



UNIVERSITY
OF FERRARA
- EX LABORE FRUCTUS -

Gender Report 2015

To develop the 2015 GR, a **Scientific Committee** was created, composed by:

- Pasquale Nappi - Rector (until 31th October 2015)
- Giorgio Zauli - Rector (from 1st November 2015)
- Cristiana Fioravanti - Rector's deputy for Equal Opportunities
- Silvia Borelli - Chair of Equality Counsel
- Cinzia Mancini - Chair of SGC
- Emidia Vagnoni - Full professor at the Department of Economics and Management
- Chiara Oppi - PhD student at Sant'Anna School of Advanced Studies in Pisa and Research fellow at the Department of Economics and Management

and a Control Group composed by:

- Lucia Manzalini - Gender Report referee
- Simona Tosi - Responsible for Office quality system of university
- Cinzia Nani - Responsible for Office management control
- Maria Assunta Raisa - Office management control
- Monica Campana - Office evaluation and programming



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Prof. Giorgio Zauli - Archive UniFe

I. Presentation

Equality, equal opportunities and wellbeing for those who work and study at the University of Ferrara. Thus states the title of strategic area number 9 of the three-year plan 2017-2019 of our university. Of the 12 areas included in the main programming tool of UniFe life, we wanted to devote one exclusively to equal opportunities for male and female members of our community.

The 2016 edition of the Gender Budgeting is part of this commitment, strong and consolidated in the University, in the pursuit of equal opportunities. It is the fifth edition of the Gender Report, which has been edited annually without interruption since the year 2012, a continuity that is a proof of the attention, but also of the concrete actions that are renewed and consolidated in the pursuit of equal opportunities. And thanks to a strong path of pursuit of these policies, the University of Ferrara is a landmark at national level in this field, and in particular in the creation of this important document of reporting and analysis.

Equality, equal opportunities and wellbeing should concern all the people who work and study and for this the University should strive daily and in all the areas of academic life.

In achieving this objective, the Gender Report plays a key role.

A document provided for in the three-year Positive Action Plan for 2011-2013 and defined as a permanent tool for monitoring all policies and actions in the University Positive Action Plan for 2014-2016, the Gender Report describes the overall picture of the three components of UniFe (students, technical and administrative staff and academic staff), taking into account the different participation of women and men in activities, and assesses the impact on them of the policies and actions planned in all areas and at all levels.

An analysis and a reflection that are essential steps for the programming of all policies and for the financial statements of the University and therefore the starting point in defining the Positive Action Plan and the promotion of equal opportunity policies of UniFe.

The commitment of our University for equality, equal opportunities and against gender discrimination has been and will remain a priority. We believe that the integration of these policies in the University's initiatives and action is necessary to ensure that people who study and work may give their maximum contribution to the growth of our institution, and feel themselves to be active and valued parts, equally.

Special thanks goes to the Scientific Committee and the Control Group of the Gender Report, the Deputy Rector, as well as the Chairwomen and all members of the Equality Counsel and of the Single Guaranteeing Committee, whose assiduous and tenacious commitment has made the realization of this fifth edition of the Gender Report possible.

The Rector of the University of Ferrara, Prof. Giorgio Zauli



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II. Methodology

The **2015 Gender Report** (henceforth **2015 GR**) reports the different gender composition of the groups who operate in the University of Ferrara, and the participation of women and men in University boards. To wholly achieve this aim, all the components who act within the University, i.e. students, PhD graduates, technical and administrative staff and academic staff, have been considered. Furthermore, the 2015 GR presents a plan of positive actions adopted and initiatives undertaken by the bodies active in University, to promote gender equality and equal opportunities. In the 2015 GR a new chapter has been added on gender impact assessment of policies in support of equal opportunities, through the analysis of the resources allocated and the effectiveness of the main actions taken.

Starting from the 2012 GR, the University of Ferrara has been collaborating with the Statistical Office of the Ministry for Education, Universities and Research (henceforth MIUR), and in particular with Maria Teresa Morana and Simonetta Sagramora, Italian members of the Helsinki Group of the *She Figures* program, promoted by the European Commission.

The collaboration mentioned above has allowed the University, starting from the 2013 GR, to build up the same indicators (or sometimes similar ones) used in *She Figures* and in its reports. With regards to this, below each table and figure, the specific source of data is provided.

The innovation introduced since the 2013 GR allows a deeper analysis of the situation of the University of Ferrara in comparison to the Italian context and to the European average. For an immediate usability of the data, EU flags were inserted to identify indicators which can also be found in *She Figures*, with the indication of the page and table or figures referring to the 2015 *She Figures* Report. This report can be downloaded at:

http://ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-final.pdf#view=fit&pagemode=none

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II. Methodology

- Cinzia Nani – Responsible for Office management control
- Maria Assunta Raisa - Office management control
- Monica Campana – Office evaluation and programming

All our thanks to the University of Ferrara administrative staff for its willingness and collaboration in providing data. Our thanks also go to Maria Teresa Morana and Simonetta Sagramora for their precious support, as well as Giuliana Giusti for revising the gender language in the 2015 GR Italian version and Gabriella Catalini for revising the 2015 GR English version.

If anyone has any suggestions, comments, ideas on the GR, please write to us at: bilancio_genere@unife.it

Enjoy your read!



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III. Gender in the University: context indicators

1. People in University

Overall, considering the students and the staff at different grades, the University of Ferrara maintains a substantial balance between the two genders. However, 2014 data do detect a slight decrease of the female gender (54.44%) compared to 2014 (54.90%). In addition, several aspects need to be emphasized with regard to details of the composition (see Table 1.1): the presence of female students shows a slightly falling trend, in fact in 2015 they represented 54.50% of the total number of students UniFe (in 2014 they were 55.00%), and, as a result, male students went from 45.00% in 2014 to 45.50% in 2015. Moreover, in 2015 there was a slight falling in the presence of female PhD students (increased from 51.67% in 2014 to 51.30% in 2015) and an increase in female Grade D staff (from 57.83% in 2014 to 52.42% in 2015). With reference to all the other categories, an increase in the representation of the female gender can be detected: both the percentage of female students attending Medical School (66.91% in 2015 vs. 65.95% in 2014) and women among the technical and administrative staff (69.78% in 2015 vs. 69.66% in 2014) are increased, while a slightly rise occurred among academic staff (33.50% in 2015 vs. 32.47% in 2014).

Table 1.1: People in University, by gender, 2013-2015

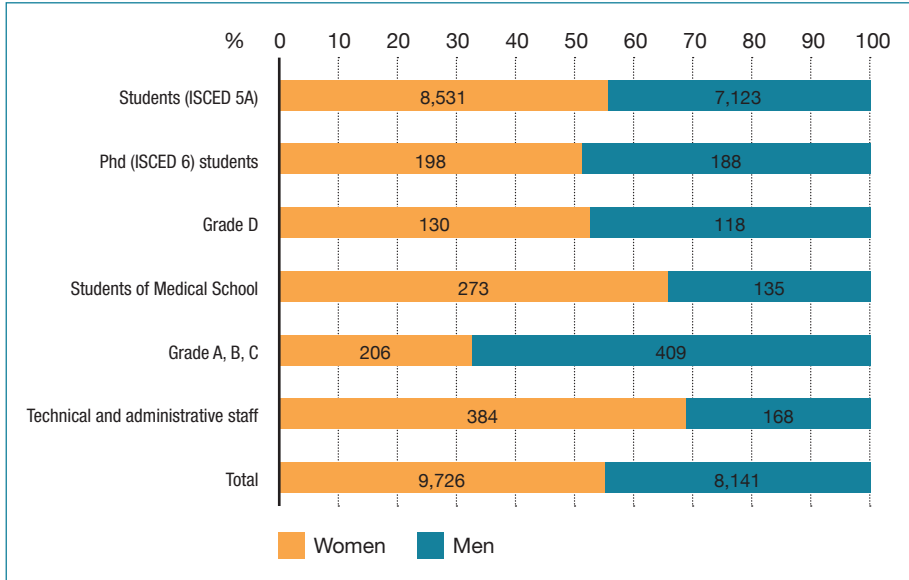
	Women			Men		
	2013	2014	2015	2013	2014	2015
Students (ISCED 5A)*	8 920	8 806	8 531	7 345	7 205	7 123
PhD (ISCED 6) students	205	201	198	188	181	188
Grade D	143	144	130	112	105	118
Student Doctors*	249	244	273	119	126	135
Grade A, B, C	202	200	206	423	416	409
Technical and administrative staff	384	388	388	173	169	168
Total	10 103	9 983	9 726	8 360	8 202	8 141

Source: HR Division UniFe and Statistical Office MIUR

* Data refers to AA. YY. 2013/2014 2014/2015, 2015/2016

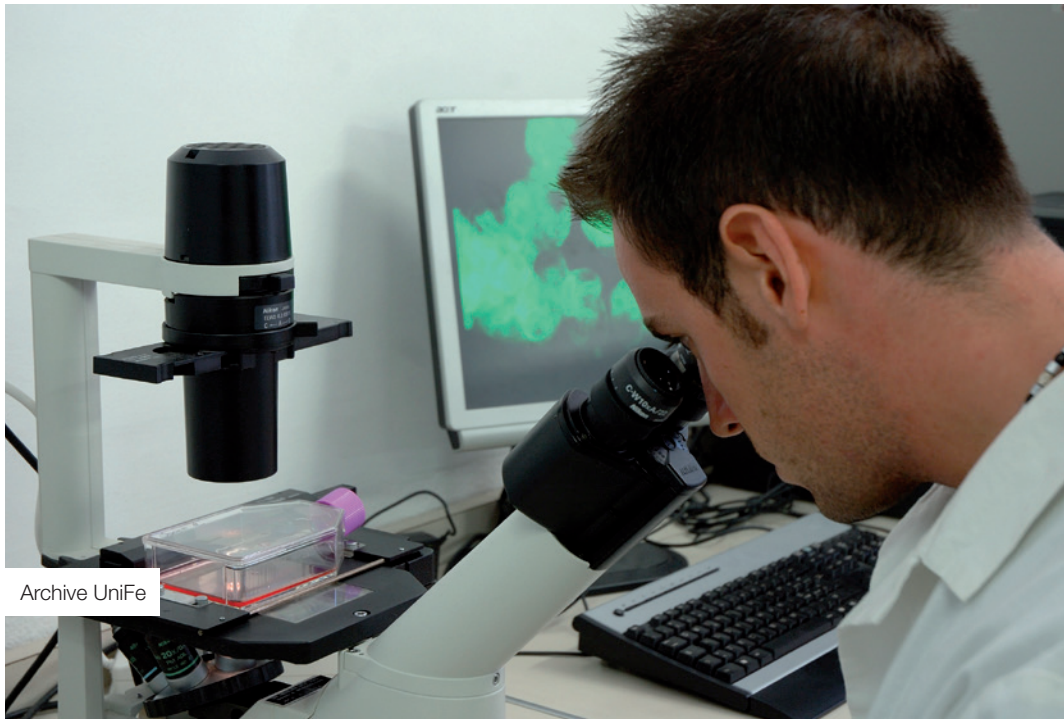
The situation presented above is summarized in Figure 1.1 with regards to the reference year (2015).

Figure 1.1: Composition of students, academic, technical and administrative staff, by gender, 2015



Source: HR Division UniFe and Statistical Office MIUR

N.B.: Data on PhD students are to be considered provisional. At the time of writing this volume they had not yet been published on the site of the Ministry of Education and may be subject to change.



2. Students

Table 2.1 shows details of student composition by gender and department. As already briefly pointed out with reference to Table 1.1, the small decrease in the percentage of total female students involves the majority of the departments of the University. In fact the departments of Architecture, Engineering and Biotechnologies for Health and Environment presented a slight increase (+1%) in the last two years. The percentage of female students has remained unchanged in the departments of Law, Mathematics and Computing, Biomedical Sciences, Chemical and Pharmaceutical Sciences and Medical Sciences, while slightly decreasing in the other departments.

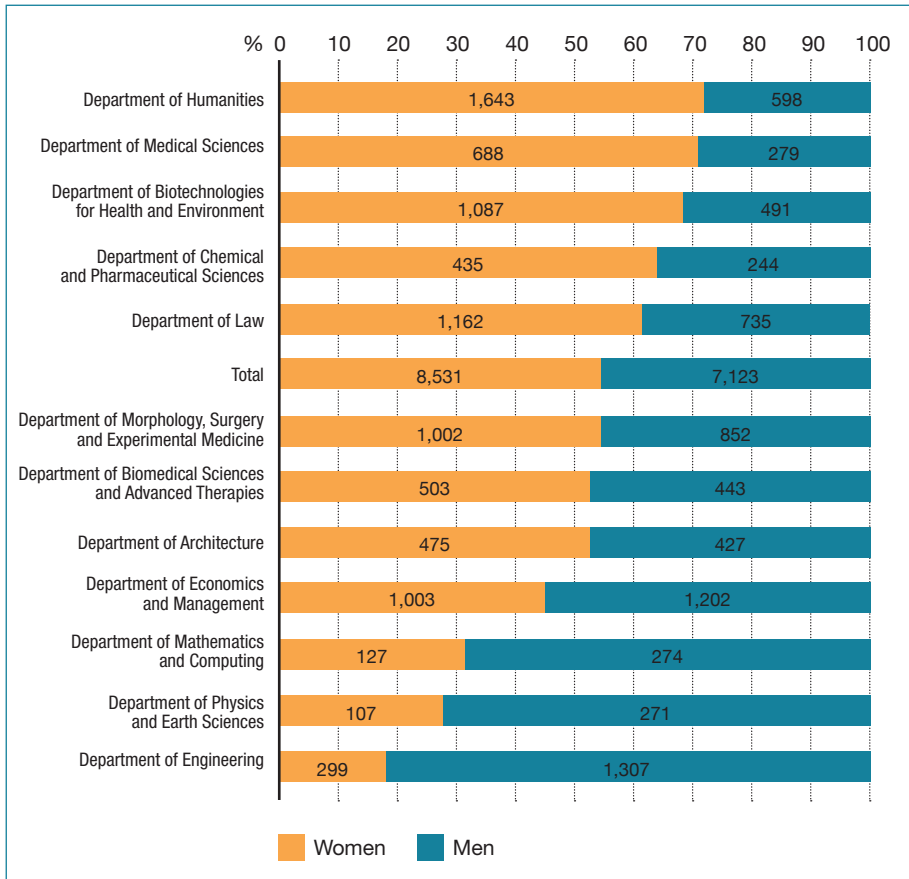
Table 2.1: Enrolled students by department and gender, 2013/2014-2015/2016

Departments	A.Y. 2013/2014		A.Y. 2014/2015		A.Y. 2015/2016	
	Total	Proportion of women	Total	Proportion of women	Total	Proportion of women
Architecture	935	51	921	52	902	53
Economics and Management	2 070	47	2 095	48	2 205	45
Physics and Earth Sciences	347	31	354	29	378	28
Law	2 318	62	2 104	61	1 897	61
Engineering	1 651	20	1 577	18	1 606	19
Mathematics and Computing	401	33	370	32	401	32
Morphology, Surgery and Experimental Medicine	1 828	54	1 898	55	1 854	54
Biomedical Sciences and Advanced Therapies	912	52	941	53	946	53
Chemical and Pharmaceutical Sciences	788	65	733	64	679	64
Biotechnologies for Health and Environment	1 905	68	1 691	68	1 578	69
Medical Sciences	990	68	971	71	967	71
Humanities	2 038	73	2 040	74	2 241	73
Total	16 183	55	15 696	55	15 654	54

Source: Internal Audit Division UniFe

In absolute terms, in regard to students enrolled in A.Y. 2015/2016 (Figure 2.1), the largest number of female students is found in the departments of Humanities, Medical Sciences, Biotechnology for Health and Environment, Chemical and Pharmaceutical Sciences, and Law.

Figure 2.1: Share of enrolled students by department and gender, 2015/2016



Source: Internal Audit Division UniFe

The following Table 2.2 shows the students enrolled, in 2015, in the various types of study courses (bachelor degree, master degree, single-cycle degree) and within the different departments, showing a strong presence of female students across the educational offer, regardless of the duration of the study course, in line with data shown previously, except for the degree programs of the departments of Engineering and Physics and Earth Sciences and for bachelor degree programs of the departments of Mathematics and Computing and Chemical and Pharmaceutical Sciences. In particular, what can be noted is that the average proportion of women enrolled in master courses is higher than the one in bachelor courses, suggesting that women tend to prefer to continue their education after having achieved a bachelor degree.

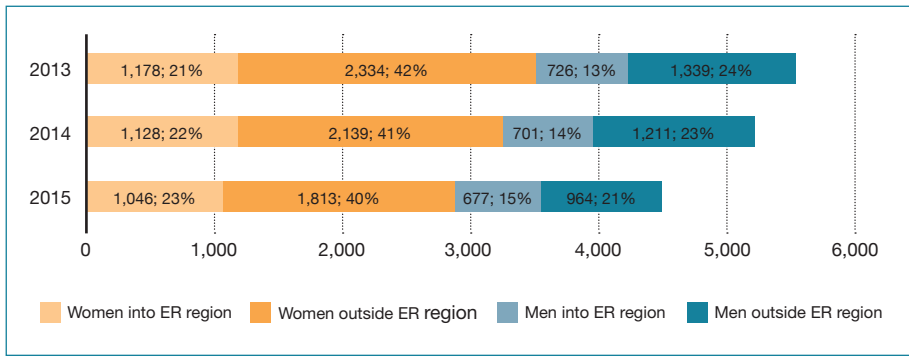
Table 2.2: Students enrolled in degree programs before the reform, bachelor degrees, master degrees and single-cycle degrees by gender, 2015/2016

Departments	Degree program before the 2010 reform		Bachelor degree		Master degree		Single-cycle degree	
	Total	Proportion of women	Total	Proportion of women	Total	Proportion of women	Total	Proportion of women
Architecture	6	33	163	39	0	0	733	56
Economics and Management	5	40	1 747	44	453	50	0	0
Physics and Earth Sciences	5	20	267	30	106	25	0	0
Law	66	70	361	63	10	80	1 460	60
Engineering	17	12	1 232	17	357	24	0	0
Mathematics and Computing	0	0	360	27	41	73	0	0
Morphology, Surgery and Experimental Medicine	66	68	235	48	53	64	1 500	54
Biomedical Sciences and Advanced Therapies	0	0	701	52	151	62	94	46
Chemical and Pharmaceutical Sciences	12	67	146	36	42	57	479	73
Biotechnologies for Health and Environment	26	58	527	66	164	65	861	72
Medical Sciences	0	0	893	71	74	76	0	0
Humanities	20	90	1 927	73	294	74	0	0
Total	223	62	8 559	51	1 745	52	5 127	61

Source: Internal Audit Division UniFe

Figure 2.2 shows the number of participants to entry tests for the access to limited-number study courses, by gender and provenience (the latter divided into Emilia-Romagna region and non-Emilia-Romagna region). Over the three years there was a slight reduction in the propensity of potential students to move from other regions to UniFe (in 2015 63.41% of female trial participants were from outside the region, in 2014 they were 65.47%, and in 2013, 66.46%). However, a decline of trial participants from outside the region with reference to males can be noticed (in 2015 58.74% of males taking the test came from outside the region, while in 2014 they were 63.34%, and 64.84% in 2013).

Figure 2.2: Participants to entry tests of degree courses with admission test*, 2013-2015



Source: Internal Audit Division UniFe

N.B.: percentages in the graph refer to the total of participants to tests for both genders

* Tests refer to some of the courses of the Departments of Architecture, Engineering, Chemical and Pharmaceutical Sciences, Biotechnologies for Health and Environment and of the Medical School.

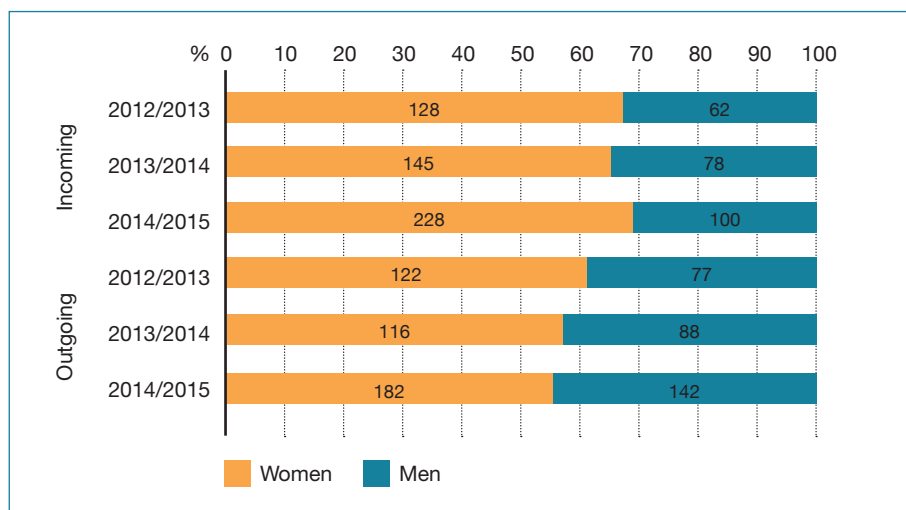
Source: Internal Audit Division UniFe



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In Figure 2.3 data referring the amount of Erasmus students incoming and outgoing in the period 2012/2013-2014/2015 are presented. The female students perform negatively, showing a tendency to widen the gap between the proportion of incoming and outgoing women (13.30% in 2014/2015 vs. 8.10% in 2013/2014).

Figure 2.3: Incoming and outgoing Erasmus students by gender, 2012/2013-2014/2015



Source: Mobility and International Education Office UniFe

With regard to the ability to complete the course of studies on time (Table 2.3), female students show a good contribution to the performance of the University. Moreover, a variable trend in the ability of women to graduate within the course deadlines is represented (trend going from 62.6% in 2013 to 59.8% in 2015, with a climax of 63.4% in 2014).

Table 2.3: Proportion of graduates within course timeline, between men and of women, 2013-2015

Year	Graduates in course (%)	Proportion of women (%)
2013	46.3	62.6
2014	48.9	63.4
2015	50.3	59.8

Source: Internal Audit Division UniFe

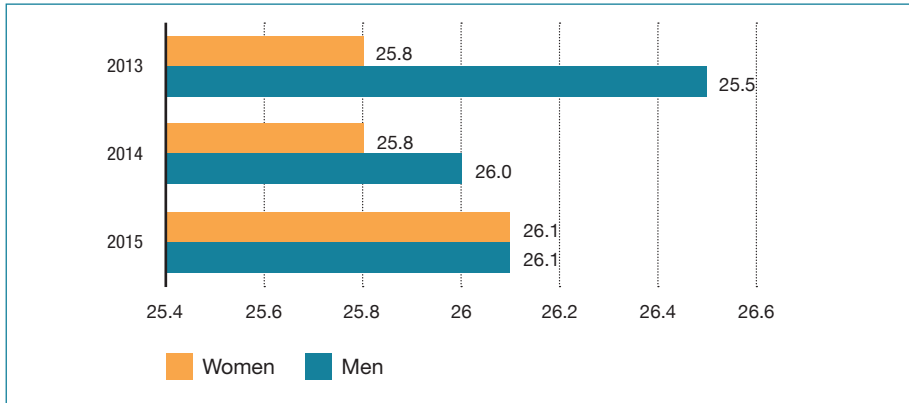
In accordance with the data reported in Table 2.3, Table 2.4 shows how women constitute a dominant percentage in terms of the ability to graduate within the course deadlines in most departments. Overall, in 2015, of the total number of women, 53% graduated in time; this percentage is 47% with reference to men. The tendency to achieve a good performance shown by female students can be found in almost all departments. The departments of Architecture, Physics and Earth Sciences, Engineering, Morphology, Surgery and Experimental Medicine and Medical Sciences are the contexts where the ability to graduate within the course timeline sees better results for male students.

Table 2.4: Distribution of graduates within course timelines and supplementary years graduates by department and gender, 2015

Departments	Female graduates		Male graduates	
	Total	in course (%)	Total	in course (%)
Architecture	84	52	91	62
Economics and Management	224	55	205	49
Physics and Earth Sciences	21	43	41	46
Law	150	21	91	19
Engineering	69	30	273	33
Mathematics and Computing	38	58	45	53
Morphology, Surgery and Experimental Medicine	150	54	107	59
Biomedical Sciences and Advanced Therapies	142	82	114	66
Chemical and Pharmaceutical Sciences	91	67	51	59
Biotechnologies for Health and Environment	284	51	112	39
Medical Sciences	134	63	59	68
Humanities	326	50	95	49
Total	1 713	53	1 284	47

Source: Internal Audit Division UniFe

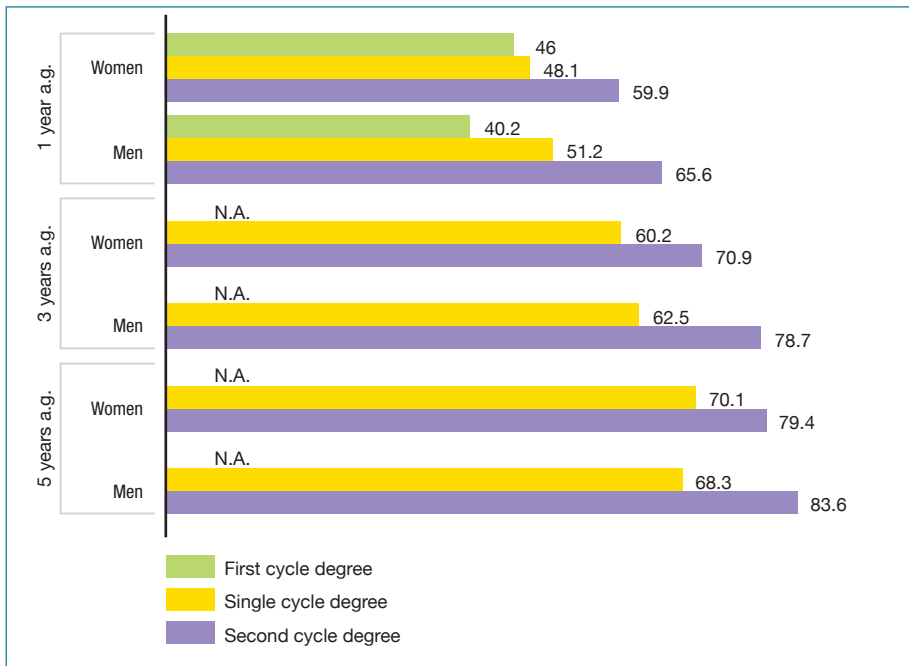
Figure 2.4: Average age of graduation by gender, 2013-2015



Source: Almalaurea

Figure 2.4 reinforces the good performance of female students, also highlighting a lower average graduation age than males, in 2013 and 2014. In 2015, the average graduation age of female and male students aligns at around 26.1 years. What is highlighted, however, that there is a slight tendency of the average age of graduation to increase, in particular for women.

Figure 2.5: Employment situation of graduates by gender, 2015

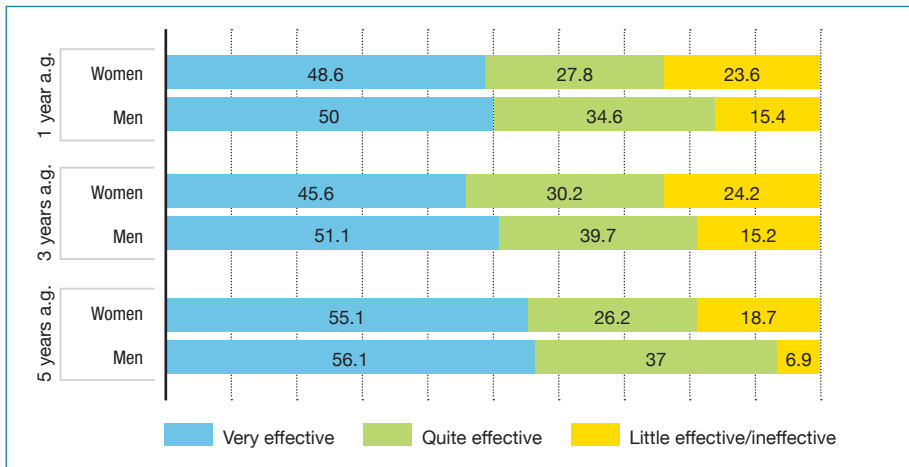


Source: Almalaurea – Occupational Condition Survey of April 2016 graduates

Data in Figure 2.5 show a greater difficulty for female graduates to find employment, regardless of period (1, 3 or 5 years after graduation). In the medium term, 3 years after graduation, the gender gap between employed graduates seems to be wider, showing a difference of 7.80 points in favor of men.

The analysis of data from Almalaurea, on the effectiveness of degrees for employment purposes (Figure 2.6 a and b), sees women give greater effectiveness to the single cycle degree in assessments, 1, 3 and 5 years after graduation. In master degrees, on the contrary, from the point of view of perception by gender, there is a higher proportion of women who consider their degree ineffective for employment purposes.

Figure 2.6a: Second cycle degree effectiveness for employment purposes by gender, 2015

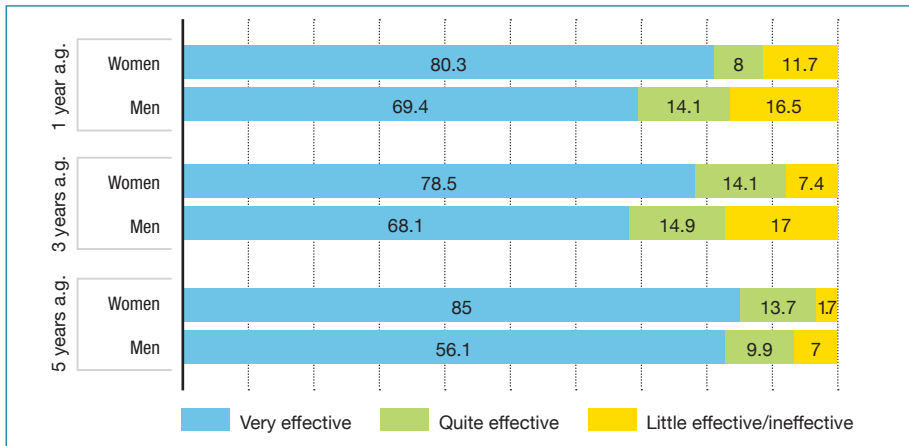


Source: Almalaurea



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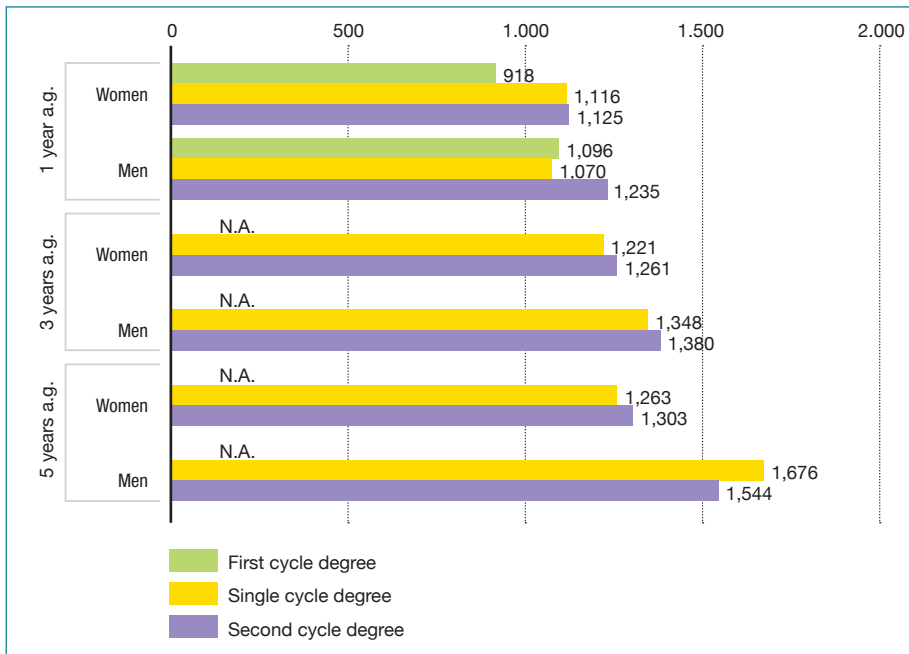
Figure 2.6b: Single cycle degree effectiveness for employment purposes by gender, 2015



Source: Almalaurea

Always with reference to employment, Figure 2.7 considers the average monthly earnings by gender. The graph shows an overall lower average monthly pay for women graduates, regardless of the period of analysis. However, in the analysis at 5 years after graduation, the data is particularly evident when considering both graduates of single-cycle study courses and graduates of master study courses.

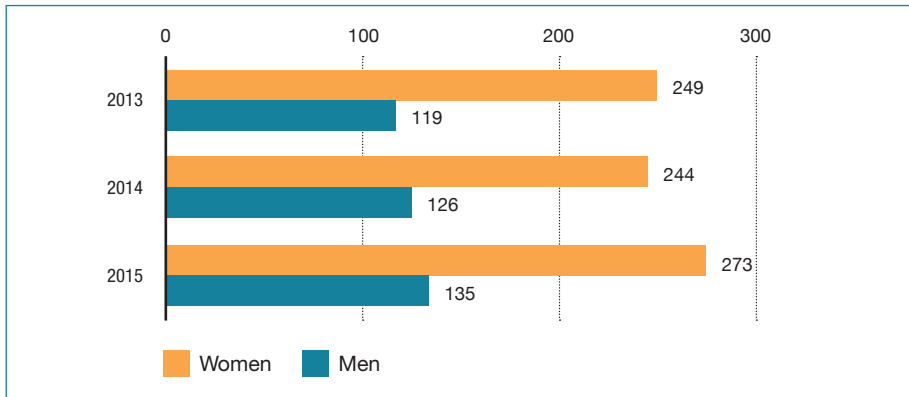
Figure 2.7: Average monthly gain by gender, 2015



Source: Almalaurea

As regards students enrolled in Medical School (Figure 2.8), in the period 2013-2015, there was a substantially large proportion of female students, although 2014 witnessed a small decline in their absolute number when compared to 2013. A certain increase is registered for 2015.

Figure 2.8: Medical School Students by gender, 2013-2015



Source: Health and Medical Postgraduate Schools Office UniFe

Figure 2.9 highlights the higher number of female PhD graduates in Italy, and shows that, in this respect, the University of Ferrara has a lower performance than the national average. In fact, the female PhD graduates at UniFe represent 51% of the total of those who completed their degree, two percentage points lower than the Italian average.

Figure 2.9: Proportion of female PhD (ISCED 6) graduates, 2014

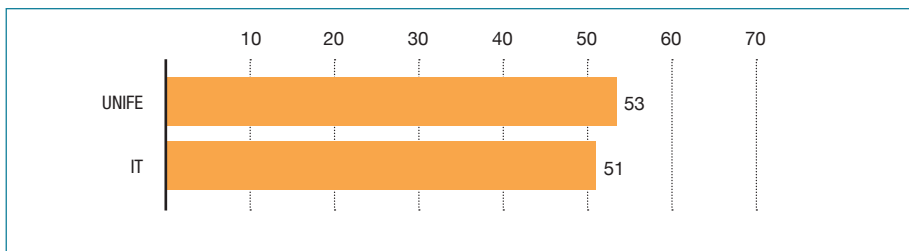


Fig. 2.2
pag. 22

Source: Statistics Office of the MIUR

Moreover, when comparing the data for the period 2004-2014 (Figure 2.10), it is clear that the female PhD graduates present a higher growth rate than their counterparts at national level. As concerns male PhD, UniFe presents a decreasing trend that is very different from the increasing trend at national level.

Figure 2.10: Compound annual growth rate of PhD (ISCED 6) graduates, by gender, 2004-2014

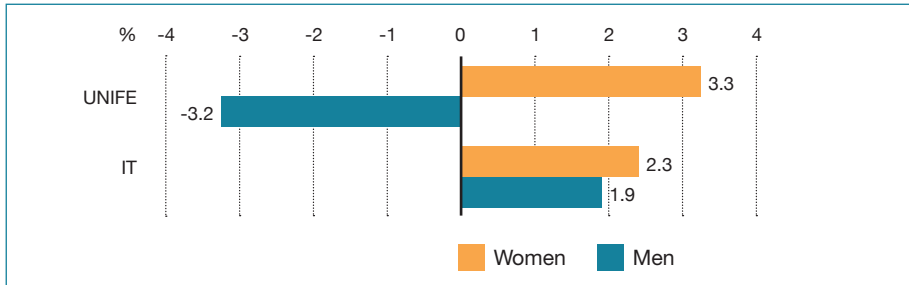



Fig. 2.3
pag. 25

Source: Statistics Office of the MIUR

Figure 2.11: Distribution of PhD (ISCED 6) graduates across the board fields of study by gender, 2014

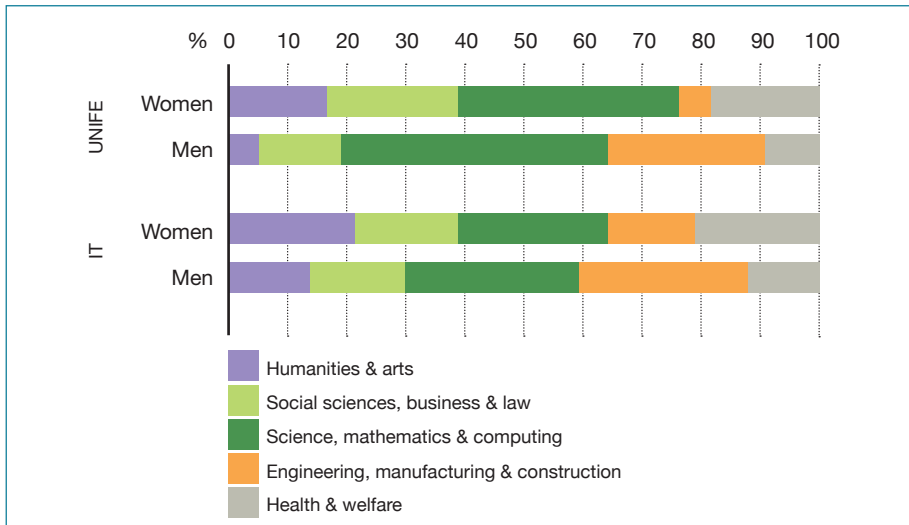


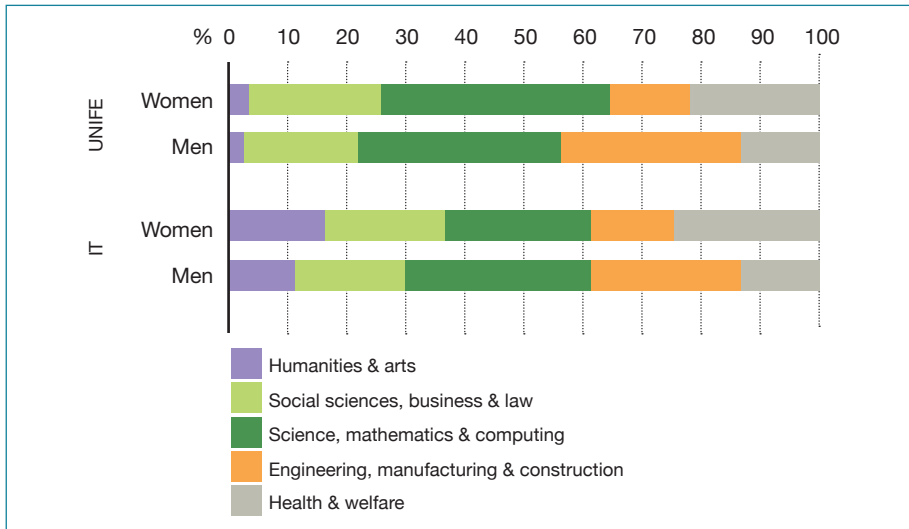

Fig. 2.4
pag. 29

Source: Statistics Office of the MIUR

Figure 2.11 highlights the distribution of PhD students across fields of study. You can see, in this sense, how the University of Ferrara presents a proportion of both male and female students that is higher than the national average in the fields of Humanities & Arts, Science, Mathematics & Computing, while this happens only in the case of female students in the Social Sciences, Business & Law .

The situation described above, with reference to PhD graduates, is consistent with data reported in Figure 2.12 illustrating the extent to which doctoral students are distributed among the different fields of study in UniFe and in Italy. These data underline how, in UniFe, in the areas of “Social sciences, business & law” and “Science, mathematics & computing,” female PhD students are present in higher proportion than the relative national data.

Figure 2.12: Distribution of PhD (ISCED 6) students across the range of fields of study by gender, 2014/2015



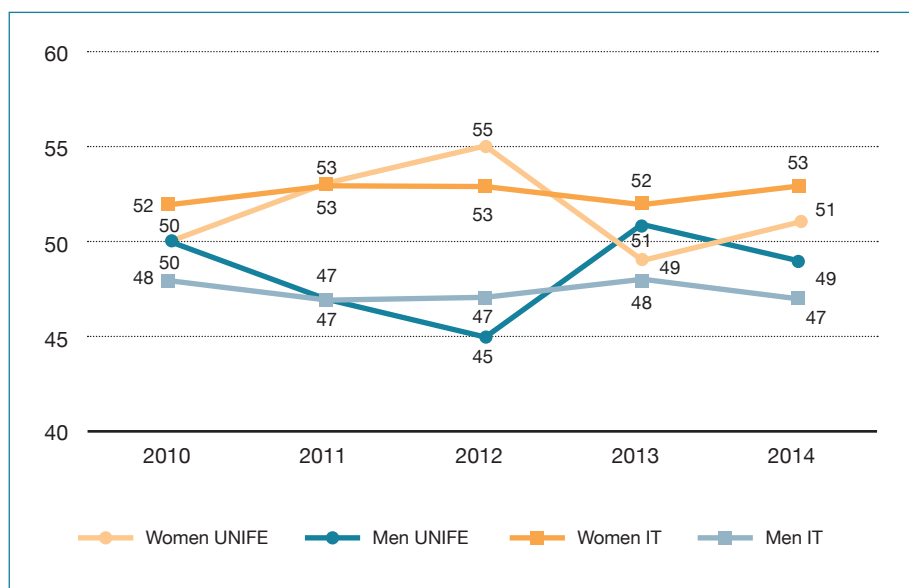
Source: Statistics Office of the MIUR (temporary data)

As emerges from Figure 2.13, which presents female and male percentages of those who achieved their PhD title in the period 2010-2014, the proportion of female PhD graduates in UniFe had lower data compared to the national value referring to 2010, and an increase in the proportion of women up to 2012, while the situation is reversed for male graduates over the same period. Basing the analysis on the last years for which data are available (2013 and 2014), it is clear that in UniFe a turnaround in the trend occurred; this led to a higher number of male PhD graduates, in contrast with the national scenario in the same year.



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Figure 2.13: PhD (ISCED 6) graduates by gender, 2010-2014



Source: Statistic office of the MIUR

Table 2.5 shows data related to maternity/paternity leave use. It is evident that women are almost the only ones to benefit from maternity leave in order to take care of their children.

Table 2.5: Maternity/paternity leaves of Grade D, PhD students, Medical School students by gender, 2015

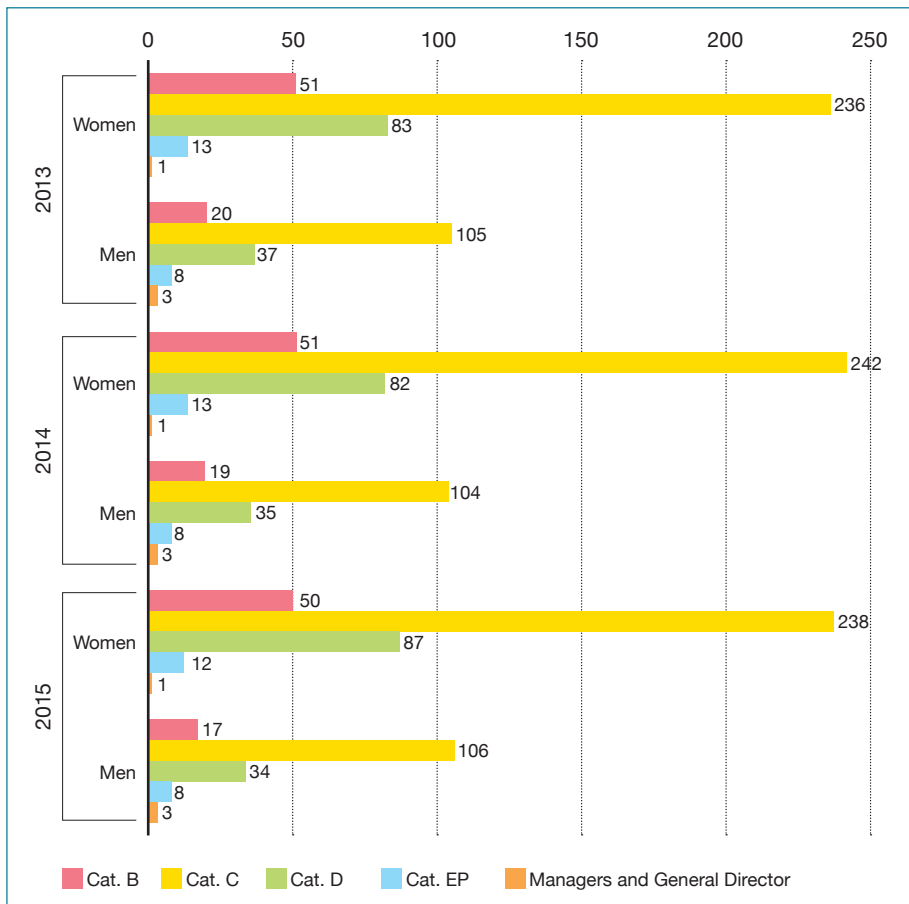
	Maternity/paternity leave			
	Women		Men	
	N° of days	N° of academic staff	N° of days	N° of academic staff
Grade D	920	15	0	0
PhD (ISCED 6) students	n.a.	8	n.a.	1
Medical School Students	4 921	34	0	0

Source: HR Division, Health Division, Post Graduate Division UniFe

3. Technical and administrative staff

Technical and administrative staff (TAS) has a discrete numerousness in the panorama of human resources active in the UniFe. Data show that most of the TAS belong to the female gender, and this is analyzed in relation to categories and gender in Figure 3.1. With reference to all the categories considered (Cat. B, Cat. C, Cat. D, Cat. EP) an ever greater proportion of women to men is recorded. This trend is reversed within the higher positions at managerial level. With regard to the latter, in fact, throughout the three years examined a majority of males has been recorded, denoting a substantial difficulty for women to reach the top positions in the academic administrative career. In 2015, the Managers of the UniFe were 3 males and a female. Moreover, in 2010, a male was nominated General Director (who has been confirmed until the end of 2016).

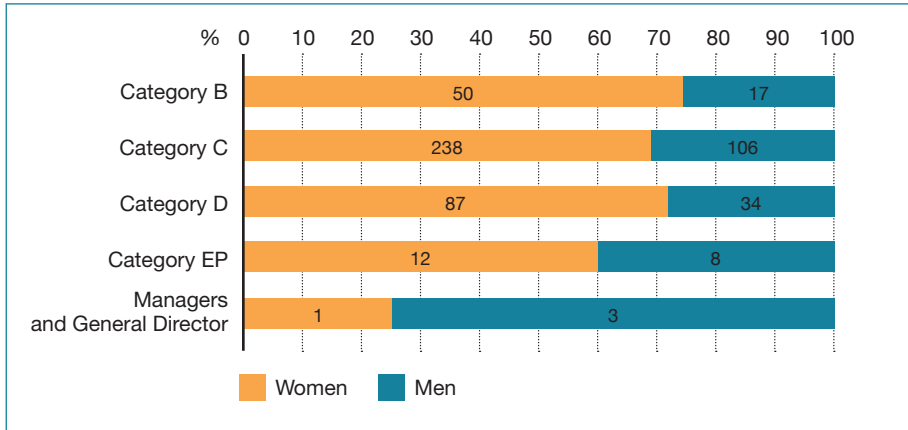
Figure 3.1: Technical and administrative staff (excluding temporary staff) by category and gender, 2013-2015



Source: HR Division UniFe

Figure 3.2 highlights the composition of the TAS by category and gender, better clarifying what has been described for the year 2015.

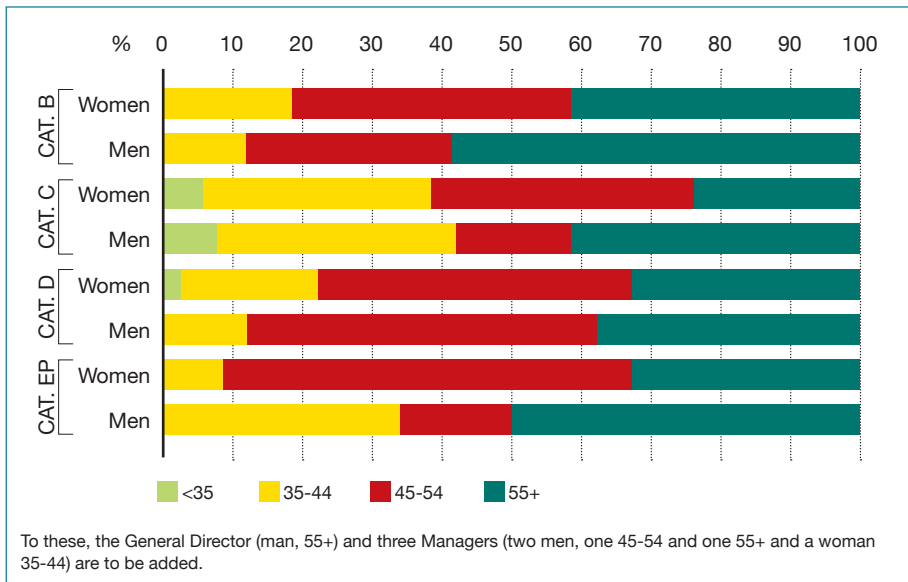
Figure 3.2: Break down of technical and administrative staff by category and gender, 2015



Source: HR Division UniFe

Figure 3.3 allows us to consider the composition of TAS by category and age groups. It is immediately evident that the proportion of staff in the younger age groups is low. The percentage of women and men under 35 is higher for cat. C, the level at which TAS employees are normally hired.

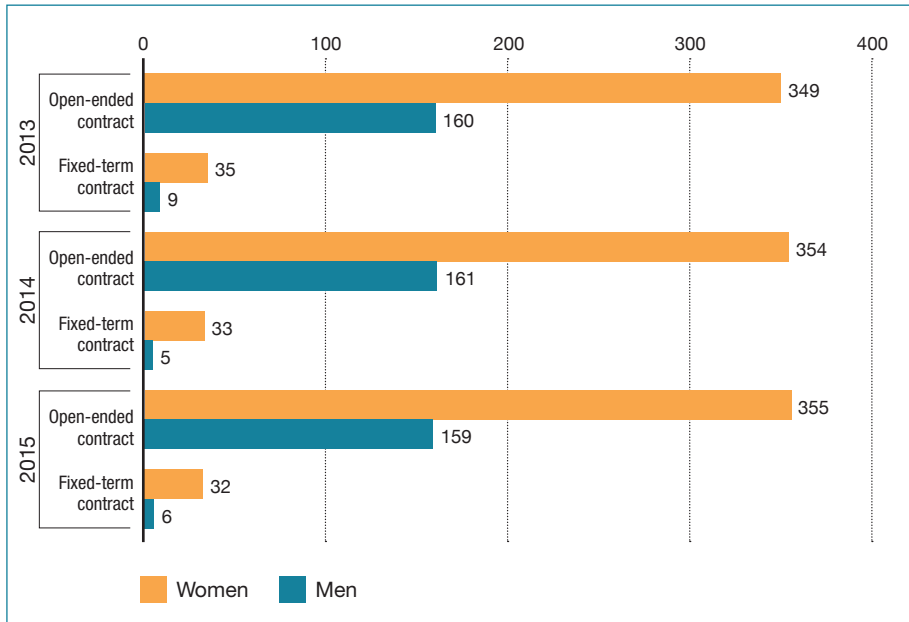
Figure 3.3: Distribution of technical and administrative staff by category, gender and age group, 2015



Source: HR Division UniFe

Figure 3.4 takes into account the gender composition of TAS with open-ended contracts and fixed-term contracts. In accordance with the high representation of the female gender among TAS, the data highlight a substantial majority of women in both types of employment.

Figure 3.4: Open-ended contract and fixed-term contract technical and administrative staff by gender, 2013-2015



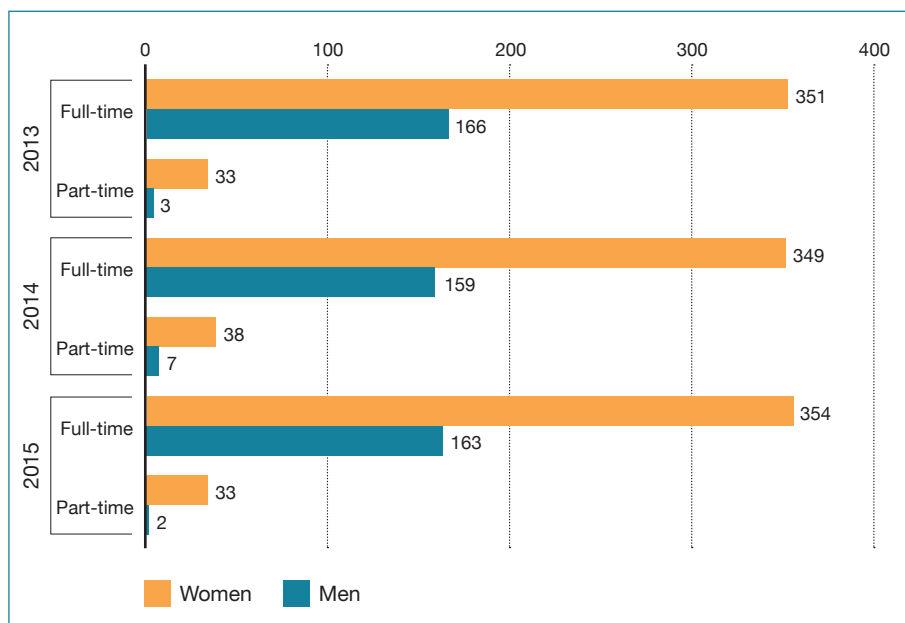
Source: HR Division UniFe



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Figure 3.5 and Table 3.1 show the data concerning full-time and part-time administrative staff. According to the national and European trend, also here women represent the higher percentage of part-time workers. Concerning the period 2013-2015, while in 2013 and 2015 only women asked that their full-time contracts be turned into part-time ones, in 2014 two men also requested this switch.

Figure 3.5: Full-time and part-time technical and administrative staff by gender (excluding Managers and General Director), 2013-2015



Source: HR Division UniFe

Table 3.1: Evolution of requests for the conversion of contracts from full time to part-time of technical and administrative staff by gender, 2013-2015

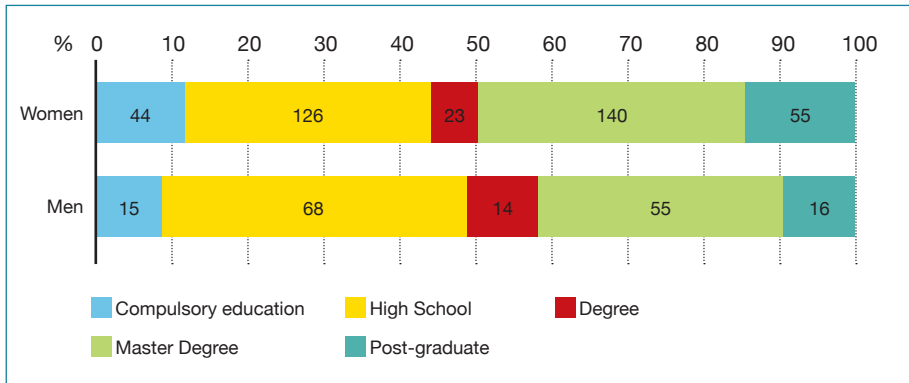
	Requests Submitted		Requests Accepted	
	Women	Men	Women	Men
2013	3	0	3	0
2014	3	2	3	2
2015	3	0	3	0

Source: HR Division UniFe

N.B.: For the year 2015, after maternity leaves, one request for part-time was received and approved.

The data concerning the educational qualifications of TAS (Figure 3.6) show that, in 2015, women were more qualified than men. Notwithstanding, women struggle to reach the highest positions available to University TAS.

Figure 3.6: Distribution of technical and administrative staff by educational qualification and gender, 2015



Source: HR Division UniFe



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Tables 3.2 a, b present the data regarding additional salary paid out in 2012-2014. Even if the number of female beneficiaries is slightly higher than the one of male beneficiaries, it should be kept in mind that women represent 70% of TAS (see Table 1.1 and fig. 1.1). Instead, the index relating to economic horizontal progression (Table 3.4) follows TAS gender composition.

Table 3.2 a, b: Technical and administrative staff receiving liability or position compensations by gender, 2012-2014 (2015 not available)

a	2012		2013		2014	
	Women	Men	Women	Men	Women	Men
Liability Compensation						
Up to € 800	12	2	10	2	13	2
Up to € 2,065 (Cat. D)	6	0	5	0	4	0
Up to € 3,000 (Cat. D)	30	12	28	12	30	12
Up to € 4,300 (Cat. D)	10	5	10	5	10	5

b	2012		2013		2014	
	Women	Men	Women	Men	Women	Men
Position Compensation (Cat. EP)						
Up to € 4,500	2	6	2	6	2	6
Up to € 5,500	2	1	1	1	1	1
Up to € 7,000	8	2	9	0	7	0
Up to € 10,500	1	1	1	1	3	1

Source: HR Division UniFe

* Cat. C (women 12; men 1); Cat. D (women 2)

Table 3.3: Economic horizontal progression of technical and administrative staff, 2010-2012 (latest year available)

	Category	1.1.2010		1.1.2011		1.1.2012	
		Total	Proportion of women %	Total	Proportion of women %	Total	Proportion of women %
Total of those who can apply	B	58	69	32	66	34	76
	C	211	69	189	67	227	69
	D	92	68	73	70	93	69
	EP	17	53	13	62	17	65
Total applications submitted	B	51	69	25	68	29	76
	C	188	71	161	69	202	70
	D	84	70	65	68	88	72
	EP	13	62	12	67	17	65
Total of those receiving the progression	B	27	74	7	57	7	71
	C	97	74	44	68	50	82
	D	46	67	19	74	21	67
		7	71	3	67	4	75

Source: HR Division UniFe

Tables 3.4, 3.5 and 3.6 display data concerning maternity leaves, paternity leaves, parental leaves and leaves due to child illness. Here too, a well-known fact is confirmed: it is mostly women who take leave of absence in order to care for family members. Another well-known fact confirmed here: if a compensation is paid during the leave, men are more eager to benefit from a leave (in 2013-2015, no man requested unpaid parental leave).

Table 3.4: Evolution of maternity/paternity leave of technical and administrative staff by gender, 2013-2015

	Maternity/paternity leave			
	Women		Men	
	N° of days	N° of employees	N° of days	N° of employees
2013	1 455	12	0	0
2014	956	7	0	0
2015	795	7	0	0

Source: HR Division UniFe

Table 3.5: Evolution of parental leave of technical and administrative staff by gender, 2014-2015

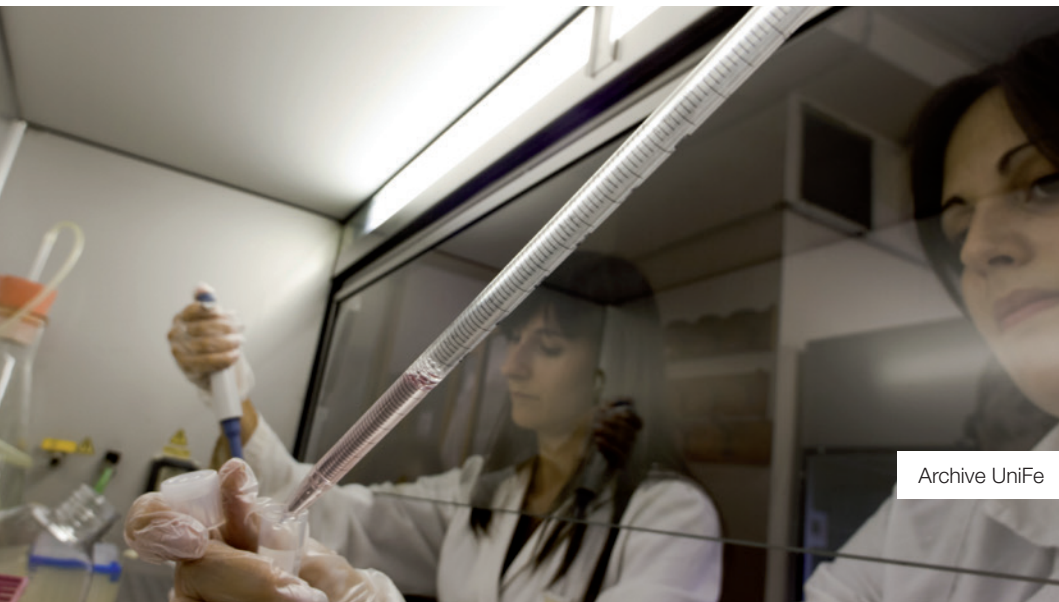
	Parental leave paid at 100%				Parental leave paid at 30%				Unpaid parental leave			
	Women		Men		Women		Men		Women		Men	
	N° of days	N° of employees	N° of days	N° of employees	N° of days	N° of employees	N° of days	N° of employees	N° of days	N° of employees	N° of days	N° of employees
2013	267	12	22	3	518	13	5	1	34	5	0	0
2014	108	7	43	4	392	12	5	1	88	8	5	1
2015	236	10	51	4	476	13	10	3	44	8	3	1

Source: HR Division UniFe

Table 3.6: Evolution of absences due to child illness of technical and administrative staff by gender, 2013-2015

	Paid absences due to child illness				Unpaid absences due to child illness			
	Women		Men		Women		Men	
	N° of days	N° of employees	N° of days	N° of employees	N° of days	N° of employees	N° of days	N° of employees
2013	165	20	23	5	21	10	0	0
2014	147	22	58	8	20	9	3	2
2015	78	15	35	7	29	9	1	1

Source: HR Division UniFe



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Table 3.7: Technical and administrative staff who obtained career progression, by gender, 2013-2015

	From Cat. C to Managers	
	Women	Men
2013	1	0
2014	0	0
2015	3	0

Source: HR Division UniFe

Table 3.7 shows how, in years 2013-2015, career progressions within TAS, from category C to D, only involved women.

Table 3.8: Technical and administrative staff who benefited from facilities for the university enrolment, by gender, 2013/2014-2015/2016

	Women	Men	Total
2013/2014	4	3	7
2014/2015	3	6	9
2015/2016	3	5	8

Source: HR Division UniFe



Table 3.8 points out that in the A.Y. 2013/2014, 57% of beneficiaries of subsidies for university enrollment were women, while within the following two years the trend reversed, showing a greater propensity of male gender employees to use these benefits (67% in 2014/2015 and 63% in 2015/2016).

4. Academic staff

The research staff consists of both teaching staff - grades A, B, C and D.

The graph shows the percentage of female researchers. As can be seen, the proportion is substantially lower at University of Ferrara level than at average national level.

Figure 4.1: Proportion of female researchers, 2013

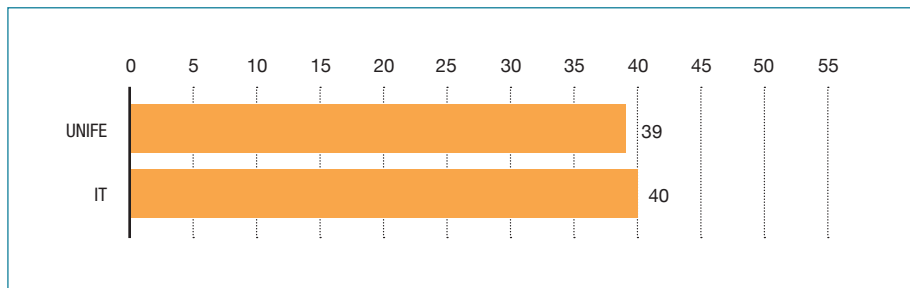


Fig. 4.5
pag. 68

Source: Statistics Office of the MIUR
N.B.: December 31, 2013, the latest data available.

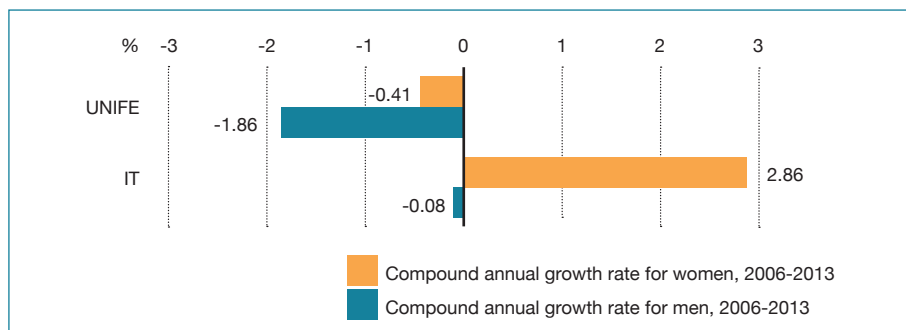


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Considering the compound annual growth rate of the research staff, significant differences between the scenario at UniFe and the Italian average can be inferred. In fact, both for females and for males, the University has a worse performance: women have a negative rate of -0.41%, while men have experienced a larger negative growth (-1,86%).

Figure 4.2: Compound annual growth rate for researchers, by gender, 2006-2013

Fig. 4.8
pag. 72



Source: Statistics Office of the MIUR
N.B.: December 31, 2013, the latest data available.

As regards the distribution by age groups, Figure 4.3 shows the poor capacity on the part of UniFe to attract research staff of young age. Comparing data with the national average the lower proportion of both male and female under-35 researchers at the University is evident.

Figure 4.3: Distribution of researchers in the Higher Education Sector (HES), by gender and age group, 2013

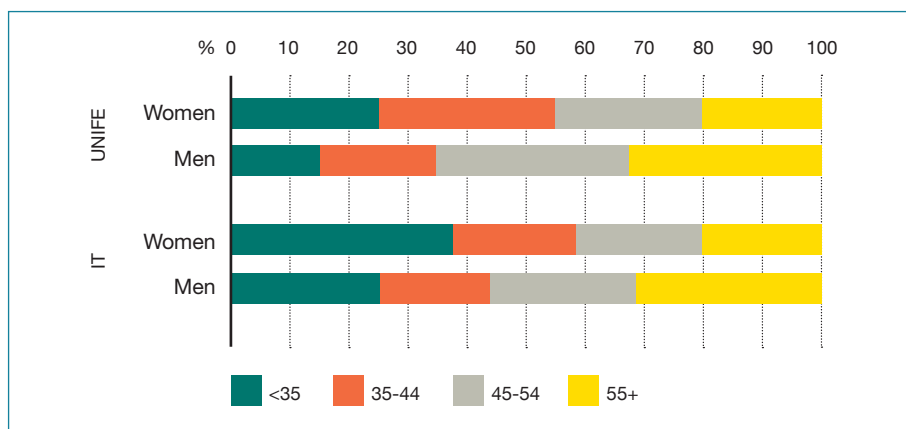


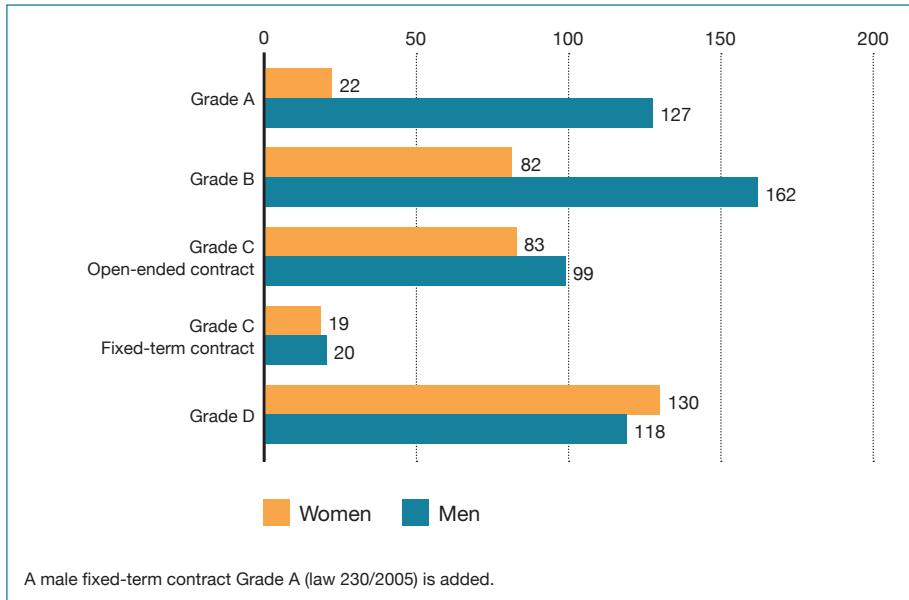
Fig. 4.11
pag. 76

Source: Statistic Office of the MIUR
N.B.: December 31, 2013, the latest data available.

¹ The compound annual growth rate is an index that represents the growth rate of a certain value in a given period of time. It describes the percentage rate at which the initial value would have grown into the end value if it was changed steadily. It does not represent the reality, but, rather, it describes the rate at which the initial value has increased, assuming a linear growth.

In accordance with data from other academic contexts, in the University of Ferrara a preponderance of male academic staff is also to be found. This prevalence increases among the top positions of the academic career (Figure 4.4). Female grade A represent only 14.77% of the total full professor staff, female grade B represent 33.61%, and female grade C represent 45.60%. This trend is reversed if data concerning grade D researchers (untenured researchers) are considered. Women account for 52.42% of the total number of UniFe grade D researchers.

Figure 4.4: Academic staff by type of contract and gender, 2015



Source: HR Division UniFe

The above examined data describe the difficulty of female academic staff to reach top positions, as has been described with regards to the TAS. This phenomena is known in the literature as glass ceiling.

Table 4.1 allows to evaluate the highest level of academic career, both within UniFe and in relation to the national context. Table 4.1 shows that over the years the University has recruited a higher proportion of male academics than average compared to the country as a whole, such as to illustrate - for the year considered (2015) - a gender gap at the expense of the female staff in all academic positions (grade C, B, A), which increases in the higher positions. Considering the higher proportion of female research fellows in the University, the gender gap in UniFe appears to be even more critical.

Table 4.1: Proportion of female academic staff by grade and total, 2015



Tab. 6.1
pag. 129

	Grade A	Grade B	Grade C	Grade D	Total
UNIFE	15	34	46	53	39
IT	22	36	47	51	40

Source: Statistics Office of the MIUR

Figure 4.5 shows the percentage of full professors, by gender, compared to all the academic staff. Even in this case, while the University is aligned with the national average with respect to the males (24%), it denotes a gap of three percentage points in the proportion of female professors compared to the national average of 10%.

Figure 4.5: Percentage of senior academic staff (grade A) among all academic staff by gender, 2015

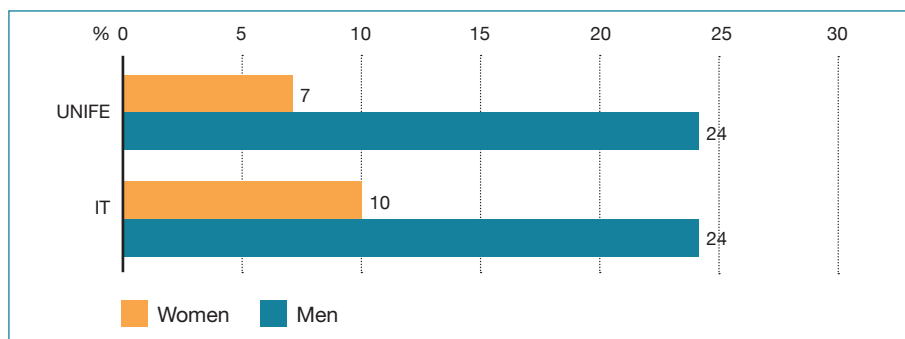


Fig. 6.4
pag. 132

Source: Statistics Office of the MIUR

Table 4.2 continues the analysis of academic career by fields of science, considering the data of 2014 relating to the University. The table also takes Grade D (research fellows) into account. The data of UniFe compared to the national average show a greater difficulty, in the hard sciences, for women to achieve higher levels of academic career. The table highlights in bold all the situations in which the percentage values referring to the university are lower than national ones.

Table 4.2: Proportion of female grade A, grade B, grade C and grade D staff by main field of science, 2015

		Natural sciences	Engineering and technology	Medical Sciences	Agricultural Sciences	Social sciences	Humanities
Grade A	UNIFE	17.0	4.2	8.0	-	18.9	30.0
	IT	21.9	11.0	14.0	16.6	25.0	36.1
Grade B	UNIFE	31.5	15.8	27.5	0*	44.7	60.9
	IT	39.6	21.9	26.4	38.7	41.4	50.4
Grade C	UNIFE	55.9	20.0	50.0	0*	41.6	41.9
	IT	51.2	29.7	43.5	48.2	49.8	55.5
Grade D	UNIFE	50.4	36.4	69.6	-	53.3	75.0
		50.3	32.5	72.1	59.4	57.1	57.4



Tab. 3.2
pag. 93

Source: Statistics Office of the MIUR

* In these fields of science, all grade A, B, C academic staff are males.

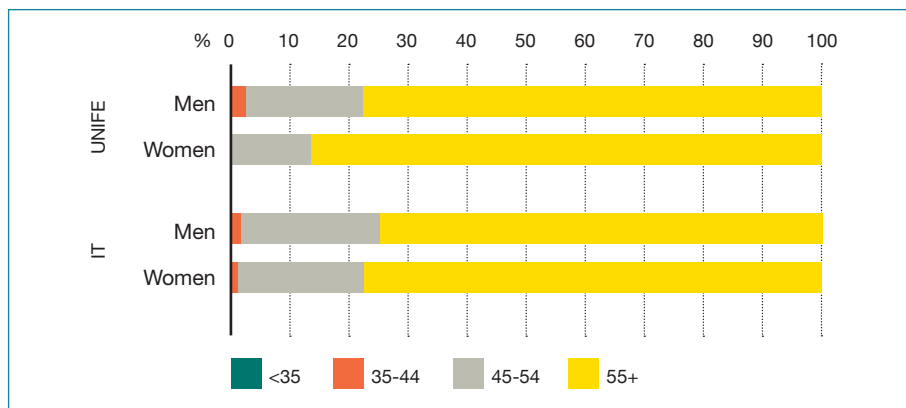


The following figures show the age distribution of the academic staff. Through a comprehensive analysis of graphics, what may be noted is the preponderance of over 55 year olds, both women and men, amongst grade A staff, of between 44 and 55 year olds among grade B, of grade C staff between 35 and 44 and grade B staff under the age of 35. Looking at the data of UniFe, compared to the national average, there appears a constant delay on the part of the University in employing women belonging to lower age groups.

Figure 4.6: Distribution of senior academic staff (grade A) across age groups, by gender, 2015

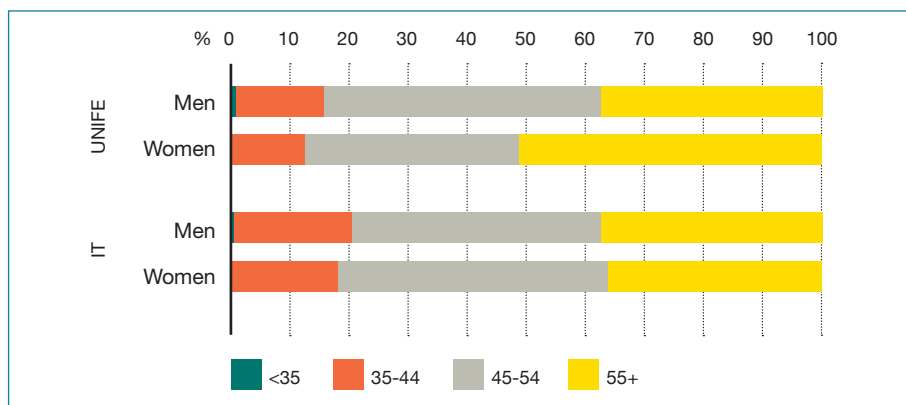


Fig. 6.7
pag. 139



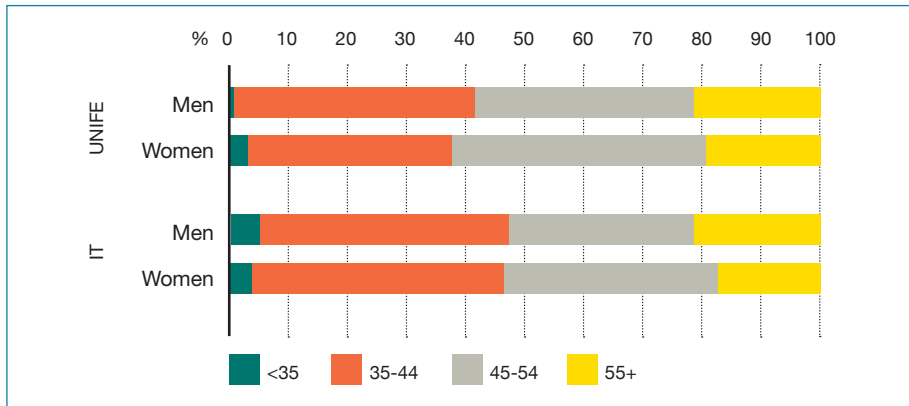
Source: Statistics Office of the MIUR

Figure 4.7: Distribution of grade B staff across age groups, by gender, 2015



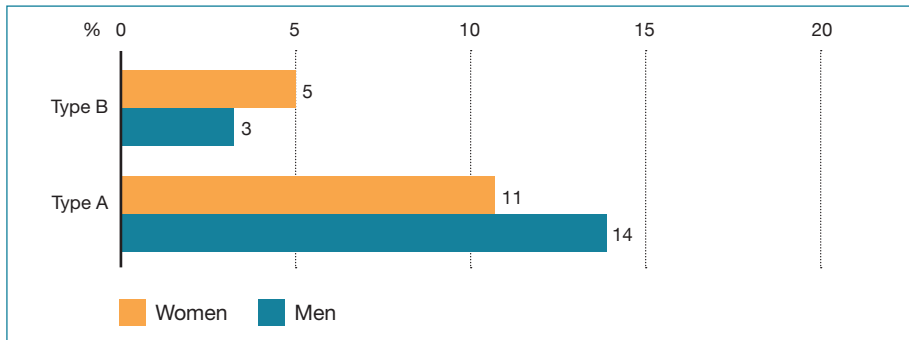
Source: Statistics Office of the MIUR

Figure 4.8: Distribution of grade C staff across age groups, by gender, 2015



Source: Statistics Office of the MIUR

Figure 4.9: Fixed term Grade C, type A and B, 2015



Source: HR Division UniFe

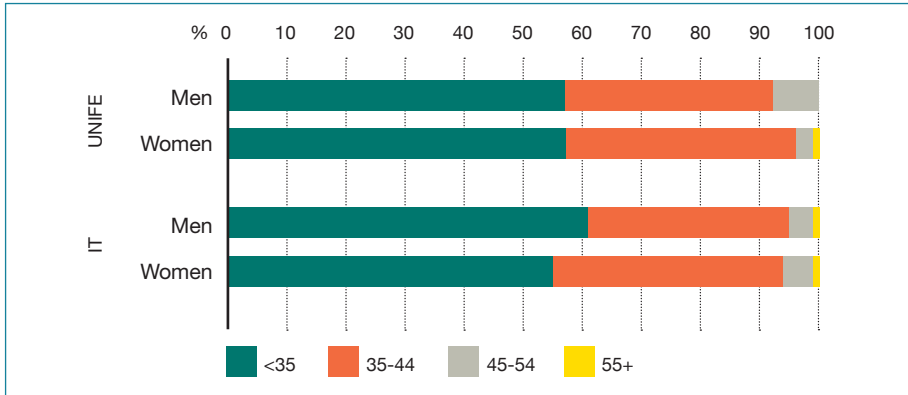
LAW 230/2005 AND LAW 240/2010

The Moratti law (Law 230/2005) art. 1, comma 14°, provided for the exhaustion of the role of open-ended researcher, replacing it with similar fixed-terms figures. The contracts had a maximum duration of three years and could be renewed for other three years. It is a figure while, because the article in question was repealed by the subsequent Gelmini law.

The Gelmini law (L. 240/2010) provides for two types of researchers:

- *The fixed-term researcher type A (so-called RTD-A or junior) with a three-year contract renewable only once for two more years;*
- *The fixed-term researcher type B (known as RTD-B or senior) with a non-renewable three-years contract, with an option to be nominated associate professor in case of attainment of the approval of the National Scientific Qualification and the positive evaluation of the caller University.*

Figure 4.10: Distribution of grade D staff across age groups, by gender, 2015



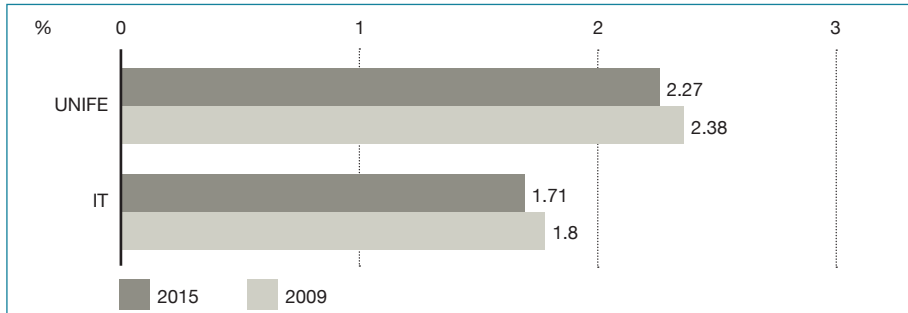
Source: Statistics Office of the MIUR

THE GLASS CEILING INDEX

The GCI measures the chances for women, as compared with men, of reaching a top position. The GCI compares the proportion of women in grade A positions (equivalent to Full Professors) to the proportion of women in academia (grade A, B, and C), indicating the opportunity, or lack of it, for women to move up the hierarchical ladder in their profession. A GCI of 1 indicates that there is no difference between women and men being promoted. A score of less than 1 means that women are over-represented at grade A level and a GCI score of more than 1 points towards a Glass Ceiling Effect, meaning that women are underrepresented in grade A positions. In other words, the interpretation of the GCI is that the higher the value, the thicker the Glass Ceiling and the more difficult it is for women to move into a higher position.

The graph shows how the University of Ferrara poses greater obstacles for women to achieve grade A level than the Italian average. However, as evidenced by the comparison between 2015 and 2009, a process of reduction of the Glass Ceiling Index is underway and consequently a slow progression towards the desired value of 1.

Figure 4.11: Glass Ceiling Index, 2009-2015



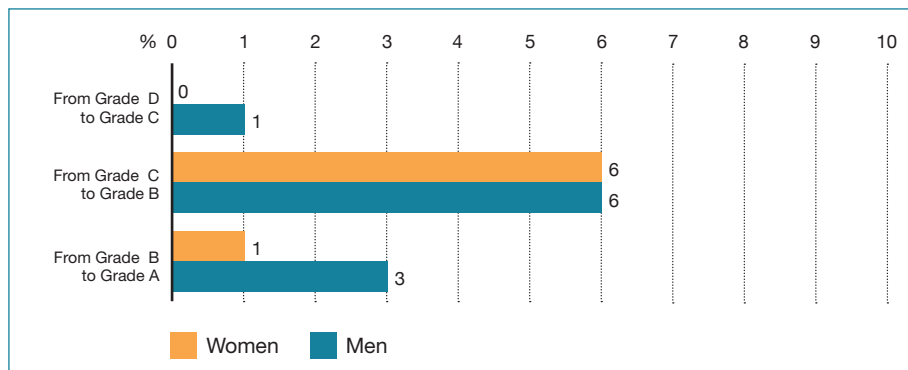
Source: Statistics Office of the MIUR



Fig. 6.6 pag. 136

Figure 4.12 and Table 4.3 report the details of career progression that occurred in 2015. As can be seen from the graph, only one Grade D person was hired for progression to Grade C, while 50% of new Grade B and 75% of the new Grade A are males.

Figure 4.12: Career progressions by gender, 2015



Source: HR Division UniFe

Table 4.3: Career progressions by department and gender, 2015

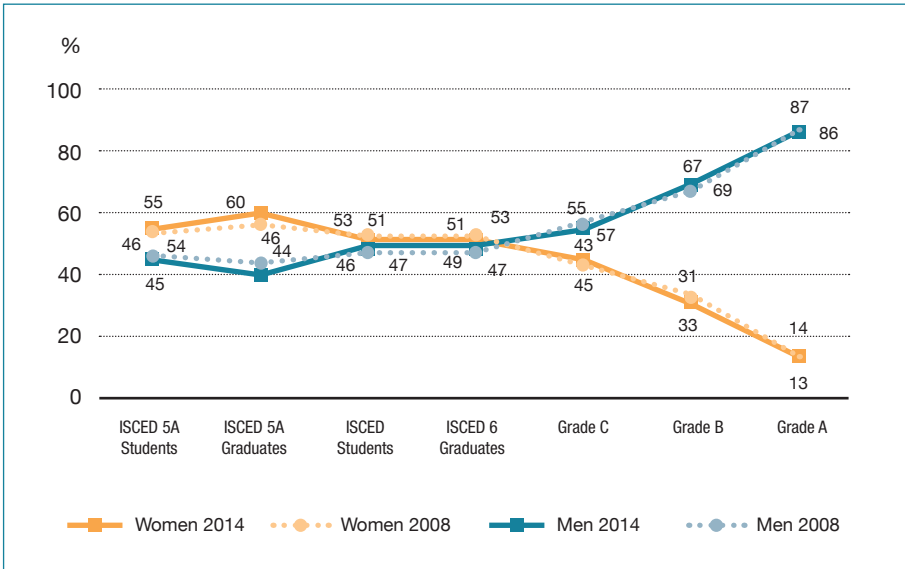
Departments	From Grade D to Grade C		From Grade C to Grade B		From Grade B to Grade A	
	Women	Men	Women	Men	Women	Men
Architecture	0	0	0	0	0	1
Economics and Management	0	0	1	0	0	0
Physics and Earth Sciences	0	1	0	0	0	0
Law	0	0	0	2	0	0
Engineering	0	0	0	0	0	0
Mathematics and Computing	0	0	0	0	0	0
Morphology, Surgery and Experimental Medicine	0	0	0	1	0	1
Biomedical Sciences and Advanced Therapies	1	0	1	1	1	0
Chemical and Pharmaceutical Sciences	0	0	0	0	0	0
Biotechnologies for Health and Environment	0	0	1	1	0	0
Medical Sciences	0	0	1	1	0	0
Humanities	0	0	2	0	0	1
Total	0	1	6	6	1	3

Source: HR Division UniFe

Figure 4.13 presents the evolution of the proportion of men and women at different stages of their academic career for the period 2008-2014. These results, also in the case of the University, the well-known ‘fish diagram’, common to many European countries. The graph describes the difficulty for women to pursue and achieve stable and higher levels of academic career, despite the latter having an advantage in terms of critical mass at the earlier stages. During the considered period, the gender gap has remained substantially unchanged, while a convergent tendency can be detected with reference to PhD students and PhDs. A one-point percentage improvement can be recognized when grade A, the apex of academic career, is observed.

Figure 4.13: Proportions of men and women in a typical academic career, students and academic staff, University of Ferrara, 2008-2014

Fig. 6.1
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Source: Statistic Office of the MIUR (temporary data with reference to grade ISCED 6)

Figure 4.14 shows the same data just considered for the University, but with reference to the national context. Comparing the graph in Figure 4.14 to the one in Figure 4.13, a delay on the part of the University of Ferrara in bridging the gender gap in higher positions of the academic career emerges. In fact, at the national level, the improvement is of 2 percentage points compared to a situation at UniFe that has changed by only one point. All of this, considering a starting point, referring to the year 2008, in UniFe and in the national context, that was substantially the same.

Figure 4.14: Proportion of men and women in a typical academic career, students and academic staff, Italy, 2008-2014

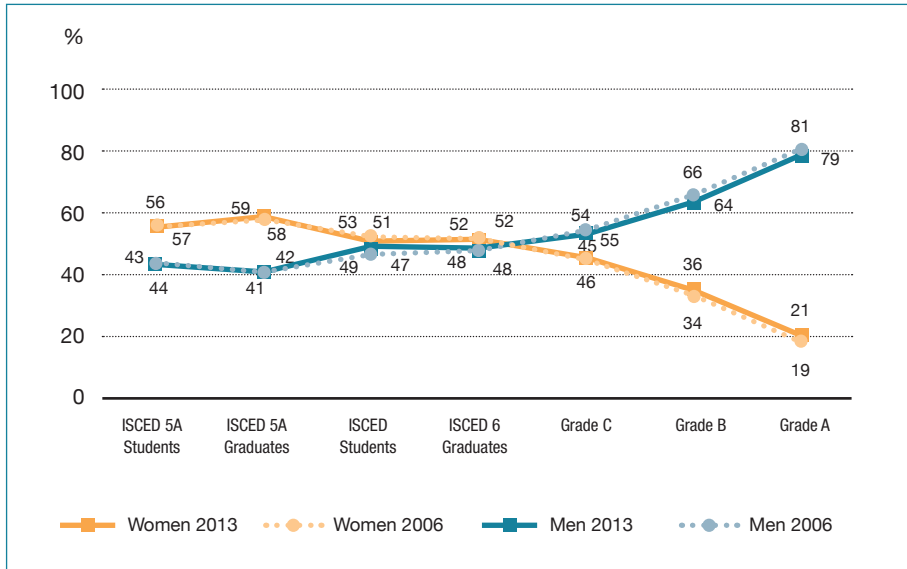


Fig. 6.1 pag. 127

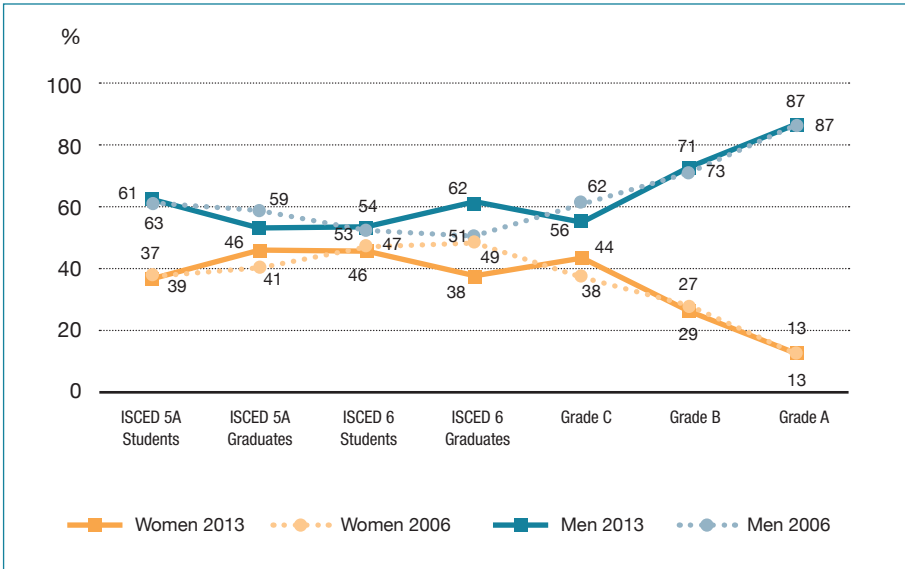
Source: Statistics Office of the MIUR (temporary data with reference to grade ISCED 6)

The following Figures 4.15 and 4.16 describe the stages of academic career with reference to the context of science and engineering. There is a clear difference between the national context and UniFe: although the proportion of female students in UniFe is in line with national data, in the University the distribution curves among the two genders in 2014 show female percentages at the lower stages of the academic career systematically higher than the national average, with the exception of PhDs. At the highest levels of academic career there is a wider gap, but as already mentioned - at a general level and except researchers - the ability to bridge the gap of UniFe compared to the national trend appears to be very scarce for the period 2008-2014.

Figure 4.15: Proportion of men and women in a typical academic career in science and engineering, students and academic staff, University of Ferrara, 2008-2014



Fig. 6.2
pag. 128



Source: Statistics Office of the MIUR (temporary data with reference to grade ISCED 6)

Figure 4.16: Proportion of men and women in a typical academic career in science and engineering, students and academic staff, Italy, 2008-2014

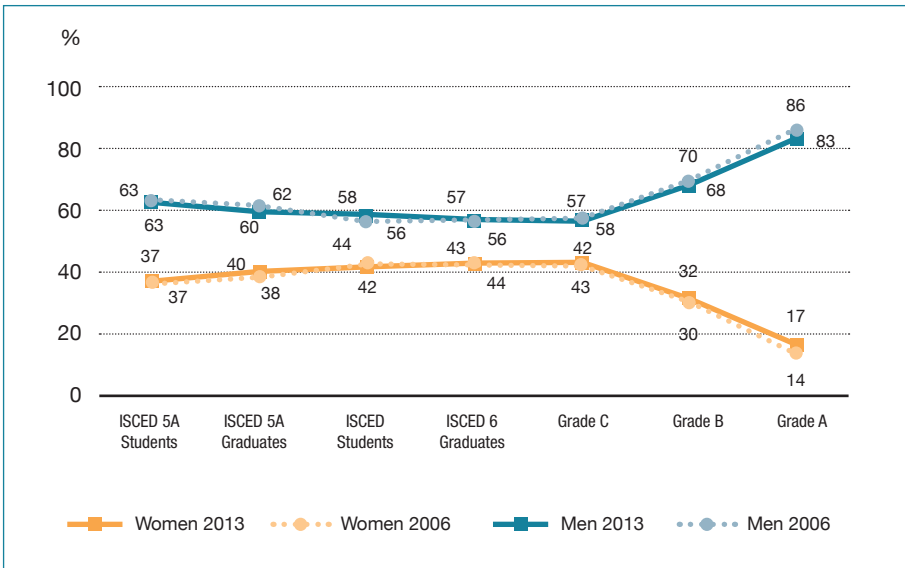


Fig. 6.2
pag. 128

Source: Statistics Office of the MIUR (temporary data with reference to grade ISCED 6)

Tables 4.4 a, b, c confirm a fact already observed for TAS: it is mostly women who take absence leave to care for family members.

In addition to these data, the information on sick leave, leave in accordance with law no. 104/92 and absences due to maternity leave, parental leave and child illness of Grade D can be added.

Table 4.4 a, b, c: Days of leave of academic staff, 2013-2015

a 2013	Sick leave		Leave in accordance with law no. 104/92		Absences due to maternity leave, parental leave, child illness	
	Women	Men	Women	Men	Women	Men
Grade A	16	45	0	0	0	0
Grade B	4	12	0	0	0	0
Grade C	38	63	11	0	404	63
Grade D	39	4	n.a.	n.a.	1 777	0
Total	97	124	11	0	2 181	63

Source: HR Division UniFe

b 2014	Sick leave		Leave in accordance with law no. 104/92		Absences due to maternity leave, parental leave, child illness	
	Women	Men	Women	Men	Women	Men
Grade A	26	9	0	0	0	0
Grade B	134	174	0	16	0	21
Grade C	77	15	54	0	269	43
Grade D	165	2	n.a.	n.a.	593	0
Total	402	200	54	16	862	64

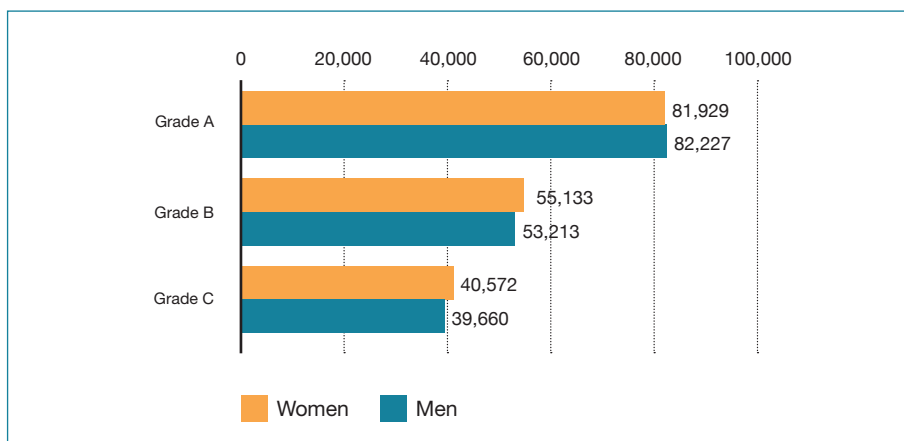
Source: HR Division UniFe

c 2015	Sick leave		Leave in accordance with law no. 104/92		Absences due to maternity leave, parental leave, child illness	
	Women	Men	Women	Men	Women	Men
Grade A	0	120	0	0	0	0
Grade B	26	91	0	9	154	9
Grade C	46	132	52	0	577	132
Grade D	61	34	n.a.	n.a.	1 166	0
Total	133	377	52	9	1 897	141

Source: HR Division UniFe
 Law 104/1992 ("Law for assistance, social integration and rights of disabled people").

As regards the role of grade A, the average annual earnings turn out to be higher for males, probably because of a lower length of service of female academic staff in top positions, and a greater frequency of males in positions that entail additional remuneration. The situation is reversed for Grade B and Grade C positions, because of the higher seniority of women in those categories.

Figure 4.17: Average annual salary of academic staff by role and gender, 2015



Source: Accounting Division UniFe

Table 4.5, shows the number of applicants and beneficiaries of research funds (SIR) in 2014. National data underline a high presence of female coordinators for national projects, but in general a lower rate of female beneficiaries of those funds.

Moreover, the success rate at national level in receiving SIR 2014 funding, coming from the ratio between the total of beneficiaries and the total of applicants, is always higher for the male component in all areas.

Table 4.5: Number of applicants* and beneficiaries* of SIR research funding by ERC classification and gender, 2014

	Applicants						Beneficiaries					
	Life Sciences		Physical Sciences and Engineering		Social Sciences and Humanities		Life Sciences		Physical Sciences and Engineering		Social Sciences and Humanities	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
UNIFE	0	0	0	0	0	0	0	0	0	0	0	0
IT	1 185	724	628	1 149	861	703	30	25	15	34	20	20

Source: Statistics Office of the MIUR

* Only national Coordinators are considered.

Table 4.6: Number of responsibilities and total economic amount of projects by gender (PRIN 2012, FIR 2013)

	Women	Men
Number of Responsibilities*	2	5
Total economic amount of projects (MIUR and UniFe)	252 103	508 675

Source: Research Division UniFe

* Both national Coordinators and Responsibilities of Operative Units are considered.

The gap in academic staff gender is also widely reflected when analyzing those responsible for research projects. On the basis of data for the last calls listed in the Table 4.6, more than 70% of those responsible for any research project are men. From the point of view of the average value of projects, there is not a substantial difference, although this highlights a situation of advantage for women: the average value of projects coordinated by female academics is around 126,000 Euros and the average value of a project under the responsibility of men is approximately 102,000 Euros.

Still in reference to the field of research, Table 4.7 a and b presents data on applicants and beneficiaries of research projects broken down by field of science, as well as seen in the context of the European project *She Figures*. With reference to the PRIN 2012 call, the success rate of women turns out to be 6.67%, while that of men is 11.63%. Regarding European programs, the situation is even worse for the female gender. In the Horizon 2020 program, the success rate of women is limited to 0.83% while men result achieving 9.09%. In the LIFE 2014 program, the success rate of men is 16.67% and women's is equal to zero.

Table 4.7 a: Number of applicants and beneficiaries of PRIN 2012 and SIR 14* research funding by scientific field and gender

	Natural sciences		Medical sciences		Agricultural sciences		Engineering and technology		Humanities		Social sciences	
	Woman	Men	Woman	Men	Woman	Men	Woman	Men	Woman	Men	Woman	Men
Applicants PRIN 2012	10	27	0	9	1	4	0	0	0	8	4	3
Applicants SIR 14	19	8	2	3	7	2	0	0	3	3	1	3
Beneficiaries PRIN 2012	1	1	0	2	0	1	0	0	0	0	0	1
Beneficiaries SIR 14	0	0	0	0	0	0	0	0	0	0	0	0

Source: Research Division UniFe
 *Latest year available



Archive UniFe

Table 4.7 b: Number of applicants and beneficiaries of European research funding by scientific field and gender.

	Natural sciences		Medical sciences		Agricultural sciences		Engineering and technology		Humanities		Social sciences	
	Woman	Men	Woman	Men	Woman	Men	Woman	Men	Woman	Men	Woman	Men
Applicants HORIZON 2020	13	50	3	17	4	13	0	0	2	6	3	1
Beneficiaries HORIZON 2020	0	7	0	2	0	0	0	0	0	1	0	0
Applicants LIFE 2014	1	2	1	1	0	0	0	0	0	0	0	1
Beneficiaries LIFE 2014	0	0	0	1	0	0	0	0	0	0	0	0
Applicants LIFE 2015	5	2	0	0	0	0	0	0	0	0	0	1
Beneficiaries LIFE 2015*	-	-	-	-	-	-	-	-	-	-	-	-
Applicants Hercules III	0	1	0	0	0	0	0	0	0	0	0	0
Beneficiaries Hercules III	0	0	0	0	0	0	0	0	0	0	0	0

Source: Research Division UniFe

* Projects not yet evaluated

A gender analysis on the staff who conducted research in the laboratories of the Technopole in the period 2010/2014, shows a limited presence of women in all laboratories, and in particular in the MechLav laboratory. The average rate of female participation in the Technopole in 2010 was limited to 29%, falling to 27% in 2014.

Table 4.8: Female participation laboratories of the Technopole, 2010-2014*

	TekneHub		T&ATech		MechLav		LTTA		Total	
	Total	Proportion of women	Total	Proportion of women	Total	Proportion of women	Total	Proportion of women	Total	Proportion of women
2010	36	36	33	33	16	6	39	28	124	29
2012	37	35	32	28	19	16	34	29	122	29
2014	30	40	34	29	14	7	24	21	102	27

Source: HR Division UniFe

*Latest year available

Finally, it is also important to consider the presence of men and women on the boards of the University. Table 4.9 presents data with regard to the composition of the Academic Senate (AS) in the period 2013-2015. It is clear that the situation has slightly improved since the implementation of the so-called Gelmini reform (in 2010): until 2012, in fact, women accounted for 25% of the composition of the AS, while in 2014, the presence of women rose to 35% in order to fall slightly to above 30% in 2015.

With regard to the composition of the Board of Directors (BoD), the situation does not appear any different. Table 4.10 highlights how after the implementation of the Gelmini reform in 2012, the representation of the female gender was reduced to zero. In 2015 it reached 20%, despite being the same 20% in the pre-reform period.

Table 4.9: Composition of the Academic Senate, by gender, 2013-2015

	Women	Men	Total
2013	7	16	23
2014	8	15	23
2015	7	16	23

Source: Collegiate Bodies Office UniFe

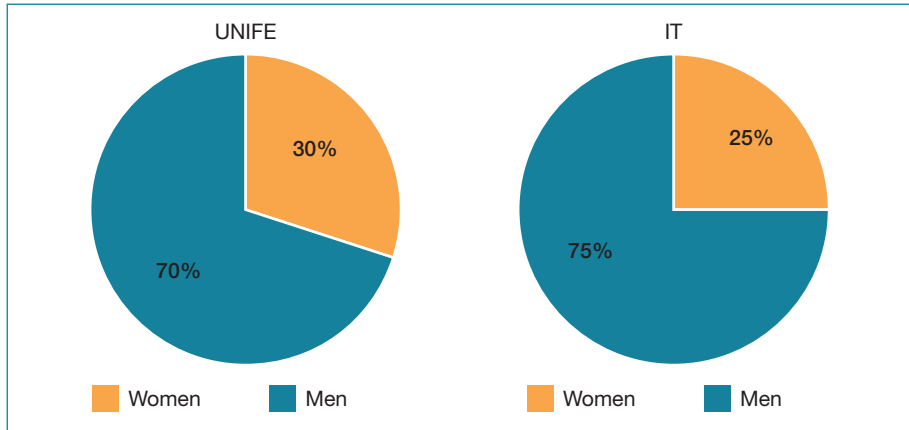
Table 4.10: Composition of the University Board, by gender, 2013-2015

	Women	Men	Total
2013	0	10	10
2014	1	9	10
2015	2	8	10

Source: Collegiate Bodies Office UniFe

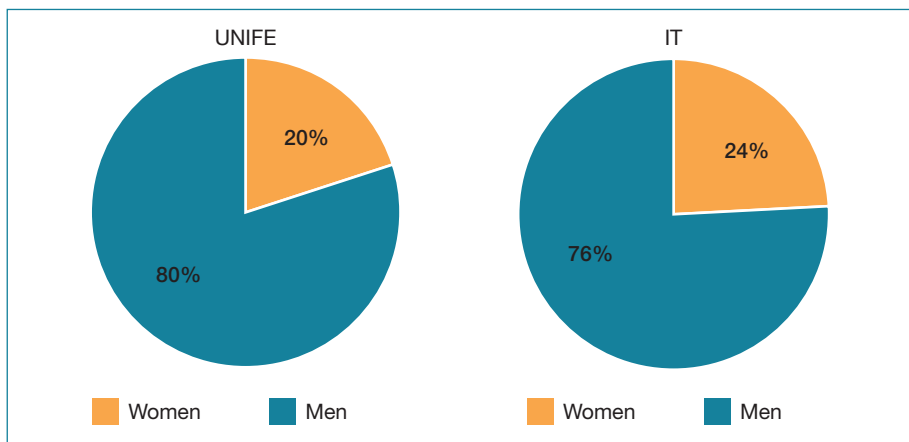
As shown in Figures 4.18 and 4.19, on the Academic Senate, the representation of the female gender in UniFe is better than the average value for Italian universities. An analysis conducted during 2013 at national level, in fact, has allowed the identification of an average representation of women in the AS of 25%. The average national numbers of the presence of women in the Board of Directors are the same (24%): this figure clearly draws attention to the situation of low representation of women on the Board of Directors of UniFe.

Figure 4.18: Composition of Academic Senate, by gender – UniFe 2015, National mean 2013



Source: Collegiate Bodies Office UniFe and Vagnoni E, Fioravanti C, Cavicchi C, Oppi C. 2014. Gender equality and Governance: an explorative study of Italian Universities. Paper presented at the 8th European Conference on Gender Equality in Higher Education; 3-5 September, Vienna.

Figure 4.19: Composition of University Board, by gender - UniFe 2015, National mean 2013



Source: Collegiate Bodies Office UniFe and Vagnoni E, Fioravanti C, Cavicchi C, Oppi C. 2014. Gender equality and Governance: an explorative study of Italian Universities. Paper presented at the 8th European Conference on Gender Equality in Higher Education; 3-5 September, Vienna.

The following Table 4.11 shows the gender composition of all the bodies of the University regulated by the Statute. Over and above the bodies mentioned above, it is to be noted that the presence of women in the Research Council - an advisory body - is 40% of the total number of members. It is worth pointing out that the female members of the AS and the Research Council are TAS, or are Grade C researchers, or students.

Table 4.11: Composition of Academic Senate, University Board and Research Council, 2015

Bodies and reference to the Statute of the University	Members	Women	Men
Academic Senate - Art. 11 p. 3 of University Statute	a) The Rector;	0	1
	b) Secretary	0	1
	c) The Department Directors;	3	9
	d) The chairman of the Research Council;	0	1
	e) Two grade B and two grade C elected among the members of the Research Council;	3	1
	f) One representative of the technical and administrative staff, elected by the Technical and Administrative Staff Council;	0	1
	g) Four student representatives, elected by the Student Council.	1	3
University Board - Art. 12 p. 4 of University Statute	a) The Rector;	0	1
	b) Secretary	0	1
	c) Four members of the academic staff, nominate by the Rector in agreement with the Department Directors;	0	4
	d) Two components who have not belonged to the University for at least three years, unanimously nominated by the Supporters Committee;	1	1
	e) One representative of the technical and administrative staff, elected by the Technical and Administrative Staff Council, belonging to the roles of the university's technical and administrative staff;	0	1
	f) Two student representatives, elected by the Student Council.	1	1
Research Council - Art. 16 p. 2 of University Statute	A grade A related to each of the 9 areas identified in Statute's Annex, elected by professors and researchers belonging to the same areas;	4	5
	A grade B related to each of the 9 areas identified in the Statute's Annex, elected by professors and researchers belonging to the same areas;	2	7
	A grade C related to each of the 9 areas identified in the Statute's Annex, elected by professors and researchers belonging to the same areas.	5	4

Source: Collegiate Bodies Office UniFe

In the composition of the Technical and Administrative Staff Council, in the period 2013-2015, representation of the female gender decreased, going from 76% to 65% in 2015 (Table 4.12). Considering, as noted above, that the gender composition of the TAS has remained almost unchanged in recent years, such a result can be read as a decrease in the representation of the female gender.

Table 4.12: Composition of the Technical and Administrative Staff Council, by gender, 2013-2015

	Women	Men	Total
2013	22	7	29
2014	22	7	29
2015	26	14	40

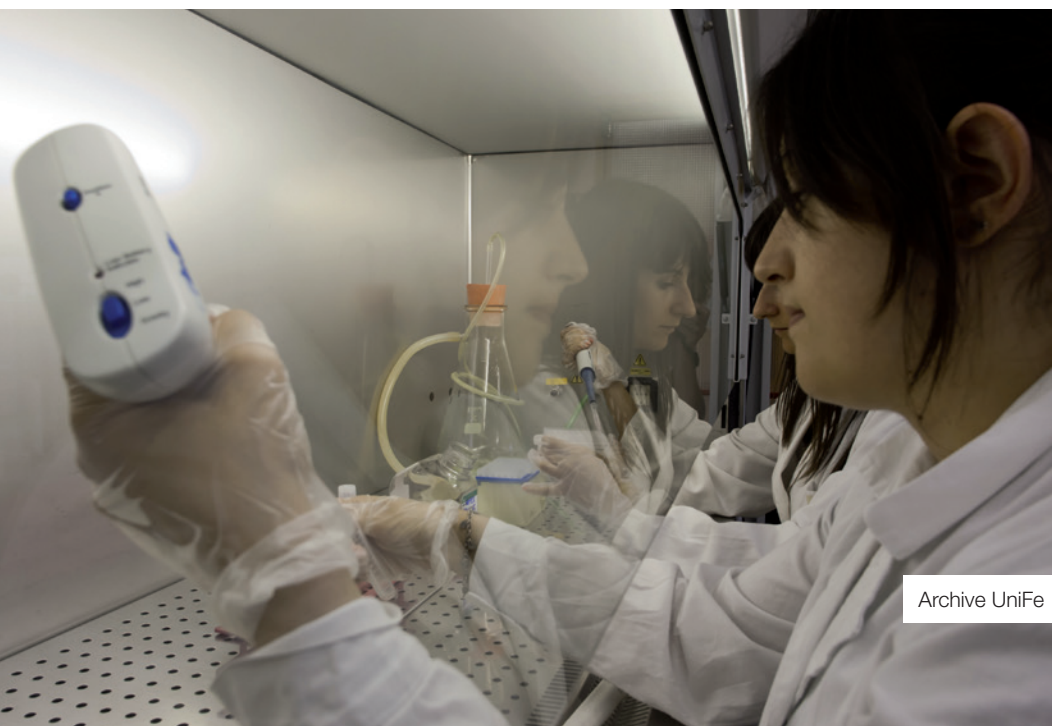
Source: Collegiate Bodies Office UniFe

With regard to the Students' Council (Table 4.13), in this case, too, the representation of the female gender decreased after the implementation of the Gelmini reform, which took place in 2012. This, in fact, went from about 37% to about 26% in 2015.

Table 4.13: Composition of the Students' Council, by gender, 2013-2015

	Women	Men	Total
2013	7	17	24
2014	9	22	31
2015	8	23	31

Source: Collegiate Bodies Office UniFe



Archive UniFe

Paying attention to the Board of Auditors (an independent organ of consultation and internal control on the regularity of administration and accounting), greater presence of men between the regular members (2 out of 3) is highlighted and an equal representation among substitute members (1 man and 1 woman). The composition of the Evaluation Unit (institutional technical body inside the University with monitoring and evaluation functions, as well as submitting proposals to and advising the governing bodies), reveals the presence of 5 members of the male gender out of a total of 6, recording a female representation at 16.17%. A different situation occurs, instead, in the gender composition of the Quality Presidium (an operative working group that has among its main tasks the supervision of proper and uniform procedures for Quality Assurance), in which the representation of the female gender reaches 57.14% (4 out of 7 are women).

Table 4.14: Composition of the Board of Auditors, of the Evaluation Unit and of the Quality Presidium, 2015

Bodies and reference to the Statute of the University	Members	Women	Men
Board of Auditors - Art. 13 p. 3 of University Statute	a) President chosen by the Academic Senate among the administrative magistrates and accountants and lawyers of the State, and appointed by the Rector	0	1
	b) A regular member and one substitute, appointed by the Ministry of Economy and Finance	1	1
	c) A regular member and one substitute appointed by the Ministry of Education, University and Research.	1	1
Evaluation Unit – Article 14 paragraph 4 of University Statute	a) A full professor from the University	0	1
	b) Four highly professionally qualified persons outside the University, whose CV is made public on the website of the University	1	3
	c) A student representative elected by the Student Council.	0	1
Quality Presidium ANVUR Guidelines “Self-assessment, evaluation and accreditation of the Italian University System” – 9th January 2013	a) A full professor from the University – responsible for the Quality Presidium	0	1
	b) A member of the academic staff – deputy responsible for the Quality Presidium	0	1
	c) Three members of the academic staff, selected by the Rector for the didactic activity	2	1
	d) The person responsible for the University’s Educational System	1	0
	e) The person responsible for the University Quality System Unit.	1	0

Source: Collegiate Bodies Office UniFe

Concerning the team of professors who have been selected by the Rector for the management of the University, as shown in Table 4.15, the presence of the female gender is limited to 4 female deputed and to 8 male Rector's deputed (including the Vice-Rector).

Table 4.15: Rector's deputed, 2015

	Women	Men
Number of delegates	4	8
Type of delegation	<ul style="list-style-type: none"> • Equal opportunities to organizational well-being, relationships with students and disability • Third Mission and relations with the territory • Education (three members of the academic staff including two women) 	<ul style="list-style-type: none"> • Vice-Rector • Construction and buildings • Orientation after degree and postgraduate • Education (three members of the academic staff including one man) • Health and safety in the workplace • Library of the University System • Specific projects: Agreement Protocol Emilia Romagna and the University of Bologna, Ferrara, Modena and Reggio Emilia and Parma • Specific projects: Reorganization of the University Centre for Communication Technology, Innovation and Remote Learning (SEA)

Source: Collegiate Bodies Office UniFe

The analysis of the coordinators of doctoral programs by type (Table 4.16), shows a total presence of men, excluding any female presence from this function.

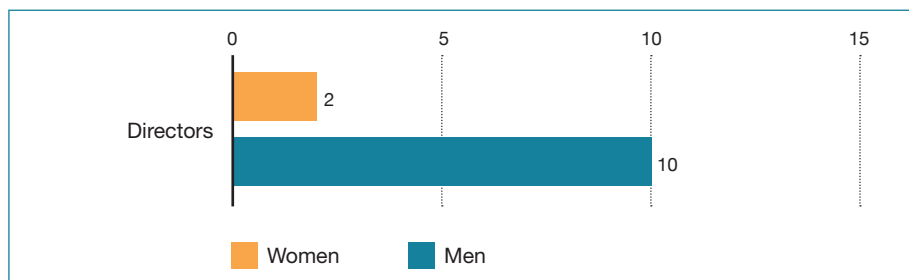
Table 4.16: Coordinators of doctoral programs, 2015

	Women	Men
Number of coordinators	0	12
Doctoral program		<ul style="list-style-type: none"> • European Union law and national laws • Economics and management of innovation and sustainability • Physics • Math • Molecular medicine and pharmacology • Biomedical sciences and biotechnology • Chemical Sciences • Engineering Sciences • Earth Science • Architecture and Urban Planning • Human sciences • Evolutionary Biology and Ecology

Source: Post Degree Unit UniFe

As shown in Figure 4.20, the distribution by gender, between the directors of research centres it is very biased in favour of men, detecting a presence of male directors of research centres at 83.33% (with 10 men against only 2 women).

Figure 4.20: Directors of research centres, 2015 - synthesis



Source: Collegiate Bodies Office UniFe



IV. Gender in University: results indicators

1. The Positive Action Plan

CODE OF EQUAL OPPORTUNITIES BETWEEN MEN AND WOMEN (D. Lgs. 198/2006)

“Positive actions, consisting of measures aiming at removing obstacles that impede the realization of equal opportunities, are designed within the jurisdiction of the state to encourage the employment of women and to realize the substantive equality between men and women in the workplace” (art. 42 co. 1).

“[...] Government authorities, including autonomous ones, together with provinces, municipalities and other non-economic public entities, [...] prepare positive action plans designed to ensure, within their own sphere, the removal of obstacles that in fact prevent the full realisation of equal employment opportunities and in the labor market between men and women. These plans, in order to promote the inclusion of women in sectors and professional levels where they are underrepresented, in accordance with Article 42, paragraph 2, letter d), facilitate the rebalancing of the presence of women in activities and hierarchical positions in those instances where there is a gap between genres that is no less than two-thirds. To do this, both in case of employment and promotion, compared with similar qualifications and professional expertise among candidates of different sexes, if the choice falls on a male candidate it is to be accompanied by an express and adequate provision of the grounds. The plans referred to in this article last three years” (art. 48).

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APPROVAL AND DURATION

In November 2013, the Rector’s Deputy for equal opportunities, the SGC and the EC submitted a proposal for the **Positive Action Plan for 2014-2016** (hereafter 2014-2016 PAP) to the Rector.

The 2014-2016 PAP reports the following objectives:

CONTENT

1. Information, education and awareness to strengthen a culture of equality and equal opportunities;
2. Reconciliation of life, work and study schedules;
3. Promotion of wellbeing at work;
4. Creation of the Unife Equality & Diversity web-site;
5. Monitoring and support of research projects aimed at promoting equal opportunities;
6. Full integration between students, teachers and administrative staff from European or non-European countries;
7. Fighting against discrimination;
8. Promotion of initiatives aimed at ensuring an equal participation of men and women within the organs of the university.

For each objective, the measures that the University of Ferrara intends to adopt and promote are identified. The **Gender Report** is indicated as a means of monitoring the effective implementation of the 2014-2016 PAP.

EFFECTIVENESS The University also fully referred to the contents of the PAP within the 2014-2016 **three year Strategic Plan**, in the Strategic area “Human resources and administrative activities” – strategic objective n. 4 –empowerment of services and actions for people and for equal opportunities -.

In 2015, the objectives outlined in the 2014-2016 PAP were referred to in the preparing of its **Performance Plan for 2015-2017 – Human resources objective**.

It should also be noted that the University of Ferrara regularly participates in the monitoring launched by the **Directive of the Department of Public Service (adopted on May 23rd, 2007) “Measures for the implementation of equal rights and opportunities between men and women in public administration”**, answering its questionnaire. The monitoring involves all administrations based on Legislative Decree 30/03/2001 n.165 art. 2 comma 2.

2. The objectives – Analysis of results and impact

During 2014 many of the objectives were achieved (see Gender Report 2014¹). With reference to the achieved and ongoing objectives in 2015, an analysis of results and impact regarding gender, of policies implemented and recalled in 2014-2016 PAP is herein proposed.

OBJECTIVE 1: INFORMATION, EDUCATION AND AWARENESS TO STRENGTHEN A CULTURE OF EQUALITY AND EQUAL OPPORTUNITIES

1.1 Pluralism, diversity and identity: a multidisciplinary approach to knowledge- Interdepartmental seminars

Interdepartmental multidisciplinary seminars allow students to discover how pluralism can be declined in different subjects and to acquire the instruments to approach diversity in multiple scientific and social fields.

Seminars are structured in 3 different but interconnected modules, of 2 credits each, for a total of 6 credits: each student can decide whether to attend the full course or just single modules.

The 3 modules took place from 23rd to 27th February 2015 at the Department of Law.

¹ <http://www.unife.it/progetto/equality-and-diversity/progetti/bilancio/bilancio-di-genere-2014>

Pluralism: the reflections in the legal and economic context 2 cfu

Referrals: Monia Castellini; Cristiana Fioravanti

From the perspective of the legal-economic area:

The subjectivity of women in law – a feminist perspective

Cultural identity and pluralism: the role of law

Pluralism in the protection of fundamental rights in Europe

Anti-discrimination law as a tool of democratic pluralism

Gender budgeting in Public Administration: methods and case studies

Human being and biological diversity 2 cfu

Referrals: Roberto Manfredini; Chiara Scapoli

Biomedical Area:

Biological rhythms in everyday life

Gender medicine does not mean medicine for women

Gender-based medicine: insurance profiles and harm to individuals

Gender differences in response to drugs

The “cell fate”: the biological development of gender differences

Pluralism and identity in the humanities and social sciences 2 cfu

Referral: Paola Zanardi

From the perspective of the Humanities and Social Sciences Area:

Theory and representation of genres

Gender identity in language and arts

Prejudice and gender stereotypes in society and in education

Teaching staff involved:

Legal-economic area: Silvia Borelli; Monia Castellini; Enrico Deidda Gagliardo; Cristina Fioravanti; Orsetta Giolo; Baldassare Pastore.

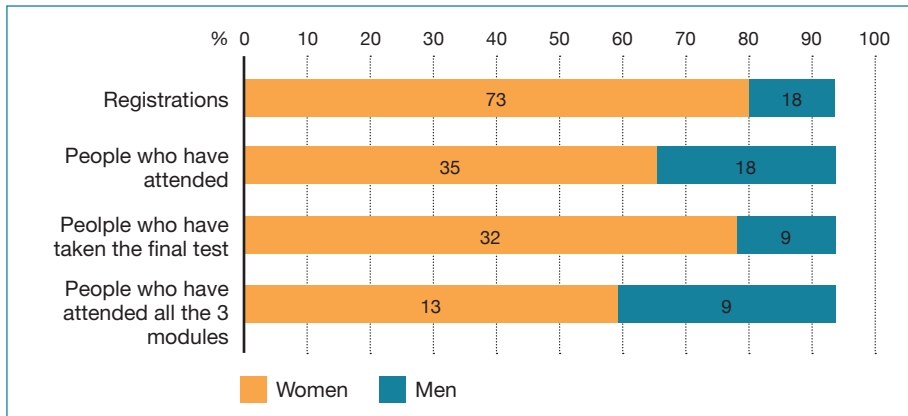
Biomedical Area: Rosa Maria Gaudio; Roberto Manfredini; Chiara Scapoli; Fulvia Signani; Cristina Tarabbia; Katia Varani.

Humanities and Social Sciences Area: Paola Bastianoni; Sandra Rossetti; Silvana Vecchio; Paola Zanardi; Marilena Andronico; Maria Antonietta Trasforini

All students attending were given a certificate of participation.

Those who took the final test, scheduled for each module, had the opportunity to obtain recognition of credits in their curriculum, based on the resolutions passed by individual bodies of their course of study.

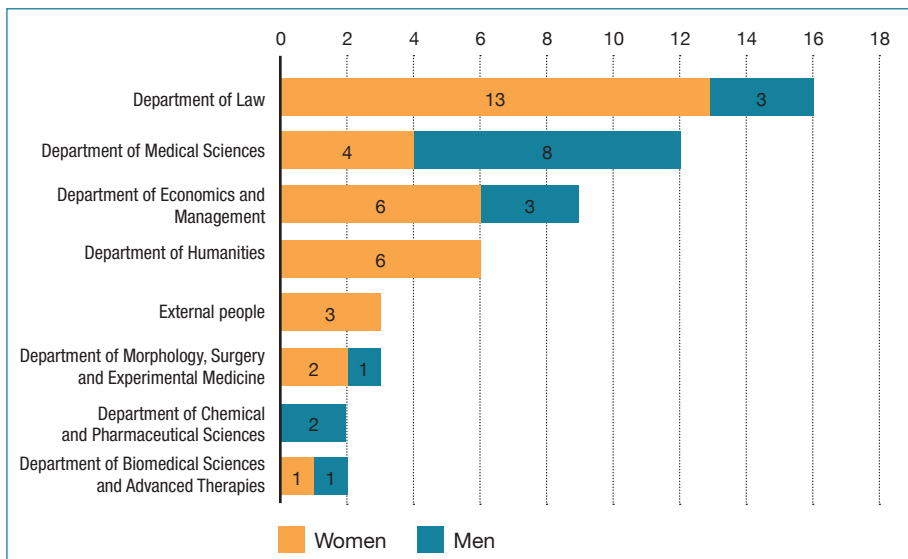
Figure 1.1 a: Participation to the Interdepartmental Seminar on Pluralism, 2015



Source: Working Group about Training UniFe

Graph 1.1 a shows the gender distribution of the students who attended one or more of the modules of seminars and those who took the final test. The data show that the initial interest for the topics discussed, highlighted by the number of people registered online, was greater among women (80.2%). A similar proportion (78%) can be found if you look at the composition of those who took the final test. Looking at the attendance data, however, what can be seen is that the total of people participating is made up of 66% women and the remaining 34% men, while 41% of those who have attended all three modules are male.

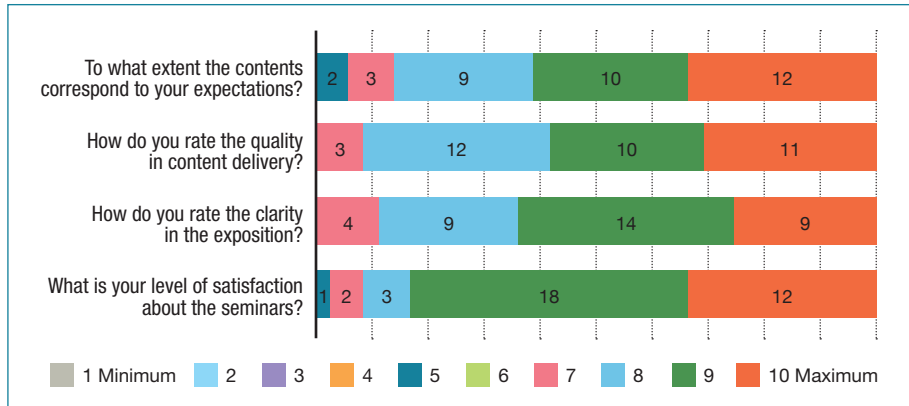
Figure 1.1 b: Participation to the Interdepartmental Seminar on Pluralism by department and gender, 2015



Source: Working Group about Training UniFe

The data on the provenance of the students highlight how the Department of Law is the most represented (82% women), followed by the Department of Medical Sciences (67% men) and the Department of Economics and Management (67% women). Furthermore, it may be noted that 70% of all participants come from these three departments.

Figure 1.1 c: Results of the satisfaction questionnaire - Interdepartmental Seminar on Pluralism, 2015



Source: Working Group about Training UniFe

At the end of each seminar an anonymous questionnaire was distributed to verify the level of satisfaction of the participants, with reference to the contents of the proposed topics and the usefulness of the information received. The number of questionnaires delivered was equal to 41, with a response rate of 88%. Analysis of data (Figure 1.1 c) shows that the seminars were considered useful and interesting. In particular, respondents expressed a very high degree of satisfaction (50% evaluated the seminar with a score of 9/10 and 34% with a rating equal to 10/10).

Finally, it can be noted that the two tutors of the course and all the teachers who participated in the seminars carried out their activities free of charge; therefore no costs were incurred related to this positive action.

1.2 The Pink cloud

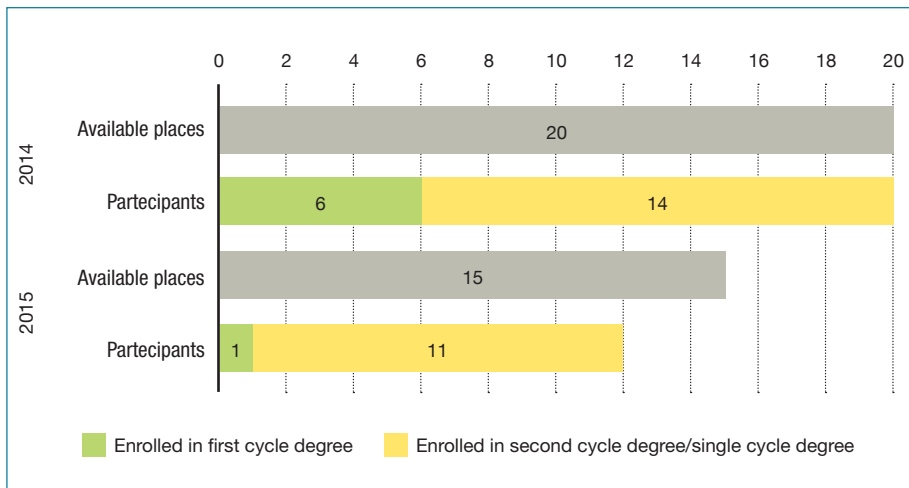
The University of Ferrara has joined for a few years the socio-cultural initiative organized by Microsoft, in collaboration with the Department of Equal Opportunities, the University “La Sapienza” and with the support of international organizations such as ITU, UNESCO, UN Women, UNRIC and D value, which have always been involved in the enhancement of female talent. It is an important initiative aimed at bridging the gender gap in science, technology and research, which encompasses a rich panorama of meetings and seminars, many of which expect a limited number of female student participants, dedicated to the development of technical and scientific skills and to a module focused on the job market.

In 2014 the event was organized on the occasion of 25th April, proclaimed by ITU (International Telecommunication Union) the European Day for Girls in Information Technology (IT GIRLS) and took place in Rome from 22nd to 24th April. The Initiative was attended by 20 students from UniFe out of 20 places provided by the organization.

In the year 2015, the “Pink Cloud” initiative was held in Milan from 19th to 21st May. 12 students from the University of Ferrara attended, out of 15 places available. The selection of students for the participation to the initiative took place on the basis of the following criteria:

- age between 18 and 24 years, whose participation is guaranteed in the training days;
- status of “in course student”;
- regular payment of university fees;
- weighted average of the votes equal or higher than 28/30.

Figure 1.2 a: Places available and female students participating in the Pink Cloud initiative by type of course of study, 2014-2015

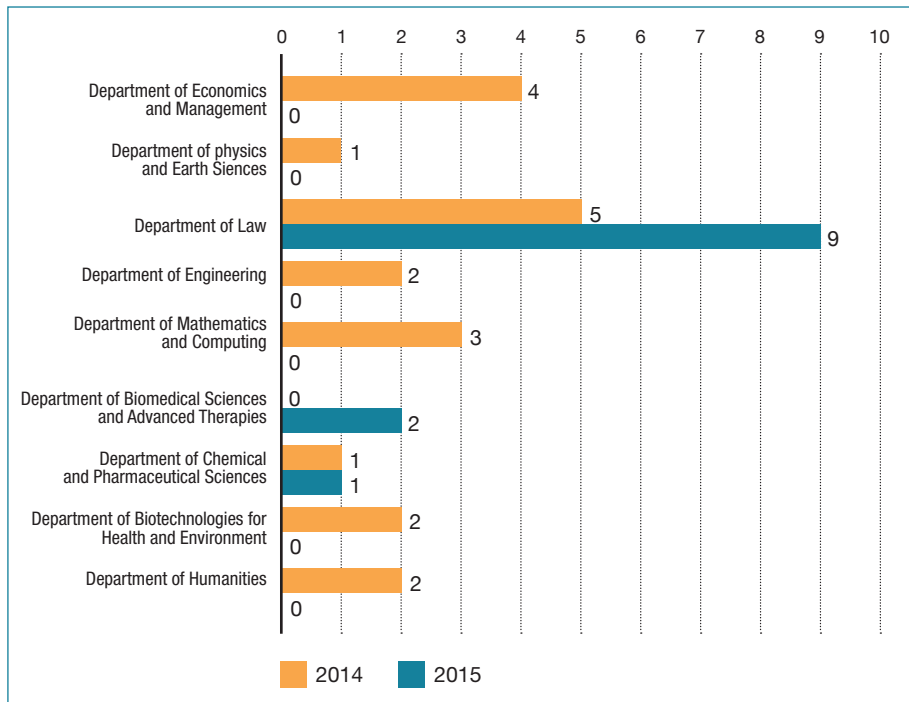


Source: Human Resources Office UniFe

The requests to participate, in the year 2014, equalled the number of places made available by UniFe (20); in 2015 the requests (12 in total) remained below the number of places available (15). It is assumed that it is not always possible to ensure the full coverage of all places available because travel and accommodation expenses are still to be paid by the participants.

In both years the students involved mainly came from second cycle or single cycle degree courses (70% in 2014 and 92% in 2015).

Figure 1.2 b: Participation to the Pink Cloud initiative by department, 2014-2015



Source: Human Resources Office UniFe

Graph 1.2 b shows the provenance of female students by department in 2014 and 2015. It can be seen how, in the first year of the initiative UniFe was involved in, the participation was rather homogeneous, with a prevalence of female students from the departments of Law, Economics and Management, and Mathematics and Computing. In 2015, however, participation almost exclusively came from Law students (75%).

It is useful to point out that no amount was defined, and no costs were incurred in relation to this positive action.

OBJECTIVE 2: RECONCILIATION OF LIFE, WORK AND STUDY SCHEDULES

2.1 Teleworking

Since 2011, the University of Ferrara has been supporting teleworking, through which a worker can perform part of his/her activities at home, according to a plan that identifies the activities that can be carried out from home, without decreasing the functionality and the quality of the service provided. Therefore, the worker can better organise his/her family and professional tasks, without any wage reduction.

In order to avoid isolating the employees, a maximum of three teleworking days per week are allowed. The teleworking plan is agreed upon with the head of the office the employees refer to.

The application for teleworking may be submitted by employees of the University of Ferrara workign both full-time or part-time, who have completed at least one year of seniority.

In 2015, the following activities related to this project were realized:

- After the publication of the 2014 call for the activation of 9 teleworking positions, all the admissible requests were satisfied. The selection considered the following criteria: the presence and the number of 14 year old or younger children; assistance to disabled relatives; distance from the work place.
- The EC and SGC promoted the modification of the UniFe regulation on teleworking and preparation of the 2015 call for applications. The amendment to the regulation was approved in September 2015.
- On the 3rd of November 2015 the 2015² call for the activation of teleworking workstations was published . The most significant changes include:
 - *until the expiration of the annual budget, the employees allowed to telework will be those who have never benefited from such measures and that are in need of computer equipment, as well as employees who already own such equipment.*
 - *the Commission reserves the right to admit to teleworking employees who meet the requirements presenting a request within a year of the call reference.*

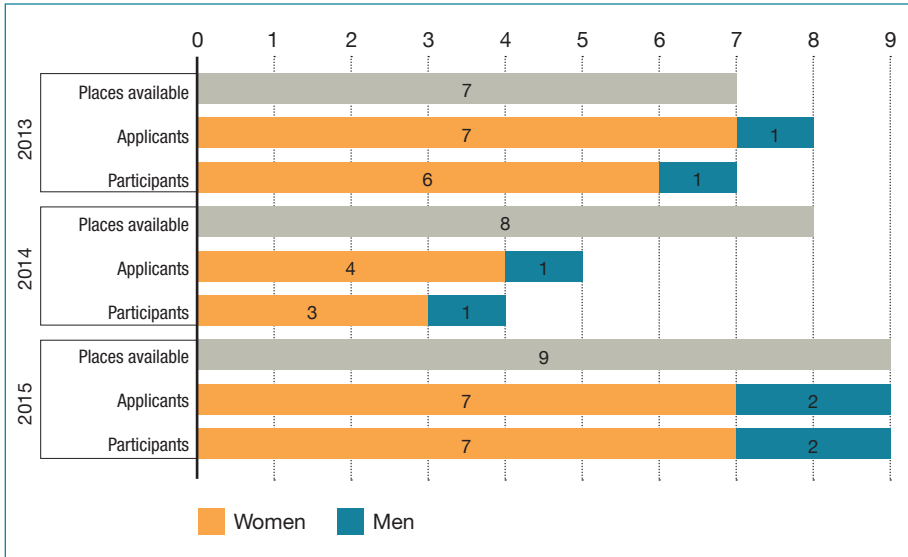
Introduction of further priority criteria with respect to the call in 2014:

- *need for assistance to family members or relatives up to the second degree or cohabiting in a situation of dependency (defined as age 65 and certified disability equal to at least 80%);*
- *spouse or partner with work location at a distance of 15 km from the dwelling of said employees.*

Here below is a summary of data on teleworking positions available, requests submitted and accepted, as well as budget data, referring to the three-year period 2013-2015.

² <http://www.unife.it/ateneo/sviluppo-organizzativo/telelavoro>

Figure 2.1: Places available and proportion of applicants and participants by gender, 2013-2015



Source: Human Resources Office UniFe

The number of places made available by UniFe for teleworking progressively grew in the three years 2013-2015 from 7 to 9. It may be noted, however, that the trend of conversion requests did not follow a consistent path over three years: if in 2013 the number of requests exceeded the number of available places, in 2014 the requests remained below the number of places available, while in 2015 they equalled the latter. In 2013 and 2014 UniFe did not accept all the requests, while this occurred in 2015. In general, teleworking encountered more interest by women; it emerges, in fact, that it is mainly women workers who apply for teleworking and, therefore, the number of places assigned to female employees is higher.

Regarding the budget for the project (related to the reimbursement of standard costs for the amount of € 75,00 per person per year for the repayment of electric utilities, plus the budget for the purchase of work equipment) and the actual costs (Table 2.1), it is interesting to note that the average expenditure per employee and worker has varied, but has consistently settled at a lower value than the estimate. The cost per place in 2013 amounted to € 458.00, while in 2015 there was an average cost of € 519.80 per person. In 2014 expenditures were considerably higher, reaching the sum of € 1,649.70 per person, mainly because of a mistake in signing a contract for the supply of Internet access.

Table 2.1: Teleworking, estimated budget and the actual costs incurred, 2013-2015

Year	Budget	Actual costs
Call 2012 - Effect from 1/1/2013	€ 10,000.00	€ 3,206.25
Call 2013 - Effect from 1/1/2014	€ 8,000.00	€ 6,598.90
Call 2014 - Effect from 1/1/2015	€ 7,000.00	€ 4,677.99

Source: Human Resources Office UniFe

2.2 Kindergarten and preschools

The “kindergarten and preschools” project aims at identifying measures to facilitate the admission and the attendance to kindergarten and preschool by the children of UniFe employees and students.

In February 2015, the University renewed a convention for the years 2015/2016 with the Municipality of Ferrara, aimed at ensuring 10 additional places in kindergartens owned by the municipality and of indirect management, reserved to the sons and daughters of the student community (including those attending post-graduate courses) and staff of the University (including research fellow and student doctors).

The additional places were allocated, according to the criteria of access to the municipal educational services, to employees and students of UniFe who were excluded from municipal rankings, regardless of place of residence. In the renewal of the agreement new clauses were included, designed to ensure the continuity of teaching and the equitable treatment of children who have been assigned the additional places, by applying the same criteria and percentile points of boys and girls admitted to the Municipal Services of Education.

For reserved places, the University of Ferrara pays the municipality a contribution equal to the difference between the local cost incurred by the municipality and the costs due from the user. From the data presented in Table 2.2 what emerges is that the number of places assigned is lower than those made available by UniFe.

In 2014, the request could be assumed to be below the offer as only one kindergarten had any available reserved places. Probably, they were not near the homes or the workplaces of potential beneficiaries. In 2015, the convention was expanded to all communal kindergartens of the territory, in order to ensure that all staff had the same opportunities in terms of proximity to the school / home and school / work. The allocation of 5 new places is related to the duration of the agreement that provides coverage for the child’s cost for the entire stay, therefore considering the children who attended the previous year (so, in 2015 the available places were actually 7).

Regarding the costs actually incurred (as shown in Table 2.2), the wide gap between 2014 (€ 8,025.38) and 2015 (€ 18,567.00) can be substantially attributed to the dif-

ference in the income of the families. The University, in fact, to cover the cost of a child, reimburses the same amount paid by the municipality.

Table 2.2: Reserved places in municipal kindergartens in agreement and assigned, budget and actual costs incurred, 2014-2015

Year	Reserved places	Assigned places	Budget	Actual costs
2014	10	6	€ 20,000.00	€ 8,025.38
2015	10	5	€ 20,000.00	€ 18,567.00

Source: Human Resources Office UniFe

In parallel, the University of Ferrara, from the year 2014, has defined calls for the accreditation of private entities that organize activities such as Kindergartens and Nursery Schools, for the sons and the daughters of students (including those attending post-graduate courses) and University staff (including research fellows and student doctors) offering discounts of at least 10% on boarding costs.

In 2015, 2 nurseries and 4 kindergartens were accredited.

2.3 Summer Camps

The “Summer camps” project aims to provide a contribution for the enrolment of employees’ and students’ children in summer camps, and to obtain discounts from the Sports University Centre (S.U.C.) and other similar organisations present on the territory.

For the summer of 2015, too, the University signed a convention to guarantee discounts to Unife employees’ and students’ children on the weekly fee paid to attend the CAMPUS GAME organized by the Sport University Centre of Ferrara.

Table 2.3: Reduced quotas for enrolment in summer camps of the University Sports Centre, in agreement and emitted, budget and actual costs incurred, 2014-2015

Year	Quotas in agreement	Quotas emitted	Budget	Actual costs
2014	200	136	€ 2,000.00	€ 1,360.00
2015	200	161	€ 2,000.00	€ 1,610.00

Source: Human Resources Office UniFe

The data show that the initiative is particularly appreciated: in fact, the number of units issued in 2014 amounted to 68% of the total available allowances, while in 2015 there was a demand equal to 80.5% of the total.

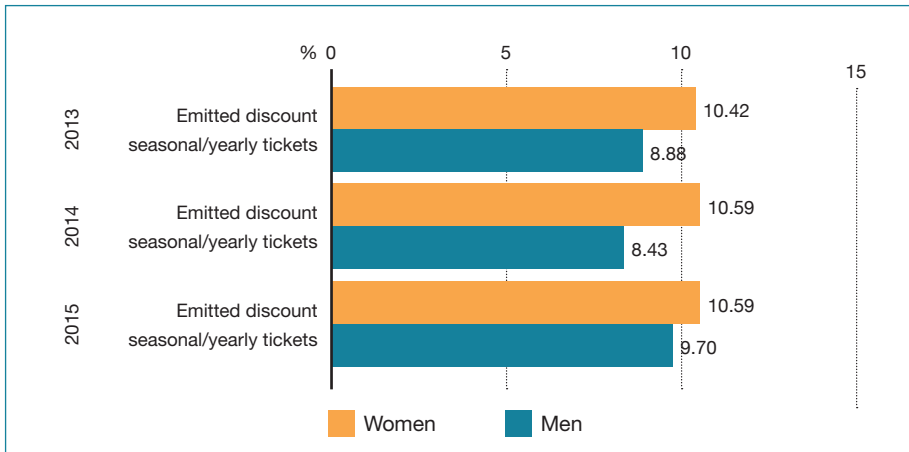
In parallel, the University of Ferrara, from the year 2015, has defined calls for the accreditation of private entities that organize activities such as Summer Camps, for the sons and the daughters of students (including those attending post-graduate courses) and University staff (including research fellows and student doctors) offering discounts of at least 10% on boarding costs.

2.4 Sustainable mobility

The University of Ferrara has signed for the period 2015/2017, with the company TPER (Passenger Transport Emilia-Romagna) S.p.A. of Bologna, an agreement to ensure discounts for local bus season/year tickets to the technical and administrative personnel of the University of Ferrara and an agreement with both TPER and the Municipality of Ferrara aiming at promoting discount fares for local buses to all the staff and the students of the University Hospital of Ferrara, located in Cona. Conventions allow a discount variable between 35% and 45% of the cost of each subscription, up to a total discount of 250 per employee, and up to the maximum financial limit.

All submitted requests have been accepted. The percentage discount granted by the university amounted to 42%, in addition to the discount applied by TPER, which is 5%.

Figure 2.4 a: Proportion of employees benefiting from discount season tickets for technical and administrative personnel, to the total of the TAS members, by gender, 2013-2015



Source: Safety and Environment Office UniFe
 Note: all requests for subscriptions have been accepted.

Data on subscriptions for public transport from the administrative staff show a steady trend over the three years. The graph 2.4 shows, in fact, the proportion of women and men to the total personnel of the same gender, in order to understand whether there is a prevalence of a certain kind of people making use of such facilities. The representation shows that there is a slight preponderance of women over men in the use of public transport for moving to the workplace and consequently of discounted subscriptions.

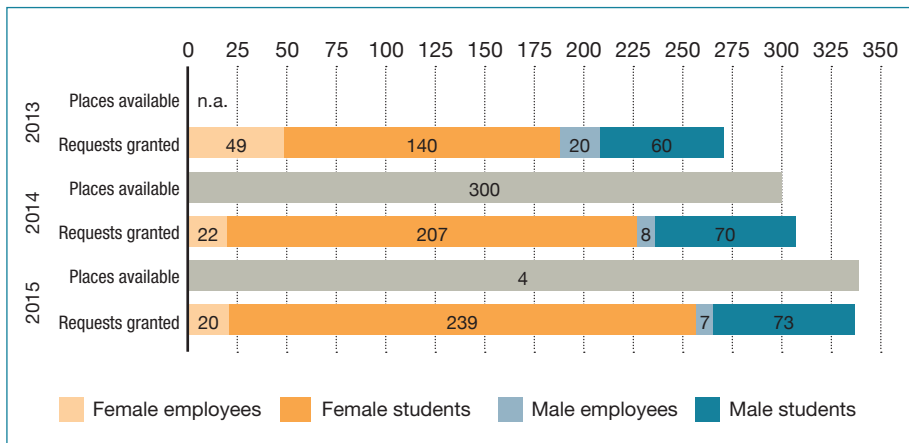
Regarding the economic burden of the service, Table 2.4 demonstrates that, in the three years considered, the costs have never exceeded the budget.

Table 2.4 a: Subscriptions at discounted rates granted to technical and administrative staff, budget estimated, and , actual costs incurred in 2013-2015

Year	Budget	Actual costs
2013	€ 7,350.00	€ 6,900.00
2014	€ 8,000.00	€ 7,859.00
2015	€ 8,000.00	€ 7,861.00

Source: Safety and Environment Office UniFe

Figure 2.4 b: Subscriptions at discounted rates granted to technical and administrative staff and to the student community for the transfer to and from the University Hospital S. Anna, 2013-2015



Source: Safety and Environment Office UniFe

N.B.: The employees consists of academic and research staff, student doctors, and technical and administrative staff; students and female students are those who go to Cona for educational activities as part of a degree in Medicine and Surgery, or for training within the courses for health professions.

The subscriptions at discounted rates shown in Figure 2.4 b are granted to technical and administrative staff and to the student community for transport to and from the University Hospital of Ferrara. The data on discounted subscriptions sheds light on the growing number of requests. It emerges that women benefit from the service

to a greater extent, both as regards the TAS and as regards the student component, the latter making up 70% of the population receiving the discounts in 2013, 75% in 2014 and 76% in 2015. It is important to underline, however, that this does not necessarily denote a greater tendency of women to use public transport, but just a majority of females compared to males in the two categories.

It should be noted that the “decline” of requests from female employees from 2013 onwards is not significant, as it can be attributed to the demand for all employees who work in Cona with reference to the convention reserved for employees of Cona; from 2014 onwards, the same employees have preferred to submit an application under the different convention reserved for all the technical and administrative staff in UniFe because it offers more favourable economic conditions..

Table 2.4 b: Subscriptions at discounted rates granted to technical and administrative staff and to the student community for the transfer to and from the University Hospital S. Anna, budget and actual costs incurred, 2013-2015

Year	Budget	Actual costs
From 01/07/2013 to 30/06/2014	The fee was paid by the Municipality of Ferrara as part of the project Co.N.A.	
From 01/07/2014 to 30/06/2015	€ 15,000.00	€ 15,350.00
From 01/07/2015 to 30/06/2016	€ 17,500.00	€ 16,950.00

Source: Safety and Environment Office UniFe

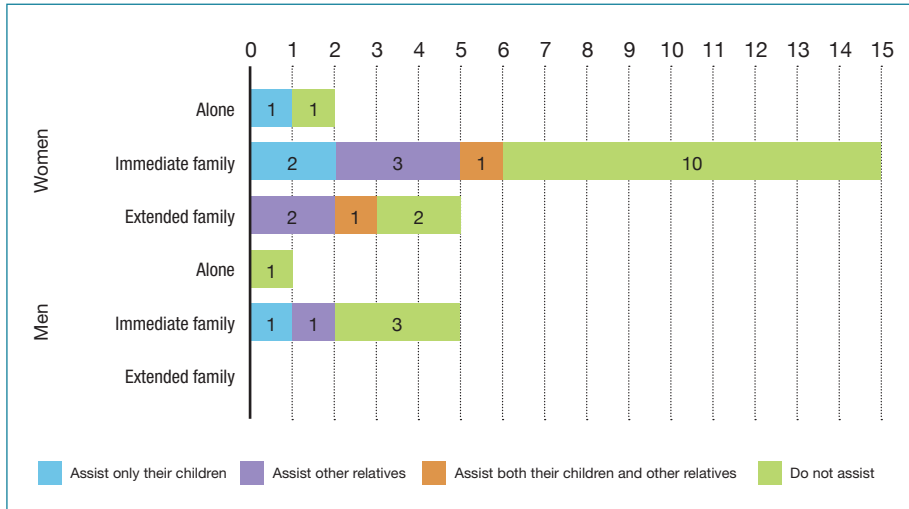
As shown in Table 2.4 b, up to July 2014 the amount related to the release of discounted subscriptions was paid by the Municipality, as part of the project Co.N.A. and the agreement between TPER, UniFe, the Municipality of Ferrara and AMI. Subsequently, UniFe decided to continue the provision of the facilities covering the full cost. In the academic year 2014/2015 the costs were higher than the estimated budget, while in the academic year 2015/2016, compared to a higher budget, they remained below the budget.

In order to investigate whether the choice of using public transport from-home-to-work affects the needs of conciliation between working time and care time from a gender perspective, a short questionnaire was sent to all staff who benefit from a special fare subscription.

The questionnaire has been sent to 57 employees of the technical and administrative staff (40 women and 17 men). The response rate reached 51% (23 women and 6 men).

The main results are set out below.

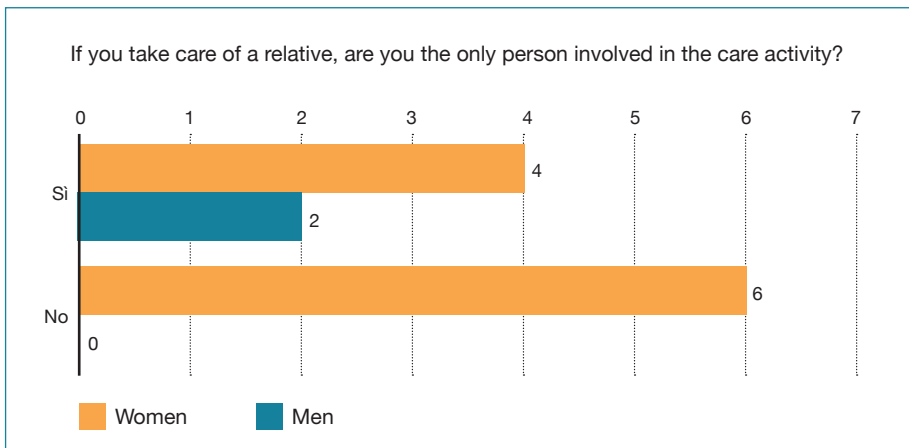
Figure 2.4 c: Composition of the family unit of people answering the questionnaire and caring responsibilities, by gender, 2013-2015



Source: CollegiateBodies Office UniFe

As shown in Figure 2.4 c, out of 29 respondents, the majority live with their immediate family (that is spouse and, possibly, children) moreover, 12 of them (10 women and 2 men) are personally involved in caring activities for a relative.

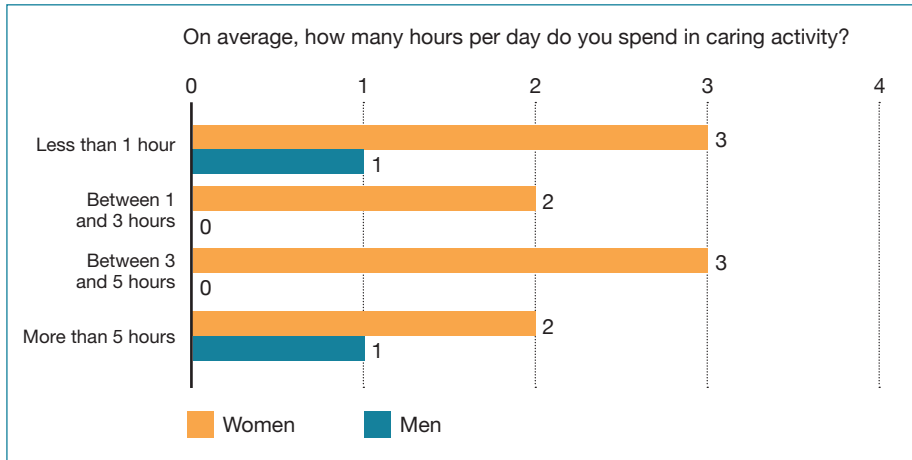
Figure 2.4 d: Results from the survey related to caring responsibilities, by gender, 2013-2015



Source: Collegiate Bodies Office UniFe

From Figure 2.4 d it is clear that out of the 12 respondents who declared they took care of children and other relatives, 6 (4 women and 2 men) are the only ones involved in said caring activity..

Figure 2.4 e: Results from the survey related to the average daily time spent on caring activities, by gender, 2013-2015



Source: Collegiate Bodies Office UniFe

To the question related to the average daily time spent on caring activities, the majority of respondents, mainly women, reported spending between 1 and 5 hours per day.

The results of the survey, albeit highlighting that employees who subscribed to an annual discount for public transport do not need to conciliate work and family (17 people out of 29 do not have children or relatives to take care of), have shown that family responsibilities for care activities are mainly entrusted to women (out of 12 respondents who declared assisting a relative, 10 were women).

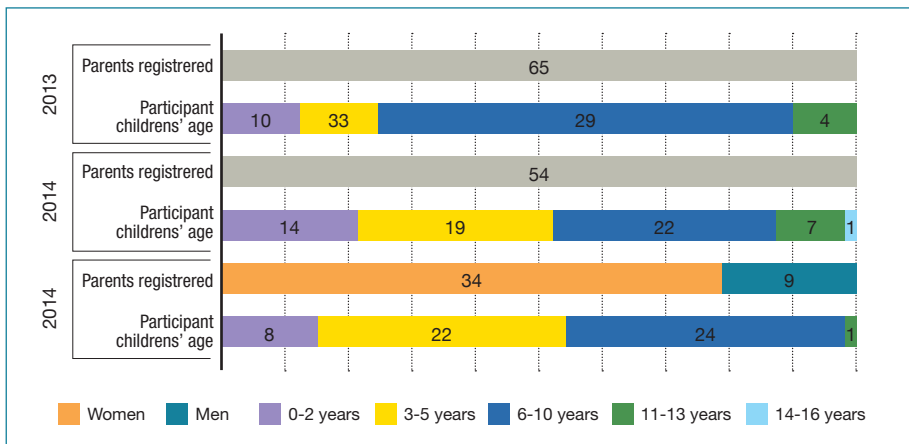


2.5 Children in the Office

The project “Children in the Office” has the aim of creating a day dedicated to the children of University employees. It aims to bring attention to the reconciliation of work and family, allowing the children to acquaint themselves with their parent’s workplace and to carry out recreational and educational activities therein. The initiative was promoted by the major Italian newspaper Corriere della Sera, and obtained the support of the Presidency of the Council of Ministers and of the national Family Policies Department. In 2015 the University of Ferrara also participated to the initiative, involving different locations within the University, on Friday, 22nd May. To involve all family members of the family, in the 2015 edition, in addition to the sons and daughters, even close relatives and all the people close to the University staff were invited to participate in the initiative.

The theme for reflection and entertainment chosen by the University for the 2015 edition involved nutrition, sport and the well-being deriving from a healthy lifestyle and exercise, important from early life.

Figure 2.5: Employees participating in the “Children in Office” initiative, by gender of parents and age of children, 2013-2015



Source: Human Resources Office UniFe

Note: for the years 2013 and 2014 the distinction by gender of parents taking part in the initiative is not available.

OBJECTIVE 3 - WELLBEING AT WORK

3.1 Survey about wellbeing at work

Within Objective 3 (Promotion of wellbeing at work) of the 2014-2016 Positive Action Plan amongst other things, there is the distribution of a questionnaire whose objective is the recognition and measurement of the degree of wellbeing at work which is associated to the assessment of stress at work risk.

In order to optimize resources and the administration of the survey, a single questionnaire was developed by Professor Stefano Bonnini, associated professor of the Department of Economics and Management, having different objectives:

- evaluating the degree of at stress at work risk among the administrative staff;
- detecting employees' opinions on the organisation of work and workplace environment;
- identifying possible actions to improve the working conditions of the administrative personnel.

The participation rate was very satisfactory, 423 people out of 550 were surveyed (77%). Among respondents, 69% were women and 30% men; these percentages reflect the composition of the population.

On 22nd July 2015, the results of the questionnaire were presented to the University Board. The report was also presented to the Evaluation Unit and inserted in the ANAC website and the analytical report concerning the results of the survey was published, according to the regulations in force, in the UniFe website, in its Administrative Transparency section.

In order to provide a fruitful and interactive sharing of information, on 21st and 23rd September the results of the survey were presented to all the Technical and Administrative staff by the Rector's deputy for Equal Opportunities and by Professor Stefano Bonnini, in the Rector's presence. Those who were unable to attend had the opportunity to access the recording of the event through the link:

<http://www.unife.it/at/performance/benessere-organizzativo/indagine-2014/benessere-organizzativo-2014>

OBJECTIVE 7 – FIGHTING DISCRIMINATION

7.1 Double exam transcript resolution

The double exam transcript resolution is born in order to meet the demands of male and female students who are in situations of gender transition.

To ensure the identification of the procedure to be followed and the creation of a alias career, starting in June 2014, a special working group was established, to analyse the legislation on the subject and carry out a feasibility study.

Then, the group proceeded to definite the necessary informative procedure for the allocation of a alias career, the drafting of guidelines for the allocation of the same and a confidentiality agreement to be signed between the interested person and the University.

The process does not require the definition of a specific budget.

The approval by the Academic Bodies took place in the month of October 2014.

During 2015 the University of Ferrara recorded only one alias career, with enrolment in the A.A. Y.Y. 2015/2016.

Source: Teaching Office UniFe

OBJECTIVE 8 - PROMOTION OF INITIATIVES TO ENSURE EQUAL REPRESENTATION OF MEN AND WOMEN IN THE UNIVERSITY BODIES

8.1 Resolution for the balanced presence of genders in the constitution of the Academic Bodies of UniFe

In the second half of 2013, the Rector's Deputy for Equal Opportunities carried out a study on the measures implemented in the different universities to give practical effect to the principle of equal representation of men and women in the University bodies. The study led to the adoption, in May 2014, of a resolution of the Academic Senate and of the University Board on the Constitutional **Principle of equal opportunities between men and women - Commitment to the concrete implementation art.2, paragraph 2 of the UniFe Statute.**

The above-mentioned decision (available at the link: <http://www.unife.it/progetto/equality-and-diversity/delibere-ateneo/Attuazione%20art.%202%20Statuto.pdf/view>) requires the integration, in all University regulations, of an article quoting an explicit commitment to ensure the Constitutional Principle of equal opportunities between men and women – Commitment to the concrete implementation Article 2, paragraph 2 of the UniFe Statute.

Table 8.1: Elections taking place since the adoption of the resolution, number of applications, possible extension of the deadline, applications received after the reopening and candidates elected by gender

Bodies	Applications		Satisfaction of requirements for the balanced presence	Extension of the deadline	Applications after the extension		Elected	
	Women	Men			Women	Men	Women	Men
Academic Senate, election of 2 people among the associated professors	1	1	Yes	No	-	-	1	1
Academic Senate, election of 2 people among the researchers	2	0	No	Yes	0	0	2	0
Academic Senate, substitution of 1 representative of technical and administrative staff	1	1	Yes	No	-	-	0	1
Directors of Department	4	11	No	Yes	0	0	3	7
Technical and Administrative Staff Council, elections of those 28 representatives who elect the Rector	37	37	Yes	No	-	-	16	12
Technical and Administrative Staff Council, elections of 12 representatives	10	19	Yes	No	-	-	6	6
Students' Council, election of representatives	21	34	Yes	No	-	-	9	22
Research Council, election of representatives	12	19	No	Yes	0	1	10	17
Research Council, election of the President	0	1	No	Yes	0	0	0	1
Research Council, supplementary election of the President	0	1	No	Yes	0	0	0	1
Research Council, replacement of 1 full professor representative	0	1	No	Yes	0	0	0	1
Research Council, replacement of 1 associated professor representative	1	0	No	Yes	0	0	1	0

Source: Collegiate Bodies Office UniFe

The Table 8.1 above highlights how, in almost all cases, the decision to ensure a gender balance in the establishment of the academic bodies, in the short term, did not have the desired effect.

In fact, none of the cases in which the extension of the deadline was necessary generated applications that allowed to balance the disparity between genders.

This suggests that achieving an equal representation in the organs of the University is not a linear path and that there are reasons for not applying from the represented gender's point of view that require further reflection and new measures to remove the obstacles that impede applications to buck the current trend.

3. The objectives – Other activities

Within Objective 1: *Information, education and awareness to strengthen a culture of equality and equal opportunities*, the following activities were promoted in 2015:

EduCARE in Unife

The project “*EduCARE in Unife*”, proposes a series of meetings dedicated to all parents who work and study at the University of Ferrara.

The meetings are held by experts in psychology, education and youth issues in order to present solutions to support the wonderful hard work of parenthood, tackling cross-cutting themes for children of different ages. During the meetings various issues are discussed in-depth: education, the importance of taking care, and the services offered to families in Ferrara.

In 2015, the second edition of EduCARE in Unife provided the following appointments:

11th November: How to help children to become happy people, held by Francesca Solmi, CSC center services and consulting for school integration, Municipality of Ferrara.

18th November: Educating your child through sport, held by Alessandro Grande, University of Ferrara.

25th November: Every age has its own ability: innovative tools in education, held by Irene Tessarin, Podresca Center (Udine).

2nd December 2: I can stay with you: How to support teenagers' choices and passions, held by Alberto Urro, PROMECO Municipality of Ferrara- Local health unit of Ferrara.

SeniorCARE in UNIFE

The Project “*SeniorCARE in Unife*” proposes an informative meeting on the ASP Services dedicated to all those who work and study at the University of Ferrara.

The meeting aims to raise awareness of the services that the Center for Service to People of Ferrara - ASP (<http://www.aspfe.it/>) offers to the citizens of the municipalities of Ferrara, Masi Torello and Voghiera, in particular concerning the care of elderly people who find themselves in difficulty in the management of daily life, providing support to families who are unable to care for their family dependents or partial dependents.

In 2015 the information meeting on the ASP services was held on 26th March, at

the Department of Law.

Organic nutrition and Posture

The project *“Organic nutrition and Posture”* proposes a series of theoretical and practical lectures on nutrition and posture. In 2015, the series of lectures, organized by SGC and EC, in collaboration with the S.U.C., was held from 11th to 18th April at the S.U.C. and at the Department of Law. The initiative was coordinated by Professor Cristiana Fioravanti. The lectures were given by Dr. Cristina Saletti – Clinician at the health unit Food Hygiene and Nutrition at the Department of Public Health in the Local health unit of Ferrara and Dr. Elisa Bottoni - Instructor S.U.C. - Ferrara.

Cinema discussion “Cinema and Identity”

The cinema discussion entitled *“Cinema and Identity”*, was held in the months of April and May 2015 at the Department of Law. An event that allowed to reflect on and discuss, together with guests (including Prof. Chiara Baiamonte, Prof. Sandra Rossetti, Prof. Orsetta Giolo, Prof. Paolo Veronesi and Dr. Maria Giulia Bernardini), current events, focusing on the concept of “identity” and analyzing it within different social contexts.

Unifestival

The 2015 Unifestival edition was held from 25th to 27th September 2015. During the three days, UniFe presented and promoted its various university activities, reflecting the increasingly strong connection between the university and local communities. During Unifestival, the UniFe Equal bodies proposed the following events:

GENDER REPORT - Speakers: Silvia Borelli and Cristiana Fioravanti

In the 2014-2016 Positive Action Plan, the Budget Report was identified as a permanent tool for monitoring all policies and actions of the University (see. Chap. 4). Gender mainstreaming, namely the assessment of the implications for women and men of all actions planned in every area and at every level, becomes an essential principle for the programming of all the policies and budgets of the University of Ferrara.

AGILE WORK - Speakers: Cinzia Mancini and Cristiana Fioravanti

Work agile as a driver to increase productivity, reduce fixed operating costs, reduce travel time, improve the quality of life of the people, respect the environment.

PINK ECONOMY – Speakers : Emidia Vagnoni and Cristiana Fioravanti

Men and women have a different way of interpreting their role in the employment context, and different is also their attitude and their mode of action in the economic choices and business paths. In this sense, gender can also differentiate the approach to the management of coordination, the interpretation of the entrepreneurial role, and the leadership.

Projection of documentary film “*Per la mia strada*” - Speakers: Cristiana Fioravanti

Within the objective 7: fighting discriminations, during 2015, among others, the following activities were promoted:

Memorandum of Understanding against sex discrimination

Since 2012 the University of Ferrara adheres to the inter-institutional Memorandum of Understanding to contrast homophobia by “the definition of actions and intervention strategies in the field of discrimination based on sexual orientation”.

The Memorandum, promoted by Ferrara Province, establishes a working group made up of various anti-discrimination bodies and public companies, as well as by private associations, committed to achieving a direct action plan to know and fight homophobia and transphobia and all forms of discrimination.

As part of the actions planned in the memorandum, the University of Ferrara has created a Desk against discrimination (see. Chap. 5).

Memorandum of Understanding between UniFe and the Prison of Ferrara

The document, signed on 21st December 2015 by the Director of the Prison, Ms. Carmela De Lorenzo, and by the Rector, Prof. Giorgio Zauli, confirms the mutual commitment to encourage enrolment in the University and to remove economic obstacles to ensure access to education to those subjected to deprivation of liberty. Depending on the specificities of the training courses and activities to acquire the skills needed for acquiring the degree title, such as attending workshops or other activities that can hardly be accomplished during imprisonment, prisoners can enrol in degree programs in Law, Humanities, Economics and Management, Mathematics and Computing.

It is important to point out, finally, that for all the above mentioned objectives, working groups have been created and all the activities described in this section have been carried out successfully thanks to the work (free of charge) of both the members of the SGC and EC and the external colleagues who believe in these policies in favour of UniFe students and workers.



Università degli Studi di Ferrara

Progetto Equality & Diversity

Piano di Azioni Positive 2014-2016



Introduzione

La politica di Ateneo in materia di pari opportunità e di affermazione dell'equaglianza sostanziale

Si consolida nel quadro dei Piani di Azioni Positive (PAP), proposti dagli Organi di parità dell'Ateneo, e approvati dal Senato Accademico e Consiglio di Amministrazione.

Gli Organi di Parità dell'Ateneo sono:

- Delegata del Rettore alle Pari Opportunità;
- Comitato Unico di Garanzia (CUG);
- Consiglio di Parità;
- Commissione Etica;
- Consigliera di Fiducia;
- Sportello antidiscriminazioni;
- Tavolo sul benessere lavorativo.

Obiettivo 1

Informazione, formazione e sensibilizzazione per accrescere la cultura dell'uguaglianza e delle pari opportunità

- AZIONI:
- Corso "Domenica politica e istituzioni", realizzabile previa decisione del Dipartimento PO di finanziamento;
 - Contrasto alla violenza di genere;
 - Seminario "La vita delle donne";
 - Seminario "Alta specialità femminile";
 - Seminario "Alta specialità femminile", organizzazione dei due corsi riservati alle studentesse e dipendenti unife;
 - Organizzazione seminario "Lo stalking di genere come rischio lavorativo trascurato";
 - Vademecum contro la violenza sulle donne;
 - Vademecum per il trattamento dei casi di molestie studentesche;
 - Promozione formazione della compagine studentesca;
 - Partecipazione a spettacolo "Fertile a morte" e "Malapolvere";
 - Partecipazione a 18 studentesse ad evento "Nordia Noia - Roma".

Obiettivo 2

Conciliazione dei tempi di vita, di lavoro e di studio

- AZIONI:
- AMBI in ufficio 2014;
 - Rinnoio telefonico;
 - Convenzione CUS Campus Game 2014;
 - Predisposizione del seminario "La città di genere" per la promozione di progetti di conciliazione tempi di vita e di lavoro;
 - Studio fattibilità convenzioni con enti territoriali (sede di lavoro);
 - Studio fattibilità convenzioni con case di riposo;
 - Collaborazione con Ripartizione Risorse Umane per revisione delle linee guida sulla mobilità interna;
 - Revisione del trattamento di lavoratori a tempo determinato (L50 ore e art. 30 co. 2 CCNL).

Obiettivo 3

Promozione del benessere lavorativo

- AZIONI:
- Progetto "Ricerca Innoventor" a cura della Direzione del Rettore, con il supporto del CUG, CP, BOP e Ufficio legali avente come obiettivo l'indagine di clima e la valutazione del rischio da stress lavoro correlato;
 - Convenzione con l'Associazione Donatori Midolo Osseo - Emilia Romagna (ADMO), Associazione Italiana per la Diagnosi e il Trattamento dell'Alzheimer (AITDA) e Comitato Organizzativo di Ferrara e il Centro Universitario Sportivo di Ferrara per la sensibilizzazione e la promozione a favore del personale dipendente e degli studenti dell'Università, del sesso civo all'atto della donazione di organi, tessuti e cellule;
 - Seminario "Lavoro e vita" con la collaborazione con il CUG Fa per PTA e centri sul corretto movimento e postura;
 - Seminario su corretta alimentazione e stili di vita;
 - Seminario sulla cronobiologia.

Obiettivo 4

Creazione del portale Unigender

- AZIONI:
- 360 Equality and Diversity raggiungibile dalla homepage di UNIFE
 - <http://www.unife.it/progetto/equality-and-diversity>

Obiettivo 5

Monitoraggio e promozione di progetti di ricerca diretti a promuovere le pari opportunità

- AZIONI:
- Nel Marzo 2014 Unife ha aderito come "Associate Partner" al progetto RAINBOW CO-ART - Rights Awareness IN Building an Open-minded World From/Trough/With Communities Art - Coordinatore è Middlesex University Higher Education Corporation;
 - Giornata di formazione su HORIZON 2020 e gender balance, in collaborazione con Ufficio Ricerca;
 - International Staff Training Week;
 - Partecipazione ad "Internazionale" 2014.

Obiettivo 6

Piena integrazione di studenti/studentesse, docenti e personale tecnico-amministrativo proveniente da paesi europei o extra-europei

- AZIONI:
- Convenzione con la Direzione Regionale dell'Agence delle Entrate di Bologna ed il Comune di Ferrara relativa al rilascio del codice fiscale all'utenza universitaria internazionale;
 - Partecipazione all'Ufficio Anagrafe straniera - Comune di Ferrara;
 - Partecipazione al progetto "Migrazione" all'evento di benvenuto organizzato dall'Ufficio Mobilità internazionale e dedicato agli studenti internazionali.

Obiettivo 7

Lotta alle discriminazioni

- AZIONI:
- Progetto "Verso una legge contro l'omofobia";
 - Protocollo di intesa contro le discriminazioni sessuali (novembre anno 2014 partecipazione al Tavolo);
 - Apertura Sportello Unife Antidiscriminazioni, riservato alla componente studentesca;
 - Designazione della Consigliera di Fiducia Unife.

Obiettivo 8

Promozione di iniziative dirette a garantire una paritaria presenza di uomini e donne negli organi dell'ateneo

- AZIONI:
- Lettera della Delegata del Rettore "per un'effettiva applicazione del principio delle pari opportunità";
 - Approvazione in Senato Accademico ed in Consiglio di Amministrazione della delibera n. 100/2014, concernente l'adozione di misure a favore tra uomini e donne - in seguito per la concreta attuazione dell'art. 2, comma 2 dello Statuto Unife.

Contatti

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Sportello antidiscriminazioni
Pubblicazione del regolamento
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V. Equal Opportunities Bodies

ITALIAN CONSTITUTION

Article 3 - *“All citizens have equal social dignity and are equal before the law, without distinction of sex, race, language, religion, political opinion, personal and social conditions.*

It is the duty of the Republic to remove those obstacles of economic and social nature which constrain the freedom and equality of citizens, preventing the full development of the human person and the effective participation of all workers in the political, economic and social organization of the country “.

CHARTER OF FUNDAMENTAL RIGHTS OF EUROPEAN UNION

Article 20 – Equality before the law

Everyone is equal before the law.

Article 21 – Non-discrimination

Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited.

Within the scope of application of the Treaty establishing the European Community and of the Treaty on European Union, and without prejudice to the special provisions of those Treaties, any discrimination on grounds of nationality shall be prohibited.

Article 23 – Equality between men and women

Equality between men and women must be ensured in all areas, including employment, work and pay.

The principle of equality shall not prevent the maintenance or adoption of measures providing for specific advantages in favour of the under-represented sex.

STATUTE OF THE UNIVERSITY

Article 3 - Freedom of research, teaching and study

“Unife pursues its objectives while respecting the dignity of the human person, pluralism of ideas and transparency of information and procedures. Unife protects the freedom of ideas and the expression of political, trade union and religious freedoms; it guarantees the necessary conditions to express and freely communicate their ideas to all the staff and students; it provides equal opportunities in employment and study. Unife establishes an ethical code, which is approved by the Academic Senate”.

At the University of Ferrara, actions aimed at promoting equality between and equal opportunities for both women and men are promoted and realized by:

- The Rector's Deputy for equal opportunities;
- The Equality Counsel (henceforth EC);
- The Single Guaranteeing Committee (henceforth SGC).

The initiatives and information related to the Rector's Deputy, the EC and the SGC are available at:

<http://www.unife.it/progetto/equality-and-diversity>

The Deputy Rector for Equal Opportunity, the EC and the SGC are members of the UNI-CPG, the Italian Association of Coordination of Guaranteeing and Equality Boards of Italian universities and in 2013 joined the National Conference of Equality Bodies in Italian universities.

The Rector's Deputy for equal opportunities

Since 1998 a Rector's Deputy for equal opportunities has been operating within the University of Ferrara. Until now, the office has been awarded to a woman. The Rector's Deputies for equal opportunities within the University of Ferrara have been:

Prof. Cristiana Fioravanti, from October 24, 2013 to March 10, 2016 (D.R. 1481 of November 2, 2015) and 2013 – 2015 (D.R. 1212 of October 24, 2013)

Prof. Chiara Scapoli, 2010 – 2013 (D.R. 1280 of October 19, 2010) and 2007 – 2010 (D.R. 1662 of November 28, 2007)

Prof. Simonetta Baldi, 2004 – 2007 (D.R. 97 of January 25, 2005), and 2001 – 2004 (D.R. 447 of February 8, 2002) and 1998 – 2001 (D.R. 93 of November 22, 2000).

NOMINATION The Deputy is appointed by the Rector among the teaching staff of the University, and shall hold office for the term of office of the Rector.

FUNCTION The Deputy, representing the Rector, takes care of the preliminary investigation and discussion of policies towards the pursuit of goals and programs related to equal opportunities previously approved by the governing bodies.

BUDGET The Deputy does not have a budget, but may submit a project to the Rector and apply for funding for said project.

In 2015, a project of € 10,000.00 has been financed in order to investigate the conditions of well-being in the working and organizational and equal opportunity environment, through focused questions on the context and contents of institutional activities of Grade A, B, C and D staff. The results of the survey were presented by the Rector's Deputy to all staff on September 21, 2015.

¹ Although art. 21 of L. 183/2010 (which amended Art. 57 of D. Lgs. 165/2001 above) provides for the establishment of a single committee, the University of Ferrara also chose to keep the Equal Opportunities Committee (now called Equality Counsel) alive, next to the SGC. The presence of the two bodies allows a full representation of all the components present in the University.

The Equality Counsel (EC)

Art. 22 of the Statute of the University

1. *The Equality Counsel promotes initiatives for the implementation of equal opportunities and valuing differences, under current Italian and EU law, it monitors compliance with the principle of non-discrimination and provides support for victims of violations and abuses of power.*
2. *The Counsel is composed of members identified on an equal footing among the teaching staff, technical and administrative and students.*
3. *The definition, composition and functioning of the Counsel shall be established by regulations.*
4. *The Council, on the first meeting, shall elect its President, who shall convene it at least once every six months.*

The Equality Counsel is a tripartite organ, where teaching staff (including research fellows), technical and administrative staff and students (both graduate and post-graduate) participate on an equal footing.

The different members of the Equality Counsel are thus appointed:

NOMINATION AND MANDATE

- 4 representatives of the teaching staff are selected by the Academic Senate, on the basis of the evaluation of cover letters and curricula, bearing appropriate experiences in the field of equal opportunities and combating discriminations;
- 4 representatives of the technical and administrative staff are appointed by the Council of the administrative staff, based on the evaluation of the cover letter and curriculum, bearing adequate experience in the context of equal opportunities and combating discriminations;
- 4 student representatives are appointed by the Student Council among students, PhD students and students of Medical Studies, also external to the Council.

The representatives of the teaching staff and the technical and administrative staff hold office for four years, while the student representatives remain in office for two years.

The EC currently in office was appointed by D.R. 1372/2013, and is composed of 11 women (Silvia Borelli, Monica Campana, Lena Fabbri, Manuela Ferracin, Roberta Pancaldi, Alice Salinardi, Chiara Scapoli, Serena Scardovi, Claudia Spirito and Arlette Tchabda Mounsang) and one man (Aleksandar Cvetkovski).

FUNCTION

The EC promotes, along with Rector's Deputy for equal opportunities and the SGC, initiatives for the implementation of equal opportunities and valuing differences, it monitors compliance with the principle of non-discrimination and provides support for victims of violations and abuses of power.

BUDGET Every year the EC will present, along with the CUG, a request for funds to carry out its activities. In 2015, € 9,000.00 were allocated for conference and seminar organization. Moreover, from 2014, a small percentage of revenues from third party activities has been used for the realization of equal opportunities projects and it has been determined as follows:

- Year 2014: € 1,013.50
- Year 2015: € 1,846.96

The Single Guaranteeing Committee (SGC)

Art. 57 co. 01-04, of Legislative Decree 165/2001

Public administrations constitute within one hundred twenty days from the date of entry into force of this provision and without new or increased charges for public finances, “the Single Guaranteeing Committee for equal opportunities, the enhancement of the welfare of those who work and against discrimination, “which replaces unifying skills in a single body the committees for equal opportunities and the joint committees on bullying, constituted pursuant to collective bargaining, which assumes all the functions provided by the law, by collective agreements relating the staff of the government or by other provisions.

The Single Guaranteeing Committee for equal opportunities , the enhancement of the welfare of those who work against discrimination and has an equal composition and is made up of a member appointed by each of the most representative trade union at the level of administration and of an equal number of representatives administration in order to ensure the overall equal representation of both genres. The President of the Committee shall be appointed by the sole administration.

The Single Guaranteeing Committee, within the public administration, has the task of advising, consulting and auditing and it works in collaboration with the National Counselor of equality. Contributes to enhancing the productivity of public employment, improving the efficiency of the services connected

to the guarantee of a work environment characterized by the respect for the principles of equal opportunity, of organizational well-being and the contrast of all forms of discrimination and moral or psychic violence for workers.

The operating procedures of the Single Guaranteeing Committee are regulated by the guidelines contained in a directive issued jointly by the Department of Public Service and the Department for Equal Opportunities of the Presidency of the Council of Ministers within ninety days from the date of entry into force of this disposal.

The failure to establish the Committee’s sole warranty entails responsibility of managers in charge of personnel management, in order to evaluate the achievement of these objectives.

Art. 23 of the Statute of the University

1. *The University of Ferrara establishes the “ Single Guaranteeing Committee for equal opportunities, the enhancement of the welfare of those who work and anti-discrimination” that assumes all the functions provided by the law by collective agreements for the staff of public authorities or by other provisions.*
2. *The members of the Committee shall be appointed in accordance with the parity and gender equality among the administrative staff.*
3. *The procedures for setting up, operation and responsibilities of the Committee are governed by specific regulations.*

Only technical and administrative staff are present within the SGC, as required by law. The SGC consists of: a designated member from each of the representative trade unions in accordance with legislative decree 165/2001 (hereinafter T.U.R.) and an equal number of representatives from the Administration. For each component, a substitute is also appointed.

The representatives of the Administration are designated by the Director of the Administration on the basis of the evaluation of curricula showing adequate experience in the field of equal opportunities and/or harassment, and the contrasting of discriminations. The trade unions, in their assessment, should preferably follow the same criteria.

The Committee is appointed by the Director of Administration and the members shall remain in office four years, renewable just once.

The current SGC consists of:

Administrative component:

- members (Cinzia Mancini – President, Cinzia Buzzoni, Manuel Meo, Riccardo Raneri)
- substitutes (Daniele Busi, Federica Danesi, Lucia Manzalini, Gianluca Rizzi)

The Unions:

- members (Umberto Tessari – Vice President, Gloriano Bigli, Giacomo Ciriago, Elettra Mantovani)
- substitutes (Massimo Galvani, Nadia Nasci, Oliva Villafranca, Beatrice Zucchi)

FUNCTION The SGC, along with the Rector’s Deputy for equal opportunities and the EC, aims at achieving the following objectives:

1. ensuring gender equality and equal opportunities, strengthening the protection of workers;
2. ensuring the absence of any form of moral or psychological violence and discrimination, both direct and indirect, related to gender, age, sexual orientation, race, ethnic origin, disability, religion and language;

3. contributing to the optimizing of the productivity of public employment, improving the efficiency of work performance, also by the creation of a work environment characterized by its stance against of any form of discrimination.

BUDGET Every year the SGC, together with the EC, will present a request for funds for implementing its activities. As already mentioned, in 2015, € 9,000.00 were allocated for conferences and seminars organization. Moreover, from 2014, a small percentage of revenues from third party activities has been used for realization of equal opportunities projects and it has been determined as follows:

- Year 2014: € 1,013.50
- Year 2015: € 1,846.96

In order to better carry out their projects, the EC and SGC have formed **working groups**, composed of people from both committees and additional University personnel, selected on the basis of the necessary experience and knowledge to pursue the project.

In 2015, following the adoption of the new 2014 to 2016 PAP (see. Chapter 5), the following working groups were established:

TRAINING composed by: Silvia Borelli, Federica Danesi, Sindy Melissa Godínez de León, Omar Paolucci, Chiara Scapoli, Beatrice Zucchi;

WELLBEING AT WORK composed by: Stefano Bonnini, Cinzia Buzzoni, Monica Campana, Giacomo Ciriago, Cinzia Mancini, Elettra Mantovani, Lucia Manzalini, Riccardo Raneri, Gianluca Rizzati, Roberta Russo e Umberto Tessari, Alice Salinardi;

CONCILIATION and SERVICES composed by: Alessia Alberti, Gloriano Bigli, Silvia Borelli, Lucia Braghiroli, Daniele Busi, Federica Danesi, Cristiana Fioravanti, Elettra Mantovani, Maria Giovanna Marega, Claudia Palandri, Roberta Pancaldi, Federica Righetti, Alice Salinardi;

DISABILITY AND FRAGILITY composed by: Gloriano Bigli, Enrico Borghi, Maddalena Coccagna, Claudia Palandri, Maria Giovanna Marega, Cinzia Mancini, Sabrina Trapani;

FIGHTING DISCRIMINATION composed by: Riccardo Raneri, Massimo Galvani, Manuel Meo, Koko Fa-Lom Touglo, Gianluca Rizzati;

GENDER LANGUAGE composed by Silvia Borelli, Cinzia Buzzoni, Maria Grazia Campantico, Ilaria Fazi, Cinzia Mancini, Lucia Manzalini, Omar Paolucci, Maria Grazia Pozzovio, Gianluca Rizzati, Claudia Spirito, Michela Capris.

Other bodies

To ensure a work and study environment that respects the principles of equal opportunities and non-discrimination, the following organs also operate in the University of Ferrara:

- Ethical Committee;
- Workplace Wellbeing Board;
- Confidential Counsellor;
- Antidiscrimination Helpdesk.
- Development and organizational Wellbeing Office.

Ethical Committee

FUNCTION The **Ethical Committee** of the University is the organ responsible for the observance of the guiding principles and rules of the Code of Ethics of the University of Ferrara. The Code of Ethics of UniFe, was approved, as required by Article 2 paragraph 4 of L. 240/2010, in July 2011. The Code of Ethics defines the rules that should govern the conduct of all those who participate in the activities of the University.

The Ethical Committee:

- provides consulting, investigation and monitoring on the implementation of and compliance with the rules of the Code of Ethics and of its practices of interpretation;
- operates on non-anonymous reports or on its own initiative;
- encourages, where possible, the amicable resolution of disputes;
- informs the bodies involved about violations of the Code of Ethics;
- annually submits a report which provides an account of the issues raised and decisions taken to the Academic Senate ;
- submits proposals for revision or integration of the Code of Ethics to the competent organs

NOMINATION AND MANDATE

The Ethical Committee is composed by three representatives of the academic staff, a representative of the technical and administrative staff and a representative of the students. The representatives of the academic staff and technical-administrative staff are appointed on the basis of the evaluation of curricula certifying their competence to carry out the functions of the Committee, and shall hold office for three years.

In order to facilitate access to the Ethical Committee, a form has been prepared with which UniFe students and staff may apply to the Committee for an opinion on the implementing of the Code of Ethics, or check whether there is an infringement of the Code.

Workplace Wellbeing Board

FUNCTION In order to realize the Rector's Deputy's project for equal opportunities on the investigation of workplace atmosphere, safety evaluation and survey, a **Workplace Wellbeing Board** has been set up, comprising the six representatives of the safety workers and the Head of the Legal Office.

NOMINATION By Rector's Decree no. 617/2014 of 26 May 2014 the decision was taken to reconstitute the Board with the following composition:

- the Rector's Deputy for equal opportunities - Coordinator
- the President of the Single Guaranteeing Committee or her/his delegate
- the President of the Equality Counsel or her/his delegate
- the Head of the department for health and safety at work or her/his delegate
- six representatives of the workers for safety
- a member of the Student Guaranteeing Committee
- the Director of the Department of Workplace Medicine
- a Doctor of the Department of Workplace Medicine
- the Confidential Councillor
- the Head of Legal Department
- the Head of Wellbeing at work office
- a student representative.

Confidential Counselor

NOMINATION The **Confidential Counselor** is a professional, external to the University, selected by public tender, which may be addressed by UniFe workers who believe they are victims of bullying, instances of abuse, arbitrary discrimination, abuse of power, sexual or moral harassment or marginalization in the workplace.

FUNCTION The Confidential Counselor, at the request of the worker concerned, takes charge of the case in order to seek a positive, timely and decisive resolution of the matter. For this purpose, always with the consent of the person concerned, the Counselor can hear the alleged author of the misconduct, acquire testimonies, contact the managers of the relevant departments and promote joint meetings with the parties involved.

The Confidential Counselor also promotes, in agreement with the SGC and the EC of the University of Ferrara, prevention and information/training activities relatively to all matters contrasting wellbeing in the workplace with particular attention to the training of supervisors and managers of the various structures, who will then disseminate a culture of respect for human dignity within the workplace.

From 1st April 2014 to 31st March 2015, Dr. Stella Lazzarini worked as Confidential Counselor. During that period, the turnout at the counter of Counselor has been very limited; a total of 2 men and 5 women have turned to professional. For this reason the service has not been renewed.

Antidiscrimination Helpdesk

The opening of a **Antidiscrimination helpdesk** is part of the actions initiated by the University of Ferrara to support equal opportunities, and to spread a culture of non-discrimination, non-violence and inclusiveness. This action arises from the undersigning, by the University of Ferrara, together with the Province of Ferrara, the Municipality of Ferrara and many other local associations, of the inter-institutional Memorandum of Understanding "definition of actions and intervention strategies in the field of discrimina-

tion based on gender identity and sexual orientation”.

NOMINATION The Antidiscrimination helpdesk is operated by a professional selected by public tender, who can be addressed by all UniFe students who believe they are victims of discrimination or acts of violence / bullying / exclusion / harassment relating to gender, to gender identity and sexual orientation, or any other form of discrimination.

FUNCTION The professional, at the request of the student concerned, provides psychological listening counseling in order to assess the situation and provide guidance and psychological support.

The Desk also promotes, in agreement with the SGC and the EC of the University of Ferrara, prevention, information and training relatively to all the phenomena of discrimination, violence and exclusion within the context of the University and study activities, by supporting awareness-raising actions on the issues.

From 1st April 2014 to 31st March 2015, Dr. Chiara Baiamonte has followed the Antidiscrimination helpdesk.

Office of Organizational Development and Welfare

FUNCTION The **Office of Organizational Development and Welfare** is responsible for the management of internal and external training courses for technical-administrative staff.

It organizes the inward and outward mobility processes.

It manages incentive procedures related to collective labour supplemental agreement regarding the evaluation, and procedures about the identification - according to criteria provided by art. 79 of the national collective labour agreement in force - of the operating personnel entitled to aspire to a further economic position in relation to the role within their own specific group.

It coordinates the procedures for access to teleworking.

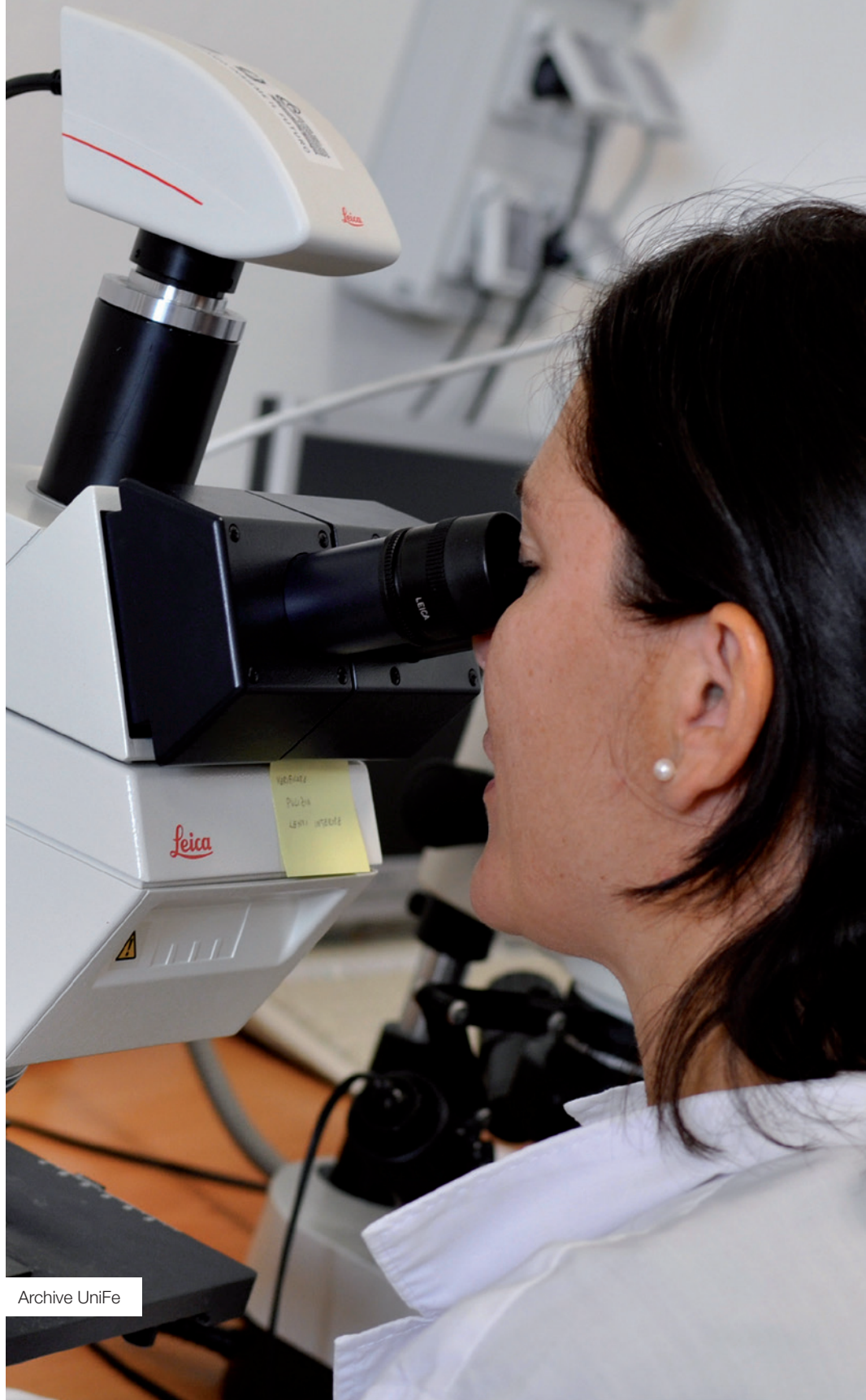
The Office also handles the assignment of objectives to category EP and D Department Managers and evaluates their results, settling the related fees.

It deals with the annual path of analysis and evaluation of the professional performance of the technical and administrative staff.

Since 1st March 2015 the Office has cooperated with the Single Guaranteeing Committee and the Equality Council in implementing the Positive Action Plan for 2014-2016 and other activities to promote organizational well-being, in particular to foster the development of a more attentive and functional organization to promote the employees' personal well-being, also to prevent discomfort actions.

NOMINATION AND MANDATE The Office of Development and Organizational Wellness consists of a manager and two assistants.

BUDGET In 2015, the budget allocated to the Office, for the training of administrative staff, amounted to € 66,000.00 of which € 10,000.00 for training on transparency and anti-corruption and € 26,000.00 aimed at training on safety at work.



VI. Conclusions

The snapshot of the University of Ferrara that emerges from its fourth Gender Report confirms the critical issues identified for each of the three components of the University in the previous edition.

The analysis of UniFe students shows that female students, normally, graduate before males, and they are rarely out of course (among the total number of graduates on course, women make up 59.8%). The percentage of women taking admission tests for programmed number courses is higher than the percentage of men, as is the percentage of female students in the Erasmus mobility, both inwards (69.51%) and outwards (56.17%). Despite the increased mobility of female students and their better results, there is still the problem of “horizontal segregation”, with women over-represented in the sector of humanities (in A.Y. 2015/16 in UniFe women represent only 19% of the members in Engineering; R. Frattini - P. Rossi *Report on Women in the Italian University*, <http://www.menodizero.eu/saperepotere-analisi/247-report-sulle-donne-delluniverita-italiana.html>). This reflects the persistence of gender stereotypes, which are repeated in all stages of the career of female students - researchers - professors, as is well shown in the graph on the presence of women in the Department of Engineering.

Another critical data, and worrying, is the under-representation of female students in the Student Council: although women make up more than half of the student population, among the 31 members of the student council only 8 are women.

Also matter for concern is the data provided by AlmaLaurea about the labour market: 3 years after graduation, there is a gap of 7.80 percentage points between female and male employees that represents the difficulty women encounter when entering the labour market very well.

With regard to the academic staff, two data are alarming: the small number of women professors (22 female compared to 127 male full professors and 82 female compared to 162 male associate professors in 2015) and the low (insignificant) number of women in academic bodies (7 out of 23 women in the Senate; 3 female directors of Departments in comparison to 9 male directors of the Department; only 2 women on the Board of Directors compared to 9 men; 11 women and 16 men in the Research Council). Also the compositions of the Board of Auditors (2 women and 3 men) and the Evaluating Unit (1 woman and 5 men) show a serious situation of inequality. The only organs that are the exception - not surprisingly - are the SGC (where the presence of women and men is almost egalitarian), the EC (an almost exclusively female composition) and the Technical and Administrative Staff Council (characterized by a large number of women in the electorate and stand). Different situation is to be found in the gender composition of the Presidium of Quality (four out of eight are women) where, however, the positions of Head and Deputy-Head are filled by two men.

However, it the valuable initiative of the Academic Senate and the Board of Directors should be underlined. namely adjudicating on the constitutional principle of equal opportunities between men and women, in order to ensure a balanced representation of genders in the constitution of the Academic Bodies. The effects

are to be measured in the long run, however, in 2015 slight improvements were found compared to 2014, relatively to women's representation in the Board of Directors (from 10% to 20%), the Council of Research (from 37% to 41%) and in the direction of the departments (from 17% to 25%). In contrast the composition of the Academic Senate witnessed a decline in women's participation from 35% in 2014 to 30% in 2015.

Given the under-representation in senior positions and their lower seniority, female academics receive a salary that is, on average, lower than that of men, a disadvantage that reflected in all the welfare benefits based on salary, such as, most importantly, pensions.

The phenomenon of the progressive loss of women - called leaky-pipe syndrome - is also present in our university: the imbalance between the genres gradually grows as you climb to the top positions. Over the 2006-2014 period, the data on the presence of women has improved, but too slowly for it to be possible to imagine a spontaneous change towards equality. The syndrome of the snail is also more pronounced in UniFe than in the national average: maintaining the current pace, it would take more than a century to have an equal number of female and male full professors!

The ridiculous number of female researchers applicants and beneficiaries of research funds should also be pointed out, which is in part due to the low number of female full professors.

With regard to the technical and administrative staff, what can be detected is an increased utilization of leave for family reasons by women and a high percentage of female employees with part-time contracts (33 women compared to only 2 men in the period 2013-2015, conversion contract from full time to part time is in most cases requested by women). Women are frequently driven to refrain from working in the University to take care of their families, as confirmed by the data regarding the use of leave by the teaching staff. The data on full pay parental leave also shows that, when they do not have to give up their wages, men are more likely to take advantage of the leave (in 2015, only one man received 3 days of unpaid leave). It is thus clear that the reconciliation policies begun by the University need to be strengthened and developed, also thinking about the sharing of care work.

Even among the technical and administrative staff the phenomenon of the so-called glass ceiling is detected: in UniFe, all the managers, as well as the Director-General, are men. More alarming data concerns the allocation of allowances, the beneficiaries of which are disproportionately more men than women.

In the second chapter of the Gender Report, the bodies that synergistically work for the promotion of equal opportunities are shown. The University of Ferrara maintains an Equality Counsel, next to the Single Guaranteeing Committee, in order to ensure the full representation of all components of the University. The committees work through working groups, in which the people necessary for the realization of their project are integrated. Thanks to the Rector of the University, the committees and the Rector's Deputy for equal opportunities have a budget, which is an essential tool for the implementation of their actions. The important role played by the Ethics Commission, the Confidential Councillor, the Workplace Wellbeing Board, the anti-discrimination desk should also be noted as well as the Development and organizational Wellbeing Office.

The second part of the Gender Report, besides the description of the positive action

plans and the many initiatives to improve the current state of the University, has been enriched with an analysis result and gender impact of policies implemented and called for in PAP. Respecting the imperative of gender mainstreaming, the 2014-2016 positive action plan of the University has also been integrated into the 2014-2016 strategic plan and the 2015-2017 performance plan. The distribution of actions in eight areas facilitates the reading, and will allow a better comparison of best practices.

As in the previous edition, this year the Gender Report has been enriched with data and tables concerning the condition of women and men in Italian universities. Thanks to the collaboration with the Statistic Office of the Ministry for Education, Universities and Research, and using the documents provided by Dr. Roberta Piatto of DG Research of the European Commission, the indicators used in the program *She figures* have been added, here marked with the EU flag. The idea is to make the Gender Report a tool common to Italian and European universities, monitoring and sharing measures to promote true equality between women and men.

Cristiana Fioravanti, Rector's *Deputy for Equal Opportunities*
(until 10th March 2016)

Cinzia Mancini, *Chair of Single Guaranteeing Committee*

Silvia Borelli, *Chair of Equality Counsel*

APPENDIX

Acronyms and Abbreviations

A.Y.	Academic Year	IT	Information Technology
AA.YY.	Academic Years	ITU	International Telecommunication Union
AMI	Mobility Agency of the Province of Ferrara	L.	Law
ANAC	National Anti-Corruption Authority	LTTA	Laboratory for Technologies of Advanced Therapies - Biotechnology applied to medicine
Art.	Article	MechLav	Laboratory for Advanced Mechanics
AS	Academic Senate	MIUR	Italian Ministry for Education, Universities and Research
ASP	Public Human Services company	NA	Not available
BoD	Board of Directors	N.B.	Note well
Cat.	Category	p.	paragraph
Cfu	University credit	PAP	Plan of positive actions
Chap.	Chapter	PhD	Doctor of Philosophy
CSC	Center services and consulting for the school integration	PRIN	Research programs of national interest
CUN	National University Council	RTD-A	researcher type A (junior)
D. lgs.	Legislative Decree	RTD-B	researcher type B (senior)
D.R.	Rector's Decree	SGC	Single Guaranteeing Committee
EC	Equality Counsel	SIR	Scientific Independence of young Researchers
EOD	Equal Opportunity Department	SpA	Limited company
ERC	European Research Council	S.U.C.	Sport University Centre
Fig.	Figure	SSD	Scientific Disciplinary Sector
FIR	Funding of research projects	T&ATech	Laboratory Terra&Acqua Tech - environment, water, soil, land
FIRB	Fund for Investments in Basic Research	Tab.	Table
GCI	The Glass Ceiling Index	TAS	Technical and Administrative Staff
GR	Gender report	TekneHub	Laboratory of the Platform Network Construction of Emilia-Romagna High Technology
HES	Higher Education Sector		
HR	Human Resources		
ISCED	International Standard Classification of Education		

TUR	Representative Trade Unions	UniFe	University of Ferrara
TPER	Passenger Transport Region of Emilia Romagna	UN WOMEN	United Nations Entity for Gender Equality and the Empowerment of Women
UNI-CPG	The Italian Association of Coordination Committees of Equality and Guarantee of Italian universities	UN RIC	United Nations Regional Information Centre

TABLE OF CORRESPONDENCE

Table of correspondence between SSD sectors, CUN areas and *She Figures* classification by fields of science

SSD	CUN Areas	CUN Areas	<i>She Figures</i> Fields of Science
INF, MAT	01	Mathematical and Computer Sciences	01 - Natural sciences
FIS	02	Physical Sciences	01 - Natural sciences
CHIM	03	Chemical Sciences	01 - Natural sciences
GEO	04	Earth Sciences	01 - Natural sciences
BIO	05	Life Sciences	01 - Natural sciences
MED	06	Medical Sciences	03 - Medical sciences
AGR, VET	07	Agricultural and Veterinary Sciences	04 - Agricultural sciences
ICAR	08	Civil Engineering and Architecture	02 - Engineering and technology
ING-INF, ING-IND	09	Industrial and Information Engineering	02 - Engineering and technology
L-ART, L-ANT, L-LIN, L-FIL-LET, L-OR	10	Antiquities, Philological-Literary and Historical-Artistic Sciences	06 - Humanities
M-PED, M-STO, M-FIL, M-EDF, M-PSI, M-DEA, M-GRR	11	Historical, Philosophical, Pedagogical and Psychological Sciences	06 - Humanities
IUS	12	Laws	05 - Social sciences
SECS-P (07-08-09-10-11-13), SECS-S, SECS-P (01-02-03-04-05-06-12)	13	Economics and Statistics	05 - Social sciences
SPS	14	Political and Social Sciences	05 - Social sciences

Table of correspondence between Italian fields of study, CUN Areas and *She Figures* classification by fields of study

Fields of Study	CUN Areas	<i>She Figures</i> Fields of Study*
Agriculture	07 Agricultural and Veterinary Sciences	Agriculture, forestry and fishery
Architecture and Civil Engineering	08 Civil Engineering and Architecture	Architecture and building
Arts	03 Chemical Sciences 10 Antiquities, Philological-Literary and Historical-Artistic Sciences	Arts
Economics	13 Economics and Statistics 14 Political and Social Sciences	Business and administration
Computing	01 Mathematical and Computer Sciences 10 Antiquities, Philological-Literary and Historical-Artistic Sciences	Computing
Educational Sciences	11 Historical, Philosophical, Pedagogical and Psychological Sciences	Education science
Information Engineering	09 Industrial and Information Engineering	Engineering and engineering trades
Environmental Science	04 Earth Sciences 05 Life Sciences	Environmental protection
Medical Sciences	06 Medical Sciences	Health
Humanities	10 Antiquities, Philological-Literary and Historical-Artistic Sciences 11 Historical, Philosophical, Pedagogical and Psychological Sciences	Humanities
Journalism and information	10 Antiquities, Philological-Literary and Historical-Artistic Sciences 11 Historical, Philosophical, Pedagogical and Psychological Sciences 14 Political and Social Sciences	Journalism and information
Laws	12 Laws	Law
Natural Sciences	03 Chemical Sciences 05 Life Sciences	Life sciences
Industrial Engineering	08 Civil Engineering and Architecture	Manufacturing and processing
Mathematics and Statistics	01 Mathematical and Computer Sciences 02 Physical Sciences 09 Industrial and Information Engineering 13 Economics and Statistics	Mathematics and statistics
Personal services	05 Life Sciences 06 Medical Sciences 11 Historical, Philosophical, Pedagogical and Psychological Sciences	Personal services
Physical Sciences	02 Physical Sciences 03 Chemical Sciences 04 Earth Sciences 11 Historical, Philosophical, Pedagogical and Psychological Sciences	Physical sciences
Security Services	14 Political and Social Sciences	Security services

Social Sciences	11 Historical, Philosophical, Pedagogical and Psychological Sciences 13 Economics and Statistics 14 Political and Social Sciences	Social and behavioural science
Social Services	14 Political and Social Sciences	Social services
Services for transport	01 Mathematical and Computer Sciences 02 Physical Sciences 09 Industrial and Information Engineering	Transport services
Veterinary	07 Agricultural and Veterinary Sciences	Veterinary

* *She figures* uses the OCSE classification.

Table of correspondence between European and Italian classification of academic staff

Grade	National Classification	Minimum level of education required	Responsibilities of the post
A	Full professor (permanent employment)	Since 2010, a reform of the University (Law 240/2010) has reorganized the recruitment procedures of the academic staff and has established a “national scientific qualification” which is a necessary prerequisite for access to grades A and B.	Teaching and research
B	Associate professor (permanent employment – lower level)	cfr. Grade A	Teaching and research
C	Academic researcher (temporary or permanent employment – lower level)	Holding a degree and passing a specific public competition	Research
D	Fellowship researchers	Research fellows may take from one to three years, renewable for a total of four years. The PhD or equivalent is an advantage to the attribution of grants. To benefit from the grant is necessary to pass a public competition.	Research
Comments	University professors and researchers can be employed either full-time or fixed time. In the latter case, the compulsory teaching hours are reduced, as well as the salary.		

Table of correspondence between technical and administrative staff classification in the national collective agreement for the University and the classification used for the Unesco-Ocse-Eurostat statistics (ISCED97 levels 5 and 6)

ISCED levels 5 e 6	National Collective Agreement for University	Activities
Maintenance and Operations Personnel	Cat. B	Development of tasks according to pre-established procedures. Level of education required: compulsory education and, if necessary, professional training.
School Level Administrative Personnel – level I*	Cat. C	Development of tasks that require different skill abilities, according to partially pre-established procedures. Level of education required: secondary school diploma.
School Level Administrative Personnel – level II*	Cat. D	Development of tasks whose results are not pre-established. Level of education required: University degree.
School Level Administrative Personnel – level III*	Cat. EP	Tasks that require managerial, technical or administrative responsibilities, or functions that require the inscription to a professional register or a high qualification. Level of education required: University degree and professional or high qualification.
School Level Management	Managers	Management, coordination and control of the administrative offices. Abilities required: professional skills, distinctive results and evaluations during his/her career in the public administration, organisational skills, managerial experiences in private or public sector.

* The levels I, II, III are not present in the Isced classification. Here, they have been added to distinguish the different categorie