



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA

GENDER EQUALITY REPORT | 2021



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FOREWORD



This is my first time presenting the Gender Equality Report: a valuable document whose previous editions I am familiar with. It has helped me to understand the complexities of our academic community, which are manifested in the differences that distinguish it and in the discrepancies that still run through it. Both before and after my election, it has served as a guide in calibrating the programmes, objectives and actions needed to bring about a fairer future for our University and all of its components.

Hence, mostly as an attentive and involved reader, I will draw inspiration from this document for my immediate and future actions. Firstly, I would like to thank Professor Benedetta Siboni, Chair of the CUG until November 2021, for doing an excellent job with past years' reports, together with all the other members of a Committee whose efforts to promote equal opportunities and actively reduce inequalities have been concrete, resolute and effective, as this Report and the many initiatives and positive actions it presents can prove. I would also like to thank the outgoing members of the University Governing Bodies, especially Vice Rector Chiara Elefante, Delegate for Equal Opportunities Rita Monticelli, and Delegate for Employee Well-Being Tullia Gallina Toschi, who have worked towards making reduction of inequalities and respect for diversity two key and founding pillars of the Alma Mater mission, as well as of our shared growth. The work completed so far has led to us being among the first Italian universities to draft a Gender Equality Plan (GEP 2017-2020, deriving from the European Plotina project) as required by the European Union, and among the first to implement the actions provided for in the new Plan 2021-2024, which are illustrated in the 2021 Report, and which we hope will have a significant and measurable impact as of the next reporting cycle.

We will continue to seek reducing inequalities and enhancing policies that respect diversity together with all the members of the recently appointed CUG and with its Chair, Professor Martina Vincieri: I would like to thank her for the care and attention given in preparing this latest Report, along with Executive Support Services – Planning and Evaluation Support Unit – and the Scientific Committee. And we will continue to pursue those goals together with all the members of the University Governing Bodies, Vice Rector for Personnel Giorgio Bellettini, Delegate for Employee Well-Being Paola Villano, and Professor Cristina Demaria, who holds a new delegate position to combat inequalities and fight against gender discrimination, but also social class and income discrimination,

cultural and religious discrimination, (dis)ability discrimination, and all forms of discrimination against what makes us unique. The creation of this delegate position and of its working group stems from our desire to treat gender equality as a political theme and one that requires a shared and collective commitment, by understanding it in a broader sense in order to be able to hear, assess and most of all tackle all aspects that make our staying together more inclusive.

We will have to continue discussing many of these aspects with our colleagues that for a long time have been organising courses, research projects and centres, holding initiatives, and acting to strengthen a shared culture of gender and respect for diversity – in doing so, they have built a capital that we need to reinforce, expand, and enhance and share even more.

However, there is still much to do to raise everyone's awareness – students, professional and teaching staff, women and most of all men – and convert it into active consciousness, able to dismantle prejudice, attitudes and behaviours that to this day prevent us from achieving a significant reduction of inequalities: as a matter of fact, according to the index of the European Institute for Gender Equality (EIGE), our country still occupies the 14th position for gender equality, out of the 27 EU countries.

In any case, the data of the 2021 Gender Equality Report show a slight improvement which, while not yet sufficient to claim that significant progress is being made, is encouraging enough to indicate that we are on the right path. We need a change of pace to achieve a significant reduction of global inequalities, a different gender balance – for instance, starting from student representatives within the Degree Programme Boards, Department Boards and University Governing Bodies. We need to act, in concert with high schools, when pupils are starting to think about university and careers, in order that the distribution by gender and by subject of students does not always confirm the ingrained perceptions of degree programmes, i.e. greater presence of male students in STEM degrees and a prevalence of female students in humanities. And we need to dismantle the arguments that have an impact on the choice of a certain degree programme and inevitably affect the career and pay gap that many young women have to face when they are hired – often in precarious jobs, their talent and skills being equal to, if not better than, those of their male counterparts.

This phenomenon of ‘horizontal segregation’, which is once again confirmed in the 2021 Gender Equality Report, is accompanied by a discrepancy in the distribution of teaching and research staff: when ascending through the ranks and in a proportional manner across the various areas, the number of women tends to decrease. This indicates that, like other institutions, our University too suffers from ‘vertical segregation’ and the ‘glass ceiling’, phenomena that are sadly all too familiar and that are clearly evident among teaching and research staff and, to a lesser degree, among Professional Staff (TA), Foreign Language Assistants and Foreign Language Instructors (CEL). We are not impervious to the effect of the so-called ‘leaky pipeline’ either, whereby the percentage of women drastically falls at the different levels – from bachelor degrees, to PhD programmes, and up to teacher level.

Our University, like the society around us, is still interwoven with problems and inequalities between men and women due to certain external or exogenous aspects (such as the success of some in their studies, the characteristics of the labour market, the caregiving responsibilities assumed by women later on), but most of all to internal or endogenous aspects, which affect the degree programmes, the institutional bodies and senior positions, and the academic and professional career. However, Alma Mater, more than other institutions, has the task of educating and of developing the tools and critical knowledge to address the challenge of inclusion as an objective of personal growth and development. It must also assume responsibility for the impact that said objective, if effectively pursued, may have on the community, on the life of citizens and of the professionals that we train, on the relationships that we build, as well as on and for the sustainability of our shared future.

One last comment in memory of Emma Pezemo, our student and a victim of femicide in early May 2021. The 2021 Gender Equality Report mentions the Degree in Memoriam that our Board of Governors has awarded to her and the lecture hall named after her at the Department of Sociology and Business Law where she studied. In the early months of 2022, other events have been held in her memory, because the case of Emma, as national statistics reveal, is a chapter in an even sadder story.

There have been moments of reflection that have allowed us to reiterate the guiding principles of our community, committed to teaching, research and training, but placed in a wider, complex and ever-changing social context, and open to the changes and challenges of the present times, first and foremost that highlighted in the 2021 Gender Equality Report – to reduce inequalities, fight unfairness and build an integrated approach to sustainability.

Giovanni Molari
Rector

Alma Mater Studiorum – Università di Bologna



INTRODUCTION



The seventh edition of the Gender Equality Report of the University of Bologna encapsulates the recent debate and growing awareness about phenomena of segregation and gender discrimination, and their impact on the realisation of equal opportunities both within our University and at a country level. The figures presented allow to bring into focus the strengths and criticalities of our institution, thus making the Gender Equality Report a strategic document that stimulates reflection on the possible positive actions to implement, on the one hand, and a map from which to start to draw a path towards full gender equality for all the members of the University community – students, teaching and professional staff – on the other.

The results presented in this document, which refer to year 2021, are in line with the trends already emerged in previous editions. Consistently with the national trend, at our University, vertical segregation among the teaching staff (i.e. the likelihood of achieving senior positions in a career) is gradually, yet slowly diminishing, while horizontal segregation (i.e. varying concentrations of male and female students and teachers in certain fields of knowledge) remains. The University Gender Inequality Index of the University of Bologna shows an overall reduction in gender inequalities, with a value of 15.7% of the maximum possible disparity. The value has decreased compared to 2020, reaching the lowest overall inequality level since 2017, the first year when the index was calculated. The main criticality that emerges is the same for both teaching and professional staff – women are more likely to take days off for maternity leave, parental leave and to care for sick children, which means that the role of caregivers is still a prerogative of women. These figures point out the need for a well-structured debate on how the caregiving responsibilities assumed by women can be acknowledged and what strategies are the best to support their careers, up to the key issue of going from awareness to action.

This edition of the Gender Equality Report also marks the passing of the baton to the new CUG which, following in the footsteps of its valuable predecessor, intends to act in continuity with what has been done so far, with a view to further increasing the awareness and attention for equal career opportunities for teaching and professional staff and students. It should be noted, however, that we have gone from a diagnostic phase, in which we needed to call the attention of the entire community to the ways in which gender inequality can materialise, to a treatment phase, in which we need to strive to influence our reality, instigating a deep, cross-cutting and long-lasting change.

To conclude, the new CUG would like to sincerely thank Professor Benedetta Siboni and all the members of the outgoing Committee for paving the way for and institutionalising this invaluable work. Once again, our sincere appreciation to the Planning and Evaluation Support Unit of the University, which continues to collect and analyse the data published in the Gender Equality Report with great dedication. Finally, in hoping that this document will stimulate reflection and change, we would like to thank all of those who will read it.

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

METHODOLOGICAL NOTE



From a regulatory and/or prescriptive perspective, the drafting of a Gender Equality Report is recommended by a Directive of the Italian Ministry for Equal Opportunities (2007)¹, with a view to promoting a corporate culture in public administrations that acknowledges the contributions of both women and men. The Gender Equality Report is meant to document how much of and which items in the budget of a public administration are intended for women only, for men only, and for both. Furthermore, the Gender Equality Report is envisaged within the broader cycle of performance of public administrations³. Finally, in 2019, the Gender Equality Committee of the Conference of Italian University Rectors (CRUI) published the Guidelines for Italian universities to draft the Gender Equality Report³.

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

Said analysis highlights any areas of imbalance with a view to devising actions aimed at removing the obstacles to achieving equal opportunities in the university work and study environments and to enabling continuous monitoring of the effects of the policies, measures and positive actions adopted by the University in this regard. The Gender Equality Report, to be read in conjunction with the Social Responsibility Report⁴, is also linked to the goals of the United Nations 2030 Agenda, which Alma Mater implements by publishing a Strategic Plan and preparing a Report on U.N. Sustainable Development Goals.

The contents of this Gender Equality Report are consistent with those of previous years, thus allowing comparison of the University's performance over time. In line with previous editions, the document comprises 5 sections. The first section deals with regulatory issues and the role of bodies in charge of the promotion of equal opportunities. The second section provides a summary of the 2018-2021 Positive Action Plan prepared by the CUG. The third section presents the gender composition at Alma Mater – University of Bologna. The fourth section describes the financial investment made by the University to promote equal opportunities. Lastly, the fifth section illustrates the UGII – University Gender Inequality Index and the relative results in relation to the reporting year.

The figures presented in the Gender Equality Report were collected and processed between March and May 2022. Quantitative data are sourced from the database maintained by the Alma Mater's management systems. Qualitative data come from institutional documents (Statute, Regulations, Positive Action Plan, CUG Reports, etc.) available on the University of Bologna website. The period of reference for the reporting is the 2021 calendar year.

The final document was presented as an Annex to the University 2021 Performance Report, approved at the meeting of the Board of Governors held on 28 June 2022.



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

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

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

3. Gruppo CRUI per il Bilancio di Genere (2019, ed.), *Linee guida per il Bilancio di Genere negli Atenei italiani*, Fondazione CRUI.

4. The Social Responsibility Report is available at this [link](#).

MEMBERS AND POSITION		ROLE PLAYED IN THE DRAFTING OF THE GENDER EQUALITY REPORT*
Organising Body	CUG	Organiser
Scientific Committee	Giovanni Molari, Rector Cristina Demaria, Delegate for Equity, Inclusion and Diversity Giorgio Bellettini, Vice Rector for Personnel Martina Vincieri, Chair of the CUG Rebecca L. Orelli, Delegate for Budget and Planning Natalia Montinari, Associate Professor Paolo Luciano Adalberto Manasse, Full Professor Cristian Balducci, Associate Professor Sabrina Gigli, Associate Professor	Management and supervision of the overall project
Operating Committee	Sabrina Luccarini, Director General Fabio Cumella, Anna Rita D'Archi, Alessandra Leone, Gian Piero Mignoli, Luca Ramazzotti, Nicola Reale, Anja Riceputi, Camilla Valentini, SSRD – Planning and Evaluation Support Unit	Coordination of data collection, analysis and processing, document editing
	Mirella Cerato, Vincenza Ferraro, Alex Rinaldi, Silvia Zaghetto, SSRD – Communication Unit – Graphic Design Office for Communication	Graphic design and artwork
	Alice Corradi, APOS Manager – Personnel Division Anna Zurla, APOS – Personnel Information and Document Systems Unit Elena Bacchetti, Sabrina Pogliani, APOS – Organisational Development and Training Unit Costanza Mandich, APOS – Induction and Professional Development Unit	Data and text processing support

* Contact: cug@unibo.it



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



1.1 REGULATIONS, STATUTE AND CODE OF ETHICS AND BEHAVIOUR

The University guidelines on discrimination, gender equality and the promotion of equal opportunities are based on a set of international, European and internal sources. Internationally speaking, the principle of ending discrimination, notably on the basis of gender, is enshrined in the Convention on the Elimination of All Forms of Discrimination against Women (United Nations, 1979), ratified by Italy in 1985, through the adoption of all appropriate measures for the elimination of discrimination and the affirmation of the principle of equality. The obligations inherent to Italy's membership in the European Union are of paramount importance, in addition to the requirements the country must comply with by virtue of its membership in the Council of Europe (in particular, adherence to the European Convention for the Protection of Human Rights and Fundamental Freedoms, whose Art. 14 affirms the prohibition of discrimination based on, among other things, sex). The Treaty on European Union (Lisbon, 2009) explicitly states that the Union is founded on the values of respect for human dignity and equality (Art. 2) and fights social exclusion and discrimination, pursuing equality between women and men (Art. 3). The Treaty on the Functioning of the European Union ensures that gender equality is included as a factor in all Union activities (Art. 8) and gives the Council the power to take measures to fight discrimination based, inter alia, on sex (Art. 19); action by Member States is promoted in a variety of sectors and, in particular, in matter of equality between men and women with regard to labour market opportunities and treatment in the workplace (Art. 153). Declaration no. 19 attached to the Treaty of Lisbon states that both Union and Member States are "to fight against all forms of domestic violence" and "to support and protect victims". The Charter of Fundamental Rights of the European Union, adopted in 2007, incorporates the same principles (Arts. 20 and 21), adding that "equality between women and men must be ensured in all areas, including employment, work and pay", including through the adoption of "measures providing for specific advantages in favour of the underrepresented

sex" (Art. 23). In this regard, the EU has adopted a series of measures to be implemented by its Member States, including: Directive 79/7/EEC of 19 December 1978, which requires the gradual implementation of the principle of equal treatment between men and women in the field of social security; Directive 92/85/EEC of 19 October 1992, introducing measures to improve the workplace safety and health of pregnant workers and new or breastfeeding mothers; Directive 2004/113/EC of 13 December 2004, implementing the principle of equal treatment for men and women with regard to access to goods and services and their provision; Directive 2006/54/EC of 5 July 2006, on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation; Directive 2010/41/CE of 7 July 2010, on the application of the principle of equal treatment between men and women, engaged in an activity in a self-employed and the Directive 2019/1158/UE of 20 June 2019 on work-life balance for parents and carers and repealing Council Directive 2010/18/EU of 8 March 2010 and establishes minimum requirements aimed at achieving equality between men and women concerning labour market opportunities and treatment at work. In general, such measures prohibit direct discrimination, that is, discrimination explicitly based on sex; indirect discrimination, namely, measures which, although apparently neutral, produce the effect of disadvantaging workers of a given sex; and harassment, in reference to situations "where unwanted conduct related to the sex of a person occurs with the purpose or effect of violating the dignity of a person, and of creating an intimidating, hostile, degrading, humiliating or offensive environment" (see Art. 2, par. 1, section c, Directive 2006/54/EC).

The European Parliament, for its part, has underlined the importance of Gender Reports in order to assess the impact of budgetary policies, "incorporating a gender perspective at all levels of the budgetary procedure and reorganising revenue and expenditure with a view to promoting gender equality" (European Parliament resolution on gender budgeting – building public budgets from a gender perspective - 2002/2198).

The Italian Constitution establishes the principle of equality understood both in its form, as equality before the law, and substance, as the removal of obstacles

that, by limiting the freedom and equality of citizens, prevent the full development of people and the effective participation of workers in the country's political, economic and social organization (Art. 3, par. 1 and 2).

Furthermore, Art. 37 of the Constitution protects working women. In implementing this multilevel legislation, Italian lawmakers have adopted a wide range of measures, with those discussed below being particularly relevant. Italian Legislative Decree no. 165 of 30 March 2001, containing the "General rules on the regulation of workers employed in public administrations", establishes that public administrations guarantee respect for the principle of equality and equal opportunities between men and women, prohibiting all forms of discrimination, both direct and indirect, on the basis of gender and other characteristics, in relation to access to employment, treatment and working conditions, professional training, promotions and safety at work (Art. 7, par. 1). Law no. 246 of 28 November 2005, concerning the "Regulatory streamlining and reconfiguration", provides for the reorganization of current provisions, including those concerning equal opportunities (Art. 6) implemented by Legislative Decree no. 198 of 11 April 2006, namely the "Code of equal opportunities between men and women", as amended Legislative Decree no. 198/2006, and most recently amended by law n.162 of 5 November 2021, includes provisions on the subject of discrimination, equality and equal opportunities, among which is the drafting, by public administrations, of plans for positive action that "aim to ensure [...] the removal of obstacles that ultimately prevent equal employment opportunities and equality in the workplace between men and women" (Art. 42 et seq. and Art. 48 in particular).

Within the same perspective, Art. 21 of Law no. 183 of 4 November 2010 on what is called 'linked work' (Collegato lavoro in Italian) has modified Art. 57 of Legislative Decree no. 165 by instituting the Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non Discrimination at Work (CUG). On this basis, the Minister for Public Administration and Innovation and the Minister for Equal Opportunities have adopted the CUG Guidelines (Directive of 4 March 2011), which can be adjusted to the needs of the various administrations as required. Recently Directive n. 2/2019 containing "Measures to promote equal opportunities and empower CUG role in Public Administrations" has updated the guidelines of the Directive of 4 March 2011.

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

Consistent with the framework outlined above, the

University of Bologna conceives of equal opportunity policies "in a broad sense", not only in terms of gender differences, but also in terms of aspects related to inclusion in society and the workforce. In this regard, the main provisions are stated in the University Statute (Rector's Decree no. 1203 of 13 December 2011, modified and integrated with Rector's Decree no. 739 of 28 June 2017) and in the Code of Ethics and Behaviour (Rector's Decree no. 1408 of 1 October 2014) and in the Code of Conduct for the Prevention of Sexual and Moral Harassment (Rector's Decree no 611 of 22 May 2020).

Among its guiding principles, the Statute includes a specific provision on discrimination, equality and equal opportunities. Indeed, Art. 2.6 states that "a) The University undertakes to guarantee compliance with the constitutional principle of equal opportunities as it pertains to access to education, recruitment of staff, career advancement, and balanced gender representation for candidacies and University bodies, and for every other aspect of academic life. b) Through appropriate tools and initiatives, the University is committed to promoting sensitivity to issues and problems relating to equal opportunities, in order to generate widespread and shared awareness among all members of the university community".

The Statute also includes specific provisions to ensure equal opportunities University body candidates, including, in particular, the University Senate and the Board of Governors, and in the composition of other bodies, such as the Evaluation Group (Art. 9.3), the Student Council (Art. 11) and the Technical and Administrative Staff Council (Art. 12.4).

Furthermore, the Statute establishes the CUG, thus implementing national legislation (Art. 14). Finally, the Rector has established the figure of the Confidential Counsellor, whose task is to prevent, manage and facilitate solutions in cases of discrimination, harassment and mobbing, including in cooperation with the CUG. The Code of Ethics and Behaviour is a reference tool for the ethical governance of the internal and external University relations. With this in mind, it identifies the fundamental values of the entire University community, promotes the recognition and respect of individual rights and freedoms, specifies ethical and social duties and responsibilities towards applicable institutions and defines the rules of conduct to be adopted in interactions with those who directly or indirectly come into contact with the University, including the rejection of any form of both direct and indirect discrimination, the promotion of equal opportunities, and the fight against sexual and moral harassment, any form of nepotism and favouritism, and the abuse of office in internal and external relations. More specifically, Section III of the Code implements Presidential Decree no. 62 of 16 April 2013, regarding the adoption of the Code of Conduct for Civil Servants, defining the behavioural obligations related to service activities, which, to the extent possible,

are also applicable to those who work with or advise the University in any way; these provisions also extend to the collaborators of entities performing work at, or suppliers of goods or services to, the University, in the manner approved by the Board of Governors (Art. 2.4).

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

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



1.2 BODIES AND ROLES IN CHARGE OF THE PROMOTION OF EQUAL OPPORTUNITIES

GUARANTEE COMMITTEE FOR EQUAL OPPORTUNITIES, EMPLOYEE WELLBEING AND NON-DISCRIMINATION AT WORK – CUG

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

practices, developing cooperation agreements, initiatives and joint projects in specific areas.

In particular, within the responsibilities provided for by law and by the University Statute, the CUG may perform the following tasks:

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

CUG MEMBERS	2017/2021*	2021/2025***
Chair	Benedetta Siboni	Martina Vincieri
Staff Representatives	Valeria Guidoni, Maria Cristina Notarsanto**, Paolo Olivieri, Anna Pramstrahler, Chiara Sirk	Standing members: Cinzia Castelluccio, Roberta De Falchi, Chiara Sirk; Substitute members: Valentina Filippi, Valeria Guidoni, Jolanda Gigli.
University Representatives	Patrizia Manzo, Annachiara Rasi, Martina Vincieri, Francesco Saverio Violante	Standing members: Cristian Balducci (Vice Chair), Mara Casale; Substitute members: Paolo Manasse, Hilary Profeta, Natalia Montinari

* Members appointed by R.D. 1537/2017, Protocol no. 147118 of 22/11/2017 and R.D. 708/2018, Protocol no. 69940 of 14/05/2018.

** University of Modena and Reggio Emilia.

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

CONFIDENTIAL COUNSELLOR

Following entry into force of the Code of Conduct for the Prevention of Sexual and Moral Harassment (issued by R.D. 611/2020 of 22/05/2020), the Confidential Counsellor is appointed by the Academic Senate at the proposal of the Rector. This role is considered above the parties, and called upon to hear and engage in dialogue in support of the University community in matters of discrimination, sexual and moral harassment, mobbing, or failure to comply with the values and rules set forth in the University Code of Ethics and Conduct.

The Confidential Counsellor reports to the Rector. While the Confidential Counsellor is unable to take action in Court, he/she does have functional autonomy in the framework of his/her tasks; he/she also facilitates preventive actions and settlements. Finally, working together with the academic facilities, the Confidential Counsellor promotes a culture of gender and non-discrimination.

The Confidential Counsellor may draw on advice from experts when carrying out his/her functions. The Administration gives the Confidential Counsellor all useful information about the cases drawn to his/her attention.

All those who contact the Confidential Counsellor are entitled to the utmost confidentiality.

Since 23 November 2021, the position has been held by Professor Fiorella Giusberti; from 01 January 2019 to 31 October 2021, it was held by Professor Carla Faralli.

During the three years she has been in post, the Counsellor has seen over a hundred people, half of whom are professional and library staff, the other half being professors, assistant professors and research fellows. The reports from professional and library staff mainly concerned the organisation of work and relationships with their managers; those from professors, assistant professors and research fellows concerned relationships with (often more senior) colleagues and competitive selection procedures. Following the entry into force of the new code, i.e. since May 2020, she has also received some twenty reports from students.

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

VICE RECTOR FOR HUMAN RESOURCES, DELEGATE FOR EMPLOYEE WELL-BEING, DELEGATE FOR EQUAL OPPORTUNITIES, DELEGATE FOR EQUITY, INCLUSION AND DIVERSITY

The Rector has assigned the functions related to employee well-being and active policies for its quality, as well as those related to equal opportunities, to the Vice Rector for Human Resources, Professor Chiara Elefante. By virtue of the powers conferred upon her, the Vice Rector helps define the guidelines established by the Director General and the Rector Delegate in the Public Delegation for Supplementary Bargaining. The Vice Rector's functions concern:

- 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 different staff categories;
- definition of initiatives to implement equal opportunities and support staff with disabilities;
- design of work methods promoting work-life balance.

The Rector has delegated the tasks that concern employee well-being to Professor Tullia Gallina Toschi and those regarding the promotion of equal opportunities to Professor Rita Monticelli.

Since November 2021, when Professor Giovanni Molari became Rector, such functions have been held by the new Vice Rector for Personnel, Giorgio Bellettini, coordinating with the Delegate for Equity, Inclusion and Diversity, Cristina Demaria, and the Delegate for Employee Well-Being, Paola Villano. The delegate position for equal opportunities is now held by the Delegate for Equity, Inclusion and Diversity, in order to expand and enhance its scope of action towards increasingly more effective policies for social inclusion and respect of diversity. By virtue of the powers conferred upon him, the Vice Rector for Personnel also helps define the guidelines established by the Director General and the Rector Delegate in the Public Delegation for Supplementary Bargaining.

2. POSITIVE ACTION PLAN AND INITIATIVES IMPLEMENTED



2.1 THE POSITIVE ACTION PLAN⁵

The Positive Action Plan is a planning document aimed at introducing positive actions into organisational and work processes, related to the implementation of plans for redressing gender imbalances and unfairness between men and women working at a certain organisation. This tool, introduced by the Italian Government with Law 125/1991 and Legislative Decree 198/2006, is meant to rebalance the presence of women in activities and hierarchical positions where there is a gender gap of at least two-thirds (D.Lgs. 198/2006, Article 48, par. 1).

Prepared by the CUG and approved by the Alma Mater Board of Governors held on 29 May 2018, the University of Bologna 2018-2021 Positive Action Plan envisages measures with in three macro-areas, summarised as follows:

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

- *l'Empowerment*, with a view to helping people grow as individuals and accomplished professionals;
- Change, Relations and Resilience, providing useful tools for tackling changes in the workplace as both a challenge and an opportunity for professional growth, for developing the ability to adapt to new circumstances and for promoting a way to deal with colleagues that relies on non-violent communications and promotes employee well-being;
- Employee Well-Being, promoting lifestyles and eating habits that contribute to health in the workplace; Employee Inclusion, facilitating participation and recognising the contributions made by workers over the age of 50, those returning after lengthy leave of absence, and persons with disabilities.
- Awareness actions include the establishment of awards (at graduate and doctorate level and for cultural initiatives) relevant to the functions addressed by the Committee.

- **Measures to promote and protect equal opportunities and measures to promote internal and external networking, such as:**

- collection and analysis of disaggregated data by gender in order to prepare, disseminate and update the annual Alma Mater Gender Equality Report, as well as the proposal of indices for measuring gender balance at the University that facilitate benchmarking over time and among universities, all as part of the process of checking the current status and the progress made in the area of equal opportunities;
- collaboration to implement the measures in the University Gender Equality Plan, which proposes specific actions to improve gender equality;
- collaboration with other roles and facilities striving for the promotion of equal opportunities within University of Bologna, in order to implement actions that promote the concrete adoption of a language in institutional communications and on University forms that respects gender differences without eliminating them.

Furthermore, the CUG encourages the activation of new channels for discussion and the creation of synergies with other CUGs, working groups, other institutions and external organisations in Italy and abroad that are also working on equal opportunity matters.

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

The CUG encourages the publication of informative materials that raise the University staff's awareness of the available services and of the roles and facilities in charge of promoting equal opportunities, employee well-being and the work-life balance. The CUG also supports experimental initiatives designed to encourage healthy lifestyles and eating habits among the staff. Furthermore, it encourages the establishment of an award designed to collect proposals for projects that seek to enhance employee well-being within the University.

In addition, the Committee cooperates with other units involved in the various surveys that the University addresses at its personnel.

Besides, the CUG liaises with all institutional contacts within and outside Alma Mater, in order to create an active network covering the matters addressed by

5. Available in full at this page.

the Committee, and seeks to maintain and further implement good working practices within the University that promote an appropriate work-life balance.

These would include working from home, satellite workstations and incentives to use technology that minimises movement among the various buildings and

the five Campuses. Lastly, the CUG builds awareness about the adoption of good practices that improve time management at work, consistently with the need to achieve an appropriate work-life balance, such as suggestions in planning meeting timetables and using email outside of working hours.

2.2 ACTIVITIES CARRIED OUT IN 2021⁶

Training, awareness and communication activities

- Organisation of a cycle of online training seminars on Diversity delivered via Microsoft Teams. The cycle was aimed at all University staff, including non-permanent staff, of any level and role, with a view to discussing diversity and the enhancement of the peculiarities of each person and working group. The purpose was to ensure full participation of all working group members, so that the diversities, peculiarities and specificities of each one could represent a resource, rather than a barrier, in harmonising organisational performance and the well-being of the group and of individuals. The cycle was implemented in collaboration with teaching staff from various University Departments. The seminars covered the following topics: Towards an inclusive society: introduction to diversity management The responsibility of words: gender and the like; Diversity in the workplace: strategies for well-being and engagement.
- Organisation of a seminar to raise awareness about violence against women and femicide, with special focus on the COVID-19 pandemic period. The meeting, called “Crimini diseguali: storie di violenza maschile contro le donne prima e durante la pandemia” (Unequal crimes: stories of male violence against women before and during the pandemic), was organised together with the Vice Rector for Human Resources and the Delegate for Equal Opportunities and held online via Microsoft Teams. The seminar, primarily addressed at University staff and students, was also open to external participants and representatives of the CUGs of other Administrations that cooperate with the University.
- Organisation of a seminar called “Presentazione delle azioni positive realizzate dal CUG nel mandato 2017/2021” (Presentation of the positive actions taken by the CUG in 2017/2021). The event was held during working hours for University staff and open to members of the CUGs of other Administrations that cooperate with the University of Bologna. It provided a chance to introduce the new members of the CUG (in office 2021-2025) to the University staff, illustrate the positive actions taken by the outgoing Committee, reflect on their outcomes, and clarify any issues that are still open. For this purpose, a session was devoted to presenting the findings of the work-related stress survey and its future prospects.
- Attendance at the awarding ceremony of a Degree in Memoriam to our student Emma Elsie Michelle Pezemo, enrolled in the Sociology and Social Work Degree Programme of the University of Bologna and the victim of a terrible femicide.
- Continuous updating and development of its own institutional website with open access to the documents of some of the training cycles organised by the CUG in the past. Continuous updating also of the other areas of the Committee website as a way to disseminate a number of initiatives and events held directly by the CUG or organised by other University Facilities, as well as initiatives of national importance.

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

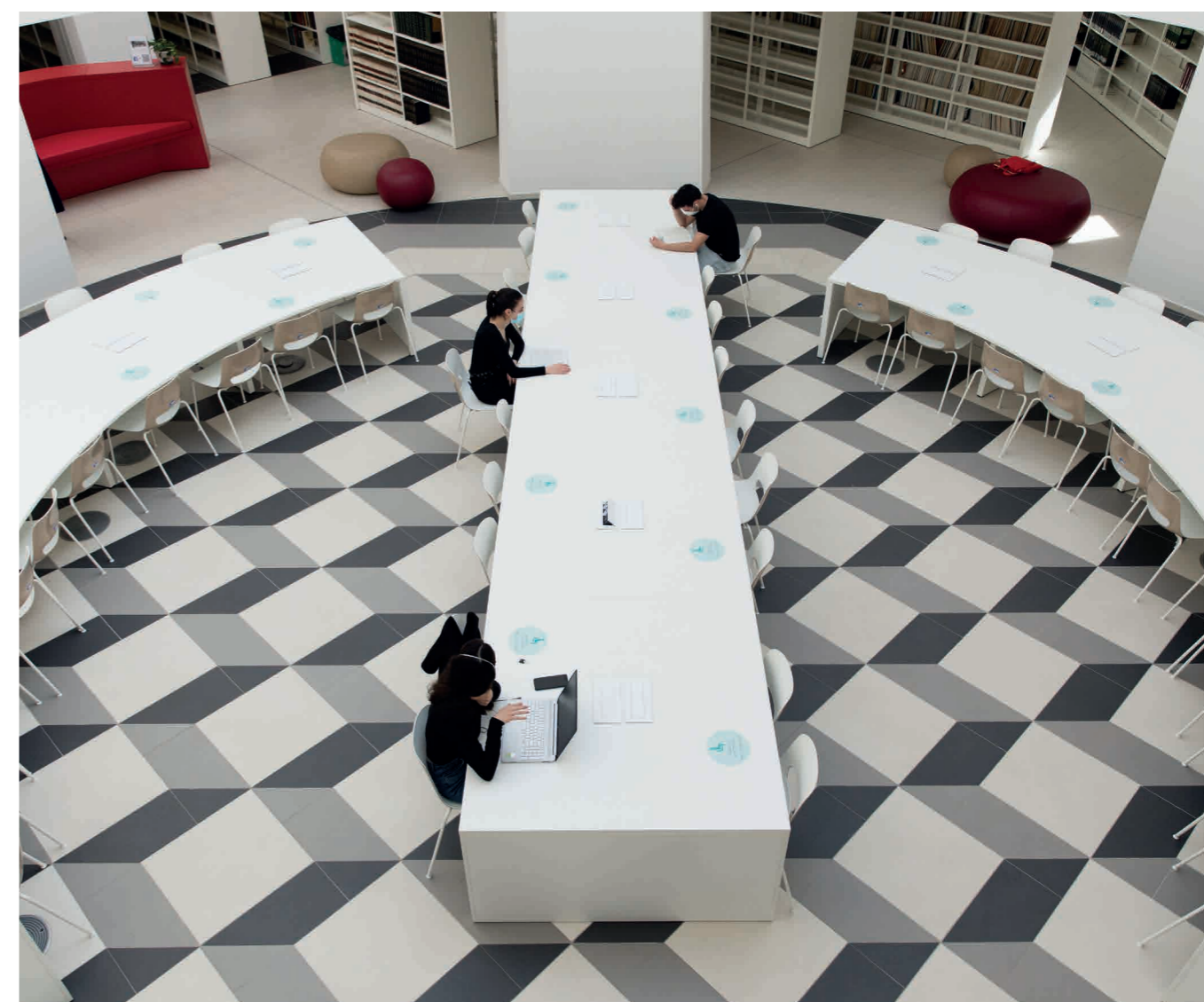
Measures to promote and protect equal opportunities and measures to promote internal and external networking

- In collaboration with the Industrial Relations, Third Mission and Communication Division – Social Media Unit, publication of two carousel posts on the University LinkedIn page, in the framework of the UniBOOST event. The first post presented the functions of and positive actions taken by the CUG in 2020, while the second one published the main contents of the 2020 Gender Equality Report, by focussing in particular on gender segregation phenomena.
- Funding of a call for applications for two study awards for second cycle degree theses (€ 1,000 each), in collaboration with the Right to Higher Education Unit of the Libraries and Study Services Division. The call was aimed at graduates of second cycle degree programmes in a.y. 2019/20 (within envisaged completion time for the degree programme) defending a thesis on one or more topics of interest to the CUG.
- Funding of a call for applications for three study awards for PhD theses on one or more of the following topics of interest to the CUG: development of a culture of and good practices for equal opportunities, as well as the inclusion of sex and gender variables in the scientific and humanistic research; enhancement of employee well-being; proposal and assessment of projects and initiatives to achieve an appropriate work-life balance; sexual harassment and combatting gender-based violence; specific actions to understand, prevent and remove discrimination, psychological distress, mobbing and all related forms of violence. The awards were aimed at University of Bologna graduates in a.y. 2017/18, 2018/19, 2019/20. The amount of each award was € 1,500.
- Funding of an attendance fee (€ 100.00) for Professional Staff to participate in the Summer School of the Italian Women Historians' Society (Società Italiana delle Storiche – SIS), called “Ambiente. Storie, conflitti, movimenti in una prospettiva di genere” (Environment. Stories, conflict and movements in a gender perspective), held online from 25 to 28 August.
- Dissemination of the Gender Equality Report of the University of Bologna, which covers data for year 2020 and was published on the University website. The document is also available in English, to facilitate its circulation worldwide. For the fourth consecutive year, the 2020 Gender Equality Report sets out the University Gender Inequality Index (UGII), an innovative gender index devised by a multidisciplinary group working at Alma Mater, the purpose of which is to express, through a single value, the gap between the gender distribution at the University and a situation of perfect parity. This index also provides policy indications, enabling analysis of the significant areas of interest within the University and making it possible to identify both strengths and the weaknesses that require investment in order to improve the University's position.
- Participation, at the invitation of the Rector, in the meeting of the Board of the Heads of Department of the University of Bologna, held on 13 April, to present the positive actions taken by the Committee and discuss the main gender segregation phenomena highlighted in the 2020 Gender Equality Report.
- Participation, at the invitation of the Head of the Department of Chemistry of the University of Bologna, in the meeting of the Department Committee to discuss the possible positive actions to adopt in order to encourage restoration of the gender balance in academic careers.
- Participation in the work of the group that, in agreement with the Director General, the Personnel Division and the Vice Rector for Human Resources, submitted a proposal to revise the Regulations governing the establishment and functioning of the University CUG, in line with the new provisions introduced by Directive 2/2019. The revised text of the Regulations was published on the University website.
- Promotion of dialogue and meetings with the Confidential Counsellor, the Prevention and Protection Service, the Head of the Personnel Division, the Organisational Development and Training Unit and the Induction and Professional Development Unit (Inclusion and Work Protection Office) of the Personnel Division, the Vice Rector for Human Resources, the Rector Delegate for Employee Well-Being, the Rector Delegate for Equal Opportunities, and many professors, assistant professors, professional staff managers and employees, also by establishing a new cooperation channel with the Femicide Research Observatory of the University Department of Political and Social Sciences. The meetings were aimed at establishing a network involving various roles and players who are in charge of safeguarding and enhancing employee well-being and at identifying initiatives to be implemented synergically.

- Establishment of collaborations with the corresponding Committees at other Administrations interested in participating in the initiatives organised for the benefit of and towards equal opportunities and employee well-being, and against discrimination. During 2021, collaborations and exchanges of good practices took place with the National Forum of CUGs and the Conference of Equality Bodies of Italian Universities, as well as with the CUGs of: Province of Forlì-Cesena, Bologna AUSL (Local Health Authority), Bari AUSL, Rizzoli Orthopaedic Institute (Istituto Ortopedico Rizzoli – IOR), Sant’Orsola University Hospital (Azienda Ospedaliera Universitaria Sant’Orsola), University of Bergamo, University of Sassari.
- Participation upon invitation in the following initiatives, to foster exchanges of good practices on positive actions: Femtalk. Festival of Feminist Dialogue, organised by the non-profit Casa delle Donne per non subire violenza Onlus (Women’s Refuge) in Ravenna, 06 March (under the patronage of the University of Bologna CUG); Bari AUSL staff training, 29 June; presentation of the project IGEA “Innovation for Gender Equality in Academia” by the University of Sassari, 28 July; interview given in the framework of the PRIN project “GeA – Gendering Academia”, with the University of Turin as lead institution, 14 September.
- Participation in the meetings of the “Committee for health and safety, also from a gender, age and disability perspective” of the National Forum of CUGs.
- Participation as a partner in the project “Restituiamo tempo alle famiglie: promozione della cultura della parità di genere e misure concrete volte al recupero di tempo per la genitorialità” (Giving time back to families: promotion of a gender equality culture and concrete measures to give time back to parenthood), with the Province of Forlì-Cesena as lead institution, funded in the framework of the Emilia-Romagna Region’s call for the submission of projects aimed at supporting an equal presence of women in the local workforce, encouraging access to work and careers, and promoting welfare projects aimed at work-life balance and at improving quality of life.
- Participation in the meetings and work of the Gender Equality Report Group set up within the CRUI’s Group of Delegates on gender-related topics, which in 2021 conducted a review and analysis of the gender equality reports published by the universities adhering to the Guidelines published by the group itself and liaised with CINECA to define common procedures for analysing the financial data of the universities from a gender perspective.
- Continued collaboration with the Alma Gender Network and the non-profit Casa delle Donne per non subire violenza Onlus (Women’s Refuge) in Bologna. Activation of new channels for discussion and creation of synergies with CUGs of other universities and public bodies, with a view to promoting initiatives related to the functions of the Committee.
- Promotion, in agreement with the Vice Rector for Human Resources and the Delegate for Equal Opportunities, of 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, approved by the Board of Governors at the meeting held on 21 June. The Guidelines were published on the University website.
- Participation in the working group that prepared the draft University of Bologna Gender Equality Plan 2021-2024. The group was coordinated by the Vice Rector for Human Resources. The Gender Equality Plan was approved by the University of Bologna Board of Governors at the meeting held on 28 September, and published on the University website.
- Participation in the working group that prepared the Alias Career Guidelines applicable to the University teaching and professional staff and students. The working group, coordinated by the Vice Rector for Human Resources and the Delegate for Equal Opportunities, was approved by the University Board of Governors at the meeting held on 28 September.

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

- Participation in the meetings and work of the working group tasked with analysing matters associated with the risk of work-related stress at the University, established under the political supervision of the Vice Rector for Human Resources. During 2021, the working group drafted a risk assessment document pursuant to D.Lgs. 81 of 2008, with a view to identifying organisational well-being and discomfort indicators in general; special attention was also given to investigating the special conditions resulting from the pandemic and to identifying the improvement actions that the Administration should adopt in the future.
- Delivery of a session in the framework of the training provided by the University to newly hired professional staff (24 June). In that session, the CUG Chair presented the functions of the Committee and the positive actions taken during her mandate, as well as illustrating the contents of the brochure created by the CUG, called “The network of services for people working at the University of Bologna”.
- Support, aid, help and advice provided to colleagues requesting assistance when dealing with work-related psychological distress, reports of potential discrimination and problems related to achieving work-life balance.
- Work to check whether requests and observations promoted by the CUG are accepted by the University and implemented correctly.



“SCIENZE AL FEMMINILE”

On 16/10/2021, in the framework of the National Scientific Degree Plan (PLS), the “Scienze al femminile” workshop was held, focussing on women in technology and science and discussing the issue of gender in schools, at universities and in the world of work.

Speakers at the workshop included Chiara Elefante (University of Bologna Vice Rector for Human Resources), Roberto Ricci (INVALSI Chair), Roberta Fulci (Editor and host at Radio3Scienza, Rai Radio 3), Ilenia Picardi (Assistant Professor at the University of Naples Federico II), Chiara Amadori (Geologist, Pangea association), Elisa Frontani (Material and Process Specialist at Ducati Motor Holding), Laila Mainò (Business Intelligence and Innovation Director at Bottega Veneta). The speeches are available on the YouTube channel of PLS Unibo.

Two nights of the festival “Scienza al cinema 2021” were also devoted to two female scientists – Marie Curie and Iranian mathematician Maryam Mirzakhani (Fields Medal for Mathematics in 2014, the only woman to win the prize).

**THE CODING GIRLS AND THEIR YEAR WORKING TOWARDS GENDER EQUALITY**

The final event of the seventh edition of the national programme of Fondazione Mondo Digitale, “Le ragazze che programmano il futuro”, which supports gender equality in science and technology, as well as young women’s participation in the world of work, was held in May. The initiative took place also thanks to the cooperation of Professor Rebecca Montanari and the Department of Computer Science and Engineering of Alma Mater.

The over 900 hours of the project envisaged coding training sessions and competitions, webinar on the jobs of the future, guidance sessions with 30 academic partners, and meetings with successful women from different fields, from management to research, bringing the intergenerational campaign “Il mio futuro? Dipende da me” (My future? It depends on me) to life.

In response to the health emergency that has worsened inequality and harmed the work of women, the Coding Girls took up the challenge and worked on the missions of the Recovery Plan – from digitisation to ecological transition – to provide a personal, inclusive and shared interpretation of technology at the service of the recovery of the country. A year of intense work, which has led to implement over 400 projects, using artificial intelligence applications as well, and to engage 15,000 students from 100 high schools across 62 Italian cities.

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 of Bologna community immediately reacted with great empathy and a number of actions in memory of our student, brutally killed and mangled by her boyfriend. Alma Mater named a lecture hall 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, but also as an indelible sign of the efforts that the Department and the University as a whole are making and will continue to make to reflect on and fight against gender-based violence. The Board of Governors also awarded her the Degree in Memoriam. “In the name of Emma, between the lines of her degree certificate, we say NO to ignorance, because University was born and exists precisely to overcome it and to pursue the beauty of conscience and knowledge,” said Rector Ubertini.



THE RED BENCH AGAINST VIOLENCE AGAINST WOMEN AT ALMA MATER

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

As a symbol and a warning against violence against women, the Alma Mater CUG, in agreement with the Rector and the Vice Rector for Human Resources, supervised the creation of a red bench situated in the Cortile del Pozzo of Palazzo Poggi, where the Rector's Office is located, at Via Zamboni 33. To convey the same sense of protection of and care for every male and female student, the red bench was also installed at the Ravenna Campus, in agreement with its Coordinator, on 25 November 2021. Located in the Piazzetta degli Studenti at Via Mariani 5, in front of the entrance of the Central Library, it 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 ALMA MATER GENDER EQUALITY PLAN 2021-2024 (PLOTINA PROJECT)

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

This is a planning document covering the next three years and beyond, which aims to implement actions and projects to reduce gender inequalities and to enhance diversity with regard, for example, to age, culture, physical ability, sexual orientation and plurilingualism. The process of drafting the GEP was discussed also within the working group created by the CRUI, in which Bologna played an active role, and involved the senior political and management positions of the University, as well as a larger working group embracing people working on gender and intersectionality issues, with different background and knowledge. The structure of the Plan is in line with the five minimum areas indicated by the Commission, which are broken down into different objectives. The first area concerns work-life balance, organisational culture and combatting stereotypes; the second area pursues gender balance in senior management positions and in decision-making bodies; the third area aims at gender equality in recruitment and career progression; the fourth area seeks incorporation of the gender dimension and of intersectionality into research, teaching and third mission; finally, the fifth area concerns combatting gender-based violence and moral and sexual harassment. The specifications for each action set out the objectives, actions, responsibilities, direct and indirect addressees, human and financial resources necessary to implement the plan, monitoring indicators and targets, as well as the time schedule for implementing each action.



MEASURES OF THE ALMA MATER GENDER EQUALITY PLAN (PLOTINA PROJECT)

Key Area	Objectives	Measures
AREA 1 – Work-life balance, organisational culture and combatting stereotypes	1.1 Promoting a better work-life balance by reconciling the demands of people's working and private lives	<p>Publication of calls for applications every six months for access to remote working projects. Gradual extension of remote working in the form of the so-called 'smart working' within the organisation, depending on the training provided and skills gained.</p> <p>Dissemination of Guidelines concerning the right to disconnect and better planning of meetings and work activities.</p>
	1.2 Supporting the balance between work and parenting and/or caregiving activities	<p>Feasibility analysis of actions granting new parents among the teaching and research staff (1 per family household and only once per child) an optional semester free from teaching activities when returning from mandatory maternity leave and/or from a period of continuous and full parental leave.</p> <p>Roll-out of measures for professional staff which provide for the substitution by fixed-term workers of staff absent due to a period of continuous and full parental leave.</p> <p>Construction of a new Children's Centre (integrated system and educational continuity for children aged 0-6) at the University complex of Bologna for children of University employees.</p> <p>Continuation of activities of the "Arca di Noè" Nursery at the Veterinary Medicine Division in Ozzano dell'Emilia for children of University employees and students.</p> <p>Maintenance of the University Baby Pit Stops at the University complex and of the UNICEF Baby Pit Stops at the museums (BPS), and analysis of the feasibility of opening other Baby Pit Stops at the Romagna Campuses and other University facilities.</p> <p>Creation on each Romagna Campus, and at least in one location at the Bologna University complex, of a temporary kids-friendly space aimed at children of University employees during conferences or special events that fall outside the scope of standard work activities.</p> <p>Promotion, in collaboration with the Municipality, of public networks in order to map the Baby Pit Stops and develop a geolocation app.</p> <p>Participation in UNICEF's "Breastfeeding Together" network.</p> <p>Organisation of annual cultural summer camps (in Bologna and the Multicampus cities) for children of University employees.</p> <p>Continuation of the free psychological support service for staff and extension of the same to the student community in order to support those caring for children, the elderly and/or disabled relatives ("Avrò cura di te" – I'll take care of you).</p>

1.3 Reinforcing a shared culture of equal opportunities and the value of inclusion at the University

Drafting of the annual University Gender Equality Report in Italian and English.

Adoption of a gender-fair institutional/administrative language through:

- Organisation of training events on the procedures and strategies for applying the Gender Visibility Guidelines for the University of Bologna's Institutional Communications.
- Extensive application of the Gender Visibility Guidelines for the University of Bologna's Institutional Communications.
- Adaptation of the documents and forms of the University and Facilities to the Gender Visibility Guidelines for the University of Bologna's Institutional Communications.

Dissemination and application of the Alias Career Guidelines (regulating the allocation of temporary identities) for teaching staff and researchers, students of specialisation schools, research fellows, PhD students, professional staff, CEL, and the student community.

Strengthening of the Cross-cultural counselling service for international students by setting up collaborative networks with associations, NGOs, and community services in the field of cross-cultural issues and combatting marginalisation.

Creation of a video in Italian and in English (possibly with subtitles), to be distributed also through social media, aimed at students at Italian and international higher education institutions and all those who take part in guidance initiatives that intend to remove gender bias in the choice of university programmes.

Creation of a section on the "Free Choice" of university programmes within the University's social networks and channels.

Annual organisation of at least one initiative aimed at students of specialisation schools, PhD students, research fellows, newly hired professional staff and CEL, featuring positive testimonials of male and female leadership under whom gender stereotypes in professional settings have been reduced or who are working to create a more inclusive workplace where diversity is valued.

Creation, as part of the annual Start-Up Day, of a session (workshop/seminar) on the theme of female entrepreneurship, involving the University of Bologna female graduates, researchers and alumnae working in business, as coordinators and speakers.

**AREA 1 –
Work-life balance,
organisational
culture and
combatting
stereotypes**

1.4 Combatting gender stereotypes, enhancing diversity and supporting underrepresented communities

AREA 2 – Gender balance in senior management positions and in decision-making bodies	2.1 Amending the Regulations and promoting frameworks and measures to support gender balance in senior management of the University	Proposal to amend the Regulations of Facilities by adding a provision on the need to guarantee gender balance in Boards, Committees and other Bodies of the Facilities, however called.
		Amendment, where necessary, to the provisions concerning the appointment of members of Bodies/Boards and Committees.
		Feasibility study on the establishment of an Inter-Departmental Research Centre on gender equality, overcoming stereotypes, combatting violence based on gender and gender identity, valuing diversity and inclusion.
		Establishment of joint working groups with health authorities and other strategic partners of the University (e.g. CNR) to ensure a continuous debate on gender equality, valuing diversity and the best practices adopted.
	2.2 Promoting gender equality in the organisation and staging of scientific and informative events and in their dissemination and visibility	Feasibility study on the establishment of a University Observatory on gender equality, valuing diversity and combatting violence to facilitate an ongoing dialogue on the topics of the Gender Equality Plan, to monitor it and to cooperate in its implementation.
		Dissemination and monitoring of the application of 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.
AREA 3 – Gender equality in recruitment and career progression	3.1 Promoting gender balance in Selection Committees for the recruitment of research, teaching and professional staff, and in Selection Committees for PhD programmes and research fellowships	Promoting gender balance in Selection Committees for the recruitment of research, teaching and professional staff, and CEL. Combatting gender stereotypes in assessment and selection procedures through:
		<ul style="list-style-type: none"> • Annual monitoring, to be submitted to the Board of Governors, of compliance with the provision governing the composition of Committees in calls for Full and Associate Professors. • Annual monitoring, to be submitted to the Board of Governors, of compliance with the provision governing the composition of Committees for fixed-term Assistant Professors. • Reporting on gender balance in Selection Committees for the recruitment of professional staff. • Addition of a provision on gender balance in the composition of committees to the Regulations governing PhD programmes and the Regulations governing research fellowships. • Annual monitoring, to be submitted to the Board of Governors, of the application of the Regulations governing PhD programmes and research fellowships, as amended. • Dissemination of videos and information aimed at combatting gender stereotypes in assessment procedures, addressing the entire community and all members of the University Committees in competitive selection procedures.

AREA 4 – Incorporation of the gender dimension into teaching and research programmes; training and cross-institutional reliability	3.2 Promoting measures to support gender balance in recruitment	Systematic collection by the Personnel Division of quantitative data, broken down by gender, on competitive selection procedures for teaching and research staff, PhD students, research fellows, students of specialisation schools, professional staff and CEL.
		Annual monitoring, to be submitted to the Board of Governors, of the gender variable in the data on participation in competitive selection procedures for teaching and research staff, professional staff and CEL, the data on participation in selection procedures for Specialisation Schools, PhD programmes and research fellowships, the data concerning successful candidates in procedures and selections, and the data on direct calls.
		Feasibility study on a criterion that, at the time of allocating 'punti organico' (hiring capacity) to the Departments, rewards those that have reduced gender inequalities.
		Incentivisation of Departments to call teachers directly from abroad if they contribute to restore the gender balance (for example, making the second call free if it contributes to restore the gender balance).
		Addition to the IRIS database of a field where researchers can indicate whether gender or other diversity aspects form a key part of their scientific publication (e.g. as indicated by the keywords entered in the main fields in accordance with the practices of internationally recognised databases).
		Monitoring of the number of scientific publications for which the author declared the inclusion of the gender and/or diversity variable and provision of the relative aggregate data for the Department; this action shall be carried out after the previous one while the University is undertaking the internal evaluation of research across all disciplinary areas.
		Within the project register, mapping of current and funded competitive research projects submitted by the University of Bologna researchers in all disciplinary areas that include the gender and/or diversity dimension.
	4.1 Incorporating the gender dimension into research, innovation and assessment processes	Amendment to the Regulations governing the University Research Evaluation Committee (VRA), adding the requirement that the various panels and the entire Committee must comply with gender equality requirements, where possible based on the characteristics of the scientific community.
		In the selection procedures regarding research and third mission funding within the University of Bologna, the composition of candidate Assessment Committees must comply with gender equality requirements, where possible based on the characteristics of the scientific community, providing also for the presence of experts in gender and diversity study where relevant to the topic of the call.
		Creation, through a call, of at least two scholarships per year for PhD and specialisation theses that analyse the cultural, social, economic and innovation value represented by the inclusion of gender and diversity variables in social environments, research and professional contexts.
		Production and dissemination of informative materials related to the incorporation of the sex/gender dimension into research methodologies and processes.

**AREA 4 –
Incorporation
of the gender
dimension
into teaching
and research
programmes;
training
and cross-
institutional
reliability**

4.2 Developing training aimed at the acquisition of knowledge and skills relating to gender equality, diversity and human rights

Organisation of at least one training event per year aimed at teaching and research staff for each disciplinary area chosen by the Senate, with training given on the incorporation of sex/gender as a variable into research methodologies and processes.

Media and press reports on research and results achieved by the University of Bologna shall include tokens showing the University's focus on and attention to gender-related themes such as gender balance and the value of diversity.

Monitoring of gender equality in the composition of the steering committees, supervisory committees and, where possible, research groups that participate as partners in extraordinary funding programmes such as the Italian Recovery and Resilience Plan (PNRR) or the “Departments of Excellence” initiative.

Feasibility study on the activation of university corridors (UNICORE) or the allocation of reserves for participation in international calls for admission to degree programmes and/or the award of fellowships/scholarships, in synergy with the actions and policies of the *Scholars at Risk network*.

Activation each year of at least two (one at the Bologna Campus and the other at a Romagna Campus) Diversity Management programmes open to the student community and included in the course units offered across all the degree programmes.

Creation of an e-learning MOOC/training course on gender equality, diversity and inclusion, human rights, and combatting stereotypes and violence, open to all teaching, research and professional staff, CEL, and the entire student community (issuing a certificate of attendance).

Make provisions for workshops to be carried out at the Teaching Innovation Centre in order to help teaching staff from all fields include activities aimed at raising awareness of diversity, gender equality, human rights and inclusion in their course units.

Continuation of the GEMMA Master's Degree in Gender Studies.

Feasibility study on (interdepartmental) *Summer/Winter Schools* run by the University or as part of the Una Europa Alliance on the topics of *Gender Studies*, *Diversity Management* and Social Inclusion.

Feasibility study on a minor pathway within the Una Europa Alliance on the topics of *Gender Studies*, *Diversity Management* and Social Inclusion.

**AREA 5 –
Combatting
gender-based
violence,
including sexual
harassment**

5.1 Promoting actions to raise awareness of the issues related to the various forms of gender-based violence

5.2 Promoting measures against sexual and moral harassment

Feasibility study on a *Summer/Winter School* (possibly held remotely) on the various forms of gender-based violence. The school will be cross-disciplinary and involve the University areas of medicine, humanities and social sciences, technology, and science.

Feasibility study on the institution of a specific guidance service offering anti-violence counselling and support, to be set up in close collaboration with the University's Psychological Support Service for the student community, the Psychological Support Service for employees, and the Cross-cultural counselling service for international students.

In collaboration with the anti-violence centres, women's shelters and other local stakeholders, organisation of at least one seminar each year aimed at raising awareness of the issues relating to gender-based violence, gender identity, harassment and how to address them, aimed at the entire community.

Creation of flyers/leaflets containing information on violence-related issues and a list of useful telephone numbers and/or email addresses to contact in the event of suffering or witnessing violence; documentation to be published on the University website and social media channels.

Mapping of third mission activities that the University develops to combat stereotypes, violence based on gender and gender identity, and sexual and moral harassment.

Implementation of third mission activities to combat stereotypes, violence based on gender and gender identity, and sexual and moral harassment targeting in particular schools, youth centres and bodies/institutions/associations.

Feasibility study on a measure that would reserve a set number of places in the students' housing facilities of the Multicampus for students who are victims of violence based on gender and gender identity, to be implemented in accordance with a confidentiality agreement and in collaboration with the Regional Authority for the Right to Higher Education, women's shelters and other institutions and stakeholders.

Annual monitoring of the application of the Code of Conduct for the Prevention of Sexual and Moral Harassment, to be submitted to the Academic Senate.

3. GENDER COMPOSITION AT ALMA MATER



3.1 OVERVIEW

The total number of students, Research Staff⁷ and Professional Staff (TA) of the University of Bologna has exceeded 100,000, of whom 56,000 are women (Table 1 and Fig. 1).

Looking at the figures for each specific group, the majority of teaching positions (59%) are still occupied by men, whereas there are more women (56%) than men among the

student population and, in particular, among Professional Staff (including Foreign Language Assistants and Foreign Language Instructors – CEL), where women make up 66% of the total.

TABLE 1 – DISTRIBUTION OF PEOPLE BY GENDER – ABSOLUTE VALUES (2019-2021)*

UGB	2021			2020			2019		
	Women	Men	TOTAL	Women	Men	TOTAL	Women	Men	TOTAL
Students**	49,808	38,739	88,547	48,085	37,874	85,959	46,953	37,467	84,420
<i>"of whom enrolled in the 1st year (first and single cycle)"</i>	9,270	7,199	16,469	8,689	6,662	15,351	8,427	6,603	15,030
PhD Students**	953	1,112	2,065	845	965	1,810	780	862	1,642
<i>of whom enrolled in the first year</i>	394	441	835	286	350	636	296	333	629
Students of Specialisation Schools***	1,438	1,159	2,597	1,097	922	2,019	851	718	1,569
<i>of whom enrolled in the first year</i>	598	451	1,049	463	358	821	304	251	555
Research Fellows	595	644	1,239	556	645	1,201	611	582	1,193
Teaching Staff	1,230	1,772	3,002	1,163	1,691	2,854	1,124	1,678	2,802
Managers	8	9	17	9	7	16	7	7	14
TA Staff (EP, D, C e B) and CEL****	1,974	1,019	2,993	1,932	998	2,930	1,961	992	2,953
TOTAL	56,006	44,454	100,460	53,687	43,102	96,789	52,287	42,306	94,593

* From this point on, reference is made to the following equivalence with the International Standard Classification of Education (ISCED 2011): Students (ISCED 6&7) and PhD students (ISCED 8); and with the *She Figures* Report prepared by the European Commission: Research Fellows (grade D), Senior Assistant Professors and fixed-term Junior/Senior Assistant Professors (grade C), Associate Professors (grade B), Full Professors (grade A).

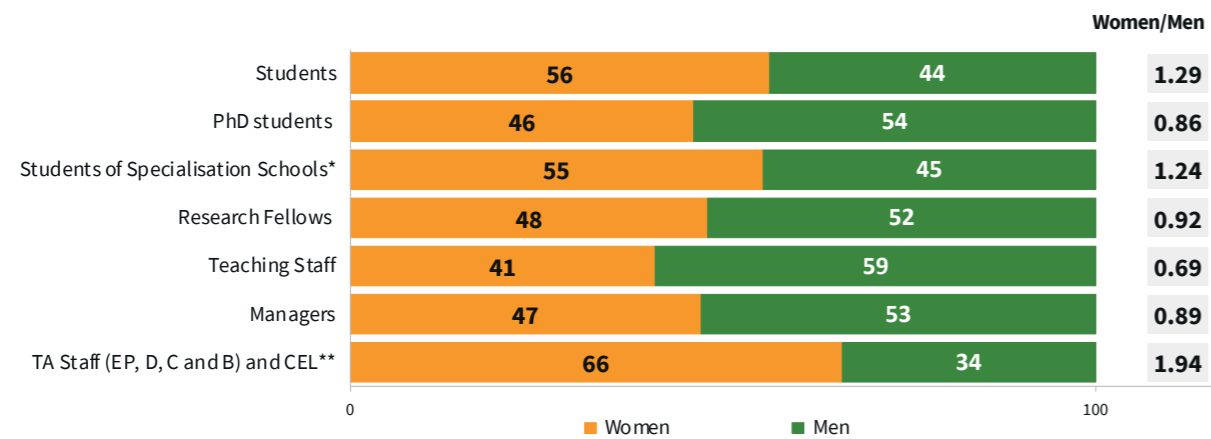
** Values refer to a.y. 2021/22, 2020/21 and 2019/20, respectively.

*** Values refer to a.y. 2020/21, 2019/20 and 2018/19, respectively.

**** Including Agricultural Workers (2 men in 2021, 4 men in 2020 and 2019).

7. In this category, we consider Full Professors, Associate Professors, Senior Assistant Professors (RTI), fixed-term Junior (RTDa) and Senior (RTDb) Assistant Professors, and Research Fellows. See EU – Directorate-General for Research and Innovation (2019), *She Figures 2018*, European Commission, Brussels.

FIGURE 1 – DISTRIBUTION OF PEOPLE BY GENDER – PERCENTAGE (2021)

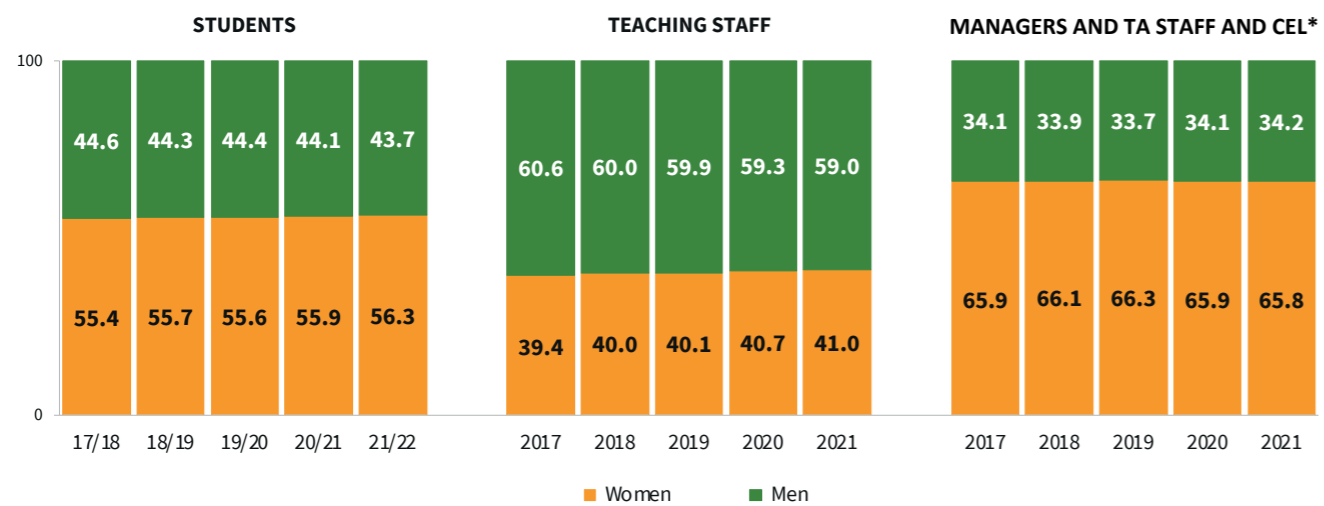


* Values referred to a.y. 2020/21.

** Including the 2 Agricultural Workers.

In recent years, there have been no significant variations in these figures although the number of female teachers is growing steadily, albeit slowly (Fig. 2).

FIGURE 2 – STUDENTS, TEACHING STAFF AND TA STAFF BROKEN DOWN BY GENDER – PERCENTAGE (2017-2021)



* Including Agricultural Workers.



3.2 THE STUDENTS

The breakdown of students by Area and gender confirms the ingrained perceptions of degree programmes, i.e. greater presence of male students in technical and scientific degrees and a prevalence of female students in humanities (Fig. 3).

Taking into account the greater presence of women among students as a whole (56%), there are Areas with a strong female prevalence (Education Studies, Languages and Literatures, Interpreting and Translation, Sociology and Psychology), a moderate female prevalence (Humanities, Pharmacy and Biotechnology, Law and Political Sciences), a moderate male prevalence (Agricultural and Food Sciences and Science) and a strong male prevalence (Engineering and Architecture – excluding the two single cycle programmes, i.e. Architecture and Building Engineering-Architecture, where women prevail – and Sports Science).

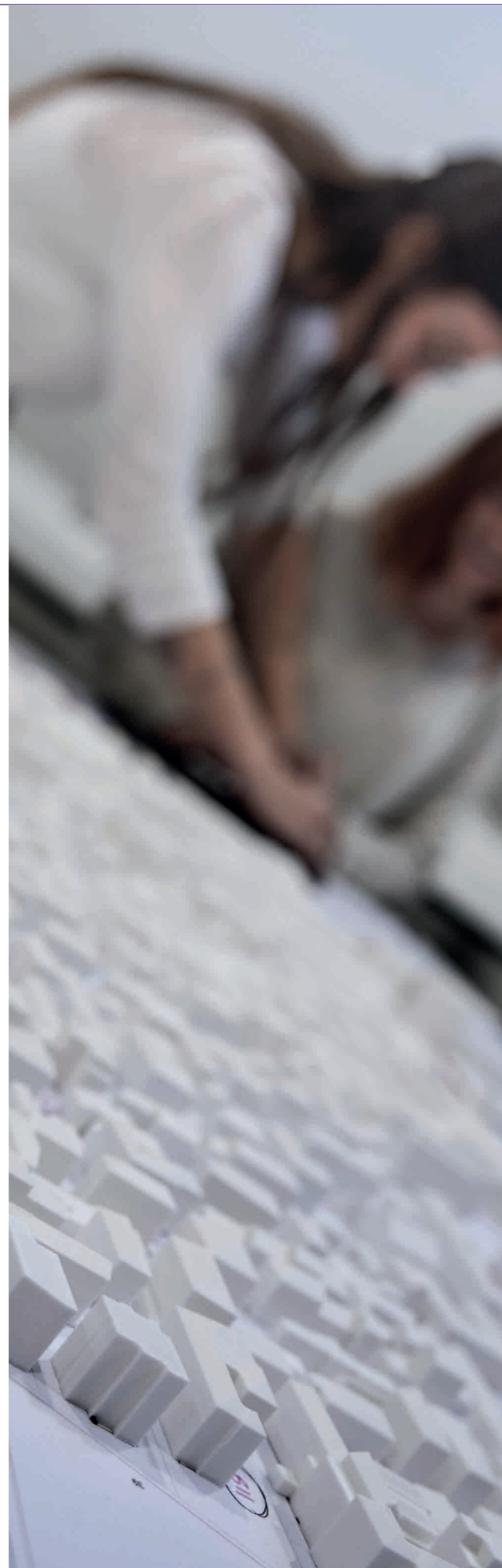
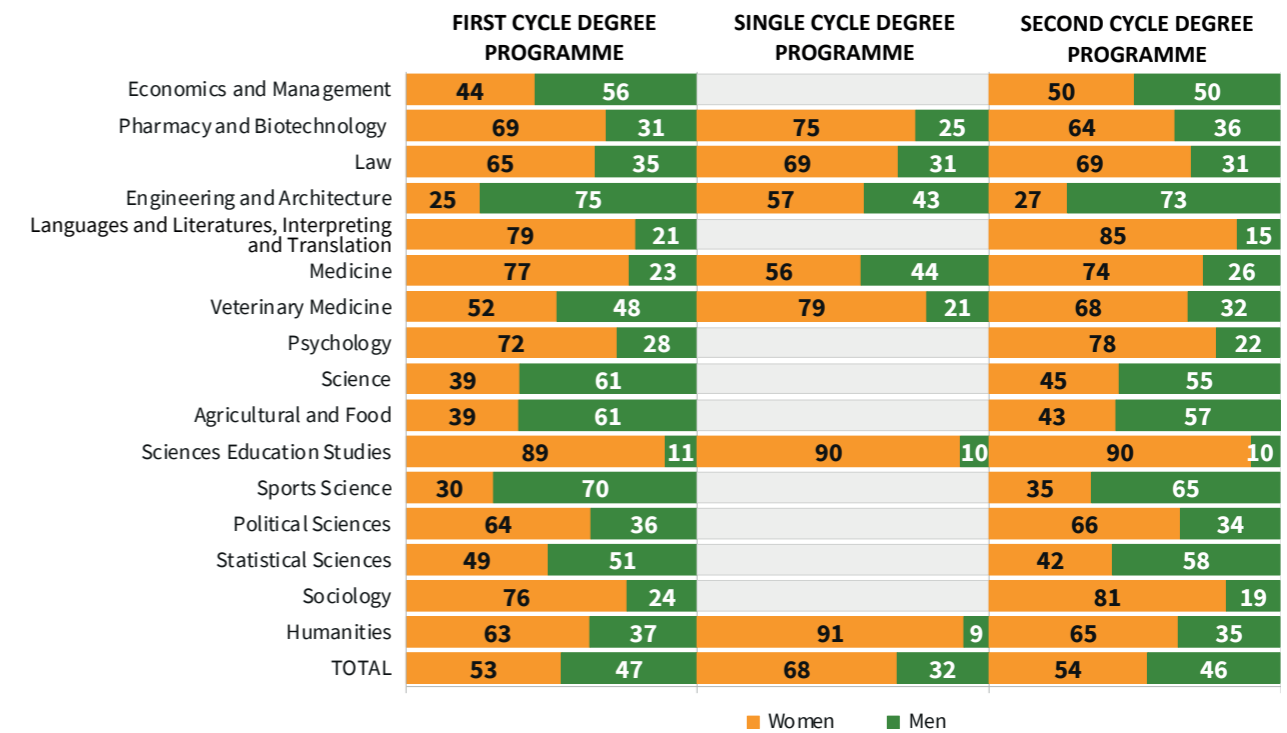


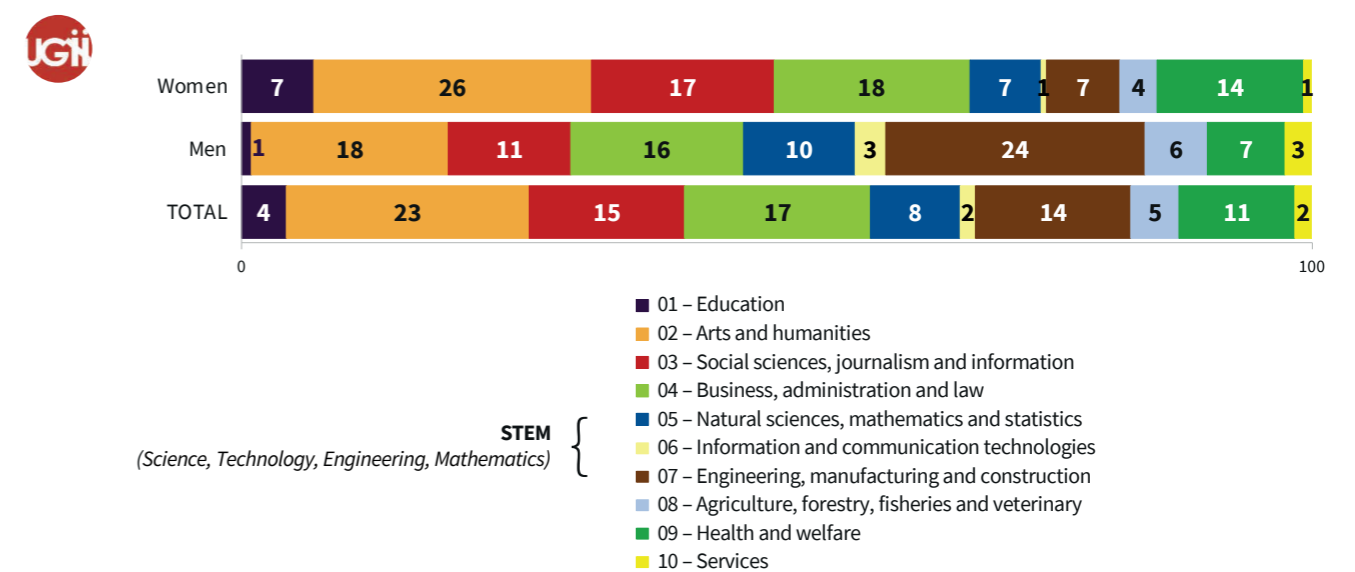
FIGURE 3 – STUDENTS BROKEN DOWN BY AREA, CYCLE* AND GENDER – PERCENTAGE (A.Y. 2021/22)



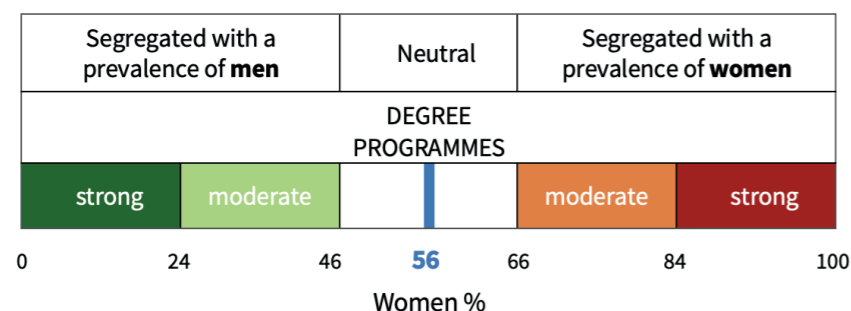
* The chart does not include male and female students enrolled in the previous degree programme system (prior to Ministerial Decree 509/99) (667 students).

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

FIGURE 4 – STUDENTS ENROLLED IN THE 1ST YEAR OF FIRST AND SINGLE CYCLE DEGREE PROGRAMMES BROKEN DOWN BY GENDER AND ISCED SUBJECT AREA – PERCENTAGE (2021/22 COHORT)



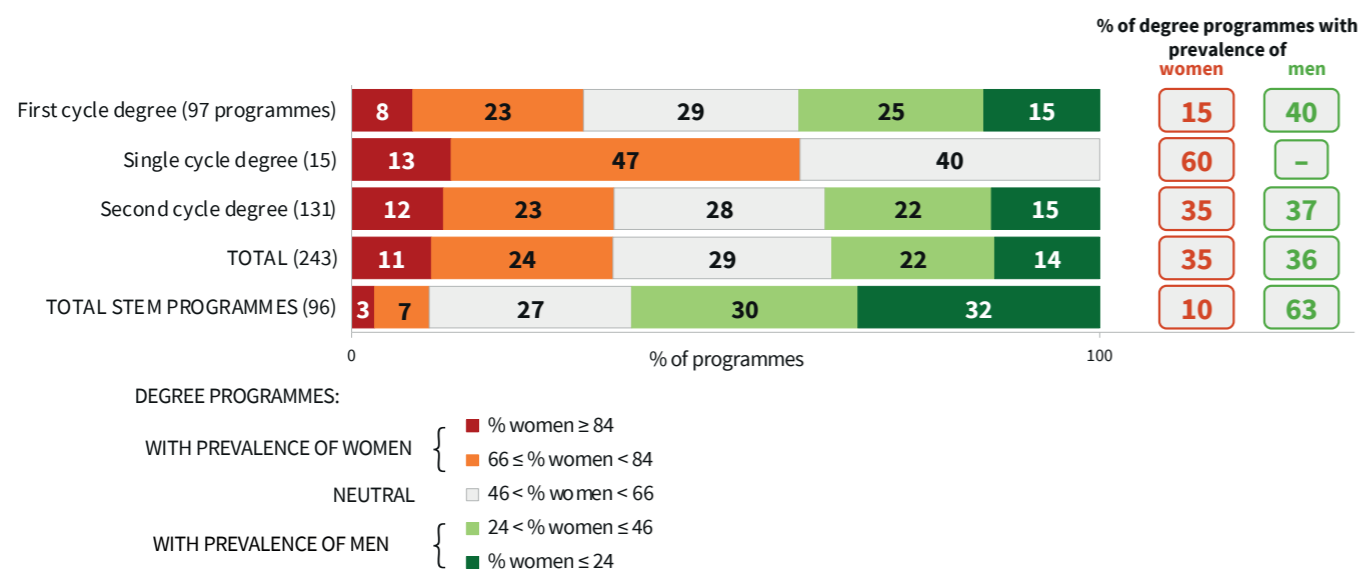
In classifying degree programmes based on gender segregation, already in the previous Gender Equality Report (2020) of the University of Bologna, consideration was given to the overall prevalence of women among students; hence, a non-symmetrical criterion was introduced. The method used in this Report is presented in the following chart. Degree programmes are considered to be *gender neutral* if 56% (or between 46% and 66%) of the total students are women, to be segregated with a prevalence of *women* if at least 66% of the total students are women, and to be segregated with a prevalence of *men* if women do not exceed 46%⁸.



The classification obtained (Fig. 5) shows that 71 degree programmes out of 243 (29%) are gender neutral, 85 programmes (35%) are segregated with a prevalence of women and, by contrast, 87 programmes (36%) are segregated with a prevalence of men. We can see that a quarter of the degree programmes are strongly segregated (11% with a prevalence of women and 14% with a prevalence of men) and that no single cycle degree programme is segregated with a prevalence of men.

In the STEM subjects (Science, Technology, Engineering, Mathematics, i.e. the ISCED categories 05, 06 and 07), programmes with a prevalence of men make up 63% of the total, while programmes with a prevalence of women are only 10%.

FIGURE 5 – DEGREE PROGRAMMES WITH GENDER SEGREGATION BROKEN DOWN BY CYCLE* – PERCENTAGE (A.Y. 2021/22)



* In counting programmes, students enrolled in different systems of the same course of study have been considered as pertaining to the same degree programme. Programmes from the previous degree programme system (prior to Ministerial Decree 509/99), programmes outside of the system after Ministerial Decree 270, and programmes with less than 10 students in 2021/22 have been excluded.

8. It has been decided to take as an equilibrium point the percentage of female students in the Italian university system in the most recent five-year period (currently 2017/18 – 2021/22), rounded to the nearest whole number. The thresholds that separate gender-neutral from segregated degree programmes, and strongly segregated from moderately segregated degree programmes, are calculated based on odds ratios. For instance, the threshold for programmes with strong female segregation (84%) compared to the equilibrium value (56%) corresponds to an odds ratio of 4, i.e. the ratio of 84%/16% and 56%/44%; likewise, the threshold for programmes with strong male segregation can be obtained also in this case by adopting an odds ratio of 4. To calculate the thresholds (46% and 66%) that identify gender-neutral courses, the odds ratio of reference is 1.5. Threshold percentages have been rounded to the nearest whole number.

This therefore confirms the persistence at Alma Mater of gender inequality by subject area, which also exists at a national (see also Section 5.2) and international level and which falls under the category of so-called ‘horizontal segregation’⁹.

Naturally, gender segregation by subject area arises from situations, expectations and propensities that develop prior to starting university. In this regard, we would like to point out that gender differences among students arise already upon choosing the secondary school (Fig. 7), where women are significantly overrepresented in classical, language and education studies curricula, as opposed to men being overrepresented in scientific and technical high schools.

Further insights can also be gleaned from the results of the Programme International Student Assessment (PISA) promoted by the OECD, which every three years measures the abilities of fifteen-year-old students in the OECD member countries (Fig. 6). With regard to young Italians in 2018, girls overall outperformed boys in reading and boys outperformed girls in mathematics, while performance in science was substantially the same for both genders. Across all the OECD countries, girls outperformed boys in reading (30 points) and science (2 points), while boys outperformed girls – albeit only by 5 points – in mathematics¹⁰.

FIGURE 6 – SCORES OF ITALIAN STUDENTS AGED 15 YEARS IN READING, MATHEMATICS AND SCIENCE BROKEN DOWN BY GENDER – AVERAGE VALUES (OECD PISA 2018 REPORT)

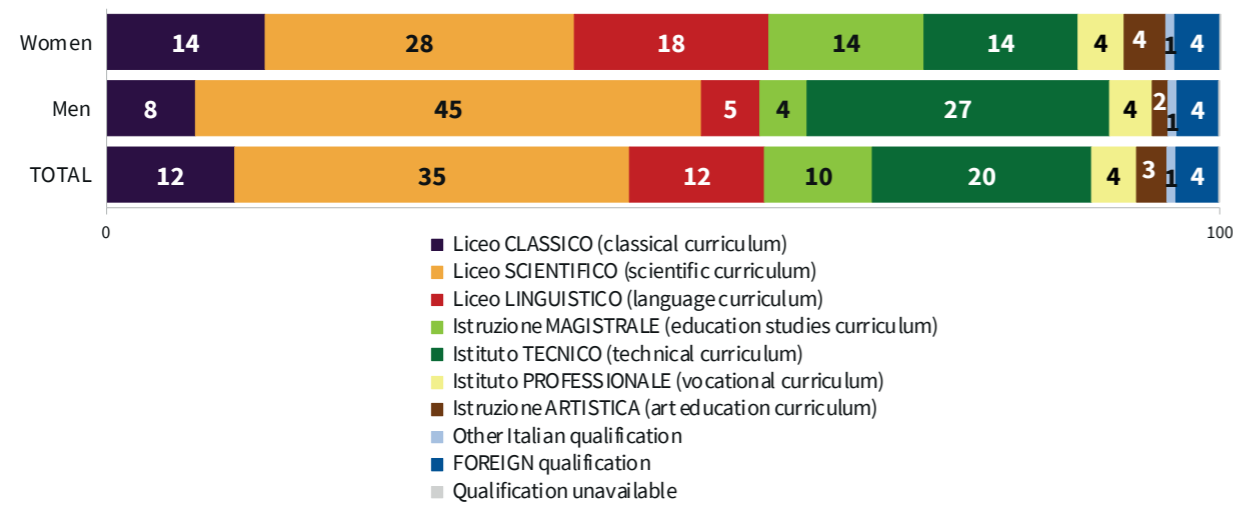


Source: OECD PISA 2018 REPORT.

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

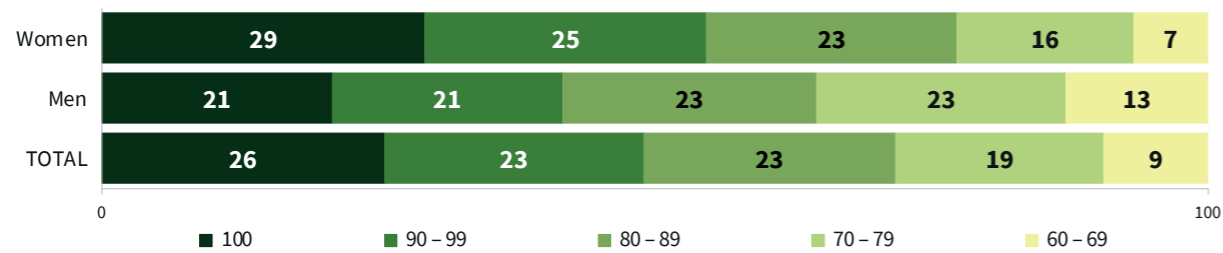
10. “The gender disparities in the results are a serious cause for concern in that they can have long-term consequences for the personal and professional future of female students. [...] Over the last ten years, many countries have made significant progress in reducing and even closing the gender gap 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” (OECD PISA 2018 – Italian students’ performance in reading, mathematics and science – National Report, 2019, available in Italian at this link).

FIGURE 7 – STUDENTS ENROLLED IN THE 1ST YEAR OF FIRST AND SINGLE CYCLE DEGREE PROGRAMMES BROKEN DOWN BY SECONDARY SCHOOL DIPLOMA – PERCENTAGE (2021/22 COHORT)



Having regard to the secondary school graduation mark, female students enrolled in the 1st year of a degree programme in 2021/22 had better results than their male counterparts (Fig. 8).

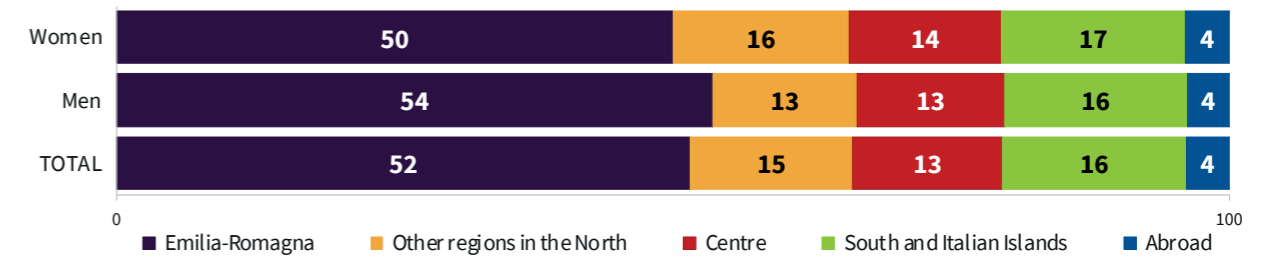
FIGURE 8 – STUDENTS ENROLLED IN THE 1ST YEAR OF FIRST AND SINGLE CYCLE DEGREE PROGRAMMES BROKEN DOWN BY SECONDARY SCHOOL GRADUATION MARK* – PERCENTAGE (2021/22 COHORT – DIPLOMA AWARDED IN ITALY)



* Excluding 12 cases for which the secondary school graduation mark is unavailable.

48% of students who entered University in 2021/22 come from regions other than Emilia-Romagna or from abroad (Fig. 9); this percentage is greater for female students (50% against 46%).

FIGURE 9 – STUDENTS ENROLLED IN THE 1ST YEAR OF FIRST AND SINGLE CYCLE DEGREE PROGRAMMES BROKEN DOWN BY GEOGRAPHIC ORIGIN – PERCENTAGE (2021/22 COHORT)*

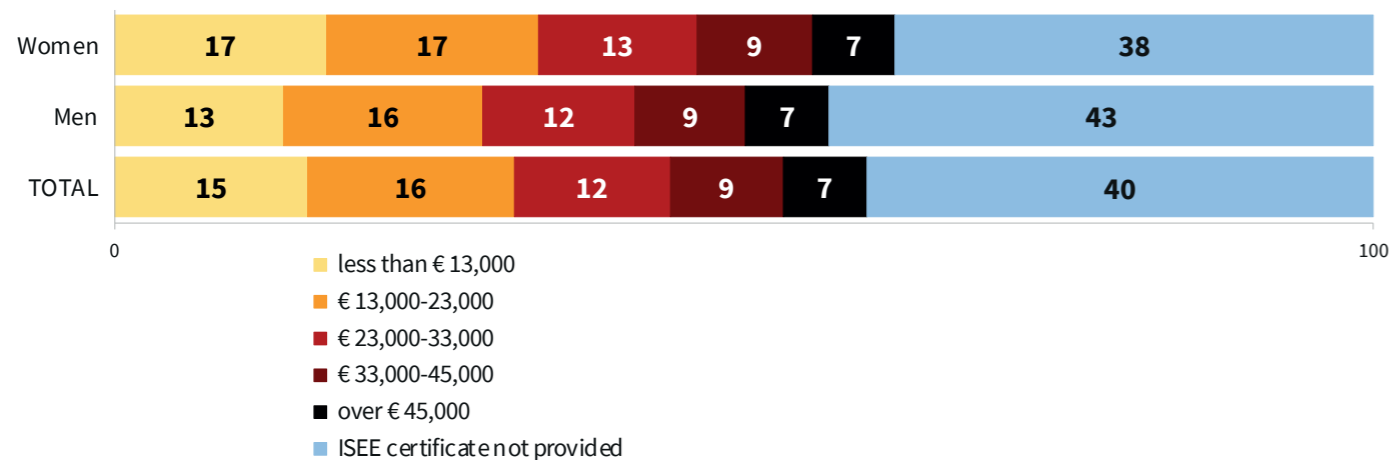


* Geographic origin is determined based on the geographic area in which the student obtained their secondary school diploma, rather than on the area of residence, which would result in the "Emilia-Romagna" category including students from other regions or from abroad who have moved their residency to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



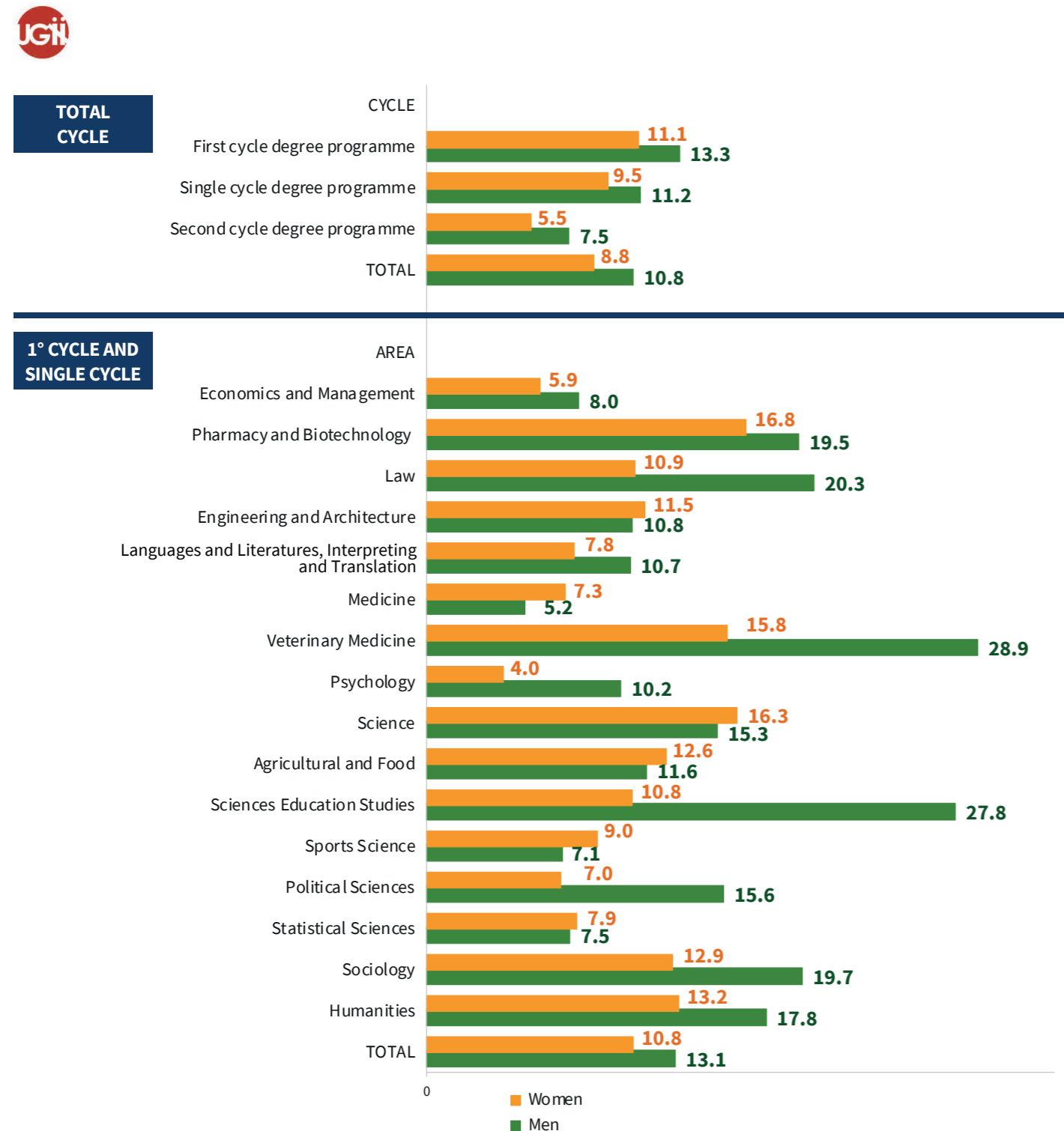
Gender differences also emerge in terms of ISEE income classes (Fig. 10). The percentage of female students enrolled in the 1st year of a degree programme in 2021/22 who are included in the lowest ISEE class (less than € 13,000) exceeds that of men by 4 points (17% against 13%). Please note, however, that 40 out of 100 students enrolled in the 1st year of a degree programme do not submit an ISEE certificate.

FIGURE 10 – STUDENTS ENROLLED IN THE 1ST YEAR OF FIRST AND SINGLE CYCLE DEGREE PROGRAMMES BROKEN DOWN BY ISEE CLASS – PERCENTAGE (2021/22 COHORT)



Having regard to dropouts, consideration was given to the cases in which students, by the end of the 1st year of their degree programme (first, single, and second cycle degree programmes too), failed to enrol in the next academic year. Changes of programme (within the University) and transfers (to other universities) are not considered dropouts. The rate of students dropping out of first and single cycle degree programmes is higher than that of students dropping out of second cycle degree programmes (Fig. 11). In general, men tend to drop out more often (10.8% against 8.8%). In first and single cycle degree programmes, the dropout rate is higher for men than for women in 11 out of 17 Areas. Please note, in any case, that within Veterinary Medicine and Education Studies, where male dropouts are close to 30%, the absolute number of male students enrolled in the 1st year of a degree programme is rather modest (38 and 72, respectively).

FIGURE 11 – STUDENTS WHO DROPPED OUT OF THEIR DEGREE PROGRAMME BY THE END OF THE 1ST YEAR BROKEN DOWN BY CYCLE, AREA AND GENDER – VALUES PER 100 STUDENTS ENROLLED IN THE 1ST YEAR (2020/21 COHORT)



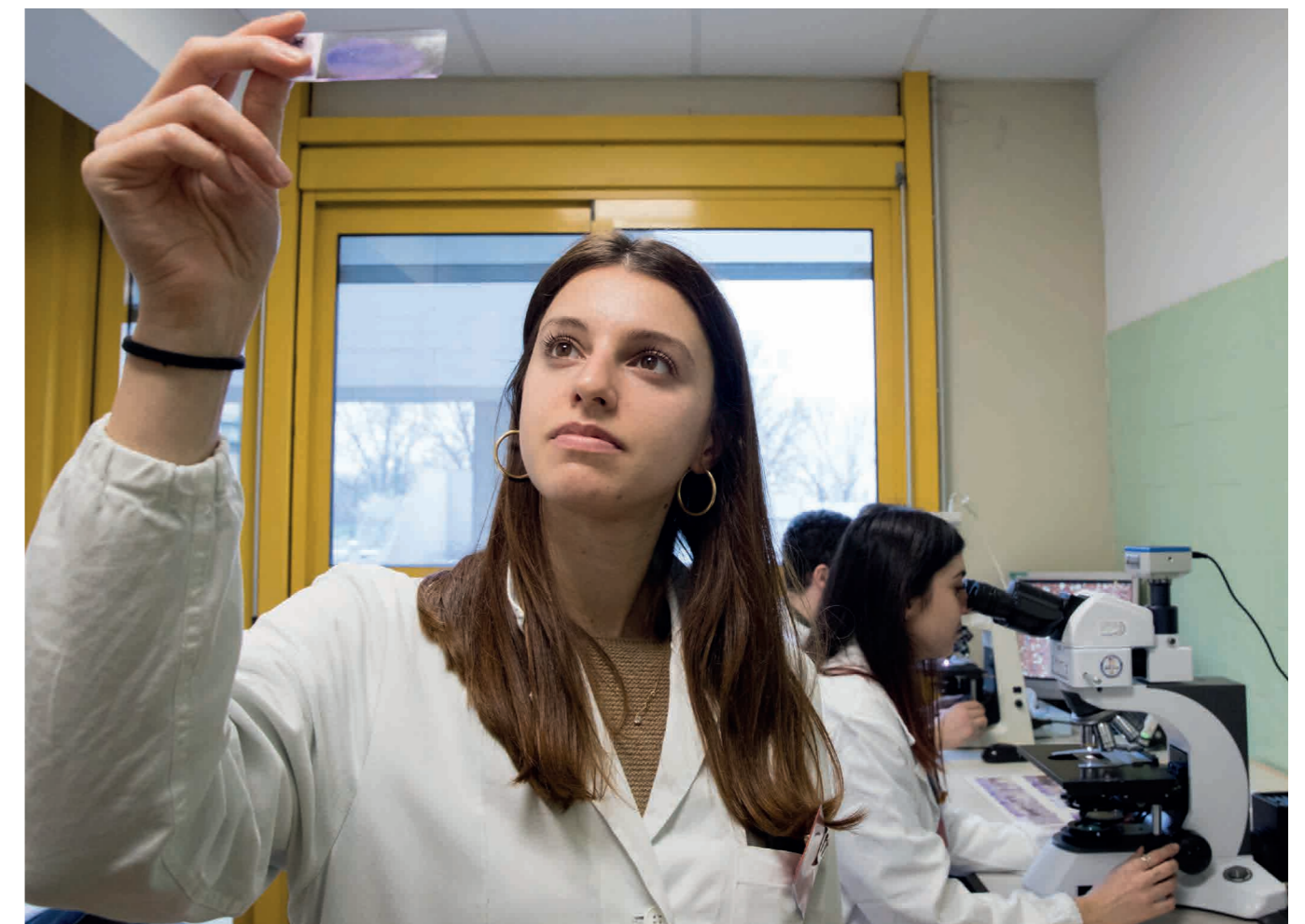
The data confirm the greater participation of women in international mobility programmes. In fact, 2.8% of female students and 2.0% of male students from across all three cycles participated in international exchange programmes in 2020/21 (Fig. 12). In absolute terms, this translates into 1,328 women and 753 men.

FIGURE 12 – STUDENTS TAKING PART IN MOBILITY PROGRAMMES BROKEN DOWN BY GENDER – VALUES PER 100 STUDENTS (A.Y. 2020/21)



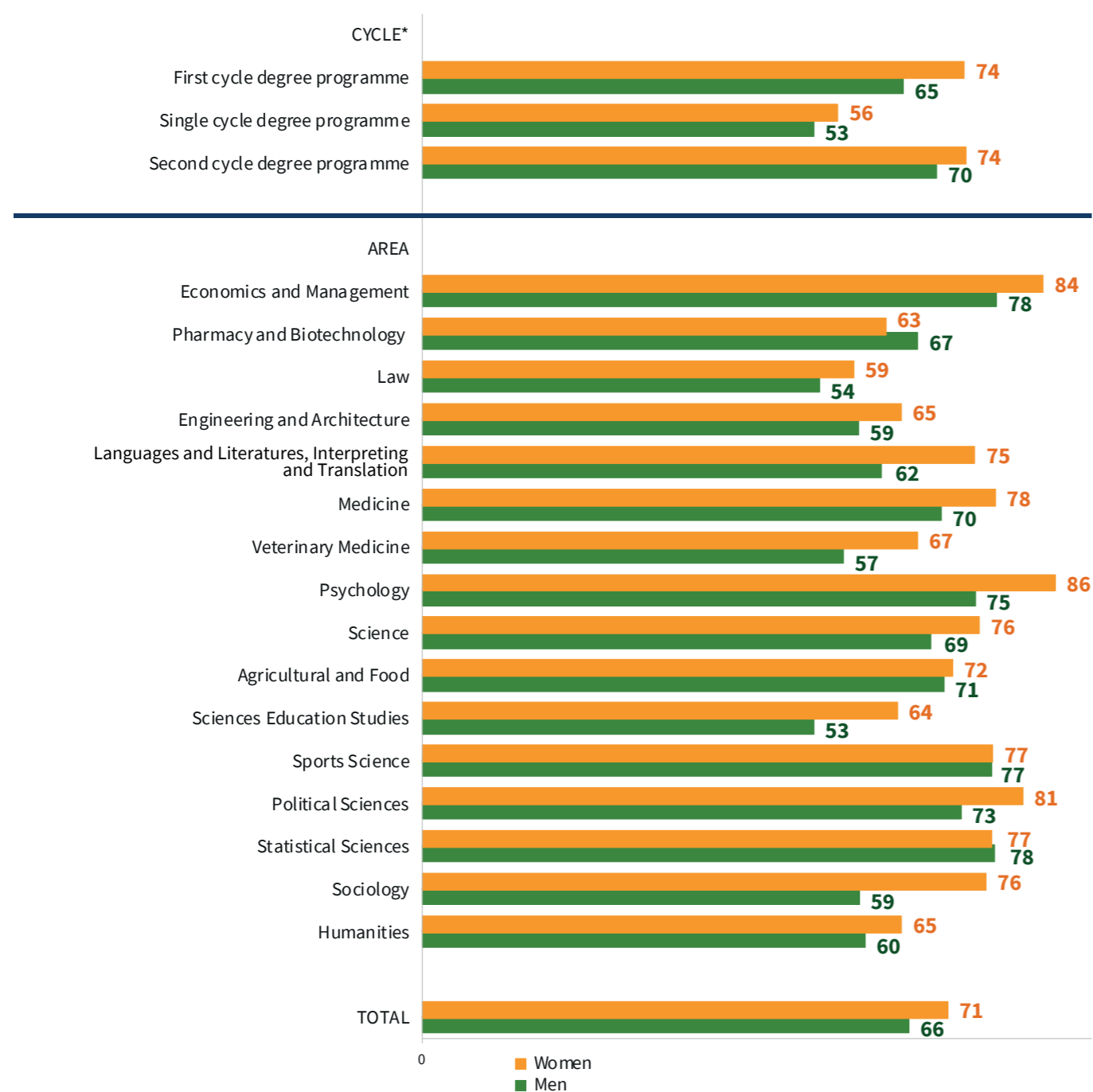
Academic success can be broken down into two components: on-time graduation and score. Regarding the on-time graduation component, we noted that female students who enrolled in the 1st year in 2020/21 and are still enrolled in the same degree programme the next academic year earned on average 46.0 university educational credits (CFUs), i.e. 3 CFUs more than their male counterparts (Fig. 13).

FIGURE 13 – UNIVERSITY EDUCATIONAL CREDITS EARNED IN THE 1ST YEAR – AVERAGE VALUES (STUDENTS ENROLLED IN THE 1ST YEAR OF FIRST AND SINGLE CYCLE DEGREE PROGRAMMES IN 2020/21 AND STILL IN THE PROGRAMME IN 2021/22)



The greater number of women who graduate on time, therefore, is not surprising. Indeed (Fig. 14), in 2021, the number of women who managed to graduate within the envisaged completion time was 71%, against 66% of men, and the percentage remains higher for women across all three cycles – including the single cycle where, since degree programmes last 5 or 6 years, the percentage of students graduating on time is understandably lower than in first and second cycle degree programmes. The percentage of students graduating within the envisaged completion time is higher for men only in two Areas: Pharmacy and Biotechnology, and Statistical Sciences.

FIGURE 14 – ON-TIME GRADUATES BROKEN DOWN BY CYCLE, AREA AND GENDER – VALUES PER 100 GRADUATES (2021)



*The “previous degree programme system” bar (prior to Ministerial Decree 509/99), which accommodates 59 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 cycle and single cycle degree programmes in 2020/21 and are still enrolled in the next academic year, 52% scored ‘high marks’ on their examinations during the 1st year. That is to say, they occupied the top half of the ranking for exam marks within their respective degree programmes; the percentage of male students who received ‘high marks’ is only 46%¹¹.

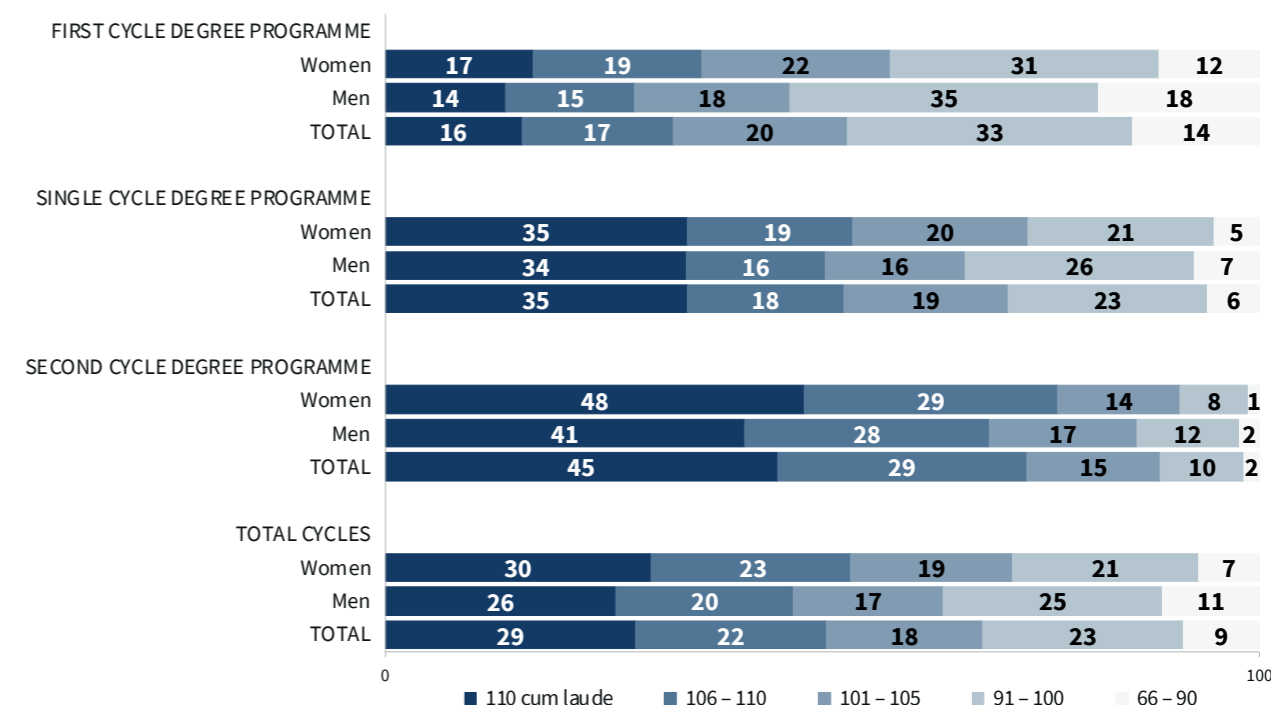
FIGURE 15 – STUDENTS ENROLLED IN THE 1ST YEAR OF FIRST AND SINGLE CYCLE DEGREE PROGRAMMES WITH ‘HIGH MARKS’ – VALUES PER 100 STUDENTS ENROLLED IN THE 1ST YEAR (STUDENTS ENROLLED IN THE 1ST YEAR OF FIRST AND SINGLE CYCLE DEGREE PROGRAMMES IN 2020/21 AND STILL IN THE PROGRAMME IN 2021/22)



* The data relates to students enrolled in the 1st year of first and single cycle degree programmes in 2020/21 who are still enrolled in the same programme in 2021/22 and have taken exams. Among these, students with ‘high marks’ are those who, in the exams taken up to 31/10/2021, obtained an average mark higher than the median value of the average exam mark in the respective degree programme.

That female students get higher graduation marks has also been documented (Fig. 16). 53% of female graduates in 2021 completed their degree programme with final marks higher than 105 out of 110, with 30% obtaining the highest mark of 110 cum laude, while 47% of men scored above 105 and 26% scored 110 cum laude. Gender differences are more evident in the first cycle than in the single and second cycles. The comparison between male and female graduates on their graduation mark by Area and cycle reveals a female advantage in most of the cases.

FIGURE 16 – GRADUATES BROKEN DOWN BY CYCLE, GENDER AND GRADUATION MARK – PERCENTAGE (2021)



* The “previous degree programme system” bars (prior to Ministerial Decree 509/99), which accommodate 59 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 11. For the cohort of students enrolled in the 1st year of first cycle and single cycle degree programmes in 2020/21 who are still enrolled in the same programme in 2021/22, multidimensional statistical models (multiple linear regression) have been devised to analyse the acquisition of CFUs and the average exam marks in the 1st year of the degree programme. The analysis has shown that, given the same secondary school diploma and graduation mark (as well as the same geographic area of origin and Area of the degree programme), the gap between female and male students in terms of average CFUs drops from 3.4 to 0.7 points, and completely disappears as to exam marks. This confirms that the different level of success of women and men in university studies originates before they enter university.

may conclude that, as a whole, female students tend to invest more in education. They achieve higher graduation marks in secondary school (Fig. 8), are more willing to relocate to study (Fig. 9), are more likely to come from lower income households (Fig. 10), access more to university – 56% – (Fig. 1) despite representing less than a half (48%) of the potential population (19-year-olds), drop out less frequently (Fig. 11), earn more educational credits (Fig. 13), are more likely to graduate on time (Fig. 14) and obtain higher marks in exams (Fig. 15) and upon graduating (Fig. 16).

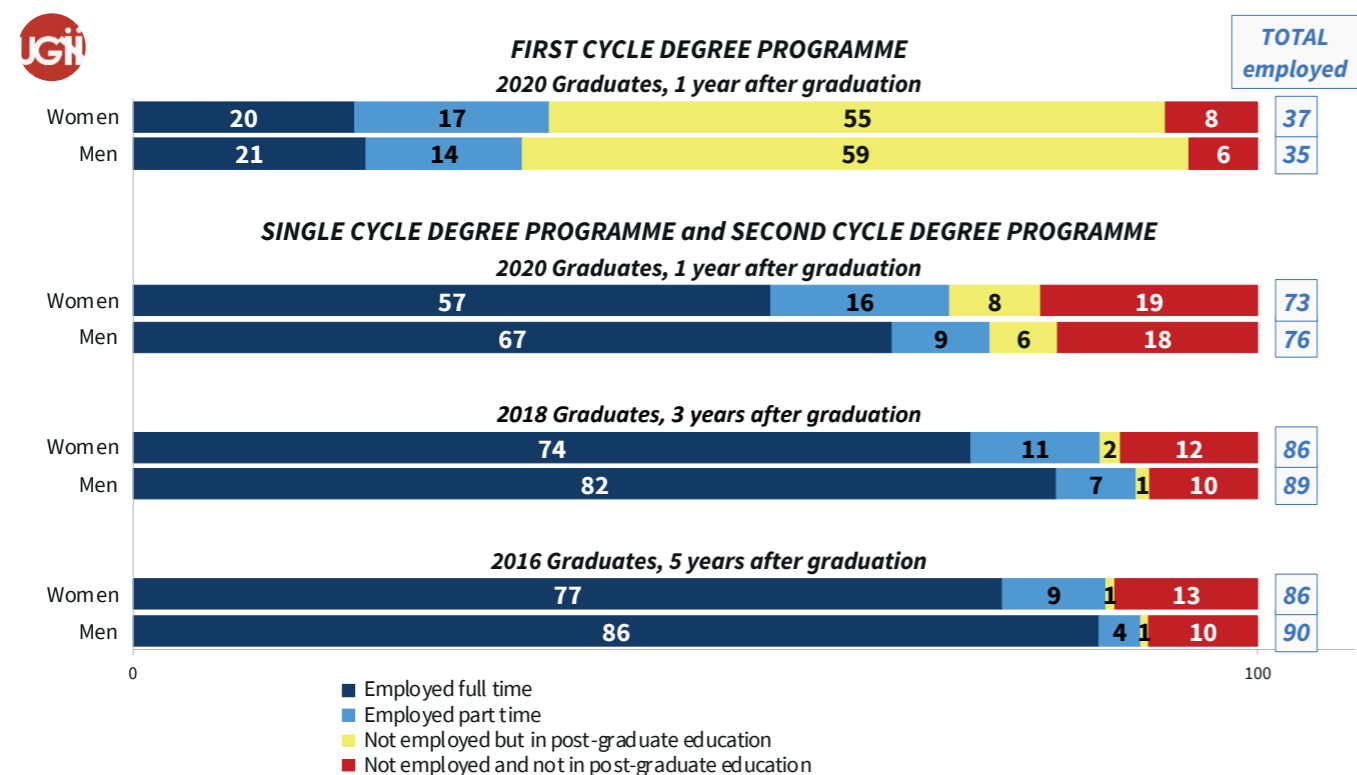
In light of all the above, the analysis of post-graduate education and professional careers leads to some rather surprising results. First of all, after being awarded the Bachelor degree, men are more likely to continue with a two-year Master, although the gap – 5 percentage points – has been shrinking recently (Fig. 17). Since they are less likely to enrol in a second cycle degree programme, female first cycle graduates are more often employed than their male counterparts (37% against 35%), but the gender gap is due to part-time work (Fig. 18).

FIGURE 17 – FIRST CYCLE GRADUATES ENROLLED IN A SECOND CYCLE DEGREE PROGRAMME 1 YEAR AFTER GRADUATION – VALUES PER 100 FIRST CYCLE GRADUATES (2020 GRADUATES INTERVIEWED IN 2021)



Source: AlmaLaurea – 2021 Survey on the Employment Status of Graduates.

FIGURE 18 – GRADUATES BROKEN DOWN BY CYCLE, GENDER AND EMPLOYMENT STATUS 1, 3 AND 5 YEARS AFTER GRADUATION* – PERCENTAGE (2020, 2018 AND 2016 GRADUATES INTERVIEWED IN 2021)

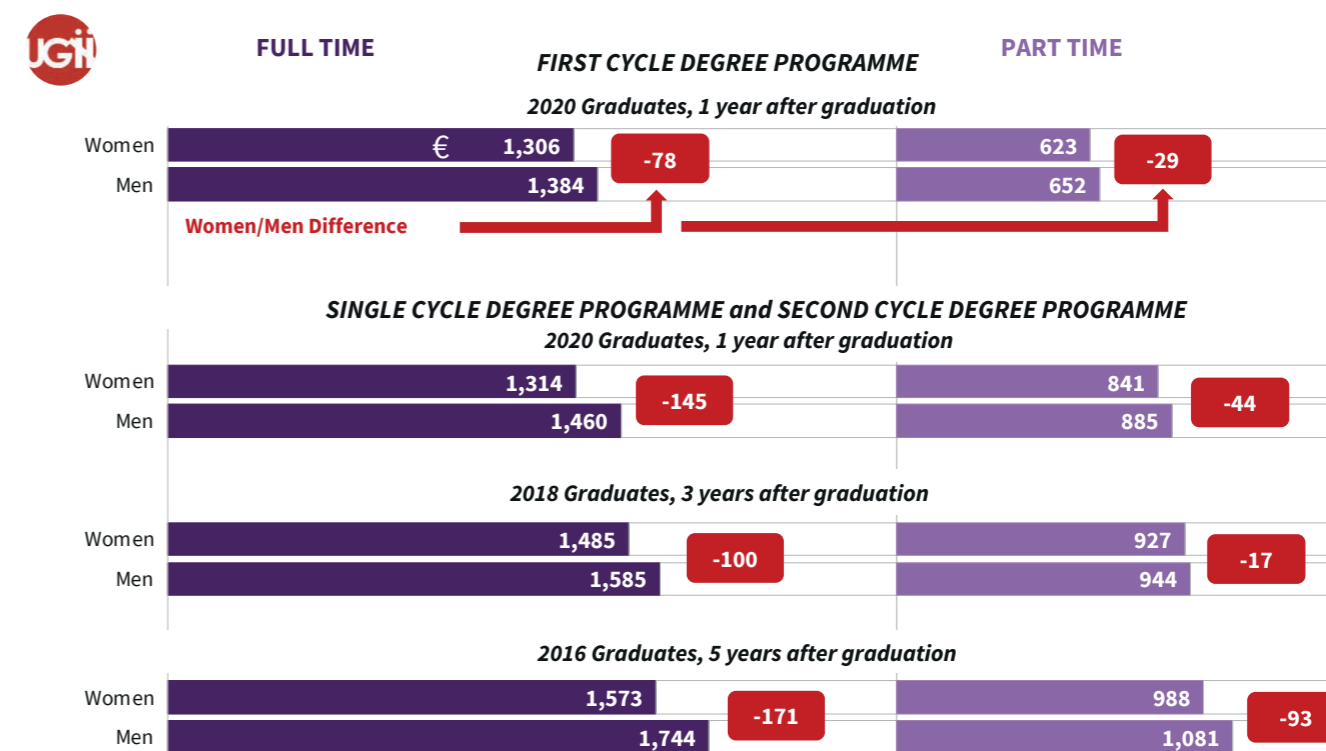


*For first cycle graduates, this is only measured 1 year after graduation.
Source: AlmaLaurea – 2021 Survey on the Employment Status of Graduates

Turning to second cycle and single cycle graduates, it can be noted that the percentage of those who work or are in paid training increases – understandably – as time after graduation passes (one, three or five years), and it is always higher for men. This gender gap is even more evident if one considers full-time work only, as the percentage of part-time workers among female graduates is higher. It should also be noted that, one, three and five years after graduation, the percentage of graduates who are neither working nor in training is higher for women.

In terms of average income, the gender gap is always to the detriment of women in both full-time and part-time work. This gender gap is higher for full-time work and exceeds € 170 net per month 5 years after graduation for second-level graduates working full time (Fig. 19).

FIGURE 19 – NET MONTHLY INCOME OF EMPLOYED GRADUATES 1, 3 AND 5 YEARS AFTER GRADUATION BROKEN DOWN BY GENDER – AVERAGE VALUES (2020, 2018 AND 2016 GRADUATES INTERVIEWED IN 2021)*



* For first cycle graduates, this is only measured 1 year after graduation.
The question “What is the net monthly income you earn at your current job?” or “[...] your current activity?” is asked to all graduates who work, regardless of the type of contract (employment with permanent or fixed-term contract, apprenticeship, continuative and coordinated collaboration, research fellowship, self-employment, informal work, etc.).
Source: AlmaLaurea – 2021 Survey on the Employment Status of Graduates.

A comparison of female and male graduates of second cycle and single cycle degree programmes, broken down by income and given the same Area of studies, work regime (full or part time), sector, branch, contract and job 5 years after graduation, allows us to better understand the situation (Table 2). Overall, women earn less with the difference amounting to an average of € 206 per month. Female graduates appear to be penalised on average across all regimes, sectors, branches, contract types and job categories; only in the non-profit sector or in paid training the difference is less than € 60 per month.

TABLE 2 – NET MONTHLY INCOME OF EMPLOYED GRADUATES BROKEN DOWN BY DEGREE PROGRAMME AREA, WORK REGIME, SECTOR, BRANCH, CONTRACT, JOB AND GENDER 5 YEARS AFTER GRADUATION – AVERAGE VALUES (2016 SINGLE CYCLE AND SECOND CYCLE GRADUATES INTERVIEWED IN 2021)

	No.		Column %		Income (€, average)		Diff. Women/ Men
	Women	Men	Women	Men	Women	Men	
TOTAL	2,233	1,747	100	100	1,511	1,717	-206
DEGREE PROGRAMME AREA							
Economics and Management	186	181	8	10	1,632	1,831	-199
Pharmacy and Biotechnology	158	62	7	4	1,550	1,782	-232
Law	235	174	11	10	1,488	1,683	-195
Engineering and Architecture	257	523	12	30	1,696	1,845	-149
Language and Literatures, Interpreting and Translation	146	25	7	1	1,401	1,586	-185
Medicine	138	99	6	6	1,729	1,903	-174
Veterinary Medicine	83	39	4	2	1,605	1,829	-224
Psychology	142	37	6	2	1,319	1,532	-212
Science	105	156	5	9	1,589	1,623	-34
Agricultural and Food Sciences	21	35	1	2	1,449	1,565	-116
Education Studies	130	13	6	1	1,295	1,549	-253
Sports Science	30	43	1	2	1,296	1,411	-116
Political Sciences	148	97	7	6	1,623	1,635	-11
Statistical Sciences	41	43	2	2	1,781	1,769	12
Sociology	60	20	3	1	1,458	1,619	-161
Humanities	353	200	16	11	1,331	1,440	-109
REGIME							
Employed full time	1,997	1,676	89	96	1,573	1,744	-171
Employed part time	236	71	11	4	988	1,081	-93
SECTOR							
Public	706	440	32	25	1,509	1,619	-111
Private	1,372	1,262	61	72	1,540	1,767	-226
Non-profit or third sector	153	45	7	3	1,274	1,324	-50
BRANCH							
Agriculture	17	37	1	2	1,396	1,636	-240
Industry	356	474	16	27	1,708	1,820	-112
Education and research	495	296	22	17	1,340	1,455	-115
Other services	1,357	937	61	54	1,522	1,752	-229
CONTRACT							
Self-employment	335	270	15	15	1,495	1,827	-332
Permanent	1,105	964	49	55	1,590	1,785	-195

	No.		Column %		Income (€, average)		Diff. Women/ Men
	Women	Men	Women	Men	Women	Men	
Apprenticeship	43	23	2	1	1,381	1,517	-135
Non-standard	429	250	19	14	1,423	1,522	-99
Research fellowship	43	43	2	2	1,465	1,631	-167
Semi-subordinate	43	21	2	1	1,483	1,643	-161
Other self-employment	35	28	2	2	966	1,539	-573
Paid training	180	143	8	8	1,456	1,513	-57
Informal work	15	3	1	0	1,070	1,876	-805
JOB							
Lawmakers, entrepreneurs and senior management	30	58	1	3	1,657	1,993	-336
Intellectual, scientific and highly specialised jobs	1,269	1,010	57	58	1,541	1,788	-247
Technical jobs	327	253	15	14	1,495	1,614	-119
Executive office jobs	314	200	14	11	1,425	1,554	-128
Paid training	180	143	8	8	1,456	1,513	-57
Other jobs	61	43	3	2	1,268	1,546	-278

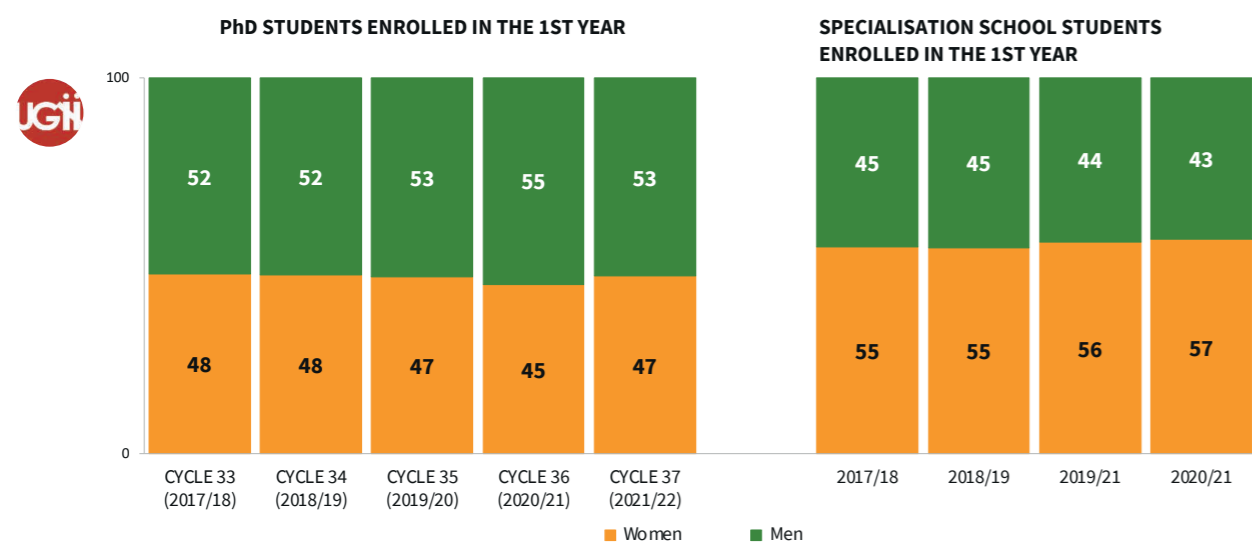
* Further information on the classification by contract and job can be obtained by selecting any cohort of graduates on the AlmaLaurea website and consulting the notes on the relative cohort page.

Source: AlmaLaurea – 2021 Survey on the Employment Status of Graduates.



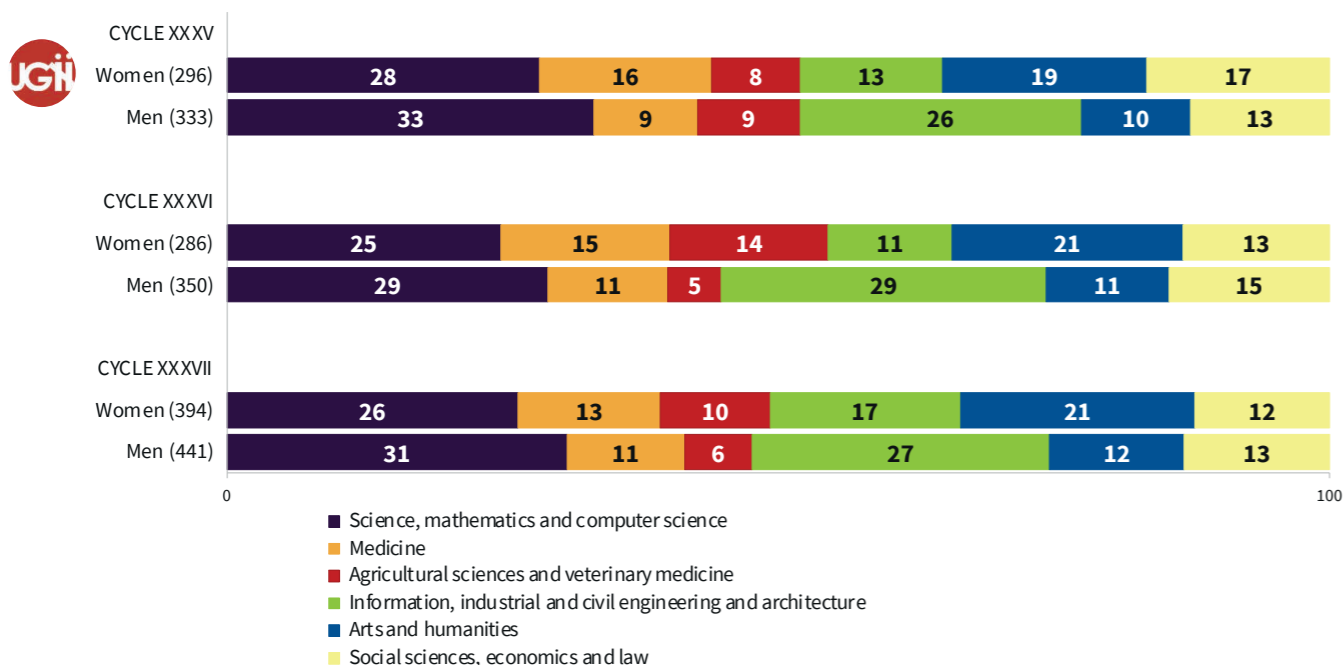
If we examine the case of students who undertake a scientific research career by enrolling in a PhD programme (Fig. 20), we notice that women are a minority (47%), although the pool of potential PhD students – graduates from second and single cycle degree programmes – is predominantly made of women (between 2016 and 2020, women represented between 57% and 58% of the total in the overall Italian university system). This means that access to PhD programmes is subject to a form of vertical gender segregation. From this perspective, however, the number of men and women enrolling in Specialisation Schools is more or less equal, with women comprising 57% of students enrolled in the 1st year (2020/21).

FIGURE 20 – STUDENTS ENROLLED IN THE 1ST YEAR OF A PHD PROGRAMME (CYCLES XXXIII-XXXVII) AND IN THE 1ST YEAR OF SPECIALISATION SCHOOLS (A.Y. 2017/18 – 2020/21) BROKEN DOWN BY GENDER – PERCENTAGE



Enrolment in PhD programmes is also characterised by horizontal segregation according to the field of study, with an overrepresentation of men in the fields of information, industrial and civil engineering and architecture, and of women in the fields of arts and humanities (Fig. 21). It is worth underlining, however, that gender differences in PhD programmes are less evident than the imbalance occurring in the choice of degree programmes, as illustrated also in Figures 53.5 and 53.6 (Section 5.2).

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



* Enrolment in the 1st year occurred in a.y. 2019/20 for Cycle XXXV, in a.y. 2020/21 for Cycle XXXVI, and in a.y. 2021/22 for Cycle XXXVII. The absolute number of cases is given in brackets in the chart.

3.3 THE TEACHING STAFF

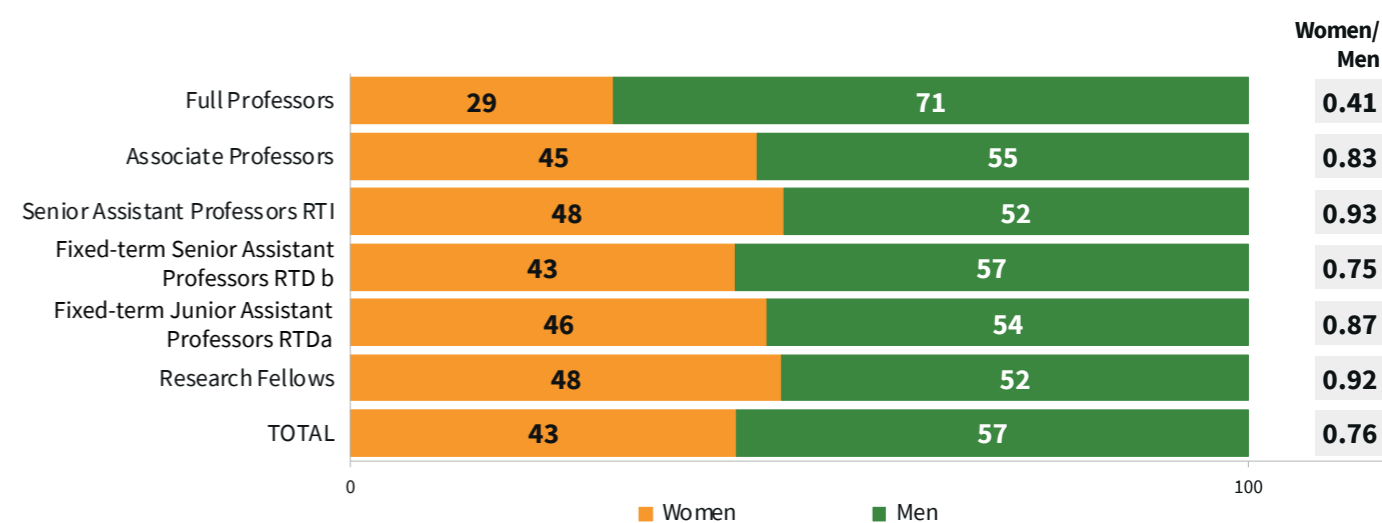
An analysis of the distribution of Research Staff (Table 3 and Figures 22 and 23) highlights that the higher the role, the lower the presence of women. In ‘entry-level’ jobs (Research Fellows and Assistant Professors), the gender ratio is relatively balanced, while women are only a negligible presence among Full Professors (29%). This shows that, even at the University of Bologna, the well-known phenomena of ‘vertical segregation’ and ‘glass ceiling’ are at work¹².

TABLE 3 – RESEARCH STAFF BROKEN DOWN BY ROLE* AND GENDER – ABSOLUTE VALUES (2019-2021)

Role	2021			2020			2019		
	Women	Men	Total	Women	Men	Total	Women	Men	Total
Full Professors	242	585	827	221	552	773	196	537	733
Associate Professors	612	739	1,351	550	698	1,248	508	676	1,184
Senior Assistant Professors RTI	122	131	253	173	163	336	238	231	469
Fixed-term Senior Assistant Professors RTDb	131	175	306	117	161	278	116	159	275
Fixed-term Junior Assistant Professors RTDa	123	142	265	102	117	219	66	75	141
Research Fellows	595	644	1,239	556	645	1,201	611	582	1,193
TOTAL	1,825	2,416	4,241	1,719	2,336	4,055	1,735	2,260	3,995

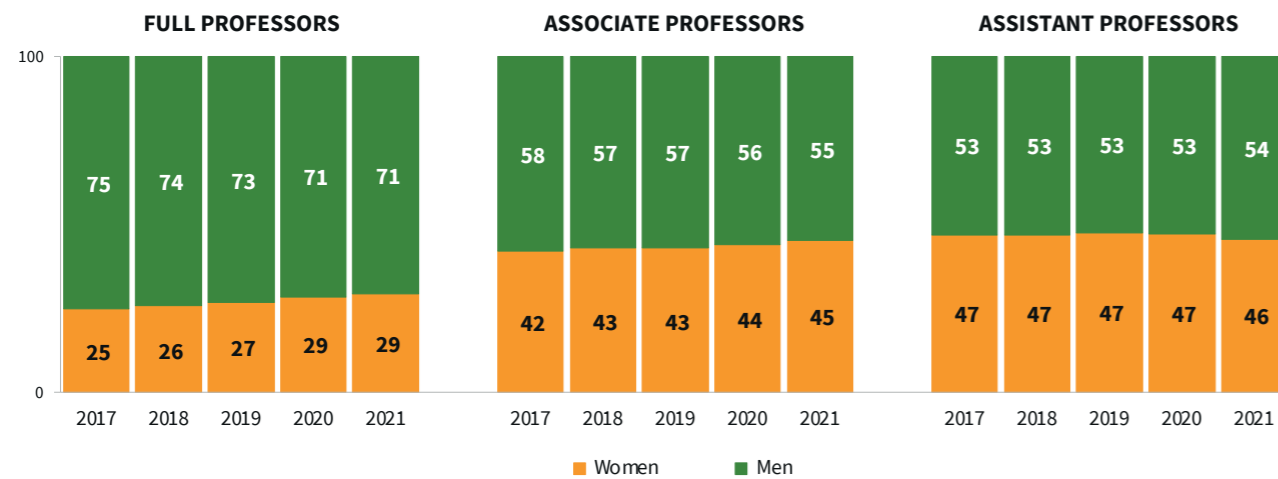
* Assistant Professors include Senior Assistant Professors (RTI), fixed-term Junior (RTDa) and Senior (RTDb) Assistant Professors.

FIGURE 22 – RESEARCH STAFF BROKEN DOWN BY ROLE AND GENDER – PERCENTAGE (2021)



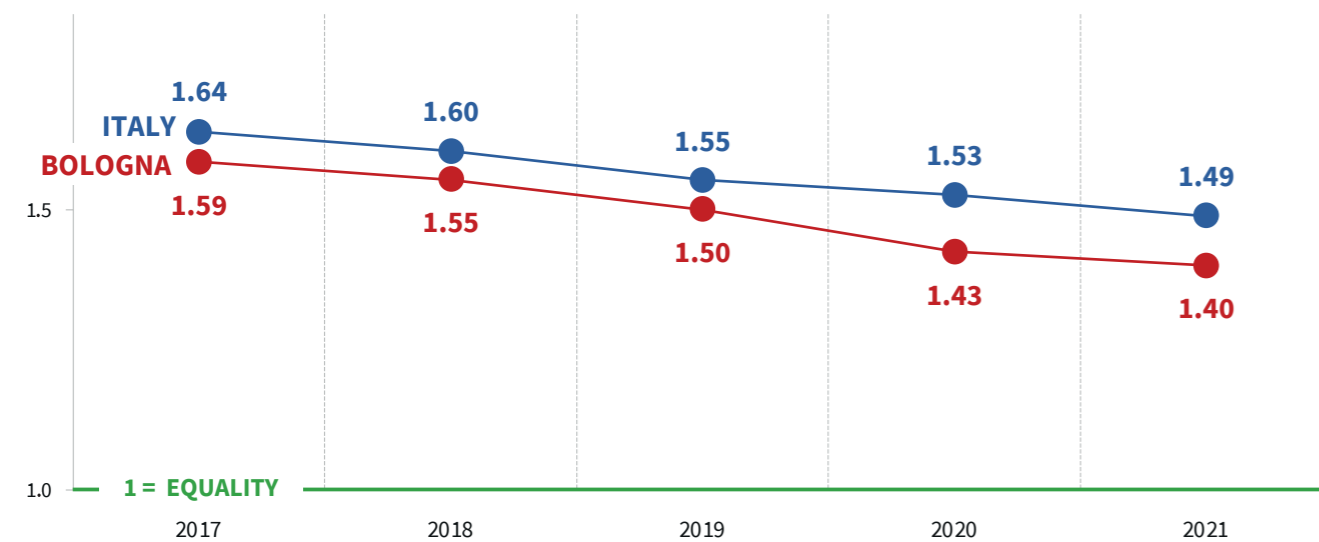
12. ‘Vertical segregation’ means that women are mostly present in the lower levels of the hierarchy, with a progressive reduction in percentage terms as the hierarchy climbs upward, while the ‘glass ceiling’ refers to the invisible barriers preventing women from reaching the highest level of their careers.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

FIGURE 23 – TEACHING STAFF BROKEN DOWN BY ROLE AND GENDER – PERCENTAGE (2017-2021)



The Glass Ceiling index, which compares the percentage of women among the overall Teaching Staff with the percentage of women among the highest ranking Professors¹³, offers a summary measure of the degree of vertical segregation (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 fall in the index value from 1.59 in 2017 to 1.40 in 2021, approaching the value of 1, which represents gender equality. Vertical segregation has also decreased across the entire Italian university system, albeit more slowly (between 2017 and 2021, the index value at the national level fell from 1.64 to 1.49).

FIGURE 24 – GLASS CEILING INDEX – UNIVERSITY OF BOLOGNA/ITALY COMPARISON (2017-2021)



National data source: MIUR, Cerca università (University search service).

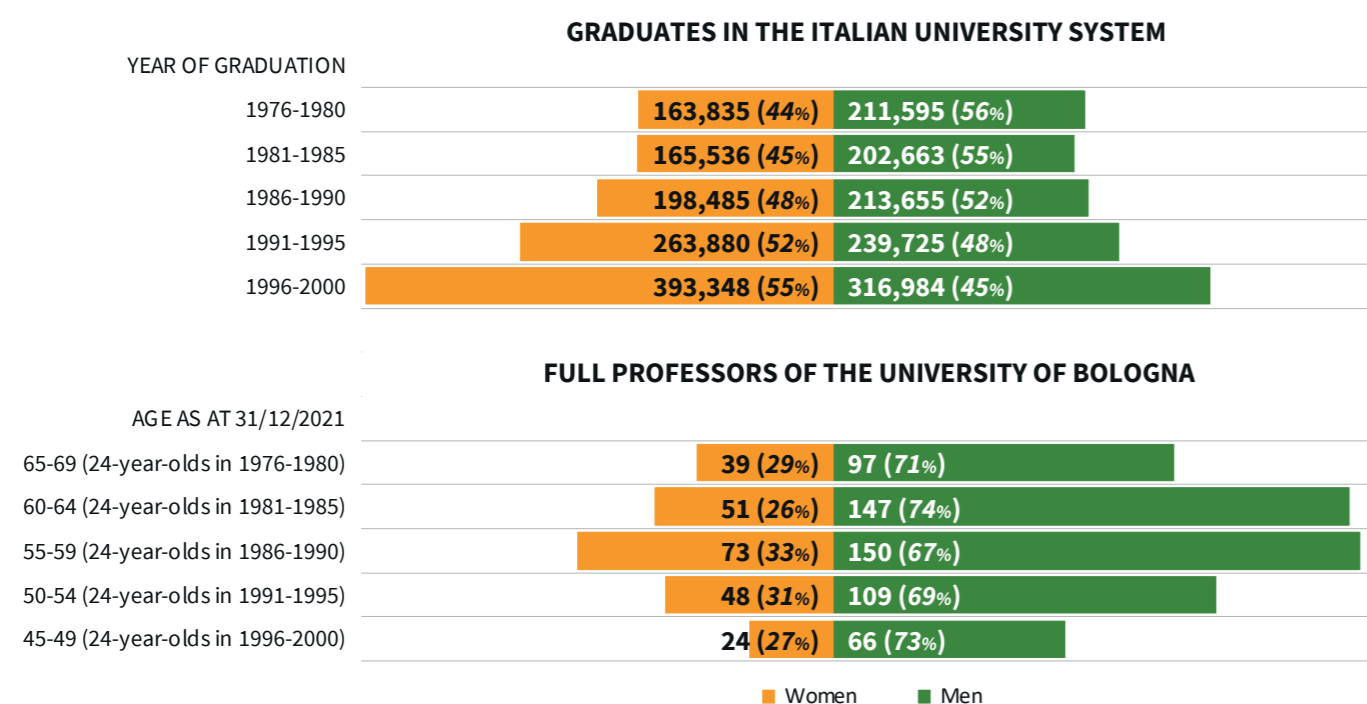
13. The Glass Ceiling index is the ratio between the number of women among Teaching Staff (grades A, B and C) and the number of women among Full Professors (grade A). The value of this index may vary from 0 to infinity. An index value of 1 indicates that there is no difference between women and men in terms of the probability of reaching the highest level of a career (Full Professor); an index value lower than 1 means that the number of women in the highest achievable role (Full Professor) is higher than their presence among the Teaching Staff; an index value higher than 1 indicates the presence of a glass ceiling effect, with women less represented in senior positions (grade A) than among the overall Teaching Staff. The greater the value above 1 in the Glass Ceiling index, the stronger the glass ceiling effect, and the harder it is for women to reach the top level of the academic career. See EU – Directorate-General for Research and Innovation (2019), *She Figures 2018*, European Commission, Brussels, p. 125.



This greater equality – compared to the past – with regard to the possibility of progressing to the level of Full Professor at the University of Bologna is confirmed by the fact that the percentage of Associate Professors in 2017 who progressed to Full Professors before 2021 is more or less the same for both genders: 23% for men (141 out of 613), 21% for women (92 out of 443).

It may be assumed that the overrepresentation of men among the ranks of Full Professors simply reflects the gender balance that existed in the cohorts of graduates from which they were drawn. In other words, the current inequality would be due to a different participation of men and women in university education during the final three decades of the last century. However, data (Fig. 25) disproves this hypothesis: the percentage of female graduates in the period 1976-2000, the population from which most of the current Full Professors were drawn, is much higher than the percentage of Full Professors who are women. For example, women were 52% of the graduates in the five-year period 1991-1995, but only 31% of Full Professors aged 50-54, who were essentially drawn from that graduate population, are women. This confirms the existence of a glass ceiling that hinders women after graduation.

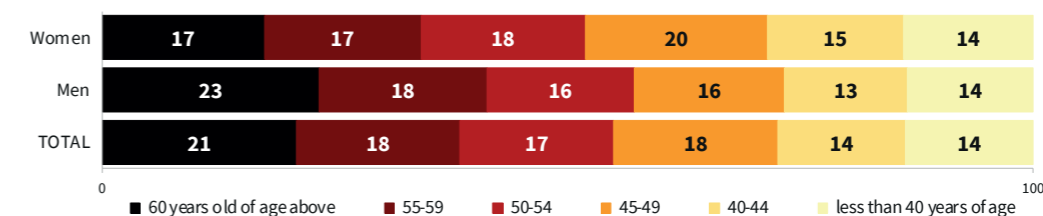
FIGURA 25 – GRADUATES IN THE ITALIAN UNIVERSITY SYSTEM (1976-2000) AND FULL PROFESSORS OF THE UNIVERSITY OF BOLOGNA AGED 45-69 (2021) BROKEN DOWN BY GENDER – ABSOLUTE AND PERCENTAGE VALUES



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

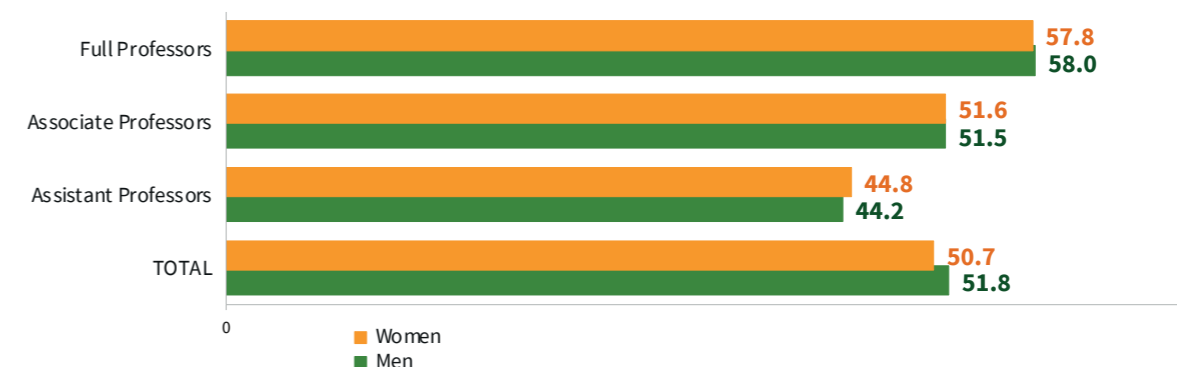
Figures 26-28 provide more detail on the relationship between the gender and role of Teaching Staff by introducing the age variable. The data show (Fig. 27) that, within the same role, the difference between men and women in terms of average age is not significant, whereas in the overall teacher population men are 1.1 years older: this apparent paradox is due to the greater diffusion of Full Professor roles among the male population. However, a more interesting aspect is the relationship between gender and age, on the one hand, and the diffusion of Full Professor roles, on the other (Fig. 28). Naturally, 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. The figures speak for themselves, with 22% of women holding Full Professor roles (compared with 39% of men) among Teaching Staff of 50-54 years of age, and 10% against 23% among those of 45-49 years of age. In the overall teacher population, 20% of women and 33% of men hold Full Professor roles.

FIGURE 26 – TEACHING STAFF BROKEN DOWN BY GENDER AND AGE* – PERCENTAGE (2021)



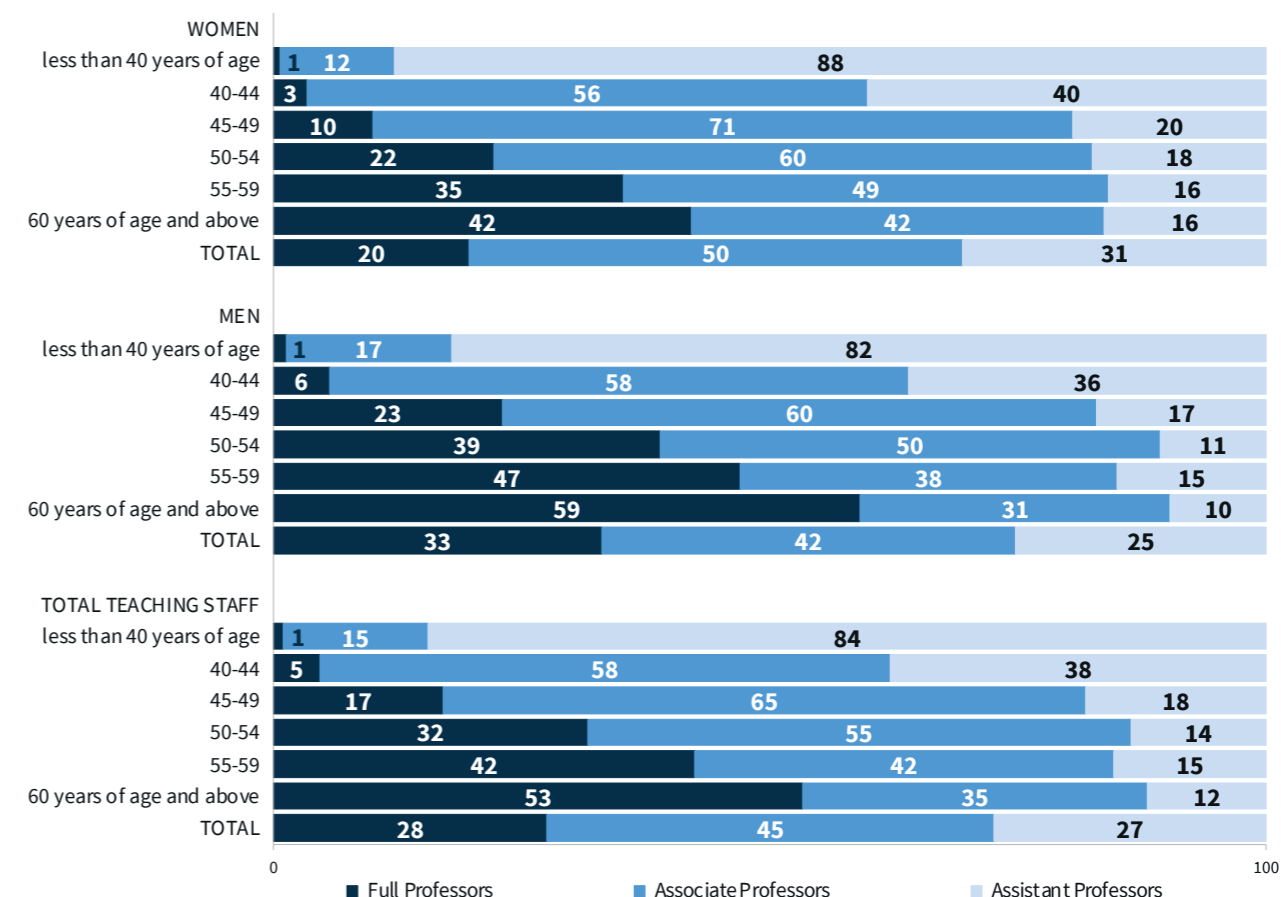
* Age is given in years reached as at 31/12/2021.

FIGURE 27 – AVERAGE AGE* OF TEACHING STAFF BROKEN DOWN BY ROLE AND GENDER (2021)



* Age is given as at 31/12/2021 and the average value is calculated taking into account also the months and days passed since the last birthday.

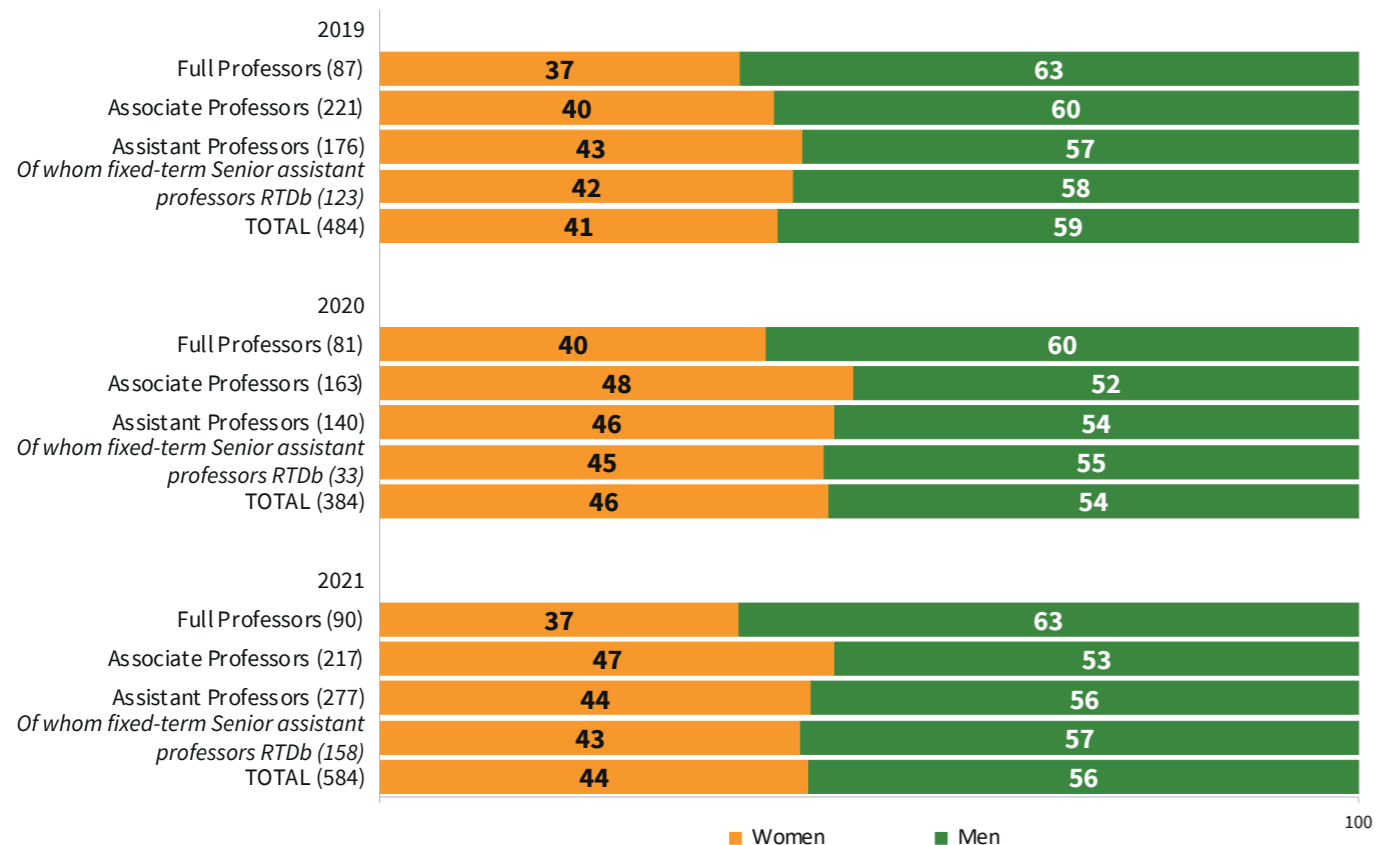
FIGURE 28 – TEACHING STAFF BROKEN DOWN BY GENDER, AGE* AND ROLE – PERCENTAGE (2021)



* Age is given in years reached as at 31/12/2021.

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 underrepresentation of women among Full Professors is less evident than at the overall level, but not entirely absent.

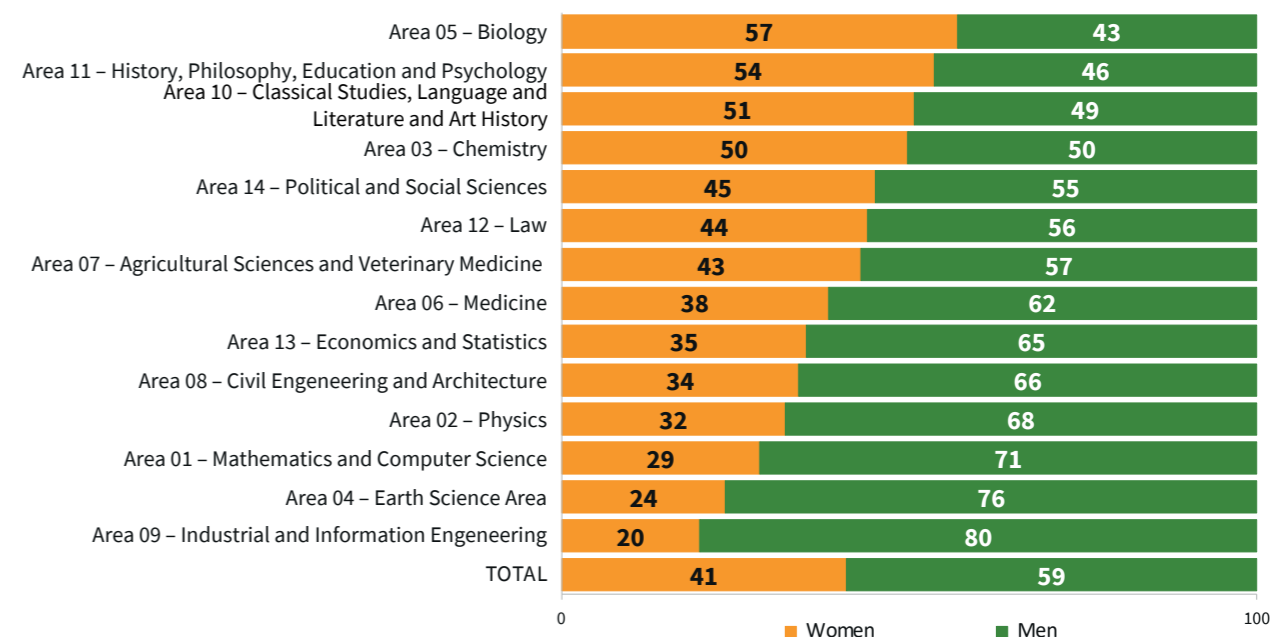
FIGURE 29 – NEW RECRUITS* INTO THE TEACHING STAFF BROKEN DOWN BY ROLE AND GENDER – PERCENTAGE (2019-2021)



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

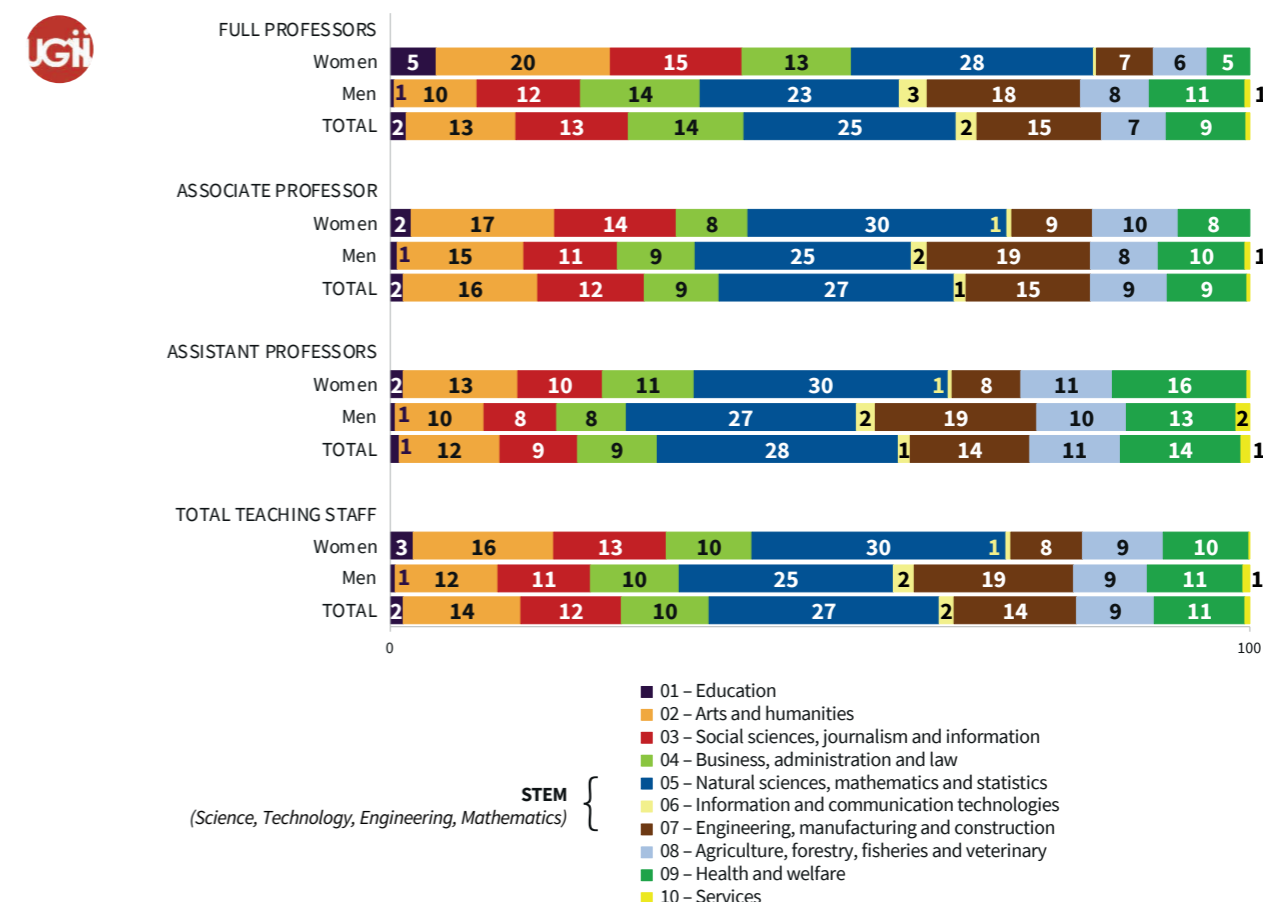
The distribution of Teaching and Research Staff across the various CUN Areas according to gender (Fig. 30) shows a clear prevalence of men in Areas 09 (Industrial and Information Engineering), 04 (Earth Science), 01 (Mathematics and Computer Science): here, men make up over 70% of the total. Conversely, there are more women in Areas 05 (Biology), 11 (History, Philosophy, Education and Psychology) and 10 (Classical Studies, Language and Literature and Art History), although Area 03 (Chemistry) also has a notable female presence, since there is parity in this area, and therefore women are distinctly more present than among the overall Teaching Staff (41%). Hence, the phenomenon of horizontal segregation by disciplinary area also exists among university teachers, although in this case the level of gender inequality is less evident than among the students enrolled in degree programmes, as illustrated in Figures 53.5 and 53.7 (Section 5.2).

FIGURE 30 – TEACHING STAFF BROKEN DOWN BY CUN AREA AND GENDER – PERCENTAGE (2021)



If, instead of adopting the CUN categories, we were to refer to the ISCED classification – which allows for comparison on an international level – we would reach the same conclusions (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 “Information and communication technologies” is evident although less conspicuous than the disparity discerned among students (Fig. 4). Moreover, there is a clear horizontal segregation by field of study among Full Professors, which is less evident among Associate Professors and above all Assistant Professors.

FIGURE 31 – TEACHING STAFF BROKEN DOWN BY ROLE, GENDER AND ISCED SUBJECT AREA – PERCENTAGE (2021)



* Percentages below 0.5 are not shown in the chart.

The comparison of the University of Bologna with the national university system (Table 4 and Fig. 32) begs the question of whether or not the gender inequalities identified at Alma Mater – both the vertical segregation by role and the horizontal segregation by disciplinary area – also emerge in a similar manner at Italian universities as a whole. In the four charts, the points below the diagonal correspond to the CUN Areas in which the percentage of female teachers at the University of Bologna exceeds the national percentage, while the points above the diagonal represent the Areas in which female presence is higher in Italy than at the University of Bologna.

Vertical segregation is indicated by the fact that, as the academic role increases, the concentration of points tends to shift downwards and to the left, moving closer to the origin of Cartesian axes. Horizontal segregation is instead documented by the dispersal of the 14 points within each quadrant.

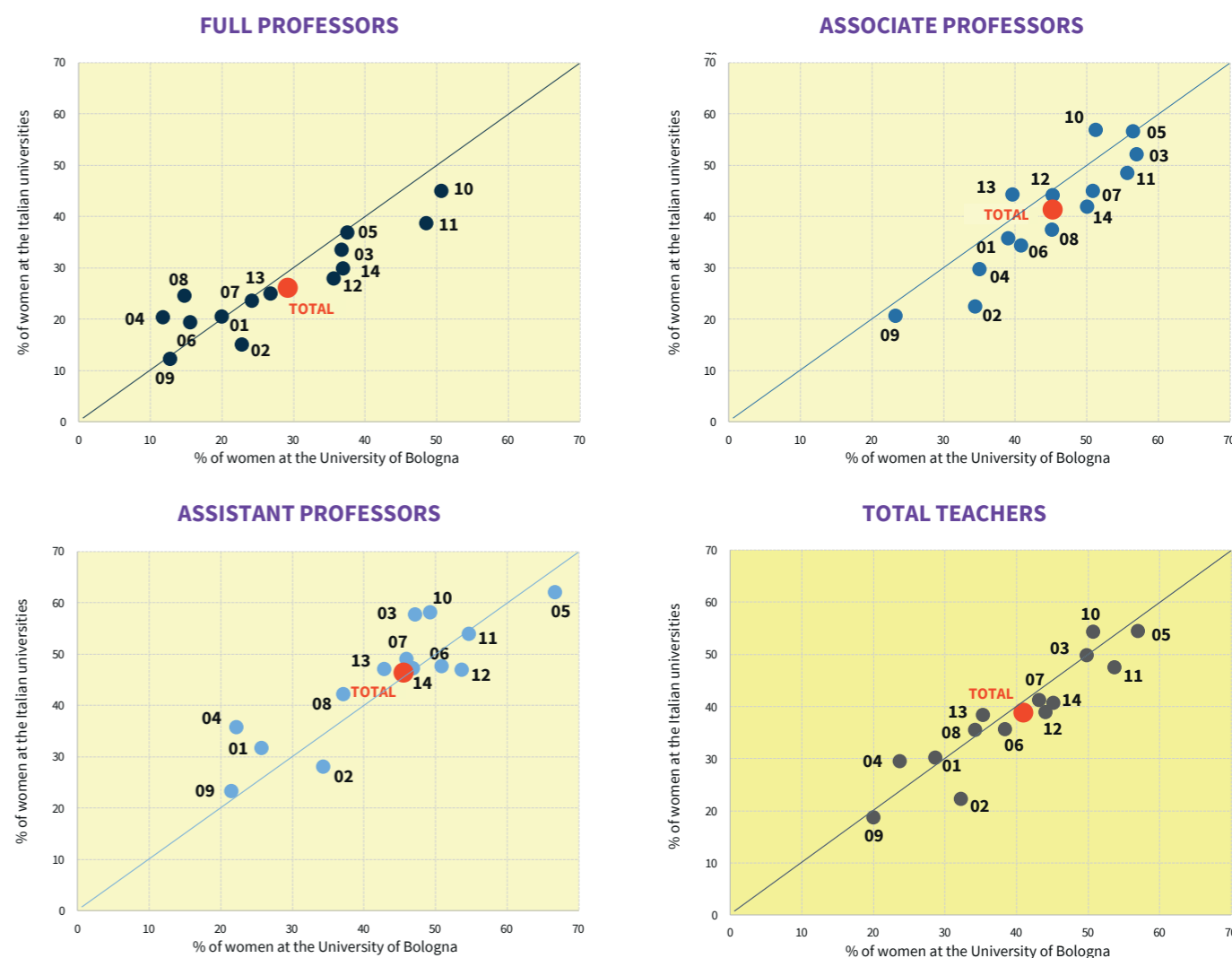
We can conclude that, since the Area-points are generally close to the diagonal of the quadrant, the situation identified at the University of Bologna reflects to a large degree the national scenario. However, there are some interesting exceptions, such as in Area 02 – Physics, where at the University of Bologna there are considerably more women in all roles compared with the national percentage, and Area 04 – Earth Science and Area 08 – Civil Engineering and Architecture, where the situation is the reverse for female Full Professors and Assistant Professors.

TABLE 4 – FEMALE TEACHERS BROKEN DOWN BY CUN AREA AND ROLE – VALUES PER 100 TEACHERS – UNIVERSITY OF BOLOGNA/ITALY COMPARISON (2021)

CUN AREA	Full Professors		Associate Professors		Assistant professors		TOTAL	
	UniBO	Italy	UniBO	Italy	UniBO	Italy	UniBO	Italy
Area 01 – Mathematics and Computer Science	20.0	20.5	39.0	35.8	25.7	31.8	28.6	30.2
Area 02 – Physics	22.7	15.0	34.4	22.5	34.3	28.0	32.2	22.3
Area 03 – Chemistry	36.7	33.5	57.0	52.1	47.2	57.7	49.8	49.9
Area 04 – Earth Science	11.8	20.3	35.0	29.8	22.2	35.8	23.6	29.6
Area 05 – Biology	37.5	36.9	56.4	56.7	66.7	62.1	56.9	54.6
Area 06 – Medicine	15.6	19.4	40.8	34.4	50.9	47.7	38.4	35.8
Area 07 – Agricultural Sciences and Veterinary Medicine	24.2	23.6	50.8	45.0	46.0	49.1	43.1	41.3
Area 08 – Civil Engineering and Architecture	14.7	24.5	45.1	37.5	37.1	42.2	34.2	35.6
Area 09 – Industrial and Information Engineering	12.8	12.3	23.3	20.6	21.5	23.3	19.9	18.9
Area 10 – Classical Studies, Language and Literature and Art History	50.6	45.0	51.3	57.0	49.2	58.2	50.7	54.5
Area 11 – History, Philosophy, Education and Psychology	48.6	38.7	55.6	48.5	54.7	53.9	53.7	47.6
Area 12 – Law	35.6	27.9	45.2	44.2	53.7	46.9	44.0	39.0
Area 13 – Economics and Statistics	26.8	25.0	39.7	44.3	42.9	47.1	35.3	38.4
Area 14 – Political and Social Sciences	37.0	29.9	50.0	42.0	46.9	47.3	45.1	40.8
TOTAL	29.3	26.0	45.3	41.3	45.6	46.3	41.0	38.8

National data source: MIUR, Cerca università (University search service).

FIGURE 32 – FEMALE TEACHERS BROKEN DOWN BY ROLE AND CUN AREA* – VALUES PER 100 TEACHERS – UNIVERSITY OF BOLOGNA/ITALY COMPARISON (2021)



*** CUN AREAS**

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

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

National data source: MIUR, Cerca università (University search service).

The distribution of the Teaching Staff in terms of Department and role points to the interplay of vertical and horizontal segregation (Table 5). In 2021, the number of female Full Professors was higher than that of male Full Professors only in 6 Departments out of 32 (Interpreting and Translation; Modern Languages, Literatures and Cultures; Psychology; Education Studies; Statistical Sciences; History and Cultures). In the remaining 26 Departments, male Full Professors prevail, very often in marked numbers (in 19 Departments, male Full Professors are over twice as many as their female counterparts). Overall, considering the Teaching Staff in all three roles, women are more numerous than men only in 8 Departments of the University of Bologna (the number is the same at History and Cultures).

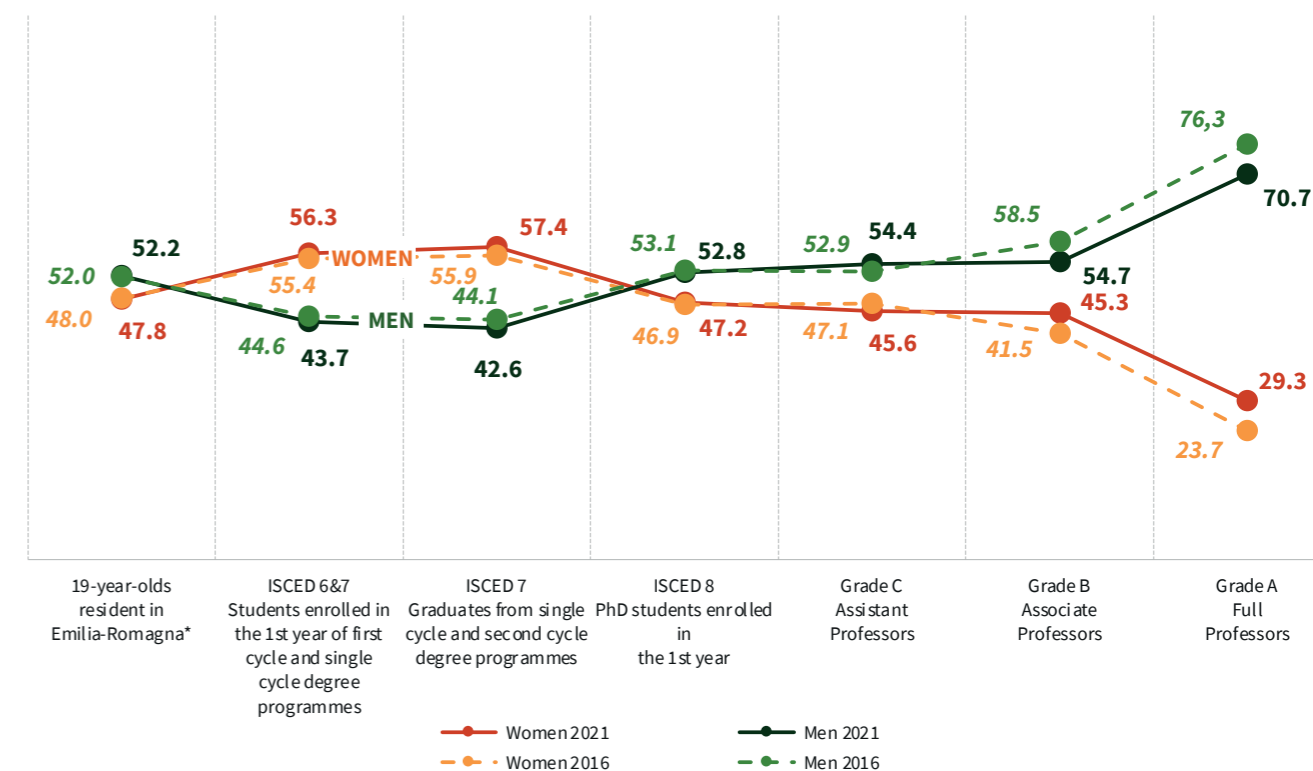
TABLE 5 – TEACHING STAFF BROKEN DOWN BY DEPARTMENT, ROLE AND GENDER – ABSOLUTE VALUES (2021)

Department	Full Professors		Associate Professors		Assistant Professors		TOTAL	
	Women	Men	Women	Men	Women	Men	Women	Men
Architecture – DA	4	13	9	14	9	6	22	33
Arts – DAR	8	14	18	31	6	5	32	50
Cultural Heritage – DBC	7	12	10	10	6	8	23	30
Chemistry “G. Ciamician” – CHIM	9	15	25	14	9	11	43	40
Industrial Chemistry “Toso Montanari” – CHIMIND	3	11	17	19	6	10	26	40
Pharmacy and Biotechnology – FABIT	6	15	33	24	28	14	67	53
Classical Philology and Italian Studies – FICLIT	9	13	13	23	6	11	28	47
Philosophy and Communication Studies – FILCOM	5	7	9	14	6	9	20	30
Physics and Astronomy “A. Righi” – DIFA	6	20	23	45	12	26	41	91
Computer Science and Engineering – DISI	5	32	7	26	3	18	15	76
Civil, Chemical, Environmental and Materials Engineering – DICAM	4	21	24	30	10	25	38	76
Electrical, Electronic and Information Engineering “G. Marconi” – DEI	3	28	11	49	4	22	18	99
Industrial Engineering – DIN	1	29	9	35	5	22	15	86
Interpreting and Translation – DIT	8	6	20	6	7	6	35	18
Modern Languages, Literatures and Cultures – LILEC	10	4	25	13	6	3	41	20
Mathematics – MAT	12	26	15	20	6	16	33	62
Experimental, Diagnostic and Specialty Medicine – DIMES	6	28	29	25	31	21	66	74
Psychology “R. Canestrari” – PSI	9	6	24	14	9	6	42	26
Management – DISA	6	28	16	24	13	12	35	64
Biological, Geological and Environmental Sciences – BIGEA	4	16	14	22	14	12	32	50
Biomedical and Neuromotor Sciences – DIBINEM	11	16	32	27	21	35	64	78
Education Studies “G. M. Bertin” – EDU	15	5	24	10	13	6	52	21
Agricultural and Food Sciences – DISTAL	8	29	29	38	22	35	59	102
Economics – DSE	8	37	9	27	6	9	23	73
Legal Studies – DSG	20	41	26	31	22	17	68	89
Medical and Surgical Sciences – DIMEC	3	28	18	35	24	24	45	87
Veterinary Medical Sciences – DIMEVET	6	18	35	24	19	13	60	55
Life Quality Studies – QUVI	3	8	5	11	11	5	19	24
Political and Social Sciences – SPS	11	21	26	24	6	9	43	54

Department	Full Professors		Associate Professors		Assistant Professors		TOTAL	
	Women	Men	Women	Men	Women	Men	Women	Men
Statistical Sciences “P. Fortunati” – STAT	15	14	22	18	8	10	45	42
Sociology and Business Law – SDE	6	14	10	13	14	5	30	32
History and Cultures – DISCI	11	10	25	23	14	17	50	50
TOTAL	242	585	612	739	376	448	1,230	1,772

If we look at gender composition in the progression of the 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 so-called ‘leaky pipeline’ phenomenon at work. In fact, in 2021, women were 47.8% of the 19-year-old population (i.e. potential new students), 56.3% of new students at the University, and 57.4% of second cycle and single cycle graduates, which bears witness to the fact that they invest more in their education¹⁴. At this point, however, the percentage of women decreases by 10 percentage points to 47.2% among PhD students. Women account for just over 45% among Assistant Professors and Associate Professors, while they are merely 29.3% of Full Professors (this percentage is almost 6 points higher than in 2016). Nationally (Fig. 34), the results are very similar, just like at European level, where – in reference to 2016 (last update available¹⁵) – the percentage of women is 55% among students, 59% among graduates, 48% among PhD students, 46% among Assistant Professors, 40% among Associate Professors, and 24% among Full Professors.

FIGURE 33 – DISTRIBUTION BY GENDER IN A TYPICAL ACADEMIC CAREER AT THE UNIVERSITY OF BOLOGNA – STUDENTS AND TEACHING STAFF – PERCENTAGE – 2016 AND 2021

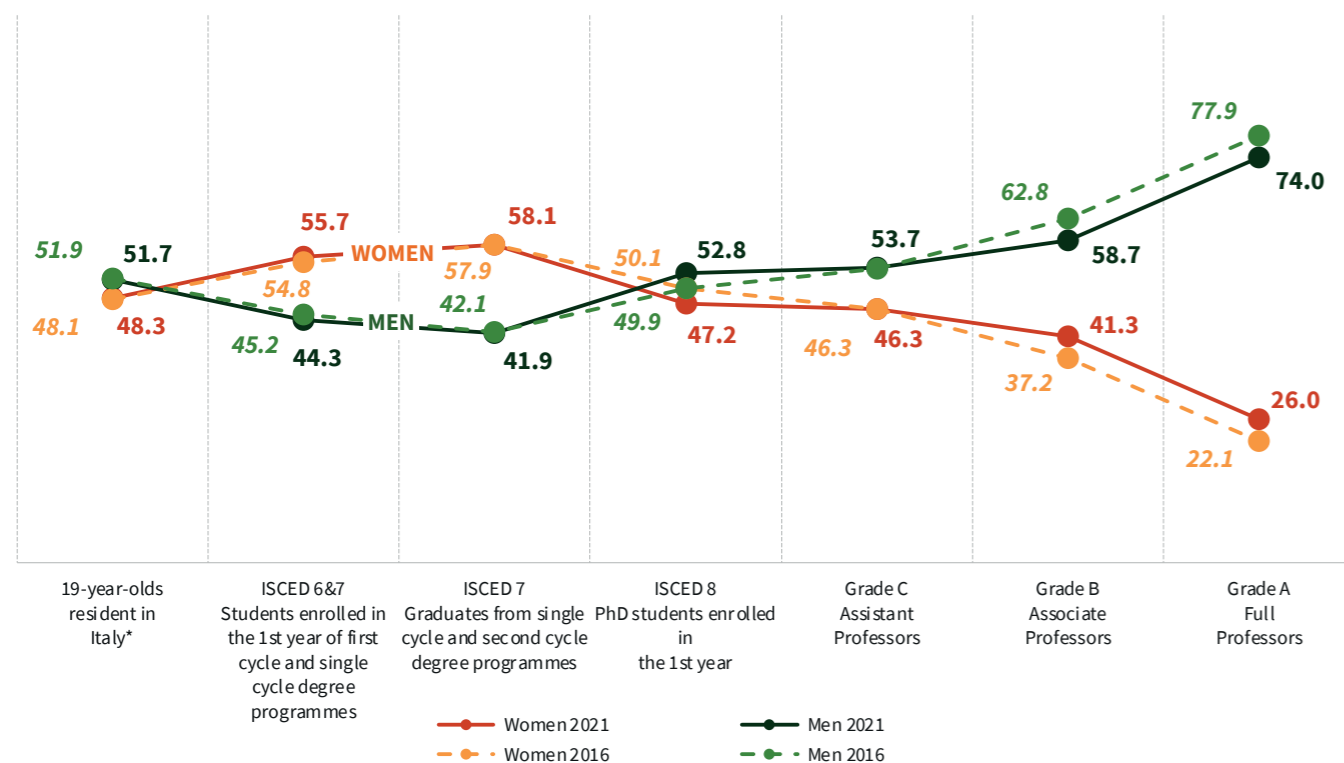


18-year-olds resident in Emilia-Romagna as at 01/01/2016 and 01/01/2021.

14. Figures 33-35 refer to second-level graduates (from single cycle and second cycle degree programmes), rather than to the aggregate number of graduates, as the former represent the population who can access PhD programmes and then the university professor career. The overall female percentage among 2021 graduates is 57.1%.

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

FIGURE 34 – DISTRIBUTION BY GENDER IN A TYPICAL ACADEMIC CAREER IN THE ITALIAN UNIVERSITY SYSTEM – STUDENTS AND TEACHING STAFF – PERCENTAGE – 2016 AND 2021

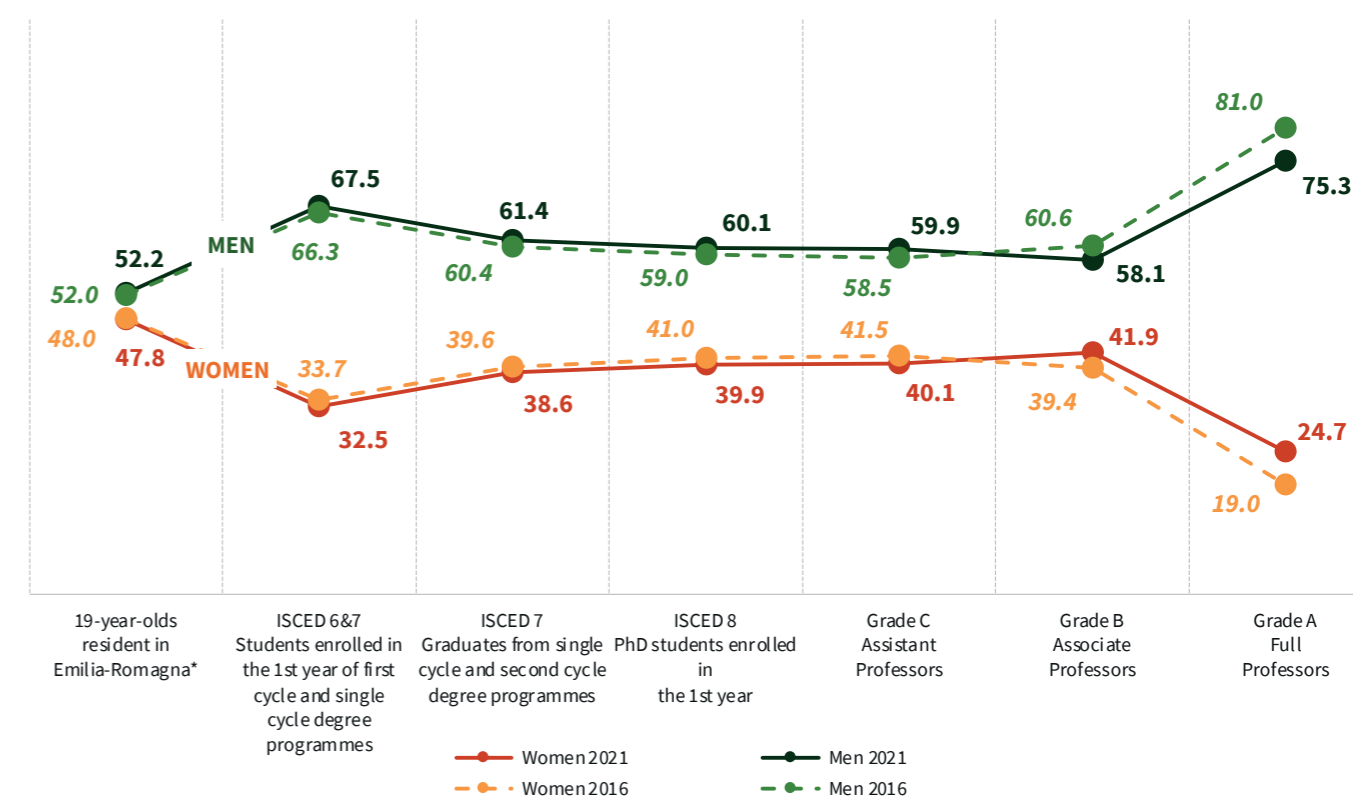


18-year-olds resident in Italy as at 01/01/2016 and 01/01/2021.
 With regard to students enrolled in the 1st year of a PhD programme, the data for 2020 is given since that for 2021 is not yet available.



With regard to academic careers in the STEM subjects (Science, Technology, Engineering, Mathematics), the presence of a leaky pipeline is confirmed (Fig. 35), but with a few differences. First of all, before vertical segregation, horizontal segregation by field of study takes place; hence, women are only 32.5% of new students enrolled in these areas in 2021/22, while they are 56.3% of new students as a whole. Then, due to their academic success and to motivational factors, the percentage of women reaches 38.6% among second-level graduates and 39.9% among PhD students. The percentage of women is essentially the same among Assistant Professors (40.1%), rises to 41.9% among Associate Professors, only to drop significantly to 24.7% due to vertical segregation.

FIGURE 35 – DISTRIBUTION BY GENDER IN A TYPICAL ACADEMIC CAREER AT THE UNIVERSITY OF BOLOGNA IN THE STEM AREA (SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS) – STUDENTS AND TEACHING STAFF – PERCENTAGE – 2016 AND 2021

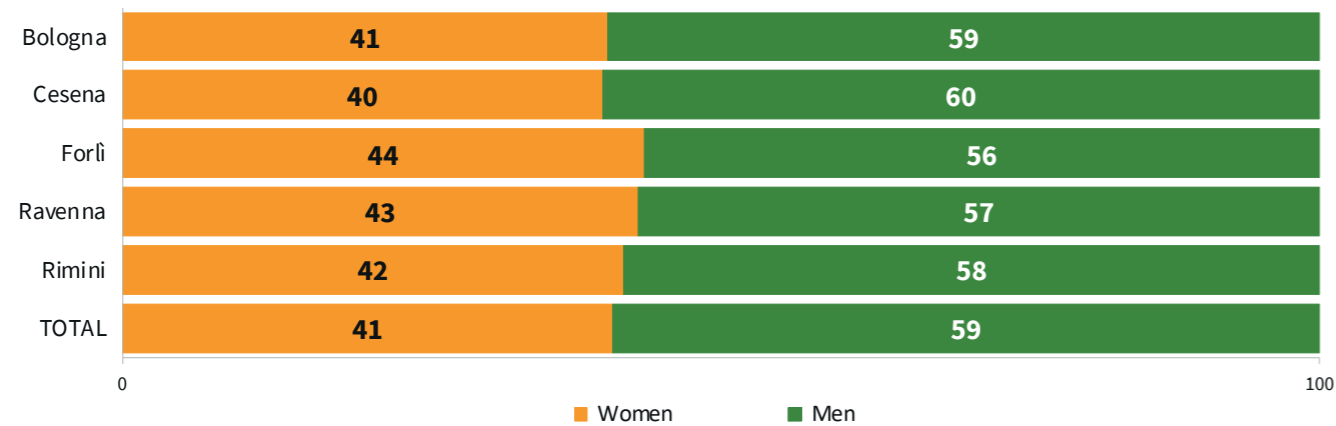


18-year-olds resident in Emilia-Romagna as at 01/01/2016 and 01/01/2021.

If we look at the ‘scissors’ in the academic careers (Figures 33-35), by observing in which stages of the career and in which fields of study there is a progressive reduction in the number of women – in other words, by identifying the leaky pipeline – we can more clearly comprehend the processes of horizontal and vertical segregation that still exist in the Italian university system, and contemplate the possible causes and solutions. These segregations also undoubtedly translate into the life and family choices typically made at the age in which the academic career develops, which are still conditioned by gender stereotypes.

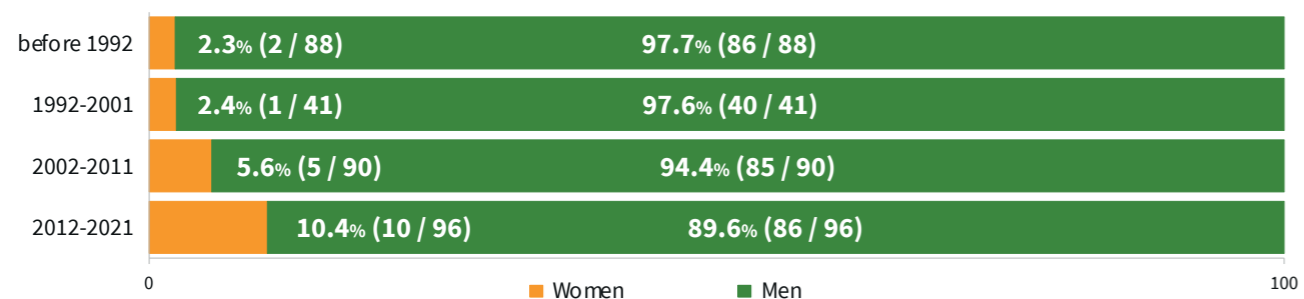
In relation to the place of employment, the data show that men are prevalent across all five Campuses of the University, with percentages ranging from 56% to 60% (Fig. 36).

FIGURE 36 – TEACHING STAFF BROKEN DOWN BY PLACE OF EMPLOYMENT AND GENDER – PERCENTAGE (2021)



Another interesting comparison in terms of distribution by gender concerns Emeritus Professors¹⁶. Since Italian law states that, to be recognised as Emeritus Professor, one must have been a Full Professor for no less than 20 years, it is to be expected that the number of women in this category is affected by gender segregation phenomena, which certainly were more widespread in past decades. For this reason, gender inequality among Emeritus Professors is still especially evident. As a case in point, the percentage of women among Emeritus Professors appointed before 2002 is less than 3%, increases to 5.6% in the period 2002-2011, and exceeds 10% in the following decade (Fig. 37).

FIGURE 37 – EMERITUS PROFESSORS BROKEN DOWN BY TIME OF APPOINTMENT AND GENDER – PERCENTAGE (1933-2021)*



The absolute number of cases is given in brackets.

16. This academic figure is found, albeit with some differences, in universities all over the world. According to a time-tested international tradition, the title of 'Emeritus' indicates the highest possible academic achievement, the final recognition of a scientific and academic career of special, recognised prestige. The title of 'Emeritus' is attributed pursuant to the regulations of each country; in Italy, the appointment of Emeritus Professors is governed by Royal Decree 1592 of 31/08/1933. An Emeritus Professor is often given the right to continue working at the University at his/her choice, and possibly make use of the services of its Departments.

If we move on to observing the distribution of Teaching Staff in terms of working time regime, we find out that most male and female teachers across all roles worked full time in 2021. The part-time option, however, is more frequent for men, especially among Full Professors (Fig. 38). It should be noted that this choice is also motivated by the possibility to work as a self-employed professional as well, by taking up external assignments that would be otherwise incompatible with the academic work.

FIGURE 38 – TEACHING STAFF BROKEN DOWN BY ROLE, GENDER AND WORKING TIME REGIME – PERCENTAGE (2021)



Leaves granted to the Teaching Staff are related to role and gender (Table 6 and Fig. 39). In particular, the data show that maternity/paternity leaves, parental leaves and sick child leaves continue to be taken almost exclusively by women, particularly Assistant Professors (also for reasons pertaining to age), with 8 days of leave taken per capita in 2021.

TABLE 6 – DAYS OFF* TAKEN BY TEACHING STAFF BROKEN DOWN BY ROLE AND GENDER – ABSOLUTE VALUES (2021)

	Full Professors		Associate Professors		Assistant Professors	
	Women	Men	Women	Men	Women	Men
Number of teachers	242	585	612	739	376	448
PAID LEAVES	483	1,461	1,283	899	3,651	366
paid sick leave	160	981	447	584	434	305
<i>of which for COVID</i>	-	34	94	75	28	45
paid leave pursuant to Law 104 to assist family**	62	33	8	-	29	22
paid maternity, paternity, parental, and sick child leave***	-	4	586	25	3,026	39
other paid leaves	261	443	242	290	162	-
UNPAID LEAVES****	1,764	3,868	1,309	2,163	3,522	1,953
TOTAL	2,247	5,329	2,592	3,062	7,173	2,319

Source: University Staff Database.

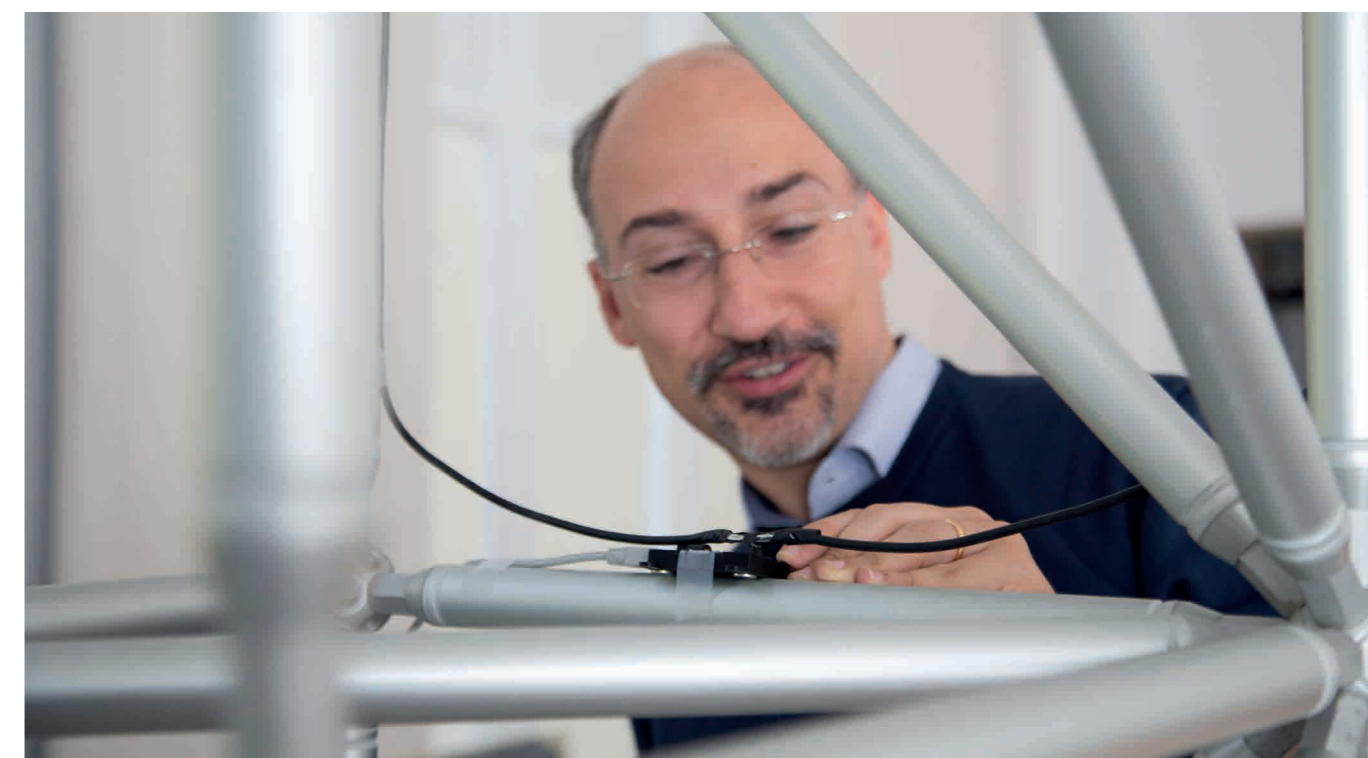
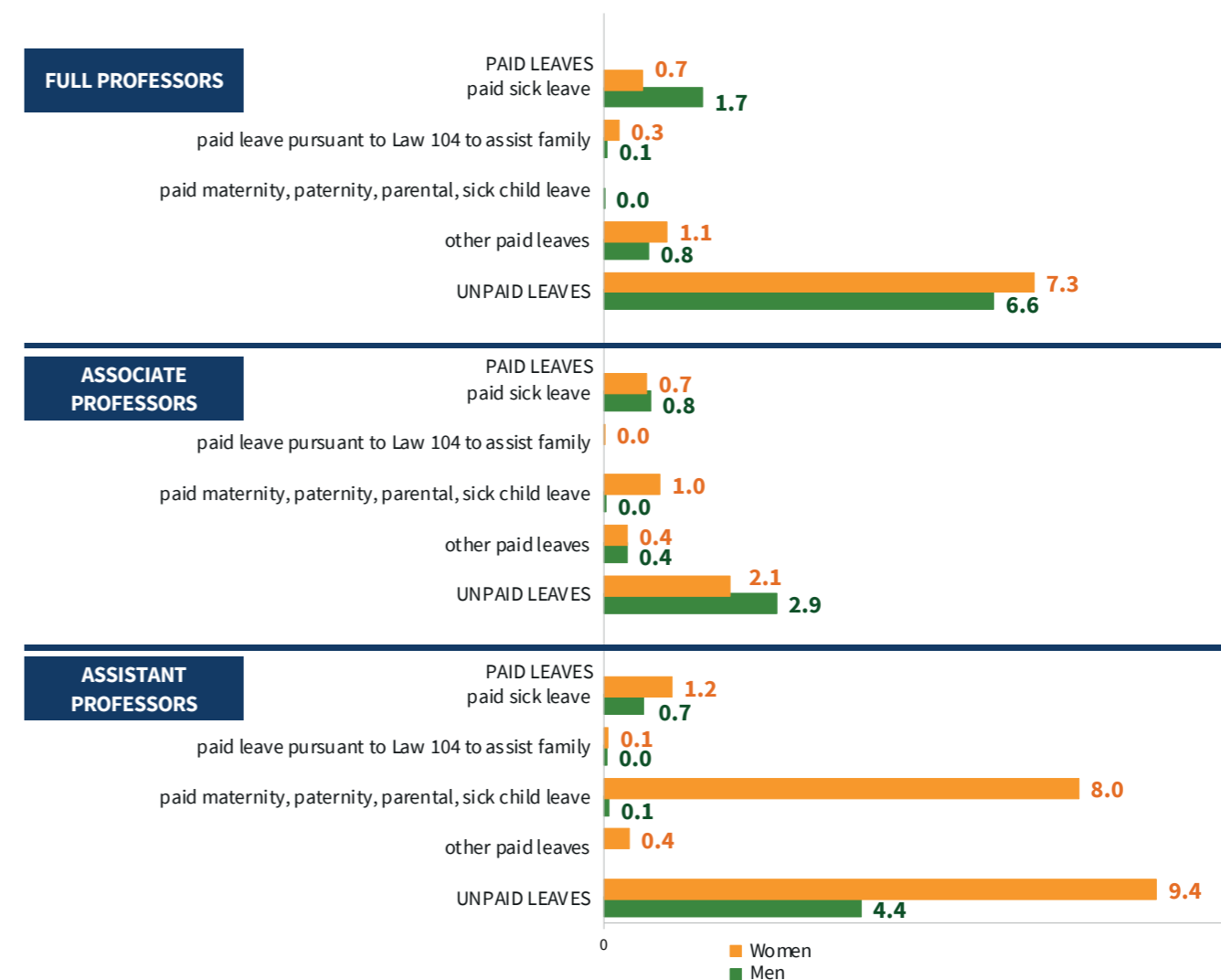
* Excluding holiday leaves or strikes.

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

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

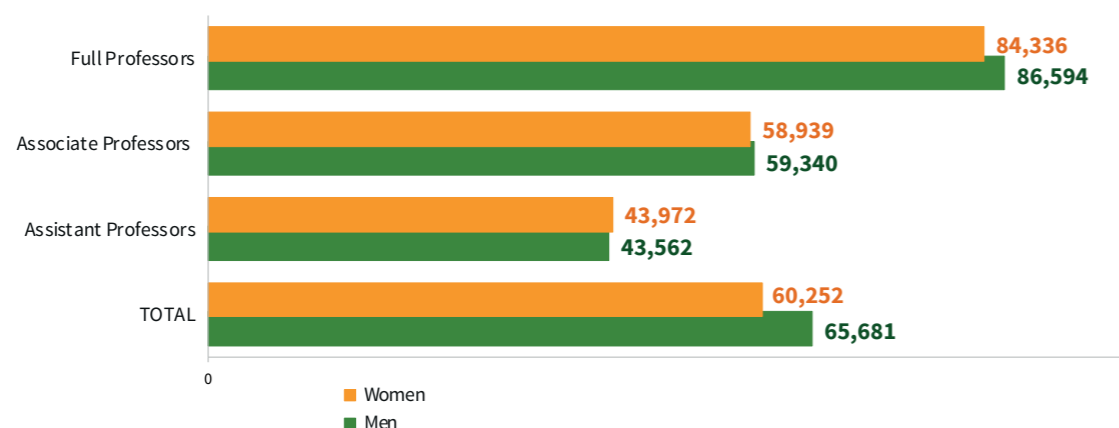
**** The following items are included: unpaid sick child leave; unpaid parental leave.

FIGURE 39 – DAYS OFF TAKEN BY TEACHING STAFF BROKEN DOWN BY ROLE AND GENDER – PER CAPITA VALUES (2021)



An analysis of gross salaries broken down by gender (Fig. 40) shows an average gender pay gap of just over € 5,000 per year to the detriment of women, essentially attributable to there being fewer women among Full Professors. In fact, within the same category, the differences between male and female professors based on length of service in the role are on average small.

FIGURE 40 – ANNUAL GROSS SALARY* OF TEACHING STAFF BROKEN DOWN BY ROLE AND GENDER – AVERAGE VALUES (2021)



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

Having regard to the Teaching Staff who hold a role of scientific responsibility in projects funded under national programmes (PRIN), a significant male prevalence can be noted in the period at issue (2015-2021), when men always held over two-thirds of the total positions (Table 7). The most recent results available (2021) show that the University of Bologna had 62 funded projects, 42 of which had a male local project manager.

TABLE 7 – PRIN PROJECT MANAGERS BROKEN DOWN BY GENDER – ABSOLUTE AND PERCENTAGE VALUES (2015, 2017 AND 2021)

	Year of approval								
	2021 (2020 call) – PRIN			2017 – PRIN			2015 – PRIN		
	Women	Men	No. of Projects	Women	Men	No. of Projects	Women	Men	No. of Projects
National Project Coordinators Unibo/ Principal Investigators for SIR	18%	82%	22	18%	83%	40	28%	72%	25
Local Project Managers Unibo*	32%	68%	62	30%	70%	135	31%	69%	72

* Comprising all local project managers and national project coordinators.

3.4 THE PROFESSIONAL STAFF

Unlike the Teaching Staff, where men remain the majority, women prevail in the Professional Staff (TA) and among Foreign Language Assistants and Foreign Language Instructors (CEL), making up 66% of the TA Staff and 82% of CEL in 2021 (Table 8 and Fig. 41). Starting from category C, where women are 67% of the total, the female percentage tends to decrease as the professional level increases, up to the highest levels of the hierarchy (Managers), among whom women are 8 out of 17, i.e. 47%. This trend shows that the vertical segregation effect is at work in this context too, though less obvious than for the teaching staff.

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. The distribution by gender indicated above changed slightly during the 2019-2021 three-year period.

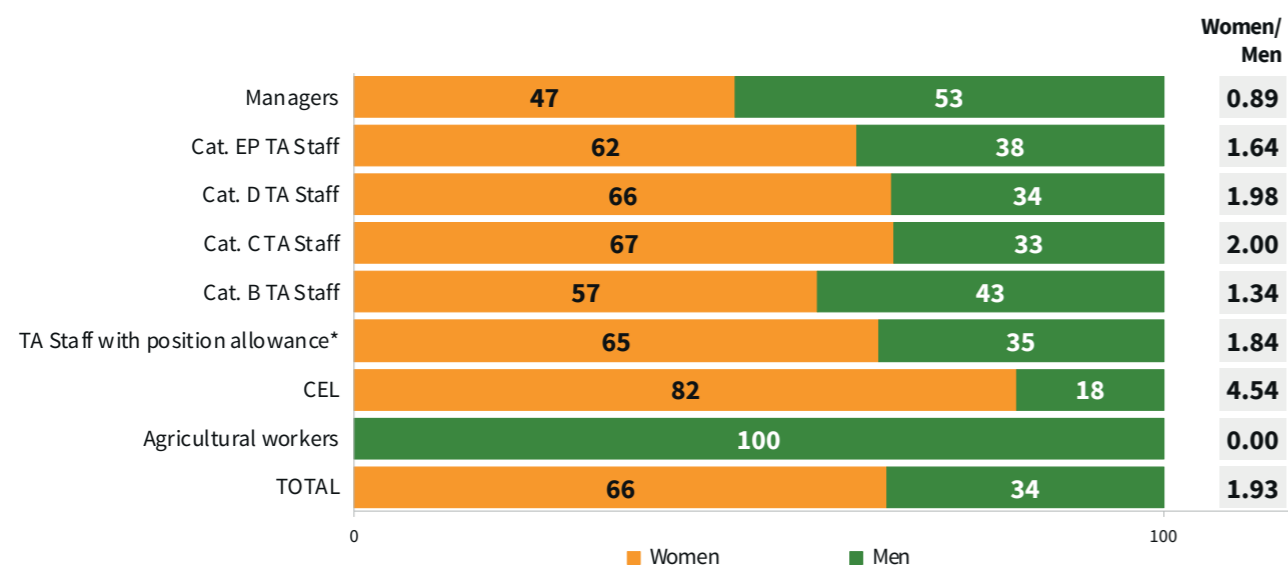


TABLE 8 – MANAGERS, TA STAFF* AND CEL BROKEN DOWN BY CATEGORY AND GENDER – ABSOLUTE VALUES (2019-2021)

	2021			2020			2019		
	Women	Men	TOTAL	Women	Men	TOTAL	Women	Men	TOTAL
Managers	8	9	17	9	7	16	7	7	14
TA Staff (Categories EP, D, C, B), of whom:	1,915	1,004	2,919	1,877	980	2,857	1,904	974	2,878
<i>cat. EP</i>	105	64	169	100	68	168	105	67	172
<i>cat. D</i>	740	374	1,114	649	323	972	647	323	970
<i>cat. C</i>	940	469	1,409	977	473	1,450	983	465	1,448
<i>cat. B</i>	130	97	227	151	116	267	169	119	288
<i>fixed-term contract</i>	67	24	91	62	29	91	57	26	83
<i>with position allowance**</i>	184	100	284	178	101	279	180	107	287
CEL	59	13	72	55	14	69	57	14	71
Agricultural workers	-	2	2	-	4	4	-	4	4
TOTAL	1,982	1,028	3,010	1,941	1,005	2,946	1,968	999	2,967

* The TA Staff in Categories EP, D, C and B include fixed-term and permanent contracts. In 2021, the 91 fixed-term contracts only concerned categories D and C.
 ** This is the TA Staff holding a position pursuant to Article 75 and Article 91, paragraph 3 of the National Collective Bargaining Agreement (CCNL) of 16/10/2008, currently in force.

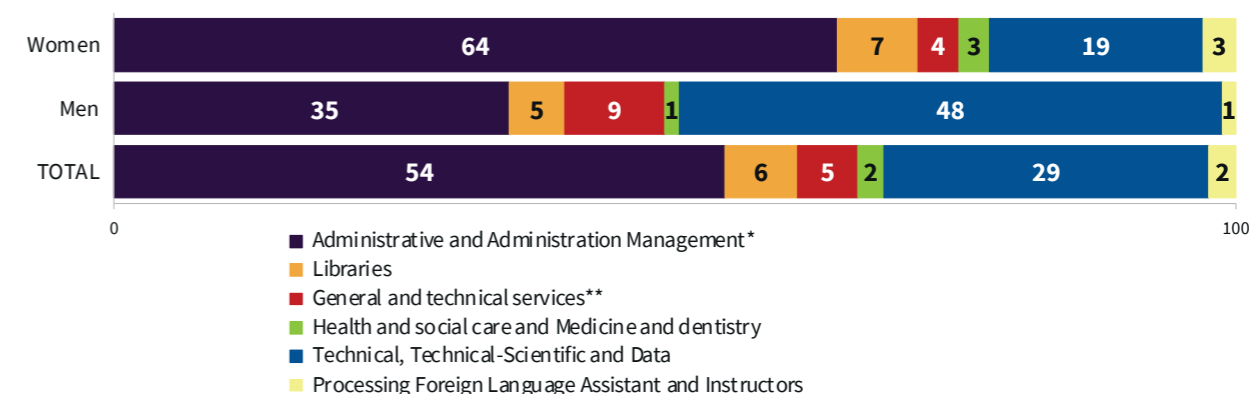
FIGURE 41 – MANAGERS, TA STAFF AND CEL BROKEN DOWN BY CATEGORY AND GENDER – PERCENTAGE (2021)



*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, 64% of women – and only 35% of men – work in the administrative and administration management divisions, while men are more prevalent (48%) in the technical, technical-scientific and data processing divisions, where only 19% of female staff are employed (Fig. 42).

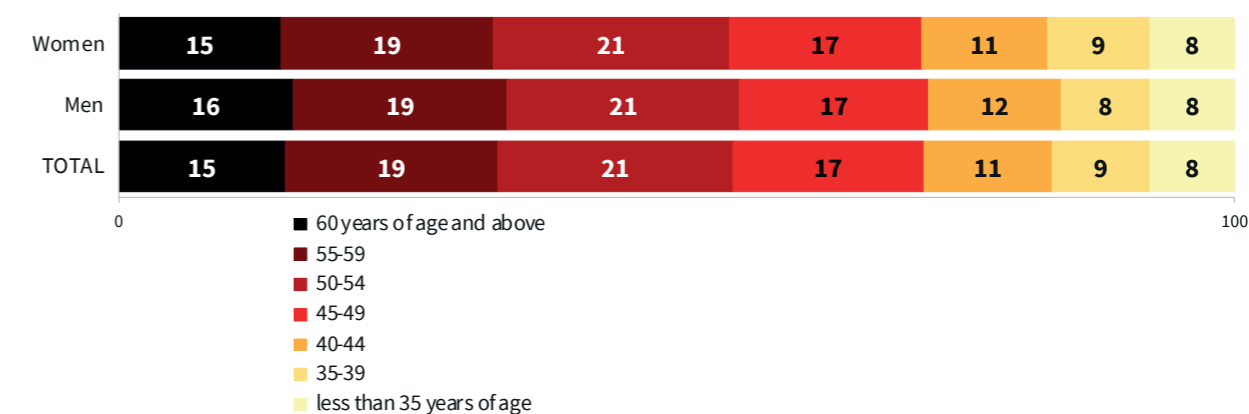
FIGURE 42 – MANAGERS, TA STAFF AND CEL BROKEN DOWN BY GENDER AND DIVISION – PERCENTAGE (2021)



*Including the 17 Managers.
 ** Including the 2 Agricultural Workers.

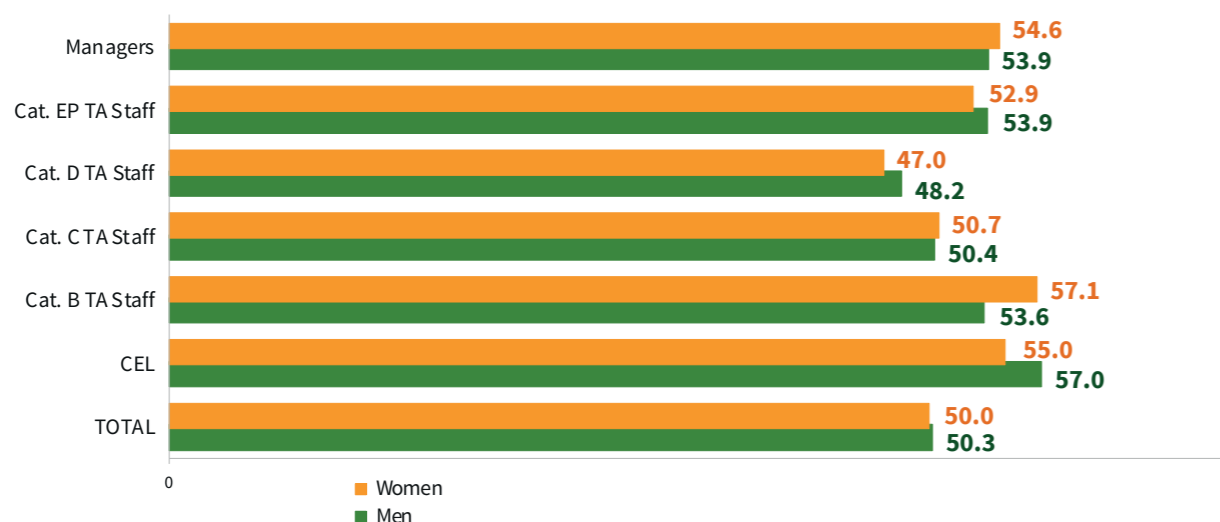
The findings show no evident gender differences in terms of age. Indeed, the distribution by age is similar and, among both men and women, around 57% of the staff are between 45 and 59 years old (Fig. 43). Even within the same category, differences are limited (Fig. 44), with the exception of category B and of CEL – however, in this case numbers are rather small.

FIGURE 43 – MANAGERS, TA STAFF* AND CEL BROKEN DOWN BY GENDER AND AGE – PERCENTAGE (2021)**



* Including the 2 Agricultural Workers.
 ** Age is given in years reached as at 31/12/2021.

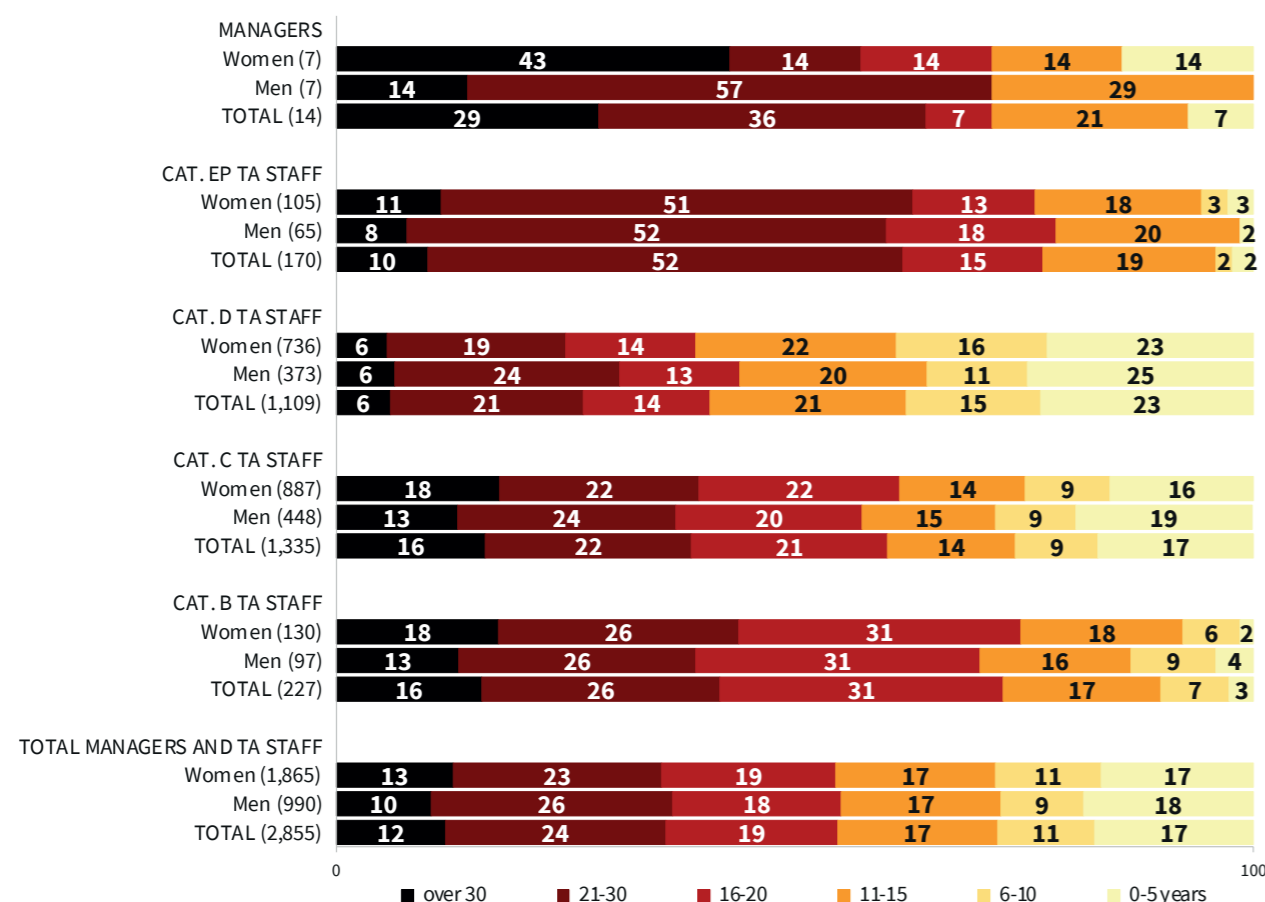
FIGURE 44 – AVERAGE AGE* OF MANAGERS, TA STAFF AND CEL BROKEN DOWN BY CATEGORY AND GENDER (2021)



* Age is given as at 31/12/2021 and the average value is calculated taking into account also the months and days passed since the last birthday. The data include the 2 Agricultural workers but the corresponding bar is not represented in the chart.

Similarly, the data show no significant gender differences in terms of length of service (Fig. 45). Predictably, for both men and women, the length of service tends to be greater in higher-ranking roles: over a half of the Managers and Cat. EP Staff have been in service for more than 20 years.

FIGURE 45 – MANAGERS AND TA STAFF* BROKEN DOWN BY CATEGORY, GENDER AND LENGTH OF SERVICE** – PERCENTAGE (2021)

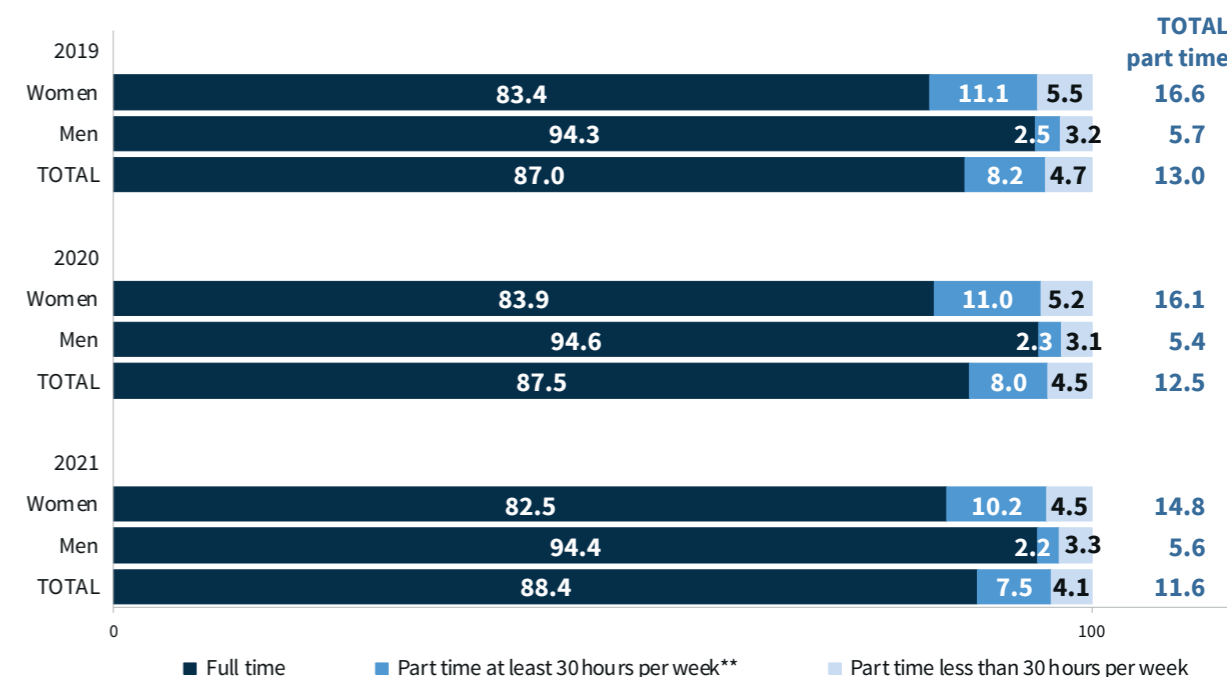


* Fixed-term Staff and Agricultural Workers are excluded (in addition to CEL).

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

The analysis of the distribution of fixed-term and permanent TA Staff and CEL in terms of working time regime shows that, in the 2019-2021 three-year period, part-time workers were in the minority and slightly decreasing (Fig. 46). The percentage of part-time contracts of female workers was still almost three times that of male workers.

FIGURE 46 – MANAGERS, TA STAFF* AND CEL BROKEN DOWN BY GENDER AND WORKING TIME REGIME – PERCENTAGE (2019-2021)



* Excluding the 2 Agricultural Workers.

** More correctly, this is Staff with part time of no less than 83.3%.

Tables 9 and 10 show the trend in voluntary parental leaves and sick child leaves taken by Managers, TA Staff and CEL broken down by gender. To ensure that data are interpreted correctly, in comparing the number of days of leave taken by female and male employees, it is necessary to consider that two-thirds of the Professional Staff are women. In any case, it is evident that, in general, female employees take voluntary parental leaves and sick child leaves decidedly more frequently than male employees.

TABLE 9 – VOLUNTARY PARENTAL LEAVES TAKEN BY MANAGERS, TA STAFF AND CEL BROKEN DOWN BY GENDER – ABSOLUTE VALUES (2019-2021)*

UGi	Voluntary parental leave paid 100%				Voluntary parental leave paid 30%				Voluntary parental leave not paid			
	Women		Men		Women		Men		Women		Men	
	No. of days	No. of Employees	No. of days	No. of Employees	No. of days	No. of Employees	No. of days	No. of Employees	No. of days	No. of Employees	No. of days	No. of Employees
2019	1,109	68	185	21	2,574	118	154	15	673	71	61	9
2020	779	57	172	15	1,139	84	71	9	215	41	29	7
2021	892	62	144	14	1,700	88	154	7	302	47	107	7

Excluding the 2 Agricultural Workers. Source: University Staff Database.

TABLE 10 – SICK CHILD LEAVES TAKEN BY MANAGERS, TA STAFF AND CEL BROKEN DOWN BY GENDER – ABSOLUTE VALUES (2019-2021)*

UGi	Sick child leave paid 100%				Sick child leave not paid			
	Women		Men		Women		Men	
	No. of days	No. of Employees	No. of days	No. of Employees	No. of days	No. of Employees	No. of days	No. of Employees
2019	908	89	297	33	49	24	4	2
2020	523	71	93	18	12	7	8	4
2021	766	78	70	14	10	6	1	1

*Excluding the 2 Agricultural Workers. Source: University Staff Database.

TABLE 11 – COVID LEAVES TAKEN BY MANAGERS, TA STAFF AND CEL BROKEN DOWN BY GENDER – ABSOLUTE VALUES (2020-2021)*

	Covid leave 100%				Covid leave 50%				Covid leave 0%			
	Women		Men		Women		Men		Women		Men	
	No. of day	No. of Employees	No. of day	No. of Employees	No. of day	No. of Employees	No. of day	No. of Employees	No. of day	No. of Employees	No. of day	No. of Employees
2020	2	13	1	5	2,218	161	270	19	73	6	-	-
2021	3	7	-	2	190	46	24	7	-	-	-	-

*Excluding the 2 Agricultural Workers. Source: University Staff Database.

The analysis of leave by cause (Table 12 and Fig. 47) confirms that women are assigned greater caregiving responsibilities. In fact, the differences between men and women in terms of days per capita relate not only to paid maternity, paternity, parental, and sick child leave, where they are especially significant, but also to paid leave pursuant to Law 104 to assist family.

TABLE 12 – DAYS OFF TAKEN BY MANAGERS, TA STAFF AND CEL BROKEN DOWN BY GENDER – ABSOLUTE VALUES (2021)*

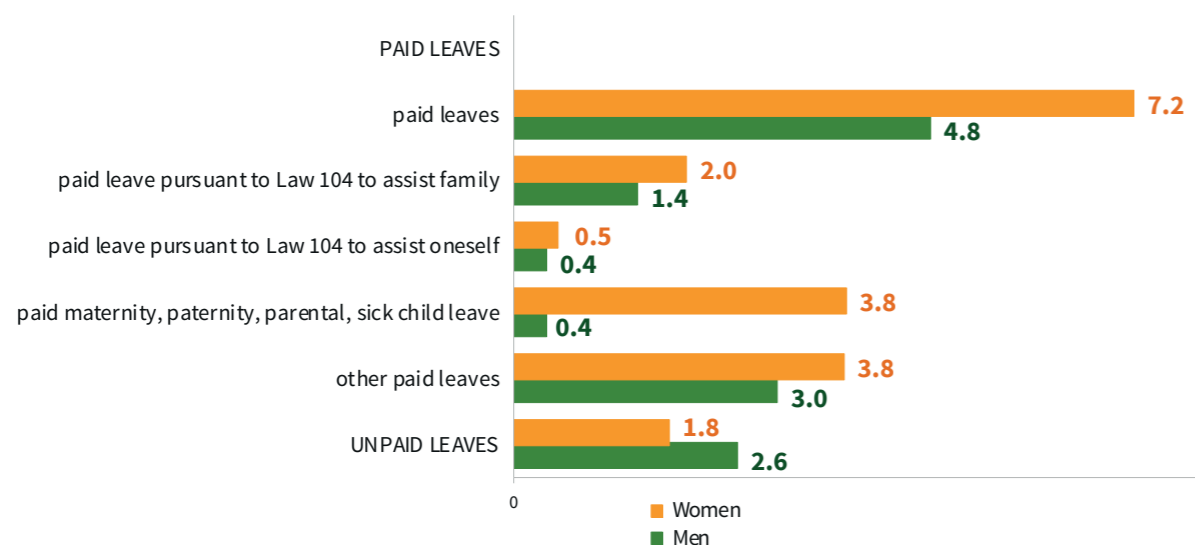
UGi	Women	Men
Number of Staff	1,982	1,026
PAID LEAVES	34,378	10,317
paid sick leave	14,213	4,942
<i>of which for COVID</i>	1,255	594
paid leave pursuant to Law 104 to assist family**	3,960	1,471
paid leave pursuant to Law 104 to assist oneself**	1,024	384
paid maternity, paternity, parental, and sick child leave***	7,615	392
other paid leaves	7,566	3,127
UNPAID LEAVES****	3,562	2,652
TOTAL	37,940	12,968

*Excluding the 2 Agricultural Workers. Source: University Staff Database.

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

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

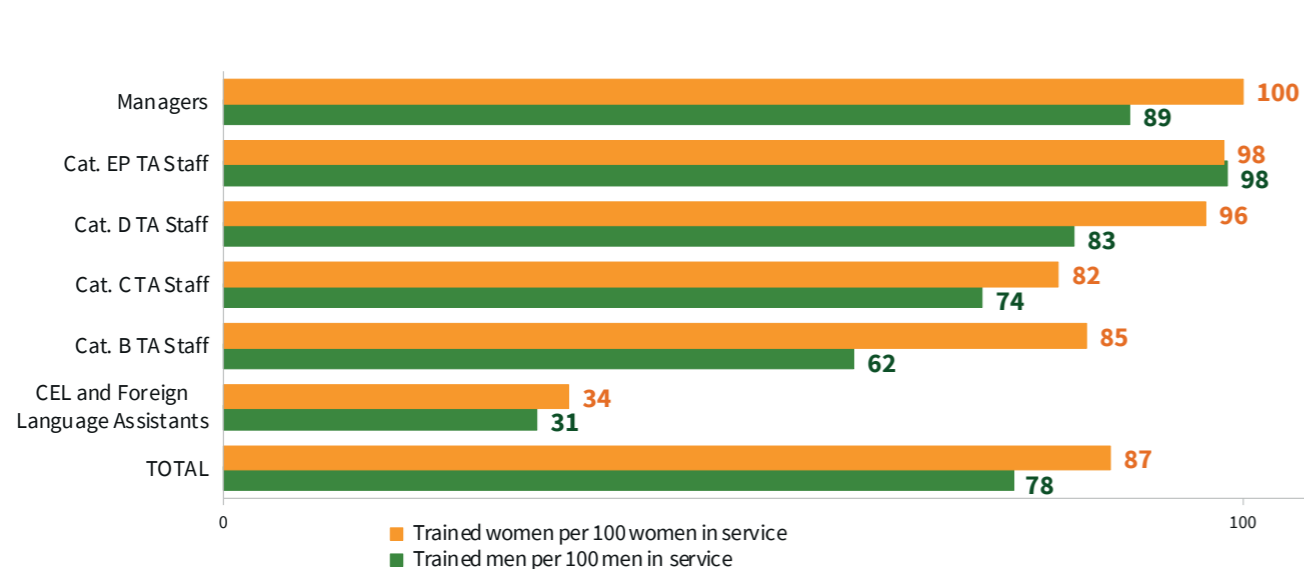
**** The following items are included: unpaid sick child leave; unpaid parental leave.

FIGURE 47 – DAYS OFF TAKEN BY MANAGERS, TA STAFF* AND CEL BROKEN DOWN BY GENDER – PER CAPITA VALUES (2021)**

* Excluding the 2 Agricultural Workers. Source: University Staff Database.

** Disaggregated data on TA Staff leave is available in the "Transparent Administration" area of the University website.

An analysis of the number of trained Staff¹⁷ (Fig. 48) in 2021 shows that, overall, 87% of women and 78% of men received training. In the Category EP, the percentage of trained Staff is essentially the same for women and men, while in all other categories the percentage is higher among female TA Staff.

FIGURE 48 – TRAINED MANAGERS, TA STAFF* AND CEL BROKEN DOWN BY CATEGORY AND GENDER – VALUES PER 100 EMPLOYEES (2021)

* Excluding the 2 Agricultural Workers.

17. These are the staff who have received at least one training opportunity during the year. The data exclusively concern professional and vocational training that allows the updating of the person's curriculum; therefore, participation in training activities such as 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 (Table 13). In 2021, staff turnover mostly concerned staff categories C and D. Overall, 180 staff entered and 117 left; hence, the number of employees increased by 63, i.e. +36 women and +27 men.

TABLE 13 – INCOMING AND OUTGOING PERMANENT TA STAFF AND CEL BROKEN DOWN BY CATEGORY AND GENDER – ABSOLUTE VALUES AND TURNOVER INDICES (2021)

	Number of Staff (2021)		Incoming		Outgoing		Turnover indices			
	Women	Men	Women	Men	Women	Men	Offset*		Total turnover**	
							Women	Men	Women	Men
Cat. EP TA Staff	105	64	-	-	1	4	0.00	0.00	1.0	6.3
Cat. D TA Staff	727	371	84	53	20	14	4.20	3.79	14.3	18.1
Cat. C TA Staff	886	448	21	18	39	16	0.54	1.13	6.8	7.6
Cat. B TA Staff	130	97	-	-	10	8	0.00	0.00	7.7	8.2
CEL	56	12	4	-	3	2	1.3	0.00	12.5	16.7
TOTAL	1,904	992	109	71	73	44	1.49	1.61	9.6	11.6

* 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 RESEARCH AND TEACHING POSITIONS

An analysis of the distribution of members within the various University Governing Bodies in office as at 31/12/2021 confirms an imbalance between genders, in favour of men (Table 14 and Fig. 49). Men represent over a half (53%) of the total members of the Bodies and make up the majority in 8 out of the 13 Bodies examined (including cases where the only member is a man). In particular, all single-member Bodies are held by men: Rector, Director General¹⁸ and Student Ombudsman. Female members are 30% in the Board of Governors and 40% in the Academic Senate. The gender imbalance within the Student Council remains (12 female students out of 32 members at the end of 2019, 11 out of 33 at the end of 2020, 12 out of 33 at the end of 2021), despite the principle of equal opportunities being recommended by the University Statute (Article 11, par. 1). The only Bodies without a male prevalence are the Delegates/Appointees, 57% of whom are women, the Evaluation Group (equal number of men and women), the Professional Staff Council (10 women and 8 men – but note that women represent two-thirds of TA Staff and CEL), the Sponsors' Committee, and the CUG, where women are clearly in the majority.

18. As at 31/12/2021, the Director General was still Professor Marco Degli Esposti; however since 01/01/2022 this position had been held by a woman, Sabrina Luccarini.

TABLE 14 – MEMBERS OF UNIVERSITY GOVERNING BODIES AS AT 31/12/2021 BROKEN DOWN BY GENDER – ABSOLUTE VALUES PERCENTAGE


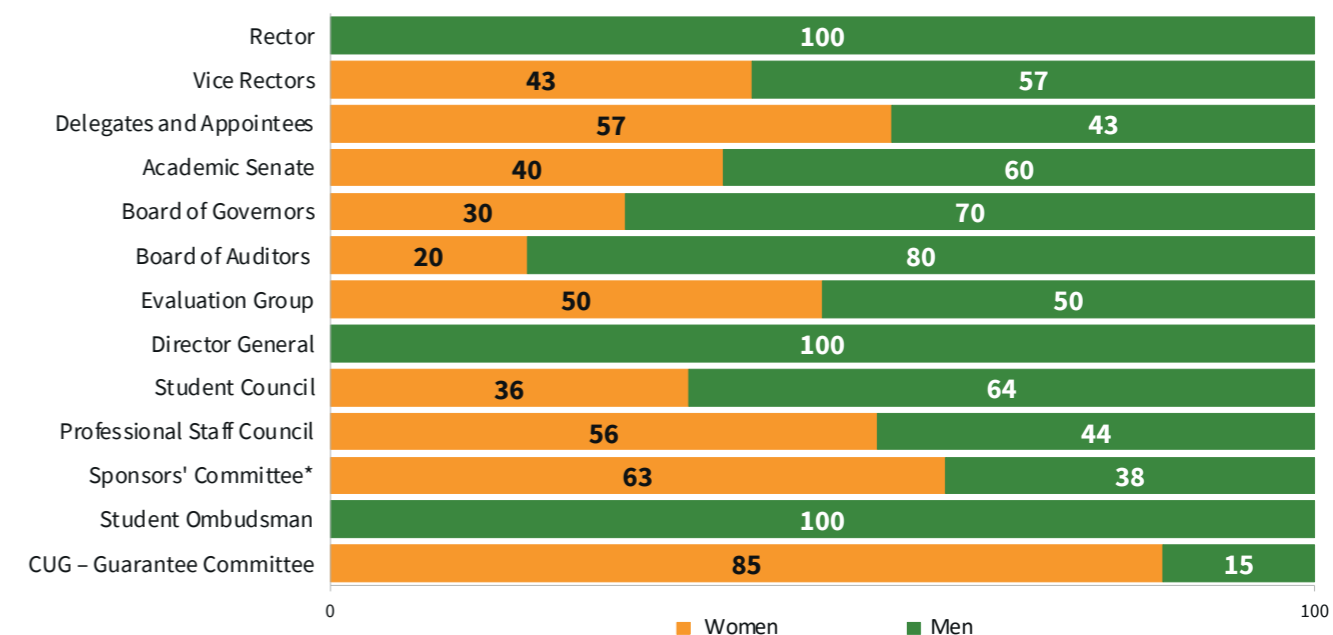
	Women	Men	TOTAL
1 - Rector	–	1	1
2 - Vice Rectors	3	4	7
3 - Delegates and Appointees	16	12	28
4 - Academic Senate, of which:	14	21	35
<i>Chair (Rector)</i>	–	1	1
<i>members from Heads of Department</i>	3	7	10
<i>members from Professors and Assistant Professors</i>	8	7	15
<i>members from Professional Staff</i>	1	2	3
<i>members of Student Representatives</i>	2	4	6
Board of Governors, of which:	3	7	10
<i>Chair (Rector)</i>	–	1	1
<i>internal members</i>	1	4	5
<i>external members</i>	1	1	2
<i>members from Student Representatives</i>	1	1	2
6 - Board of Auditors	1	4	5
7 - Evaluation Group	3	3	6
8 - Director General	–	1	1
9 - Student Council	12	21	33
10 - Professional Staff Council	10	8	18
11 - Sponsors' Committee	5	3	8
12 - Student Ombudsman	–	1	1
13 - CUG – Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work	11	2	13
TOTAL	78	88	166

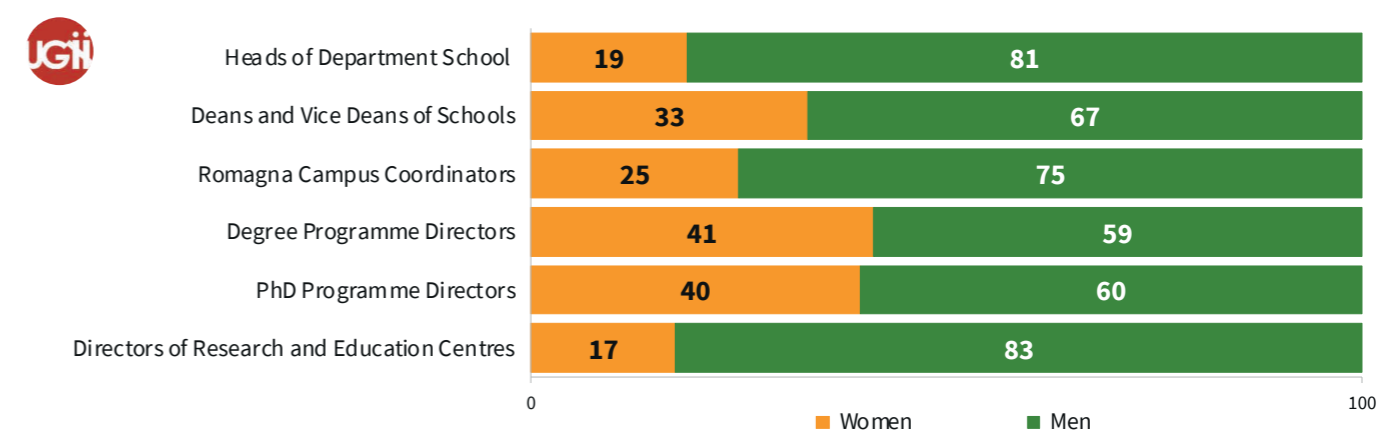
FIGURE 49 – MEMBERS OF UNIVERSITY GOVERNING BODIES AS AT 31/12/2021 BROKEN DOWN BY GENDER



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

Also having regard to the senior positions held at the end of 2021 within research and teaching facilities, women are underrepresented (Fig. 50). As a matter of fact, within the University, only 6 out of 32 Heads of Department (see also Table 5), only 3 out of 9 School Deans or Vice Deans, only 1 out of 4 Romagna Campus Coordinators, and only 4 out of 23 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 (88 out of 214 in Degree Programmes, 19 out of 48 in PhD Programmes).

FIGURE 50 – SENIOR POSITIONS WITHIN DEPARTMENTS, SCHOOLS, DEGREE PROGRAMMES, PHD PROGRAMMES, AND RESEARCH AND EDUCATION CENTRES BROKEN DOWN BY GENDER – PERCENTAGE (2021)



4. INVESTMENTS MADE FOR THE PROMOTION OF EQUAL OPPORTUNITIES



4.1 INCORPORATION OF SEX/GENDER AS A VARIABLE IN TEACHING AND RESEARCH

Gender-related learning activities (course units) can be identified by a textual analysis of the descriptions of subjects included in the University's teaching planning¹⁹. During a.y. 2021/22, 67 gender-related learning activities were delivered across 23 degree programmes in 7 different Areas (Table 15). Alone, the second cycle degree programme Modern, Post-Colonial and Comparative Literatures, which is part of the Languages and Literatures, Translation and Interpreting Area, delivered 16 gender-related learning activities.

These course units are, however, absent from the technical, scientific and economic Areas.

In addition to those 67 learning activities, in 2021/22 there are 3 gender-related activities delivered by the University in the framework of 1st-level Professional Master's Programmes. Selection within teaching planning has highlighted that gender-related learning activities consist in comparative gender analysis or in the circumscribed study of women only; in fact, there are no learning activities expressly dedicated to the study of men.

TABLE 15 – GENDER-RELATED LEARNING ACTIVITIES BROKEN DOWN BY AREA – ABSOLUTE VALUES (A.Y. 2019/20-2021/22)

Area	2021/22	2020/21	2019/20
Law	5	4	5
Languages and Literatures, Interpreting and Translation	23	20	22
Medicine	6	8	6
Education Studies	6	5	5
Political Sciences	8	7	5
Sociology	2	1	1
Humanities	17	14	12
Other Areas	-	-	-
TOTAL	67	59	56

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

The analysis of learning activities (course units) relating to gender equality in connection with Sustainable Development Goal 5 was added in 2021. All course units to which teachers assigned the specific goal SDG5 were taken into account. Table 16 shows that the number of course units dealing with gender equality grew between a.y. 2019/20 and 2021/22.

TABLE 16 – LEARNING ACTIVITIES THAT DEAL WITH GENDER EQUALITY (GOAL SDG5) BROKEN DOWN BY AREA – ABSOLUTE VALUES (A.Y. 2019/20-2021/22)

Area	2021/22	2020/21	2019/20
Economics and Management	37	33	21
Pharmacy and Biotechnology	10	11	8
Law	60	67	48
Engineering and Architecture	41	28	28
Languages and Literatures, Interpreting and Translation	131	115	86
Medicine	82	77	71
Veterinary Medicine	1	–	–
Psychology	38	27	13
Science	31	25	14
Agricultural and Food Sciences	1	1	–
Education Studies	99	87	78
Sports Science	11	10	15
Political Sciences	76	71	59
Statistical Sciences	14	14	8
Sociology	24	21	19
Humanities	259	223	133
TOTAL	915	810	601

Such gender-related learning activities are supplemented by an entire second cycle degree curriculum focusing on this topic – Women’s and Gender Studies (GEMMA), within the Modern, Post-Colonial and Comparative Literatures degree programme of the Department of Modern Languages, Literatures and Cultures (the same referred to above as to the number of learning activities delivered on this issue). In 2021/22, 42 students are enrolled in the GEMMA Curriculum, i.e. 41 women and 1 man. In order to promote learning activities that enhance gender awareness and provide guidance on University degree programmes, on the occasion of the “Alma Orienta 2021” and “Magistralmente” online guidance events held by the University of Bologna for high school students and first cycle degree programme students, the Vice Rector for Human Resources and the Rector Delegate for Equal Opportunities curated the virtual space “Alma Gender” to inform and raise the awareness of students through materials, testimonies and information on gender studies at the University. This information was collected

by mapping University Governing Bodies, programmes, that are defined by their perspective on gender, women, feminism, LGBTQ+ and intercultural studies, as well as on equity, inclusion of diversity and diverse abilities. Numerous activities have been carried out related to the following centres: CSGE – Gender and Education Research Centre of the Department of Education Studies; MeTRa, Interdisciplinary Centre on Mediation and Translation by and for Children of the Department of Interpreting and Translation – Forlì; Departmental Research Centre on Utopia of the Department of Modern Languages, Literatures and Cultures; the Femicide Research Observatory; and the project G-BOOK 2: “European teens as readers and creators in gender-positive narratives”.

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 equity and equality, diversity and inclusion: it is the lead institution in the cluster on SDG5 (Gender Equality) within IAU –

International Association of Universities, for which it also edited a publication titled *Higher Education and SDG5: Achieve gender equality and empower all women and girls*, which sets out positive actions and good practices developed by the universities of the cluster and by other IAU partner institutions and organisations; it is a member of the Diversity Council of UNA Europa, in which it leads the Action Group on Sharing Good Practices; it is a member of the Gender & Diversity Action Group for the Guild of European Research-Intensive Universities; it is a member of the Equality and Diversity Working Group of the Coimbra Group; and it is a member of the Obiettivo Generi group within the CRUI.

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.

Mapping is an ongoing progress and new content may always be added.

Evidence of the attention paid to gender-related topics is also given by the PhD theses submitted and Research fellowships made available by the University in relation to this aspect. Using a variety of word roots linked to gender-related topics²⁰, we evaluated the titles and keywords of PhD theses defended during the 2019-2021 three-year period, as well as the titles of Research fellowships awarded during that same period.

With reference to PhD programmes, the analysis identified 24 gender-related theses: 9 in 2019, 9 in 2020 and 6 in 2021. In the 2019-2021 three-year period, 20 gender-related Research fellowships were also awarded: 7 in 2019, 7 in 2020 and 6 in 2021; 11 Departments were involved in total²¹. Similarly to the learning activities incorporated into the University’s teaching planning, gender-related PhD theses and Research fellowships are essentially of two types: gender comparisons and female studies.

20. In line with the analysis undertaken for learning activities, reference was made to the following word roots: ‘donn’, ‘uom’, ‘femmin’, ‘masch’, ‘gener’, ‘sess’, ‘pari opp’, ‘wom’, ‘man’, ‘men’, ‘gender’, ‘femin’, ‘masculin’, ‘female’, ‘male’ and ‘equal opp’, excluding cases in which the contributions strictly concern medical and veterinary studies. The analysis of PhD theses was carried out by titles and keywords, while that of Research fellowships focussed on titles.

21. For the three-year period, the Department of Psychology (PSI) has awarded 4 Research fellowships; the Department of the Arts (DAR), 3; the Departments of Medical and Surgical Sciences (DIMEC), Political and Social Sciences (SPS), Sociology and Business Law (SDE), and Education Studies (EDU), 2; the Departments of Biomedical and Neuromotor Sciences (DIBINEM), History and Cultures (DISCI), Interpreting and Translation (DIT), Agricultural and Food Sciences (DISTAL) and Economics (DSI), 1.



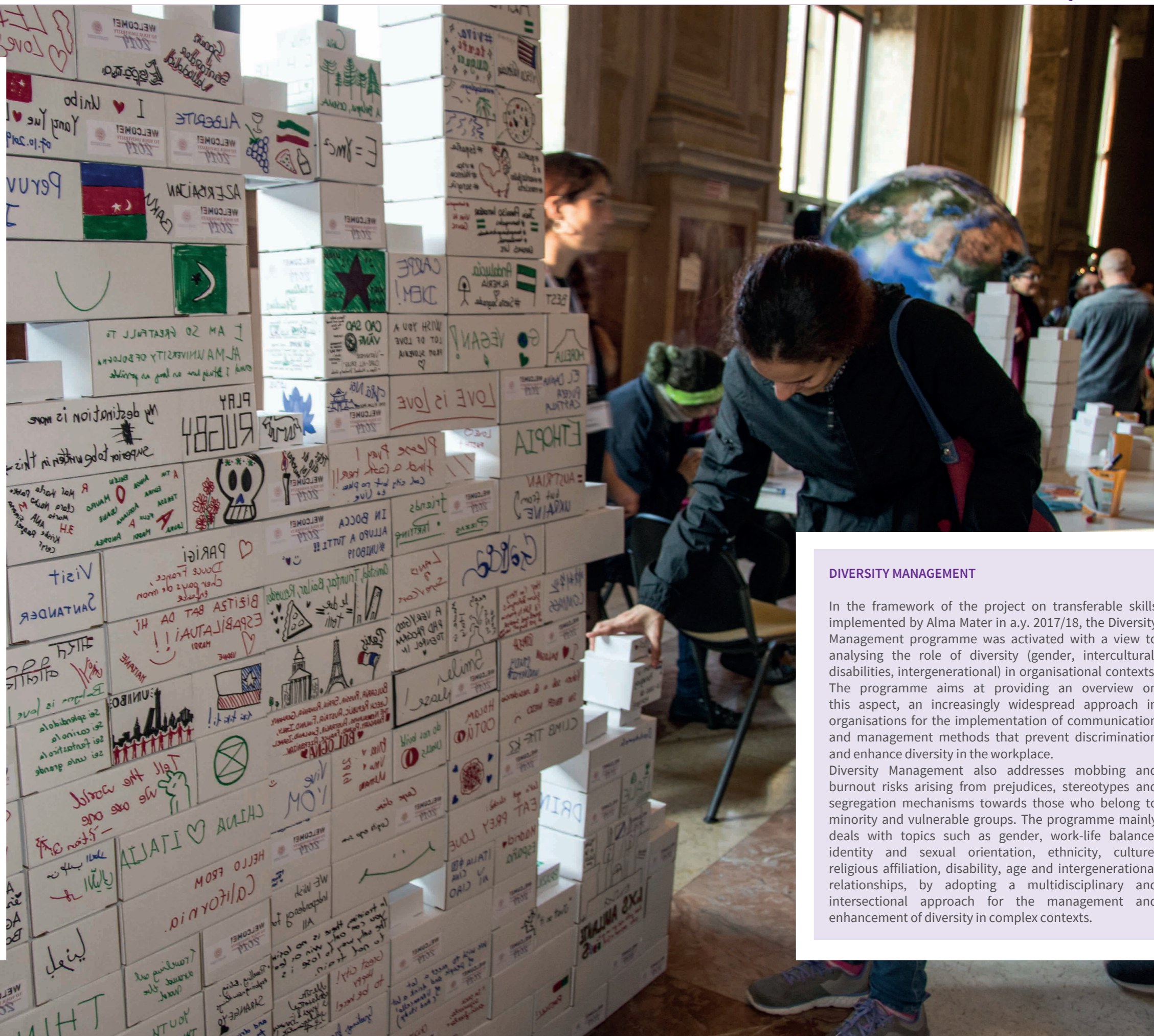
ERASMUS MUNDUS JOINT MASTER'S DEGREE IN EUROPE IN WOMEN'S AND GENDER STUDIES (GEMMA)

GEMMA is an international Master's Degree of excellence selected by the European Commission as the first Erasmus Mundus Joint Master's Degree in Europe in Women's and Gender Studies. Started in a.y. 2006/07, it was confirmed four times in a row – in 2011, 2017 and 2018 – as “pilot project and model in the field of Women's Studies and Gender Studies in a European and global perspective”.

GEMMA is a two-year interdisciplinary educational programme that brings together various teaching and research approaches through different European perspectives, and offers a high-level academic path in the areas of gender and women's studies, equal opportunities, intercultural studies, diversity, equity and inclusion. Its objectives include the integration of different geographical, historical, social and cultural contexts, thanks to the cooperation and synergy of partner universities (Granada, Oviedo, York, Utrecht, CEU-Vienna, Lodz, and Bologna) that offer experiences, stories and skills in the field of gender studies. The programme also provides a unique opportunity to be awarded a joint degree, recognised by all members of the GEMMA Consortium. The programme, which is accessed by international selection by the Consortium, envisages international mobility programmes among partner universities (at least six months) through the Erasmus Mundus scholarship, which is intended for non-European students and covers the entire two-year duration of the programme; those who are unable to access this scholarship may join the Erasmus+ mobility. This international environment enhances the programme with diverse experiences to be shared.

The GEMMA Consortium partners with institutions for equal opportunities, documentation centres and professional associations, publishing houses, and other cultural institutions in Italy and abroad. In addition to compulsory and elective course units, the teaching offered in each location includes specialist seminars on cross-cutting, interdisciplinary and current issues concerning gender policies and research, in progress both at national and international level. GEMMA also collaborates with the Diversity Management programmes and in the “Alma Orienta” and “Magistralmente” events, and holds focus groups with experts on entering the world of work and on non-curricular skills and professional expertise. In addition to scientific excellence, GEMMA thus promotes the third mission of higher education, namely social engagement and synergy with the professional world.

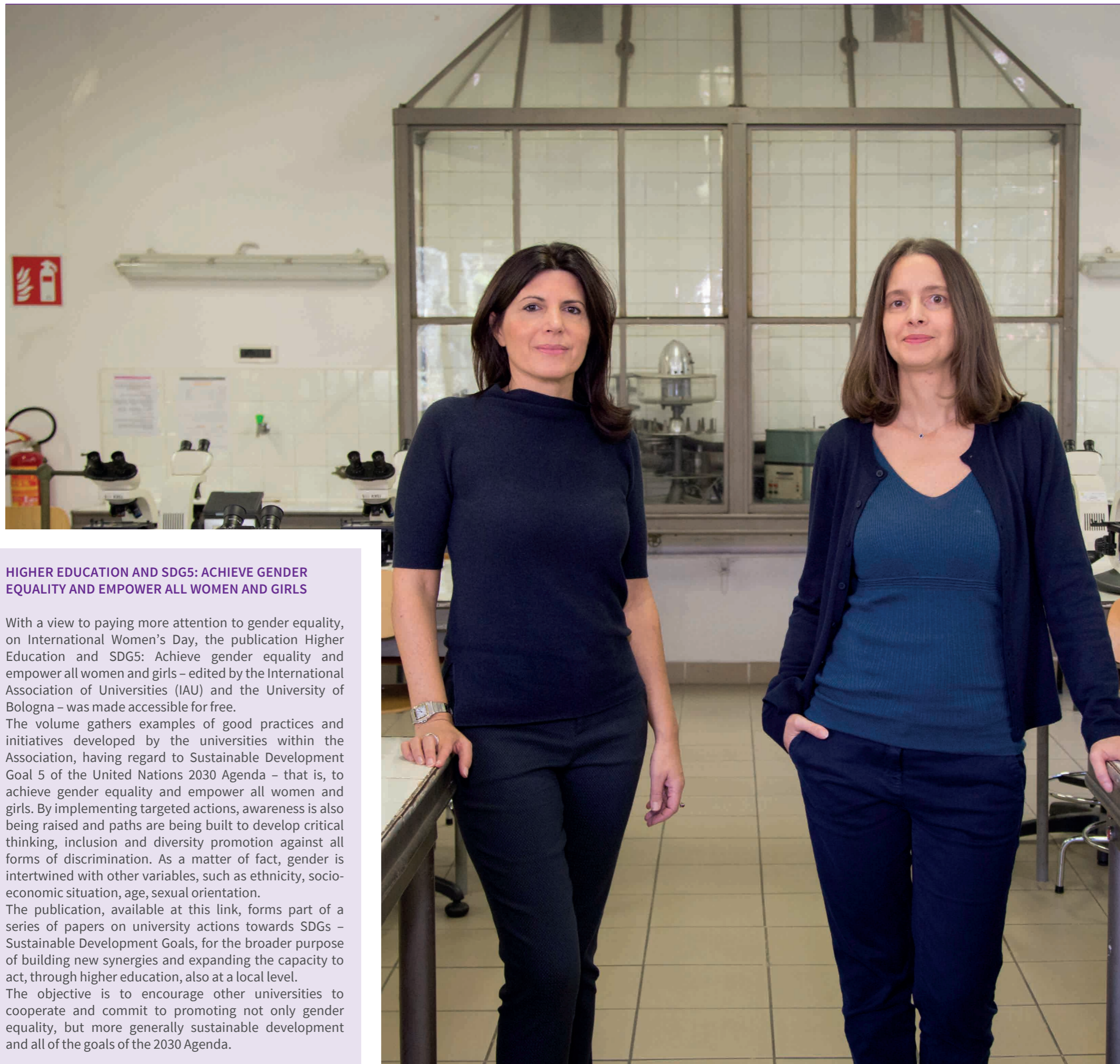
GEMMA is coordinated by Professor Rita Monticelli for the University of Bologna.



DIVERSITY MANAGEMENT

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

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



HIGHER EDUCATION AND SDG5: ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

With a view to paying more attention to gender equality, on International Women's Day, the publication Higher Education and SDG5: Achieve gender equality and empower all women and girls – edited by the International Association of Universities (IAU) and the University of Bologna – was made accessible for free.

The volume gathers examples of good practices and initiatives developed by the universities within the Association, having regard to Sustainable Development Goal 5 of the United Nations 2030 Agenda – that is, to achieve gender equality and empower all women and girls. By implementing targeted actions, awareness is also being raised and paths are being built to develop critical thinking, inclusion and diversity promotion against all forms of discrimination. As a matter of fact, gender is intertwined with other variables, such as ethnicity, socio-economic situation, age, sexual orientation.

The publication, available at this link, forms part of a series of papers on university actions towards SDGs – Sustainable Development Goals, for the broader purpose of building new synergies and expanding the capacity to act, through higher education, also at a local level.

The objective is to encourage other universities to cooperate and commit to promoting not only gender equality, but more generally sustainable development and all of the goals of the 2030 Agenda.

EDGES: A 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 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 to develop specific literary and cultural skills in a gender perspective, and promotes a culture of gender equality that rejects discrimination based on prejudices of any kind. It also promotes civil rights, the strengthening of gender policies, intersectionality across various national and international work contexts, and artistic and cultural production and dissemination by women.

EDGES offers its students the possibility of gaining a joint PhD degree with the University of Granada (Spain), the University of Oviedo (Spain), and a double degree with the University of Utrecht (the Netherlands).

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

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

PhD students undertaking the EDGES curriculum will gain excellent skills in the field of literary, cultural and gender studies, solid language skills, a strong theoretical foundation and a broad knowledge of the technical tools employed in the field of humanities. This training will prepare them for the following professional career opportunities: academic careers in Italy or abroad; collaboration with national and international cultural foundations and organisations; participation in national and international research networks, design and implementation of complex high-profile projects in libraries, cultural associations and centres, publishers, journalism, literary translation, foundations, research centres, new and traditional media, etc., jobs as international experts at private companies and at national and international public bodies or institutions committed to strengthening international relationships and exchanges; jobs with NGOs or anti-violence centres working as a cultural mediator and gender expert or diversity manager in the public and private sector, equal opportunities and civil rights; training leaders on the management of intercultural relationships and mediation policies. The coordinator for the programme is Professor Serena Baiesi, University of Bologna LILEC Department.

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 meeting of female professors from different Departments who, in January 1992, officialised the relative memorandum and articles of association, thus establishing a free non-profit association. The current Chair of the Association for the 2020-22 two-year period 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.

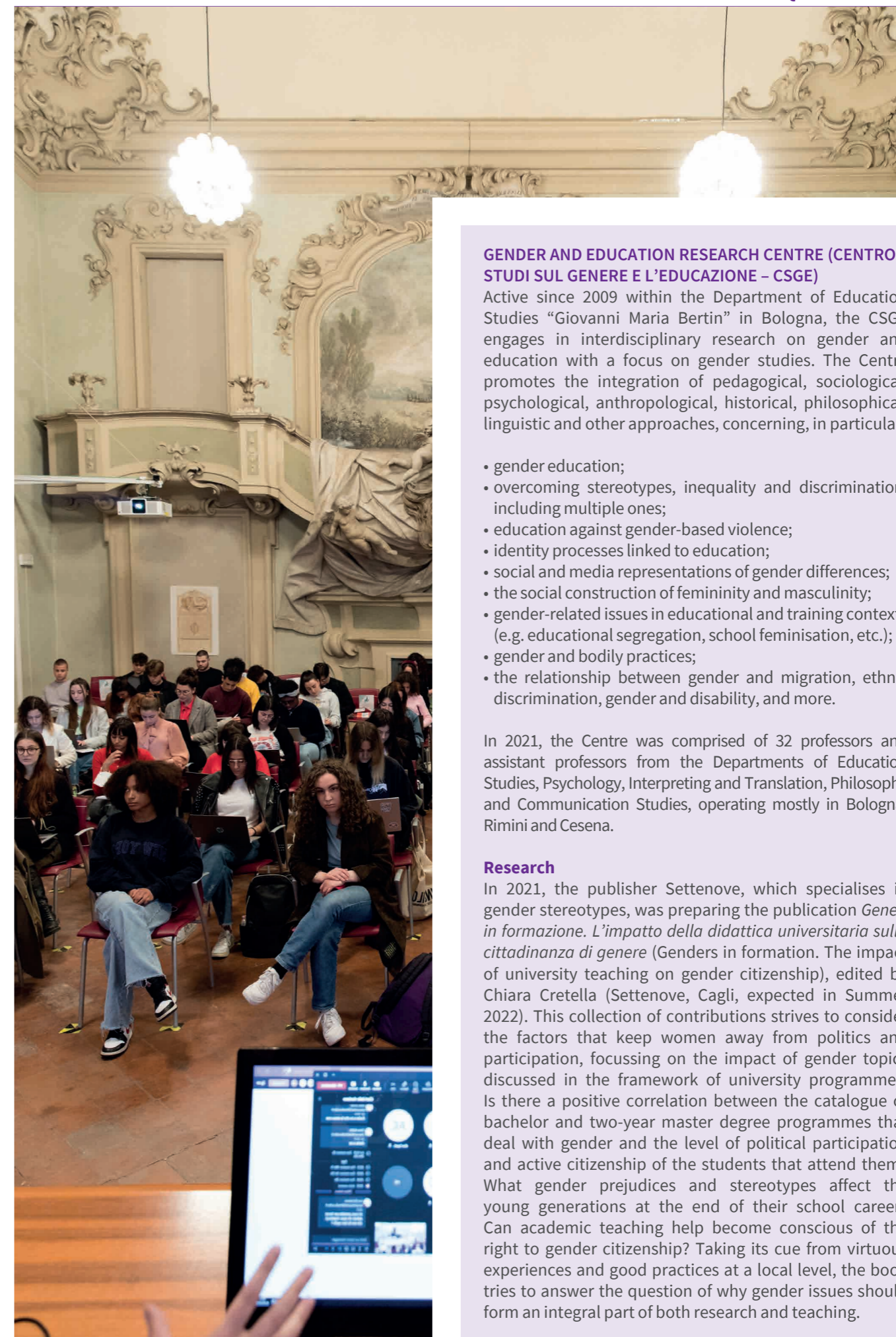
To achieve its objectives, in a spirit of collaboration among different specialisations and sensitivities (encapsulated in the logo, *The Lute Player* by Orazio Gentileschi), the AdDU has committed to:

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

Over time, the 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 Alma Mater, 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 much broader

context that covers the entire teaching workforce.

The Association actively participates in the political life of the University of Bologna and, during election of the Academic Bodies, has always encouraged the participation of teachers, organising meetings with candidates to debate goals and the future prospects of the University. In particular, during the elections for the position of Rector, it has always organised an open assembly and debate on the eve of the vote, in which all the candidates for the position of Rector participate. Recently, in order to promote greater awareness of the contribution made by women to knowledge and social transformation, the Association instituted the AdDU Award which, in its first edition in 2018, was won by Lawyer Rashida Manjoo (University of Cape Town, South Africa) for her active scientific commitment in the field of human rights and as a United Nations Special Rapporteur on violence against women. As of 2021, the Association is promoting a new conference cycle titled “La pensée est féminine”, the intention of which is to spread excellent scientific thinking through the voice and work of young female researchers. On 20 December 2021, in partnership with Teatro Comunale di Bologna and under the patronage of Alma Mater Studiorum – University of Bologna, the AdDU celebrated its thirtieth anniversary at the presence, among others, of the Rector of Alma Mater Studiorum – University of Bologna and the Head of the European Commission Representation in Italy, Antonio Parenti. A *lectio magistralis* titled “Donne che leggono, ovvero i pericoli della lettura” (Women who 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. Constant updates on the activities of the Association are published on its website.



GENDER AND EDUCATION RESEARCH CENTRE (CENTRO STUDI SUL GENERE E L'EDUCAZIONE – CSGE)

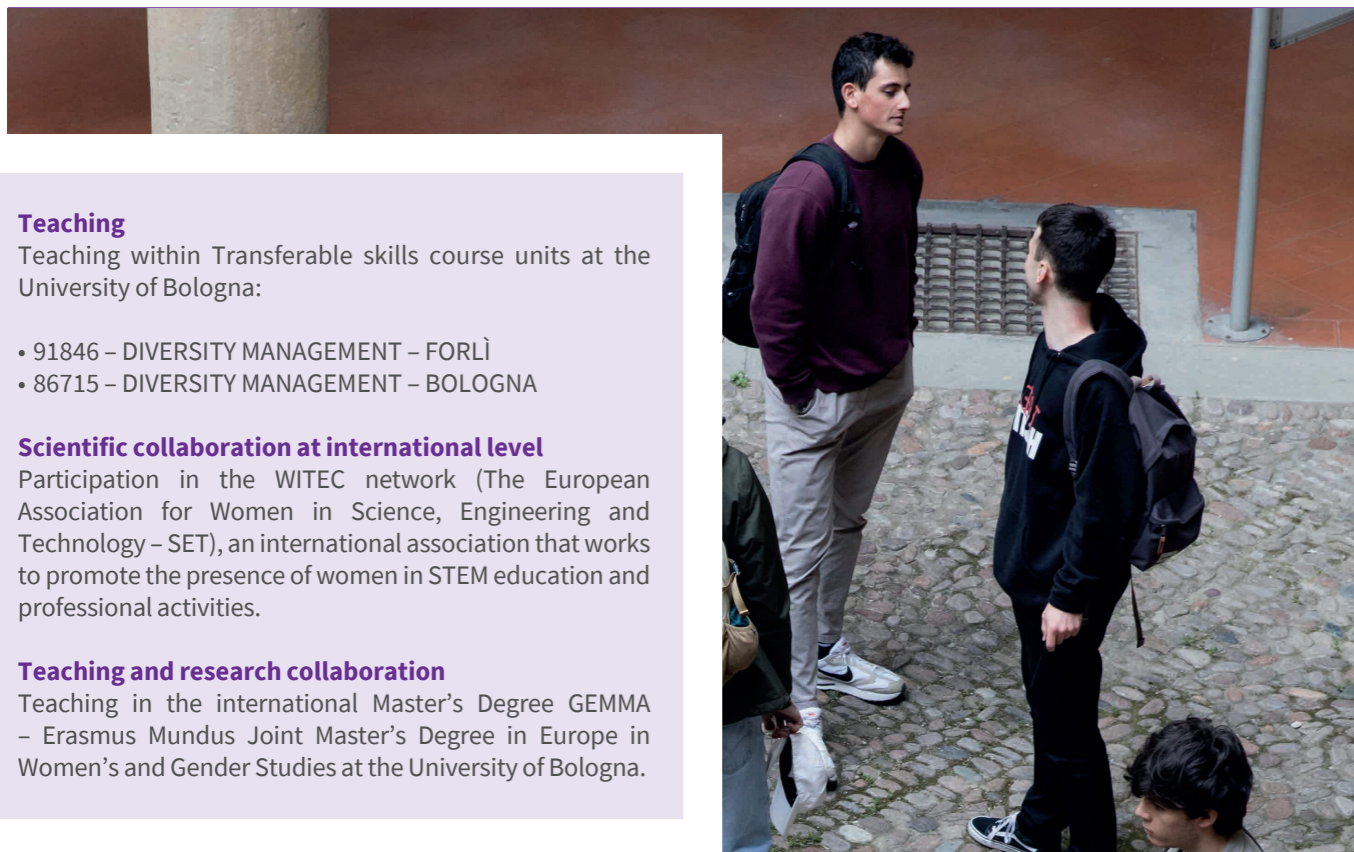
Active since 2009 within the Department of Education Studies “Giovanni Maria Bertin” in Bologna, the CSGE engages in interdisciplinary research on gender and education with a focus on gender studies. The Centre promotes the integration of pedagogical, sociological, psychological, anthropological, historical, philosophical, linguistic and other approaches, concerning, in particular:

- gender education;
- overcoming stereotypes, inequality and discrimination, including multiple ones;
- education against gender-based violence;
- identity processes linked to education;
- social and media representations of gender differences;
- the social construction of femininity and masculinity;
- gender-related issues in educational and training contexts (e.g. educational segregation, school feminisation, etc.);
- gender and bodily practices;
- the relationship between gender and migration, ethnic discrimination, gender and disability, and more.

In 2021, the Centre was comprised of 32 professors and assistant professors from the Departments of Education Studies, Psychology, Interpreting and Translation, Philosophy and Communication Studies, operating mostly in Bologna, Rimini and Cesena.

Research

In 2021, the publisher Settenove, which specialises in gender stereotypes, was preparing the publication *Generi in formazione. L'impatto della didattica universitaria sulla cittadinanza di genere* (Genders in formation. The impact of university teaching on gender citizenship), edited by Chiara Cretella (Settenove, Cagli, expected in Summer 2022). This collection of contributions strives to consider the factors that keep women away from politics and participation, focussing on the impact of gender topics discussed in the framework of university programmes. Is there a positive correlation between the catalogue of bachelor and two-year master degree programmes that deal with gender and the level of political participation and active citizenship of the students that attend them? What gender prejudices and stereotypes affect the young generations at the end of their school career? Can academic teaching help become conscious of the right to gender citizenship? Taking its cue from virtuous experiences and good practices at a local level, the book tries to answer the question of why gender issues should form an integral part of both research and teaching.



Teaching

Teaching within Transferable skills course units at the University of Bologna:

- 91846 – DIVERSITY MANAGEMENT – FORLÌ
- 86715 – DIVERSITY MANAGEMENT – BOLOGNA

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.

Teaching and research collaboration

Teaching in the international Master's Degree GEMMA – Erasmus Mundus Joint Master's Degree in Europe in Women's and Gender Studies at the University of Bologna.



EVENTS ORGANISED TOGETHER WITH OTHER LOCAL ASSOCIATIONS/SERVICES/BODIES

08 MARCH 2021

Seminar held by Professor Manuela Gallerani, “Riflessioni sui ‘generi’ a partire dalla teoria della performatività di genere di Judith Butler” (Thoughts on ‘genders’ from Judith Butler’s gender performativity theory). Within the course unit: General and Social Pedagogy, First cycle degree programme in Expert in Social and Cultural Education.

08 MARCH 2021

Seminar held by Professor Silvia Leonelli, “Adolescenti, corpi e televisione: questioni di genere” (Adolescents, bodies and TV: gender issues). Within the course unit: Family and Gender Pedagogy, First cycle degree programme in Educator in Childhood Social Services.

08 MARCH 2021

Seminar held by Professor Stefania Lorenzini, “Giochi e giocattoli di bambine e bambini, tra stereotipi di genere, condizionamenti, negoziazioni, opportunità plurali” (Games and toys for girls and boys: gender stereotypes, conditioning, negotiation, and plural opportunities). Within the course unit: Intercultural Pedagogy, First cycle degree programme in Educator in Childhood Social Services.

08 MARCH 2021

Seminar held by Professor Elena Luppi, “Genere e intergenerazionalità” (Gender and intergenerational studies). Within the course unit: Planning and Managing of Educational Intervention in Social Distress, First cycle degree programme in Expert in Social and Cultural Education.

26 MARCH 2021

Speeches (on invitation) by Professors Andrea Ciani and Francesca Crivellaro at the online Seminar “L’impatto nella scuola italiana della protesta anti-gender” (The impact of anti-gender protests on Italian school), held by the University of Padua.

19 APRIL 2021

CSGE Seminar “Sesso, razza e pratica del potere. L’idea di natura. Di Colette Guillaumin, introdotto e tradotto da Sara Garbagnoli, Vincenza Perilli, Valeria Ribeiro Corossacz” (Sex, race and power. The idea of nature. By Colette Guillaumin, introduced and translated by Sara Garbagnoli, Vincenza Perilli, Valeria Ribeiro Corossacz). Introduced by Professor Stefania Lorenzini, speeches by Professors Sara Garbagnoli, Vincenza Perilli, Valeria Ribeiro Corossacz. Department of Education Studies – University of Bologna.

05 MAY 2021

Comune di Ravenna, online Seminar “PLURIVERSO DI GENERE 6 – Sport e fair play relazionale” (GENDER PLURIVERSE 6 – Sports and relational fair play). Speeches by Giovanna Russo and Carlo Tomasetto (University of Bologna, CSGE).

17 MAY 2021

CSGE Seminar “Persone lgbtqi+ e caregiving: prospettive su terza età e relazioni di cura” (Lgbtqi+ people and caregiving: prospects on third age), Licia Boccaletti Chair of Società Cooperativa Sociale Anziani e non solo – Social innovation paths (Carpi, MO) Discussants: Elena Luppi (University of Bologna), Vincenzo Bochicchio (Unical).

20 MAY 2021

CSGE Seminar “Aspetti psicosociali delle esperienze trans in infanzia e adolescenza: sfide e risorse per le famiglie” (Psychosocial aspects of transgender experiences during childhood and adolescence: challenges and resources for families), Department of Psychology, Second cycle degree programmes in Clinical Psychology and in School and Community Psychology.

16 JUNE 2021

Webinar held by Professor Cristiana De Sanctis “Per una lingua di genere?” (A gender language?), aimed at employees of Health Authorities within the Metropolitan City of Bologna and of Policlinico Sant’Orsola.

22 NOVEMBER 2021

Seminar “Il Codice Rosso e la normativa sulla violenza alle donne” (The Red Code and regulations on violence against women) organised by Professors Cinzia VENTUROLI and Manuela GHIZZONI within the course unit: History and Contemporary Society, Single cycle degree programme in Primary Teacher Education. Speeches by Paola BERTOLANI and Giovanna ZANOLINI from the association Donne e giustizia of Modena.

10 NOVEMBER 2021

Seminar “Il lavoro di un Servizio Sociale nel contrasto della violenza intrafamiliare. Scelte comunicative a carattere interculturale” (The work of Social Services in combatting family violence. Intercultural communication choices). Introduced by Professor Stefania Lorenzini, speeches by Letizia LAMBERTINI (CAREfully DONnE Project Manager and Coordinator for Equal Opportunity Activities, ASC InSieme), Cristina VIGNALI (Manager of Valsamoggia Social Service and cross-cutting activities for minors and families, equal opportunities and gender-based violence, ASC InSieme) and Saadia LAFHIMI (Linguistic and Cultural Mediator) of the Family Violence Specialist Group of ASC InSieme.

04-25 NOVEMBER 2021

Training Seminars “La responsabilità delle parole: genere e dintorni” (The responsibility of words: gender and the like), aimed at the staff of the University of Bologna within the Cycle of meetings on diversity, organised by APOS in agreement with the CUG.

26 NOVEMBER-01 DECEMBER 2021

Training course “La responsabilità delle parole. Lingua e genere nel discorso pubblico” (The responsibility of words. Language and gender in public discourse), held by the Office for Equal Opportunities and by the Office for New Citizens of Comune di Bologna in the framework of a series of initiatives to raise awareness and inform about gender language and gender-fair communication.

03 DECEMBER 2021

Presentation Seminar for the book Unexpected Subjects. Intimate Partner Violence, Testimony, and the Law by Alessandra Gribaldo (Hau, 2021). Introduced by: Bruno RICCIO (University of Bologna, MoDI and CSGE). Speeches by: Cinzia VERUCCI (Casa delle donne per non subire violenza), Alberta GIORGI (University of Bergamo), Alessandra GRIBALDO (Roma Tre University).

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 MedIO PUER(i) research group), linguistic and cultural mediation by minors, the children of immigrants or members of ethnic-linguistic minorities living in Emilia-Romagna and Italy. A third and fundamental area of interest of the Centre are gender studies, and more precisely a reflection on models, roles and gender identity in the field of children's and young adults' literature, its translation, and child language brokering.

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

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

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

Furthermore, a large multilingual and interdisciplinary bibliography (in progress) is available on the website, which gathers studies on areas of interest to the Centre. MeTRa addresses a diverse audience (other research centres, scholars, school teachers, librarians, public bodies, parents, children), and is involved in various research, teaching and dissemination activities²²:

- 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 2019, BUP released two books containing theoretical reflections on children's literature, gender and translation, the result of international collaborations, meetings and the conference organised by MeTRa;

- Almaidea research project funded in 2017 (January 2018-January 2020) "La traduzione di testi per l'infanzia in una prospettiva di genere: aspetti teorici e applicati" (The translation of children's texts in relation to gender: theoretical and applied aspects), consisting of the theoretical and applied analysis of gender issues in the Italian translation of English, French and Spanish texts for young readers (a collection edited by the participants in the project was published by FrancoAngeli in 2021);
- cultural initiatives that are part of the third mission of the University, in collaboration with other groups or parties:
 - agreements and collaboration projects with Centro Donna e Pari Opportunità in Forlì (2016-2022): creation of different courses which aimed to raise awareness of gender issues among a varied audience, from a pedagogical-educational perspective. Namely: training course for nursery and pre-school teachers (0-3, 3-6 years); cycle of reading workshops at the library and at school with children and young adults; seminar on violence against women aimed at 4th-year students of the Morgagni high school in Forlì;
 - 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. 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" (2020-2022), funded as part of the Creative Europe Programme;
 - European project "Training Teachers to Tackle Gender Stereotypes through Children's Literature" (Coordinator Professor Raffaella Baccolini, REC programme - "Closing gender gaps over the life-course" of the European Commission), a candidate in April 2020 together with three partners in the G-BOOK project and Amnesty International Italia; selected, but not funded due to lack of funds;
 - European projects of the In MedIO PUER(i) research group "Strategic Partnerships Empowering young language brokers for inclusion in diversity" (Erasmus+ KA2) and "Networking the Educational World: Across Boundaries for Community-building" (H2020 - MIGRATION-05 NEW-ABC), funded in 2020.



22. For a complete overview of the initiatives, see the website of the Centre.

4.3 LOCAL EVENTS

In spite of the restrictions imposed by the pandemic, 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 the cities where the University has its Campuses, as well as nationally and internationally. To such end, the University has circulated publications and investigation reports related to gender issues.

An analysis carried out on the events advertised through the University of Bologna's online magazine, "UniboMagazine", shows that numerous initiatives were organised in 2021. In particular, below we mention those directly aimed at promoting gender equality.



JANUARY

- The call for entries to “Free Patrick Zaki, prisoner of conscience”, a special edition of the international competition of social communication “Poster For Tomorrow”, opened on 08 January. The competition was organised by Amnesty International Italia in collaboration with the Human Rights Festival and Associazione Articolo 21, under the patronage of the University of Bologna. The aim of the contest was to join the women and men across the globe who are calling for the immediate release of Patrick Zaki, Egyptian student at Alma Mater, detained in his home country due to his work for human rights and for his political opinions expressed on social media. The ten best posters were printed and posted between 07 and 08 February (the anniversary of his detainment and confirmation of his arrest), in the cities, public and private spaces that joined the initiative.
- On 11 January, the Municipal Council of Bologna unanimously bestowed the honorary citizenship of Bologna upon Patrick Zaki, a student of the Master's Degree in Women's and Gender Studies (GEMMA) at Alma Mater Studiorum – University of Bologna, who was detained in preventive custody in Egypt for over eleven months.
- On Wednesday, 20 January at Palazzo D'Accursio, the Tina Anselmi prize, created by CIF and UDI to call the attention to the importance of female work in the Italian society, was awarded to Professor Elena Malaguti of the Department of Education Studies of the University of Bologna and a member of the Gender and Education Research Centre, in light of her efforts in the field of inclusive education and social inclusion.

FEBRUARY

- Based on the first countrywide study to map entrepreneurial initiatives by university students and graduates over more than 20 years, which was conducted in collaboration with the Department of Management of the University of Bologna, the first AlmaLaurea report on university and entrepreneurship was published. The research shows that knowledge and education are key in achieving equal opportunities and closing gaps of all kinds. It should be noted that, although less female than male graduates are found among founders, the female businesses established by graduates are above the national average (38% against 22.7%).
- Salaborsa Popup, the temporary study hall dedicated to Patrick Zaki and managed by the Salaborsa Library, was set up in the Sala degli Atti at Palazzo Re Enzo.
- The second edition of “Progetto NERD? (Non È Roba per Donne?)” envisaged four online meetings with girls attending the 2nd, 3rd, 4th and 5th years of secondary school. It was held by the Department of Computer Science and Engineering of the Cesena Campus, in partnership with IBM, to show that computer science can be a creative, interdisciplinary, social and problem-solving-based area of study – all activities in which women excel.

MARCH

- The third edition of UNICORE – University Corridors for Refugees was held, giving refugee students in Europe the chance to study at several Italian universities. Originated in 2019 from an initiative by UNHCR Italia and the University of Bologna, the new edition involved 24 Italian universities that have hosted 43 European-resident refugees.
- FemTalk – Festival of Feminist Dialogue, organised by the Casa delle Donne (Women's Refuge) in Ravenna, funded by Comune di Ravenna and under the patronage of the CUG of the University of Bologna, was held on 06 March 2021. On that occasion, 12 male and female speakers discussed a number of diverse topics, all in the spirit of intersectional feminism. Music and art exhibitions also took place.
- With a view to paying greater attention to gender equality, the publication *Higher Education and SDG5: Achieve gender equality and empower all women and girls* was made available on 08 March. This sets out the good practices developed by universities worldwide and was edited by the International Association of Universities (IAU) and the University of Bologna, lead institution in the cluster on SDG5 (Gender Equality) for IAU Global HESD Cluster.
- The University Sports Centre of Bologna (CUSB) – Flying Disc section – and the University of Bologna drafted a Code of conduct against harassment and discrimination. Another step forward for this sport, which has always been at the forefront of good practices and right to inclusion, showing once again the excellence of a group that, over the years, has managed to win the European championship and the Italian championship with both its male and female teams.

APRIL

- On 06 April, the Municipal Council of Rimini, at the presence of Rector Francesco Ubertini, bestowed the honorary citizenship upon Patrick Zaki, who has become a symbol of the universal fight against the deprivation of the inalienable right to personal freedom, the violation of human rights and the unlawful imposition of an unjustified and unfair detention.
- The journal “Social Psychological Bulletin” published a study titled *Gender Differences in Civic and Political Engagement and Participation Among Italian Young People*, conducted by a research group of the Department of Psychology of the University of Bologna and aimed at investigating gender differences in the field of political participation: from the type of engagement and political actions selected by young men and women (14-30 years old) to their level of electoral participation.

MAY

- The final event of the seventh edition of the “Coding Girls” national programme of Fondazione Mondo Digitale, a project in which Alma Mater participated to support gender equality in science and technology, as well as young women's participation in the world of work, was held on 13 May.

JUNE

- 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, promoted by the Guarantee Committee for Equal Opportunities of Alma Mater, were approved by the Academic Senate on 16 June. They are intended to encourage the enhancement of people's diversities and merit, offering all members of the University community adequate visibility during the participation in scientific and third mission events held by the University.
- In memory of our student Emma Elsie Michelle Pezemo, brutally killed and mangled by her boyfriend, the Board of Governors resolved to award her the Degree in Memoriam on 22 June. The dedication ceremony to name a lecture hall after her was held on 23 June at the Department of Sociology and Business Law in Palazzo Hercolani.

JULY

- On 01 July, within "SMARt SUMMER 2021", the University Museum Network, in collaboration with the Department of Interpreting and Translation – Forlì Campus, held a series of events on the day dedicated to Anna Morandi, a pioneer anatomist, sculptress and teacher at the University of Bologna, to talk about her story and untiring efforts that led her to provide an invaluable contribution to science and the study of human anatomy.
- The eighth edition of the "Ragazze Digitali" Summer Camp organised by the first cycle degree programme in Computer Science and Engineering of the Cesena Campus – University of Bologna, the Department of Engineering "Enzo Ferrari" of the University of Modena and Reggio Emilia, and the EWMD (European Women's Management Development) Chapter Reggio-Modena, closed on 02 July. The Summer School aims at engaging female high school students (3rd and 4th years) in computer science in a creative and fun way, by fighting gender stereotypes in this field.

SEPTEMBER

- The awarding ceremony of the Degree in Memoriam to Emma Pezemo was held on 14 September. As mentioned by the Rector in his speech, this will translate into a specific and determined effort to fight gender-based violence in her name.
- The graduation session for the Master's Degree in Europe in Women's and Gender Studies (GEMMA) was held on 16 September at the building that houses the Rector's Office of the University of Bologna; on that occasion, Egyptian student Patrick Zaki should have graduated too. The ceremony was attended by Rector Francesco Ubertini and the professors of the Master's Degree who, in seeking justice and freedom for our student, emphasised the painful and unfair absence of Patrick and brought this circumstance to the attention of the institutions once again.

- After a long wait, the tender to build a nursery and pre-school at Via Filippo Re was announced. This University of Bologna's project aims at helping its community and meeting the needs of parents to achieve a better work-life balance.
- On 28 September, the Board of Governors of the University approved the Gender Equality Plan (GEP) 2021-2024, a planning document hinged upon the principle of parity democracy, which over the next three years will implement actions and projects to reduce gender asymmetry and enhance diversity from all perspectives – e.g. based on age, culture, physical abilities, sexual orientation and plurilingualism.

OCTOBER

- On 08 October, Agnese Agrizzi, founder of the crowdfunding platform Ginger, was awarded the Accursio Medal by Alma Mater in the Social Science and Management category. Since 2019, the University of Bologna has bestowed this honour upon former students who excel in their professional sector.
- On 19 October, at Teatro Duse, Jhumpa Lahiri, one of the finest contemporary writers, as well as an essayist, translator and creative writing teacher, was awarded the Honorary Degree in Specialised Translation, on a proposal by the Department of Interpreting and Translation – Forlì Campus. Lahiri travels through different languages and cultures, using translation to overturn the hierarchical relationship of languages and cultures to give way to a unique, unusual way of telling, seeing and feeling things, which nonetheless is fruitful, stimulating and creative, and which finds its way into the cracks between cultural imagination and reality.

NOVEMBER

- The annual conference dedicated to Laura Bassi – the first woman to obtain a professorship at the University of Bologna and the first female member of the Academy of Sciences of Bologna Institute (1732) – was held on 12 November by the Academy of Sciences of Bologna Institute in collaboration with the Department of Philosophy and Communication Studies of Alma Mater and the Italian Physical Society (SIF). During the Forum Laura Bassi 2021, the book *Laura Bassi. The World's First Woman Professor in Natural Philosophy* (eds. L. Cifarelli-R. Simili, Luisa Cifarelli, University of Bologna) was presented, a speech titled "Donne e scienza oggi. Riflessioni e prospettive" (Women and science today. Reflections and prospects) was held by Petra Rudolf (University of Groningen), the nonfiction film *Bologna 1732. Una cattedra per Laura Bassi* (Bologna 1732. A professorship for Laura Bassi) was shown, and the SIF awarded authors R. Simili and M. Focaccia and filmmaker A. Scillitani the 2021 prize for Scientific Communication.
- The series "I Quaderni di Into the Black Box" published its third volume, *Gendering Logistics*.

Feminist Approaches for the Analysis of Supply-Chain Capitalism, edited by Carlotta Benvegnù, Niccolò Cuppini, Mattia Frapporti, Evelina Gambini, Floriano Milesi, Irene Peano, Maurilio Pirone (for AMSActa). This collection of essays, based on a wide variety of feminist and postcolonial works from a number of disciplines, seeks to contribute to the topical debate on logistical capitalism inside and outside the academic world, uncovering the many ways in which gender supports global movement.

- On 25 November, on International Day for the Elimination of Violence Against Women, the Ravenna Campus of Alma Mater inaugurated a red bench in the central university square of Palazzo Corradini, which serves as a warning against femicides, while simultaneously symbolising the strength and resilience of women. The bench aims at conveying the same sense of protection of and care for every male and female student of our University.
- The seminar "Donne in movimento e salute mentale" (Moving women and mental health) on cross-cultural psychiatry and cinema was held on 25 November at the Giorgio Prodi lecture hall in Bologna and via Teams, to discuss how to prevent and avoid violence against women (especially migrant women) who continue to be the victims of personal and social violence, by affirming everyone's right to physical and mental health. A cycle of testimonies on the resilience of women in the contemporary society, open to students, scholars, researchers and to all interested professionals and citizens, promoted by BoTPT-DiMEC in collaboration with the Sguardi Altrove cultural association, the Femicide Research Observatory of the University of Bologna, the Women Teachers' Association – AddU, and the Department of Mental Health (DSM-DP) of the Bologna AUSL (Local Health Authority).

DECEMBER

- At the annual public session of the Académie des Inscriptions et Belles-Lettres at Institut de France (Paris), the Prix Gustave Schlumberger of the Académie des Inscriptions et Belles-Lettres of Paris was awarded to Giulia Marsili, research fellow of the University of Bologna, for her recent monograph *Archeologia del cantiere protobizantino. Cave, maestranze e committenti attraverso i marchi dei marmorari* (Bologna, Bononia University Press, 2019, 560 pp.).



4.4 AN ANALYSIS OF THE INVESTMENTS MADE IN ECONOMIC AND FINANCIAL TERMS

Below is an initial classification of the resources used by Alma Mater in 2021 to promote equal opportunities, broken down into costs incurred for interventions directly related to these issues and costs incurred for interventions that are indirectly related thereto, since they finance activities linked to tasks that, at least in Italy, culturally weigh more heavily on women. The list below is not an exhaustive roster of the resources allocated by the University to the promotion of equal opportunities, but an indication of some expenditure items that certainly constitute an investment in this direction. With a view to gradually aligning with the indications in the Guidelines for Gender Equality Reports proposed by the Gender Equality Committee of the Conference of Italian University Rectors, future editions of the document will include a full classification of costs in the University Budget.

Resources in 2021 to implement the Positive Action Plan of the CUG (direct costs)

Co-funding in favour of APOS to establish a collaboration contract supporting the CUG's activities	12,000
Other scholarships and study awards	5,990
Scholarships – IRAP	509
Association fees to the National Conference of Equality Bodies of Italian Universities (year 2021)	300
Printouts and forms (Gender Equality Report, etc.)	1,012
Total	19,812

Expenses for interventions indirectly related to equal opportunities

Allowance to enrol children in nurseries	32,576
Childbirth allowance	9,500

HOW THE BUDGET ALLOCATED TO THE CUG IS SPENT

The budget allocated to the CUG for 2021 amounted to € 22,500. The budget was used in part for a co-funding called with APOS to establish a collaboration contract supporting the CUG's activities.

The resources used in 2021 to implement the Positive Action Plan of the CUG covered the following:

- printing costs for the 2020 Gender Equality Report of the University of Bologna;
- payment of study awards to students of Alma Mater Studiorum who graduated from second cycle or single cycle degree programmes during a.y. 2019/2020 (within envisaged completion time for the degree programme) defending a thesis on topics of interest to the CUG “Equal opportunities, employee well-being and non-discrimination”;
- payment of study awards to students of Alma Mater Studiorum who graduated from PhD programmes during a.y. 2017/18, 2018/19, 2019/20 (within envisaged completion time for the degree programme) defending a thesis on topics of interest to the CUG “Equal opportunities, employee well-being and non-discrimination”;
- payment of association fees to the National Conference of Equality Bodies of Italian Universities.

ALLOWANCE TO ENROL CHILDREN IN NURSERIES

This is an allowance to enrol children in public or private nurseries, however organised, to which University staff may apply for one child only, who is dependent on the employee for tax purposes and/or part of the same family nucleus.

Managers, TA Staff and CEL with permanent or fixed-term contracts are entitled to apply for the allowance. The allowance has a maximum limit of € 1,400, regardless of the period of enrolment in a nursery and of (full-time or part-time) attendance.

In addition to the allowance to attend nurseries, a one-time bonus to attend summer camps and purchase babysitting services was provided in 2021.

CHILDBIRTH ALLOWANCE

Among the subsidies (financial aid) paid to its TA Staff and CEL pursuant to the Supplementary Agreement approved in the bargaining session held on 18 December 2019, Alma Mater also offers a childbirth allowance.

The amount of the 2021 childbirth allowance was paid to applicants whose children were born in 2020. The bonus is granted to the ISEE income classes entitled to subsidies pursuant to the above-said agreement and amounts to € 500 for each child born in 2020.

BABY PIT STOPS

After two new locations were inaugurated in 2021 at the buildings of the University Museum Network, there are now four Baby Pit Stops across the University. 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 felt it was right to dedicate a space to new mothers (teachers, professional staff, PhD students, research fellows, students and relatives) to allow them to exercise their right to breastfeed their babies – a right resolutely affirmed by a Ministerial Directive aimed at all public administrations in order to ensure respect of the fundamental right of working mothers to breastfeed, which is recognised by EU and national laws.

Baby Pit Stops within the University are located in Bologna at Via B. Andreatta 4 (formerly Belmeloro 10-12), Via Zamboni 33 at the Museum of Palazzo Poggi, Via Zamboni 63 at the Geological Collection “Giovanni Capellini Museum”, and Via della Beverara 123/1, Navile District, UE1.

Parenting support services also include the implementation, at the Filippo Re District in Bologna, of a new facility that will host two nursery classes and two pre-school classes, i.e. almost 100 children in total, the works for which have already been awarded.

UNIVERSITY OF BOLOGNA SUMMER CULTURAL WEEKS

From 28 June to 16 July, in response to the need of families and institutions and to facilitate a better work-life balance, Alma Mater, in close collaboration with the University Sports Centre of Bologna, organised the fifth edition of University of Bologna Summer Camps at the Record Sports Centre.

The project, which is aimed at children and teenagers, is based on the synergy of different cultural, educational, training, entertainment and physical well-being experiences, and conducted with the professionalism and collaboration of the University of Bologna, the Department of Education Studies, the University Sports Centre of Bologna (CUSB) and the Alma Mater Foundation.

The participants, who were divided into small groups and accompanied by professional instructors in accordance with the health and safety protocols issued by the Region and the Municipality, took part in an exciting programme of various activities encompassing: outdoor education, individual sports, learning about the United Nations Sustainable Development Goals, using sustainable technologies consciously, and performing creative and design activities, the goal being to share a new form of sociality at an affordable price.



5. OUR GENDER EQUALITY POSITION:



THE UNIVERSITY GENDER INEQUALITY INDEX OF THE UNIVERSITY OF BOLOGNA (UGII)

5.1 THE CONSTRUCTION OF THE UGII

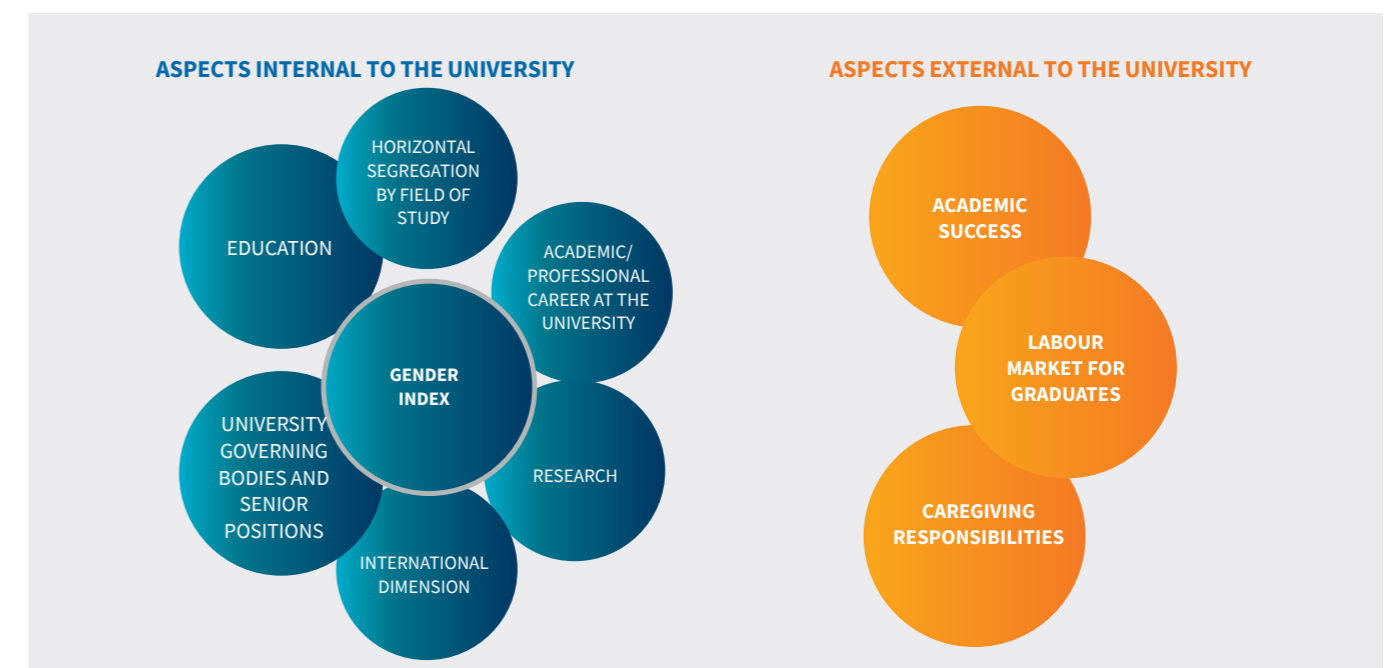
The previous sections present a detailed report on Alma Mater prepared in accordance with a main interpretation key – gender. If the goal of reducing or eliminating inequalities between women and men is shared, then the level of inequality must be monitored. It is therefore useful to adopt a tool for measurement, summary and comparison. 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)²³ so as to identify:

- the *conceptual framework* of reference;
- the *domains* of analysis and individual *aspects* which these domains are divided;

- the *elementary variables* (e.g. STEM/non-STEM) and corresponding *populations*;
- the *elementary scores* representative of the degree of inequality regarding each aspect;
- the criterion with which to *summarise* the elementary scores in the final index (UGII).

The domains, which refer to all members of the academic community (students, teachers and professional staff), are represented in Fig. 51. They are broken down into 6 ‘internal domains’, made up of 18 aspects on which the University can, to some extent, act directly, and 3 ‘external domains’ (including the labour market of graduates), where the University can only implement indirect actions.

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



23. 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).

Table 17 also indicates the individual aspects taken into consideration in the calculation of the index, reporting for each of them the results found for women and men (percentage values or, in the cases of educational credits earned and days off due to caregiving responsibilities, per capita values).

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

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

From now on, such score will be indicated as the ‘percentage of the maximum possible inequality’, as its value is:

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

To explain the meaning of the percentage of the maximum possible inequality, we can consider the example of horizontal segregation (STEM area) for students enrolled in the 1st year at the University of Bologna in 2021/22.

Students enrolled in the 1st year of degree programmes in the STEM area totalled 4,004, i.e. 24.3% of the total; 1,302 were women and 2,702 were men. As per the following table, if perfect gender equity were to occur, the 4,004 STEM students would be distributed so that the percentage of women and men in the STEM area is the same (24.3%). Therefore, female STEM students should equal 2,254, i.e. 24.3% of the 9,270 total women enrolled in the 1st year. Similarly, male STEM students should be 1,750, i.e. 24.3% of the 7,199 total men enrolled in the 1st year. In this case, the percentage of the maximum possible inequality would be null, and gender and (STEM/non-STEM) area would be statistically independent. On the other hand, if the maximum possible inequality were to occur for women, all 4,004 students enrolled in the 1st year in the STEM area would be men and the inequality would be 100%. In the actual situation, however, the percentage of the maximum possible inequality occurred is 42%. It should be noted that the overall numbers of women and men and of STEM and non-STEM students enrolled in the 1st year remain unchanged across the three situations considered (actual distribution, perfect equity and maximum possible inequality)²⁴.



24. The method adopted refers to Cramér's V index, which derives from the Chi-square calculation and measures the 'intensity' of the statistical association between two variables. The percentage of the maximum possible inequality is the ratio (multiplied by 100) between the V index calculated with respect to the actual data and the V index that would be obtained in the case of the maximum possible gender inequality (i.e. if all STEM students, full professors, etc. were men). More precisely, because two situations of maximum inequality (to the detriment of men or to the detriment of women) are possible, in calculating the score we referred the maximum possible inequality in favour of the gender that is actually advantaged having regard to the variable being analysed.

TABLE 17 – STUDENTS ENROLLED IN THE 1ST YEAR OF FIRST AND SINGLE CYCLE DEGREE PROGRAMMES BROKEN DOWN BY DISCIPLINARY AREA AND GENDER – ACTUAL AND THEORETICAL DISTRIBUTION – 2021/22

	ACTUAL DATA			THEORETICAL HYPOTHESIS					
	Women	Men	Total	Perfect equity			Maximum possible inequality		
				Women	Men	Total	Women	Men	Total
absolute values									
STEM area	1,302	2,702	4,004	2,254	1,750	4,004	–	4,004	4,004
other areas	7,968	4,497	12,465	7,016	5,449	12,465	9,270	3,195	12,465
TOTAL	9,270	7,199	16,469	9,270	7,199	16,469	9,270	7,199	16,469
percentage									
STEM area	14.0	37.5	24.3	24.3	24.3	24.3	–	55.6	24.3
other areas	86.0	62.5	75.7	75.7	75.7	75.7	100	44.4	75.7
TOTAL	100	100	100	100	100	100	100	100	100
percentage of the maximum possible inequality		42		0				100	

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

TABLE 18 – GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA: DOMAINS AND ASPECTS (2021)















DOMAIN Aspect	percentage or per capita		
	Women	Men	Total
INTERNAL ASPECTS			
EDUCATION			
1. Access to university (per 100 19-year-olds in Emilia-Romagna)	48.5	34.4	41.1
2. Dropout rate at the end of 1st year (%) 	10.8	13.1	11.8
3. Continuation of studies after a first cycle degree	68.4	72.9	70.4
4. Access to PhD programmes (per 1,000 graduates from second cycle/single cycle degree programmes in Italy)	4.4	6.9	5.4
HORIZONTAL SEGREGATION BY FIELD OF STUDY (STEM Area)			
5. Degree programmes (%)	14.0	37.5	24.3
6. PhD programmes (%)	44.4	59.9	52.6
7. Teachers (%)	38.5	45.9	42.8
ACADEMIC/PROFESSIONAL CAREER AT THE UNIVERSITY			
8. Full Professors (%)	19.7	33.0	27.5
9. Managers/EP (%) 	5.9	7.2	6.3
RESEARCH			
10. Supervisors of competitive research projects with payments (%) 	20.6	23.1	22.1
11. Amount of funding for competitive research projects (%) 	47.4	51.5	49.9
12. Teachers with a 'good number' of publications (%) 	42.3	44.8	43.7
INTERNATIONAL DIMENSION			
13. Studying abroad – outgoing mobility (%)	2.8	2.0	2.4
14. Teachers with international publications (%) 	53.2	56.6	55.2
UNIVERSITY GOVERNING BODIES AND SENIOR POSITIONS			
15. Members of Bodies – Students (per 10,000 students)	3.1	6.9	4.8
16. Member of Bodies – Teachers (%) 	2.5	2.1	2.3
17. School Deans, Campus Coordinators and Heads of Department (per 100 Full Professors) 	4.1	6.0	5.4
18. Member of Bodies – TA Staff (per 1,000 employees) 	5.7	11.0	7.5

TABLE 18 – GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA: DOMAINS AND ASPECTS (2021)

DOMAIN Aspect	percentage or per capita		
	Women	Men	Total
EXTERNAL ASPECTS			
ACADEMIC SUCCESS – degree programmes			
19. University educational credits earned (CFUs per capita)	46.0	42.6	44.6
20. Average exam mark (% students with 'high marks'*)	52.4	45.6	49.5
LABOUR MARKET FOR SECOND CYCLE AND SINGLE CYCLE GRADUATES – 5 years after graduation			
21. Employed (%)	86.4	89.5	87.8
22. Use of the skills acquired with the degree (%) 	61.4	63.7	62.4
23. Employed part time (%) 	10.6	4.1	7.7
24. Remuneration (over € 1,500, net, per month) (%)	45.3	64.8	53.8
CAREGIVING RESPONSIBILITIES – TA Staff			
25. Days off due to caregiving responsibilities (per capita) 	5.9	1.9	4.5

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

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

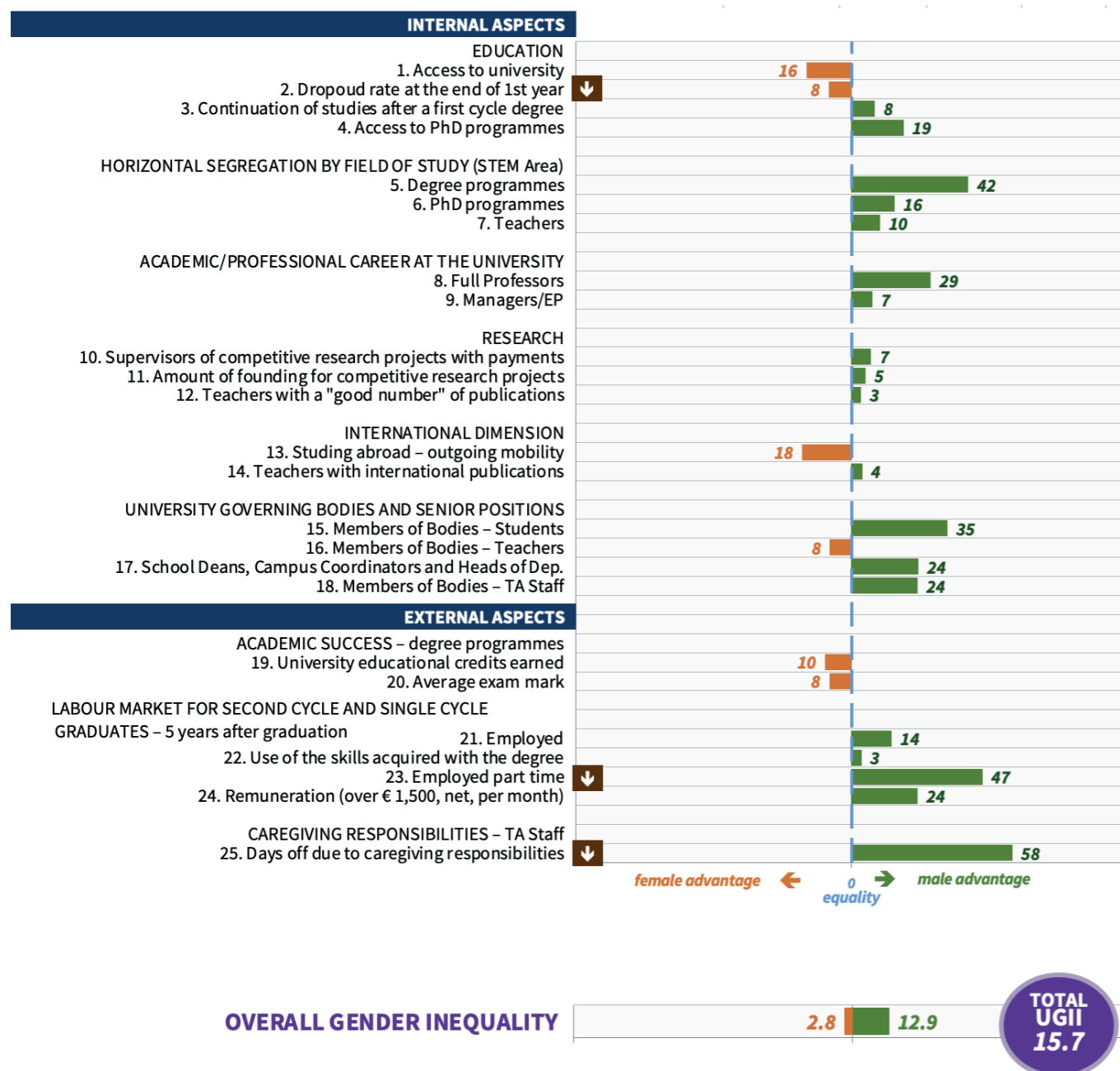
 Statistically non-significant gender inequality (Chi-square test on 25 distributions 2 x 2).

5.2 MAIN RESULTS

The results for the 25 aspects under consideration – shown as the percentage of the maximum possible inequality – and the final index (UGII) are presented in

Fig. 52, while Fig. 53 shows the time series for the last five years, providing comparison with national data (where available).

FIGURE 52 – GENDER INEQUALITY AT THE UNIVERSITY OF BOLOGNA (2021): PERCENTAGE OF THE MAXIMUM POSSIBLE INEQUALITY



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

In the early stages of their University careers at Alma Mater and, in general, within the Italian university system, 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 16% of the maximum possible inequality (aspect 1). This trend has remained stable over the past five years (2017/18 – 2021/22) and, as a result, Bologna essentially reflects the situation of the national university system as a whole. After the 1st year, female students drop out less often than their male counterparts: 10.8% of women who enrolled at the University of Bologna in 2020/21 dropped out at the end of the first year, against 13.1% of men, with a female advantage equal to 8% 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 2020/21 cohort, at the end of the 1st year, the advantage was equal to 10% and 8% of the maximum theoretical inequality, respectively²⁵. Additionally, women participate more in exchange programmes abroad (aspect 13), with an inequality of 18%.

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 (73% for men, 68% for women) corresponds to 8% of the maximum inequality. Here too, this is not only the case with the University of Bologna, but reflects a national trend that has remained rather stable over the years, albeit reducing in 2021.

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 2021), the frequency of access to PhD programmes in 2021/22 (6.9 per 1,000 for men, 4.4 for women) corresponds to 19% of the maximum inequality – i.e. very similar to the national figure for 2020/21 (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 2021/22), STEM students are 37.5% of men and only 14% of women, with a gender gap equal to 42% of the maximum possible (aspect 5). In the national university system, inequality is less pronounced (30%): this is not due to a different gender characterisation of degree programmes at the University of Bologna compared to the Italian context, but to the fact that in the STEM subjects in which the female presence is more pronounced – especially in the two degree classes of Biological Sciences and Biotechnology – the University of Bologna has a percentage of new students that is significantly below the national value.

The same inequality by disciplinary area is also present upon accessing PhD programmes (aspect 6): in 2021/22, inequality fell to 16% compared to the previous year (26% in 2020/21). Among university teachers, the greater presence of men in the STEM Area is less evident; in fact, inequality has dropped to 10% of the maximum value, reflecting the situation at the national level (aspect 7).

Also having regard to the Academic/professional career at the University, there are inequalities in favour of men, which, in this case, qualify as vertical segregation, since roles and positions reflect a well-established hierarchy. As to teachers, 33% of Full Professors are men and only 20% are women (aspect 8); the resulting inequality, which is worth 29% of the maximum possible gap, is slightly below that of the overall Italian university system, showing 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 7% of the theoretical maximum).

In the Research domain, gender differences are limited, yet all to the advantage of men, accounting for 7% of the maximum possible as to the allocation of funded research projects (aspect 10), 5% as to the amount of funding (aspect 11), and 3% as to publications by teachers (aspect 12).

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

The analysis of the University Governing Bodies and senior positions domain is particularly interesting. In 2021, overall, there were 26 men and 15 women among the students who are members of the Alma Mater Bodies to which they can access (namely the Student Council, Academic Senate and Board of Governors), with an inequality of 35% (aspect 15); the imbalance is still very significant from this perspective. Among teachers, the gender gap is self-evident – 24% of the maximum possible – among School Deans, Campus Coordinators and Heads of Department (aspect 17), although it has dropped significantly (the gap stood at around 40% in the previous four-year period). Within the other Bodies (aspect 16), the inequality is more limited and went from a male advantage of 14% in the previous period to a female advantage of 8% in 2021. Finally, having regard to the participation of Professional Staff, inequality – to male advantage – stood at 24% of the theoretical maximum (aspect 18).

As already mentioned, with regard to the analysis of university systems, the labour market for graduates and the caregiving responsibilities of some Professional Staff represent external domains; hence, the level of gender inequality in these aspects is shown but does not contribute to the overall University index (UGII).

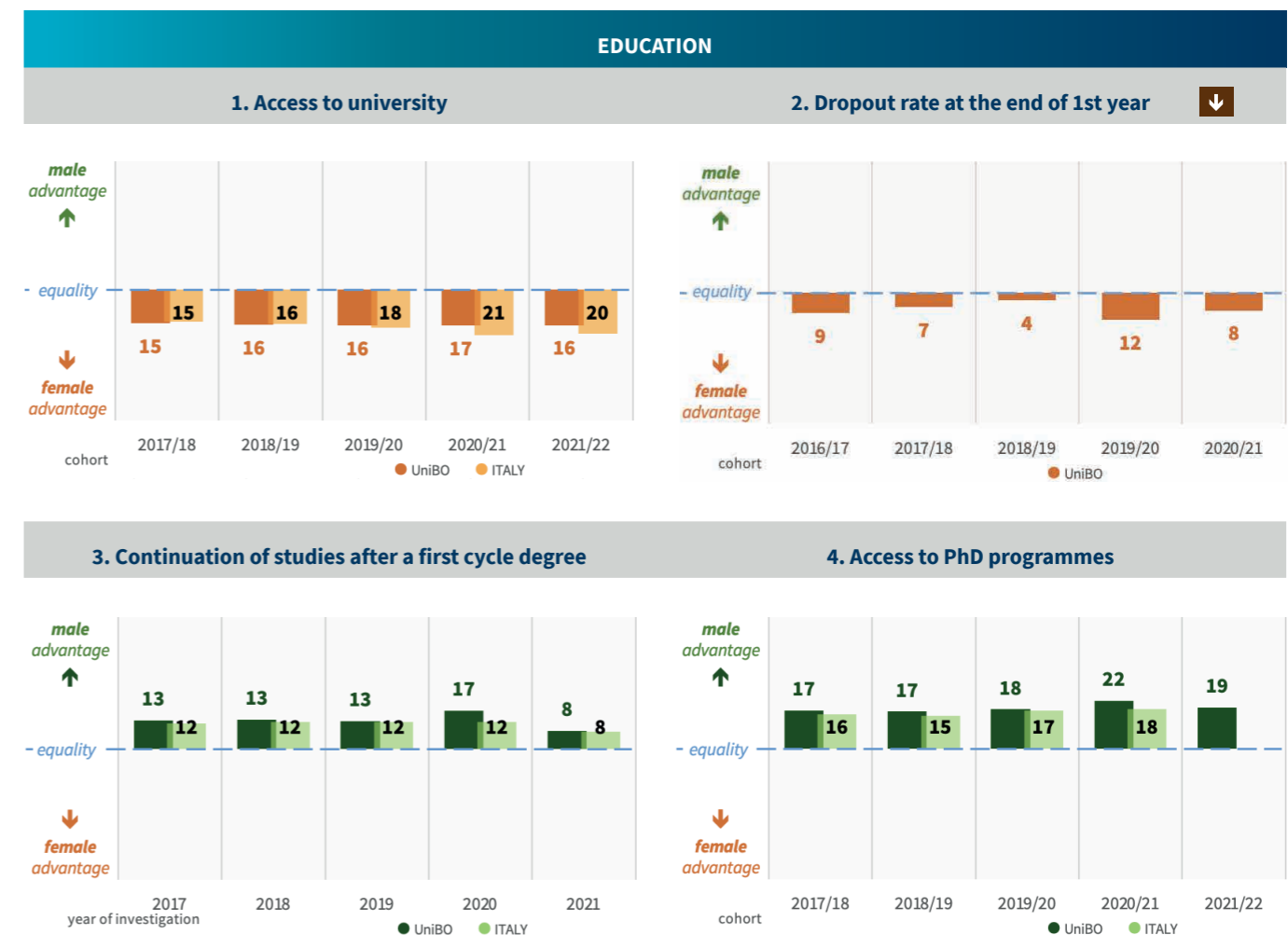
In order to analyse the labour market, we considered the employment status of second-level graduates (from second cycle and single cycle degree programmes), interviewed in 2021 five years after graduation. Among University graduates, men are more likely than women to be employed (aspect 21) – 14% of the maximum possible inequality; the gap, however, is smaller than that at a national level (24%). As a rule, when employed, men earn more – with a gender gap that is slowly reducing, but is still worth 24% of the maximum possible (aspect 24). Moreover, part-time employment (aspect 23) is mostly chosen by women, involving 11% of female graduates and only 4% of male graduates, a gap equivalent to 47% of the maximum possible. Only with regard to the use of the skills acquired with the degree (aspect 22), gender differences are limited.

As a matter of fact, women have much more caregiving responsibilities than men. In the analysis of gender inequality at the University of Bologna, this issue can be noted, in particular, by looking at the number of days off taken by Professional Staff to provide care and assistance to others – under leave pursuant to Law 104, sick child leave, maternity/paternity leave and mandatory or voluntary parental leave (aspect 25).

The per capita days taken off by women are more than three times those taken off by men (5.9 against 1.9) and the level of inequality reaches 58% of the maximum possible value. Of course, this disparity could well concern the Teaching Staff and students too.

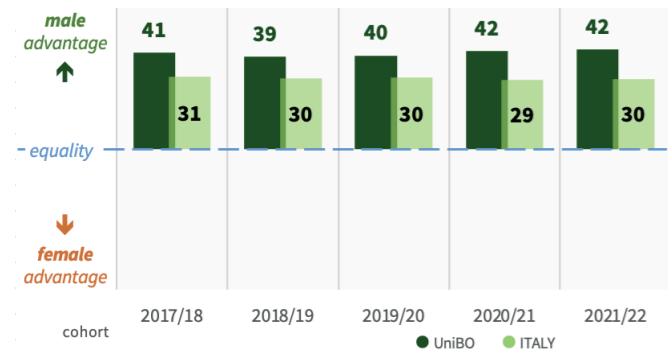
On average, the results found for the 18 external aspects considered in 2021 show that the University of Bologna has an overall inequality to male advantage equal to 12.9% of the theoretical maximum and an overall inequality to female advantage of 2.8%. The sum of the two inequalities, that is, the UGII, shows that 15.7% of the maximum possible disparity has materialised. This is the lowest level of overall inequality recorded since 2017, the first year when the UGII was calculated (Fig. 53, last box). The aspects that contributed the most to reducing inequality compared to last year are the offices of School Dean, Campus Coordinator and Head of Department (aspect 17) and the horizontal segregation by field of study in PhD programmes (aspect 6). However, a decisive reduction in overall inequality will only be possible when significant progress is made in relation to the horizontal segregation by field of study that exists upon accessing university, to the vertical segregation by role among professors, and to the student participation in the Student Council and other University Governing Bodies.

FIGURE 53 – PERCENTAGE OF THE MAXIMUM POSSIBLE INEQUALITY: UNIVERSITY OF BOLOGNA/ITALY COMPARISON (2017-2021)

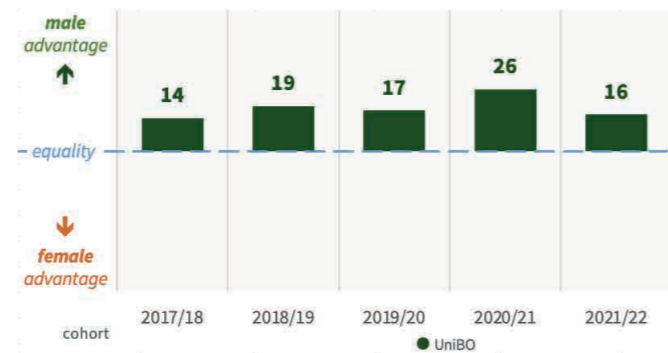


HORIZONTAL SEGREGATION BY FIELD OF STUDY (STEM Area)

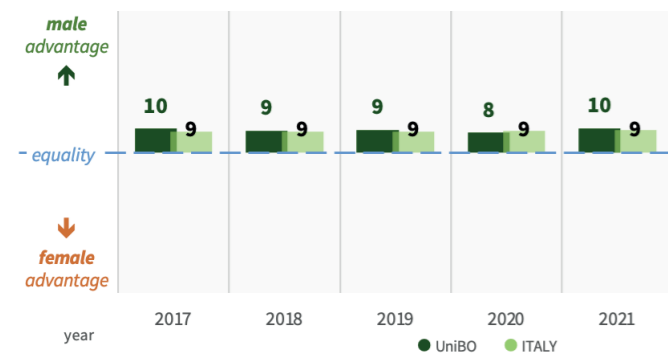
5. Degree programmes



6. PhD programmes

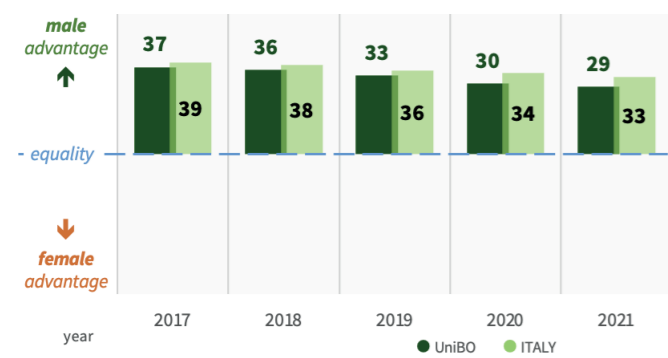


7. Teachers

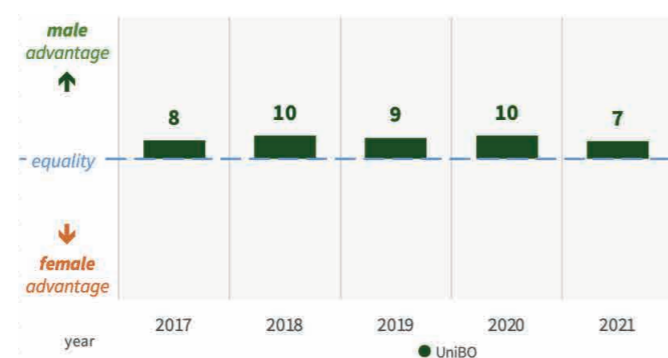


ACADEMIC/PROFESSIONAL CAREER AT THE UNIVERSITY

8. Full Professors

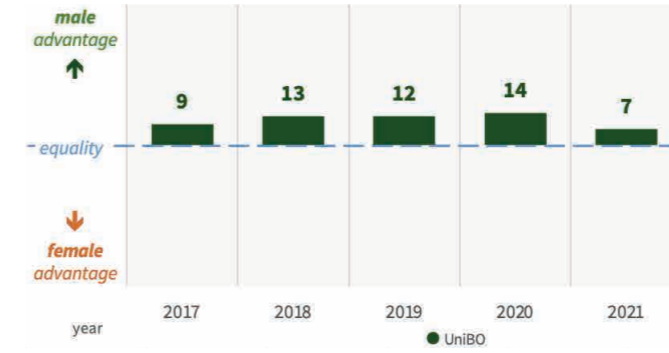


9. Managers/EP

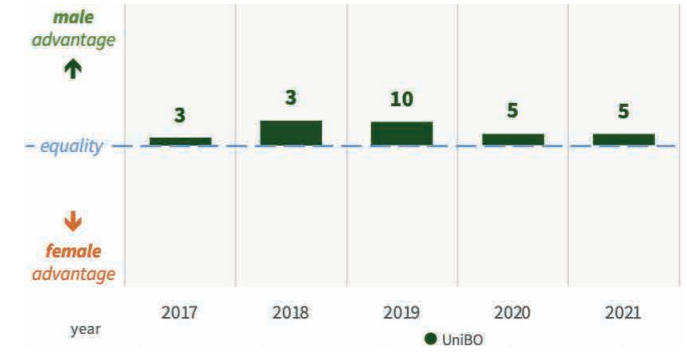


RESEARCH

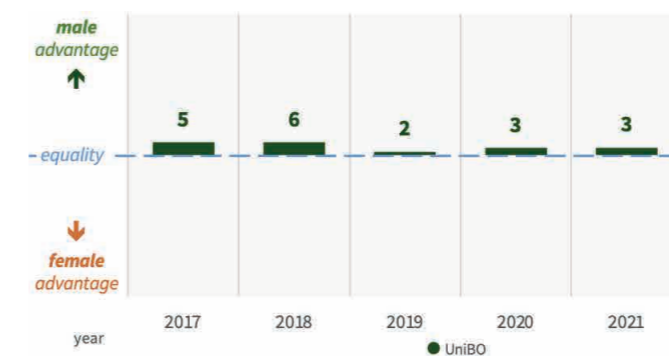
10. Supervisors of competitive research projects with payments



11. Amount of funding for competitive research projects

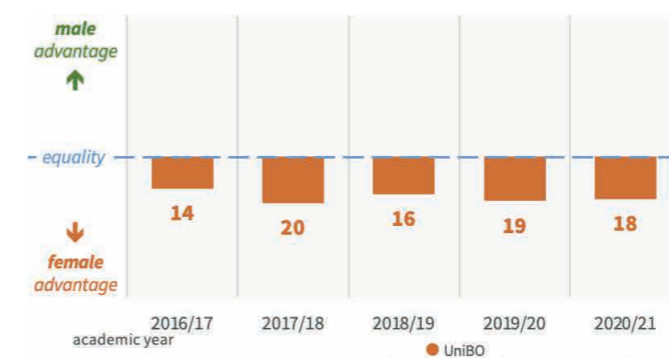


12. Teachers with a 'good number' of publications

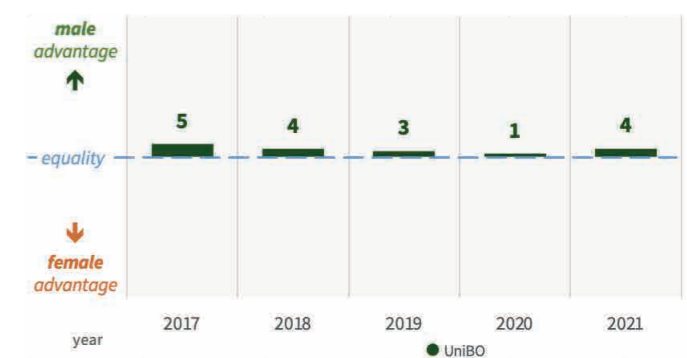


INTERNATIONAL DIMENSION

13. Studying abroad – outgoing mobility

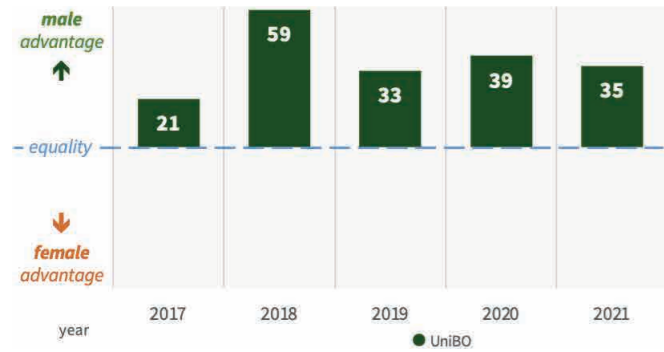


14. Teachers with international publications

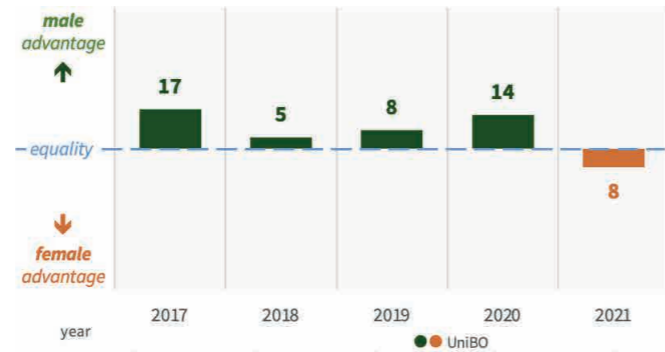


UNIVERSITY GOVERNING BODIES AND SENIOR POSITIONS

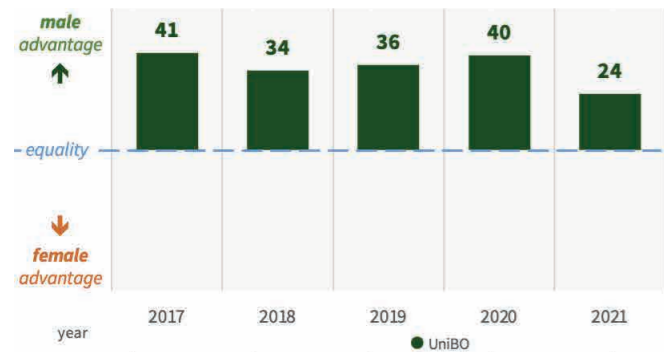
15. Members of Bodies – Students



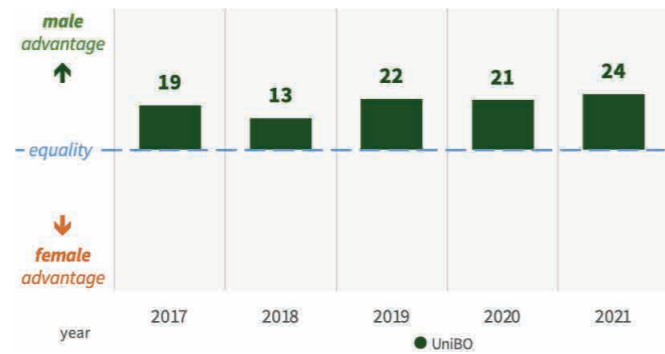
16. Member of Bodies – Teachers



17. School Deans, Campus Coordinators and Heads of Department



18. Member of Bodies – TA Staff

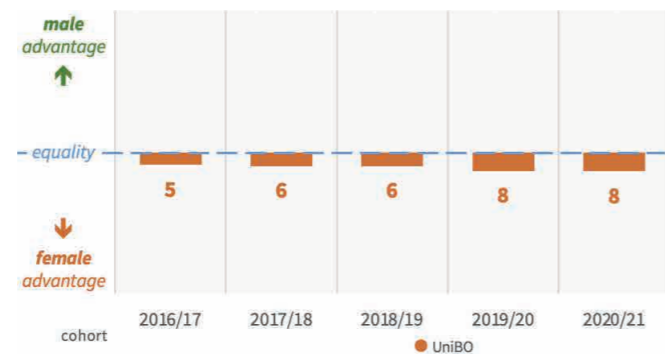


ACADEMIC SUCCESS – degree programmes

19. University educational credits earned

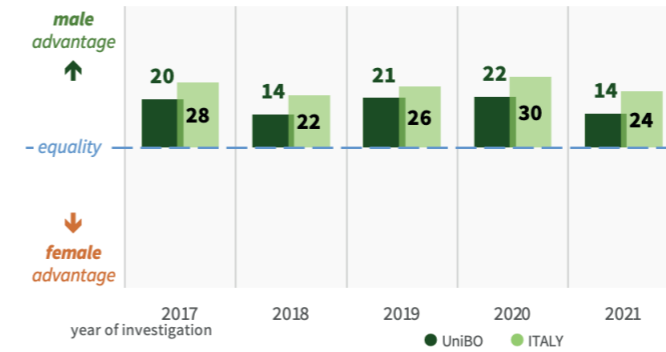


20. Average exam mark

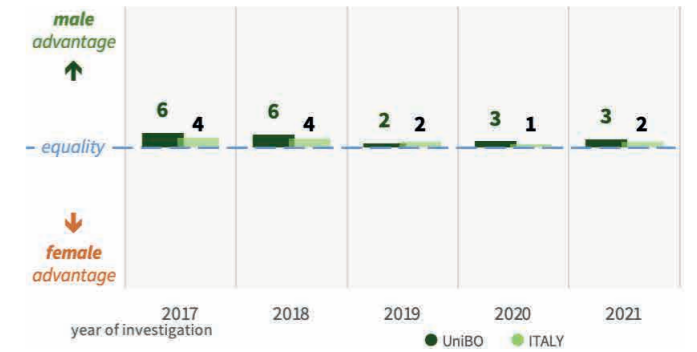


LABOUR MARKET FOR SECOND CYCLE AND SINGLE CYCLE GRADUATES – 5 years after graduation

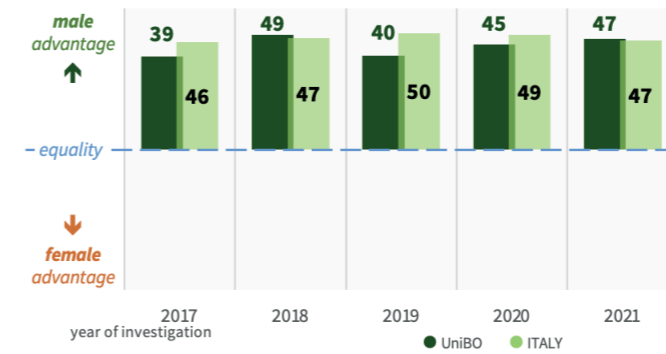
21. Employed



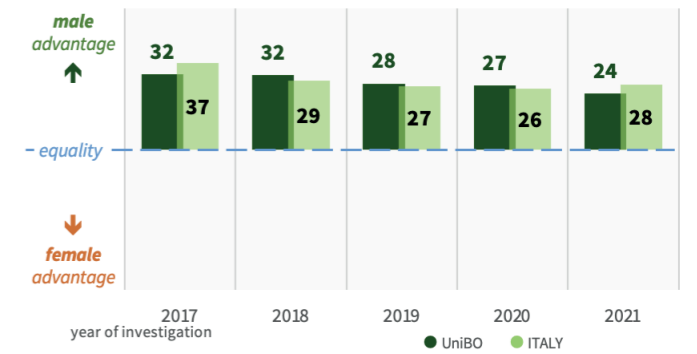
22. Use of the skills acquired with the degree



23. Employed part time

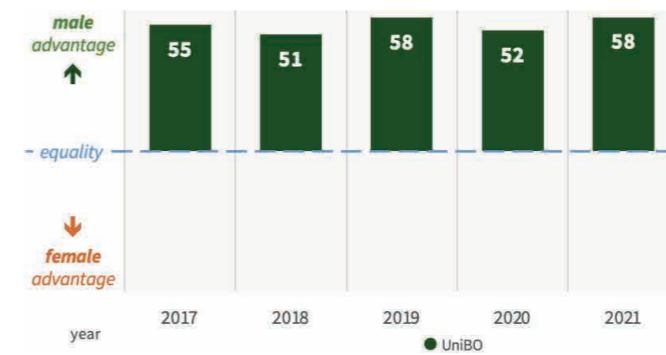


24. Remuneration (over € 1,500, net, per month)



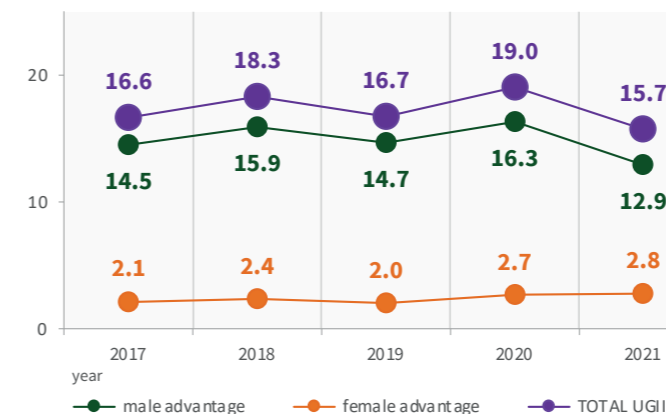
CAREGIVING RESPONSIBILITIES – TA Staff

25. Days off due to caregiving responsibilities



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

UGII



National data sources:

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

ANNEXES



ACRONYMS

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.	Decree of the President of the Republic
DR	Rector's Decree
EC	European Commission
EU	European Union
FP	Framework Programme
GEMMA	Erasmus Mundus Master's Degree in Women's and Gender Studies
H2020	Horizon 2020
IRT	Integrated Research Team
LGBTI	Lesbian, gay, bisexual, transgender and intersex
METRA	Interdisciplinary Centre on Mediation and Translation by and for Children
TA Staff	Professional Staff
PhD	Doctor of Philosophy
RTD	Fixed-term Assistant Professor
RTDa	Fixed-term Junior Assistant Professor
RTDb	Fixed-term Senior Assistant Professor
RTI	Senior Assistant Professor
SSD	Subject Group
STEM	Science, Technology, Engineering and Mathematics
UE	European Union
VRA	University Research Evaluation
WITEC	Women in Science, Technology, Engineering and Mathematics (STEM)

TABLES OF EQUIVALENCE WITH INTERNATIONAL CLASSIFICATIONS

TABLE OF EQUIVALENCE BETWEEN SSD, CUN AREAS AND ISCED FIELDS OF EDUCATION AND TRAINING 2013 (ISCED-F 2013)*		
CUN Area	SSD	ISCED (1 st level – Broad Field)**
Area 01 – Mathematics and Computer Science	INF/01	06 – Information and Communication Technologies
	MAT/01-09	05 – Natural sciences, mathematics and statistics
Area 02 – Physics	FIS/01-08	05 – Natural sciences, mathematics and statistics
Area 07 – Agricultural Sciences and Veterinary Medicine	AGR/01-20	08 – Agriculture, forestry, fisheries and veterinary
	VET/01-10	08 – Agriculture, forestry, fisheries and veterinary
Area 08 – Civil Engineering and Architecture	ICAR/01-22	07 – Engineering, manufacturing and construction
Area 09 – Industrial and Information Engineering	ING-IND/01-35	07 – Engineering, manufacturing and construction
	ING-INF/01-07	07 – Engineering, manufacturing and construction
Area 10 – Classical Studies, Language and Literature and Art History	L-ANT/01-10	02 – Arts and humanities
	L-ART/01-08	02 – Arts and humanities
	L-FIL-LET/01-15	02 – Arts and humanities
	L-LIN/01-21	02 – Arts and humanities
	L-OR/01-23	02 – Arts and humanities
Area 11 – History, Philosophy, Education and Psychology	M-PED/01-04	01 – Education
	M-FIL/01-08	02 – Arts and humanities
	M-STO/01-09	02 – Arts and humanities
	M-DEA/01	03 – Social sciences, journalism and information
	M-GGR/01-02	03 – Social sciences, journalism and information
	M-PSI/01-08	03 – Social sciences, journalism and information
Area 12 – Law	M-EDF/01-02	10 – Services
	IUS/01-21	04 – Business, administration and law
	SECS-P/01-02	03 – Social sciences, journalism and information
	SECS-P/04	03 – Social sciences, journalism and information
	SECS-P/06	03 – Social sciences, journalism and information
Area 13 – Economics and Statistics	SECS-P/12	03 – Social sciences, journalism and information
	SECS-P/03	04 – Business, administration and law
	SECS-P/07-11	04 – Business, administration and law
	SECS-P/13	04 – Business, administration and law
	SECS-P/05	05 – Natural sciences, mathematics and statistics
Area 14 – Political and Social Sciences	SECS-S/01-06	05 – Natural sciences, mathematics and statistics
	SPS/01-14	03 – Social sciences, journalism and information

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

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

TABLE OF EQUIVALENCE BETWEEN RESEARCH STAFF ROLES AND CLASSIFICATION IN THE SHE FIGURES REPORT*	
Grade	National classification
A	Full Professor
B	Associate Professor
C	Assistant Professor
D	Research Fellow

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

TABLE OF EQUIVALENCE BETWEEN STUDENTS AND PHD STUDENTS AND THEIR LEVEL IN THE INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION (ISCED 2011)*	
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

TABLE OF EQUIVALENCE BETWEEN TA STAFF QUALIFICATIONS IN THE UNIVERSITY NATIONAL COLLECTIVE BARGAINING AGREEMENT AND CLASSIFICATIONS USED FOR ISCED97 STATISTICS*	
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**	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 different categories.

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