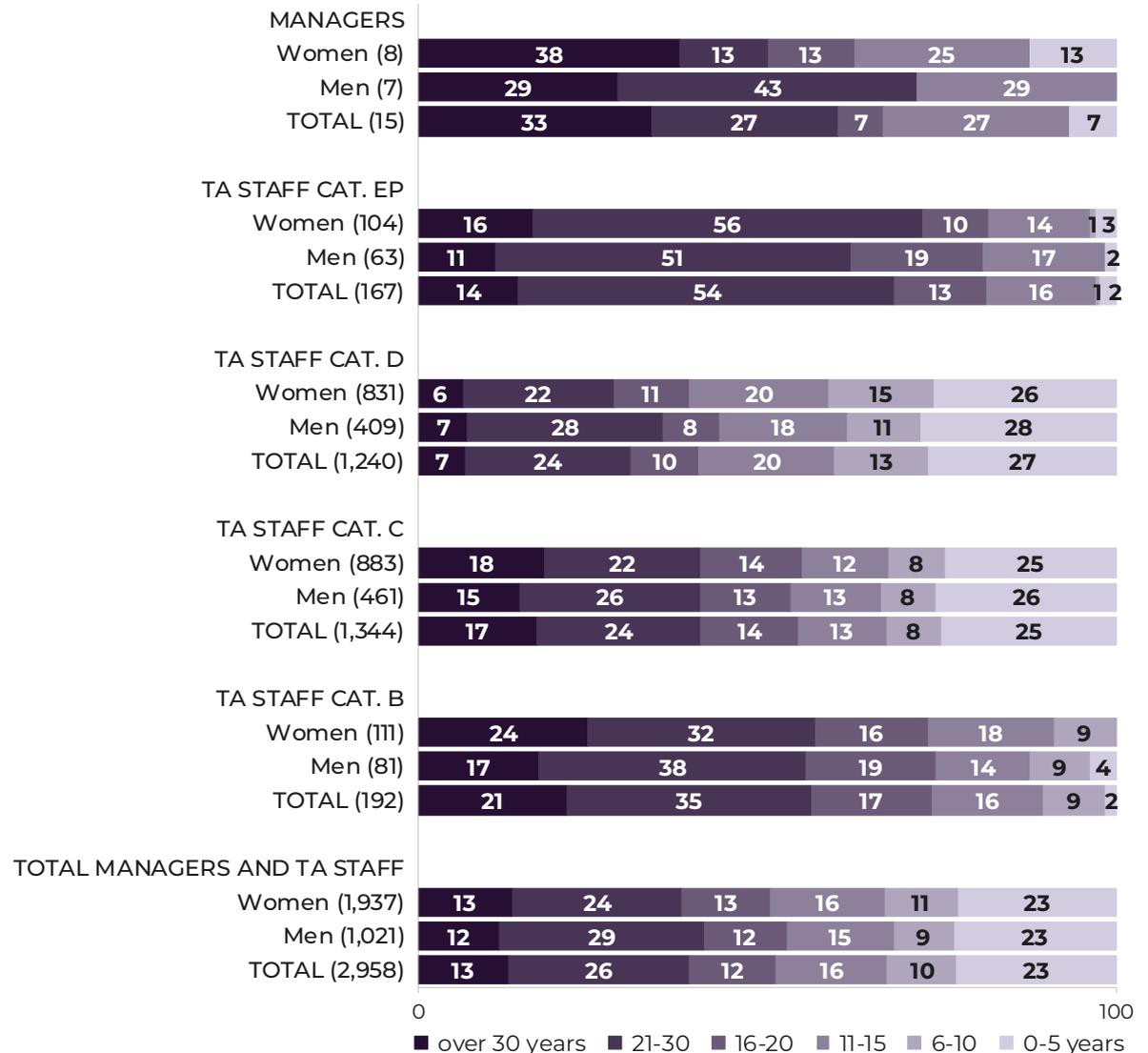


* Age is given as at 31/12/2022 and the average value is calculated taking into account also the months and days passed since the last birthday. The data include the 2 Agricultural workers but the corresponding bar is not represented in the chart.

Similarly, the data show no significant gender differences in terms of length of service (Figure 45). Predictably, for both men and women, the length of service

tends to be greater in the higher-ranking roles: at least half of the Managers and EP category personnel have been in service for more than 20 years.

FIGURE 45 – MANAGERS AND TA STAFF* BROKEN DOWN BY CATEGORY, GENDER AND LENGTH OF SERVICE – PERCENTAGE (2022)**



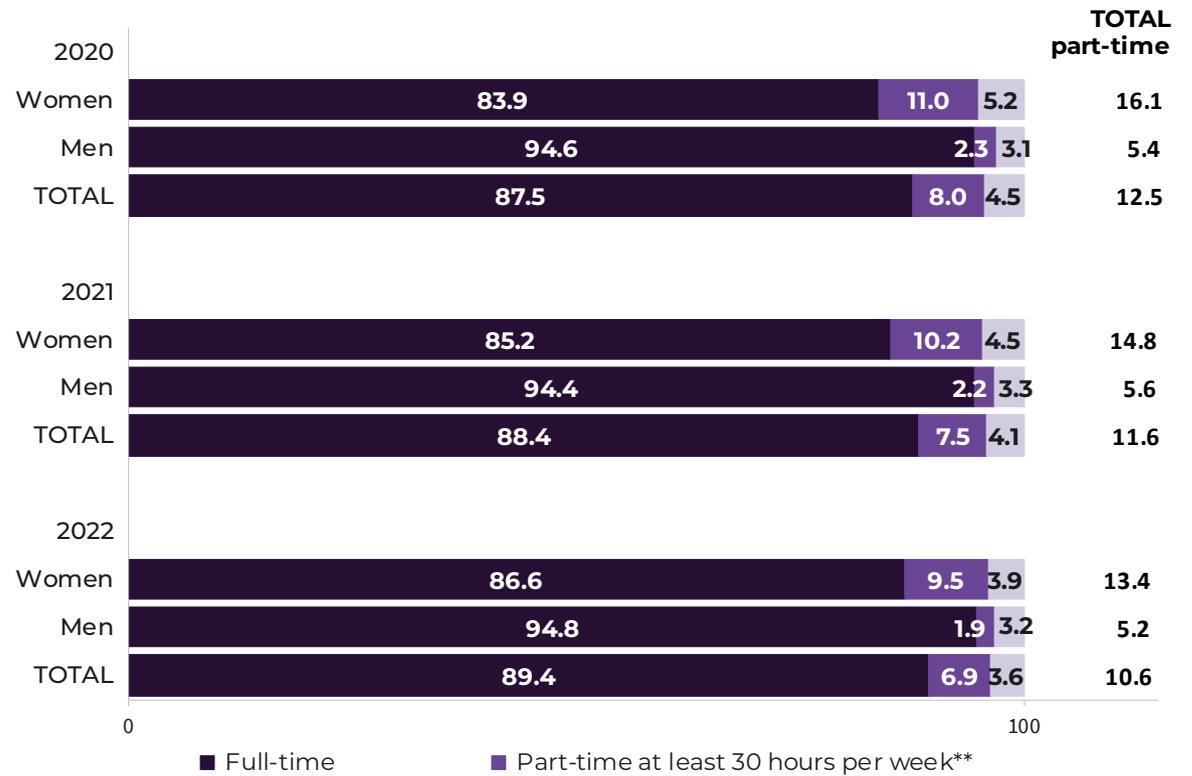
* Temporary staff, CELs and agricultural workers are excluded.

** This is the total number of years of service, regardless of the category.

The distribution of fixed-term and permanent TA Staff and CEL in terms of working time regime shows that, in the 2020-2022 three-year period, part-time workers were in the minority and slightly decreasing

(Figure 46). The percentage of part-time contracts of female workers was still almost three times that of male workers.

FIGURE 46 – MANAGERS, TA STAFF* AND CEL BROKEN DOWN BY GENDER AND WORKING TIME REGIME – PERCENTAGE (2020-2022)



* Excluding the 2 Agricultural Workers.

** More precisely, this means part-time staff working at least 83.3% of normal working hours.

Table 9 and Table 10 show the trend in voluntary parental leaves and sick child leaves taken by TA Staff and CEL broken down by gender. To ensure that data are interpreted correctly, in comparing the number of days of leave taken by female and male 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 take voluntary parental leaves and sick child leaves decidedly more frequently than male employees.

TABLE 9 – VOLUNTARY PARENTAL LEAVES TAKEN BY MANAGERS, TA STAFF AND CEL BROKEN DOWN BY GENDER – ABSOLUTE VALUES (2020-2022)*



	Optional parental leave paid at 100%				Optional parental leave paid at 30%				Optional unpaid 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
2021	892	62	144	14	1,700	88	154	7	302	47	107	7
2022	557	48	109	15	1,074	58	38	5	185	38	71	8

* Excluding the 18 Managers and 2 Agricultural Workers.

Source: University Staff Database.

TABLE 10 – SICK CHILD LEAVES TAKEN BY MANAGERS, TA STAFF AND CEL BROKEN DOWN BY GENDER – ABSOLUTE VALUES (2020-2022)*



	Sick leave for children paid 100%				Unpaid sick leave for children			
	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
2021	766	78	70	14	10	6	1	1
2022	799	89	151	22	16	7	5	2

* Excluding the 18 Managers and 2 Agricultural Workers.

Source: University Staff Database.

The analysis of absences according to the different causes (Table 11 and Figure 47) confirms the greater involvement of women in care activities. In fact, the differences between men and women in terms of days

per capita relate not only to paid maternity, paternity, parental, and sick child leave, where they are especially significant, but also to those linked to paid leave pursuant to Law 104 to assist family.

TABLE 11 – DAYS OFF TAKEN BY MANAGERS, TA STAFF AND CEL BROKEN DOWN BY GENDER – ABSOLUTE VALUES (2022)*

	Women	Men
Number of staff	2,074	1,077
PAID LEAVES	35,292	15,673
Paid sick leave	20,782	9,229
of which COVID	4,799	2,173
Paid leave pursuant to Law 104 to assist family**	3,955	1,644
pursuant to Law 104 for self-assistance**	896	593
Paid maternity, paternity, parental, and sick child leave***	8,290	541
other paid leave	9,659	4,207
UNPAID LEAVES****	5,117	3,416
TOTAL	40,409	19,089

Source: University Staff Database.

* Excluding the 18 Managers and 2 Agricultural Workers.

** 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; mandatory maternity leave; mandatory paternity leave; paid 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.

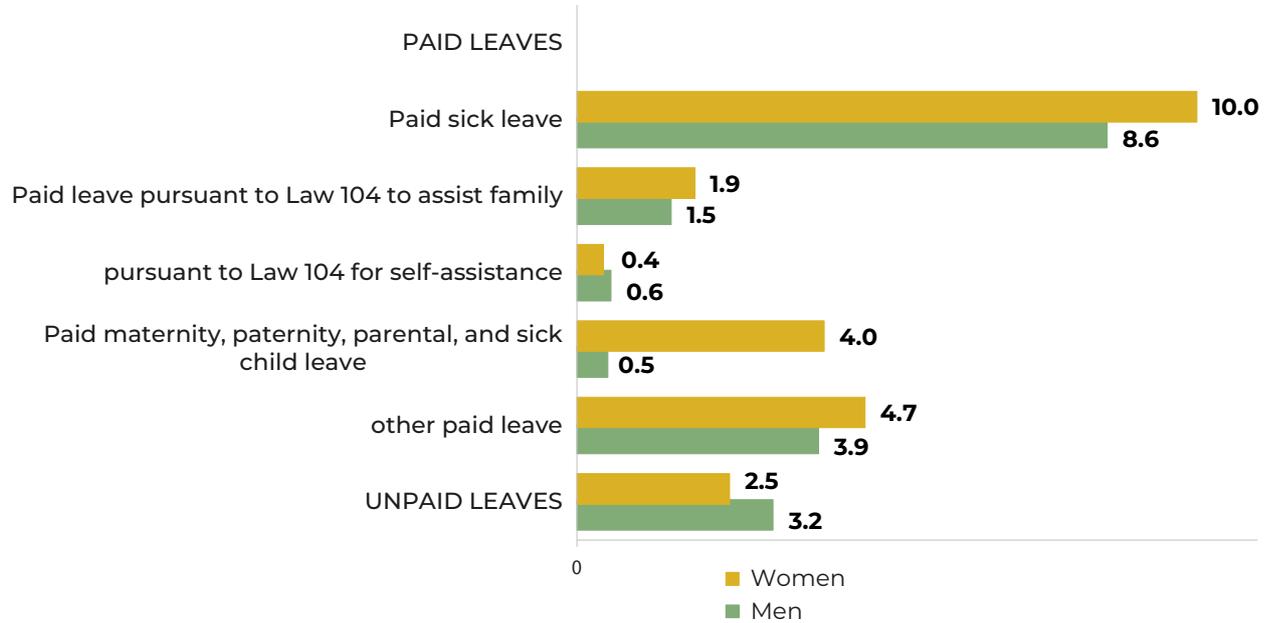
**** The following items are included: unpaid sick child leave; unpaid parental leave.

FIGURE 47 – DAYS OFF TAKEN BY MANAGERS, TA STAFF* AND CEL BROKEN DOWN BY GENDER – PER CAPITA VALUES (2022)**

Source: University Staff Database.

* Excluding the 18 Managers and 2 Agricultural Workers.

** Disaggregated data on TA Staff leave is available in the “Transparent Administration” of the Alma Mater <https://www.unibo.it/it/ateneo/amministrazione-trasparente/personale/tassi-di-assenza/tassi-di-assenza>.



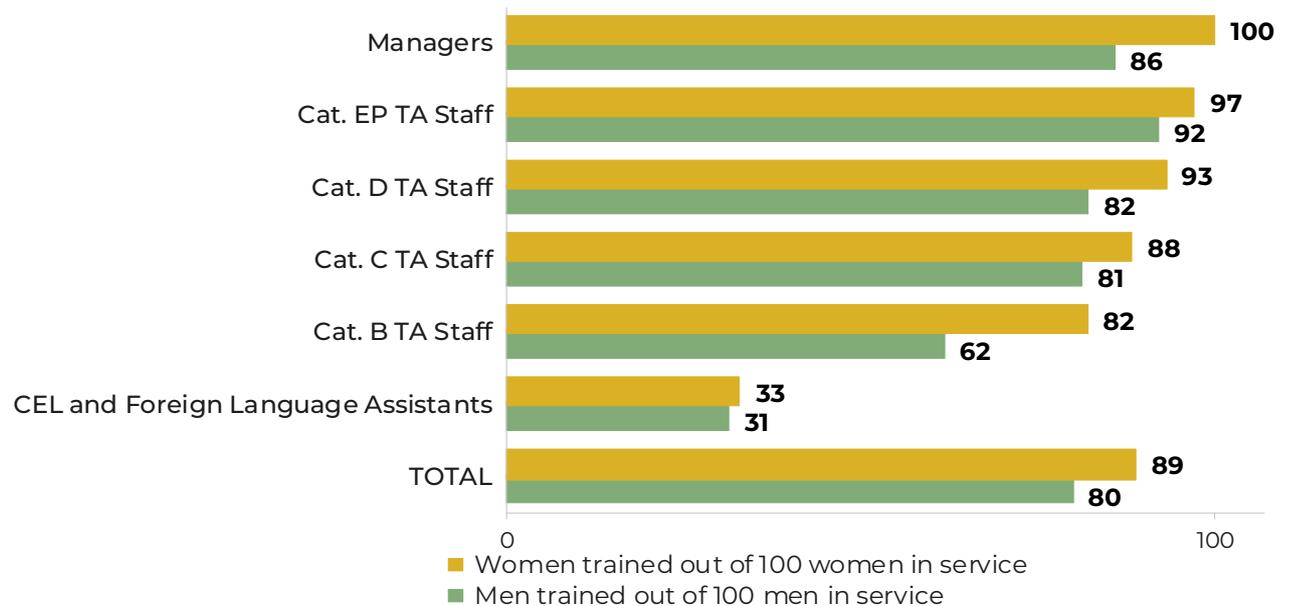
An analysis of the incidence of trained staff⁷ (Figure 48) shows that 89% of female staff and 80% of male

staff received training in 2022. In all categories, the percentage of trained personnel is higher for women.

FIGURE 48 – TRAINED MANAGERS, TA STAFF* AND CEL BROKEN DOWN BY CATEGORY AND GENDER – VALUES PER 100 EMPLOYEES (2022)

* Excluding the 2 Agricultural Workers.

** These are the staff who have received at least one training opportunity during the year. The data only concern professional training and refresher courses that allow the person’s educational curriculum to be updated; participation in higher education courses such as internships abroad, master’s degrees and advanced training courses is therefore excluded.



The documentation regarding Professional Staff and CEL concludes by measuring the turnover of permanent employees (Table 12). In 2022, staff turnover mostly concerned staff categories C and D.

Overall, 257 staff entered and 152 left; hence, the number of employees increased by 105, i.e. 73 women and 32 men.

TABLE 12 – INCOMING AND OUTGOING PERMANENT TA STAFF AND CEL BROKEN DOWN BY CATEGORY AND GENDER – ABSOLUTE VALUES AND TURNOVER INDICES (2022)

	Number of staff (2022)		New employees		Terminations		Turnover indices			
	Women	Men	Women	Men	Women	Men	Compensation*		Total turnover**	
							Women	Men	Women	Men
Cat. EP TA Staff	104	63	–	–	5	5	0.00	0.00	4.8	7.9
Cat. D TA Staff	821	406	56	25	27	13	2.07	1.92	10.1	9.4
Cat. C TA Staff	882	461	116	55	53	20	2.19	2.75	19.2	16.3
Cat. B TA Staff	111	81	–	–	16	11	0.00	0.00	14.4	13.6
CEL	58	15	3	2	1	1	3.00	2.00	6.9	20.0
TOTAL	1,976	1,026	175	82	102	50	1.72	1.64	14.0	12.9

* Number of incoming employees/Number of outgoing employees.

** (Number of incoming employees + Number of outgoing employees)/Number of staff x 100.



3.5 THE UNIVERSITY GOVERNING BODIES AND TOP RESEARCH AND TEACHING POSITIONS

An analysis of the distribution of members within the various University Governing Bodies in office as at 31/12/2022 confirms an imbalance between genders, in favour of men (Table 13 and Figure 49). Men represent more than half (52%) of all the members of the bodies and are in the majority among the Vice-Rectors, the Academic Senate, the Board of Governors, the Board of Auditors and the Student Council. Women prevail among Delegates/Project Appointments, in the Sponsors' committee, in the CUG and in the Technical-Administrative Staff Council - but it should be borne in mind that women account for two-thirds of TA and CEL staff.

The gender imbalance in the Student Council remains (only 11 females out of 33 at the end of 2020, 12 out of 33 at the end of 2021 and 2022), despite the principle of equal opportunities being recommended by the University Statute (Article 11, par. 1).

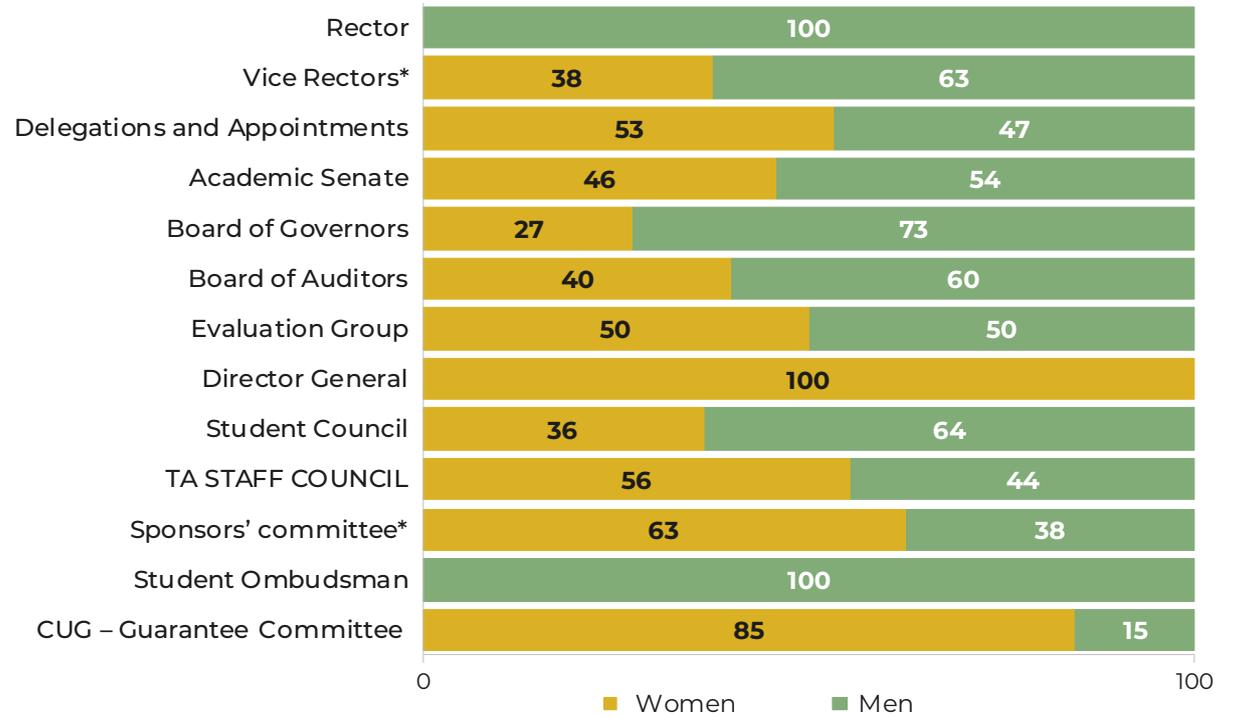
**TABLE 13 – MEMBERS OF
UNIVERSITY GOVERNING BODIES
AS AT 31/12/2022 BROKEN DOWN
BY GENDER – ABSOLUTE VALUES**



	Women	Men	TOTAL
Rector	–	1	1
Vice Rectors	3	5	8
Delegations and Appointments	16	14	30
Academic Senate, of which:	16	19	35
Chair (Rector)	–	1	1
members of Heads of Department	3	7	10
members of Professors and Assistant Professors	8	7	15
members of Technical and administrative staff	1	2	3
members of Student Representatives	4	2	6
Board of Governors, of which:	3	8	11
Chair (Rector)	–	1	1
internal members	1	4	5
external members	1	2	3
members of Student Representatives	1	1	2
Board of Auditors	2	3	5
Evaluation Group	3	3	6
Director General	1	–	1
Student Council	12	21	33
Technical and administrative staff council	10	8	18
Sponsors' committee	5	3	8
Student Ombudsman	–	1	1
CUG – Guarantee Committee for Equal Opportunities, Employee Well-being and Non-Discrimination at Work	11	2	13
TOTAL	82	88	170



FIGURE 49 – MEMBERS OF UNIVERSITY GOVERNING BODIES AS AT 31/12/2022 BROKEN DOWN BY GENDER – PERCENTAGE

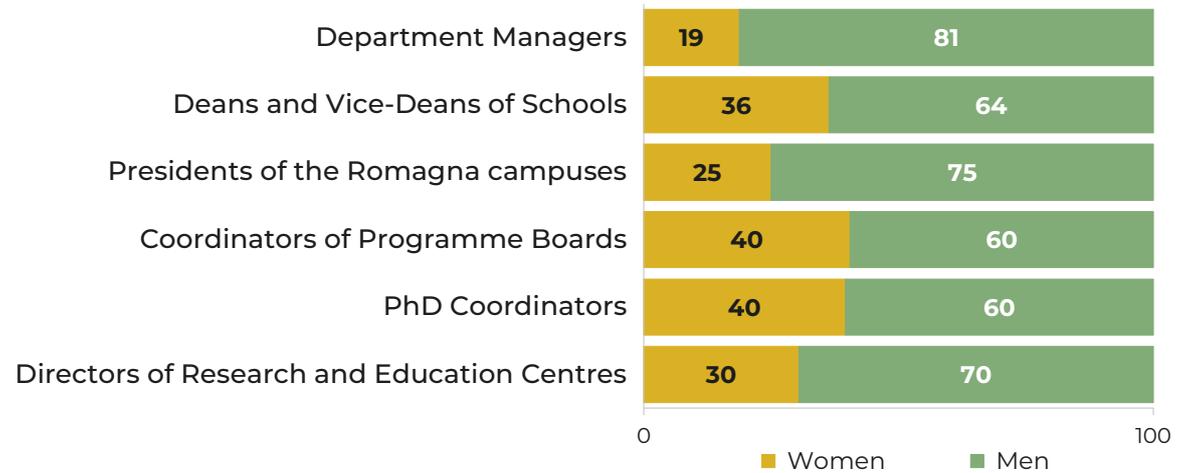


* The sum of the visible percentages does not result in 100 due to rounding.

Also having regard to the senior positions held at the end of 2022 within research and teaching facilities, women are under-represented (Figure 50). In fact, only 6 out of the 32 Heads of Department, 4 out of the 11 Deans or Vice Deans, one of the 4 Romagna Campus Presidents and 7 out of the 23 Education

and Research Centre Managers are women. There is greater balance among Degree Programme and PhD Programme Directors, although women are still in the minority (89 out of 220 in Degree Programmes, 19 out of 48 in PhD Programmes).

FIGURE 50 – SENIOR POSITIONS WITHIN DEPARTMENTS, SCHOOLS, DEGREE PROGRAMMES, PHD PROGRAMMES, AND RESEARCH AND EDUCATION CENTRES BROKEN DOWN BY GENDER – PERCENTAGE (2022)





4.
INVESTMENTS
MADE FOR THE
PROMOTION
OF EQUAL
OPPORTUNITIES

4.1 THE INCLUSION OF THE GENDER VARIABLE IN TEACHING AND RESEARCH

TABLE 14 SHOWS THE NUMBER OF TRAINING ACTIVITIES TO WHICH THE RESPECTIVE PROFESSORS CONTRIBUTED TO GOAL NO. 5 (GENDER EQUALITY) OF THE SUSTAINABLE DEVELOPMENT GOALS - SDGS. THE NUMBER OF ACTIVITIES RELATED TO THE TOPIC OF GENDER EQUALITY INCREASED FROM 786 FOR THE A.Y. 2020/21 TO 1,025 FOR 2022/23.

TABLE 14 – LEARNING ACTIVITIES THAT DEAL WITH GENDER EQUALITY (GOAL SDG5) BROKEN DOWN BY AREA – ABSOLUTE VALUES (A.Y. 2020/21-2022/23)

Area	2022/23	2021/22	2020/21
Economics and Management	42	34	29
Pharmacy and Biotechnology	16	10	10
Law	71	63	67
Engineering and Architecture	47	39	26
Languages and Literatures, Interpreting and Translation	128	130	109
Medicine	102	82	77
Veterinary Medicine	2	1	–
Psychology	40	38	27
Science	35	31	25
Agricultural and Food Sciences	2	1	1
Education Studies	110	99	86
Sports Science	14	11	10
Political Sciences	80	76	71
Statistical Sciences	18	15	14
Sociology	31	23	20
Humanities	287	249	214
TOTAL	1,025	902	786

The growing interest for gender issues can also be seen by a textual analysis of the descriptions of subjects included in the University's teaching planning¹⁸. In fact, during a.y. 2022/23, 70 gender-related learning activities were delivered across 24 degree programmes in 7 different Areas, compared to 59 in 2020/21 (Table 15). Alone, the second cycle degree programme Modern, Post-Colonial and Comparative Literatures, which is part of the Languages and Literatures, Translation and Interpreting Area, delivered 12

gender-related learning activities. These course units are, however, absent from the technical, scientific and economic Areas.

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.

TABELLA 15 – GENDER-RELATED LEARNING ACTIVITIES BROKEN DOWN BY AREA – ABSOLUTE VALUES (A.Y. 2020/21-2022/23)

Area	2022/23	2021/22	2020/21
Law	5	5	4
Languages and Literatures, Interpreting and Translation	22	23	20
Medicine	6	6	8
Education Studies	6	6	5
Political Sciences	10	8	7
Sociology	3	2	1
Humanities	18	17	14
other Areas	–	–	–
TOTAL	70	67	59

¹⁸ We carried out our analysis by looking for the following word roots in the names of learning activities delivered by first cycle, second cycle and single cycle degree programmes: 'donn', 'uom', 'femmin', 'masch', 'gener', 'sess', 'pari opp', 'wom', 'man', 'men', 'gender', 'femin', 'masculin', 'female', 'male', 'equal opp'. From the results we obtained, we excluded cases in which the learning activities strictly concern medical and veterinary studies.

In addition to the individual educational activities related to gender, there is an entire degree programme related to this topic: the Women's and Gender Studies (GEMMA) Master's Degree Curriculum, in the Modern, Post-colonial and Comparative Literatures area of the Department of Modern Languages, Literatures and Cultures (the same programme indicated above for the number of educational activities provided on this topic). In 2022/23, 33 students are enrolled in the GEMMA Curriculum, i.e. 31 women and 2 men.

Evidence of the attention paid to gender-related topics is also given by the PhD theses submitted and Research fellowships made available by the University in relation to this aspect. Using a variety of word roots linked to gender-related topics¹⁹, we evaluated the titles and keywords of PhD theses defended during the 2020-2022 three-year period, as well as the titles of Research fellowships awarded during that same period.

With reference to PhD programmes, the analysis identified 23 gender-related theses: 9 in 2020, 6 in 2021 and 8 in 2022.

In the 2020-2022 three-year period, 19 gender-related Research fellowships were also awarded: 1 in 2020, 5 in 2021 and 13 in 2022; 9 Departments were involved in total²⁰. As with the educational activities included in the University's teaching planning, PhD theses and research grants related to the topic of gender essentially fall into two types: gender comparisons and studies of the female component as a phenomenon.

In order to promote learning activities that enhance gender awareness and provide guidance on University

degree programmes, on the occasion of the "Alma Orienta 2022" and "Magistralmente" and "Virtual Fair Bachelor's and Master's" online guidance events held by the University of Bologna for high school students and first cycle degree programme and international students, the Vice Rector's Delegate for Equity, Inclusion and Diversity curated the virtual space "Alma Gender, Diversity and Inclusion" to inform and raise the awareness among students using the University's materials, testimonials and indications on gender studies. This information was gathered through mapping the university bodies, programmes, teaching activities and research centres that are defined by their perspective on gender, women, feminism, LGBTQI+ as well as on equity, inclusion of diversity and diverse abilities.

Numerous activities have been carried out related to the following centres: CSGE – Gender and Education Research Centre of the Department of Education Studies; MeTRa, Interdisciplinary Centre on Mediation and Translation by and for Children of the Department of Interpreting and Translation – Forlì; Departmental Research Centre on Utopia of the Department of Modern Languages, Literatures and Cultures; the Femicide Research Observatory; project G-BOOK 2: *European teens as readers and creators in gender-positive narratives*; Crivispe, Centre for Philosophical Research for the Study of Social, Political and Economic Violence.

The University has also taken a leading role in international and national associations, projects and research groups working in the field of gender

¹⁹As with the learning activities, reference was made to the roots 'donn', 'uom', 'femmin', 'masch', 'gener', 'sess', 'equal opp', 'wom', 'man', 'men', 'gender', 'femin', 'masculin', 'female', 'male' and 'equal opp', with the exclusion of contributions concerning strictly medical or veterinary aspects. The analysis of PhD theses was carried out by titles and keywords, while that of Research fellowships focussed on titles.

²⁰The Department of the Arts (DAR) has 5 research grants; Medical and Surgical Sciences (DIMEC) has 4; Psychology (PSI) has 3; Legal Sciences (DSG) has 2; Interpretation and Translation (DIT), Education Sciences (EDU), Economics (DSE), Political and Social Sciences (SPS) and Sociology and Business Law (SDE) have 1.

equality and equity, diversity and inclusion: it is *cluster leader* on SDG5 (Gender Equality) for IAU-International Association of *Universities*; it is in the *Diversity Council* of UNA Europa, for which it is *leader of the Action Group* on “*Sharing Good Practices*” and participated in the publication *Engaging with Diversity in European Universities*, within which it curated in particular the section “*Collecting good practices on diversity for the university of tomorrow*”; 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 CRUI “Objective Gender” group.

The ‘gender mission’ aims not only at raising awareness among students, professors and professional staff, but also at building synergistic and cross-cutting paths to stimulate critical thinking, social inclusion, as well as enhancement and respect of diversity. The mapping, always in progress, can be enhanced with new content and is collected through the UNIBO website dedicated to “*Equity, Diversity and Inclusion*” <https://www.unibo.it/it/ateneo/chi-siamo/equita-diversita-e-inclusione>.”

Erasmus Mundus Joint Master Degree in Europa in Women’s and Gender Studies (GEMMA)

GEMMA is an international Master’s Degree of excellence selected by the European Commission as the first Erasmus Mundus Joint Master’s Degree in Europe in Women’s and Gender Studies. Started in a.y. 2006/07, it was confirmed four times in a row – in 2011, 2017 and 2018 – 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 brings together various teaching and research approaches through different European perspectives, and offers a high-level academic path in the areas of gender and women’s studies, equal opportunities, intercultural studies, diversity, equity and inclusion. Its objectives include the integration of different geographical, historical, social and cultural contexts, thanks to the cooperation and synergy of partner universities (Granada, Oviedo, York, Utrecht, CEU-Vienna, Lodz, and Bologna) that offer experiences, stories and skills in the field of gender studies. The programme also provides a unique opportunity to be awarded a joint degree, recognised by all members of the GEMMA Consortium.

The programme, which is accessed by international selection by the Consortium, envisages international mobility programmes among partner universities (at least six months) through the Erasmus Mundus scholarship, which is intended for non-European students and covers the entire two-year duration of the programme; those who are unable to access this scholarship may join the Erasmus+ mobility. This international environment enhances the programme with diverse experiences to be shared.

Diversity Management

In the framework of the project on transferable skills implemented by Alma Mater in a.y. 2017/18, the Diversity Management programme was activated with a view to analysing the role of diversity (gender, intercultural, disabilities, intergenerational) in organisational contexts. The programme aims at providing an overview on this aspect, an increasingly widespread approach in organisations for the implementation of communication and management methods that prevent discrimination and enhance diversity in the workplace.

Diversity Management also addresses mobbing and burnout risks arising from prejudices, stereotypes and segregation mechanisms towards those who belong to minority and vulnerable groups. The programme mainly deals with topics such as gender, work-life balance, identity and sexual orientation, ethnicity, culture, religious affiliation, disability, age and intergenerational relationships, inclusive language, by adopting a multidisciplinary and intersectional approach for the management and enhancement of diversity in complex contexts.

EDGES PhD curriculum in “Women’s and Gender Studies”

EDGES is a curriculum included in the PhD Programme in Modern Languages, Literatures and Cultures: Diversity and Inclusion, of the Department of Modern Languages, Literatures and Cultures (LILEC) of the 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 across various national and international work contexts, and artistic and cultural production and dissemination by women.

EDGES offers its students the possibility of gaining a joint PhD degree 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 and tutorship with national and international supervisors, the presentation of research at home and abroad in accordance with co-tutorship agreements, and a mandatory 250-hour internship 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 at private companies and at national and international public bodies or institutions committed to 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 coordinator for the programme is Professor Serena Baiesi, Unibo LILEC Department.

4.2 CROSS-CUTTING INITIATIVES

University of Bologna Women Professors' Association (AdDU)

The AdDU was established on 13 December 1991 at Sala dell'VIII Centenario in the University of Bologna by a meeting of female professors from different Departments who, in January 1992, formalised the relative memorandum and articles of association, thus establishing a free non-profit association. The Chair of the Association for the 2023-2024 two-year period, re-elected for the next two year period 2023-2024, is Professor Chiara Alvisi. Professors from various areas have chaired the Association in the past, 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 professors from different Departments;
- encourage the exchange of ideas and collaboration in the fields of both teaching and research;
- support the pursuit of appropriate targets by those of proven calibre, scientific productivity and commitment to teaching;
- address the issues related to the organisation of the University.

To achieve its objectives, in a spirit of collaboration among different specialisations and sensitivities (encapsulated in the logo, *The Lute Player* by Orazio Gentileschi), the AdDU has committed to:

- arrange periodic meetings dedicated to sharing information on scientific activities;
- 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;

- identify appropriate solutions and tools to remove any obstacles or conditioning that impede the satisfaction of legitimate aspirations;
- collaborate with public and private institutions at the national, EU and international level that have the same objectives.

Over time, the Association worked institutionally, maintaining open dialogue with the university bodies and the city, organising scientific conferences of national and international importance and seminar initiatives aimed at enhancing the contribution of women to scientific knowledge and research on working conditions and the academic prospects of female professors 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 academic, institutional and research organisations that work on the issues of gender and equal opportunities, in a much broader context that covers 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 professors, 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 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 titled “*La pensée est féminine*”, the intention of which is to spread excellent scientific thinking through the voice and work of young female researchers. On 20 December 2021, in partnership with Teatro Comunale di Bologna and under the patronage of Alma Mater Studiorum – University of Bologna, the AdDU celebrated its thirtieth anniversary at the presence, among others, of the Rector of Alma Mater Studiorum – University of Bologna and the Head of the European Commission Representation in Italy, Antonio Parenti. A lectio magistralis titled “*Donne che leggono, ovvero i pericoli della lettura*” (Women who read, or the dangers of reading) was given by Lina Bolzoni, Emeritus Professor of Literature and Philosophy at Scuola Normale Superiore in Pisa, literary critic and literary historian, and a concert was held at the Foyer Rossini of Teatro Comunale di Bologna. Constant updates on the activities of the Association are published on its website: <https://site.unibo.it/addu/it>.

CSGE – Gender And Education Research Centre

Since 2009, the Gender and Education Research Centre (CSGE) has been active at the ‘Giovanni Maria Bertin’ Department of Educational Sciences at the University of Bologna. The centre is affiliated with scholars who, with a (inter)multidisciplinary and integrated approach, address gender issues in education and related in particular to:

- gender (equality) education;
- overcoming stereotypes, inequality and discrimination;
- education against violence;
- analysis of identity processes linked to education;
- social and media representations of differences;
- construction and development of images of femininity and masculinity in different contexts;
- gender-related issues in education that may lead to educational segregation at the origins

of the feminisation or masculinisation of many professions;

- bodily practices;
- relations between gender and migration, discrimination on the grounds of ethnicity, disability, class, political, religious and other grounds.

In 2023, 32 professors and researchers from various departments of the Bologna, Rimini and Cesena sites work with the centre.

Research

- From 2021: participation in the Cut All Ties project: aiming to tackle gender-based violence through the design, implementation and evaluation of an educational programme based on gamification and new technologies to raise awareness, prevent and reduce gender-based violence among 14-17 year olds in six schools in Barcelona, Madrid and Milan (contact person Prof. Rosy Nardone).
- February 2022: participation in the SDG5 - GENDER EQUALITY BANDO AICS ECG project for the implementation of interventions in which education to global citizenship and education for sustainable development, including gender equality and human rights, are integrated at all levels in: a) national education policies, b) curricula, c) teacher training, d) student assessment. The Centre is responsible for the training and scientific supervision of the educational kit to be produced (contact persons Professors Rosy Nardone and Federica Zanetti).
- November 2022: partnership in the project entitled ‘Responsibility. Responding to male violence against women’, in cooperation with the association Senza Violenza (Contacts Lorenzini and Ghigi). The project received funding for the academic year 2023/24 from the Emilia-Romagna Region.
- November 2022: partnership in the ‘EmpowerME’

project, proposed by WeWorld Onlus based in Milan for funding application (contact person Demozzi).

Teaching

Professor in charge (Prof. Rossella Ghigi):

- 94414 - Gender Studies in Education - BOLOGNA
- Teaching within Transferable skills course units at the University of Bologna (Prof. Elena Luppi):
-91846 – DIVERSITY MANAGEMENT – FORLÌ
-86715 – DIVERSITY MANAGEMENT – BOLOGNA

From 2018 to date: Lecturing on gender stereotypes
- Diversity management course on the acquisition of soft skills - University of Bologna (Prof. Paola Villano and Prof. Carlo Tomasetto).

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 (<https://www.witeceu.com/>).

Teaching and research collaboration

- 2022 request for the activation of a new edition of the Lifelong Learning Programme (Contact Person Federica Zanetti).
- Between November and December 2022, a training course/workshop on “School Guidance from a Gender Perspective” was held for high schools in the Municipality of Imola as part of the event “Questioni di genere” (Contact person: Silvia Leonelli), in collaboration with the Il Mosaico bookshop in Imola and the Equal Opportunities Department of the Municipality of Imola.

Events organised together with other local associations/services/bodies

MONDAY, 07 MARCH 2022

Edited by:

Professors Stefania Lorenzini and Manuela Gallerani, as part of the Teaching of Intercultural Pedagogy, Degree in Educator in Childhood Social Services and of Theory and Models of Lifelong Learning and Continuing Education, Second cycle degree in Science of Lifelong Learning and Continuing Education.

Introduces and moderates: Stefania Lorenzini (University of Bologna).

Speeches by:

Manuela Gallerani (University of Bologna), 'Women's emancipation in the 20th century: some dates and achievements',

Prof. Federico Batini (University of Perugia), 'First notes on youth sexuality during the lockdown',

Prof. Giuseppe Burgio (University of Enna 'Kore'), 'Learning about gender: the masculine as a construction'.

TUESDAY, 08 MARCH 2022

As part of the teaching of Education in Affectivity and Sexual Relations, Degree in Social and Expert in Social and Cultural Education offers the Seminar: "Sex work is work! Sex work, stereotypes and stigmatisation".

Introduces and moderates:

Silvia Demozzi (University of Bologna).

Speaker: Dr Giulia Zollino.

THURSDAY, 10 MARCH 2022

As part of the course units Innovative Teaching for Schools and Out-of-School Teaching and Educational Theories and Models of Gender Differences, Degree in Expert in Social and Cultural Education, Rimini Campus, propose the seminar "It's a woman: the protocol does not envisage her presence...". Women between exclusions, rights and accessibility.

Introduced and commented by:

Dr Rosy Nardone (University of Bologna) and Dr Silvia Leonelli (University of Bologna).

WEDNESDAY, 18 MAY 2022

Prof. Cristiana De Santis proposes the seminar 'Linguistic sexism and gender stereotypes: looking beyond primary school textbooks'.

Introduced by:

Cristiana De Santis (University of Bologna, CSGE).

Speaker:

Chiara Urru (University of Modena and Reggio Emilia).

THURSDAY, 19 MAY 2022

Prof. Cinzia Albanesi offers the seminar 'Changing contexts: transforming communities through lgbtqia+ activism' as part of the Community Psychology Workshop.

The seminar, open to students and citizens, aims to reflect on the transformative value of activism. The discussion involves members of various LGBTQIA+ associations and collectives.

Moderator:

Cinzia Albanesi - Coordinator of the Second cycle degree programme in School and Community Psychology.

Speakers:

Christian Compare - Community Psychology Workshop;

Marco Montalti - Rimbaud Cesena;

Leila Pereira Daianis - President of the Associazione Libellula Roma;

Ketty Diana and Ant - Collettivo Transfemminista zamp3 mostruosi, Bari;

Nic e Irene - Assemblea sei trans Turin;

Maric Martin Lorusso - Community Psychology Workshop.

WEDNESDAY, 26 OCTOBER 2022

Prof. Stefania Lorenzini, as part of the course unit on Intercultural Pedagogy, Degree in Expert in

Social and Cultural Education (Rimini campus), proposes the Seminar “The work of a Social Service in combating intra-familial violence. Scelte comunicative a carattere interculturale” (The work of Social Services in combating family violence. Intercultural communication choices).

Moderator: Stefania Lorenzini.

Speakers:

Letizia Lambertini, Project Coordinator CAREfully DONnE and Contact Person for Equal Opportunity Interventions, ASC InSieme.

Michela Baruzzi, Professional Educator coordinator Educational Interventions and Neutral Space Service, Area Minors and Families ASC InSieme SPECIALIST GROUP INTRAFAMILY VIOLENCE

Saadia Lafhimi Linguistic-cultural mediator Intra-family violence specialist group of ASC InSieme.

WEDNESDAY, 26 OCTOBER 2022

Dr. Chiara Cretella (CSGE, University of Bologna) proposes the Round Table for the publication of the book “Genders in education the impact of university teaching on gender citizenship”, Settenove Editions, 2022.

Speakers:

Rita Monticelli (University of Bologna);

Rossella Ghigi; Cinzia Albanesi; Manuela Gallerani (CSGE, University of Bologna).

The authors: Cinzia Albanesi; Chiara Cretella; Andrea Ciani; Manuela Ghizzoni; Elena Luppi Maric* Lorusso; Rosy Nardone; Serena Stefani; Dario Tuorto; Cinzia Venturoli; Federica Zanetti.

WEDNESDAY, 23 NOVEMBER 2022

Prof. Elena Malaguti proposes the seminar ‘THE CHILD WHO HAD WORDS. Assisted Violence and Assistance Pathways for Children.’

Greetings:

Prof. Cristina Demaria, Delegate for Equity, Diversity Inclusion (University of Bologna);

Belinda Gottardi, mayor and equal opportunities

delegate for the municipalities of the Reno Galliera Union;

Daniela Tatti, Head of the Specialist Psychology Service and Contact Person for the project ‘Orphan of Femicide Invisible Victim’ for Casa delle Donne per non subire violenza.

Moderator: Prof. Elena Malaguti (University of Bologna).

Students dialogue with:

Maria Grazia Anatra, author and President of the Woman to be Association Elena Blé, educator, coordinator of the educational group of the Hospitality Sector of the Women’s House against violence;

Silvia Mammini, Clinical Psychologist, was Head of the Minors Area - Anti-Violence Centre Luna in Lucca;

Gabriella Podobnich, teacher and curator of the Festival of Literature for Children and Adolescents;

Uscire dal Guscio Association – aps Genitori Rilassati.

WEDNESDAY, 23 NOVEMBER 2022

Professors Federica Zanetti and Rosy Nardone propose the ‘Indesiderate’ initiative. Event-show realised by a group of women inmates of the Vigevano prison following the ‘Educarsi alla libertà’ (Educate to Freedom) project with director Mimmo Sorrentino, promoted by the Ministry of Justice and MIBACT.

Undesirable is the love song for women whose beauty has been smashed, who do not know how to say, yet are as big as the Earth, as free as snow, as sweet as child’s play. It is the scandal of women begging ‘Please keep me alive, lay me in the sun, lend me a breath’. Who offer their breasts like a mother, like a daughter, like a lover, like one who has the courage and strength to say and say yes to life again.

Coordinated by: Federica Zanetti and Rosy Nardone.

The Protagonists, the Director and the Head of the Vigevano Prison will dialogue with students, professors and institutional representatives.

FRIDAY, 02 DECEMBER 2022

Within the framework of the Festival ‘La violenza Illustrata XVII edizione, delle attività CSGE”



(Illustrated violence XVII edition, CSGE activities) and in collaboration with the Italian Women's Library, Prof. Cristiana De Santis proposes the Seminar "The Style of Abuse: Domestic Violence and the Language of Raffaella Scarpa", Treccani, 2021.

Speakers:

Anna Pramstrahler - Italian Women's Library;
Raffaella Scarpa - Professor of Italian Linguistics and Medical and Clinical Linguistics, University of Turin;
Cristiana De Santis - Professor of Linguistics (University of Bologna);
Cristina Gamberi - GEMMA (Graduate student at the University of Bologna);
The Libreria delle Donne of Bologna was present.

TUESDAY, 06 DECEMBER 2022

Prof. Rossella Ghigi proposes the seminar "Structural violence and reproductive freedom. No objections?" From conscientious objection in the field of IVG to the lack of information on pharmacological abortion. Structural and organisational violence has potentially devastating consequences on women's bodies and lives. But why do so many young doctors object today? What characterises pharmacological abortion as opposed to surgical abortion? Which women have abortions in Italy today and what is their freedom of choice?

Introduced by: Paola Govoni (University of Bologna and GSGE), historian, and Giulia Nanni, Casa delle donne.

Moderator: Rossella Ghigi, sociologist (University of Bologna and GSGE).

Speakers: Valeria Dubini, gynaecologist, director of territorial activities USL Toscana;
Elisabetta Lalumera, philosopher;
Valeria Quaglia, sociologist, University of Macerata;
Anna Pompili, gynaecologist, Centro Salute Donna Asl Roma l.

Interdisciplinary Study Centre for Mediation and Translation by and for Children (MeTRa)

MeTRa was founded in November 2014 within the Department of Interpreting and Translation of the University of Bologna, Forlì Campus. Scientific Supervisor: Professor Chiara Elefante.

The research interests of the Centre range from linguistic, pedagogical and intercultural problems related to the translation of texts aimed at an audience of young readers (children and young adults), to critical reflection on child language brokering (by the In MedIO PUER(i) research group), linguistic and cultural mediation by minors, the children of immigrants or members of ethnic-linguistic minorities living in Emilia-Romagna and Italy. A third and fundamental area of interest of the Centre are gender studies, and more precisely a reflection on models, roles and gender identity in the field of children's and young adults' literature, its translation, and child language brokering.

MeTRa pursues objectives related to research, teaching, dissemination and the so-called '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 gathers and promotes different study approaches, concerning, in particular:

- translation for children and young adults as a tool for future societies increasingly characterised by multiculturalism and plurilingualism;
- reflections on models, roles and gender identities conveyed 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;
- the role of institutions (health, education, public administration and justice) in this type of linguistic (inter) mediation;

- gender education for differentiated audiences: children, young adults and educators/trainers.

The Centre has also set up a website containing a variety of resources. In particular, it has mapped the local, national and international centres/bodies/associations/organisations dealing with communications aimed at young adults, and with translation in particular, as well as the associations that have been working for many years to promote cultural initiatives aimed at children who are more exposed to the communicative issues of our modern multicultural societies.

Furthermore, a large multilingual and interdisciplinary bibliography (in progress) is available on the website, which gathers studies on areas of interest to the Centre. MeTRa is aimed at a diverse public (other research centres; academics; school professors; librarians; public bodies; parents; children), and is involved in various research, teaching and dissemination activities²¹:

- 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" took place, while in 2019, BUP released two books containing theoretical reflections on children's literature, gender and translation, the result of international collaborations, meetings and the conference organised by MeTRa;
- Almaidea research project funded in 2017 (January 2018-January 2020) "La traduzione di testi per l'infanzia in una prospettiva di genere: aspetti teorici e applicati" (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 collection edited by the participants in the project was published by Franco Angeli in 2021);

²¹ For a complete overview of the initiatives, see the centre website: <http://metra.dipintra.it/chi-siamo/>.

Cultural initiatives that are part of the third mission of the University, in collaboration with other groups or parties:

- agreements and collaboration projects with Centro Donna e Pari Opportunità in Forlì (2016-2024): creation of different courses which aimed to raise awareness of gender issues among a varied audience, from a pedagogical-educational perspective. In particular: training courses for professors (nurseries, kindergartens, primary and secondary schools); cycles of reading workshops in the library and at school with children; participation in the “A fianco delle madri” (“alongside mothers”) project by Centro Donne (a cycle of meetings targeting single Italian and immigrant women with children in vulnerable situations or victims of domestic violence, in order to support and sustain parental responsibility), with interventions focused on the risks of the Internet and social networks, for women and children;
- European project “G-Book, Gender Identity: *Child Readers and Library Collections*” (June 2017-February 2019, Coordinator Professor Raffaella Baccolini, Creative Europe Programme), of which MeTRa was the lead institution and which involved five 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 and Herzegovina. The project aimed at promoting ‘positive’ children’s literature in terms of gender roles and models, which is open, plural, varied, without stereotypes, and based on respect and the enhancement of diversity (<https://metra.dipintra.it/2018/03/22/g-book-gender-identity-child-readers-and-library-collections/>). December 2020 saw the start of the second edition of the project

“G-BOOK 2: European teens as readers and creators in gender-positive narratives” (2020-2023), funded as part of the Creative Europe Programme. As part of the second edition, the European bibliography was expanded (including the 11-14 age group) and creative writing and illustration workshops were held. A European creative writing competition on gender issues was also organised, whose winning stories were translated into all project languages and collected in a multilingual publication;

- European projects of the In MedIO PUER(i) research group “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.



ALIAS CAREER FOR STUDENTS OF THE UNIVERSITY OF BOLOGNA

The university offers the possibility of spending their university career with a name and/or gender of their choice to all students who do not identify with their name and/or gender. This possibility refers to the Guidelines of the CRUI's Commission on Gender Issues, implemented by the University in 2021, which recommends all Italian universities to separate alias careers from any medical pathways and instead base it on the principle of gender self-determination.

Anyone who has relations with the University may apply to activate an alias career. This includes the student community, research fellows, PhD students, postgraduate students, employees (professors, assistant professors, heads, professional staff and foreign language instructors).

The **alias career** involves the assignment of a **provisional identity** that replaces the personal data with the name of choice in all information systems (e.g. Almaesami, Studenti Online), on the badge and in the institutional e-mail address. This alias identity will only be valid within the University and will be regulated by a **confidentiality agreement** with the same.

The alias career can be requested by students at any time following enrolment in each study cycle and remains active for the duration of their career, allowing them to use the University's services under their chosen name: from teaching, such as attending classes and taking exams, to complementary services such as those provided by Er-Go and the right to higher education (e.g. public transport passes), from library services to sports.

The university is also setting up agreements with foreign universities to foster career continuity as well as international mobility experiences, as well as facilitating links with companies and external bodies for internships.

The Student Services Area - ASES is responsible for activating and managing career aliases; the contact persons identified are Beatrice Tomadini and Deborah Graziano.

From 2017 to April 2023, **113** alias careers were activated, of which 20 have received the final ruling of registration adjustment and 2 have deactivated their alias careers.

“AVRÒ CURA DI ME” UNIVERSITY SERVICE

The University of Bologna's “Avrò cura di me” (I will take care of myself) service targets University of Bologna staff (administrative and technical staff, professors, assistant professors, research fellows, language assistants, CELs, etc.), is free of charge and provides focused and brief clinical psychological support, usually provided in five individual meetings, either online or in person.

The service offers counselling, support and guidance to help each person face and manage emotional overload and relational difficulties they might experience in the various areas of sentimental and social life, including professional life. The aim of the service is to help people identify and use their inner resources to improve their own psychological flexibility and well-being.

Prof. Eliana Tossani from the ‘Renzo Canestrari’ Department of Psychology is in charge.

4.3 PROMOTION OF EVENTS

The University of Bologna has promoted the study and awareness of gender issues through the organisation, participation, sponsorship and dissemination of public initiatives (such as presentations, shows, seminars, ceremonies, etc.) carried out both online and live in the cities where the University has its Campuses, as well as nationally and internationally. To such end, the University has circulated publications and investigation 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 organised in 2022. In particular, below we mention those directly aimed at promoting gender equality.

The University has a particularly rich programme of events for International Women's Day and the International Day for the Elimination of Violence against Women. For the entire month of March and throughout the month of November, meetings, seminars, lectures, exhibitions and itineraries were held in a number of places in Bologna and on the university campuses to talk about the condition of women among rights, exclusions and inclusions, stereotypes, prejudices and violence.

JANUARY

On 28 January, at the University of Bologna, AlmaLaurea Director Marina Timoteo presented the first thematic gender report produced by the AlmaLaurea Inter-University Consortium 'Female graduates: professional choices, experiences and achievements'. Minister Maria Cristina Messa concluded the presentation of the Report, aimed at mapping, reorganising, exploring and further investigating the complex and articulated set of statistical information, separately by gender, on educational choices and employment outcomes, in order to represent and

understand the differences between female and male graduates, from multiple points of view.

FEBRUARY

On 21 February, Alma Mater professor Alessandra Costanzo was appointed IEEE Fellow. The prestigious award was presented to the professor from the 'Guglielmo Marconi' Department of Electrical, Electronic and Information Engineering for her important contributions in the field of non-linear electromagnetic co-design of radio frequency (RF) and microwave circuits.

The inauguration ceremony took place on 26 February for A.Y. 2021/2022. Two special guests were present for the occasion: the Minister for Universities and Research Maria Cristina Messa and Patrick Zaki, by video link from Egypt. While awaiting the trial of the student arrested on 7 February 2020, the Alma Mater continues its efforts to keep the focus on this case until Patrick is free to return to study at his university.

MARCH

On 3 March, the first meeting of the cycle of four meetings entitled "All'ombra dell'autore - Traduttori nel cassetto" (In the shadow of the author - Translators in the drawer) (3 - 16 - 25 - 31 March) was held. The event was organised as part of the NipPop project - Words and Forms from Tokyo to Bologna, of the Department of Modern Languages, Literatures and Cultures of the University of Bologna, curated by Prof. Paola Scrolavezza. Works by great Japanese female writers and directors were explored, and tributes were also paid to those women who work with Japanese culture: scholars, translators and experts who accompanied us in the discovery of books, films, comics that tell us what it means to be a woman in Japan.

At the Department of Sociology and Business Law of the Alma Mater, where Emma Pezemo, victim of

femicide, was studying for her second cycle degree in Sociology and Social Work, a conference on gender inequality and violence against women was held on 4 March.

The lecture 'Laura Bassi in Germany: the case of Christiana Mariana von Ziegler', given by Prof. Chiara Conterno on the reception of Laura Bassi in Germany, in particular on the ode 'Als die gelehrte Laura Maria Catharina Bassi in Bologna den Doktorhut erhielt', written by the German poet Christiana Mariana von Ziegler, was held in presence and online on the morning of 8 March.

On 8 March, for International Women's Day, an exceptional tour of the university was organised, devoted to the female figures of Palazzo Poggi. From legendary female professors of the Middle Ages to the world's first female professorship, from the scientists of the 18th century institute to the achievements of gender equality at the University today. Faces, voices and legacies of women who silently wrote the history of the University of Bologna and who deserve a special meeting for the occasion.

The meeting 'The sex and gender variables in sensory science' with Alma Mater professor Tullia Gallina Toschi and professor Sara Spinelli of the University of Florence was held online on 8 March.

On 10 March in Rimini, the seminar 'She is a woman: protocol does not require her presence.... Women between exclusions, rights and accessibility'. Starting from the suggestions of the film 'Hidden Figures', the debate worked on the status of women between rights, exclusions and inclusions, with respect to the intersectional approach, in the various work, educational and social spheres.

In Ravenna from 8 to 18 March, at the Oriani library, the photo exhibition 'Sheroes. Heroic Women' by Federico Borella, edited by the Soroptimist Club of Ravenna. At certain times, Professor and delegate for

incoming and ongoing guidance, Elena Fabbri, was present to give her contribution as a Soroptimist, university professor and woman.

On 18 March at Palazzo Hercolani and live online, the multidisciplinary seminar 'On femicide as an extreme form of male violence against women' was held, promoted by the Femicide Research Observatory, the outcome of a PRIN research project involving five working groups from as many universities, coordinated by Prof. Pina Lalli of the Department of Political and Social Sciences of the University of Bologna. Aiming to cross-reference different perspectives on male violence against women, the event was organised in cooperation with the Association GIUDiT, Giuriste d'Italia and under the patronage of the Bologna Bar Association.

The conference 'Gender inequalities and violence against women: an interdisciplinary dialogue in memory of Emma Pezemo', organised by the Department of Sociology and Business Law of the University of Bologna, with the participation of the Rector Molari and the Minister for Equal Opportunities and the Family Bonetti, was held on 25 March in the Aula dei Poeti at Palazzo Hercolani and streamed live on Teams. A wide range of topics were addressed, from inclusion and diversity to gender-based violence, from the role of information and communication to that of education, aiming to foster an interdisciplinary dialogue able to account for the complex and multifaceted nature of the phenomena analysed, as well as to reflect on strategies for deconstructing gender inequality and practices for combating gender-based violence.

APRIL

Stephanie Arnold and Carolina Gerli, two PhD students at the Department of Political and Social Sciences, represented the University of Bologna in the prestigious Europaeum Scholars Programme for 2022 and 2023: a two-year course designed to develop leadership and professional skills. The initiative was

addressed to the most talented PhD students within the Europaeum network, an alliance of 18 leading European universities.

On 13 April, the book “Raccontare il femminicidio: cronaca, tribunali, politiche” Blue paper of the Research PRIN-Miur 2015 “Rappresentazioni sociali della violenza sulle donne: il caso del femminicidio in Italia”, edited by the Department of Political and Social Sciences - Femicide Research Observatory, was published on Amsacta.

On 20 April, registration opened for the 2022 edition of the Ragazze Digitali Summer Camp, which becomes Ragazze Digitali ER. There are also two new free courses, one in-presence workshop and one online seminar, addressed to female students in the 3rd and 4th year of any high school. In addition, the Universities of Bologna and Modena and Reggio Emilia have been joined by Parma and Ferrara.

The 11th edition of ‘International Girls in ICT Day’, devoted to women in the Tech sector, was held on 28 April. The University promotes and supports initiatives that foster young girls’ interest in STEM subjects and the world of ICT. Among the guidance initiatives, every year the Department of Computer Science and Engineering of the University of Bologna (DISI) promotes the “Ragazze Digitali ER” (“Digital Girls ER”) Summer Camp which, since 2014, has offered female students in their 3rd and 4th year of any high school the opportunity to attend workshops and activities free of charge, with the aim of approaching the world of digital technologies with an engaging and creative approach; NERD? (Non È Roba per Donne?) promoted by IBM Italy and several major Italian universities, including the University of Bologna; Coding girls, promoted by the Fondazione Mondo Digitale and the US Embassy in Italy, active in several Italian cities, including Cesena and Bologna, and supported by several universities, including the University of Bologna.

Rebecca Messbarger’s book dedicated to Anna Morandi, the 18th-century Bolognese anatomist, inspired the docufilm ‘Die Anatomin’ by director Iris Fegerl with which she won the Toronto International Women Film Festival 2022 in the Best Biographical Film section. The film was dubbed for the Italian public by the Department of Interpreting and Translation of the University of Bologna and the University Museum System, and has been shown every hour since 29 April during the opening hours of the museum at Palazzo Poggi.

MAY

On 2 and 3 May, in Bologna and on the Campuses of Cesena, Forlì, Ravenna and Rimini, numerous events and moments fostering thought on gender-based violence in memory of Emma Pezemo were held in presence and streamed live, with the participation of academic, regional and city authorities, students and professors from the Alma Mater and schools.

- On 2 May, flowers were laid on the red bench at the ER.GO Galvani Residence (Parco delle Querce, Bologna) with moments of debate and art, organised by the Alma Mater Single Guarantee Committees and ER.GO, with students from the ER.GO residences;
- on the evening of 2 May in Piazza Scaravilli in Bologna and streamed live on YouTube and on the UNIBO Facebook page, the speeches by the authorities were interspersed by readings by actors Donatella Allegro and Nicola Bortolotti, with dancing and music by the students of the ER.GO Workshops.
- On 3 May in the Santa Lucia Aula Magna, a conference was held with students from secondary schools and speeches by activist and communicator Elisa Coco, UniBo researcher Cristina Gamberi, illustrator Sara Garagnani, psychiatrist Vittorio Lingiardi, psychologist Laura Saracino and assistant professor Marco Giacomazzi.
- On 3 May, Emma Pezemo was remembered at events organised at the Romagna campuses and on the University’s YouTube channel: the meeting ‘Ends

where it begins. Battered women and battering men” at the Forli Campus; the round table in memory of Emma at the Ravenna Campus (streamed live); the meeting/dialogue in memory of Emma between Cinzia Albanesi and students, students and lecturers at the Cesena Campus (streamed live); the Dialogue in memory of Emma with Raffaella Baccolini, Chiara Elefante, Patrizia Mondin and Roberta Pederzoli at the ER.GO Residence on the Forli Campus (streamed live); the Dialogue in memory of Emma between PhD students and Raffaella Casadei at the QUVI Department on the Rimini Campus (streamed live).

JUNE

The young female researchers from the Alma Mater and INAF, Marisa Brienza and Vittoria Laghi, who distinguished themselves for their projects in the field of STEM (Science, Technology, Engineering and Mathematics), were honoured on 13 June during the award ceremony of the 20th Italian edition of the L’Oréal-UNESCO Prize ‘For Women and Science’.

From 20 to 30 June, the Ragazze Digitali ER Summer Camp seminar took place online with eight afternoon events during which the girls involved heard from experts from the business and academic worlds, aiming to promote the message that women too can succeed in the digital world.

The Ragazze Digitali ER Summer Camp took place from 20 June to 8 July at the university campuses of Bologna, Cesena, Parma, Reggio Emilia, Modena and Ferrara. Each venue followed its own programme: Bologna - Programming video games in Python language; Cesena Development of apps with Kodular with elements of artificial intelligence; Ferrara - Arduino, Internet of Things and Artificial Intelligence: making everyday objects smart; Modena - Programming video games in Python language; Parma - Programming video games in Python language; Reggio Emilia - Programming Arduino-based robots controlled by apps; Online

Edition - Development of apps with Kodular with elements of artificial intelligence.

JULY

On 5 July at Palazzo Malvezzi, the conference entitled “Legal Professions in Business Declined to Women. Formal and substantial equality in legal professions” was held, organised by the Department of Legal Sciences of the Alma Mater in collaboration with the Equal Opportunities Committee of the Bologna Bar Association and with the patronage of the Bologna Law Foundation and the Bologna Bar Association. The aim of the conference was to address the issue of substantial equality in the exercise of the legal professions in the economic field and the representativeness of female lawyers on boards of directors.

SEPTEMBER

A new section of the University website to present services, opportunities, institutional roles, protection and assurance bodies, research centres and projects, national and international networks for the Unibo community as a whole. The main areas of intervention for the entire student community and staff of the University of Bologna, presented on the ‘Equity, Inclusion and Diversity’ page, are ‘Equal Opportunities and Gender Identity’, ‘Disability, Special Needs, Accessibility’, ‘Interculturality and Diversity’ and ‘Well-being, Listening and Safety’. The university has organised its documents and action plans, guidelines and codes of conduct and behaviour in one place and with maximum transparency to ensure accessibility, integration and inclusion.

On the UNIBOOK platform of the University of Bologna, a new Massive Open Online Course, free and open to all, was launched on 15 September. It was run by the Department of Department of Modern Languages, Literatures and Cultures of the Alma Mater as part

of the Project of Excellence “DIVE-IN Diversity and Inclusion”, to freely explore how the concepts of diversity and inclusion cut across many aspects, phenomena and texts of different languages, literatures and cultures. The many topics covered in the course include identity and social space, territory, mobility and migration, linguistic biographies, translation and self-translation, archives and memory, culture and power, as well as gender issues.

OCTOBER

On 5 October, the University of Bologna has launched a new psychological support service for University staff: “Avrò cura di me” is a free service expanding on the “Avrò cura di te” service, with a clear goal: to promote the ability to deal with emotional overload, relational difficulties and conflict situations at work and in everyday life. To do this, it offers up to seven free interviews, in presence or online, aiming to help people identify and use their internal resources to improve psychological flexibility, their well-being and to better cope with the uncertainties of working and everyday life and their relational conflicts.

During the Alma Mater Fest, at the round table ‘Against gender violence: the new service of the Alma Mater for not suffering violence’, the Help-Desk Against Gender Violence was presented on 10 October. Open to the entire university community, the new space is managed by the ‘Casa delle donne per non subire violenza Bologna’, to combat and prevent male violence against women and all forms of gender-based violence. All services are free of charge, are also offered in English and are guaranteed online for multi-campus coverage. The help desk considers all kinds of violence and discrimination, and is aimed at those who have suffered or who are subjected to violence, from the most serious to the most hidden forms, including gender discrimination, sexism, harassment related to gender affiliation, identity and sexual orientation.

NOVEMBER

As part of Europe’s largest conference on transport and mobility - TRA Visions Awards, 14-17 November 2022 - the young researcher from the University of Bologna Christina Makoundou was awarded as the winner in the ‘Road’ category, after developing a new type of anti-trauma flooring for footpaths and cycle paths, made with sustainable technologies.

During the International Day for the Elimination of Violence against Women on 25 November, the conference ‘Women on the Move through relationships’, organised by the University of Bologna, was held at DAMSLab. A full day with the participation of lecturers and experts who underlined the theme of violence against women, through an interdisciplinary perspective from which an innovative and productive dialogue between different areas of knowledge could emerge, organised with the involvement of the Bologna Centre for Transcultural and Psychosomatic Medicine (BOTP) of the Department of Medical and Surgical Sciences, the Guarantee Committee for Equal Opportunities - CUG, the Association of University Professors - AdDU, the Department of the Arts, the Department of Philosophy and Communication, the Department of Political and Social Sciences, the Department of Sociology and Business Law, the Department of Modern Languages, Literatures and Cultures, the Department of Mental Health (DSM-DP), Ausl Bologna, the Erasmus Mundus Master’s Degree in Women’s and Gender Studies GEMMA and the Femicide Research Observatory.

Other University initiatives for the International Day for the Elimination of Violence against Women:

- the seminar “The little girl who had words” on witnessing violence and help for children, on 23 November in Room 1 (Via del Guasto, 3 - Bologna);
- the theatrical performance “Indesiderate”, on 23 November in the Aula Magna of the “G. M. Bertin” Department of Educational Sciences (Via Filippo Re, 6 - Bologna). A project “Educarsi alla libertà”



(Educating oneself to freedom), written and directed by Mimmo Sorrentino with the actresses who are inmates of the Vigevano Prison;

- the seminar ‘Por Nós: Trauma, Colonialism, and Political Solidarity among Women Survivors of State Violence in Brazil’, was held on 24 November in Aula VII of the Department of Modern Languages, Literatures and Cultures - LILEC;
- the conference “Homeless women and violence” was held on 28 November at the Farnese Chapel in Palazzo D’Accursio - Bologna, organised by the MondoDonna Onlus association under the patronage of the Alma Mater.

DECEMBER

On 2 December, the book ‘Lo stile dell’abuso: violenza domestica e linguaggio’ (The style of abuse: domestic violence and language) was presented at the Italian Women’s Library, with the participation of Prof. Cristiana De Santis, UNIBO professor of Linguistics, and Cristina Gamberi, feminist researcher and Unibo research fellow.

The meeting “Structural Violence and Reproductive Freedom. No objections?”, organised in collaboration with the Centre for Gender and Education Studies of the ‘G. M. Bertin’ Department of Education Sciences, was held on 6 December in Bologna.

4.4 A PRELIMINARY READING OF THE INVESTMENTS MADE

Below is an initial classification of the resources used by Alma Mater in 2022 to promote equal opportunities, broken down into costs incurred for interventions directly related to these issues and costs incurred for interventions that are indirectly related thereto, 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 the resources allocated by the University

to 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 Guidelines for Gender Equality Reports proposed by the Gender Equality Committee of the Conference of Italian University Rectors, future editions of the document will include a full classification of costs in the University Budget.

RESOURCES IN 2022 TO IMPLEMENT THE POSITIVE ACTION PLAN OF THE CUG (DIRECT COSTS)

Expenses for events, conferences and exhibitions	6,642.91
Registration fees for participation in the Summer School of the Italian Society of Historians (SIS)	400.00
Association fees to the National Conference of Equality Bodies of Italian Universities (year 2022)	300.00
Printouts and forms (Gender Equality Report, etc.)	1,390.80
Assignment of temporary service contracts for the needs of the CUG	3,225.00
Assignment of a temporary service contract for the promotion of a collaboration between the CUG and the UniBo Femicide Research Observatory	2,765.00
Total	14,732.71

EXPENSES FOR INTERVENTIONS INDIRECTLY RELATED TO EQUAL OPPORTUNITIES

Subsidy for nursery school fees	43,683.52
Subsidy for summer camps and babysitting services	69,844.91
Childbirth allowance	5,500.00

How the budget allocated to the CUG is spent

The budget allocated to the CUG for 2022 amounted to € 22,500.

The resources used in 2022 to implement the Positive Action Plan of the CUG covered the following:

- payment of association fees to the National Conference of Equality Bodies of Italian Universities;
- implementation of the event “From guidelines for gender visibility in institutional communication to the use of female professional names”, promoted and organised by the CUG and the Delegate for Equity, Inclusion and Diversity on 23 June 2022 at Aula 3, Piazza Scaravilli;
- funding through a call for 4 registration fees for the Summer School of the Italian Society of Historians (SIS) entitled ‘Gender and Capitalism. History and theoretical perspectives’, held from 24 to 28 August 2022;
- funding through a call for applications for temporary work contracts to meet the needs of the CUG for a registered psychologist to conduct an online survey among male and female workers at the University of Bologna on the subject of occupational discomfort, as part of the 2022-2025 Positive Action Plan project;
- funding through a call for applications for the performance of research support and updating activities in connection with the maintenance of the website of the “Observatory on Femicide” (UniBO), with which it started a collaboration within the framework of the CUG project “Plan for Positive Actions 2022-2025”;
- organisation, at the DAMSLab Theatre of the Department of Arts, of the conference “Women on the Move through Relationships”, promoted by the University of Bologna and the CUG for the International Day against Violence against Women, 25 November 2022;
- printing costs for the 2021 Gender Equality Report of the University of Bologna.

Subsidy for nursery school fees

This is an allowance to enrol children in public or private nurseries, however organised, to which University staff may apply for one child only, who is dependent on the employee for tax purposes and/or part of the same family nucleus. Managers, TA Staff and CEL with permanent or fixed-term contracts are entitled to apply for the allowance. The allowance has a maximum limit of € 1,400, regardless of the period of enrolment in a nursery and of (full-time or part-time) attendance. The figure refers to the 2021/2022 school year disbursed in 2022.

Childbirth allowance

Among the subsidies (financial aid) paid to its TA Staff and CEL pursuant to the Supplementary Agreement approved in the bargaining session held on 18 December 2019, Alma Mater also offers a childbirth allowance. The amount of the 2022 childbirth allowance was paid to applicants whose children were born in 2021. The bonus is granted to the ISEE income classes entitled to subsidies pursuant to the above-said agreement and amounts to € 500 for each child.

Allowance for the enrolment of children at the summer camp and the purchase of babysitting services

In addition to the allowance to attend nurseries, a one-time bonus to attend summer camps and purchase babysitting services was provided in 2021 for children aged less than 14, for a maximum amount of €1,400. TA Staff and CEL with permanent or fixed-term contracts are entitled to apply for the allowance. This allowance can be cumulated with that for attendance of the crèche, subject to the maximum limit of €1,400 that can be paid by adding together the three types. The figure refers to the year 2021 disbursed in 2022.

Baby Pit Stop

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, drawing inspiration from a Unicef initiative. In this way, the University seeks to meet its community's needs, in support of parenthood and improvement of the work-life balance. Like other institutions in the city, the University of Bologna also deemed it necessary to dedicate a space to new mothers (professors, TA staff, PhD students, students, family members, if any) to strongly support women's right to breastfeed. This right was laid down in a ministerial directive addressed to all public administrations to respect the fundamental right of working women to breastfeed, recognised by EU and national legislation. There are four Baby Pit Stops at the University; in Bologna at Via B. Andreatta 4 (formerly Belmeloro 10-12), Via Zamboni 33; at the Museum of Palazzo Poggi, Via Zamboni 63; at the Geological Collection "Giovanni Capellini Museum"; and Via della Beverara 123/1 at the Navile university site.

UNIBO summer cultural weeks

These have proved to be a strategic asset for the University, able to offer the children of Alma Mater employees the opportunity for learning and recreation, providing them with a rich programme of sports, cultural activities and workshops while pursuing the principles of inclusion, education and sustainability. 'Let's sow peace' was the title of the 2022 edition, which saw the children involved in a programme full of workshops, sports and fun, educating to the culture of inclusiveness, non-violence and active participation in citizenship.

The logistical and organisational activities and the sports programme were entirely coordinated by the CUSB, which deployed extraordinary financial and human resources to offer a top-class sports and educational experience to over 100 families of Unibo employees who registered in the weeks between 27 June and 15 July. More than 130 hours of activities run by the CUSB, including workshops, music and philosophy lessons, reflections on social communication, and various sports activities (swimming, fencing, tennis, frisbee, basketball, etc.).



PERICOLO
DI CADUTA

RO3415

A young man with dark, curly hair, wearing a dark blue t-shirt, is looking towards the right. In the background, a young woman with dark hair is partially visible, wearing a white ribbed sweater. The background is a plain, light-colored wall.

5.
OUR GENDER
EQUALITY
POSITION: THE
UNIVERSITY
GENDER
INEQUALITY INDEX
OF THE UNIVERSITY
OF BOLOGNA (UGII)





5.1. THE CONSTRUCTION OF THE UGII

The previous sections present a detailed report on Alma Mater prepared in accordance with a main interpretation key – gender. If the goal of reducing or eliminating inequalities between women and men is shared, then the level of inequality must be monitored, and it is therefore worth adopting measuring, summary and comparison tools. For that purpose, in accordance with the gender equality/inequality indices used around the globe to compare different countries, we have created the UGII (University Gender Inequality Index)²² uendo so as to identify:

- the *conceptual framework* of reference;
- the *domains of analysis* and individual aspects into which these domains are divided;
- the *elementary variables* (e.g. STEM/non-STEM) and corresponding populations;
- the *elementary scores* representative of the degree of inequality regarding each aspect;
- the criterion with which to *summarise* the elementary scores in the final index (UGII).

The domains, which refer to all members of the academic community (students, professors and professional staff), are represented in Figure 51. They are broken down into 6 ‘internal domains’, made up of 18 aspects on which the University can, to some extent, act directly, and 3 ‘external domains’ (including the labour market of graduates), where the University can only implement indirect actions. Figure 17 also indicates the individual aspects taken into consideration in the calculation of the index, reporting for each of them the results found for women and men (percentage values or, in the cases of educational credits earned and days off due to caregiving responsibilities, per capita values).

²² G.P. Mignoli, B. Siboni, P. Rignanese, C. Valentini, T. Gallina Toschi (2018), *University Gender Inequality Index. A proposal from the University of Bologna*, Working paper, submitted to OSF Preprints (DOI:10.31219/osf.io/kfg6m).

FIGURE 51 – DOMAINS FOR THE ANALYSIS OF GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA

INTERNAL ASPECTS FOR THE UNIVERSITY



EXTERNAL ASPECTS FOR THE UNIVERSITY



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

- it falls within the scope of widespread and recognised statistical association measurement methods;
- it allows comparison of different aspects;
- it can be easily interpreted.

From now on, such score will be indicated 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;
- it grows as inequality increases.

For the sake of simplicity, in order to clarify the meaning of the percentage of the maximum possible inequality, we use a fictitious university as a (likely) example situation

(Table 16). The university has 1,000 enrolled students, 250 of whom (25%) are in STEM programmes. Among STEMS, 90 were women and 160 were men. As per the following table, if perfect gender equity were to occur, the 250 STEM students would be distributed by gender so that the percentage of women and men is the same. Therefore, there would be 150 female STEM students, i.e. 25 percent of the total 600 students, and similarly there would be 100 male students, i.e. 25 percent of the 400. In this case, the percentage of the maximum possible inequality would be null, and gender and (STEM/non-STEM) area would be statistically independent. On the other hand, if the maximum possible inequality were to occur for women, all 250 students enrolled in the 1st year in the STEM area would be men and the inequality would be 100%.

In the actual situation (90 STEM women and 160 STEM men), however, the percentage of the maximum possible inequality occurred is 40%. It should be noted that the overall numbers of women and men (600 and

400) and STEM and non-STEM students (250 and 750) enrolled in the 1st year remain unchanged across the three situations considered (actual distribution, perfect equity and maximum possible inequality)²³.

TABLE 16 - STUDENTS BY SUBJECT AREA AND GENDER - CASE STUDY - ACTUAL AND THEORETICAL DISTRIBUTIONS

	ACTUAL DISTRIBUTION			THEORETICAL HYPOTHESIS					
	women	men	TOTAL	perfect equity			maximum possible inequality		
	women	men	TOTAL	women	men	TOTAL	women	men	TOTAL
absolute values									
STEM area	90	160	250	150	100	250	–	250	250
other areas	510	240	750	450	300	750	600	150	750
TOTAL	600	400	1,000	600	400	1,000	600	400	1,000
column percentages									
STEM area	15.0	40.0	25.0	25.0	25.0	25.0	–	62.5	25.0
other areas	85.0	60.0	75.0	75.0	75.0	75.0	100.0	37.5	75.0
TOTAL	100	100	100	100	100	100	100	100	100
percentage of the maximum possible inequality		40				0		100	

²³ The method adopted refers to Cramer'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 (multiplied by 100) between the V index calculated with respect to the actual data and the V index that would be obtained in the case of the maximum possible gender inequality (i.e. if all STEM students were men). More precisely, because two situations of maximum inequality (to the detriment of men or to the detriment of women) are possible, in calculating the score we referred the maximum possible inequality in favour of the gender that is actually advantaged having regard to the variable being analysed.

The criterion of the percentage of maximum possible inequality and that of *Cramer's V-index* differ with regard to the situation of maximum inequality taken as a reference. In our example, V envisages as an extreme case that all male students are STEM and all female students are non-STEM. The percentage of maximum possible inequality refers, on the other hand, to the maximum achievable inequality given by the size of the two marginal distributions (600 women and 400 men; 250 STEM and 750 non-STEM). This maximum inequality occurs when no women are STEM, without it being necessary - as in the case of the *V-index* - for all men to be STEM.

After calculating for each aspect, the percentage of the maximum possible inequality to male advantage, the measure of the *overall inequality to male advantage* (also expressed as a percentage) is obtained through the average value of such individual inequalities (where, in the case of female advantage, inequality to male advantage is equal to zero). Likewise, we can calculate the *overall inequality to*

female advantage. The University Gender Inequality Index (UGII) of Alma Mater is the sum of these two overall inequalities; it assumes values between 0 (perfect gender balance across all aspects) and 100 (maximum possible global inequality).

TABLE 17 – GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA: DOMAINS AND ASPECTS (2022)

DOMAIN ASPECT	percentage values or per capita		
	women	men	TOTAL
INTERNAL ASPECTS			
EDUCATION			
1. Access to university (per 100 19-year-olds in Emilia-Romagna)	45.6	32.5	38.8
2. Programme continuation in 2nd year (%)	83.1	80.7	82.1
3. Continuation of studies after a first cycle degree (%)	63.7	70.7	66.8
4. Access to PhD programmes (per 1,000 graduates from second cycle/single cycle degree programmes in Italy)	5.1	7.2	6.0
HORIZONTAL SEGREGATION BY FIELD OF STUDY (STEM Area)			
5. Degree programmes (%)	15.5	39.3	25.9
6. PhD programmes (%)	49.5	66.4	58.1
7. Professors (%)	37.6	46.3	42.7
ACADEMIC/PROFESSIONAL CAREER AT THE UNIVERSITY			
8. Full Professors (per 100 professors)	19.9	32.3	27.2
9. Managers/EP (per 100 Managers, TAs and CELs) ●	5.7	6.6	6.0

RESEARCH

10. Supervisors of competitive research projects with payments (per 100 professors)	19.5	23.8	22.0
11. Amount of funding for competitive research projects*	43.9	53.4	49.9
12. Professors with a 'good number' of publications (per 100 professors) ●	43.9	45.3	44.7

INTERNATIONAL DIMENSION

13. Studying abroad – outgoing mobility (%)	4.8	3.2	4.1
14. Professors with international publications (%)	54.1	57.6	56.2

UNIVERSITY GOVERNING BODIES AND SENIOR POSITIONS

15. Members of Bodies – Students (per 10,000 students)	3.4	6.2	4.6
16. Members of Bodies - Professors (per 100 professors) ●	2.4	2.1	2.2
17. School Deans, Campus Coordinators and Heads of Department (per 100 Full Professors) ●	4.2	5.9	5.4
18. Member of Bodies – TA Staff (per 1,000 employees) · ●	6.0	9.5	7.2

EXTERNAL ASPECTS

ACADEMIC SUCCESS – DEGREE PROGRAMMES

19. University educational credits earned (CFUs per capita)	45.5	42.5	44.2
20. Average exam mark (% students with 'high marks'**)	51.3	47.3	49.6

LABOUR MARKET FOR SECOND CYCLE AND SINGLE CYCLE GRADUATES – 5 years after graduation

21. Employed (%)	87.9	90.6	89.1
22. Use of the skills acquired with the degree (per 100 employed)	56.0	60.0	57.8

23. Part-time employed persons (per 100 employed persons)		9,7	4,6	7,4
24. Remuneration (over € 1,500 net per month) (per 100 employed)		50,0	72,0	59,7
CAREGIVING RESPONSIBILITIES – TA Staff				
25. Days off due to caregiving responsibilities (per capita)		5,4	2,0	4,2

 Category with negative value (indicating a potentially unfavourable situation): the gender with the lower percentage or per capita value is advantaged.

* This is the percentage of professors with earnings above the median 2022 collection in the respective CUN Area, calculated for the all professors in charge of projects with collections in 2022.

** For a definition of student with 'high marks' in exams see the note to Figure 15, Sect. 3.

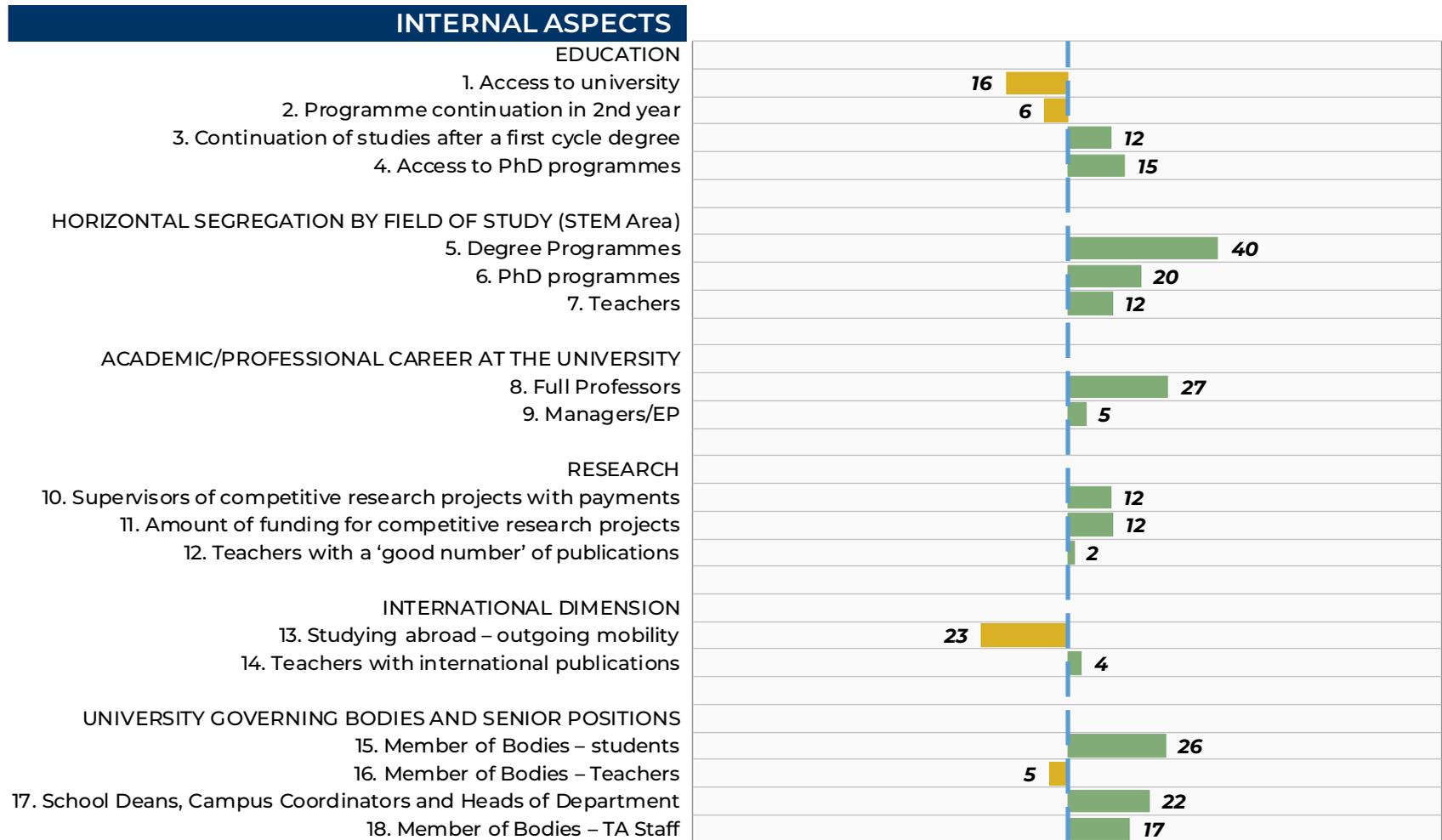
● Statistically non-significant gender inequality (Chi-square test on 25 distributions 2 x 2).

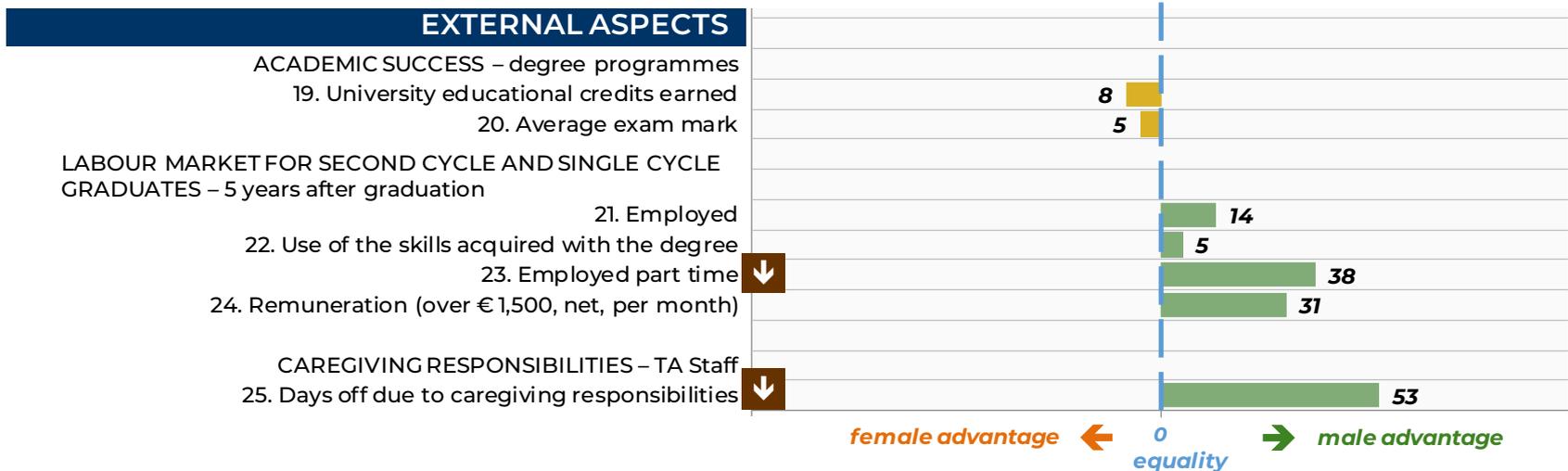
5.2 MAIN RESULTS

The results for the 25 aspects taken into account - expressed in the form of the percentage of the maximum possible inequality - and the final index (UGII) are shown in Figure 52, while Figure 53 shows

the time series for the most recent five-year period, showing, where available, the comparison with the national figure.

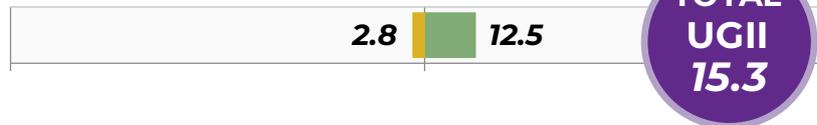
FIGURE 52 – GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA (2022): PERCENTAGE OF THE MAXIMUM POSSIBLE INEQUALITY





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

OVERALL GENDER INEQUALITY



In the early stages of their University careers at Alma Mater and, in general, within the Italian university system, women tend to invest more in their education than their male counterparts. The number of enrolled students at the University of Bologna in relation to the potential population (for simplicity, nineteen-year-olds resident in Emilia-Romagna), is markedly higher for women than for men, with a female advantage of 16% of the maximum inequality possible (aspect 1). This trend has remained stable over the past five years (2018/19 – 2022/23) and, as a result, Bologna essentially reflects the situation of the university

system as a whole. In their second year, 82.1% of the enrolled students continue their studies in the same programme as that in which they originally enrolled, while 17.9% drop out of the programme (drop-out or transfer); 16.9% of female students and 19.3% of male students drop out, with an inequality in favour of females corresponding to 6% of the maximum possible (aspect 2). The positive picture for female students is confirmed by the fact that they earn educational credits regularly (aspect 19) and their exam marks are higher (aspect 20): for the 2021/22 cohort, at the end of the 1st year, the advantage was equal to 8% and 5%

of the maximum theoretical inequality, respectively²⁴. Additionally, women participate more in exchange programmes abroad (aspect 13), with an inequality of 23%.

The scenario changes from the second level 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 (71% for men, 64% for women) corresponds to 12% of the maximum inequality. Here too, this is not only the case with the University of Bologna, 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 in PhD programmes (aspect 4). In relation to the pool of potential PhD students (for the sake of convenience, graduates from second and single cycle degree programmes within the Italian university system in 2022), the frequency of access to PhD programmes in 2022/23 (7.2 per 1,000 for men, 5.1 for women) corresponds to 15% of the maximum inequality – i.e. similar to the national figure for 2021/22 (most recent data available).

Having regard to the domain of *horizontal segregation by field of study* – measured with reference to the distinction between STEM/non-STEM students – there is clear inequality: at the University of Bologna (students enrolled in the 1st year in 2022/23), STEM students are 39.3% of men and only 15.5% of women, with a gender gap equal to 40% of the maximum possible (aspect 5). In the national university system, inequality is less clear (30%): this is not due to a different gender characterisation of degree programmes at the University of Bologna compared to the Italian context, but to the fact that in the STEM subjects in which the female presence is more pronounced – especially in the two degree classes of Biological Sciences and Biotechnology – the University of Bologna has a percentage of new students that is significantly below the national value.

The same inequality by subject area moves in the same direction – albeit less significantly – also in relation to access to PhD programmes (aspect 6): in 2022/23, inequality was recorded at 20%. Among university professors, segregation related to the number of STEM subjects is even weaker, so that inequality falls to 12% of the maximum value, a result that mirrors the national scenario (aspect 7).

Also having regard to the *Academic/professional career at the University*, there are inequalities in favour of men, which, in this case, qualify as vertical segregation, since roles and positions reflect a well-established hierarchy. As to professors, 32% of Full Professors are men and only 20% are women (aspect 8); the resulting inequality, which is worth 27% of the maximum possible gap, is slightly below that of the overall Italian university system, showing signs of an albeit slow attenuation in recent years. With reference to the TA Staff, the presence of men among Managers and EP employees (aspect 9) is higher, but the level of gender inequality is limited (only 5% of the theoretical maximum).

In the Research domain, gender differences are limited, yet all to the advantage of men, accounting for 12% of the maximum possible as to the allocation of funded research projects (aspect 10) and the amount of funding (aspect 11), and only 2% as to publications by professors (aspect 12).

The analysis of the University Governing Bodies and senior positions domain is particularly interesting. In 2022, there was a total of 41 student members – 24 men and 15 women (aspect 15) – of the University Bodies (namely the Student Council, Academic Senate and Board of Governors). Inequality is 26%, so there is still some imbalance in this respect. Among professors, the gender gap is even more evident – 22% of the maximum possible – among School Deans, Campus Coordinators and Heads of Department (aspect 17), although it has dropped significantly compared to 2020, when the gap stood at around 40%. With regard to the presence of professors in the bodies (aspect 16), on the other hand, over the five-year period

²⁴ Since gender differences in terms of success in studies already occur before accessing university, as per Note 11 and Figure 8, the two aspects 19 (university educational credits earned) and 20 (average exam mark) are deemed external and consequently are not included in the calculation of the overall UGII.

from 2018 to 2022, the inequality was rather small and in 2021 it changed in favour of women (8% in 2021, only 5% in 2022). Finally, the participation of technical and administrative staff in the bodies has a 17% male advantage over the theoretical maximum (aspect 18). As already mentioned, with regard to the analysis of university systems, the labour market for graduates and the caregiving responsibilities of some Professional Staff represent external domains; hence, the level of gender inequality in these aspects is shown but does not contribute to the overall University index (UGII).

In order to analyse the labour market, we considered the employment status of second-level graduates (from second cycle and single cycle degree programmes), interviewed in 2022 five years after graduation. Among University graduates, men are more likely than women to be employed (aspect 21) – 14% of the maximum possible inequality; the gap, however, is smaller than that at a national level (22%). As a rule, when employed, men earn more – with a gender gap that, both at the University of Bologna and the national university system, is slowly reducing, but it still counts for 31% of the maximum possible (aspect 24). Moreover, part-time employment (aspect 23) is mostly chosen by women, involving 10% of female graduates and only 5% of male graduates, a gap equivalent to 38% of the maximum possible. Only with regard to the use of the skills acquired with the degree (aspect 22), gender differences are limited.

As a matter of fact, women have much more caregiving responsibilities than men. In the analysis of gender inequality, this issue can be noted, in particular, by looking at the number of days off taken by Professional Staff to provide care and assistance to others – under leave pursuant to Law 104, sick child leave, maternity/paternity leave and mandatory or voluntary parental leave (aspect 25). At the University of Bologna, the per capita days taken off by women are more than three times those taken off by men (5.4 against 2.0) and the level of inequality reaches 53% of the maximum possible value. Of course, this same form of inequality can affect not only the University's technical-administrative staff,

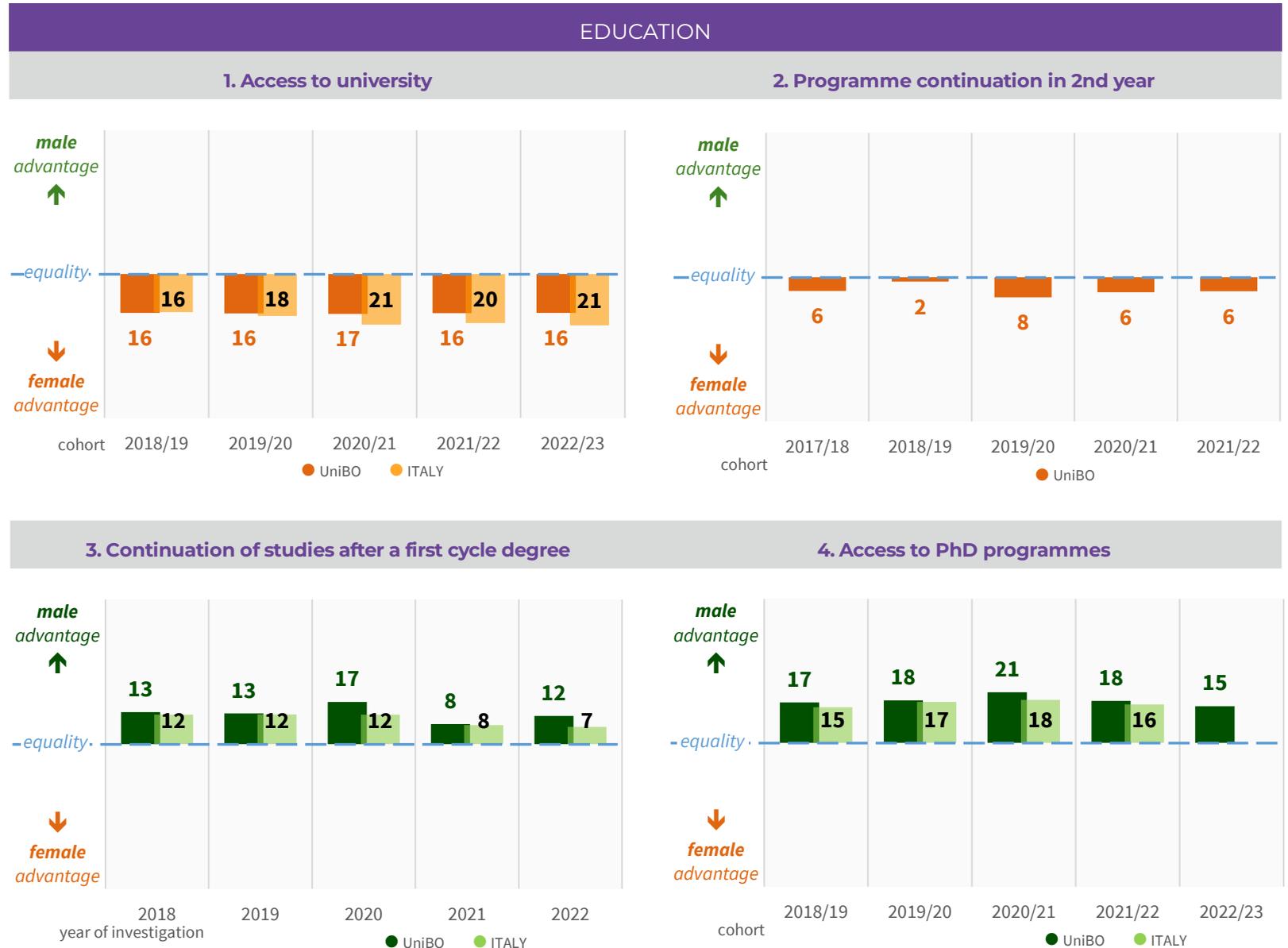
but also the student population and teaching staff.

On average, the results found for the 18 external aspects considered in 2022 show that the University of Bologna has an overall inequality to male advantage equal to 12.5% of the theoretical maximum and an overall inequality to female advantage of 2.8%. The sum of the two inequalities, i.e. the synthetic UGII index, indicates that 15.3% of the maximum possible inequality was realised; this is the lowest overall level of inequality observed in the five-year period 2018-2022. So, overall, the path of inequality reduction continues, albeit slowly.

To summarise, of the 25 aspects - 18 internal to the university, 7 external - taken into account in this general analysis, 6 manifest in 2022 a gender inequality of more than 25% of the maximum attainable and always to the disadvantage of women. Three of these six aspects are internal: the vertical segregation among professors linked to the number of Full professors, which is slowly but steadily decreasing over time, the presence of male and female students among the members of the university bodies, which also fell in 2018-2022, and the segregation by subject area (STEM), which is instead stable both at the Alma Mater and in the national context. The other three aspects on which gender inequality is high are external - therefore they do not contribute to the UGII value - and all three have remained stable over the years: pay, the prevalence of *part-time* work and involvement in care and assistance work.

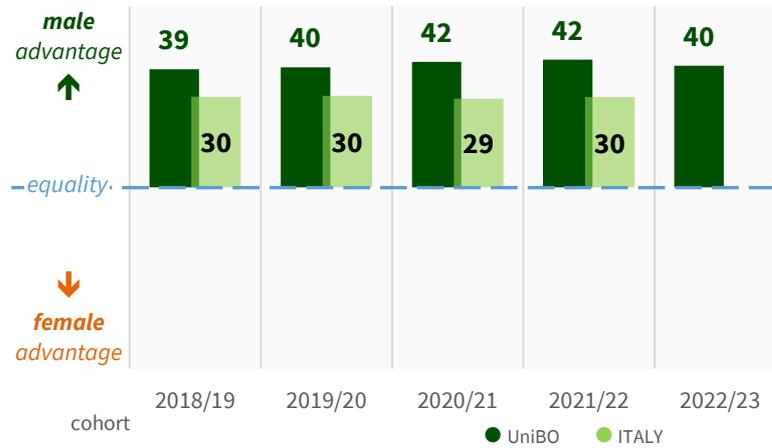
Satisfactory aspects in terms of gender balance include the substantial absence of inequalities in the attainment of senior and managerial positions for the University's technical-administrative staff, the good balance of female and male professors in the University bodies and the evident reduction in the gender disparity between the professors who are Deans, Campus Coordinators and Heads of Department. In the labour market for graduates, a good result is the absence of inequality in the degree to which the skills acquired with the degree are utilised.

FIGURE 53 – PERCENTAGE OF THE MAXIMUM POSSIBLE INEQUALITY: UNIVERSITY OF BOLOGNA/ITALY COMPARISON (2018-2022)

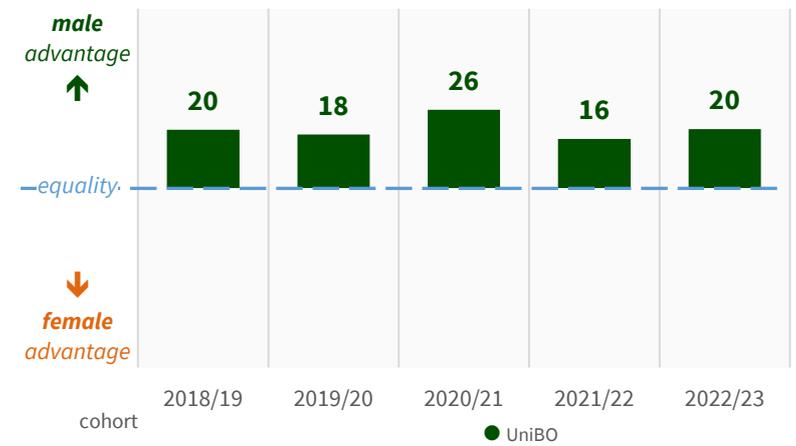


HORIZONTAL SEGREGATION BY FIELD OF STUDY (STEM Area)

5. Degree Programmes



6. PhD programmes

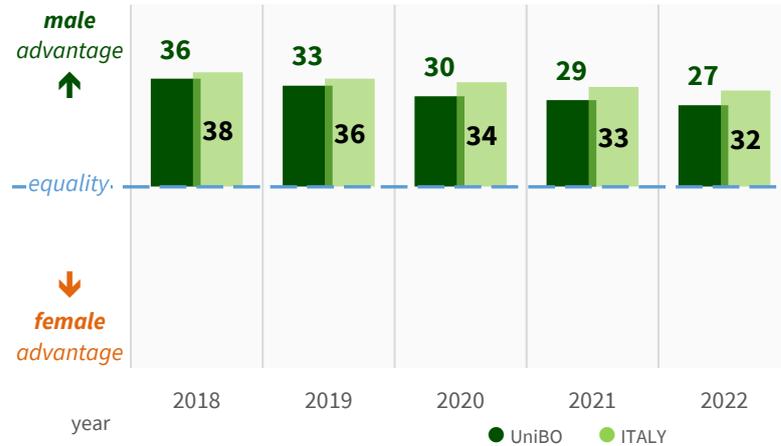


7. Professors

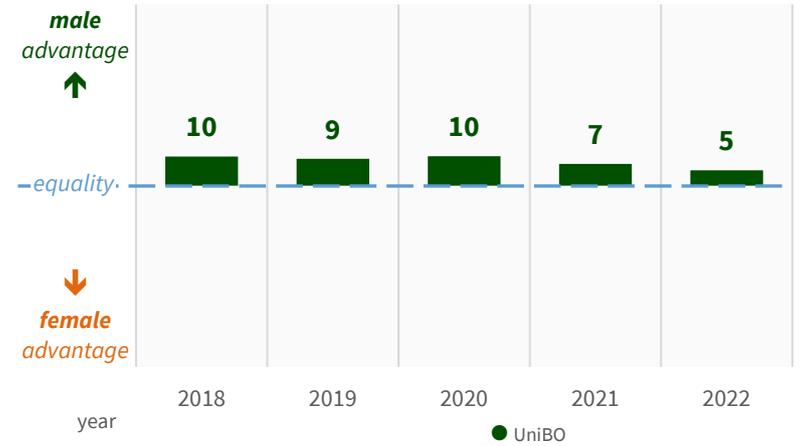


ACADEMIC/PROFESSIONAL CAREER AT THE UNIVERSITY

8. Full Professors

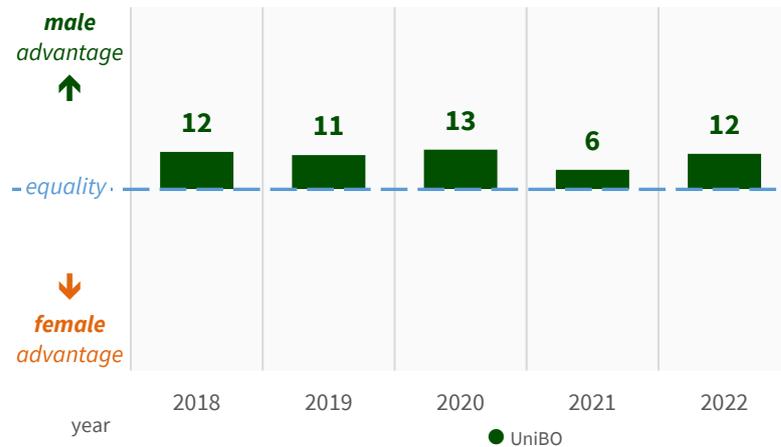


9. Managers/EP

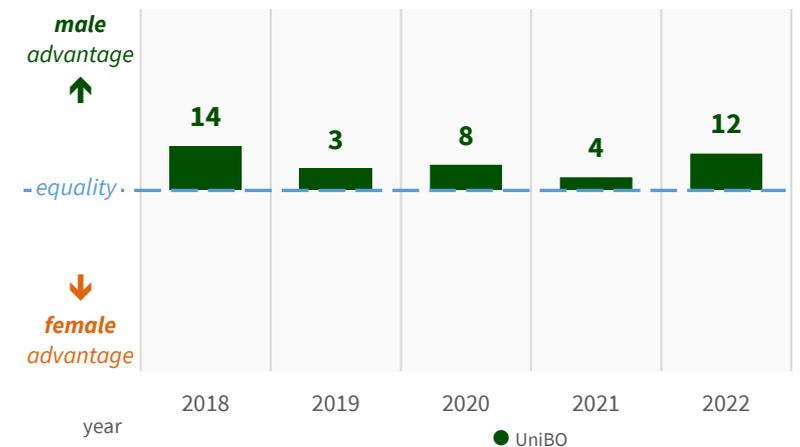


RESEARCH

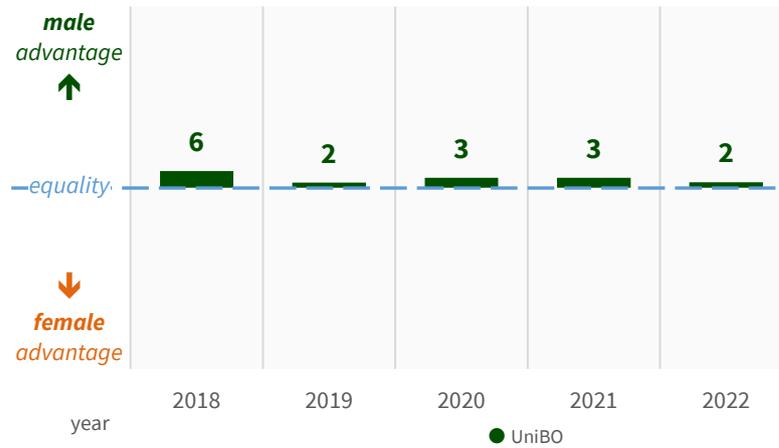
10. Supervisors of competitive research projects with payments



11. Amount of funding for competitive research projects

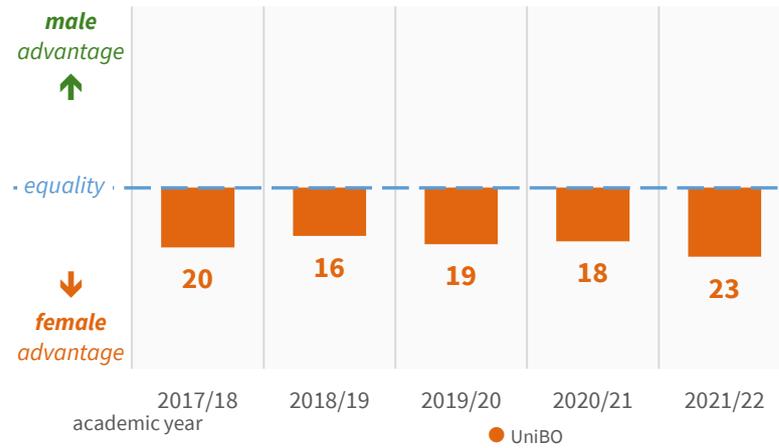


12. Professors with a 'good number' of publications

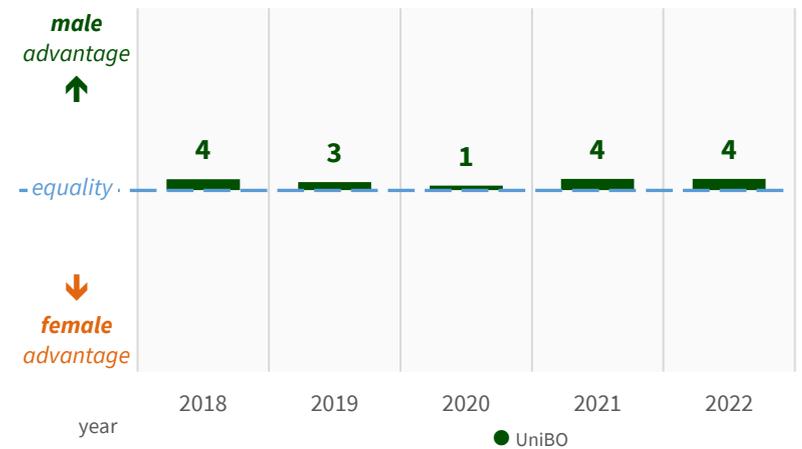


INTERNATIONAL DIMENSION

13. Studying abroad – outgoing mobility

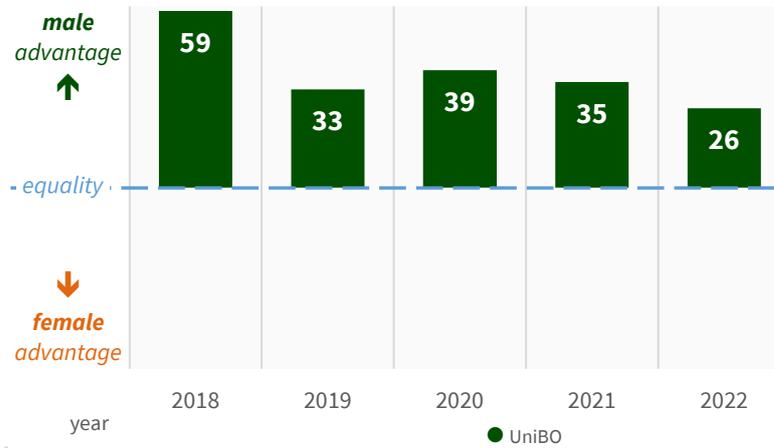


14. Professors with international publications

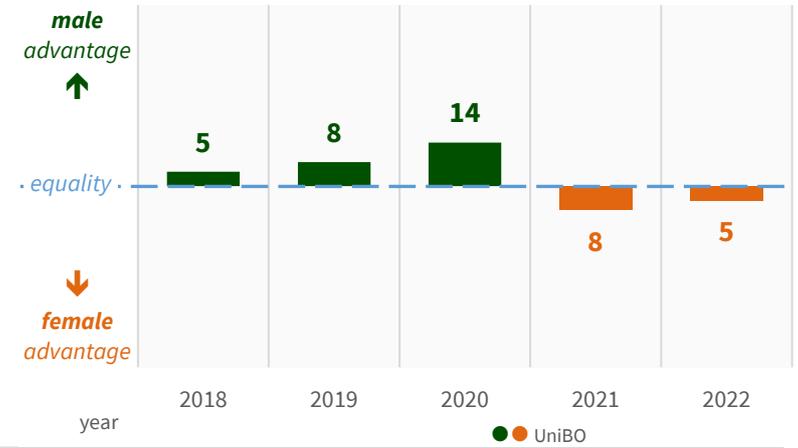


UNIVERSITY GOVERNING BODIES AND SENIOR POSITIONS

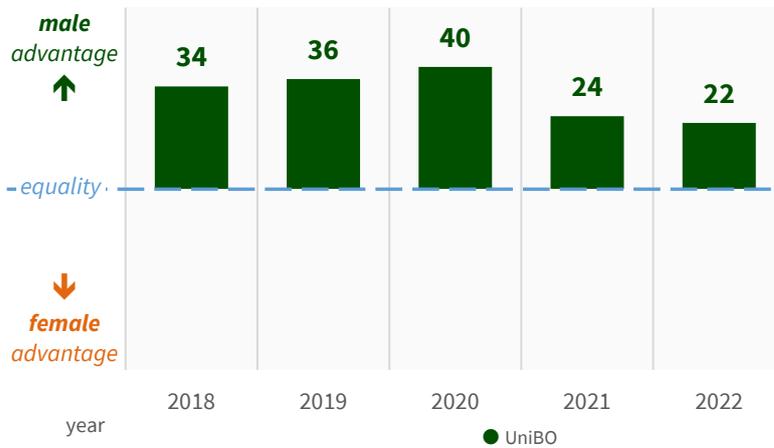
15. Members of Bodies – Students



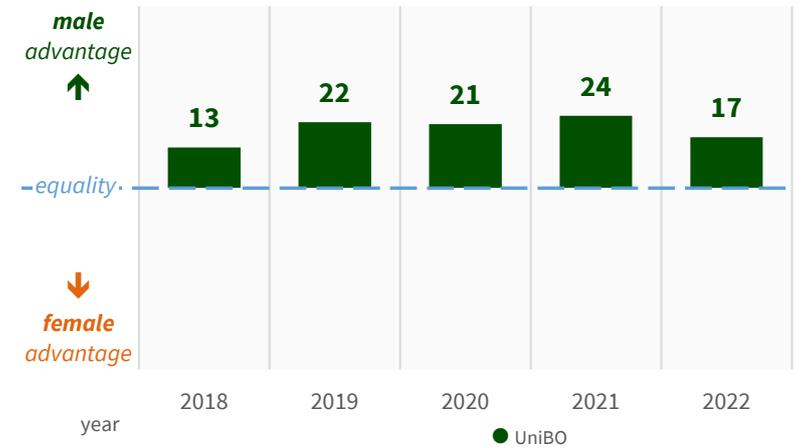
16. Member of Bodies – Professors



17. School Deans, Campus Coordinators and Heads of Department

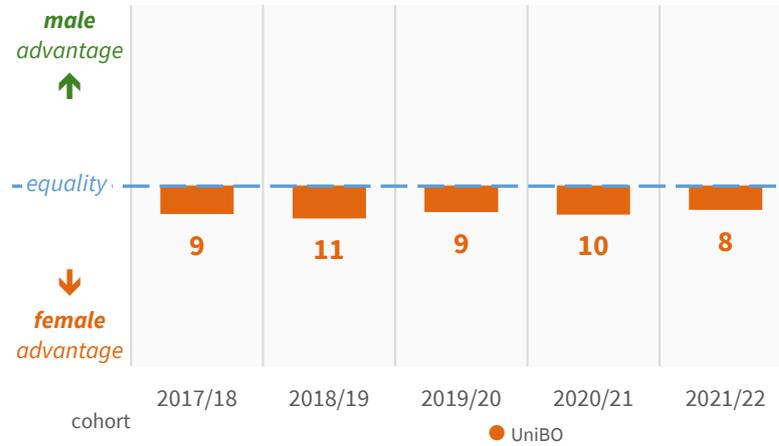


18. Member of Bodies – TA Staff

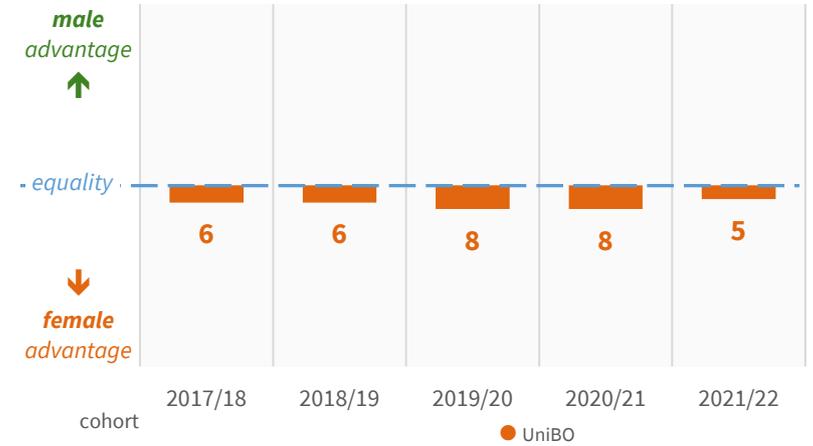


ACADEMIC SUCCESS – degree programmes

19. University educational credits earned

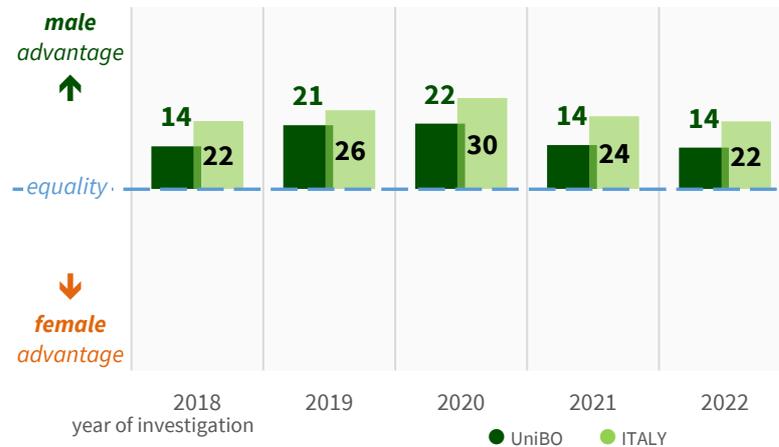


20. Average exam mark

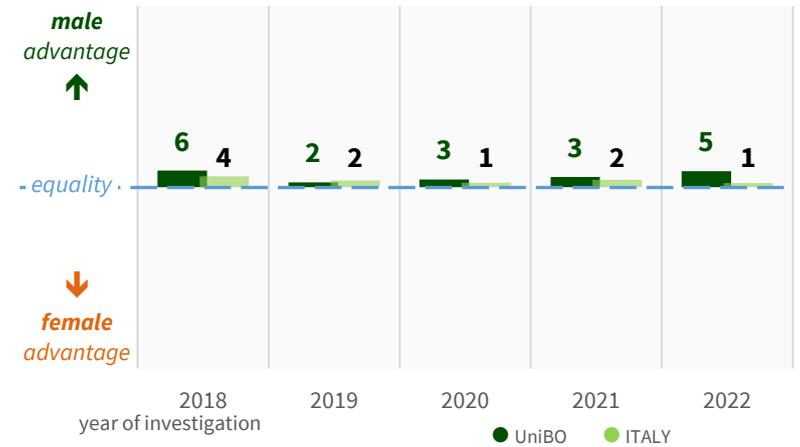


LABOUR MARKET FOR SECOND CYCLE AND SINGLE CYCLE GRADUATES – 5 years after graduation

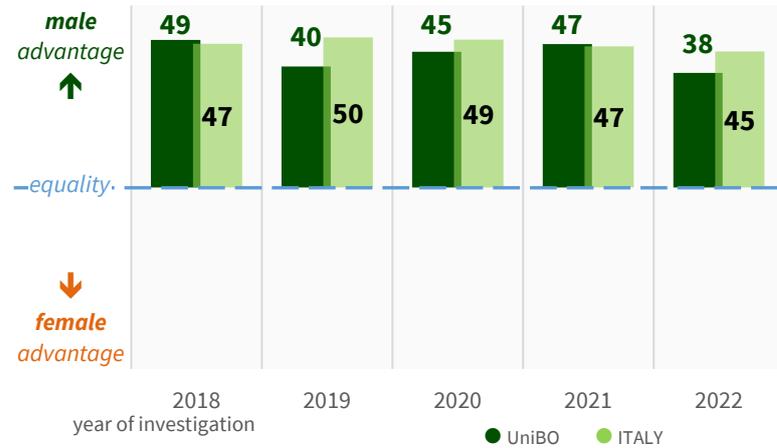
21. Employed



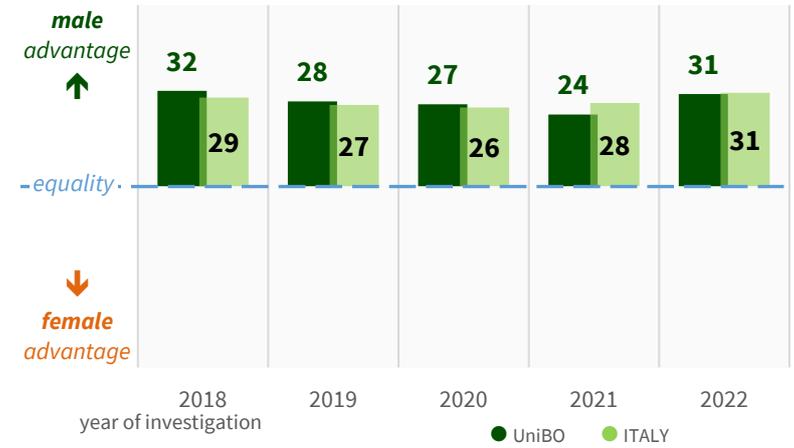
22. Use of the skills acquired with the degree



23. Employed part time



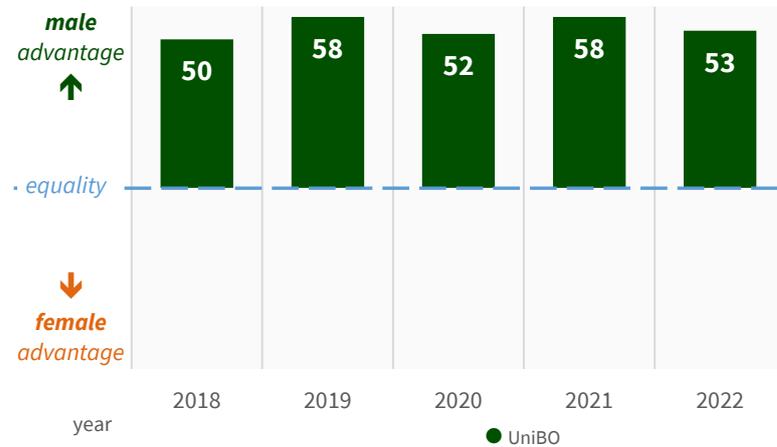
24. Use of the skills acquired with the degree



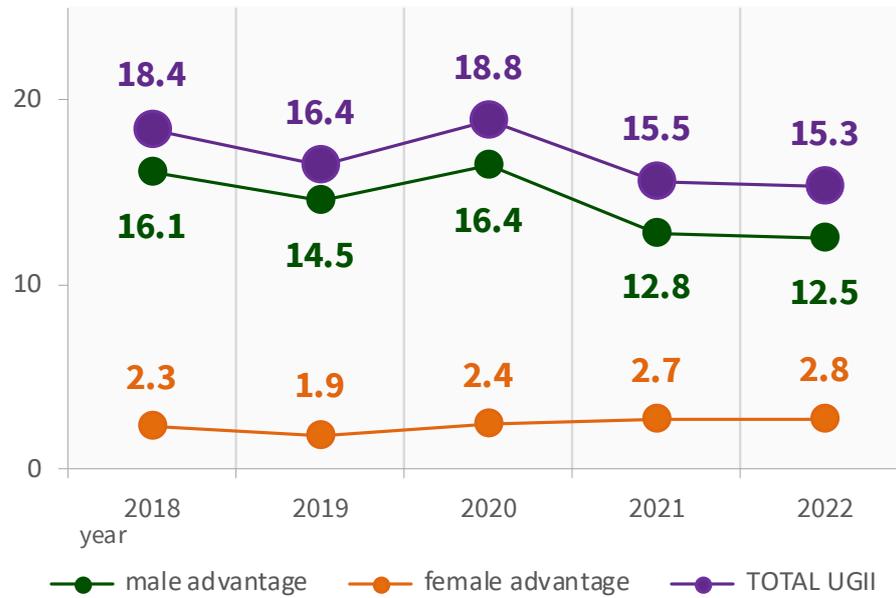
CAREGIVING RESPONSIBILITIES – TA Staff



25. Days off due to caregiving responsibilities



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



National data sources:

- ISTAT, with regard to the resident population (aspect 1);
- MUR – Open Data, with regard to new students, graduates and PhD students (aspects 1, 4 and 5);
- MUR – Cerca università (University search service) (aspects 7 and 8);
- AlmaLaurea, with regard to the continuation of studies following a first cycle degree (aspect 3) and the employment status of graduates (aspects 21-24).



6.
ANNEXES



ACRONYMS USED

A.Y.	Academic Year
AdDU	University of Bologna Women Professors' Association
CEL	Foreign Language Instructor
CESIA	IT Systems and Services Division
CSGE	Gender and Education Research Centre
CUG	Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work
CUN	National Council of University Students
D.L.	Decree-Law
D.Lgs.	Legislative Decree
Presidential Decree	Decree of the President of the Republic
DR	Rector's Decree
EC	European Commission
EU	European Union
FP	Framework Programme
GEMMA	Erasmus Mundus Master's Degree in Women's and Gender Studies
H2020	Horizon 2020
IRT	Integrated Research Team
LGBTI	Lesbian, gay, bisexual, transgender and intersex

METRA	Interdisciplinary Centre on Mediation and Translation by and for Children
TA Staff	Professional Staff
PhD	Doctor of Philosophy
RTD	Fixed-term Assistant Professor
RTDa	Fixed-term Junior Assistant Professor
RTDb	Fixed-term Senior Assistant Professor
RTI	Senior Assistant Professor
SSD	Subject Group
STEM	Science, Technology, Engineering and Mathematics
EU	European Union
VRA	University Research Evaluation
WiTEC	Women in Science, Technology, Engineering and Mathematics (STEM)

TABLES OF EQUIVALENCE WITH INTERNATIONAL CLASSIFICATIONS

TABLE OF EQUIVALENCE BETWEEN SSD, CUN AREAS AND ISCED FIELDS OF EDUCATION AND TRAINING 2013 (ISCED-F 2013)*		
CUN AREA	SSD	ISCED classification (1st level - Broad Field)**
Area 01 – Mathematics and Computer Science	INF/01	06 – Information and Communication Technologies
	MAT/01-09	05 – Natural sciences, mathematics and statistics
Area 02 – Physics	FIS/01-08	05 – Natural sciences, mathematics and statistics
Area 03 – Chemistry	CHIM/01-12	05 – Natural sciences, mathematics and statistics
Area 04 – Earth Science	GEO/01-12	05 – Natural sciences, mathematics and statistics
Area 05 – Biology	BIO/01-19	05 – Natural sciences, mathematics and statistics
Area 06 – Medicine	MED/01-50	09 – Health and welfare
Area 07 – Agricultural Sciences and Veterinary Medicine	AGR/01-20	08 – Agriculture, forestry, fisheries and veterinary
	VET/01-10	08 – Agriculture, forestry, fisheries and veterinary
Area 08 – Civil Engineering and Architecture	ICAR/01-22	07 – Engineering, manufacturing and construction
Area 09 – Industrial and Information Engineering	ING-IND/01-35	07 – Engineering, manufacturing and construction
	ING-INF/01-07	07 – Engineering, manufacturing and construction
	L-ANT/01-10	02 – Arts and humanities
Area 10 – Classical Studies, Language and Literature and Art History	L-ART/01-08	02 – Arts and humanities
	L-FIL-LET/01-15	02 – Arts and humanities
	L-LIN/01-21	02 – Arts and humanities
	L-OR/01-23	02 – Arts and humanities
	M-PED/01-04	01 – Education
Area 11 – History, Philosophy, Education and Psychology	M-FIL/01-08	02 – Arts and humanities
	M-STO/01-09	02 – Arts and humanities
	M-DEA/01	03 – Social sciences, journalism and information
	M-GGR/01-02	03 – Social sciences, journalism and information
	M-PSI/01-08	03 – Social sciences, journalism and information
		10 – Services

Area 12 – Law	IUS/01-21	04 – Business, administration and law
	SECS-P/01-02	03 – Social sciences, journalism and information
	SECS-P/04	03 – Social sciences, journalism and information
	SECS-P/06	03 – Social sciences, journalism and information
	SECS-P/12	03 – Social sciences, journalism and information
Area 13 – Economics and Statistics	SECS-P/03	04 – Business, administration and law
	SECS-P/07-11	04 – Business, administration and law
	SECS-P/13	04 – Business, administration and law
	SECS-P/05	05 – Natural sciences, mathematics and statistics
	SECS-S/01-06	05 – Natural sciences, mathematics and statistics
Area 14 – Political and Social Sciences	SPS/01-14	03 – 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.

** Subjects in ISCED categories 05, 06 and 07 are regarded as STEM.

TABLE OF EQUIVALENCE BETWEEN RESEARCH STAFF ROLES AND CLASSIFICATION IN THE SHE FIGURES REPORT*	
Position	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 STUDENTS AND PHD STUDENTS AND LEVEL IN THE INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION (ISCED 2011)*	
Classificazione ISCED 2011 (livelli 6-8)	Classificazione nazionale
ISCED 6	Student – First cycle degree programme
ISCED 7	Student – Second cycle or single cycle degree programme
ISCED 8	PhD Student

TABLE OF EQUIVALENCE BETWEEN TA STAFF QUALIFICATIONS IN THE UNIVERSITY NATIONAL COLLECTIVE BARGAINING AGREEMENT AND CLASSIFICATIONS USED FOR ISCED97 STATISTICS*	
ISCED97 classification levels 5 and 6	Classification in the national collective agreement for the university sector
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	Senior Manager

*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, have been added to distinguish the different categories.

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