GENDER EQUALITY REPORT 2024



ALMA MATER STUDIORUM Università di Bologna

Gender Equality Report prepared by

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

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Our University has been working for a long time to raise awareness and address gender stereotypes. In accordance with the Gender visibility guidelines for the University of Bologna's institutional communications, approved in 2020, an attempt has been made in this Gender Equality Report, whenever possible, to make the female gender explicit or, at least, to use gender-neutral terminology.

When only the masculine form is used in the document, due to graphic requirements or for the sake of brevity, this is meant to refer inclusively to all persons working within the academic community.





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FOREWORD

Now in its ninth edition, the 2024 Gender Equality Report of Alma Mater Studiorum – Università di Bologna proves itself, once again, to be a valuable tool for understanding the complexity of our community in terms of our differences and, above all, of the gaps that still exist within it, setting targeted policies and initiatives that help implement one of the four key principles of the 2022-2027 Strategic Plan, namely to "facilitate equity, sustainability, inclusion and respect for diversity in every area".

An essential document for incorporating the gender perspective into the policies of our University, this Report is the product of the work and efforts of many people, to whom I would like to express my gratitude. First of all, thank you very much to Martina Vincieri, Chair of the CUG, and to all the other members of the Committee, whose commitment has been constant and effective, as the many initiatives and positive actions presented in this Report illustrate. My warmest thanks to the members of the Governing Bodies involved, in particular Giorgio Bellettini, Vice Rector for Personnel, Rebecca Levy Orelli, Delegate for Budget, Cristina Demaria, Delegate for Equity, Inclusion and Diversity, and Paola Villano, Delegate for Employee Wellbeing, who strive every day to ensure that the values that guide us translate into concrete, key actions within the University of Bologna. My heartfelt thanks also to Camilla Valentini and the University Planning and Data Analysis Unit of the APPC division, for the work and attention they put into preparing an increasingly richer, more accurate and articulate report each year.

Thanks to our efforts and the information gathered in our past Gender Equality Reports, we have been among the first universities in Italy to draft a Gender Equality Plan (2017-2020), implement the actions of the Plan 2021-2024 and launch the preparation of the Plan 2025-2027, currently ongoing. This Report also testifies to our University's relentless work to prevent and combat moral and sexual harassment, discrimination and gender-based violence. After the first Helpdesk against gender-based violence opened in October 2022, in partnership with Casa delle donne per non subire violenza APS, another counselling and support service was inaugurated in November 2023 on the Forlì Campus, where it is managed by Centro Donna of Comune di Forlì in partnership with the Department of Interpreting and Translation – DIT. To advertise this service, the University launched a print information and awareness campaign on campus, providing a concrete answer to all of those who are experiencing discrimination and violence.

Support for activities pursuing cultural change and combatting gender stereotypes

has been facilitated by the implementation of clear, transparent and inclusive communication, aimed at giving visibility to initiatives that have proven to be strategic in the enhancement of diversity. This is also the reason why the University joined the UN campaign 16 Days of Activism Against Gender-Based Violence, held a special event on the International Day for the Elimination of Violence against Women and signed the *No Women No Panel – Senza Donne Non Se Ne Parla* Memorandum of Understanding with RAI Radiotelevisione Italiana S.P.A., Regione Emilia-Romagna, Città Metropolitana di Bologna and Comune di Bologna, which aims to foster gender balance in panels and public events, ensuring appropriate female representation at conferences, conventions and institutional events.

Finally, as the "Investments made for the promotion of equal opportunities" section of this Report shows, the number of learning activities focussing on gender equality has risen constantly at the University of Bologna, from 902 in a.y. 2021/22, to 1,027 in a.y. 2022/23, to 1,126 in a.y. 2023/24.

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 published by international bodies, first and foremost the *World Economic Forum's Global Gender Gap Report*, which confirms that, under current conditions, it will take another 131 years before we can hope to close the global gender gap. Besides, based on the Global Gender Gap Index 2023, Italy has dropped from the 63rd to the 79th place in the ranking of 146 countries in terms of gender equality. This situation, which is plain to see in our country, is also highlighted in the research presented by ANVUR in January 2024 (*Analisi di genere 2023*), in which we notice the presence of a huge gap between men and women in accessing senior academic positions – despite increasing over the years, the number of women is still markedly lower.

While we are slowly moving forward, we need to improve in many ways, raise the awareness of students and professional and teaching staff, and translate it into actions 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 draw your attention to just a few pieces of information. In the student community, women are not only more numerous, but also stand out for their greater consistency, more credits earned in less time and better grades than their male counterparts, also in

terms of graduation marks. Overall, female students tend to invest more in education, but once they enter the world of work, on average, they are disadvantaged compared to their male counterparts in all fields – they find it harder to obtain employment, often work on a fixed-term and/or part-time basis and, in general, earn less. This bears witness to the so-called 'gender pay gap', a disparity in remuneration that affects young women and is one of the main obstacles to substantive equality.

But the gender gap also affects teachers at our University, where the phenomenon of 'vertical segregation' or 'glass ceiling' is clearly manifest. This means that the number of women tends to decrease as the professional role increases; the inequality is even more evident among younger teachers. In the 50-54 age group, out of 100 female teachers, only 24 are Full Professors, while this percentage raises to 39 among men. Likewise, 10 per cent of female teachers and 23 per cent of male teachers aged 45-49 are Full Professors. It is no surprise that Emeritus Professors, a position to which one can only aspire after twenty years of service as a Full Professor, are overwhelmingly male. These figures, however, give evidence of a slight reduction in the Glass Ceiling index, which at our University went from 1.37 in 2022 to 1.34 in 2023. A similar decrease in the index has been observed at a nation-al level too (from 1.46 to 1.43), where segregation, however, is higher.

'Horizontal segregation', on the other hand, has remained virtually unchanged. In fact, the distribution of our teaching and research staff clearly shows a male predominance in Industrial Engineering, Earth Science, Mathematics and Computer Science, as opposed to a clear female predominance in Humanities and Education Studies. However, there are some interesting exceptions at our University – for example, the female presence among Associate Professors of Physics is 33%, considerably higher than the national percentage (23%).

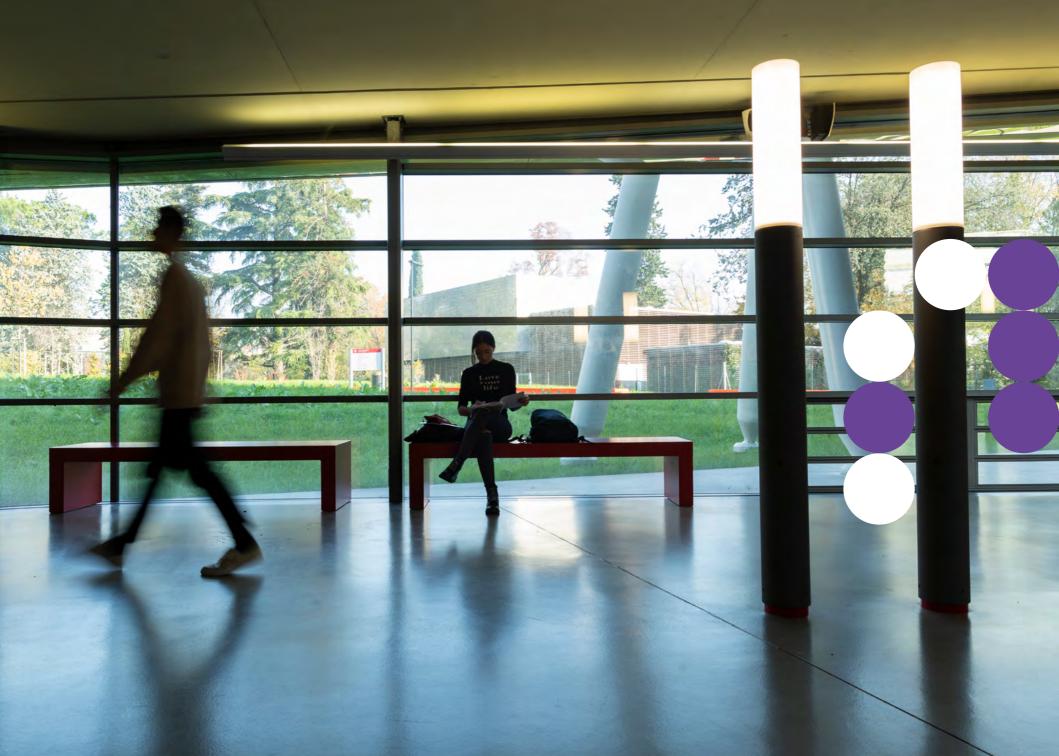
As a whole, the 2024 Gender Equality Report confirms the presence of the socalled 'leaky pipeline' effect, a complex phenomenon that should prompt us to identify which steps of the academic career and which subject areas see the gradual reduction of women, as well as reminding us of the importance of continuing to work on gender stereotypes, which are often the reason behind a low female presence in STEM degree programmes. As a matter of fact, the data point to the fact that gender segregation is already at work at the time prospective students choose their degree programme, which means that it has external causes and is the product of expectations and propensities that develop prior to starting university. This has inspired us to take preventive, awareness-raising actions. An example is the *Breaking the Stereotype* social media communication campaign, which you will find described in this Report, aimed at encouraging a much-needed cultural transformation.

As regards the data concerning professional staff, where there is a prevalence of women (66%), the situation is stable but still marked by vertical segregation, albeit less evident than in the case of teachers. The greater involvement of women in caregiving activities has remained unchanged: this is demonstrated, for example, by the amount of sick child leave taken by women. Finally, we need to continue working on the distribution of members in the various University Governing Bodies, where the imbalance still leans in favour of men.

All in all, our University continues to be marked by inequality between men and women, not only due to external factors – such as the fact that caregiving responsibilities are usually taken on by women – but also to aspects that relate to our institutional culture. To counter this, we need to continue developing tools and critical knowledge, supporting new and old rights, and listening to each other. And we need to continue taking responsibility for the impact that our principles – if effectively implemented – can make on local communities, on the life of the people we educate, and on and for the sustainability of our common future.

With this shared commitment in mind, I leave you to the 2024 Gender Equality Report of Alma Mater Studiorum – Università di Bologna.

Giovanni Molari Rector of Alma Mater Studiorum - Università di Bologna



INTRODUCTION

The Gender Equality Report of the University of Bologna is now in its ninth edition. Over the years, the Report has become an irreplaceable tool for the University, allowing us to monitor gender inequalities within our community while raising awareness of existing gaps, with a view to guiding policies and actions to reduce those gaps and improve occupational wellbeing.

The Gender Equality Report provides a systemic view of a wide range of measures and initiatives, including the promotion of equal opportunities both within our organisation and in teaching and research activities. Such actions seek to turn our University into an inclusive place and spread a culture of gender equality beyond our walls, thus contributing to foster positive change in society.

The data presented in this edition, relating to 2023, are in continuity with the trends already observed in previous years – our University shows a gradual, above-average reduction in the vertical segregation of teaching staff (i.e. varying concentrations of men and women in top positions of the career ladder). At the same time, consistently with the national trend, a marked horizontal segregation remains (i.e. varying concentrations of male and female students and teachers in certain fields of knowledge).

In 2023, the University Gender Inequality Index of the University of Bologna shows an overall gender inequality of 12.9% of the maximum possible inequality, down on the 2022 figure of 15.0%. Such an improvement has been made possible by a reduction in the maximum possible inequality in favour of men.

The Gender Equality Report also offers an overview of the initiatives promoted with a view to further increasing awareness of and attention to equal career opportunities for teaching and professional staff. Two of these initiatives deserve a special mention. Firstly, the University signed the *No Women No Panel – Senza Donne Non Se Ne Parla* Memorandum of Understanding with RAI, Regione Emilia-Romagna, Città Metropolitana di Bologna and Comune di Bologna, which aims to guarantee gender balance in panels and public events. The University of Bologna recorded male and female attendance at conferences and conventions between October and December 2023, covering 122 events in total. The results show greater attention to gender equality in Humanities compared to the Science and Technology area, and a general prevalence of female moderators. Secondly, the University of Bologna strengthened its commitment against gender-based violence by establishing two dedicated helpdesks as a service intended to create a safe and inclusive academic environment and provide victim support. The helpdesks on the campuses of Bologna and Forlì offer counselling, help, legal advice and emergency intervention for victim protection. This free, confidential service is open to the entire University community, also remotely and in English.

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. 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 Wellbeing and Non-Discrimination at Work (CUG)

METHODOLOGICAL NOTE

The Alma Mater Studiorum – Università di Bologna Gender Equality Report gives an overview of gender distribution within the University. The Report is prepared every year by the Guarantee Committee for Equal Opportunities (CUG) and aims to promote gender equality by analysing data on students, teachers, professional staff and members of the Governing Bodies.

In terms of purpose and content, the Gender Equality Report seeks to highlight the proportion of resources allocated to women and men, identify gender imbalances and priority areas for intervention, monitor the effectiveness of gender equality policies and contribute to the goals of the UN Agenda 2030 for Sustainable Development.

The drafting of a Gender Equality Report is recommended by a Directive of the Italian Ministry for Equal Opportunities (2007)¹ and envisaged within the broader context of performance assessment in public administrations². In 2019, the Gender Equality Committee of the Conference of Italia² University Rectors (CRUI) published the Guidelines for Italian universities to draft the *Gender Equality Report* [Gruppo CRUI per il Bilancio di Genere, 2019], to which reference is made in this Report. In 2024, the Italian Ministry of University rewarded the efforts of the universities that have drafted a Gender Equality Report by allocating financial resources from the gender rebalancing portion of the 2020 and 2021 Ordinary Financing Fund (FFO), in accordance with Decrees 442/2020 and 1059/2021.

The document is comprised of five sections. "Regulations and bodies in charge of the promotion of equal opportunities" describes the regulatory framework and the bodies tasked with promoting equal opportunities. "Positive Action Plan and initiatives implemented" presents the measures taken by the University to foster gender equality in the three-year period 2022-2025; "Gender composition at the University of Bologna"

gives an overview of gender distribution among students, teachers, professional staff and members of the Governing Bodies; "Investments made for the promotion of equal opportunities" describes the financial resources allocated by the University to gender equality initiatives and programmes; "Our gender equality position: the University Gender Inequality Index of the University of Bologna (UGII)" presents our results compared to an indicator that measures gender inequalities within universities.

The figures in the Gender Equality Report are collected and processed every year between March and May. Data are sourced from the University Data Warehouse and institutional documents (Statute, Regulations, Positive Action Plan, CUG Reports). The period of reference for reporting is the calendar year prior to that of publication, i.e. 2023 in the case of this edition.

Every year, the Gender Equality Report is presented to the Board of Governors and published on the University website. The document is a useful resource to inform the University community about gender distribution, describe and assess the effectiveness of gender equality policies over time, and identify new areas for intervention to promote gender equality.

The Alma Mater Studiorum – Università di Bologna Gender Equality Report bears witness to the University's commitment to promote gender equality and create an inclusive work and study environment for all.

The final document is presented as an annex to the 2023 Performance Report, approved by the Board of Governors on 25 June 2024. The Positive Action Plan is attached to the Integrated Activity and Organisation Plan 2022-2025, approved on 31 January 2023.

Rebecca Levy Orelli Delegate for Budget and Planning

¹ 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 Italian Official Gazette no. 173 of 27/07/2007.



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.

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

Members and position		Role played in the drafting of the Gender Equality Report [*]
Organising Body	CUG	Organiser
Scientific Committee	Giovanni Molari, Magnifico Rettore Cristina Demaria, Delegata all'Equità, Inclusione e Diversità Giorgio Bellettini, Prorettore al Personale Martina Vincieri, Presidente del CUG Rebecca Levy Orelli, Delegata al Bilancio e alla programmazione Natalia Montinari, Componente del CUG	Management and supervision of the overall project
	Danilo Cinti, Fabio Cumella, Anna Rita D'Archi, Giancarlo Gentiluomo, Gian Piero Mignoli, Luca Ramazzotti, Nicola Reale, Anja Riceputi, Camilla Valentini APPC – University Planning and Data Analysis Unit	Coordination of data collection, analysis and processing, document editing
Operating Committee	Ilaria Bolognesi, Alex Rinaldi, Irene Vandi, Michela Versari, Silvia Zaghetto APPC – Communication Unit – Graphic Design Office for Communication	Graphic design and artwork
	Cristina Gamberi, Research fellow Mara Casale, Member of the CUG Simone Tufano, 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	Data and text processing support

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

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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 affirm the principle of equality. 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 (Article 2) and combats social exclusion and discrimination by pursuing equality between women and men (Article 3). The Treaty on the Functioning of the European Union commits the Union to promoting gender equality in all its actions (Article 8) and gives the Council the competence to adopt measures to combat discrimination based, inter alia, on sex (Article 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 (Article 153). Declaration no. 19 annexed to the Treaty of Lisbon states that the Union and the Member States must aim to "combat all kinds of domestic violence" and "support and protect the victims". The Charter of Fundamental Rights of the European Union, adopted in 2007, follows the same principles (Articles 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" (Article 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 on 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 on the introduction of measures to encourage improvements in the safety and health at work 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/EU of 7 July 2010 on the application of the principle of equal treatment between men and women engaged in an activity in a self-employed capacity; and Directive 2019/1158/EU of 20 June 2019 on work-life balance for parents and carers, repealing Directive 2010/18/ EU of 8 March 2010 and establishing minimum requirements designed to achieve 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 a 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, "incorporating the gender perspective at all levels of the budgetary process and restructuring revenues and expenditures 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 both in 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 (Article 3, paragraphs 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. Legislative Decree no. 165 of 30 March 2001, laying down General rules on the organisation of employment in public administrations, 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, remuneration and working conditions, training, career advancements and safety at work (Article 7, paragraph 1). Law no. 246 of 28 November 2005 on Simplification and reorganisation of legislation has required the reorganisation of the provisions in force also on equal opportunities (Article 6), which was implemented by Legislative Decree no. 198 of 11 April 2006, Code of equal opportunities between men and women, later amended by Law no. 162 of 5 November 2021. Legislative Decree 198/2006 adopted provisions on non-discrimination, equality and the promotion of equal opportunities, including 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" (Article 42 ff., particularly Article 48). In the same vein, Article 21 of Law no. 183 of 4 November 2010, so-called Collegato lavoro, amended Article 57 of Legislative Decree no. 165, establishing the Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work (CUG). On this basis, the Minister for Public Administration and Innovation and the Minister for Equal Opportunities adopted the *CUG operating guidelines (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 2/2019 laying down Measures for promoting equal opportunities and strengthening the role of the Guarantee Committees in public administrations* updated the guidelines in the aforementioned Directive of 4 March 2011.

From this perspective, 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 Legislative Decree no. 150 of 27 October 2009 on productivity optimisation in public work and the efficiency and transparency of public administrations.

Consistently with the framework outlined above, the University has adopted equal opportunities policies in a broad sense, not only to tackle gender disparities between men and women, but also aspects relating to social and labour inclusion. The main provisions in this regard are laid down in the *University Statute* (Rector's Decree no. 1203 dated 13 December 2011, amended and supplemented by Rector's Decree no. 739 dated 28 June 2017), in the *Code of Ethics and Conduct* (Rector's Decree no. 1408 dated 1 October 2014) and in the *Code of Conduct for the Prevention of Sexual and Moral Harassment* (Rector's Decree no. 611 dated 22 May 2020).

In December 2023, the new *University Statute* was approved and the amendments introduced by Rector's Decree 236/2024 dated 20/02/2024 (published in Italian Official Gazette no. 50, General Series, of 29/02/2024) entered into force on 15 March 2024.

The Statute devotes a specific provision among its guiding principles to the topic of non-discrimination, equality and equal opportunities (Article 2.6):

"1. The University is committed to ensuring respect for the constitutional principle of equal opportunities in access to studies, staff recruitment and career advancement, as well as balanced gender representation in running for the office of member of Governing Bodies and in their composition, as well as in every other aspect of academic life.

2. The University undertakes to raise awareness, also through dedicated tools



and initiatives, of issues and problems related to equal opportunities, in order to generate widespread, shared knowledge among all members of the University community".

The Statute also contains special provisions to ensure equal opportunities in running for the office of member of Governing Bodies, including in particular the Board of Governors, and in the composition of other bodies, such as the Evaluation Group (Article 10.3) and the Student Council (Article 13). The Statute further established the CUG, thus implementing the provisions of national legislation (Article 15). 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 is 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, and defines the rules of conduct to be adopted in relations with those who directly or indirectly engage 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. The University's new *Code of Ethics and Conduct* has been in force since 1 April 2024 (Regulations issued by Rector's Decree 293/2024 dated 05/03/2024).

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

The Code, which applies to the entire University community, as identified in Article 2 of the *Code of Ethics and Conduct*, sets out the duties of the Heads of facilities as well as the cooperation obligations of all members of the University community. The Confidential Counsellor offers advice and support to members of the University community who experience discrimination or harassment and takes steps to help resolve 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 wellbeing in the workplace and fight discrimination, within the scope of its responsibilities as laid down by law and by Article 15 of the University Statute. It makes use of the services implemented by the University of Bologna to promote wellbeing in the workplace and collaborates with the other University roles and facilities in charge of the protection and promotion of equal opportunities and employee wellbeing. In carrying out its duties, it may also rely on the collaboration of the local Equality Councillor, exchanging information and best 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 actions aimed at promoting employee wellbeing, learning about, preventing and fighting all forms of discrimination, psychological distress and mobbing;
- promote initiatives to implement equal opportunities and enhance diversity between men and women in accordance with Italian and EU law;
- give non-binding opinions on staff training programmes, flexible working arrangements and work-life balance measures;
- monitor compliance with the principle of non-discrimination on the basis of gender, age, sexual orientation, language, origin, culture, disability or religion.

The appointment and composition of the Committee is governed by specific University regulations and must be consistent with the composition of the staff – both 'contracted' and public employees – and comply with the principle of equal gender opportunities.

CUG MEMBERS	MANDATE 2021-2025 *				
Chair	Martina Vincieri				
Staff Representatives	Standing members: Cinzia Castelluccio, Roberta De Falchi, Chiara Sirk				
	Substitute members: Valentina Filippi, Jolanda Gigli, Valeria Guidoni				
University Representatives	Standing members: Mara Casale, Marco Giovanni Mariani, Martina Vincieri				
	Substitute members: Paolo Luciano Adalberto Manasse, Natalia Montinari, Hilary Profeta				
	Paolo Luciano Adalberto Manasse,				

*Members appointed by Rector's Decree 2052/2021, File no. 0305628 dated 01/12/2021, and Rector's Decree 628/2024, File no. 118688 dated 29/04/2024. The Regulations governing 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 dated 29/09/2021, envisage the appointment of an equal 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 an impartial reference point for the University community in matters of discrimination, harassment, mobbing and compliance with the Code of Ethics and Conduct. While having no legal powers, the Confidential Counsellor does have functional autonomy in promoting preventive actions and settlements and facilitates a culture of gender and non-discrimination by working together with the academic facilities. In 2023, the Confidential Counsellor helped 75 people, i.e. 56% among teaching staff, 27% among professional staff and 17% among students. Her actions were positively supported by the CUG, the Vice Rector for Personnel, the Vice Rector for Research and the Delegate for Students.

Vice Rector for Personnel, Delegate for Equity, Inclusion and Diversity, Delegate for Employee Wellbeing

The Rector has delegated the promotion of equal opportunities and employee wellbeing to the Vice Rector for Personnel, Professor Giorgio Bellettini, coordinating with the Delegate for Equity, Inclusion and Diversity, Professor Cristina Demaria, and the Delegate for Employee Wellbeing, Professor 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;
- 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 000

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2.1 THE POSITIVE ACTION PLAN³

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. This tool, introduced by 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 (Legislative Decree 198/2006, Article 48, paragraph 1).

Prepared by the CUG and approved by the Board of Governors 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 University community and/or the public. The measures cover both training and communication actions via the University website area dedicated to the CUG, and the organisation of conferences/seminars on organisational wellbeing, equal opportunities and non-discrimination in the workplace. The training intended for University staff covers the following aspects, among others:

- Occupational wellbeing and mental health, to strengthen knowledge of critical situations such as stress, emotional exhaustion and burnout and, at the same time, of coping tools and strategies;
- Remote work, to strengthen knowledge of the relevant legal framework and of the aspects of communication and collaboration in virtual teams, the role of trust in remote work, the ergonomics of remote workstations, and the general risks 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 wellbeing through an appropriate lifestyle, to raise awareness of the importance of recovery (rest and leisure activities) and the adoption of the right lifestyles for employee wellbeing.

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

³Full version available at <u>www.unibo.it/CUG</u>.

Measures to promote and protect equal opportunities, such as:

- collection and analysis of gender-disaggregated data for the purpose of the production and publication of an annual Gender Equality Report, as well as its dissemination, as a tool for transparency and guidance for internal decisions, fostering the promotion of positive actions to restore the gender balance, ensure equal opportunities and remove obstacles to women's careers;
- collaboration in the implementation and periodic progress monitoring of the University Gender Equality Plan (GEP) 2021-2024 (<u>https://www.unibo.it/en/</u> university/who-we-are/gender-equality-plan/gender-equality-plan);
- dissemination of the recent guidelines approved by the University on gender balance and equal opportunities, the *Gender visibility guidelines for the University of Bologna's institutional communications* and the *Guidelines to promote equal opportunities and gender balance at events and in the composition of the working groups and committees of the University of Bologna.*

Internal and external networking actions, aimed at discussion and collaboration with the CUGs of other universities, administrations and national and international bodies, in order to promote participation, also through sponsorships, in specific initiatives and study/work groups on the issues of equal opportunities in gender, employee wellbeing and the fight against discrimination.

Measures to promote employee wellbeing and the work-life balance

The CUG incisively promotes awareness of the University's tools and bodies responsible for the protection and promotion of equal opportunities, employee wellbeing 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 University facilities in order to promote the mechanisms and roles in charge of protection within the University, including the CUG and the Positive Action Plan (2022-2025);
- the collection of information, through an anonymous survey for workers of the University of Bologna, on situations of discomfort experienced at work, in order to raise awareness of 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, by expanding the number of issues addressed, in order to provide counselling on a wider variety of situations detrimental to employee wellbeing.

The CUG further collaborates with the units/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.

2.2 ACTIVITIES CARRIED OUT IN 2023⁴

Training, awareness and communication activities

The University of Bologna has implemented a number of training, awareness and communication activities, directed towards both the University community and the general public. Such initiatives include training and communication actions via the University website dedicated to the Guarantee Committee for Equal Opportunities (CUG) and the organisation of conferences and seminars on organisational wellbeing, equal opportunities and non-discrimination.

- Cycle of training seminars *Adattarsi a un ambiente di lavoro sempre più virtuale* (Getting used to an increasingly virtual work environment) Online seminars via Microsoft Teams directed towards all University staff to raise awareness of the characteristics and regulations governing remote work, involving teachers both within and outside the University. The initiative was also promoted during the European Week for Safety and Health at Work between 23 and 27 October 2023.
- Seminar Gestione efficace del lavoro da remoto: evidenze scientifiche e implicazioni manageriali (Effective remote work management: scientific evidence and managerial implications) – Seminar directed towards University managers in combination with the cycle mentioned above, aiming to improve remote work management and promote employee wellbeing.
- Conference *Gli sportelli universitari contro la violenza di genere* (University Helpdesks against gender-based violence) – Conference held by the University on 3 May 2023 to commemorate our student Emma Pezemo by reflecting on gender-based violence and how to combat it.
- Event *Il Comitato Unico di Garanzia: le azioni positive realizzate nel 2023* (The Guarantee Committee for Equal Opportunities: positive actions taken in 2023) Presentation of the actions taken and conferment of awards for dissertations focussing on topics relevant to the CUG. The conference was among the events organised by the University as part of the 16 Days of Activism Against Gender-Based Violence campaign of the United Nations.
- University website updating Review and constant updating of the website (<u>www.unibo.it/CUG</u>) to provide materials and inform about initiatives. Since 2023, the website has a new look and more user friendly webpages.
- Funding of attendance fees for four professional staff to participate in the Summer School of the Italian Women Historians' Society (Società Italiana delle Storiche SIS), called *Nominare la fatica*. *Corpi, lavoro, cura* (Naming struggle. Bodies, work, care), which was held online from 30 August to 3 September 2023.

⁴ For a full reporting of the positive actions taken and the corresponding indicators, please visit <u>www.unibo.it/CUG</u>.

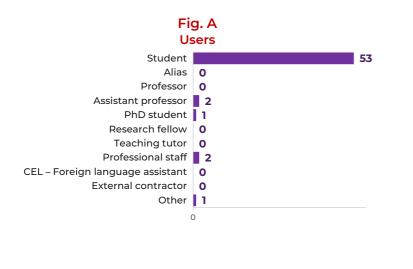
Measures to promote and protect equal opportunities and internal and external networking actions

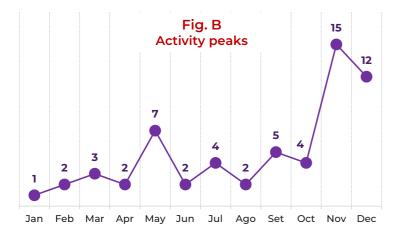
- Drafting of the 2022 Gender Equality Report Published on the University website (<u>https://www.unibo.it/en/university/who-we-are/gender-budgeting/gender-equality-annual-report</u>), the Report contains data and reflections on gender-based discrimination and segregation, drawing attention to strengths and weaknesses in order to promote gender equality within the University.
- Collaboration in the implementation and periodic progress monitoring of the Gender Equality Plan (GEP) 2021-2024.
- **Promotion of internal and external meetings and partnerships** Activation of channels for discussion and creation of synergies with CUGs of other universities and public bodies and with key roles within the University itself, with a view to promoting organisational wellbeing and combatting discrimination.
- **Participation in the National Forum of CUGs** and collaboration with third-party committees to share good practices and promote equal opportunities.
- Partnership with Casa delle donne per non subire violenza APS (Women's refuge).

These activities seek to promote organisational wellbeing and gender equality and combat discrimination by strengthening support and collaboration networks within and outside the University.

Measures to promote employee wellbeing and the work-life balance

- Participation in the working group tasked with analysing matters associated with the risk of work-related stress at the University.
- Short survey submitted by the CUG in 2023 to all University staff about their experience in the workplace, in order to acquire greater knowledge of our work environment and promote targeted awareness actions in line with the Positive Action Plan.
- Promotion of the knowledge of the various roles and responsibilities in matters of Equal Opportunities and Employee Wellbeing in the University within the training session for newly recruited professional staff: *UniBOOST – Stimoli e conoscenze per un buon inizio* (Stimuli and knowledge for a good start). In that session, 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.
- Strengthening and dissemination of knowledge of the tools and bodies tasked with the protection and promotion of equal opportunities, occupational wellbeing and work-life balance within the University, with regular updating of documents presenting the network of services made available by the University of Bologna and dissemination of an information brochure on psychosocial risk factors in the working environment and on stress and burnout.
- Support, aid, help and advice to University staff requesting assistance in dealing with work-related psychological distress, identification of potential discriminations and issues in achieving work-life balance.





HELPDESK AGAINST GENDER-BASED VIOLENCE

This service is the result of constant effort to create a safe, inclusive and respectful academic environment for students and staff. The helpdesk was launched on the Bologna Campus in October 2022 in partnership with Casa delle donne per non subire violenza APS, the longest-standing anti-violence centre in Bologna, which is part of the national network of D.i.Re. anti-violence centres. One year later, on 29 November 2023, another helpdesk opened on the Forlì Campus, where it is managed by Centro Donna of Comune di Forlì as part of the project *Il rispetto è il pane dell'anima: insieme è più facile, no alla violenza sulle donne* (Respect feeds the soul: together it's easier, say 'no' to violence against women), in partnership with the Department of Interpreting and Translation – DIT of the University of Bologna, Forlì Campus.

The two helpdesks offer a protected environment for counselling and support against the various forms of violence that can occur both within and outside the University, by current and former partners, family members, academic staff, acquaintances and strangers. The service is open to the entire community of the University of Bologna. It is free and offers one-on-one interviews, telephone counselling, activation of the emergency procedure for the immediate protection of a victim of violence, information on University services, roles and institutional bodies, basic information on legal aspects, interaction with the local network of services and associations. The helpdesks protect the rights of the victim and any witnesses, the right to anonymity and the confidentiality of any data and information acquired. The helpdesks are also available remotely to ensure Multicampus coverage; they are also available in English.

Between January and December 2023, the Helpdesk against gender-based violence on the Bologna Campus helped 59 people in total. Requests for support came from women, mostly students (53), but also researchers and PhD students (3) and professional staff (2) (see Fig. A).

As shown in **Fig. B**, the increase in the number of requests for support is the result of capillary information campaigns on the premises – including the Helpdesk opening event – and on the website and social media pages of the University, as well as of the Rector's message in February 2023 about measures for combatting gender-based violence, which was mentioned by some of the women that turned to the Helpdesk for the first time in March, April and May 2023. Finally, a significant contribution was made by the capillary print information campaign launched on campus since October 2023.

New users peaked in the month of November 2023, after the femicide of Giulia Cecchettin – 8 new requests for help were received in the 3 days after the student's body was found.

In late September 2023, the University embarked on a communication campaign to raise awareness of discrimination, sexual harassment and gender-based violence. The aim is to help the University community recognise, prevent and, when necessary, report unacceptable behaviour at our places of study and work. Flyers, stickers and cards were distributed in libraries, administrative offices and – with the help of ER.GO – student halls of residence and refreshment areas around Bologna, Cesena, Forlì, Ravenna and Rimini, as well as being published on the University social media channels.

Training, awareness and communication activities in 2023 included the Helpdesk presentation within the training session organised by the University for newly recruited professional staff: *UniBOOST – Stimoli e conoscenze per un buon inizio* (Stimuli and knowledge for a good start), on 6 June; within three Academic Boards (Departments of Modern Languages, Pharmacology and Industrial Chemistry); and within five degree programmes, upon request of individual professors. In 2023, the activities of the service were also presented at conferences such as: *Gli sportelli universitari contro la violenza di genere. Riflessioni, dati, buone pratiche* (University Helpdesks against gender-based violence. Reflections, data, best practices), University of Bologna, 3 May; *Implementing the Istanbul Convention. The role of the educational and academic system, University of Milano-Bicocca, 27-28 October; Verso uno sportello antiviolenza UniGe. Un confronto a partire dalle esperienze di altri Atenei* (Towards a helpdesk against violence at UniGe. A debate around other universities' experiences), University of Genoa, 20 November. Presentations at seminars were also held both in person and online, including at the request of international networks: IAU – International Association of Universities (7 March); the UNISafe EU project (2 May); the Equality and Diversity working group of the Coimbra Group (30 November). In addition, the Helpdesk arranged two meetings in partnership with ER.GO and took part in awareness-raising activities as part of Alma Orienta (30 January-1 February) and Alma Mater Fest (2 October).

Bologna contacts

https://www.unibo.it/SportelloAntiviolenza https://www.unibo.it/HelpdeskAgainstViolence

Forli contacts sportello.antiviolenzaforli@unibo.it antiviolence.helpdeskforli@unibo.it



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. The University community immediately reacted with great empathy and a number of actions in memory of Emma, brutally killed by her boyfriend. A lecture hall was named after her at the Department of Sociology and Business Law where she studied, aiming at keeping the memory of Emma and her dedication and passion for studying alive, and she was also awarded a Degree in Memoriam.

The Red Bench against violence against women at the University of Bologna

At a time when femicides and violence against women appear far too frequently in the Italian news, it is incumbent upon the University of Bologna, 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 was installed in the Cortile del Pozzo of Palazzo Poggi, where the Rector's Office is located, at Via Zamboni 33 in Bologna. Another red bench is located on the Ravenna Campus, in the Piazzetta degli Studenti at Via Mariani 5, opposite the entrance to the Central Library, and bears a mosaic plaque jointly created by the Campus and the Academy of Fine Arts of Ravenna. The bench serves as a warning against femicides, while simultaneously symbolising the strength and resilience of women.

2.3 THE UNIVERSITY OF BOLOGNA 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 planning document aims to implement actions and projects to reduce gender inequalities and 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 2023, as can be seen from the different sections of this Gender Equality Report, individual actions continued and several of the actions planned in 2023 were implemented.





3. GENDER COMPOSITION AT THE UNIVERSITY OF BOLOGNA VANS

3.1 OVERVIEW

The total number of students, Research Staff ⁵ and Professional Staff (TA Staff) of the University of Bologna has remained above 100,000 (**Tab. 1** and **Fig. 1**). Looking at the figures for each specific group, the majority of teaching positions (59%) are still occupied by men, whereas there are more women (57%) 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.

No significant changes have occurred in recent years (**Fig. 2**); it can be noticed, however, that the percentage of female students has continued to grow (more than one additional percentage point in the last five years).

⁵ This category includes Teaching Staff – Full Professors, Associate Professors, Senior Assistant Professors (RTI), fixed-term Junior (RTDa) and Senior (RTDb) Assistant Professors – and Research Fellows.

Tab. 1 – Distribution of people – Absolute values (2021-2023)*

UGN Category	2023 Women	2023 Men	2023 Total	2022 Women	2022 Men	2022 Total	2021 Women	2021 Men	2021 Total
Students**	49,874	37,991	87,865	50,518	39,166	89,684	50,501	39,214	89,715
of whom enrolled in the 1st year (first and single cycle degree programmes)	8,499	6,228	14,727	8,718	6,771	15,489	9,267	7,203	16,470
PhD students**	1,269	1,331	2,600	1,172	1,293	2,465	969	1,127	2,096
of whom enrolled in the 1st year	417	417	834	482	501	983	399	442	841
Students of Specialisation Schools***	1,591	1,211	2,802	1,552	1,239	2,791	1,469	1,169	2,638
di cui iscritti/e al 1º anno	418	265	683	406	329	735	601	453	1,054
Research Fellows	667	702	1,369	651	647	1,298	590	637	1,227
Teaching Staff	1,379	2,003	3,382	1,300	1,876	3,176	1,230	1,772	3,002
Managers	11	7	18	11	7	18	8	9	17
TA Staff (EP, D, C and B) and CEL****	2,122	1,102	3,224	2,063	1,072	3,135	1,974	1,019	2,993
TOTAL	56,913	44,347	101,260	57,267	45,300	102,567	56,741	44,947	101,688

* Reference is made to the following classifications:

- For the student population, the International Standard Classification of Education (ISCED 2011) – the ISCED levels of students are 6&7, that of PhD students is 8; - For Research Staff, the categories of the She Figures Report [EU – Directorate-General for Research and Innovation, 2021]: 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. 2023/24, 2022/23 and 2021/22, respectively.

*** Values refer to a.y. 2022/23, 2021/22 and 2020/21, respectively. **** Including Agricultural Workers (7 men in 2023, 2 in 2022 and 2021).

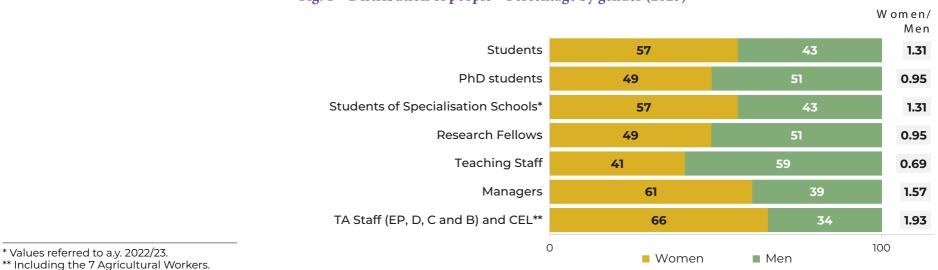
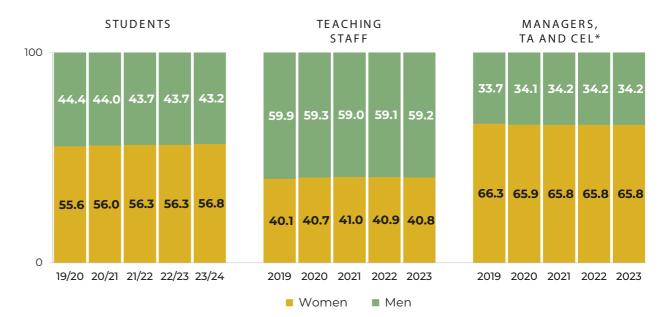


Fig. 1 – Distribution of people – Percentage by gender (2023)

Fig. 2 – Students, Teaching Staff and TA Staff – Percentage by gender (2019-2023)



* Including the 7 Agricultural Workers.

3.2 STUDENTS

The breakdown of male and female students by Area confirms the ingrained perception of degree programmes, with a strong presence of male students in technical and scientific degrees and a prevalence of female students in humanities (**Fig. 3**). Taking into account the overall greater presence of women among students (57%), there are Areas with a strong female prevalence (Education Studies, Language and Literature, 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).

Fig. 3 – Students broken down by Area and cycle* – percentage by gender (A.Y. 2023/24)

	FIRST CYCLE DEGREE PROGRAMME		SINGLE CYCLE DEGREE PROGRAMME		SECOND CYCLE DEGREE PROGRAMME		
Economics and Management	44	56				53	47
Pharmacy and Biotechnology	7()	30	76	24	66	34
Law	66	3	4	70	30	69	31
Engineering and Architecture	27	73		58	42	28	72
Language and Literature, Interpreting and Translation		79	21			85	15
Medicine and Surgery	7	5	25	58	42	73	27
Veterinary Medicine	46	54		80	20	66	34
Psychology	7	4	26			76	24
Science	40	60				46	54
Agricultural and Food Sciences	43	57				41	59
Education Studies		89	11	90	10	89	11
Sports Science	28	72				39	61
Political Sciences	65	3	5			66	34
Statistical Sciences	52	48				40	60
Sociology	5	78	22			83	17
Humanities	63	3'	7	89	11	64	36
TOTAL	54	46		70	30	54	46

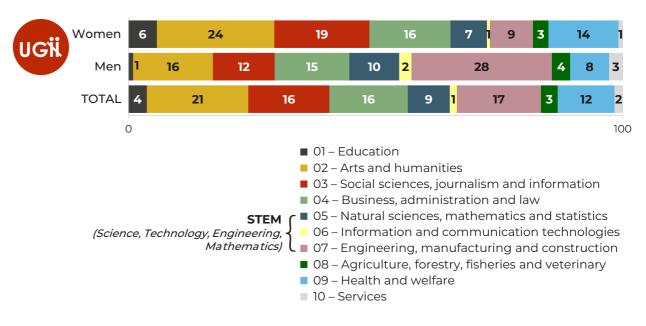
* The chart does not include male and female students enrolled in the previous degree programme system (prior to Ministerial Decree 509/99) (539 students).

■ Women ■ Men

Fig. 4 – which shows the students enrolled in the 1st year of first and single cycle degree programmes and is based on the ISCED classification, allowing comparison on an international scale – confirms the relationship between gender and university degree programme. It should be noted that only 17% of female students choose a STEM (Science, Technology, Engineering, Mathematics, i.e. ISCED fields of education 05, 06 and 07) degree programme, compared to 41% of male students.

Within the STEM macro-area, however, there is a prevalence of women in certain degree programmes – the first cycle degree programmes in Biotechnology, Biology and Pharmacy and the first and single cycle degree programmes in Architecture. Conversely, in non-STEM macro-areas, where women overall strongly prevail, there are areas in which men are prevalent, i.e. the degree programme classes in Sports and Physical Education and in Agriculture and Forestry. This is not only the case at the University of Bologna, but in the Italian university system as a whole too (**Tab. 2**)⁶.

Fig. 4 – Students enrolled in the 1st year of first and single cycle degree programmes broken down by ISCED field of education – Percentage (2023/24 cohort)

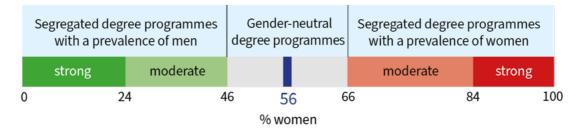


⁶ Tab. 2 shows the degree programme classes with at least 1,500 students enrolled in the 1st year in the Italian university system (a.y. 2022/23). The STEM macro-area includes degree programme classes with a female presence of at least 60% both at the University of Bologna and in Italy, while the non-STEM macro-area includes degree programme classes with a male presence of at least 60%.

Tab. 2 - STEM and non-STEM degree programme classes against the prevailing trend broken down by gender

Areas	No. Unibo Enrolled in the 1st year 2023/24	Unibo Women % Enrolled in the 1st year 2023/24	No. Italia Enrolled in the 1st year 2022/23	Italy Women % Enrolled in the 1st year 2022/23
STEM: degree programmes with a prevalence of women				
L-02 – Biotechnology	118	74	6,484	70
L-13 – Biology	127	68	10,774	70
L-17 – Architecture	64	69	2,914	61
L-29 – Pharmacy	26	88	1,766	73
LM-04 CU – Architecture and Building Engineering-Architecture	79	70	2,709	63
Non-STEM: degree programmes with a prevalence of men				
L-22 – Sports and Physical Education	241	29	17,541	28
L-25 – Agriculture and Forestry	197	31	2,955	28

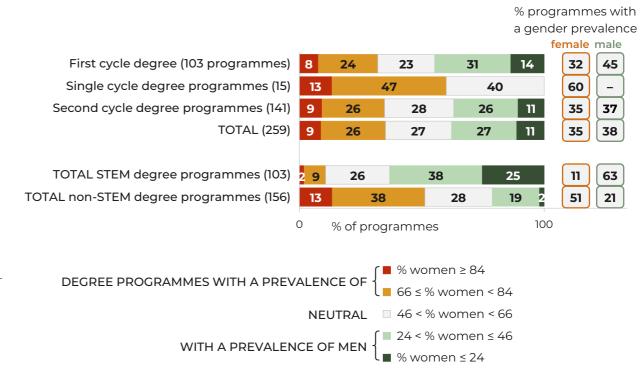
In classifying degree programmes based on gender segregation, starting from the 2020 Gender Equality Report of the University of Bologna, consideration was given to the overall prevalence of women among students; hence, a non-symmetrical criterion was introduced. The method used is presented in the following chart. Degree programmes are considered to be *gender neutral* if between 46% and 66% of the total students are women, *segregated with a prevalence of women* if at least 66% of the total students are women, and *segregated with a prevalence of men* if women do not exceed 46%⁷.



⁷ The value of 56% was taken as an equilibrium point, i.e. 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 compared to the equilibrium value (56%). The threshold for programmes with strong female segregation (84%) 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 by adopting an odds ratio of 4. To calculate the thresholds (46% and 66%) that identify gender-neutral degree programmes, the odds ratio of reference is 1.5. Threshold percentages have been rounded to the nearest whole number.

Based on the classification obtained (**Fig. 5**), 70 degree programmes out of 259 (27%) are gender neutral, 91 programmes (35%) are segregated with a prevalence of women and, by contrast, 98 programmes (38%) are segregated with a prevalence of men. We can see that 20% of the degree programmes are strongly segregated (9% with a prevalence of women and 11% with a prevalence of men) and that no single cycle degree programme is segregated with a prevalence of men. With regard to STEM subjects, 63% of the degree programmes are segregated with a prevalence of men, while 51% of those in the non-STEM area are segregated with a prevalence of women

Fig. 5 – Degree programmes with gender segregation broken down by cycle^{*}– percentage (a.y. 2023/24)



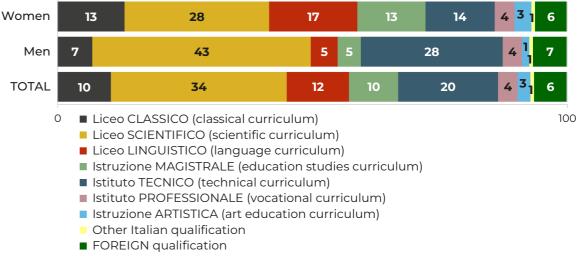
* In counting programmes, the same course of study in different systems was considered as the same degree programme. Programmes from the previous degree programme system (prior to Ministerial Decree 509/99), programmes outside of the system after Ministerial Decree 270, and programmes with less than 10 students in 2023/24 have been excluded.

⁸ Horizontal segregation indicates an uneven presence of men and women in a certain field or job. at a national (s zontal segrega

This confirms the presence of gender inequality by subject area at the University of Bologna, which also exists at a national (see § 5.2, **Fig. 57.5**) and international level and which falls under the category of so-called "horizontal segregation".⁸

Naturally, gender segregation by subject area arises from propensities, expectations and situations that develop prior to starting university. In this regard, we would like to point out that gender differences can be observed among students enrolled in the 1st year already by looking at their choice of secondary school (**Fig. 6**), where women are clearly overrepresented in classical, language and education studies curricula, as opposed to men being overrepresented in scientific and technical high schools.

Fig. 6 – Students enrolled in the 1st year of first and single cycle degree programmes broken down by secondary school diploma – percentage (2023/24 cohort)



Qualification unavailable

⁹ "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 future of female students. [...] 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" [PISA, 2019]."

Further insights can 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 [PISA, 2023] (**Fig. 7**). With regard to young Italians in 2022, overall, girls scored 21 points less than boys in mathematics and 19 points more in reading, while performance in science was substantially the same for both genders. Across all the 37 OECD countries that participate in the survey, boys outperformed girls in mathematics (9 points) and girls outperformed boys in reading (24 points), while gender differences were negligible in science. Italy was the country with the largest gender gap in mathematics.⁹

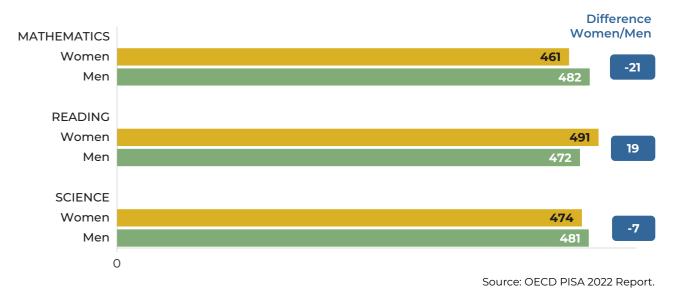
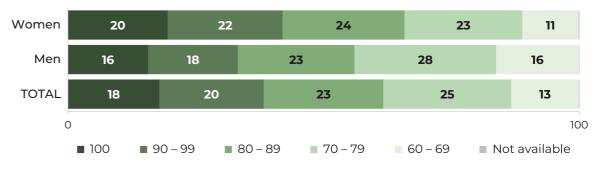


Fig. 7 – Scores of 15-year-old italian students in mathematics, reading and science – average values (OECD PISA 2022 Report)

Having regard to the secondary school graduation mark, overall, female students enrolled in the 1st year of a degree programme in 2023/24 scored higher than their male counterparts (**Fig. 8**).

Fig. 8 – Students enrolled in the 1st year of first and single cycle degree programmes broken down by secondary school graduation mark – percentage (2023/24 cohort – diploma awarded in italy)



42% of students who started University in 2023/24 come from regions other than Emilia-Romagna or from abroad (**Fig. 9**); this percentage is slightly higher for women (44% versus 41%).

Fig. 9 – Students enrolled in the 1st year of first and single cycle degree programmes broken down by geographic origin^{*} – percentage (2023/24 cohort)



Emilia-Romagna Other regions in the North of Italy Centre South and Islands Abroad Not available

Gender differences also emerge in terms of ISEE income classes (Fig. 10). The percentage of female students enrolled in the 1st year of a degree programme in 2023/24 who are included in the lowest ISEE class (less than \notin 13,000) exceeds that of men (16% versus 13%). Please note, however, that 40 out of 100 students enrolled in the 1st year of a degree programme do not submit an ISEE certificate.

Fig. 10 – Students enrolled in the 1st year of first and single cycle degree programmes broken down by ISEE class – percentage (2023/24 cohort)



* Geographic origin is determined based on the place where the student obtained their secondary school diploma, rather than on the area of residence, which would result in the "Emilia-Romagna" category including students from other regions or from abroad who have moved their residency to the town where they are attending University. With regard to the continuity of studies, consideration was given to dropouts at the end of the first year, i.e. cases in which students are no longer enrolled in the same degree programme in the academic year after that in which they enrolled for the first time (**Fig. 11**). This category includes dropouts, changes of programme (within the University) and transfers (to other universities). The analysis also includes students of second cycle degree programmes.

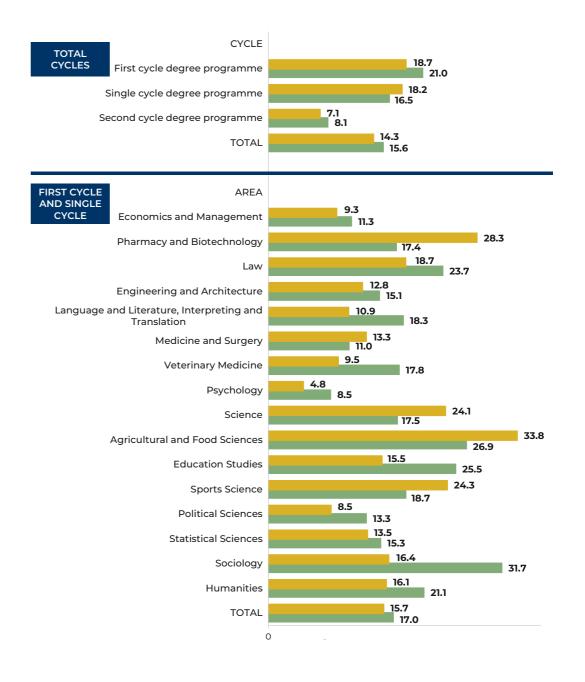
Failure to enrol in the second year is much more frequent in first and single cycle than in second cycle degree programmes; in general, men tend to drop out more often than women (15.6% versus 14.3%).

Fig. 11 – Students who dropped out of their degree programme at the end of the 1st year broken down by cycle and area – values per 100 students enrolled in the 1st year (2022/23 cohort)

Women

Men





The data confirm the greater participation of women in international mobility programmes. In fact, 5.2% of female students and 3.5% of male students from across all three cycles participated in international exchange programmes in 2022/23 (**Fig. 12**); in absolute terms, this translates into 2,636 women and 1,375 men. Incoming international students at the University of Bologna were mostly women too (2,613, versus 1,287 men).

Fig. 12 – Students taking part in mobility programmes – values per 100 students (A.Y. 2022/23)

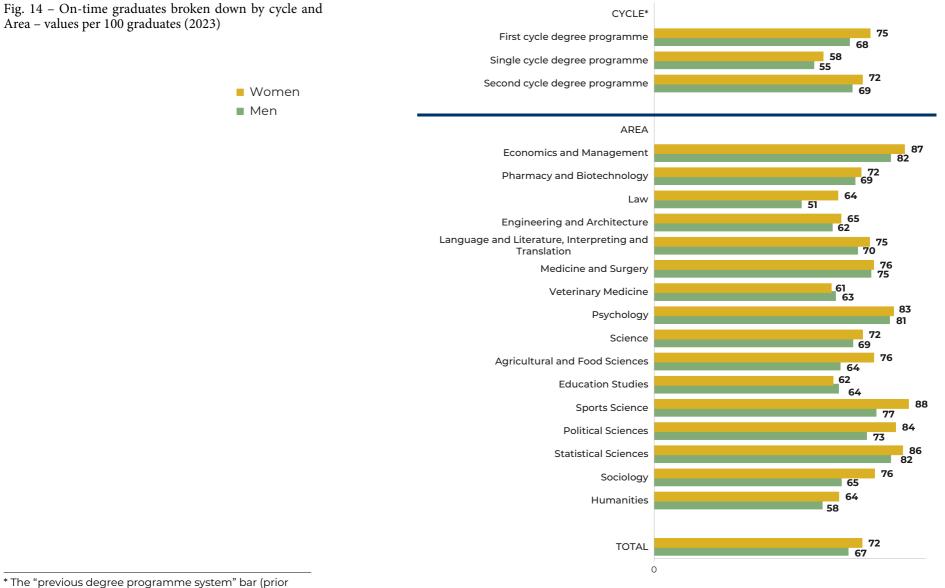


Academic success can be broken down into two components: on-time graduation and score. Regarding the ontime graduation component, we noted that female students who enrolled in the 1st year in 2022/23 and were still enrolled in the same degree programme the next academic year earned on average 45.2 university educational credits (CFUs), i.e. 2.6 CFUs more than their male counterparts (**Fig. 13**).

Fig. 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 2022/23 and still in the programme in 2023/24)



The greater number of women who graduate on time, therefore, is not surprising. Indeed (**Fig. 14**), in 2023, the number of women who managed to graduate within the envisaged completion time was 72%, compared to 67% of men; 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 on time is higher for men only in two Areas: Veterinary Medicine and Education Studies.



^{*} The "previous degree programme system" bar (prior to Ministerial Decree 509/99), which accommodates 26 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 (Fig. 15). Among female students who enrolled in the 1st year of first and single cycle degree programmes in 2022/23, took exams in their 1st year and were still enrolled in the same programme the next academic year, 52% scored 'high marks' on their exams 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 46%.

Fig. 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 2022/23 and still in the programme in 2023/24)



For students enrolled in the 1st year in 2022/23 who were still in the same programme in 2023/24 – excluding students with a foreign secondary school diploma – multidimensional statistical models (multiple linear regression) have been devised to analyse the average exam marks and the number of CFUs earned in the 1st year of the degree programme. Besides gender, the models consider the following variables: secondary school diploma, secondary school graduation mark, geographic area of origin and, as to the average exam mark, a classification based on the Area and cycle of the degree programme. The analysis shows that, as concerns the average exam mark, given the same control variables, the gap of 0.7 points in favour of women drops to 0.1 points only. Likewise, the gap in terms of average CFUs earned, also in this case in favour of women, goes from 2.9 to 0.8. This confirms that gender differences in terms of academic success stem from circumstances that predate enrolment in university.

That female students get higher graduation marks has also been documented (Fig. 16). 58% of female graduates in 2023 completed their degree programme with final marks above 105 out of 110, with 33% obtaining the mark of 110 cum laude, while 50% of men scored higher than 105 and 28% scored 110 cum laude. The comparison between male and female graduates on their graduation mark by Area and cycle reveals a female advantage in almost all of the cases.

* Consideration is given to students enrolled in the 1st year of first and single cycle degree programmes in 2022/23 who were still enrolled in the same programme and took exams in 2023/24. Among these, students with 'high marks' are those who, in the exams taken up to 31/10/2023, obtained an average mark higher than the median value of the average exam mark in the respective degree programme.

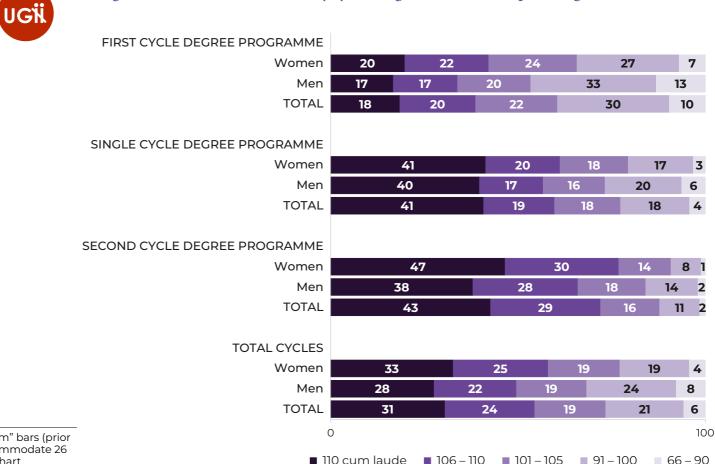


Fig. 16 – Graduates broken down by cycle^{*} and graduation mark – percentage (2023)

* The "previous degree programme system" bars (prior to Ministerial Decree 509/99), which accommodate 26 graduates in total, are not shown in the chart.

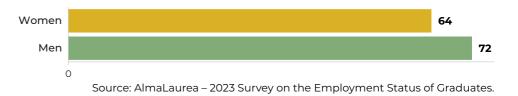
To summarise the comparison between male and female students as to their pre-university and university career, we can conclude that, as a whole, female students tend to invest more in education than male students. They get better secondary school graduation marks (**Fig. 8**), are more willing to relocate to study (**Fig. 12**), go to university in greater numbers – 58% versus 42% (**Tab. 1**) – despite representing less than a half (48%) of the potential population (19-year-olds), continue their studies in the second year more often (**Fig. 11**), earn more educational credits in their 1st year (**Fig. 13**), graduate on time more frequently (**Fig. 14**) and obtain higher marks both in exams (**Fig. 15**) and at graduation (**Fig. 16**).



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

First of all, after obtaining a first cycle degree (**Fig. 17**), men are more likely to continue their studies in a second-level programme (72% versus 64%). Since they are less likely to enrol in a second-level programme, female first cycle graduates are more often employed than their male counterparts (38% versus 34%), but the gender gap mostly refers to part-time work (**Fig. 18**).

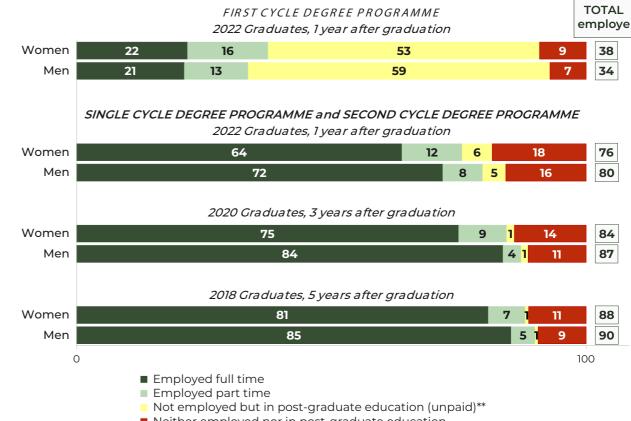
Fig. 17 – First cycle graduates enrolled in a second-level programme 1 year after graduation from their first cycle degree programme – values per 100 first cycle graduates (2022 graduates interviewed in 2023)



Based on the answers of second and single cycle graduates, given one, three and five years after graduation, the percentage of employed graduates, which understandably increases over time, is always higher for men. This gender gap is even more evident if one considers full-time work only. In addition, more than a half (51%) of female graduates employed part time answer that this was not their choice, while this percentage is lower for men (43%).

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.

Fig. 18 - Graduates broken down by cycle and employment status 1, 3 and 5 years after graduation^{*} - percentage (2022, 2020 and 2018 graduates interviewed in 2023)



Neither employed nor in post-graduate education

Source: AlmaLaurea - 2023 Survey on the Employment Status of Graduates.

1 year after graduation. Employed graduates include those who work or are in paid training. ** Unpaid post-graduate education includes: - after the first cycle: second-level programmes (i.e. second and single cycle degree programmes, second-level programmes at academies of fine arts, national dance or drama academies, music conservatories, higher institutes of music studies. higher institutes for conservation and restoration, higher institutes for the art industry), internships/ practical training, specialisation schools and firstlevel professional master's programmes, as long as they are unpaid;

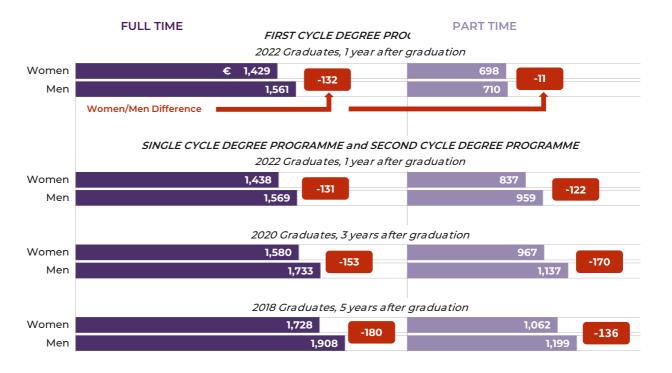
* For first cycle graduates, this is only measured

- after the single and second cycle: internships/ practical training, PhD programmes, specialisation schools and first-level or secondlevel professional master's programmes, as long as they are unpaid.

In terms of average remuneration, the gender gap is always to the detriment of women in both full-time and part-time work. This gap is higher for full-time work and reaches € 180 net per month 5 years after graduation for second-level graduates working full time (**Fig. 19**).



Fig. 19 – Net monthly income of employed graduates 1, 3 and 5 years after graduation – average values (2022, 2020 and 2018 graduates interviewed in 2023)*



* 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?" was asked to all working graduates, regardless of the type of contract (selfemployment, permanent or fixed-term contract, research fellowship or scholarship, apprenticeship, other contractual forms, no contract).

Source: AlmaLaurea - 2023 Survey on the Employment Status of Graduates.

A comparison of female and male graduates from second and single cycle degree programmes, broken down by income and given the same Area of studies, work regime (full or part time), weekly hours, sector, branch, contract and job 5 years after graduation, allows us to better understand the situation (**Tab. 3**).

Overall, the gap to the detriment of women is \in 196 per month on average. With a few exceptions, female graduates appear to be disadvantaged even within the same sector, branch, contract type, job category and number of weekly hours. As concerns the subject areas, 5 of them are essentially balanced, while the pay gap in favour of men exceeds \in 90 in the other 11 Areas.

Tab. 3 – Net monthly income of employed graduates broken down by degree programme area and main work features 5 years after graduation – average values (2018 single and second cycle graduates interviewed in 2023)

Data	No. Women	No. Men	% of Women column	% of Men column	€, average Women	€, average Men	Diff. Women/ Men
TOTAL	2,320	1,718	100	100	1,674	1,870	-196
DEGREE PROGRAMME AREA							
Economics and Management	197	186	8	11	1,774	1,989	-215
Pharmacy and Biotechnology	134	57	6	3	1,654	1,878	-223
Law	266	151	11	9	1,770	1,861	-91
Engineering and Architecture	198	475	9	28	1,884	2,045	-161
Language and Literature, Interpreting and Translation	160	27	7	2	1,578	1,551	27
Medicine and Surgery	208	129	9	8	1,850	1,956	-106
Veterinary Medicine	75	37	3	2	1,909	1,869	40
Psychology	81	27	3	2	1,435	1,561	-126
Science	121	150	5	9	1,724	1,819	-95
Agricultural and Food Sciences	42	62	2	4	1,673	1,767	-94
Education Studies	178	19	8	1	1,404	1,362	41
Sports Science	29	36	1	2	1,488	1,528	-41
Political Sciences	150	87	6	5	1,861	1,834	27
Statistical Sciences	52	63	2	4	1,955	2,046	-91
Sociology	58	12	3	1	1,501	1,730	-229
Humanities	371	200	16	12	1,434	1,528	-94

Data	No. Women	No. Men	% of Women column	% of Men column	€, average Women	€, average Men	Diff. Women/ Men
WORK REGIME							
Employed full time	2,131	1,627	92	95	1,728	1,908	-180
Employed part time	189	90	8	5	1,062	1,199	-136
WEEKLY WORKING HOURS							
Less than 35 hours	511	221	22	13	1,360	1,433	-73
35-39	545	339	23	20	1,690	1,841	-151
40-44	1,038	901	45	52	1,775	1,916	-141
45+	226	256	10	15	1,878	2,128	-250
SECTOR							
Public	868	474	37	28	1,633	1,687	-54
Private	1,323	1,197	57	70	1,719	1,951	-232
Non-profit or third sector	128	47	6	3	1,485	1,668	-183
BRANCH							
Agriculture	20	30	1	2	1,551	1,761	-211
Industry	319	429	14	25	1,827	2,014	-187
Education and research	609	329	26	19	1,482	1,557	-76
Other services	1,363	918	59	53	1,723	1,916	-193
CONTRACT [*]							
Self-employment	291	246	13	14	1,817	2,087	-269
Permanent	1,176	959	51	56	1,739	1,932	-194
Fixed-term	425	203	18	12	1,566	1,744	-179
Research fellowship or scholarship	127	135	5	8	1,559	1,530	28
Apprenticeship	219	123	9	7	1,565	1,654	-89
Other contractual forms or no contract	81	50	3	3	1,262	1,598	-336

Data	No. Women	No. Men	% of Women column	% of Men column	€, average Women	€, average Men	Diff. Women/ Men
JOB [*]							
Lawmakers, entrepreneurs and senior man- agement	43	55	2	3	2,201	2,162	39
Intellectual, scientific and highly specialised jobs	1,332	1,064	57	62	1,720	1,954	-234
Technical jobs	427	276	18	16	1,606	1,745	-139
Executive office jobs	158	59	7	3	1,523	1,604	-82
Paid training	250	185	11	11	1,568	1,598	-30
Other jobs	47	41	2	2	1,471	1,710	-238

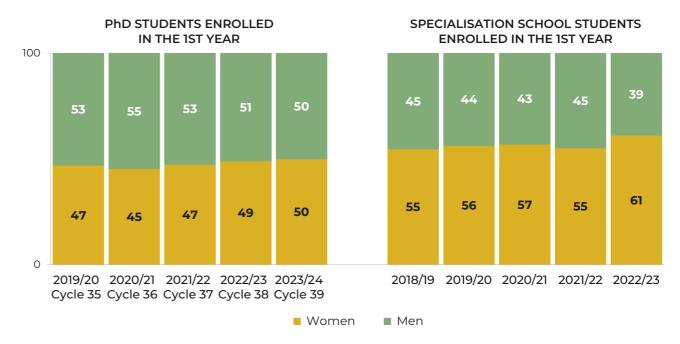
Source: AlmaLaurea – 2023 Survey on the Employment Status of Graduates.

^{*} 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/en/our-data/almalaurea-surveys/graduatesemployment-status and viewing the notes on the relative cohort page.

In the five-year period 2019/20-2023/24, the percentage of women among students enrolling in a PhD programme remained stable between 47% and 50% (**Fig. 20**). However, since 2008/09, the potential population of PhD students – second and single cycle graduates from the Italian university system as a whole – has been made up of women in a percentage exceeding 57%. This means that access to PhD programmes is subject to a form of vertical gender segregation, which conversely does not affect Specialisation Schools, where women represent 55%-61% of the total.



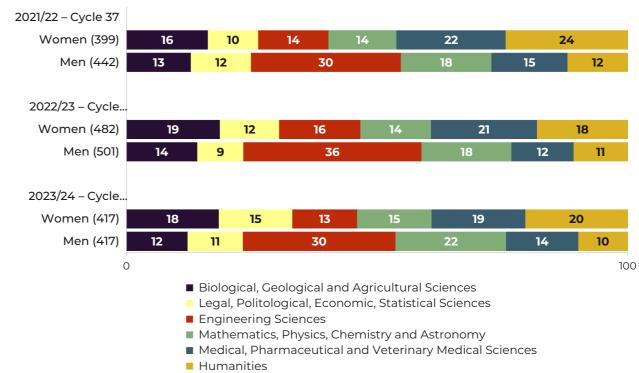
Fig. 20 – Students enrolled in the 1st year of a phd programme (a.y. 2019/20-2023/24) and in the 1st year of a specialisation school (a.y. 2018/19-2022/23) – percentage by gender



Enrolment in PhD programmes is also characterised by horizontal segregation by field of study, with an overrepresentation of men in Engineering Sciences and of women in Medical, Pharmaceutical and Veterinary Medical Sciences and in Humanities (**Fig. 21**). It is worth underlining, however, that gender differences in PhD programmes are less evident than the imbalance at the time of choosing the degree programme, as can be seen by comparing **Fig. 57.5** and **Fig. 57.6** (§ 5.2).



Fig. 21 – Phd students enrolled in the 1st year broken down by scientific area – percentage^{*}(a.y. 2021/22-2023/24)



* The absolute number of cases is given in brackets in the chart.

3.3 TEACHING STAFF

An analysis of the distribution of Research Staff (**Tab. 4**, **Fig. 22** and **Fig. 23**) shows that the presence of women among Full Professors (30% in 2023) is lower than among Associate and Assistant Professors. This proves that, even within the University of Bologna, "vertical segregation" is at work, meaning that the presence of women tends to reduce as they go up the hierarchy.

In literature [Naldini and Poggio, 2023; EU – Directorate-General for Research and Innovation, 2021], vertical segregation is often illustrated by metaphors that unveil and explain its mechanisms – the "glass ceiling", i.e. an invisible barrier that prevents women from climbing up the ladder; the "leaky pipeline", i.e. the fact that women are more likely to give up their career along the way; the "glass door" i.e. the greater difficulty for women, in an increasingly unstable environment, to access steady job positions.

Tab. 4 – Research staff broken down by role*– absolute values (2021-2023)

GN Category	2023 Women	2023 Men	2023 Total	2022 Women	2022 Men	2022 Total	2021 Women	2021 Men	2021 Total
Full Professors	287	654	941	259	606	865	242	585	827
Associate Professors	651	785	1,436	666	806	1,472	612	739	1,351
Senior Assistant Professors RTI	85	93	178	92	100	192	122	131	253
Fixed-term Senior Assistant Pro- fessors RTDb	161	217	378	142	197	339	131	175	306
Fixed-term Junior Assistant Profes- sors RTDa	195	254	449	141	167	308	123	142	265
Research Fellows	667	702	1,369	651	647	1,298	590	637	1,227
TOTAL	2,046	2,705	4,751	1,951	2,523	4,474	1,820	2,409	4,229

^{*} Assistant Professors include Senior Assistant Professors (RTI), fixed-term Junior (RTDa) and Senior (RTDb) Assistant Professors. In 2023, the RTDb category also included 6 female and 7 male Tenure-track Assistant Professors (RTT).

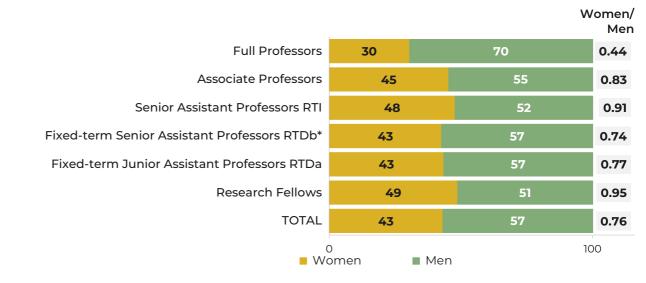
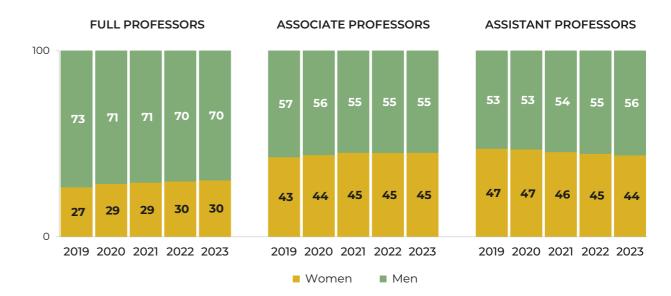


Fig. 22 – Research staff broken down by role – percentage by gender (2023)

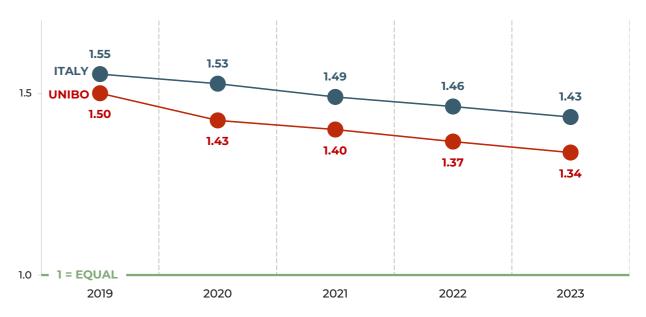
* The RTDb category also included 6 female and 7 male Tenure-track Assistant Professors (RTT).

Fig. 23 – Teaching staff broken down by role – percentage by gender (2019-2023)



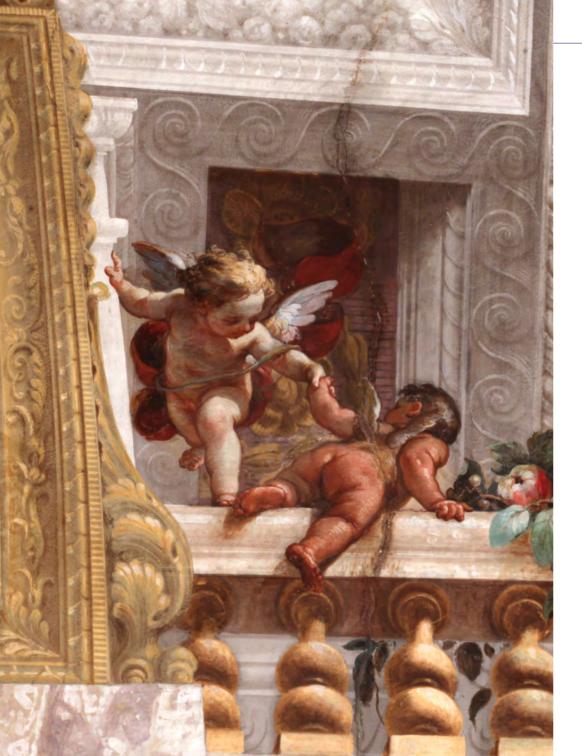
The Glass Ceiling index, which compares the percentage of women among the overall Teaching Staff with the percentage of women among the highest ranking Professors¹⁰ offers a summary measure of the degree of vertical segregation (**Fig. 24**). The index shows that this inequality still persists at the University of Bologna, although it is decreasing, a fact attested to by the index value dropping from 1.50 in 2019 to 1.34 in 2023 and getting closer to the value of 1, which represents gender equality. Vertical segregation has also decreased throughout the entire Italian university system, albeit more slowly (between 2019 and 2023, the index value at the national level fell from 1.55 to 1.43). The She Figures 2021 Report [EU – Directorate-General for Research and Innovation, 2021, p. 192] shows that the Glass Ceiling index in the 27 European Union countries decreased from 1.58 (2015) to 1.52 (2018).

Fig. 24 – Glass Ceiling Index – University of Bologna/Italy comparison (2019-2023)



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

¹⁰ 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 number of women in the highest role is higher than their presence among the Teaching Staff; a value of more than 1 indicates the presence of the glass ceiling effect. The higher above one the Glass Ceiling index value, the stronger the segregation.



Confirming that vertical gender segregation is less pronounced than in the past but still present, the proportion of Associate Professors in 2018 who succeeded in becoming Full Professors by 2023 is higher for men – 31% (188 out of 608) – than for women – 27% (122 out of 457). Likewise, the percentage of Assistant Professors who managed to become at least Associate Professors over 5 years was 67% for men (351 out of 527) versus 63% for women (293 out of 464).

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 period in which today's Full Professors graduated. However, the data refutes this hypothesis (Fig. 25). In fact, the percentage of female graduates in the period 1978-2002, the population from which most of the current Full Professors are drawn, is much higher than the percentage of women among Full Professors. For example, women were 44% of the graduates in the five-year period 1978-1982, but only 30% of Full Professors aged 65-69 in 2023, who are essentially drawn from that graduate population, are women. If we were to draw the same comparison 20 years later, women were 56% of the graduates in 1998-2002, but only 27% of female Full Professors were aged 24 in the same five-year period.

This confirms the existence of a glass ceiling that hinders women after graduation.

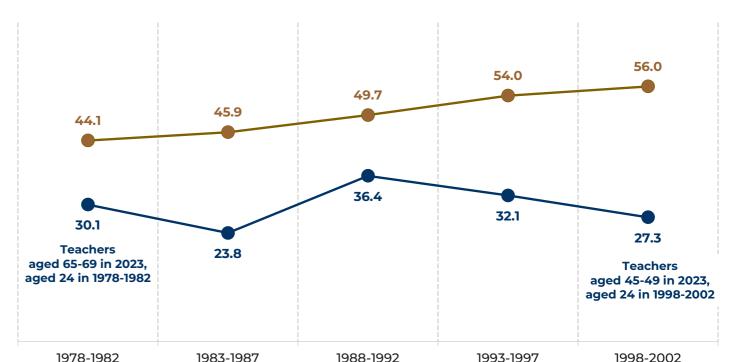


Fig. 25 – Graduates in the italian university system (1978-2002) and Full Professors of the University of Bologna aged 45-69 (2023) – percentages of women

Women % - among graduates in the Italian university system in the 5-year period

- among UNIBO Full Professors aged 24 in the 5-year period

Source for graduates: Istat - University Survey (years 1943-1997); MIUR - University Survey, years 1998-2002.

Fig. 26, **Fig. 27** and **Fig. 28** provide more detail on the relationship between the gender and role of Teaching Staff by introducing the age variable. It should be noted (**Fig. 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 the one hand, and the number of Full Professors, on the other (**Fig. 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 teachers. In the overall teacher population, 21% of women and 33% of men hold Full Professor roles.

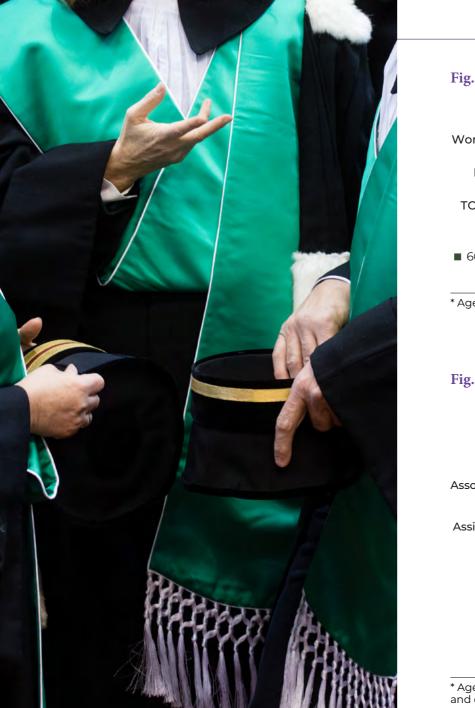
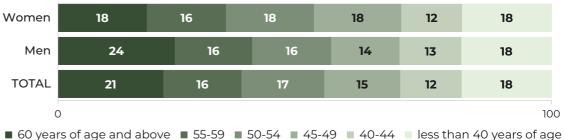
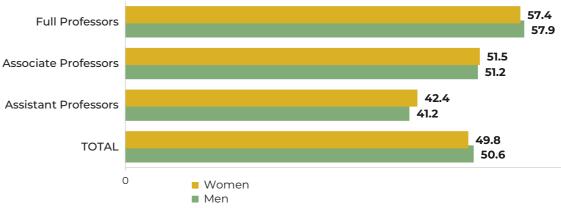


Fig. 26 – Teaching Staff broken down by age^{*} – percentage (2023)



* Age is given in years reached as at 31/12/2023.

Fig. 27 – Average age^{*} of Teaching Staff broken down by role (2023)



* Age is given as at 31/12/2023 and the average value is calculated taking into account also the months and days passed since the last birthday.

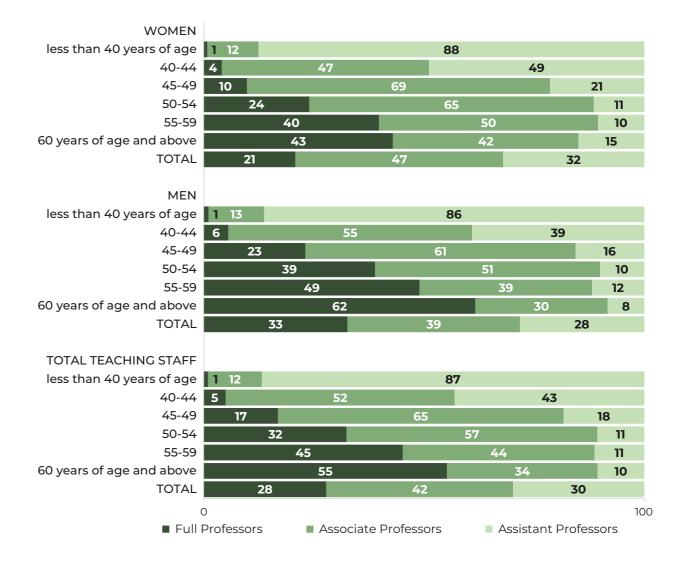


Fig. 28 – Teaching staff broken down by age^{*} and role – percentage (2023)

* Age is given in years reached as at 31/12/2023.

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 (**Fig. 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.

Fig. 29 – New recruits^{*} into the teaching staff broken down by role – percentage by gender (2021-2023)

	_		
202	21		
Full Professors (90))	37	63
Associate Professors (217	7)	47	53
Assistant Professors (277	7)	44	56
of which Fixed-term Senior Assistant Professors RTDb (158	3)	43	57
TOTAL (584	+)	44	56
202			
	_	=0	
Full Professors (66	· -	39	61
Associate Professors (197	7)	43	57
Assistant Professors (292	2)	40	60
of which Fixed-term Senior Assistant Professors RTDb (159)	38	62
TOTAL (555	5)	41	59
202	3		
Full Professors (107	-	37	63
Associate Professors (72	· -	40	60
Assistant Professors (312	<u>2)</u>	41	59
of which Fixed-term Senior Assistant Professors RTDb** (91	I)	44	56
TOTAL (491	I)	40	60
	0	Women	Men

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

^{**} In 2023, the RTDb category also included 6 female and 7 male Tenure-track Assistant Professors (RTT).

The distribution of Teaching and Research staff in the various CUN Areas according to gender (**Fig. 30**) shows a clear prevalence of men in Areas 09 (Industrial and Information Engineering), 04 (Earth Science) and 01 (Mathematics and Computer Science) – here, men make up over 75% 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), although Area 14 (Political and Social Sciences) and Area 03 (Chemistry) also have a notable female presence, since women account for half of the cases in these two areas and are therefore distinctly more present than among the overall Teaching Staff (41%). Hence, the phenomenon of horizontal gender segregation by subject area also exists among university teachers, although in this case the level of inequality is less evident than among students enrolled in degree programmes, as also illustrated in **Fig. 57.5** and **Fig. 57.7** (§ 5.2).

Fig. 30 – Teaching Staff broken down by area – percentage by gender (2023)

Area 05 – Biology	5'	7	43
Area 11 – History, Philosophy, Education and Psychology	56	•	44
Area 10 – Classical Studies, Language and Literature and Art History	51		49
Area 14 – Political and Social Sciences	50		50
Area 03 – Chemistry	48		52
Area 07 – Agricultural Sciences and Veterinary Medicine	45		55
Area 12 – Law	44		56
Area 13 – Economics and Statistics	37		63
Area 08 – Civil Engineering and Architecture	37		63
Area 06 – Medicine	36		64
Area 02 – Physics	30		70
Area 01 – Mathematics and Computer Science	23	77	
Area 04 – Earth Science	21	79	
Area 09 – Industrial and Information Engineering	21	79	
TOTAL	41		59
(2		10
		Women	Mon

■ Women ■ Men

The classification of Teaching Staff by ISCED field of education, which allows to draw comparisons on an international scale, leads to very similar conclusions (**Fig. 31**). The fact that there tends to be more female teachers in the fields of Education, Arts and humanities, and Social sciences, journalism and information, and more male teachers in Engineering, manufacturing and construction and in Information and communication technologies is evident although less conspicuous than the disparity discerned among students (**Fig. 4**). The STEM macro-area includes 38% of female and 47% of male teachers.

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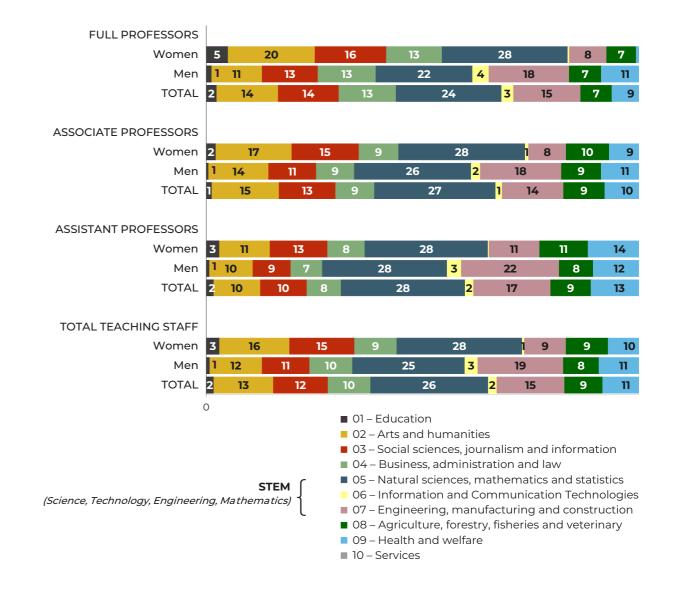


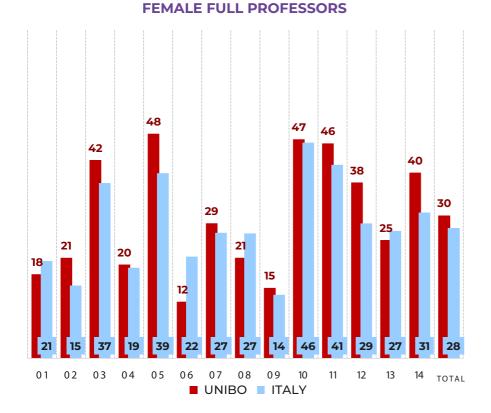
Fig. 31 – Teaching Staff broken down by role and ISCED field of education – percentage (2023)*

* Percentages below 0.5 are not shown in the chart.

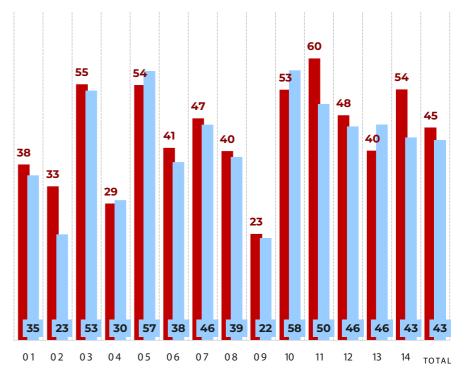
A comparison with the national context (**Fig. 32**) allows us to consider to which extent the gender inequalities identified in the University of Bologna – both the vertical segregation by role and the horizontal segregation by subject area – are present in Italian universities overall. Vertical segregation is indicated by the fact that the bars, which represent the percentage of women, tend to be higher for Assistant and Associate Professors than for Full Professors; horizontal segregation is instead documented by the variable height of the bars within each of the four depictions.

We can conclude that the situation identified at the University of Bologna largely reflects the national scenario. However, there are some clear exceptions, such as Area 02 – Physics, where there are considerably more women among Associate Professors at the University of Bologna compared with the national percentage, and Areas 06 – Medicine and 01 – Mathematics and Computer Science, where the situation is the reverse for Full Professors and Assistant Professors, respectively.

Fig. 32 – Female teachers broken down by role and Area^{*} – values per 100 teachers – University of Bologna/Italy comparison (2023)

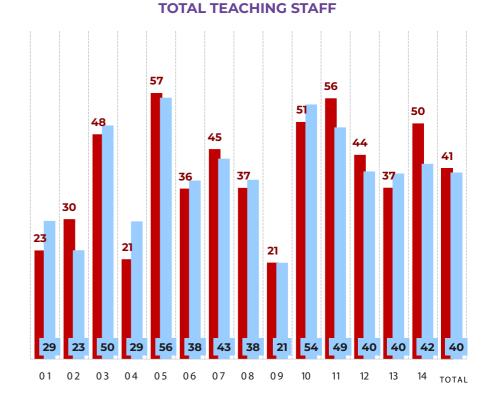


FEMALE ASSOCIATE PROFESSORS



64 59 57 53 49 46 46 31 23 14 12 35 49 50 46 55 47 45 47 46 30 54 63 25 56 30 01 02 03 04 05 06 07 08 09 10 11 12 13 14 TOTAL

FEMALE ASSISTANT PROFESSORS



* AREA

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

- 08 Ingegneria civile e architettura
- 09 Ingegneria industriale e dell'informazione
- 10 Scienze dell'antichità, filologico-letterarie e storico-artistiche
- 11 Scienze storiche, filosofiche, pedagogiche e psicologiche
- 12 Scienze giuridiche
- 13 Scienze economiche e statistiche
- 14 Scienze politiche e sociali

The distribution of the Teaching Staff in terms of Department, role and gender also points to the interplay of vertical and horizontal segregation (**Tab. 5**). In 2023, the number of female Full Professors was higher than that of male Full Professors only in 4 Departments out of 31 (Interpreting and Translation; Modern Languages, Literatures and Cultures; Psychology; Education Studies). The number of male and female Full Professors was exactly the same only in the Department of History and Cultures. In the remaining 26 Departments, men prevailed, very often in marked numbers (in 17 Departments, male Full Professors were over twice as many as their female counterparts). Overall, considering the Teaching Staff in all three roles, men were more numerous than women in 23 Departments.

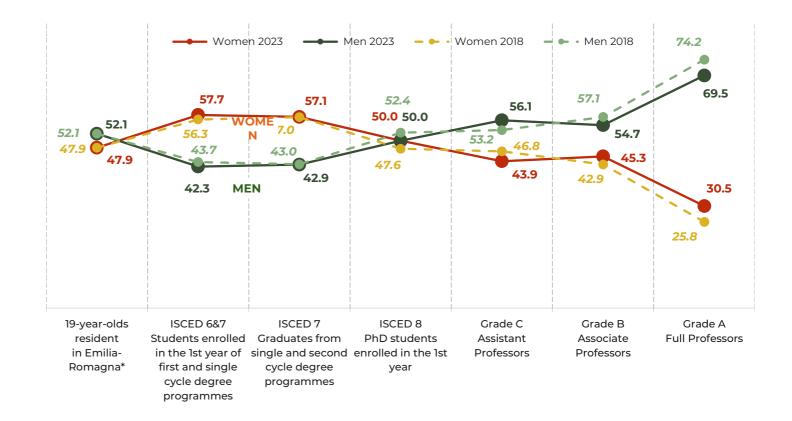
Tab. 5 – Teaching Staff broken down by Department and role – absolute values (2023)

Department	Female Full Prof.	Male Full Prof.	Female Assoc. Prof.	Male Assoc. Prof.	Female Assist. Prof.	Male Assist. Prof.	Women Total	Men Total
Architecture – DA	5	13	11	15	12	5	28	33
Arts – DAR	14	21	22	37	8	11	44	69
Cultural Heritage – DBC	6	13	14	11	7	8	27	32
Chemistry "G. Ciamician" – CHIM	12	14	25	17	7	17	44	48
Industrial Chemistry "Toso Montanari" – CHIMIND	5	11	14	22	8	14	27	47
Pharmacy and Biotechnology– FABIT	10	13	35	22	26	18	71	53
Classical Philology and Italian Studies – FICLIT	9	13	15	25	5	11	29	49
Philosophy and Communication Studies – FILCOM	5	15	7	8	6	8	18	31
Physics and Astronomy "A. Righi"– DIFA	7	25	23	49	13	37	43	111
Computer Science and Engineering – DISI	7	37	6	29	5	31	18	97
Civil, Chemical, Environmental and Materials Engineering – DICAM	8	26	20	31	16	30	44	87
Electrical, Electronic and Information Engineering "G. Marconi" – DEI	4	33	10	47	9	45	23	125
Industrial Engineering – DIN	2	33	11	34	7	30	20	97
Interpreting and Translation – DIT	8	6	19	6	9	5	36	17

Department	Female Full Prof.	Male Full Prof.	Female Assoc. Prof.	Male Assoc. Prof.	Female Assist. Prof.	Male Assist. Prof.	Women Total	Men Total
Modern Languages, Literatures and Cultures – LILEC	10	8	26	11	9	4	45	23
Mathematics – MAT	11	27	16	23	4	24	31	74
Psychology "R. Canestrari" – PSI	11	9	25	11	10	5	46	25
Management – DISA	7	29	20	28	13	12	40	69
Biological, Geological and Environmental Sciences – BIGEA	4	16	13	24	17	20	34	60
Biomedical and Neuromotor Sciences – DIBI- NEM	11	15	34	35	24	28	69	78
Education Studies "G. M. Bertin" – EDU	19	12	23	7	19	7	61	26
Agricultural and Food Sciences – DISTAL	10	30	31	43	24	36	65	109
Economics – DSE	8	39	12	29	11	12	31	80
Legal Studies – DSG	21	42	29	30	20	22	70	94
Medical and Surgical Sciences – DIMEC	9	61	60	71	59	51	128	183
Veterinary Medical Sciences – DIMEVET	9	17	33	29	25	11	67	57
Life Quality Studies – QUVI	4	9	9	14	10	11	23	34
Political and Social Sciences – SPS	16	20	28	24	11	13	55	57
Statistical Sciences "P. Fortunati" – STAT	14	16	21	17	14	10	49	43
Sociology and Business Law – SDE	9	19	9	12	18	4	36	35
History and Cultures – DISCI	12	12	30	24	15	24	57	60
TOTAL	287	654	651	785	441	564	1,379	2,003

If we look at gender composition in the progression of one's academic career (**Fig. 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 leaky pipeline phenomenon at work. In fact, in 2023, women were 47.9% of the 19-year-old population (i.e. potential new students), 57.7% of new students at the University, and 57.1% of second-level graduates, which bears witness to the fact that they invest more in their education.¹¹ At this point, however, the presence of women decreases by 7 percentage points to 50% among PhD students enrolled in the 1st year, and by 6 more points among Assistant Professors, dropping to 43.9%. Career progressions from Assistant to Associate Professors were widespread and essentially balanced gender-wise in the last 5 years, bringing female Associate Professors back up to 45.3%, while women among Full Professors were only 30.5%. This percentage, in any case, is almost 5 points higher than in 2018.

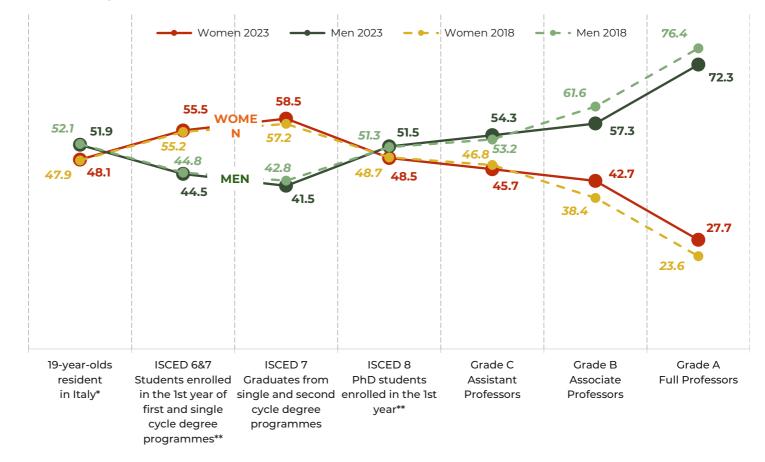
Fig. 33 – Percentages of women and men in a typical academic career at the University of Bologna – Students and Teaching Staff – 2018 and 2023



* 18-year-olds resident in Emilia-Romagna as at 01/01/2018 and 01/01/2023

¹¹ Fig. 33, Fig. 34 and Fig. 35 refer to second-level graduates (from single and second cycle degree programmes), rather than to the aggregate number of graduates, as second-level graduates represent the population who can access PhD programmes and then the university professor career. At national level (**Fig. 34**), the results are very similar, just like at European level, where – in reference to 2018 (last update available) – the percentage of women was 54% among students, 59% among graduates, 48% among PhD students, 47% among Assistant Professors, 40% among Associate Professors and 26% among Full Professors.

Fig. 34 – Percentages of women and men in a typical academic career in the italian university system – Students and Teaching Staff – 2018 and 2023

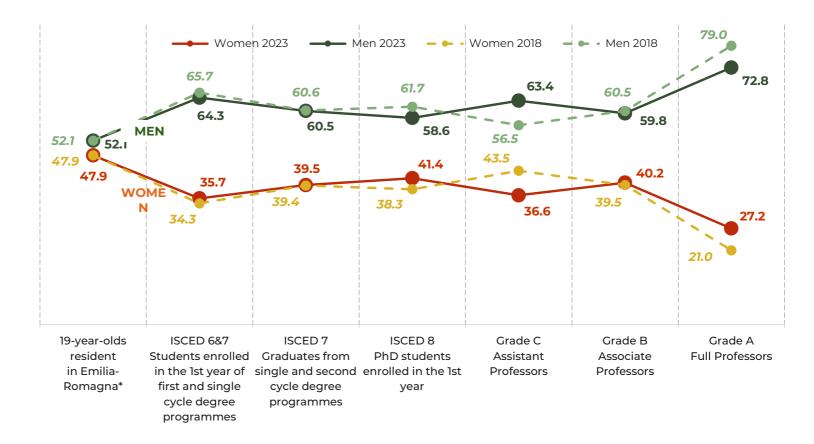


* 18-year-olds resident in Italy as at 01/01/2018 and 01/01/2023. ** For students enrolled in the 1st year of PhD programmes, the 2022 figure is given instead of the 2023 figure, which is not yet available.

¹² The data is taken from the *She Figures 2021* Report [EU – Directorate-General for Research and Innovation, 2021]. Values refer to the 27 current Member States of the European Union, i.e. excluding the UK.

With regard to academic careers in the STEM subjects (Science, Technology, Engineering, Mathematics), the presence of a leaky pipeline is confirmed (**Fig. 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 35.7% of new students enrolled in STEM areas in 2023/24, while they are 57.7% of new students as a whole. Then, due to their academic success and to motivational factors, the percentage of women rises to 39.5% among second-level graduates and 41.4% among PhD students. At this point, it decreases to 36.6% among Assistant Professors, rises again to 40.2% among Associate Professors and finally drops to 27.2% among Full Professors.

Fig. 35 – Percentages of women and men in a typical academic career at the University of Bologna in the STEM Area (Science, Technology, Engineering, Mathematics) – Students and Teaching Staff – 2018 and 2023

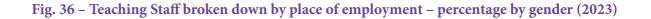


^{* 18-}year-olds resident in Emilia-Romagna as at 01/01/2018 and 01/01/2023.

Looking at the 'scissors' in the academic careers (Fig. 33, Fig. 34 and Fig. 35) and observing in which stages of the career and in which fields of study there is a progressive reduction in the number of women helps us understand the processes of vertical and horizontal segregation that still exist in the Italian university system, contemplate the possible causes and find solutions. To a certain extent, these segregations undoubtedly originate from the life and family choices typically made at the age in which the academic career develops, which are still conditioned by gender stereotypes.

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 53% to 61% (**Fig. 36**).

If we analyse the distribution of Teaching Staff in terms of working time regime, we find out that most male and female teachers across all three roles worked full time in 2023. The part-time option, however, is more frequent for men, especially among Full Professors (**Fig. 37**). 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.



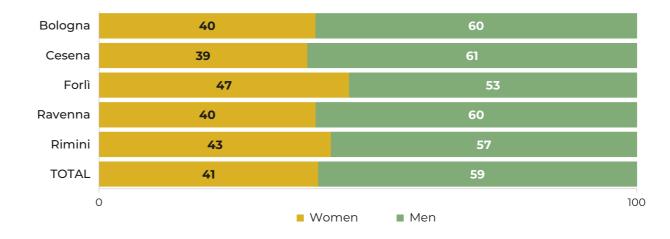


Fig. 37 – Teaching Staff broken down by role and working time regime – percentage (2023)



In terms of scientific productivity (**Fig. 38**) and internationalisation of publications (**Fig. 39**), there are only slight differences between women and men. The proportion of teachers with a number of publications above the average for their Area in 2023 is actually similar (43% versus 45%), as is the case with the percentage of teachers who published with international coauthors in 2023 (56% for female, 57% for male professors).

* Teachers with a 'good number' of publications in 2023 are those who published a number of products above the median number calculated within their Area. The median number of products ranges from 2 (Area 13) to 8 (Areas 02 and 06).

Fig. 38 – Teaching Staff with a "good number" of publications^{*}– values per 100 teachers (2023)



Fig. 39 – Teaching Staff with publications with international coauthors – values per 100 teachers (2023)



As regards projects funded under national PRIN programmes (**Tab. 6**), local project managers within the University are mostly men, but the gender gap in the most recent call for applications has reduced significantly, to the point that the 2023 gender ratio (59% versus 41%) is the same as that of the overall Teaching Staff.

Tab. 6 - PRIN Project Managers - absolute and percentage values (2019-2023)

Project Managers	2023 Women	2023 Men	2023 Projects	2022 Women	2022 Men	2022 Projects	2021 Women	2021 Men	2021 Projects
UNIBO Project Managers	41%	59%	675	30%	70%	56	32%	68%	62
of which National Coordinators	39%	61%	259	15%	85%	20	18%	82%	22

The number and reasons for taking leave among the Teaching Staff vary according to role and gender (**Tab.** 7 and **Fig. 40**). In particular, the data show that maternity/paternity leave, parental leave and sick child leave continue to be taken almost exclusively by women, particularly Assistant Professors (also for reasons pertaining to age), with 8.5 days off per capita in 2023.

Tab. 7 – Days off taken by Teaching staff broken down by role – absolute values (2023)

Cause of leave	Female Full Prof.	Male Full Prof.	Female Assoc. Prof.	Male Assoc. Prof.	Female Assist Prof.	Male Assist. Prof.
Number of Teachers	287	654	651	785	441	564
PAID LEAVE	1,475	2,267	2,450	1,467	4,345	897
Paid sick leave	656	1,096	859	1,173	328	418
Paid leave pursuant to Law 104 to assist family**	14	45	20	_	35	53
Paid maternity, paternity, parental, and sick child leave***	137	39	1,248	48	3,739	61
Other paid leave	668	1,087	323	246	243	365
UNPAID LEAVE****	1,236	3,243	1,460	1,704	_	1,027
TOTAL	2,711	5,510	3,910	3,171	4,345	1,924

Source: University Staff Database.

* Excluding holiday leave or strikes.

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

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

^{***} 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.

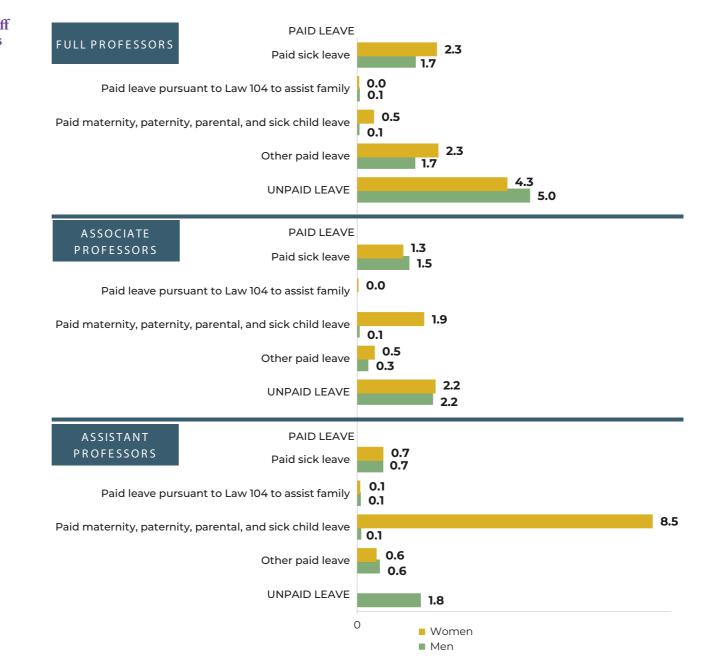
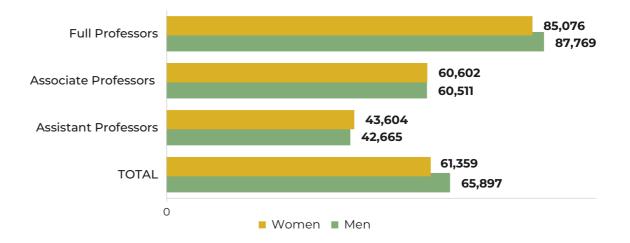


Fig. 40 – Days off taken by Teaching staff broken down by role – per capita values (2023) An analysis of gross salaries broken down by gender (**Fig. 41**) shows an average gender pay gap of around € 4,500 per year to the detriment of women, essentially attributable to there being fewer women among Full 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.





Another interesting comparison in terms of distribution by gender concerns Emeritus Professors . 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 nears 2%, and exceeds 7% in the period 2004-2013 and 11% in the last decade (**Fig. 42**).

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

¹³ This academic position 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, in recognition of a scientific and university career of special 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 no. 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.

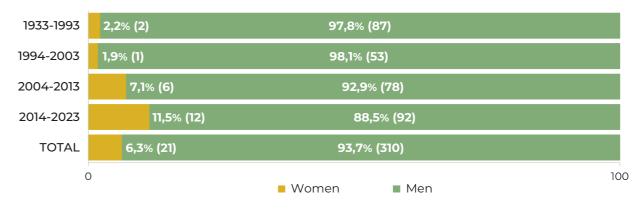


Fig. 42 – Emeritus Professors broken down by time of appointment – percentage by gender (1933-2023)*

* The absolute number of cases is given in brackets.

3.4 PROFESSIONAL STAFF

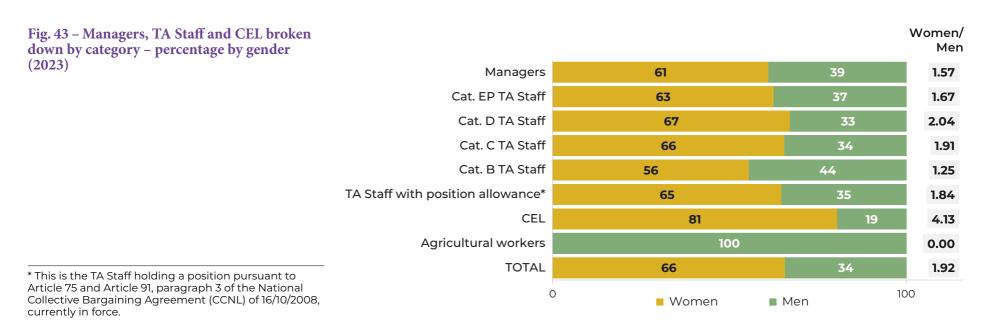
Unlike in the Teaching Staff, where men remain the majority, women prevail in the Professional Staff (TA Staff) and among Foreign Language Assistants and Foreign Language Instructors (CEL), making up 66% of the TA Staff and 81% of CEL in 2023 (**Tab. 8** and **Fig. 43**). Among Managers and TA Staff in the highest category (EP) there are fewer women than in the D and C categories; hence, the phenomenon of vertical gender segregation is at work in this population too, although less evident than for teachers. With regard to staff with position allowance, no gender inequality is recorded at the University since the percentage of women here (65%) is essentially equal to the overall female percentage among TA Staff.

During the three-year period 2021-2023, the proportion of women in the various categories remained substantially stable.

Tab. 8 – Managers, TA Staff [*] and CEL b	broken down by category – absolute values (2021-2023)
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Category	2023 Women	2023 Men	2023 Total	2022 Women	2022 Men	2022 Total	2021 Women	2021 Men	2021 Total
Managers	11	7	18	11	7	18	8	9	17
TA Staff (Categories EP, D, C, B), of whom:	2,060	1,080	3,140	2,002	1,054	3,056	1,915	1,004	2,919
Cat. EP	107	64	171	104	63	167	105	64	169
Cat. D	981	480	1,461	851	419	1,270	740	374	1,114
Cat. C	877	460	1,337	936	491	1,427	940	469	1,409
Cat. B	95	76	171	111	81	192	130	97	227
fixed-term contract	75	48	123	84	43	127	67	24	91
with position allowance**	202	110	312	200	104	304	184	100	284
CEL	62	15	77	61	16	77	59	13	72
Agricultural workers	_	7	7	_	2	2	_	2	2
TOTAL	2,133	1,109	3,242	2,074	1,079	3,153	1,982	1,028	3,010

* The TA Staff in Categories EP, D, C and B include fixed-term and permanent contracts. In 2023, the 123 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.



Horizontal segregation also exists among TA Staff and CEL. Indeed, 66% 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 20% of female staff are employed (**Fig. 44**).

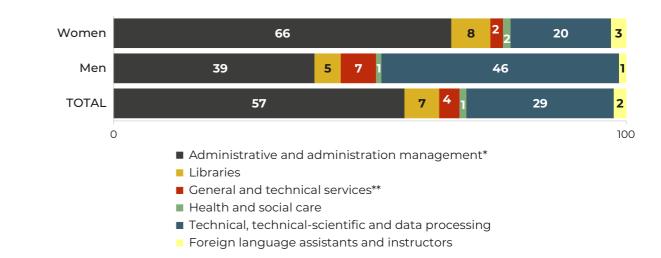


Fig. 44 – Managers, TA Staff and CEL broken down by division – percentage (2023)

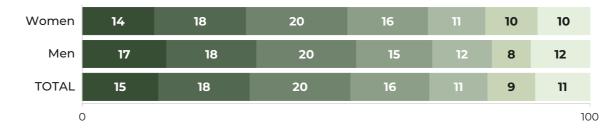
* Including the 18 Managers.

** Including the 7 Agricultural Workers.

The differences in terms of distribution by age are rather negligible – 48% of women and 46% of men are under 50 years old (**Fig. 45**). Even within the two most numerous categories (C and D), there are limited differences (**Fig. 46**).

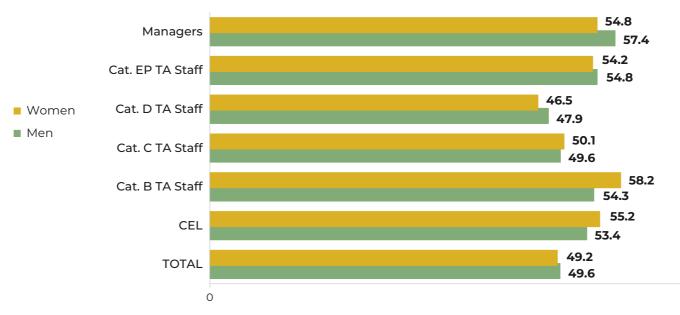
Considering staff as a whole and categories C and D in particular, no significant gender differences are present in terms of length of service either (**Fig. 47**). Predictably, for both women and men, the length of service tends to be greater in higher-ranking roles.

Fig. 45 – Managers, TA^{*} Staff and CEL broken down by age^{**}– percentage (2023)



■ 60 years of age and above ■ 55-59 ■ 50-54 ■ 45-49 ■ 40-44 ■ 35-39 ■ less than 35 years of age

Fig. 46 – Average age^{*} of Managers, TA Staff and CEL broken down by category (2023)



* Including the 7 Agricultural Workers. ** Age is given in years reached as at 31/12/2023.

* Age is given as at 31/12/2023 and the average value is calculated taking into account also the months and days passed since the last birthday. The data include the 7 Agricultural Workers but the corresponding bar is not represented in the chart.

MANAGERS										
Women (9)		44					44		1	1
Men (7)		29			43			2	9	
TOTAL (16)		38			19		25		13	6
TA STAFF CAT. EP										
Women (107)	16			56	5			14	11	3
Men (64)	13			53				16	17	2
TOTAL (171)	15			55				15	13	2
TA STAFF CAT. D										
Women (934)	5	20	12		18	13		32		
Men (451)	8	26		10	15	9	•	32		
TOTAL (1,385)	6	22	11		17	11		32		
TA STAFF CAT. C										
Women (849)	18		20	13	3	11	7	30)	
Men (441)	14		24	14	4	12	6	30)	
TOTAL (1,290)	17		21	1.	3	12	7	30)	
TA STAFF CAT. B										
Women (95)		29			38		7	20)	5
Men (76)	16			47			12	16	7	73
TOTAL (171)	2	3		4	2		9	18		6 1
TOTAL MANAGERS AND TA STAFF										
Women (1,994)	13	2	3	12		15	9	2	8	
Men (1,039)	12		28		12	14	7	2	27	
TOTAL (3,033)	12	2	.5	12		15	8	2	8	
	0									100
	•	30 vears	■ 21-30	O ∎ 1	6-20	11-15	6	-10 up	to 5 \	
		5								

Fig. 47 – Managers and TA Staff^{*} broken down by category and length of service^{*+} percentage (2023)

^{*} Fixed-term staff, CEL and Agricultural Workers are excluded. ** This is the total number of years of service, regardless of the category.

The distribution of permanent and fixed-term TA Staff and CEL in terms of working time regime shows that, in the three-year period 2021-2023, part-time workers were in the minority and slightly decreasing (**Fig. 48**). The percentage of part-time contracts of female workers was still almost three times that of male workers.

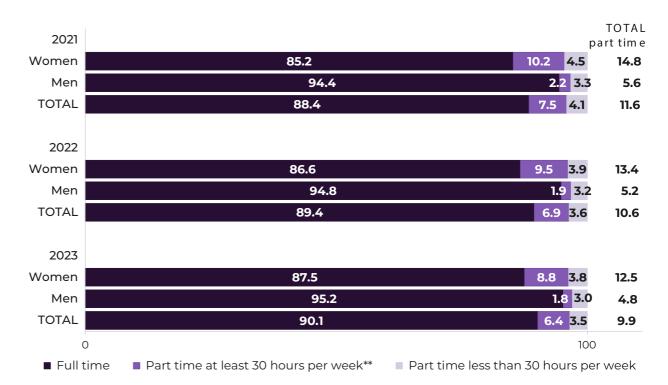


Fig. 48 – Managers, TA Staff and CEL broken down by working time regime – percentage (2021-2023)

Tab. 9 and **Tab. 10** show the trend in voluntary parental leave and sick child leave 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 leave and sick child leave decidedly more often than male employees.

* Excluding the 7 Agricultural Workers. ** More correctly, this means part-time staff working at least 5/6 of standard working hours.

UGÄ. Year	Paid 100% Women days	Paid 100% Women emp.	Paid 100% Men days	Paid 100% Men emp.	Paid 30% Women days	Paid 30% Women emp.	Paid 30% Men days	Paid 30% Men emp.	Unpaid Women days	Unpaid Women emp.	Unpaid Men days	Unpaid Men emp.
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
2023	1,304	98	126	21	2,383	137	239	18	14	1	18	1

Tab. 9 – Voluntary parental leave taken by TA Staff and CEL – absolute values (2021-2023)*

* Excluding the 18 Managers and 7 Agricultural Workers.

Source: University Staff Database.

Tab. 10 – Sick child leave taken by TA Staff and CEL – absolute values (2021-2023)*

UGÄ Year	Paid 100% Women days	Paid 100% Women emp.	Paid 100% Men days	Paid 100% Men emp.	Unpaid Women days	Unpaid Women emp.	Unpaid Men days	Unpaid Men emp.
2021	766	78	70	14	10	6	1	1
2022	799	89	151	22	16	7	5	2
2023	810	88	155	26	54	19	12	4

Source: University Staff Database.

The analysis of leave taken by reason for taking it (**Tab. 11** and **Fig. 49**) confirms that women have greater caregiving responsibilities for children, while the number of days per capita to assist family pursuant to Law 104 is the same for both women and men.

Tab. 11 – Days off taken by TA Staff and CEL – absolute values (2023)^{*}

Reason of leave	Women	Men
Number of staff	2,122	1,095
Paid leave	35,661	13,792
Paid sick leave	12,861	6,338
Paid leave pursuant to Law 104 to assist family **	3,703	1,873
Paid leave pursuant to Law 104 for self-assistance**	1,160	740
Paid maternity, paternity, parental, and sick child leave***	8,507	639
Other paid leave	9,431	4,202
Unpaid leave****	4,635	3,437
TOTAL	40,296	17,229

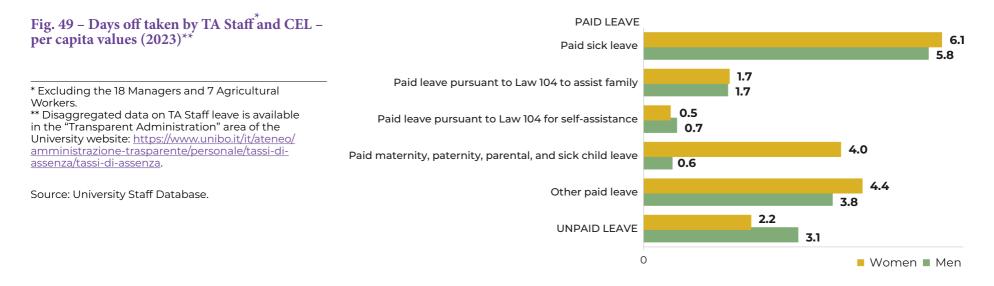
Source: University Staff Database.

* Excluding the 18 Managers and 7 Agricultural Workers.

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

*** The following are included:

- early maternity leave, including days for prenatal visits;
- mandatory maternity leave;
- mandatory paternity leave;
- voluntary paid parental leave (both mother and father);
- 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 are included:
- unpaid sick child leave;
- unpaid parental leave.

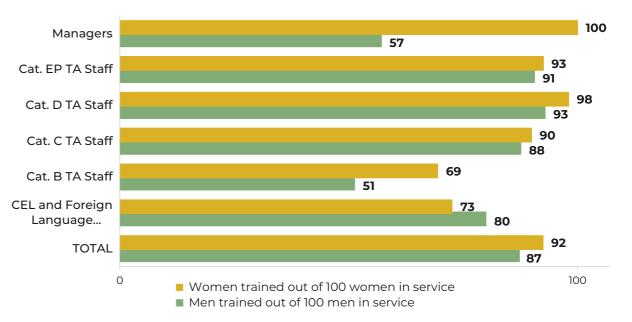


An analysis of the number of trained staff (**Fig. 50**) shows that 92% of women and 87% of men received training in 2023. Across all categories with the exception of CEL, the percentage of trained staff is higher for women.



* Excluding the 7 Agricultural Workers.

¹⁴ These are the staff who received at least one training opportunity during the year. The data only concern professional training and refresher courses that allow the person's curriculum to be updated; participation in internships abroad, professional master's programmes and post-graduate programmes is excluded.



The documentation regarding Professional Staff and CEL concludes by measuring the turnover of permanent employees (**Tab. 12**). In 2023, staff turnover mostly concerned staff categories C and D. Overall, 237 staff entered and 145 left; hence, the number of employees increased by 92, i.e. 71 women and 21 men.

Category	Number of Staff 2023 Women	Number of Staff 2023 Men	Incom. Women	Incom. Men	Outg. Women	Outg. Men	Offset* Women	Offset* Men	Total turnoveř** Women	Total turnovei** Men
Cat. EP TA Staff	107	64	_	_	2	1	0.00	0.00	1.9	1.6
Cat. D TA Staff	934	451	78	29	29	16	2.69	1.81	11.5	10.0
Cat. C TA Staff	849	441	86	39	54	25	1.59	1.56	16.5	14.5
Cat. B TA Staff	95	76	_	_	8	4	0.00	0.00	8.4	5.3
CEL	58	14	4	1	4	2	1.00	0.50	13.8	21.4
TOTAL	2,043	1,046	168	69	97	48	1.73	1.44	13.0	11.2

Tab. 12 – Incoming and outgoing permanent TA Staff and CE	L broken down by category – a	absolute values and turnover indices (2023)
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* Number of incoming employees/Number of outgoing employees. ** (Number of incoming employees + Number of outgoing employees)/Number of Staff x 100.



3.5 UNIVERSITY GOVERNING BODIES AND SENIOR RE-SEARCH AND TEACHING POSITIONS

An analysis of the distribution of members within the various University Governing Bodies in office as at 31/12/2023 confirms the gender characterisation emerged in recent years (T**ab. 13** and **Fig. 51**). Men are the overwhelming majority (8 out of 11) within the Board of Governors and prevail, albeit to a lesser extent, among Vice Rectors, in the Academic Senate, the Board of Auditors and the Evaluation Group. Women are 10 out of 12 in the Guarantee Committee for Equal Opportunities and also prevail among Delegates/Appointees, in the Sponsors' Committee, Student Council and Professional Staff Council. As concerns the last two Bodies mentioned above, it should be considered that women make up 66% of overall Professional Staff and CEL and 57% of the student population.

In 2023, women became the majority in the Student Council (19 out of 33), which in the past few years had always been imbalanced in favour of men (21 or 22 out of 33 in the three-year period 2020-2022).

Two out of the three single-member offices of the University – Rector and Student Ombudsman – are held by men, while the Director General is a woman.

University Governing Bodies	Women	Men	Total
Rector	_	ſ	
Vice Rectors	3	4	
Delegates and Appointees	18	15	3
Academic Senate, of which:	16	19	3
Chair (Rector)		1	
members from Heads of Department	3	7	7
members from Professors and Assistant Professors	8	7	-
members from Professional Staff	1	2	
members from Student Representatives	4	2	
Board of Governors, of which:	3	8	
Chair (Rector)	_	1	
internal members	1	4	
external members	1	2	
members from Student Representatives	1	1	
Board of Auditors	2	3	
Evaluation Group	3	4	
Director General	1	_	
Student Council	19	14	-
Professional Staff Council	13	12	4
Sponsors' Committee	4	3	
Student Ombudsman	_	1	
CUG – Guarantee Committee for Equal Opportunities	10	2	
TOTAL	92	86	17

Tab. 13 – Members of University Governing Bodies as at 31/12/2023 – absolute values

Rector		100	
Vice Rectors	43	57	
Delegates and Appointees	55	45	
Academic Senate	46	54	
Board of Governors	27	73	
Board of Auditors	40	60	
Evaluation Group	43	57	
Director General		100	
Student Council	58	42	
Professional Staff Council	52	48	
Sponsors' Committee	57	43	
Student Ombudsman		100	
CUG – Guarantee Committee for	83		17
C) 🗖 Wom	en 🔳 Men	100

Having regard to the senior positions held at the end of 2023 within research and teaching facilities, women are under-represented (**Fig. 52**). As a matter of fact, only 6 out of the 31 Heads of Department, 4 out of the 11 School Deans or Vice Deans, one out of the 4 Romagna Campus Coordinators and 8 out of the 25 Directors of Research and Education Centres are women. There is greater balance among Degree Programme and PhD Programme Directors, although women are still in the minority (90 out of 231 in Degree Programmes, 22 out of 51 in PhD Programmes).

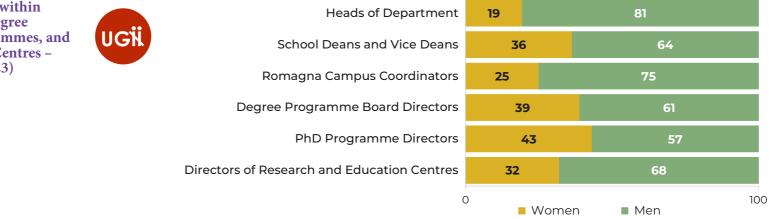


Fig. 52 – Senior positions within Departments, Schools, Degree Programmes, PhD Programmes, and Research and Education Centres – percentage by gender (2023)

Fig. 51 – Members of University Governing Bodies as at 31/12/2023 – percentage by

gender

4. INVESTMENTS MADE FOR THE PROMOTION OF EQUAL OPPORTUNITIES

4.1 INCORPORATION OF GENDER AS A VARIABLE IN TEACHING AND RESEARCH

Tab. 14 shows the number of learning activities which the corresponding professors indicated as consistent with Sustainable Development Goal SDG5 (Gender Equality). The number of gender equality-related activities went from 902 in a.y. 2021/22 to 1,126 in a.y. 2023/24.

Tab. 14 – Gender equality-related learning activities (SDG5) broken down by Area – Absolute values (A.Y. 2021/22-2023/24)

Area	2023/24	2022/23	2021/22
Economics and Management	45	42	34
Pharmacy and Biotechnology	14	16	10
Law	74	71	63
Engineering and Architecture	47	47	39
Language and Literature, Interpreting and Translation	142	128	130
Medicine and Surgery	121	104	82
Veterinary Medicine	3	2	1
Psychology	39	40	38
Science	40	35	31
Agricultural and Food Sciences	2	2	1
Education Studies	119	110	99
Sports Science	21	14	11
Political Sciences	88	80	76
Statistical Sciences	20	18	15
Sociology	36	31	23
Humanities	315	287	249
TOTAL	1,126	1,027	902

In addition to gender-related learning activities, the University offers two whole curricula focussing on this topic – the Women's and Gender Studies (GEMMA) curriculum within the Modern, Post-Colonial and Comparative Literatures degree programme of the Department of Modern Languages, Literatures and Cultures, and the Women's and Gender Studies (EDGES) curriculum within the PhD programme in Modern Languages, Literatures and Cultures: Diversity and Inclusion. The GEMMA curriculum had 38 students in a.y. 2023/24.

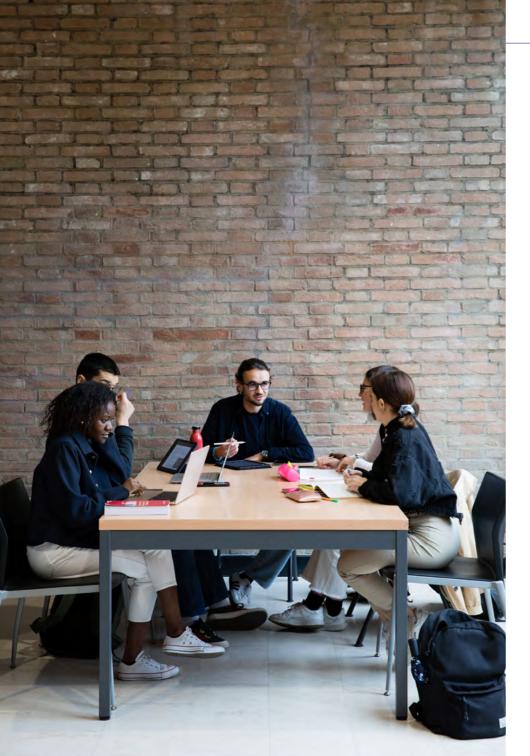
24 gender-related Research fellowships were awarded for the three-year period 2021-2023: 2 in 2021, 10 in 2022 and 12 in 2023; 11 Departments were involved in total. Gender-related PhD theses and Research fellowships are essentially of two types – studies that incorporate the gender perspective and female studies.

In order to promote learning activities that enhance gender awareness and provide guidance on University degree programmes, on the occasion of the Alma Orienta 2023, Magistralmente and Virtual Fair Bachelor's and Master's online guidance events held by the University of Bologna for high school students, international and first cycle degree programme students, the office of the Rector Delegate for Equity, Inclusion and Diversity curated the virtual space "Alma Gender, Diversity and Inclusion" to provide students with materials, testimonies and information on gender studies in the University. The virtual space hosted the following awareness-raising and information events:

- presentation of a mapping of the University Governing Bodies, degree programmes, learning activities, research centres and projects that are defined by their perspective on gender, women, feminism, LGBTQI+ and intercultural studies, as well as on equity, inclusion of diversity and diverse abilities;
- live presentation of the Alias Career service and of the Helpdesk against gender-based violence;
- Student café live: Breaking the stereotype! Ragazze e ragazzi rompono gli schemi: boys and girls shared their experience of breaking the mould in choosing an unconventional degree programme, with a view to opening a debate with others who might be experiencing the same.

Numerous activities have involved 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 – Philosophical research centre for the study of social, political and economic violence.

The University has also taken on a prominent role within national and international associations, research groups and projects that operate in the field of gender equality and equity, diversity and inclusion: it is the lead institution in the cluster on SDG5 (Gender Equality) within IAU – International Association of Universities; it is a member of the Diversity Council of UNA Europa, in which it leads 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 on "Collecting good practices on diversity for the university of tomorrow"; it is a member of the Gender & Diversity Action Group for the Guild of European Research-Intensive University



ties; it is a member of the Equality and Diversity Working Group of the Coimbra Group; it is a member of the Obiettivo Genere group within the CRUI and part of the Project HORIZON-MSCA EUTERPE – European Literatures and Gender from a Transnational Perspective.

The 'gender mission' aims not only at raising awareness among students, teachers 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 is an ongoing process and new content may always be added. Information is presented through the University website dedicated to "Equity, diversity and inclusion": <u>https://www.unibo.it/en/university/who-we-are/equity-diversity-and-inclusion/equity-diversity-and-inclusion</u>.

Erasmus Mundus Joint Master Degree 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 a "pilot project and model in the field of Women's Studies and Gender Studies in a European and global perspective".

GEMMA is a two-year interdisciplinary educational programme that 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. GEMMA has partnered with MIT (Movimento Identità Trans – Trans Identity Movement), CASSERO (LGBTQIA+ Center), Comune di Bologna, the Equality Plan of Città Metropolitana di Bologna, the GenderBender festival, the Some Prefer Cake festival and Associazione Orlando.

Diversity Management

In the framework of the project on transferable skills implemented by the University of Bologna 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 organisations.

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.

The curriculum focusses on the study of women and gender. In particular, EDGES covers literature and cultural studies, methodologies and theories in women's and gender studies 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 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 ar-



tistic and cultural production and dissemination in a gender perspective, also in cooperation with departmental (Research Centre on Utopia; Research Centre on 16th and 17th century Spain – CSSS) and inter-university (Inter-University Centre for the Study of Romanticism – CISR) centres. The curriculum involves meetings and tutorship with national and international supervisors, the presentation of research at home and abroad in accordance with co-tutorship agreements, and a 250-hour training period outside the University, at research centres and partner organisations, related to the topics of equal opportunities, access to education, enhancing diversity, managing conflicts, promoting occupational wellbeing and diversity management. EDGES has partnered with Associazione Orlando, Comune di Bologna, the Equality Plan of Città Metropolitana di Bologna, MIT (Movimento Identità Trans – Trans Identity Movement), CASSERO (LGBTQIA+ Center) and the Gender festival.

EDGES offers its students the possibility of gaining a joint PhD degree at one of its partner universities, with which the curriculum has entered into co-tutorship and joint doctoral degree agreements (University of Granada, University of Oviedo, University of Utrecht). The mobility and research period lasts 6 months, during which the student will be enrolled in a PhD programme at the host university. The final thesis must be drafted in English and discussed as agreed with the partner university.

PhD students undertaking the EDGES curriculum will gain excellent skills in the field of national and international literary, cultural and gender studies, solid language skills, a strong theoretical foundation and a broad knowledge of the methodological 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, in the field of equal opportunities, occupational wellbeing, human and civil rights, as trainer of leaders in intercultural relations management and mediation policies. The coordinator for the programme is Professor Gilberta Golinelli, LILEC Department, University of Bologna.

4.2 CROSS-CUTTING INITIATIVES

University of Bologna Women Teachers' Association (Associazione delle Docenti Universitarie dell'Università di Bologna – AdDU)

The AdDU was established on 13 December 1991 at Sala dell'VIII Centenario in the University of Bologna by a group of female professors from different Departments. The Chair of the Association for the two-year period 2020-2022, also confirmed for the two-year period 2023-2024, is Professor Chiara Alvisi. Teachers 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 teachers 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 between different specialisations and interests (encapsulated in the Association's logo), 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 AdDU has maintained an open dialogue with the decision-makers of the University and the city, holding scientific conferences of national and international significance and seminars to highlight the contribution of the women's scientific knowledge. It has also conducted research on the working conditions and academic prospects of female teachers and researchers at the University of Bologna, fostering collaboration among roles and subject areas, also by means of international exchanges. The Association has dealings with academic, institutional and research organisations that work on the issues of gender and equal opportunities, in a broad context that covers the entire teaching workforce. The Association actively participates in the life of the University of Bologna and, on the eve of the election of the Academic Bodies and the Rector, organises a public roundtable with all the candidates. In 2018, the Association instituted the AdDU Award which, in its first edition, 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. Since 2021, the AdDU has organised various conferences to disseminate excellent scientific thinking. On 20 December 2021, in partnership with Teatro Comunale di Bologna and under the patronage of Alma Mater Studiorum - Università di Bologna, the AdDU celebrated its thirtieth anniversary at the presence, among others, of the Rector of Alma Mater Studiorum - Università di 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 reads, 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. In 2022, the AdDU organised research presentation events on femicide and participated with its own panel in the conference Women on the move through relationships held at the University on 25 November. In 2023, the Association organised a public event to discuss the role of women in the fight against poverty,

starting from the analysis of Yunus' work. In 2024, it gave voice to investigative journalism about the condition of women in Iran, Afghanistan, Morocco and the United States. Constant updates on the many activities of the Association are published on its website: <u>https://site.unibo.it/addu/it</u>.

Gender and Education Research Centre (Centro Studi sul Genere e l'Educazione – CSGE)

The Gender and Education Research Centre (CSGE) has been active since 2009 at the Department of Education Studies "Giovanni Maria Bertin" of the University of Bologna. The Centre welcomes scholars who, based on a (inter)multidisciplinary approach, address gender issues in education, concerning, in particular:

- 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;
- issues in education that may lead to educational segregation, from which the feminisation or masculinisation of many jobs originates;
- bodily practices;
- relations between gender and migration, discrimination on the grounds of ethnicity, disability, class, political, religious and other grounds.

In 2023, the Centre was comprised of 38 professors and researchers from various departments of the Bologna, Rimini and Cesena Campuses.

Research

- Since 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 of and prevent and reduce gender-based violence among 14-17 year olds in six schools in Barcelona, Madrid and Milan (coordinator Professor Rosy Nardone).
- February 2022: participation in the SDG5 GENDER EQUALITY BANDO AICS ECG project for the implementation of interventions in which global citizenship and sustainable development education, including on gender equality and human rights, is integrated at all levels into:
 - national education policies;
 - curricula;
 - teacher training;
 - student assessment.

The CSGE is responsible for the creation and scientific supervision of the educational kit to be produced in a.y. 2023/24 (coordinators Professors Rosy Nardone and Federica Zanetti).

- November 2022: partnership in the project called *Responsibility. La responsabilità di contrastare la violenza maschile contro le donne* (Responding to male violence against women), in partnership with Associazione Senza Violenza (coordinators Professors Stefania Lorenzini and Rossella Ghigi). The project received funding for the academic year 2023/24 from the Emilia-Romagna Region.
- November 2022: partnership in the *EmpowerME* project, submitted for funding in a.y. 2023/24 by WeWorld Onlus, based in Milan (coordinator Professor Silvia Demozzi).

Teaching

The members of the CSGE teach on course units of first and second cycle degree programmes in Education Studies that deal, in whole or in part, with gender topics or perspectives.



They are also responsible for workshops and post-graduate programmes ranging from diversity management to media education, from combatting stereotypes to affective education.

Many members of the Centre also teach on the Gender Perspectives in Teaching Disciplines Post-graduate Programme, started in a.y. 2023/24 by the Department of Education Studies (coordinator Professor Federica Zanetti). The programme trains professionals who are able to recognise stereotypes and prejudices that underlie gender differences and the roles assigned in our society, to develop critical thinking and tools for a gender approach in school, in the various disciplines and in classroom relationships, in order to educate respect for differences and equal opportunities.

Scientific collaboration at international level

- Participation in the WITEC network (The European Association for Women in Science, Engineering and Technology SET), an international association that works to promote the presence of women in STEM education and professional activities (<u>https://www.witeceu.com/</u>).
- Participation in the Erasmus+ *EUMentorSTEM* project (coordinators Professors Francesca Crivellaro, Giovanna Guerzoni, Aurora Ricci, Elena Luppi) in the Department of Management. The project offers education opportunities for female migrants specialising in STEM.

Events organised together with other local associations/services/bodies in 2023

MARCH

- *Il primo femminismo. Continuità e discontinuità storiche nel movimento femminista* (Early feminism. Historical continuity and discontinuity in the feminist movement) Seminar with Rossella Ghigi and Elena Musiani on International Women's Day, as part of the Sociology of Family and Gender Differences course unit in the degree programme in Expert in Social and Cultural Education, 8 March.
- Donne tra diritti negati, acquisiti e violati: una questione ancora aperta (Women between denied, acquired and violated rights: an open question) Seminar with Rosy Nardone on International Women's Day, as part of the Elements of Innovative Teaching Methodology for School and Out-of-School course unit and of the Work and Career Guidance Psychology course unit, 8 March.

APRIL

- Fare e disfare il genere. Decostruire gli stereotipi e aprirsi alla pluralità delle esperienze soggettive (Doing and undoing gender. Deconstructing stereotypes and opening up to the plurality of personal experience) – Meeting with Eleonora Bonvini and Aurelio Castro (University of Bologna), at the invitation of the head of the Istituto Manzoni high school in Bologna, 19 April.
- Cronache da un Paese che chiede troppo alle madri e non riconosce i padri. Maternità e paternità a confronto: un dialogo a più voci (Chronicles of a country that asks too much of mothers and fails to acknowledge fathers. Comparing maternity and paternity: a multi-voice dialogue) – Seminar with Alessandra Minello (University of Padua), Maddalena Cannito (Scuola Normale Superiore in Pisa), Silvia Demozzi (University of Bologna), as part of the cycle Non è un paese per genitori (No country for parents), 26 April.
- *Intersectionality: from theory to practice* Seminar with Ilaria Pitti (University of Bologna) and Elena Malaguti (University of Bologna), as part of the Gender Study in Education course unit, 28 April.

MAY

- *Transgender children and education* Seminar with Elia Arfini (University of Milan) and Cinzia Albanesi (University of Bologna), as part of the Gender Study in Education course unit, 5 May.
- *How to read gendered images* Seminar with Giorgia Aiello (University of Milan) and Roberta Sassatelli (University of Bologna), as part of the Gender Study in Education course unit, 12 May.

JUNE

• *Famiglia, Legge e Desiderio nell'Iran Contemporaneo* (Family, law and desire in contemporary Iran) – Seminar with Setrag Manoukian (McGill University) organised by CSGE and MODI (MObilità, Diversità, Inclusione sociale), 23 June.

NOVEMBER

- *Our bodies tell the story* Presentation of the book with the author Monica Taylor (Monclair State University), Elena Luppi (University of Bologna), Roberta Sassatelli (University of Bologna), Francesca Crivellaro (University of Bologna), 6 November.
- DONNA, VITA, LIBERTÀ! Violenze, denunce, resistenza e rivoluzione delle donne iraniane (Woman, life, freedom! Violence, reporting, resistance and revolution of Iranian women) Event on the International Day



for the Elimination of Violence against Women, in partnership with the SIPED working group Intersezioni pedagogiche. Sessi, Generi, Sessualità, as part of the La Violenza Illustrata Festival – XVIII edition. With Sanam Naderi, activist and independent artist; Gianluca Costantini, artist, activist and graphic journalist; Federica Zanetti (University of Bologna); Rosy Nardone (University of Bologna); Giovanna Guerzoni (University of Bologna), 21 November.

• *Dalla parte delle bambine* – Reading of excerpts from Elena Gianini Belotti's book 50 years after publication, curated by the Gender and Education Research Centre (CSGE) in partnership with "Rivista Infanzia". Reading by actress Irene Spadaro commented by Silvia Demozzi, Roberto Farné, Rossella Ghigi, Paola Govoni, Rosy Nardone, Samanta Picciaiola, followed by a temporary exhibition on the book, set up by the CSGE with the support of Cristina Demaria (Delegate for Equity, Inclusion and Diversity), Federico Condello (Delegate for Students and Institutional Communications), Cristina Gamberi (University of Bologna), 30 November.

Interdisciplinary Centre on Mediation and Translation by and for Children (Centro di Studi Interdisciplinari sulla Mediazione e la Traduzione a Opera di e per Ragazze/i – 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 MedlO 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/or-ganisations 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 teachers; librarians; public bodies; parents; children), and is involved in various research, teaching and dissemination activities¹⁵:

- organisation of meetings, seminars, and conferences on topics of interest. In particular, in 2017, an International Study Conference titled *Literature, Translation, and Mediation by and for Children: Gender, Diversity, and Stereotype* took place, while in early 2019, BUP published 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);

- cultural initiatives that are part of the third mission of the University, in partnership with other bodies or organisations;
- 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. Namely: training courses for (nursery, pre-school, primary and lower secondary school) teachers; cycles of reading workshops at the library and at school with children and young adults; participation in the project *A fianco delle madri* (Alongside mothers) organised by Centro Donna (cycle of meetings directed towards 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 focussed 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. In the second edition, the European bibliography was expanded (to include 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 MedlO 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.

¹⁵ For a complete overview of the initiatives, see the website of the Centre <u>http://metra.dipintra.it/chi-siamo/</u>.

ALIAS CAREER FOR STUDENTS OF THE UNIVERSITY OF BOLOGNA

The University gives all students who do not identify with the name and/or gender assigned to them at birth the opportunity of using a name and/or gender of their choice throughout their university career. This possibility stems from the Guidelines of the Gender Equality Committee of the Conference of Italian University Rectors (CRUI), implemented by the University in 2021, which recommend that universities separate the recognition of alias careers from the requirement of being on a medical pathway and base them on the principle of gender self-determination instead.

An alias career involves the assignment of a provisional identity that replaces the student's personal data with their name of choice in all information systems (e.g. Almaesami, Studenti Online), on their badge and in their institutional email address. This alias identity is only valid within the University and is governed by a confidentiality agreement with the same.

Students may apply to activate an alias career at any time after enrolment in any cycle. The alias career remains in effect throughout their entire university career, allowing them to use their name of choice in all ordinary student activities, including taking exams, attending workshops and doing internships within the University, discussing their final dissertation, as well as – subject to the appropriate checks – participate in external mobility and internships.

Since 2017, the service has grown exponentially (number of new alias careers: 2 in 2017, 5 in 2018, 7 in 2019, 17 in 2020, 27 in 2021, 48 in 2022, and as many as 75 in 2023) and constantly expanded to meet the increasingly diverse needs of the student population – the identity of choice can now be used for additional services too, including those provided by ER.GO and for the right to higher education, for TPER and STAT Romagna public transport season tickets, the University library and CUS Bologna sports services.

The Student Services Division – ASES is responsible for activating and managing alias careers; the contact persons are Beatrice Tomadini and Deborah Graziano.

"AVRÒ CURA DI ME" UNIVERSITY SERVICE

"Avrò cura di me" (I will take care of myself) is a free service intended for the University of Bologna staff (professional staff, teachers, researchers, research fellows, CEL, language trainers, language assistants) that provides short-term, targeted clinical psychological support, usually over five one-on-one meetings, either online or in person.

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

The service coordinator is Professor Eliana Tossani from the Department of Psychology "Renzo Canestrari".



4.3 LOCAL 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 in person 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 of the events advertised through the University of Bologna online magazine, "UniboMagazine" (<u>http://www.magazine.unibo.it/</u>), shows that numerous initiatives were organised in 2023. In particular, below we mention those directly aimed at promoting gender equality.

The schedule of events was particularly packed on International Women's Day and the International Day for the Elimination of Violence against Women. During the entire month of March and throughout the month of November, meetings, seminars, lectures, exhibitions and tours were held in a number of locations in Bologna and on the other University Campuses to talk about the condition and rights of women, exclusion and inclusion, stereotypes, prejudices and violence.

JANUARY

- Valentina Presutti, professor of Computer Science in the Department of Modern Languages, Literatures and Cultures, was appointed Editor-in-Chief of the "Journal of Web Semantics", 28 January.
- Virtual space "Alma Gender, Diversity and Inclusion" at the Alma Orienta 2023, Magistralmente and Virtual Fair Bachelor's and Master's online guidance events, 30 January to 1 February.

FEBRUARY

- *Cosa non pensiamo di pensare: implicit bias nella scienza* (What we don't think we think: implicit bias in science) Seminar of the *Kaleidos. Genere e pluralità nella scienza* (Gender and plurality in science) cycle, curated by the Equal Opportunities and Inclusion working group of the Department of Physics and Astronomy "A. Righi", coordinated by Professor Sara Valentinetti, with Professor Silvia Moscatelli (University of Bologna), 10 February.
- Activities, events and measures that bear witness to the University of Bologna's commitment to women in science on the International Day of Women and Girls in Science, 11 February.
- Julia De Paula Romano, a University of Bologna student of the international second cycle degree programme in Raw Materials Exploration and Sustainability, won 10,000 Norwegian kroner for the competitive project she submitted in the challenge around the theme of deep sea minerals launched by the company GCE Ocean Technology, 16 February.

• Marjane Satrapi, Iranian artist and intellectual, was the guest of honour at the University of Bologna 2022/2023 academic year opening ceremony, 20 February.

MARCH

- Una favolosa bellezza. Vita e arte nell'esperienza transgender: testimonianze contro la violenza di genere (A fabulous beauty. Life and art in the transgender experience: testimonies against gender-based violence) Meeting organised by the GEMMA Master's Degree in Women's and Gender Studies and the Departmental Research Centre on Utopia of the Department of Modern Languages, Literatures and Cultures, and sponsored by Comune di Bologna. Speeches by: Cristina Demaria (University of Bologna), Roberta Paltrinieri (University of Bologna), Maurizio Ascari (University of Bologna), Rita Monticelli (University of Bologna), Porpora Marcasciano (Comune di Bologna), Nicole De Leo (Actress and Chair of the MIT Movimento Identità Trans), Roberta Parigiani (Lawyer and LGBTQIA+ activist), Martina Gori (Student of GEMMA), Francesca Penzo (Micce APS), Donatella Allegro (Stage actress, writer and director). Organising committee: Cristina Demaria, Cristina Gamberi, Rita Monticelli, 7 March.
- *Donne e astrazione. Ipotesi per una nuova lettura dell'arte astratta* (Women and abstraction. Hypotheses for a new understanding of abstract art) Conference with Elena Di Raddo, 8 March.
- Daniela Sangiorgio, PhD graduate from the 34th cycle of the University of Bologna PhD programme in Agricultural and Food Sciences and Technology, won the Premio Michele Stanca 2023 award for General Arboriculture and Tree Crops AGR/03 with her doctoral thesis titled *Deciphering the role of plant microbiome on strawberry and raspberry growth, resistance, fruit quality and aroma*, 9 March.
- Comune di Bologna bestowed the Nettuno d'Oro on Professor Matilde Callari Galli, who received the prestigious award from the Mayor Matteo Lepore, 27 March.

APRIL

- Maria Cristina Matteucci, professor of the Department of Education Studies "Giovanni Maria Bertin", won the award sponsored by Comune di Bologna on the initiative of the Bologna Convention Bureau, 11 April.
- *No Women No Panel Senza Donne Non Se Ne Parla*. Gender balance in the public debate, at conventions, seminars and talks Signing of a Memorandum of Understanding between RAI, Regione Emilia-Romagna, Città Metropolitana di Bologna, Comune di Bologna and the University of Bologna, with Stefano Bonaccini (President of Regione Emilia-Romagna), Matteo Lepore (Mayor of Bologna), Emily Marion Clancy (Deputy Mayor, Delegate for Equal Opportunities), Simona Tondelli (Vice Rector of the University of Bologna), Marinella Soldi (Chair of RAI), 27 April.
- *Il piano di eguaglianza di genere e le variabili sesso e genere nella ricerca. Cosè davvero applicabile?* (The gender equality plan and the variables sex and gender in research. What is really applicable?) Seminar of

the *Kaleidos. Genere e pluralità nella scienza* (Gender and plurality in science) cycle, curated by the Equal Opportunities and Inclusion working group of the Department of Physics and Astronomy "A. Righi", coordinated by Professor Sara Valentinetti, with Tullia Gallina Toschi (University of Bologna) and Sara Spinelli (University of Florence), 21 April.

MAY

- Gli sportelli universitari contro la violenza di genere. Riflessioni, dati, buone pratiche (University Helpdesks against gender-based violence. Reflections, data, best practices) – Conference in memory of Emma Pezemo, student of the University of Bologna and a victim of femicide in May 2021. With speeches by Rector Giovanni Molari, Barbara Lori (Equal Opportunities Councillor, Regione Emilia-Romagna), Emily Clancy (Deputy Mayor, Comune di Bologna), Simona Lembi (Equality Plan Coordinator, Città Metropolitana di Bologna), Claudia Golino (Head of the Department of Sociology and Business Law), Silvia Federici (Hofstra University), Cristina Demaria (University of Bologna), Cristina Gamberi (University of Bologna), Giulia Nanni and Margherita Apone (Casa delle donne per non subire violenza), Giovanna Vingelli (University of Calabria), Serena Pezzini (Scuola Normale Superiore), Giovanna Zitiello (Casa della Donna in Pisa), Silvia Fornari (University of Perugia), Elena Biaggioni (Associazione Di.RE), Rita Monticelli, Carla Centioni (University of Tuscia), Alessandra Lapadura (Università La Sapienza Helpdesk), Silvia Barattieri (Politecnico of Milan), Giuditta Creazzo (Associazione Senza Violenza), Rossella Ghigi (University of Bologna), Aura Cadeddu (SPAZIO LGBTI+ CASSERO), Marika Massara (Centro Antiviolenza Assessorato al Welfare, Comune di Bari), Caterina Arcidiacono (University of Naples Federico II), Paola Maria Torrioni (University of Turin), Anna Maria Zucca (Centro Antiviolenza E.M.M.A. ONLUS), Anne Laure Humbert (Oxford Brookes University, UK), Marco Balboni (University of Bologna), Federico Condello (University of Bologna), Fiorella Giusberti (University of Bologna), Martina Vincieri (University of Bologna), 3 May.
- Adalgisa Martinelli, a University of Bologna graduate in International Relations (International Affairs curriculum), received the Premio America Giovani award, which Fondazione Italia USA bestows on talented young recent graduates from Italian universities, 23 May.

JUNE

- *Virginiapertutte* Opening of Patrizia Fratus' exhibition. Organised by Centro delle Donne as part of the Pact for Reading of Comune di Bologna, 6 June.
- *E-quality for science* Seminar of the *Kaleidos. Genere e pluralità nella scienza* (Gender and plurality in science) cycle, curated by the Equal Opportunities and Inclusion working group of the Department of Physics and Astronomy "A. Righi", coordinated by Professor Sara Valentinetti, with Professor Francesca Vidotto (Western University), 12 June.
- In una goccia d'inchiostro (In a droplet of ink) Three-day event organised by the Centre for Contemporary



Poetry of the University of Bologna in memory of poetess Wisława Szymborska, Nobel Prize in Literature, 12-14 June.

- Virginia Negri, PhD student of the 38th cycle of the University of Bologna PhD programme in Biomedical, Electrical and System Engineering, won the prestigious Premio Bellisario 2023 award in the "Recent graduates" category with her dissertation titled *Manutenzione predittiva dei giunti mediante tecnologie di Intelligenza Artificiale per la prevenzione dei guasti nelle reti di distribuzione in MT* (Predictive maintenance of joints using Artificial Intelligence to prevent malfunctions in MV distribution networks), 20 June.
- Disuguaglianze di genere nell'ingresso del mercato del lavoro italiano (Gender inequalities in accessing the Italian labour market) – Conference organised by the Department of Economics. Speeches by: Matteo Cervellati (University of Bologna), Cristina Demaria (University of Bologna), Natalia Montinari (University of Bologna), Daniela Perozzi (AlmaLaurea Inter-University Consortium), Luca Bonacini (University of Bologna), Caterina Gaggini (University of Bologna), Giacomo Bottos (Pandora Rivista), Daniele Botti (Confindustria Emilia-Romagna), Ambrogio Dionigi (Città Metropolitana di Bologna), Silvia Ghiselli (AlmaLaurea Inter-University Consortium), Giuseppe Pignataro (University of Bologna), Giulia Sateriale (Social Seed), Francesca Barigozzi (University of Bologna), 29 June.
- *Ragazze Digitali ER* A girls-only two-week event with free summer camps in computer science directed towards third- and fourth-year high school students who live in the provinces of Bologna, Forlì-Cesena, Ravenna and Rimini.

JULY

• *Visibilità di genere e inclusività nella lingua italiana* (Gender visibility and inclusivity in the Italian language) – Seminar of the *Kaleidos. Genere e pluralità nella scienza* (Gender and plurality in science) cycle, curated by the Equal Opportunities and Inclusion working group of the Department of Physics and Astronomy "A. Righi", coordinated by Professor Sara Valentinetti, with Professor Matteo Viale (University of Bologna), 6 July.

NOVEMBER

- *Contro ogni genere di violenza* (Against all forms of violence) Meeting organised by ER.GO in partnership with University of Bologna, with Patrizia Mondin (Head of ER.GO), Federico Condello (Delegate for Students of the University of Bologna), Marina Scaglione (Chair of the EG.GO CUG), Martina Vincieri (Chair of the University of Bologna CUG), 20 November.
- *Comeri vestita?* (What were you wearing?) Opening of the exhibition curated by Associazione Malala and sponsored by the University of Bologna at the Quadriportico of the former Roncati Hospital, now Casa della Comunità Saragozza, 21 November.
- HER Voice. Honesty, Empowerment, Resilience Seminar organised by the I-Contact degree programme in

partnership with the student association Tôchi bellezza, Ravenna Campus, 23 November.

- *Contro la Violenza di genere: impegno, arti e linguaggi* (Against gender-based violence: commitment, arts and languages) The University joined the UN campaign 16 Days of Activism Against Gender-Based Violence, 25 November to 10 December.
- Dieci domande sulla violenza (Ten questions about violence) Conference held by the University of Bologna with Città Metropolitana di Bologna and Pact for Equality on the International Day for the Elimination of Violence against Women. Speeches by Giovanni Molari (Rector of the University of Bologna), Matteo Lepore (Mayor of Bologna), Giuseppe Antonio Panzardi (Regional Education Office of Emilia-Romagna), Paola Di Nicola Travaglini (Magistrate), 25 November.
- *Credi davvero (che sia sincero)* (Do you really believe [I am honest]) Show at Teatro Candilejas with Nino Faranna and Francesca Macci, from a novel by Roberto Ottonelli, adapted and directed by Alice Grati as part of the *Difesa Donne* project, 26 November.
- *Nuove narrazioni: la rappresentazione della violenza di genere attraverso le serie TV* (New narrations: depicting gender-based violence in TV series) – Meeting with Chiara Gius (University of Bologna), Cristina Demaria (University of Bologna), Marina Pierri (TV critic and co-founder and art director of FeST) and Eugenia Fattori (film and TV critic, communication expert and activist), 28 November.
- Helpdesk against gender-based violence Opening of the Helpdesk on the Forlì Campus, managed by Centro Donna of Comune di Forlì, as part of the project *Il rispetto è il pane dell'anima: insieme è più facile, no alla violenza sulle donne* (Respect feeds the soul: together it's easier, say 'no' to violence against women), in partnership with the Department of Interpreting and Translation – DIT of the University of Bologna, 29 November.

DECEMBER

- *Violence against women and girls: health consequences* Meeting in memory of Giulia Cecchettin, with Diana De Ronchi (Department of Biomedical and Neuromotor Sciences and Head of the Specialisation School in Psychiatry), 4 December.
- Diffusione Non Consensuale di Immagini Intime (DNCII) (Non-consensual disclosure of intimate images)

 Workshop within the La Violenza Illustrata Festival XVIII edition, with Chiara Missikof and Claudia Fratangeli (Chayn Italia), Chiara Gius (University of Bologna) and Cristina Gamberi (University of Bologna), 5 December.
- *Il Comitato Unico di Garanzia: le azioni positive realizzate nel 2023* (The Guarantee Committee for Equal Opportunities: positive actions implemented in 2023) Conference organised by the CUG Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work for the University of Bologna staff. Speeches by Rector Giovanni Molari (University of Bologna), Giorgio Bellettini (Vice Rector for Personnel), Federico Condello (Delegate for Institutional Communications, Delegate for Students),

Martina Vincieri (Chair of the CUG), Cinzia Castelluccio (Member of the CUG), Cristina Demaria (Delegate for Equity, Inclusion and Diversity), Gian Piero Mignoli (APPC – University Planning and Data Analysis Unit), Natalia Montinari (Member of the CUG), Valentina Filippi (Member of the CUG), Hilary Profeta (Member of the CUG), Paola Villano (Delegate for Employee Wellbeing), Cristian Balducci (Vice Chair of the CUG), Fiorella Giusberti (Confidential Counsellor), 7 December.

Integrare la dimensione di genere nella ricerca (Incorporating the gender dimension into research)

 Seminar of the Kaleidos. Genere e pluralità nella scienza (Gender and plurality in science) cycle, curated by the Equal Opportunities and Inclusion working group of the Department of Physics and Astronomy "A. Righi", coordinated by Professor Sara Valentinetti, with Patrizia Leone, ARIC – Research Development Unit – Social Sciences and Humanities & Excellent Science, 12 December.

MEMORANDUM OF UNDERSTANDING BETWEEN THE UNIVERSITY, RAI RADIOTELEVISIONE ITALIANA S.P.A., REGIONE EMILIA-ROMAGNA, CITTÀ METROPOLITANA DI BOLOGNA AND COMUNE DI BOLOGNA FOR IMPLEMENTING THE "NO WOMEN NO PANEL – SENZA DONNE NON SE NE PARLA" CAMPAIGN

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In late April 2023, the University of Bologna signed a Memorandum of Understanding with RAI Radiotelevisione Italiana S.P.A., Regione Emilia-Romagna, Città Metropolitana di Bologna and Comune di Bologna for implementing the *No Women No Panel – Senza Donne Non Se Ne Parla* campaign, designed by Mariya Gabriel, former European Commissioner for Innovation, Research, Culture, Education and Youth. The campaign aims to foster gender balance in public events and panels, ensuring adequate female representation at conventions, conferences and institutional events.

By joining the programme, the University of Bologna has committed to collect quantitative data about the presence of men and women in conventions, conferences and events organised by the University itself or by its departments. The sample collected and analysed covers 122 events in total, held between October and December 2023.

The data refer to the number of male and female participants, divided into the following categories: Institutional representatives; Experts; Moderators; Other; Guests.

The data collected show that gender-based differences vary according to the subject area. Panels in the area of Humanities tend to pay more attention to equality, while men prevail at events in the areas of Science and Technology. Furthermore, across all types of events, the number of female moderators is much higher than that of male moderators, who are rarely present. The data were collected by the University staff and submitted via the RAI data collection platform to the CNR, which is responsible for gathering and analysing the data from the various institutions that signed the MoU.

4.4 A PRELIMINARY ANALYSIS OF THE INVESTMENTS MADE IN ECONOMIC AND FINANCIAL TERMS

Below is an initial classification of the resources used by the University of Bologna in 2023 to promote equal opportunities, broken down into costs incurred for interventions directly related to these issues and costs incurred for interventions which are indirectly related thereto, i.e. interventions that 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 (CRUI), future editions of the document will include a full classification of the costs in the University Budget.

Resources in 2023 to implement the Positive Action Plan of the CUG (direct expenses)	€
Expenses for events, conferences and exhibitions*	1,459.43
Attendance fees for participation in the Summer School of the Women Historians' Society (SIS)	400.00
Association fees to the National Conference of Equality Bodies of Italian Universities (year 2023)	300.00
Call for applications for no. 3 awards for second cycle dissertations, funded by the CUG	3,000.00
Printouts and forms (2021 and 2022 Gender Equality Reports, brochures, etc.)	10,915.58
Assignment of a temporary work contract for the needs of the CUG^*	3,499.13
Assignment of a temporary work contract for the promotion of a collaboration between the CUG and the Femicide Research Observatory of the University of Bologna*	3,000.03
TOTAL	22,574.17

* Please note that these expenses were already accounted for in 2022, as consideration is given to expense commitments rather than payments. The actual expenditure was made in 2023 because the relevant selection procedures continued and the fees were paid to speakers in that year.

The final total expenditure of \leq 22,574.17 exceeded the budget for the year 2023 (\leq 22,500.00) by \leq 74.17, which was covered with funds of the APAP Budget, being an expense for the year 2022 that could only be accounted for in 2023.

Expenses for interventions indirectly related to equal opportunities	€
Allowance to enrol children in nurseries	14,229.78
Allowance to enrol children in summer camps and purchase babysitting services	101,655.53
Childbirth allowance	8,000.00

How the budget allocated to the CUG is spent

The budget allocated to the CUG for 2023 amounted to € 22,500.

The resources used in 2023 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;
- funding, through a call for applications, of 4 attendance fees to participate in the Summer School of the Italian Women Historians' Society (Società Italiana delle Storiche SIS), called *Nominare la fatica*. *Corpi, lavoro, cura* (Naming struggle. Bodies, work, care), which was held from 30 August to 3 September 2023;
- funding, through a call for applications, for a temporary work contract 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 Positive Action Plan 2022-2025 project;
- funding, through a call for applications, for research support and updating activities in connection with the maintenance of the website of the Femicide Research Observatory (University of Bologna), with which the CUG started a collaboration as part of the Positive Action Plan 2022-2025 project;
- organisation, at the DAMSLab Theatre of the Department of Arts, of the conference *Women on the Move through Relationships Donne in movimento attraverso le relazioni*, sponsored by the University of Bologna and the CUG on the International Day for the Elimination of Violence against Women, 25 November 2022;
- printing costs for the 2021 and 2022 Gender Equality Reports of the University of Bologna;
- printing costs for documents illustrating the network of services available to those who work at the University of Bologna and for an information brochure on psychosocial risk factors in the working environment and on stress and burnout.



Allowance to enrol children in nurseries

This is an allowance to enrol children in public or private nurseries, however organised, for 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. 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 \in 1,400, regardless of the period of enrolment and of (full-time or part-time) attendance¹⁶.

Childbirth allowance

Among the subsidies (financial aid) paid to TA Staff and CEL pursuant to the Supplementary Agreement approved in the bargaining session held on 18 December 2019, the University of Bologna also offers a childbirth allowance. The amount of the 2023 childbirth allowance was paid to applicants whose children were born in 2022. The allowance is granted to the ISEE income classes entitled to subsidies pursuant to the above-said agreement and amounts to \in 500 for each child.

Allowance to enrol children in summer camps and purchase babysitting services

In addition to the allowance to attend nurseries, a one-time bonus to attend summer camps and purchase babysitting services has been offered since 2021 for children aged less than 14, up to a maximum amount of \in 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 to enrol children in nurseries, subject to the maximum limit of \in 1,400 that can be paid by adding together the three subsidies.

¹⁶ As concerns nurseries, pursuant to the new agreement on allowances, the reference period since 2023 will no longer be the school year, but the calendar year prior to that in which the application is submitted. Being the first application of the agreement, the amount paid in 2023 only refers to the last 4 months of 2022; the amount relating to calendar year 2023 will be paid in 2024.



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 (teachers, professional staff, PhD students, research fellows, students and relatives) to strongly support women's right to breastfeed. This right was affirmed by a Ministerial Directive directed towards all public administrations to ensure they respect the fundamental right of working mothers to breastfeed, which is recognised by EU and national legislation.

There are four Baby Pit Stops on the University premises: in Bologna at Via B. Andreatta 4 (formerly Belmeloro 10-12), at Via Zamboni 33 in the Museum of Palazzo Poggi, at Via Zamboni 63 in the Geological Collection "Giovanni Capellini Museum" and at Via della Beverara 123/1 in the Navile university district.

University of Bologna Summer Cultural Weeks

The 2023 edition, *SuperiAMO le diversità* (Let's overcome diversity), engaged boys and girls aged 9 to 15 with a packed schedule of workshops, sports and fun, promoting a culture of inclusion, non-violence and active citizenship.

The logistics and organisation, as well as the sports programme, were entirely coordinated by the CUSB, which deployed extraordinary financial and human resources to offer a high-level sports and educational experience to the families of University staff.

For three weeks, from 26 June to 14 July, participants were offered many opportunities for getting together and sharing experiences to learn about non-violence, overcome gender stereotypes, fight racism and discrimination, and enhance differences through a multicultural and multidisciplinary approach. More than 130 hours of activities were offered, ranging from workshops to music and philosophy lessons, from reflections on social communication to a wide variety of sports, including swimming, fencing, tennis, frisbee, basketball and sitting volleyball.

5.

F

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

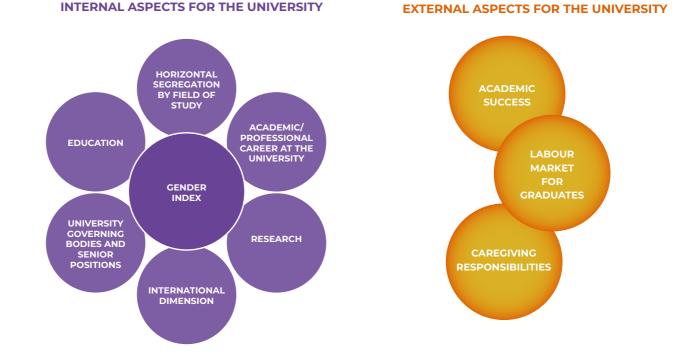
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5.1 THE CONSTRUCTION OF THE UGII

The previous sections present a detailed report on the University of Bologna, 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) so as to identify:

- the conceptual framework of reference;
- the *domains* of analysis (Fig. 53) 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).

Fig. 53 – Domains for the analysis of gender inequality at the University of Bologna



¹⁷ 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). The domains refer to all members of the academic community (students, teachers and professional staff). 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. **Tab. 15** 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).

Tab. 15 - Gender inequality at the University of Bologna: domains and aspects (2023)

DOMAIN Aspect	% (or per capita) Women	% (or per capita) Men	% (or per capita) Total
EDUCATION			
1. Access to university (per 100 19-year-olds in Emilia-Romagna)	42.7	28.8	35.5
2. Programme continuation in 2nd year (%)	84.3	83.0	83.7
3. Continuation of studies after a first cycle degree (%)	64.5	71.7	67.5
4. Access to PhD programmes (per 1,000 graduates from second cycle/single cycle degree programmes in Italy)	4.2	5.9	4.9
HORIZONTAL SEGREGATION BY FIELD OF STUDY (STEM Area)			
5. Degree programmes (%)	16.7	41.0	27.0
6. PhD programmes (%)	44.1	62.4	53.2
7. Teachers (%)	38.0	47.4	43.6

DOMAIN Aspect	% (or per capita) Women	% (or per capita) Men	% (or per capita) Total
ACADEMIC/PROFESSIONAL CAREER AT THE UNIVERSITY			
8. Full Professors (per 100 teachers)	20.8	32.7	27.8
9. Managers/EP (per 100 Managers and TA) •	5.7	6.5	6.0
RESEARCH			
10. Supervisors of competitive research projects with payments (per 100 teachers) $ullet$	27.3	29.4	28.5
11. Amount of funding for competitive research projects*•	49.9	50.0	49.9
12. Teachers with a 'good number' of publications (per 100 teachers) $ullet$	43.1	44.7	44.]
INTERNATIONAL DIMENSION			
13. Studying abroad – outgoing mobility (per 100 students)	5.2	3.5	4.5
14. Teachers with international publications (per 100 teachers) $ullet$	57.0	57.5	57.3
UNIVERSITY GOVERNING BODIES AND SENIOR POSITIONS			
15. Members of Bodies – Students (per 10,000 students) •	4.8	4.5	4.7
16. Member of Bodies – Teachers (per 100 teachers) •	2.4	2.0	2.2
17. School Deans, Campus Coordinators and Heads of Department (per 100 Full Professors) $ullet$	3.8	5.4	4.9
18. Member of Bodies – TA Staff (per 1,000 TA) •	7.3	13.0	9.2

DOMAIN Aspect	% (or per capita) Women	% (or per capita) Men	% (or per capita) Total
ACADEMIC SUCCESS (degree programmes)			
19. University educational credits earned (CFUs per capita)	45.2	42.6	44.1
20. Average exam mark (% students with high marks**)	51.5	46.3	49.3
LABOUR MARKET FOR GRADUATES 5 years after graduation			
21. Employed (%)	88.0	90.0	88.9
22. Use of the skills acquired with the degree (per 100 employed graduates) $ullet$	61.6	63.0	62.2
23. Employed part time (per 100 employed graduates) 🔽	8.2	5.1	6.9
24. Remuneration (over € 1,750 net per month ^{***}) (per 100 employed graduates)	32.0	50.8	40.0
CAREGIVING RESPONSIBILITIES (TA Staff)			
25. Days off due to caregiving responsibilities (per capita)	6.1	2.3	4.7

V 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 teachers who received payments above the median in 2023 in the respective CUN Area, calculated with reference to all supervisors of projects with payments in 2023.

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

*** For remuneration, see note 20 in this Section.

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

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

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

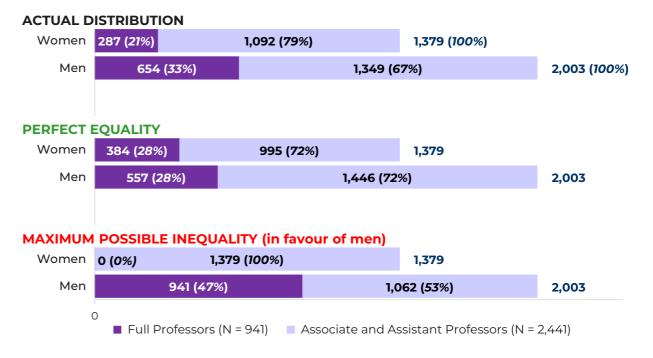
From now on, the elementary score will be indicated as the 'percentage of the maximum possible inequality', since its value:

- is 0 in the case of perfect gender equality;
- is 100 in the case of maximum possible inequality between men and women;
- grows as inequality increases.

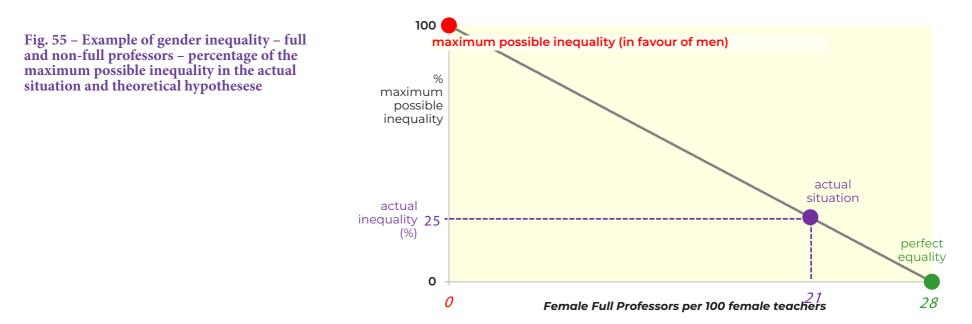
To explain the meaning of the percentage of the maximum possible inequality, we can consider the example of vertical segregation of teaching staff (Full Professors on the one hand, Associate and Assistant Professors on the other).

In 2023, the University employed 3,382 tenured professors, including 1,379 women and 2,003 men; 941 of them were Full Professors, while 2,441 were Associate and Assistant Professors. In the actual situation, Full Professors are 21% of female teachers (287 out of 1,379) and 33% of male teachers (654 out of 2,003). As shown in **Fig. 54**, if perfect gender equality were to occur, 384 women and 557 men would be Full Professors, so that the percentage of Full Professors is the same for both genders (28%). In that case, the percentage of the maximum possible inequality would be null; as such, gender and role (Full/non-Full Professor) would be *statistically independent*. On the other hand, if the maximum possible inequality were to occur for women, all 941 Full Professors would be men and the inequality would be 100%.

Fig. 54 – Example of gender inequality - full and non-full professors - actual and theoretical distribution



If the percentage of the maximum possible inequality is a linear function of the percentage of female Full Professors per 100 female teachers, the actual distribution by gender and role – where 21 out of 100 women are Full Professors – results in an inequality of 25% of the maximum possible, as derived from Fig. 55¹⁸



If all 941 Full Professor positions were to be assigned to women, we would be in a situation of maximum possible inequality in favour of women. As a matter of fact, maximum inequality may be either in favour of men or of women. In calculating the scores for the 25 aspects considered, we looked at the maximum possible inequality in favour of the advantaged gender.

After calculating, for each aspect, the percentage of the maximum possible inequality in favour of men, the measure of the *overall inequality in favour of men* (also expressed as a percentage) is obtained as the average value of such individual inequalities (where, in the case of female advantage, inequality in favour of men is equal to zero). Likewise, we can calculate the *overall inequality in favour of women*. The University Gender Inequality Index (UGII) of the University of Bologna is the sum of these two overall inequalities; its value ranges between 0 (perfect gender balance across all aspects) and 100 (maximum possible global inequality).

¹⁸ The percentage of the maximum possible inequality is closely related to *Cramer's V* index, which derives from the *Chi-square* calculation and measures the 'intensity' of the statistical association between two variables. As a matter of fact, given a 2 x 2 distribution with fixed marginal distributions, as the size of internal cells varies the ratio of the two indices remains unchanged. The two criteria differ in terms of the situation of maximum inequality taken as a reference. In the V index, *perfect dependency* is the extreme case (in our example: all Full Professors should be men and all non-Full Professors women), while the percentage of maximum possible inequality is the maximum inequality that can be achieved given the size of the two marginal distributions. This inequality also occurs where there are no women among Full Professors but there are men among non-Full Professors.

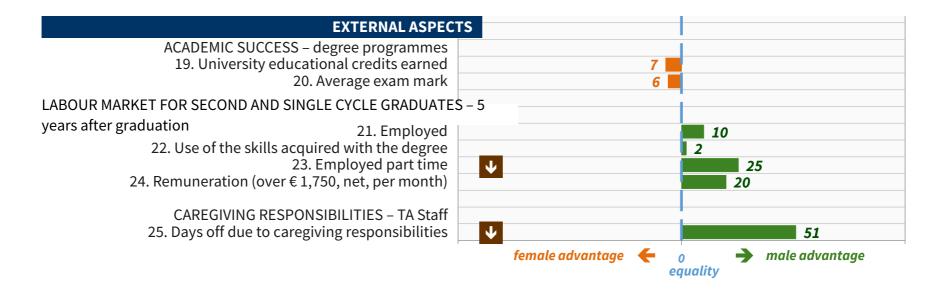


5.2 MAIN RESULTS

The results for the 25 aspects taken into account – expressed as a percentage of the maximum possible inequality – and the final index (UGII) are presented in **Fig. 56**, while **Fig. 57** shows the time series for the most recent five-year period and, where available, the comparison with the national figure.

Fig. 56 – Gender inequality at the University of Bologna (2023): percentage of the maximum possible inequality*

INTERNAL ASPECT	TS I I I I I I I I I I I I I I I I I I I
EDUCATION	
1. Access to university	19
2. Programme continuation in 2nd year	3
3. Continuation of studies after a first cycle degree	13
4. Access to PhD programmes	15
	15
HORIZONTAL SEGREGATION BY FIELD OF STUDY (STEM Area)	
5. Degree programmes	38
6. PhD programmes	19
7. Teachers	13
7. Teachers	13
ACADEMIC/PROFESSIONAL CAREER AT THE UNIVERSITY	
8. Full Professional CAREER AT THE UNIVERSITY	
	25
9. Managers/EP	5
RESEARCH	
10. Supervisors of competitive research projects with	
11. Amount of funding for competitive research projects	0
12. Teachers with a 'good number' of publications	2
INTERNATIONAL DIMENSION	
13. Studying abroad – outgoing mobility	22
14. Teachers with international publications	1
UNIVERSITY GOVERNING BODIES AND SENIOR POSITIONS	
15. Member of Bodies – Students	4
16. Member of Bodies – Teachers	7
17. School Deans, Campus Coordinators and Heads of	
18. Member of Bodies – TA Staff	21





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

* Due to the rounding effect, the sum of the two overall inequality values shown, i.e. 3.1 (female) and 9.9 (male), is not equal to the total UGII (12.9).

In the early stages of their careers at the University of Bologna and, in general, within the Italian university system, women tend to invest more in their education than their male counterparts. The number of students enrolled in the 1st year at the University of Bologna compared to the potential population (for the sake of convenience, nineteen-year-olds resident in Emilia-Romagna), which is markedly higher for women than for men, corresponds to a female advantage equal to 19% of the maximum possible inequality (aspect 1). This trend has grown in the last five years (2019/20-2023/24) and Bologna essentially reflects the situation of the Italian university system as a whole. In their second year, 83.7% of students continue their studies in the same degree programme as that in which they originally enrolled, while 16.3% drop out or transfer to a different programme or university; 84.3% of female students and 83% of male students continue their studies, with a slight inequality in favour of women corresponding to 3% 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 2022/23 cohort, at the end of the 1st year, the advantage was equal to 7% and 6% of the maximum theoretical inequality, respectively ¹⁹. Additionally, women participate more in exchange programmes abroad (aspect 13), with an inequality of 22%.

The scenario changes from the second level of university studies. Firstly, male graduates move on more frequently than female graduates from a first cycle to a second cycle degree programme (aspect 3); the difference (72% for men, 64% for women) corresponds to 13% of the maximum inequality. Again, this is not only the case with the University of Bologna, but reflects a national trend that has persisted 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 2023), the frequency of access to PhD programmes in 2023/24 (5.9 per 1,000 for men, 4.2 for women) corresponds to 15% of the maximum inequality – i.e. similar to the national figure for 2022/23 (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 2023/24), STEM students are 41.0% of men and only 16.7% of women, with a gender gap equal to 38% of the maximum possible (aspect 5). In the national university system, inequality is less pronounced (29%): this is partly due to the fact that in the STEM subjects in which the female presence is higher – 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 figure.

The inequality by subject area moves in the same direction – albeit less significantly – also in relation to access to PhD programmes (aspect 6): in 2023/24, inequality was recorded at 19%. Among teachers, segregation related to STEM subjects is even weaker – inequality falls to 13% of the maximum value, a result that reflects the national scenario (aspect 7).

¹⁹ Since gender differences in terms of success in studies already arise before accessing university, aspects 19 (university educational credits earned) and 20 (average exam mark) are deemed *external* factors and consequently are not included in the calculation of the overall UGII.

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 teachers, Full Professors are 32.7% of men and only 20.8% of women (aspect 8); the resulting inequality, which is worth 25% of the maximum possible gap, is below that of the overall Italian university system, showing slow signs of 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).

The Research domain has essentially achieved gender balance. The dimension of male advantage accounts for 4% of the maximum possible in terms of allocation of funded research projects (aspect 10), is null in terms of amount of funding (aspect 11), and is only 2% in terms of number of publications (aspect 12).

The analysis of the University Governing Bodies and senior positions domain is particularly interesting. In 2023, overall, there were 24 women and 17 men among the 41 members of the University Governing Bodies that students are entitled to join – namely the Student Council, Academic Senate and Board of Governors (aspect 15). Since this proportion reflects the numerical ratio of students, a good balance was achieved in 2023 (the inequality, in favour of women, is only 4%), while men clearly prevailed in the previous four years. As far as teachers are concerned, the gender inequality is still evident – 22% of the maximum possible – as regards the roles of School Deans, Campus Coordinators and Heads of Department (aspect 17), whereas, with regard to the University Governing Bodies (aspect 16), the inequality was rather moderate in the five-year period 2019-2023 and, in 2021, it went from being in favour of men to being in favour of women (8% in 2021, 5% in 2022 and 7% in 2023). Finally, having regard to the participation of Professional Staff in the University Governing Bodies, there is a male advantage of 21% compared to 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 measured but does not contribute to the overall University index (UGII).

In order to analyse the labour market, we considered the employment status of 2018 second-level graduates (from second and single cycle degree programmes), interviewed in 2023, five years after graduation. Among University graduates, men are more likely than women to be employed (aspect 21) – 10% of the maximum possible inequality; the gap, however, is smaller than that at a national level (18%). As a rule, when employed, men earn more – with a gender gap that is worth 20% of the maximum possible at the University of Bologna and 23% in the Italian university system as a whole²⁰(aspect 24). Moreover, part-time work (aspect 23) is an alternative especially for women, involving 8.2% of employed female graduates and only 5.1% of employed male graduates – i.e. a gap equivalent to 25% of the maximum possible, which reaches 41% at a national level. Only with regard to the use of the skills acquired with the degree (aspect 22), gender differences are limited.

²⁰ Graduates answered the question about remuneration by indicating the '€ 250 interval' to which they belong. They are divided into two categories depending on whether their earnings are higher or lower than the median interval of overall earnings. In 2019 and 2020, the median interval of reference was € 1,250-1,500; since 2021, the median interval of reference was € 1,500-1,750.

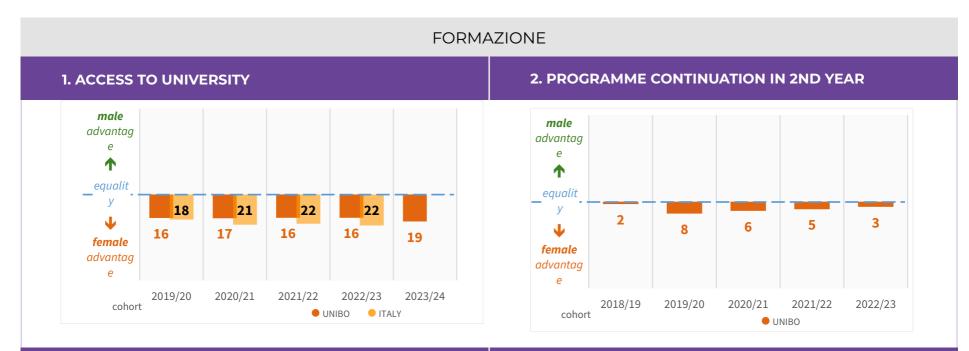
As a matter of fact, women have much more caregiving responsibilities than men. In the analysis of gender inequality, this issue can be noted, in particular, by looking at the number of days off taken by Professional Staff to provide care and assistance to others – sick child leave or leave pursuant to Law 104, maternity/paternity leave and mandatory or voluntary parental leave (aspect 25). The per capita days taken off by women at the University of Bologna are almost three times those taken off by men (6.1 versus 2.3) and the level of inequality reaches 51% of the maximum possible value. Of course, gender inequality in caregiving responsibilities can affect not only the Professional Staff, but the student population and Teaching Staff too.

The results found for the 18 external aspects considered in 2023 show that the University of Bologna has an overall inequality in favour of men of 9.9% and in favour of women of 3.1% of the theoretical maximum. The sum of the two inequalities, that is, the UGII, shows that 12.9% of the maximum possible disparity has materialised, which means that the path to closing the gap has continued non-stop since 2020.

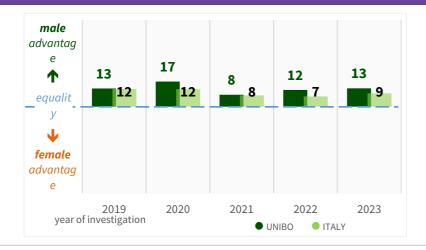
To sum up, 7 out of the 25 aspects considered in this general analysis show a strong inequality in favour of men in 2023. Four of them are external aspects – segregation by field of study (STEM), which is stable both at the University of Bologna and in the national context, the disparity of roles among teachers, which is slowly but constantly reducing over time, and the presence of teachers in senior positions within Schools, Campuses and Departments and of professional staff in the University Governing Bodies. The remaining three aspects in which women are strongly disadvantaged are external factors – remuneration, part-time work and caregiving responsibilities. Two aspects, on the other hand, are clearly unbalanced in favour of women – access to university and participation in mobility programmes abroad.

Satisfactory results that are worth noting include a virtual absence of inequality as regards funded competitive research projects for the Teaching Staff and the access to senior and management positions for the Professional Staff. In the labour market for graduates, a positive aspect is the gender balance in the extent to which the skills acquired with the degree are utilised.

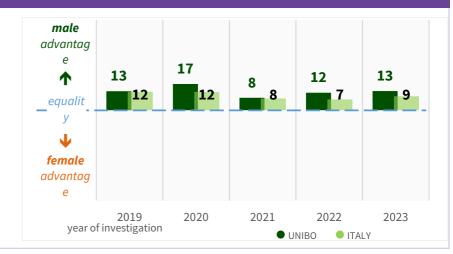
Fig. 57 – Percentage of the maximum possible inequality: University of Bologna/Italy comparison (2019-2023)



3. CONTINUATION OF STUDIES AFTER A FIRST CYCLE DEGREE

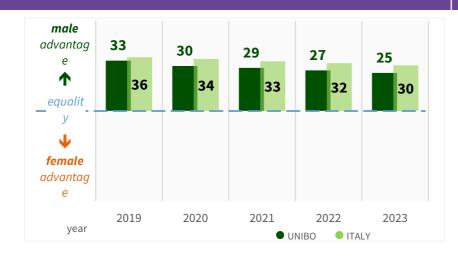


4. ACCESS TO PHD PROGRAMMES

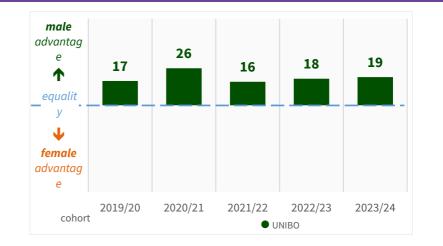


HORIZONTAL SEGREGATION BY FIELD OF STUDY (STEM AREA)

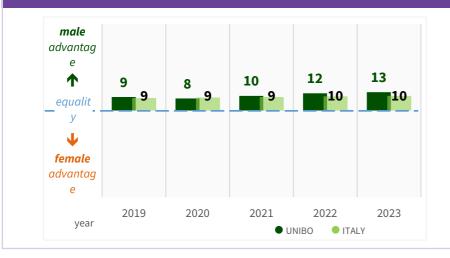
5. DEGREE PROGRAMMES



6. PHD PROGRAMMES

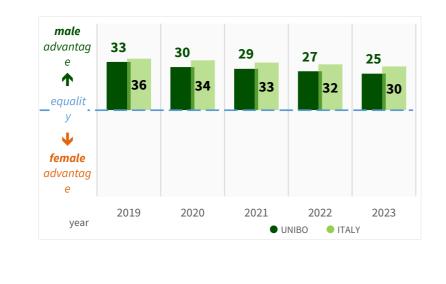


7. TEACHERS

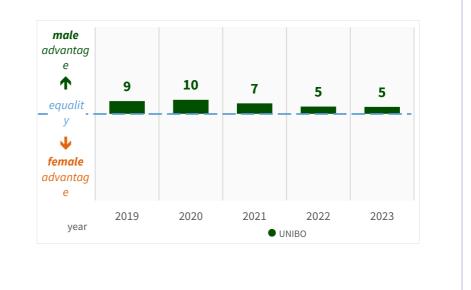


ACADEMIC/PROFESSIONAL CAREER AT THE UNIVERSITY

8. FULL PROFESSORS

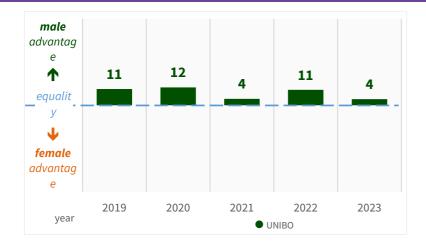


9. MANAGERS/EP



RESEARCH

10. SUPERVISORS OF COMPETITIVE RESEARCH PROJECTS WITH PAYMENTS



12. TEACHERS WITH A 'GOOD NUMBER' OF PUBLICATIONS



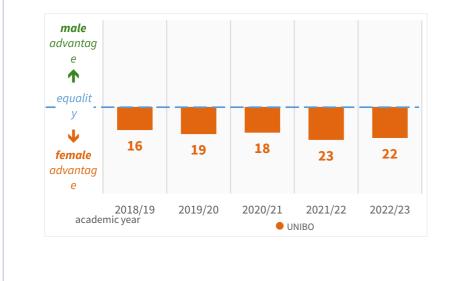
11. AMOUNT OF FUNDING FOR COMPETITIVE RESEARCH PROJECTS

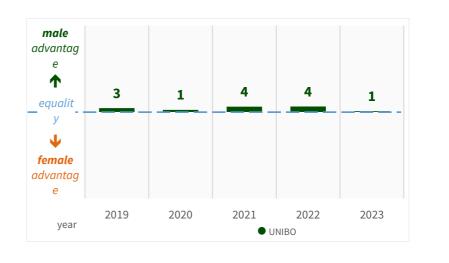


INTERNATIONAL DIMENSION

13. STUDYING ABROAD - OUTGOING MOBILITY

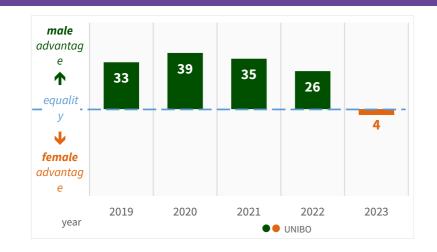
14. TEACHERS WITH INTERNATIONAL PUBLICATIONS



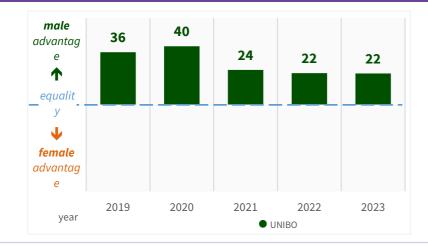


UNIVERSITY GOVERNING BODIES AND SENIOR POSITIONS

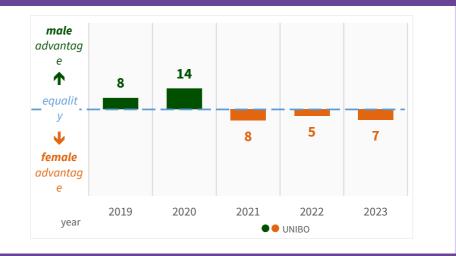
15. MEMBER OF BODIES – STUDENTS



17. SCHOOL DEANS, CAMPUS COORDINATORS AND HEADS OF DEPARTMENT



16. MEMBER OF BODIES – TEACHERS



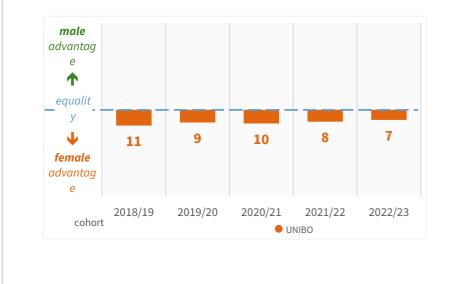
18. MEMBER OF BODIES - TA STAFF

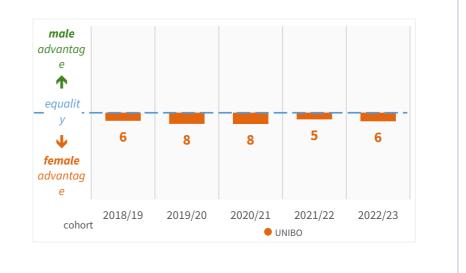


ACADEMIC SUCCESS - DEGREE PROGRAMMES

19. UNIVERSITY EDUCATIONAL CREDITS EARNED

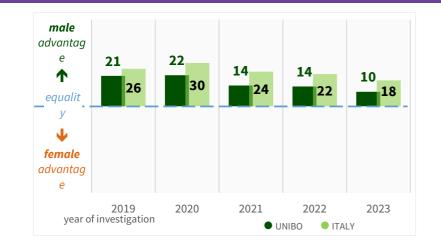
20. AVERAGE EXAM MARK



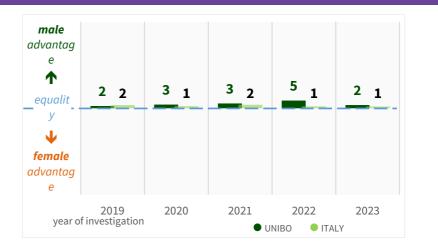


LABOUR MARKET FOR SECOND AND SINGLE CYCLE GRADUATES - 5 YEARS AFTER GRADUATION

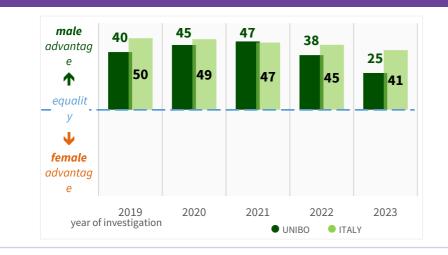
21. EMPLOYED



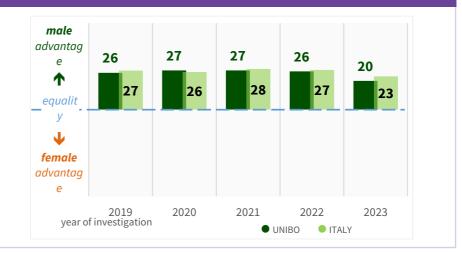
22. USE OF THE SKILLS ACQUIRED WITH THE DEGREE

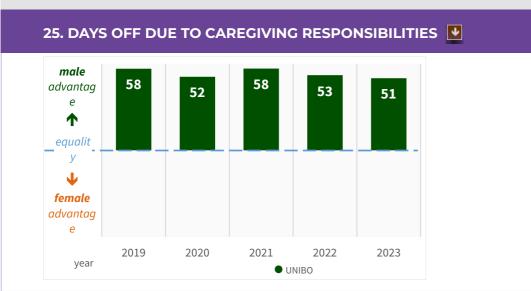


23. EMPLOYED PART TIME 🚺



24. REMUNERATION





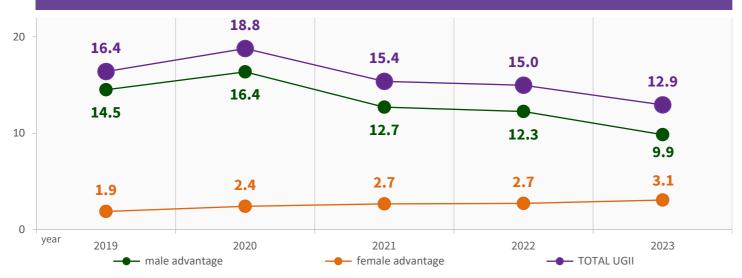
CAREGIVING RESPONSIBILITIES – TA STAFF

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)

UGII (UNIVERSITY GENDER INEQUALITY INDEX)





ANNEXES

ACCUSE OF

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ACRONYMS USED

Acronimo	Definizione
A.Y.	Academic Year
AdDU	University of Bologna Women Teachers' 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
D.P.R.	Presidential Decree
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

Acronimo	Definizione
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
RTT	Tenure-track 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

Grades in the She Figures* Report classification and Research Staff roles

Grade	National classification
А	Full Professor
В	Associate Professor
С	Assistant Professor
D	Research Fellow

* See [EU – Directorate-General for Research and Innovation, 2021].

Levels in the International Standard Classification of Education (ISCED 2011)^{*} and levels in national degree programmes and PhD programmes

ISCED 2011 (Levels 6-8)	National classification
ISCED 6	Student – First cycle degree programme
ISCED 7	Student – Second cycle or single cycle degree programme
ISCED 8	PhD Student

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

Levels in the ISCED97* classification and Professional Staff categories in the University National Collective Bargaining Agreement

ISCED97 Levels 5 and 6	Classification in the University National Collective Bargaining Agreement
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 stst	Cat. EP
School Level Management	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 various categories.

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